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STIMULATING DIVERSITY OUTCOMES? A MULTICASE STUDY EXPLORING
ENTREPRENEURIAL ARCHITECTURE AND STORYTELLING IN HIGHER
EDUCATION INSTITUTIONS

by

Noel Criscione-Naylor

A Dissertation

Submitted to the
Department of Educational Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Doctor of Education
at
Rowan University
May 19, 2015

Dissertation Chair: Ane Turner Johnson Ph.D.

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Dedications

I dedicate this dissertation to Mary Bayliss, my grandmother, for her inspiration; Jim Ross, my husband's grandfather, for his encouragement; and my family, especially my amazing husband, Matthew, and beautiful children, Matthew Jr. and Madelyn, for your unconditional love and support; and lastly, in loving memory of Larry Naylor.

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I would like to thank my parents, Paul and April, for providing me with the privilege to pursue my education and instilling in me that I can accomplish anything with persistence and hard work. I want to thank my sisters, Holly and Krystle, for encouraging me to continue with my studies as they achieved their educational milestones. With this accomplishment, I wish to inspire my brother, John, that it is never too late to achieve and be what is in your heart. And lastly, my family, Matthew, Matthew Jr., and Madelyn, thank you for enduring my late nights and sacrifices we all made during this journey; I am truly blessed. I look forward to the endless opportunities that await us all in the future. I love you all.

Abstract

Noel Criscione-Naylor

STIMULATING DIVERSITY OUTCOMES? A MULTICASE STUDY EXPLORING ENTREPRENEURIAL ARCHITECTURE AND STORYTELLING IN HIGHER EDUCATION INSTITUTIONS

2015

Dr. Ane Turner Johnson

Doctor of Education

There is limited research that explores the relationship between entrepreneurial architecture and diversity and its significance to the university and in higher education (Morris, 2010; Nelles & Worley, 2011; Nelles & Worley, 2010). This qualitative, multicase study explored how entrepreneurial architecture and storytelling by administrators contributes to university diversity agendas by investigating the linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes at two, New Jersey, public, four-year institutions. Semi-structured interviews took place with 12 administrators in which the characteristics of entrepreneurial architecture and storytelling at the universities was evident. Three main themes were identified including diverse voices, the forms and approaches to storytelling and corresponding outcomes; collegiate climate, exploring institutional culture; and entrepreneurial vigor, the activity and intensity of engagement in the third mission of higher education. Implications for research, policy, and practice are discussed that provide details on how administrators can make a significant, long term impact in higher education administration.

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Chapter I

Introduction

Affirmative action has been the highly charged, emotional dilemma of the century, calling into question our society's fundamental commitment to equal opportunity. The justification for affirmative action has been to compensate for past discrimination, persecution, and exploitation or to address existing discrimination (Boorstin & Kelly, 1996). The practice of affirmative action policy has transformed from its original intent to provide prospective opportunity toward achieving equal opportunity and valuing diversity to presumptions based on characteristics such as skin color and gender used to define the amount of governmental assistance, preferential treatment, and support that one receives (Kim, 2005; Molinari, Amsell, Cohen, & Bolick, 1996).

Affirmative action was created to eliminate minority prejudice (Boorstin & Kelly, 1996). This practice, with the intent of creating equal opportunity, has been justified by serving one of three rationales: the compensatory, redistributive, or derivative rationale. The compensatory rationale encapsulates compensation for years of systematic and intentional past injustices and exclusions by opening opportunities for our society's disadvantaged or those groups with prior levels of limited access (Kim, 2005; Sternberg, 2005). The second premise recognizes those past injustices, which stem from income differences, segregated communities and schools, and other capital disparities which still exist today. Sternberg (2005) emphasizes that the redistributive argument proposes an egalitarian distribution of society's resources with a focus on rectifying these

disparities. Lastly, the derivative position recognizes that affirmative action attacks injustices directly and therefore, society as a whole will benefit. Kim (2005) highlights that this belief is supported as affirmative action creates diversity and those exposed to diversity in thought, word, and action will become better students, workers, and citizens (Harper & Yeung, 2013). This is important, as it fundamentally begins to position the meaning and value of diversity above primitive definitions associated solely on race and ethnicity.

The Supreme Court Rulings on Affirmative Action

Allan Bakke, a white male, had been declined two years in a row for admittance into the University of California's medical school in which the school had previously accepted less qualified minority applicants. As dictated by the school, there was a separate admissions policy for minorities in which 16 out of 100 places were reserved for minority students (Kim, 2005). The Supreme Court ruled to outlaw quota systems in affirmative action programs that unfairly discriminated against individuals. In the same ruling, the court upheld the legality of affirmative action.

The Bakke case opened the gateway to a series of affirmative action challenges and an attack on affirmative action policy. The Landmark case of 2003, involving the University of Michigan's affirmative action policies, is noted as one of the most important rulings on the issue in 25 years (Foley, 2010). The Supreme Court decisively affirmed the right of race-based affirmative action in higher education. Two cases, first tried in the federal courts in 2000 and 2001, were involved: the University of Michigan's undergraduate program (Gratz v.

Bollinger) and its law school (*Grutter v. Bollinger*). Although the Supreme Court ruled that affirmative action was no longer justified as a way of readdressing past oppression and injustice, the court did uphold the University of Michigan's law school's policy, ruling that race can be one of many factors considered by colleges when selecting their students because it fosters, "A diverse student body that remains a compelling interest for all of society" (Przypyszny & Tromble, 2007, p. 2). The Supreme Court, however, ruled that the more formulaic approach of the University of Michigan's undergraduate admissions point system had to be modified. The undergraduate program, unlike the law school's program, did not meet the criteria for acceptable compelling interests or narrowly tailored individual assignments deemed necessary in previous Supreme Court decisions (Foley, 2010; Kaufmann, 2007; Przypyszny & Tromble, 2007).

Despite the court's ruling in favor of protecting affirmative action policy, the court has failed to specify how institutions of higher education can assess issues of merit and diversity against the fundamental values of equality and fairness (Foley, 2010; Kim, 2005). Specifically, "The *Gutter* case ultimately failed to establish a legal and philosophical foundation for privileging racial diversity, despite the fact that there are many compelling reasons that support the necessity of these policies" (Kim, 2005, p. 14). As a result, the effects of the Supreme Court affirmative action decisions have weakened universities' commitment to affirmative action. Accordingly, the ambiguity regarding compliance with affirmative action policy has resulted in institutions engaging in its reform (Lipson, 2007).

Regardless of policy failure to define appropriate means to promote diversity and equal opportunity in higher education, higher education institutions have a role in cultivating and exposing students to diversity; “Regardless of whether they are grounded in racial, ethnic, economic, religious, political, or other such differences” (Harper & Yeung, 2013, p. 26). Likewise, administrators must be more entrepreneurial to preserve affirmative action and compete in a growing neoliberal market rationalizing that diversity, “Brings instrumental pay-offs such as better learning and more marketable skills” (Berrey, 2011, p. 575). Institutions need to embrace diversity and strategically shift their policies reflecting these instrumental values while protecting their affirmative action policies from legal scrutiny (Lipson, 2007).

The Mission of Higher Education

Affirmative action has required higher education institutions to articulate how diversity will work in an educational setting and how diversity initiatives are central to the institution’s key mission in practice. As a result of continuous trials and failures to further clarify and protect the original intent of affirmative action, institutions of higher education have been required to shift traditional thought surrounding diversity and focus on new, innovative ways in which the institution can achieve similar results to what affirmative action policy promised (Foley, 2010; Kim, 2005). This has required institutions to link diversity to the central values and mission of the institution with the belief that higher education’s overall mission is to support the progression of society and emphasize the instrumental

benefits of interpersonal interaction (Berrey, 2011; Hurado, 2007; Kezar, Chambers, & Burkhardt, 2005; Wilson, Meyer, & McNeal, 2011).

Accordingly, the mission of higher education is rooted in preparing students for personal and social responsibility (Hurado, 2007). As the diversity of the United States population continues to increase, higher education institutions will experience a more diverse student population. The proportion of minorities, such as Blacks and Hispanics, enrolling in college has grown from 2001 to 2011 by 10.7% for Blacks and 26.5% for Hispanics (Baum, Ma, & Payea, 2013). These demographic trends, the economic climate, and persistent inequalities within educational systems, emphasize the importance to prepare students for effective participation in civic life (Kezar, Chambers, & Burkhardt, 2005; Wilson, Meyer, & McNeal, 2011).

Likewise, the civic mission of higher education is aimed to prepare students to engage in community life and effectively communicate across demographic, ideological, and political differences (Hurado, 2007; Jehn, Northcraft, & Neale, 1999; Kezar, Chambers, & Burkhardt, 2005). Accordingly, higher education institutions embed diversity components within their standard curriculum to give students better exposure to human differences (Wilson, Meyer, & McNeal, 2011). Some institutions, such as the University of Michigan, began to communicate a vision of diversity which included, “Valuing race as one of many valued identities and was expressed through interpersonal interactions that enable those involved to learn and grow” (Berrey, 2011, p. 581). In conjunction with this civic mission and the start of fundamental changes in the rhetoric of

diversity, institutions have begun to place an emphasis on intellectual development demanding that students be aware of their own identities, capable of communicating across differences, and possess the skills necessary to develop positive relationships across cultures (Kezar, Chambers, & Burkhardt, 2005; Scisney-Matlock & Matlock, 2001). Accordingly, higher education institutions and administrators are compelled to provide students the access and exposure to multiple forms of diversity.

Diversity in Higher Education

Diversity is a characteristic of a group of two or more people and typically references demographics—race, ethnicity, status, educational achievement, or function/background (Ely & Thomas, 2001; Jackson, 1996). There are three prominent types of diversity as defined within higher education including structural, procedural, and classroom diversity (Harper & Yeung, 2013). Structural diversity is the numerical representation of diversity on campus including extra-curricular diversity initiatives and classroom initiatives (Gurin, Dey, Gurin, & Hurtado, 2003; Harper & Yeung, 2013). In addition, structural diversity refers to institutional differences resulting from historical and legal foundations or differences in the internal division of authority among institutions (Van Vught, 2008). Attention also must be directed to the quantity and quality of cross-racial interactions and students' attitudes toward peers of a different race (Harper & Yeung, 2013; Hurado, 2007; Scisney-Matlock & Matlock, 2001). Procedural diversity describes differences in the ways that teaching, research and/or services are provided by institutions, and is grounded in the mission and

values of the institution, promoting a climate of diversity differences in the social environment and culture of the university (Gurin, Dey, Gurin, & Hurtado, 2003; Van Vught, 2008).

An institution's ability to achieve a positive climate for diversity is reflected by the faculty's commitment to incorporate diversity-related issues into their academic agenda (Mayhew, Grunwald, & Dey, 2005). One aspect where this is particularly clear is in the influence of curriculum and how faculty practice reinforces diversity goals as well as the necessity to create and propose new courses with a multi-cultural focus that supports classroom diversity (Collins & Johnson, 1988; Mayhew, Grunwald, & Dey, 2005). Students develop a more critical perspective about the ways in which their institutions support and foster diversity. Mayhew, Grunwald, and Dey (2005) identify nine constructs as determinants of student perceptions of having achieved a positive campus climate for diversity, including:

Student demographics, pre-college interactions with diverse peers, overall beliefs about the campus diversity, perceptions of institutional, commitments toward diversity, current interaction with diverse peers, interactions with diverse faculty, perceptions of diversity as reflected in the curriculum, participation in diversity courses and level of involvement in co-curricular activities (p. 121).

Diversity in higher education demonstrates positive personal and educational benefits. The overall existence of diversity promotes opportunities for interaction with diverse peers with the possibility of resulting in the employment

of new forms of pedagogy and higher experiential learning, reflection, social critique, and commitment to change, with a focus on expert knowledge (Borasi & Finnigan, 2010; Franklin, 2013; Vorley & Nelles, 2008). In addition, universities, such as the University of Michigan, communicated profound discourse on diversity, arguing that diversity in higher education is necessary in supporting a diverse workforce and competing in the international arena (Berrey, 2011).

More generally, diverse environments have been associated with gains in innovation, creativity, critical thinking, leadership competency, and the ability to work effectively with others (Franklin, 2013; Hurtado, 2007). Students transcend past their own embedded worldviews and consider the perspectives of others (Hurado, 2007). Accordingly, higher education institutions are increasingly unified in attracting, retaining, and supporting a diverse undergraduate student population (Harper & Yeung, 2013). A university's ability to attract a diverse student body has also been supported by the introduction of marketization in higher education which has provided new resources and stakeholders as well as a means to differentiate themselves from similar institutional competition (Lipson, 2007).

Diversity & Marketization in Higher Education

This value in diversity and the marketization of higher education systems has begun to shift higher education priorities from personal and civic responsibilities to a greater emphasis on content knowledge acquisition (Kezar, Chambers, & Burkhardt, 2005). This is essential, as the demand for higher education is increasing, in addition to government competition for resource and

funding prioritization (Johnstone, 2003; Kezar, Chambers, & Burkhardt, 2005; Wilson, Meyer, & McNeal, 2011). Furthermore, extracting the value of diversity and leveraging the marketization of higher education, reveals entrepreneurial attributes associated with risk taking and competition over scarcity of resources that result in further viewing knowledge as a commodity (Lyotard, 1988; Nelles & Vorley, 2011).

Entrepreneurship in Higher Education

Marketization of higher education refers to the increasing influence of market competition in higher education (Dill, 2003). Slaughter and Leslie (1997) identify this phenomenon as academic capitalism, the expenditure of academic resources and affiliated human capital in competitive situations, which call attention to operating in an economic system in which allocation decisions are driven by market forces. Academic capitalism is also associated with human capital from the perspective that knowledge and skills possessed by workers contribute to economic growth (Mars & Metcalf, 2009; Slaughter & Leslie, 1997). As a result, the university and university faculty members demonstrate market behaviors from competition in funding to the sale of products and services. Therefore, the need to pursue resources, has led to the rise of the entrepreneurial existence in higher education. Similarly, international institutions have been identified as moving away from traditional missions focused on the public good and have transcended to focus on teaching and research based in market logic with intentions to generate income (Johnson & Hirt, 2012).

Entrepreneurship has most commonly been associated and defined within the market and key associations being resources, risk taking, and innovative practices that result in increased market-share, substantial shifts in operational margins, and bottom line performance indicators (Mars & Metcalf, 2009; Martens, Jennings, & Jennings, 2007; Slaughter & Leslie, 1997). Although this list is not exhaustive, the existence or manifestation of entrepreneurship in higher education is a more ambiguous phenomenon as a result of its diverse applications and intentions:

This rise in academic entrepreneurship has been associated with neoliberal policies and resource dependencies. Neoliberalism is an ideology that is grounded in the belief that the private marketplace is the ideal catalyst for advancing economies and improving the overall conditions of society. Accordingly, neoliberal policies focus less on contributions to the welfare of society and more on efforts to empower individual economic actors. (Mars & Metcalf, 2009, p. 3)

Research primarily acknowledges the existence of a common goal between the mission of higher education and academic entrepreneurship to improve the overall condition of society (Kezar, Chambers, & Burkhardt, 2005; Mars & Metcalf, 2009). At the heart of an entrepreneurial economy, knowledge as a commodity is a core factor of production and the value of knowledge based activities are more explicitly important with an economic focus (Lyotard, 1988; Nelles & Vorley, 2011). As identified by Kezar, Chambers, and Burkhardt (2005), this focus is demonstrated in the mission prioritization change of higher education

in which the concentration on personal and social responsibility has now shifted to content knowledge.

The influence of entrepreneurship becomes more transparent in the third mission of higher education broadly defined as everything outside traditional teaching and research. Vorley and Nelles (2008) describe how the third mission is more easily considered a phenomenon and articulated in policy to encourage universities to realize their broader socioeconomic potential through knowledge exchange and partnerships in the market place. Refined, the third mission is defined as commercial engagement with a main emphasis on strengthening the entrepreneurship within universities.

The Architecture of Entrepreneurship

Several factors have been identified as being integral to a university's ability to fully engage in entrepreneurship and provide the necessary support structure for institutional diversity. Collectively, these factors are referred to as entrepreneurial architecture. "The concept of entrepreneurial architecture offers a comprehensive, unifying but non-deterministic approach that embraces the diversity of higher education institutions as they address the expanded mission of entrepreneurial activity" (Nelles & Vorley, 2010, p. 162). These factors encapsulate the complexity of decision-making and actions that effect and affect engagement within and beyond institutional boundaries while engraining third mission activities into the fiber of the university. This enables institutional development beyond the mission itself and in partnership with traditional institutional objectives. Thus, entrepreneurial architecture serves as a conceptual

framework and pragmatic approach for conceptualizing the contemporary university and its adaption to the new entrepreneurial roles according to the third mission and can be used to analyze internal and external engagements and initiatives and institutional diversity (Morris, 2010; Nelles & Worley, 2011; Nelles & Worley, 2010).

The term entrepreneurial architecture was first presented by Burns (2005) in a corporate context exploring the learning organization model. The term entrepreneurial suggests a transitional approach to engagement with society using a market philosophy to stimulate the creation of new revenue streams through patents and fees, as presented by academic capitalism and the corporate university (Morris, 2010; Slaughter & Leslie, 1997). Architecture refers to the extent in which routines and norms are established, similar to the framework of a mission statement (Lowman, 2010). This architecture is a conduit through which knowledge and innovation can profitably flow through the university enabling quick institutional responses to change and in securing necessary resources (Nelles & Vorley, 2011). Thus, “Entrepreneurial architecture is made up of the institutional, communicative, coordinating, and cultural elements of an organization towards entrepreneurship” (Vorley & Nelles, 2008, p. 346).

Entrepreneurial Storytelling: Entrepreneurship to Institutional Diversity

Students and parents are often captivated by the marketing tools and paraphernalia colleges use to recruit students including viewbooks, institutional websites, advertisements, and virtual tours during the admissions process designed to hook students well before they fully understand financial and

educational realities of the institution (Hartley & Morpew, 2008; Hite, Yearwood, 2001; Selingo, 2013). Enhanced consumer information, such as the U.S. Education Department's college scorecard and financial-aid “shopping sheet”, coupled with escalating tuition fees, have led to more informed decision-making by students and parents (Morley, 2003; Johnstone, 2003; Selingo, 2013). Students and parents can weigh various measures to better assess if it is worth the debt they might take on to go to a particular school and enact quality assurance measures and ranking to make more strategic decisions (Morley, 2003). This has created additional expectations surrounding the level of service and product a student and parent expect as part of institutional norms.

University marketing campaigns and collateral are examples of the physical manifestation of institutional storytelling. With greater information available and higher expectations, colleges must prepare to answer questions far more difficult than those traditionally about campus social life, majors, and food service and answer inquiries surrounding the return of the higher education investment, the mobility of academic credits across institutions, the utilization of technology, institutional priorities with academic rigor at the top, and overall institutional financial health to name a few (Lounsbury & Glynn, 2001; Martens, Jennings, & Jennings, 2007). According to Selingo (2013), focus will not only be on salaries of graduates, but graduation rates and student understanding of his or her chance of graduating on time based on the performance of previous students that fit their diversity profile (gender, ethnicity, background), and details on job and graduate-school placements. Therefore, institutions must assert a narrative

about themselves that address consumer concerns regarding their product, education, and be able to differentiate themselves from neighboring or similar institutions.

Higher education institutions maximize the use of language to communicate organizational identity, objectives, and rationale for strategic decisions. Entrepreneurial storytelling provides robust accounts that explain, rationalize, and promote a new venture or student matriculation to reduce the uncertainty typically associated with any change (Lounsbury & Glynn, 2001; Martens, Jennings, & Jennings, 2007). The process of storytelling emphasizes that organizations must cultivate cultures in ways that resonate with societal beliefs or risk problems associated with the lack of legitimacy (Lounsbury & Glynn, 2001). Accordingly, there is a relationship between entrepreneurial narratives and an organization's ability to secure external resources including attracting, retaining, and supporting a racially diverse undergraduate student population (Martens, Jennings, Jennings, 2007; Harper & Yeung, 2013).

Statement of the Problem

Institutions are challenged by policy failure and diminished legal support to determine the appropriate means to promote diversity and equal opportunity in higher education in accordance with institutional objectives related to a mission to cultivate and expose students to diversity (Boorstin & Kelly, 1996; Harper & Yeung, 2013; Hurado, 2007; Foley, 2010; Kaufmann, 2007; Kezar, Chambers, & Burkhardt, 2005; Kim, 2005; Przepyszny & Tromble, 2007; Wilson, Meyer, & McNeal, 2011). Numerous studies have documented the benefits of diversity

outcomes; however, there is limited research that explores using entrepreneurial storytelling to achieve these outcomes. Research has also been limited in higher education as a result of the numerous manifestations of entrepreneurial practice and theoretical frameworks (Mars & Metcalf, 2009). In addition, research surrounding diversity primarily focuses on student diversity rather than faculty diversity (Casado & Dereshiwsky, 2007; Lee, 2010; Meyer, 2012); examines the role of university presidents, exploring leadership strategy in advancing university diversity objectives negating significance of remaining administrative personnel on the achievement of university objectives (Kezar, 2008; Kezar, Eckel, Contreras-McGavin, & Quaye, 2007); and lastly, most literature has not transcended from traditional attributes and definitions of diversity such as race and ethnicity to more complex phenomenon such as interpersonal congruence and the importance of relationships (Haring-Smith, 2012; Hurado, 2007; Polzer, Mayhew, Grunwald, & Dey, 2005; Milton, & Swann, 2002).

In summary, while research encompassing entrepreneurial practice and diversity in higher education exists, little explores the relationship between entrepreneurial architecture and the use of storytelling to achieve university diversity mission objectives. As a result, we know very little about how entrepreneurial architecture and storytelling mobilizes diversity agendas in higher education institutions to preserve the value of affirmative action. This research focused to expose the infrastructural (institutional policies, mission statements, and department goals) considerations necessary to mobilize diversity agendas to

promote organization's to more effectively plan and develop policies and procedures that support entrepreneurial practice of administrators.

Purpose of the Study

The purpose of this qualitative, multicase study was to explore how entrepreneurial architecture and storytelling by administrators contributed to university diversity agendas. This study explored how administrators facilitate entrepreneurial storytelling to influence institutional diversity agendas by investigating the linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes. This study focused to understand the dynamism and relationship between entrepreneurial storytelling and diversity outcomes within the multicase context of New Jersey, public, four-year institutions.

The setting for this study included two, New Jersey, four-year public universities:

1. New Jersey State University
2. University of New Jersey

Research Questions

Three research questions were used to explore the dynamism of linkages and the relationship between entrepreneurial architecture and storytelling and diversity outcomes:

1. How is entrepreneurial architecture and storytelling by higher education administrators exhibited in institutional diversity agendas at four-year public institutions?

2. How do higher education administrators adopt entrepreneurial storytelling to mobilize institutional diversity agendas?
3. How are linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes documented at four-year public institutions?

Significance of the Study

This study has implications for research, policy, and practice. With the identification of infrastructural (institutional policies, mission statements, and department goals) considerations necessary to mobilize diversity agendas, higher education institutions may be able to more effectively plan and develop policies and procedures that support entrepreneurial practice. Similarly, having a deeper understanding of the dynamism and relationship between entrepreneurial practice and diversity, this research may stimulate additional perspectives on the origin and manifestation of entrepreneurship in higher education.

Research

As stated in the introduction, research has been limited in higher education as a result of numerous manifestations of entrepreneurial practice and theoretical frameworks. In addition, research relevant to diversity primarily focuses on student diversity rather than faculty diversity or other institutional indicators and tends to view diversity narrowly (Casado & Dereshiwsky, 2006; Lee, 2010; Meyer, 2012). This study investigated the connection between entrepreneurship and diversity and will potentially influence research on other facets that significantly impact the manifestation of entrepreneurship in higher education,

thus expanding current theory. This includes identifying the linkages between entrepreneurial architecture and storytelling in developing organizational change agents and contributing to new educator preparation. In addition, further research is needed to understand the fundamental roots of entrepreneurial architecture and storytelling in the market place to leverage continued development and advancement of systems thinking as well as strategic planning in higher education.

Policy

The results of this study have the potential to influence policy development in higher education. Investigating the connection between entrepreneurial architecture and storytelling and diversity outcomes has assisted in the identification of critical components or infrastructural considerations necessary to mobilize diversity agendas. This will assist higher education institutions to clearly target these considerations as part of the strategic planning processes and challenge current methodologies surrounding the integration of these process in higher education. This study also has the potential to influence how New Jersey accesses performance relative to diversity outcomes and overall institutional performance. These implications may motivate greater collaboration and planning from local, regional, and national educational policy makers as well as stimulate reform relative to affirmative action policy.

Practice

This study has clarified the values and assumptions of entrepreneurial architecture and storytelling in higher education thus allowing administration to

target initiatives to continue to build an entrepreneurial culture and mindset to build leadership capacity. Findings will provide insight into the application of these practices and the effect of and on administrator behavior, faculty and student recruitment, and overall institutional performance (student and faculty centric).

With the greater call for accountability in higher education, administrators are challenged to drive organizational change to foster institutional and student performance relative to access, preparation, cost and/or revenue, and faculty and student diversity (Mars & Rios-Aguilar, 2010; Morris, 2010). Understanding how entrepreneurial architecture and storytelling mobilizes diversity agendas is critical to inform administrator practice and provide administrators with a framework for appropriate entrepreneurial responses to enhance their institution's overall performance. This infrastructure is necessary to aid administrators and educators in their transformative exercises as well as in the development of leadership capacity and institutional preparedness for change.

In exposing the infrastructural considerations necessary to mobilize diversity agendas, organizations can strategically plan, develop policies and procedures that support the development of entrepreneurial administrators, and drive competitive advantage. Organizations can introduce supplemental performance indicators related to entrepreneurial competencies for administrators to directly influence diversity outcomes. This coupled with institutional and student performance metrics will provide clearer and more robust expectations and evaluation methods as well as make organizational opportunities for

improvement related to entrepreneurial practice and diversity outcomes transparent.

Delimitations

In qualitative research, trustworthiness extends to credibility, transferability, dependability, and confirmability (Toma, 2006). Stake (2006) clarifies the importance of defining the case, or the quintain—in this case, entrepreneurial architecture and storytelling. The primary objective of this case study was to understand the quintain and how it may manifest similarly or differently in relatable contexts. In summary, this multicase study included intense exploration of the phenomenon with an attempt to construct general theoretical statements that describe patterns or regularities within the phenomenon outside a single case. A limitation associated with this method of case study includes generalizability. To address this limitation, a multicase study design was used which helped to identify critical and non-critical considerations that influence the phenomenon and reliability of testing these considerations across the cases.

The concept of no neutral research proposed by Lather (1986) surrounds the intent to use, “Research to criticize and change the status quo” (p. 67). It was therefore critical to employ research techniques that guarded against bias and ensure validity. In addition, the nature and complexity of this study’s conceptual framework requires triangulation, construct validation, face validation, and catalytic validation; the use of multiple approaches and measures to assure that plausible information and interpretations have been generated. Lastly, this topic

and research findings proved to be a moderately sensitive topic for institutions selected and thus minimally limited the depth of the analysis and findings particularly due to the etic nature of the research. To reduce this risk, the purpose and significance of this study was shared across the cases.

Organization of the Study

This study is organized into five chapters. The first chapter introduces the topic of investigation and presents the purpose of the research, research questions, significance of the study, and the overall delimitations. The second chapter provides foundational research and literature that supports this research topic as being a worthy study. The third chapter includes details on the selected research design and strategies of inquiry as well as data collection details including sites and sampling. It will also address validity, credibility and trustworthy considerations as part of data analysis. The fourth chapter includes a review of the research findings. Lastly, the fifth chapter connects the findings to scholarly work providing details of this study's implications including research, policy, and practice.

Chapter II

Literature Review and Setting of the Study

The purpose of this qualitative, multi-case study was to explore how entrepreneurial architecture and storytelling by administrators contributed to university diversity agendas. This study explored how administrators facilitate entrepreneurial storytelling to influence institutional diversity agendas by investigating the linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes. This study focused to understand this dynamism and the relationship between entrepreneurial storytelling and diversity outcomes within the multi-case context of New Jersey, public, four-year institutions.

Chapter two provides a literature review including an introduction, list of topics relevant to this study, synthesis of the literature, and a conclusion. Literature that has been reviewed is based on the problem statement and research questions described in chapter one including: diversity in higher education including affirmative action, diversity issues and the transformation of how diversity is defined in higher education, and entrepreneurial architecture in higher education including the frames of entrepreneurial architecture and manifestations of entrepreneurial architecture including entrepreneurial storytelling. Finally, this chapter describes the institution's within which my research took place.

Diversity in Higher Education

Affirmative action has been the highly charged, emotional dilemma, of the century calling into question our society's fundamental commitment to equal

opportunity. Affirmative action policies are those in which organizations actively engage in efforts to improve opportunities in employment and education for historically excluded groups in American society (Messerli, 2010). Accordingly, the justification for affirmative action has been to compensate for past discrimination, persecution, and exploitation or to address existing discrimination. Affirmative action was first used in 1961 as part of an executive order to direct government contractors to ensure that employees were treated without regard to their race, creed, color, or national origin (Messerli, 2010). In 1965, affirmative action policies were amended to focus on greater enrollment of minorities in higher education.

From affirmative action's original intent to provide prospective opportunity toward achieving equal opportunity, in practice, the policy has changed to presume characteristics such as skin color and gender which define the amount of governmental assistance, preferential treatment, and support that one receives (Kim, 2005; Molinari, Amsell, Cohen, & Bolick, 1996). The Bakke case opened the gateway to a series of affirmative action challenges. The Landmark case of 2003 involving the University of Michigan's affirmative action policies is noted as one of the most important rulings on the issue in 25 years (Foley, 2010). The Supreme Court affirmed the right of race based affirmative action in higher education. Two cases first tried in the federal courts in 2000 and 2001 were involved: the University of Michigan's undergraduate program (Gratz v. Bollinger) and its law school (Grutter v. Bollinger). Although the Supreme Court ruled that affirmative action was no longer justified as a way of readdressing past

oppression and injustice, the court did uphold the University of Michigan's law school's policy, ruling that race can be one of many factors considered by colleges when selecting their students because it fosters, "A diverse student body that remains a compelling interest for all of society" (Przypyszny & Tromble, 2007, p. 2).

Despite the court's ruling in favor of protecting affirmative action policy, the court has failed to specify how institutions of higher education can assess issues of merit and diversity against the fundamental values of equality and fairness (Foley, 2010; Kim, 2005). Rather than clarifying these critical issues, the level of ambiguity will undoubtedly spark more court challenges in the future (Foley, 2010). In addition, affirmative action supports that rights are possessed by groups. Accordingly, Molinari, et al (1996) asserts, "Whites as a group do not have rights; blacks as a group do not have rights. Rights are possessed by persons" (p. 182).

Institutions of higher education have been required to shift traditional thought surrounding diversity and focus on new, innovative ways in which they can achieve similar results to what affirmative action policy promised requiring institutions to link diversity to the central values and mission of the institution with the belief that higher education's overall mission is to support the progression of society (Hurado, 2007; Molinari, Amsell, Cohen, & Bolick, 1996). In addition, it begins to emphasize that the principle of diversity is more than race and ethnicity (Brown, Przypyszny, & Tromble, 2007).

Defining Diversity

Despite this shift in traditional thought surrounding diversity, most literature has not transcended from traditional attributes and definitions of diversity such as race and ethnicity to more complex phenomenon such as interpersonal congruence and the importance of relationships. Yet, there is a growing belief that diversity, when well-managed, can provide tangible, positive advantages (Ely & Thomas, 2001; McLeod, Lobel & Cox, 1996; Jackson, 1996). As a result, diversity is of interest, as it has important consequences including how individuals feel about themselves, other individuals, communication patterns within and across individuals and groups, the distribution of resources, group (classroom) performance, and so on.

Diversity also shapes social dynamics: the effects of relationship diversity (Ely & Thomas, 2001; Jackson, 1996). Relationship oriented diversity can shape behavior even when there is no association between it and a group, cohort, or classroom's task, as it triggers stereotypes that influence the way individuals think and feel about themselves as well as others, also known as interpersonal congruence (Jackson, 1996; Polzer, Milton, & Swann, 2002). High interpersonal congruence enables diversity to have a positive effect on task performance by encouraging individuals to apply to the task differences in knowledge, experiences, perspectives, and networks associated with each individual's identity (Jehn, Northcraft, & Neale, 1999; Polzer, Milton, & Swann; 2002). Accordingly, these individuals are able to openly deliberate perspectives that are more likely to be creative and flexible. This high level of interpersonal congruence also forms

the foundation for members to challenge other's ideas fully and get to a higher level of critical thinking.

Diversity of individuals promotes synergies that encourage on-going dialogue to consistently exchange this information, reconcile inconsistencies, and develop a common point of reference. Rouse, Cannon-Bowers, and Salas (2002) and Cannon-Bowers, Salas, and Converse (1993) describe this mutual awareness as a, "shared mental model" (p. 345) in the team psychology literature and fostering the development and acquisition of a shared mental model among individuals. These aspects drive teamwork within the group and have important consequences for behavior that makes individual's and their group's performance able to go beyond synergy and coordination.

Gurin, Dey, Gurin, and Hurtado (2003) define three distinct types of diversity. Structural diversity is the numerical representation of diversity on campus including extra-curricular diversity initiatives as well as classroom initiatives. Despite the increase in ethnically diverse backgrounds attending universities, the academic culture predominantly reflects that of the White, middle class, male student (Archer & Leatherwood, 2003). This academic culture can lead to students feeling alienated or isolated even in highly diverse institutions.

As a result for some students, the existence of a substantial proportion of students "like them" provides a greater sense of "belonging" (Read, Archer & Leatherwood, 2003). Developing interconnectedness to support belonging can emerge from student relationships or in developing a single relationship with a university staff member (O'Keefe, 2013). Although students may be attracted to

an institution on account of the ethnic diversity of its student body, this does not guarantee good inter-ethnic relations. A study conducted by Read, Archer, & Leatherwood (2003) identified familiarity or interconnectedness has the potential to further alienate a student, even in environments where students are joined by substantial proportions of diversity students.

Overall, research shows that the desire to belong is an important consideration and students heavily weigh selecting an institution in which they can increase this sense of belonging and connectedness (Archer & Leatherwood, 2003; O’Keeffe, 2013). With a greater utilization of technology by college students, social media has been identified as contributing and supporting belongingness. Specifically, Facebook was identified as providing students with opportunities to present themselves in more favorable images to manage their impression which positively contributed to their satisfaction with campus life and demonstrated that students’ positive images can enhance their psychological comfort on campus where a variety of social interactions and personal relationships take place (Park & Lee, 2014).

Overall, the existence of diversity promotes opportunities for interaction with diverse peers with the possibility of resulting in the employment of new forms of pedagogy involving dialogue, experiential learning, reflection, social critique, and commitment to change. As a result, students transcend their own embedded world views and consider the perspectives of others (Hurado, 2007). In addition, a select number of universities have communicated profound discourse on diversity arguing that diversity in higher education is necessary in supporting a

diverse workforce and competing in the international arena (Berrey, 2011). As a result, research begins to suggest there is a relationship between diversity and entrepreneurial practice in stimulating innovative practice in higher education.

Entrepreneurship in Higher Education

Entrepreneurship has most commonly been associated and defined within the market and key associations being resources, risk taking, and innovative practices that result in increased market-share, substantial shifts in operational margins, and bottom line performance indicators (Mars & Metcalf, 2009; Martens, Jennings, & Jennings, 2007; Slaughter & Leslie, 1997). Although this list is not exhaustive, the existence or manifestation of entrepreneurship in higher education is a more ambiguous phenomenon as a result of its diverse applications and intentions.

The enterprise university is characterized by increasingly mixed forms of public-private engagement by universities or moving market concepts to the center mission and values of academia (Dill, 2003; Nelles & Vorley, 2011). University entrepreneurship is seen as a product of organizational transformation and the evolution and interaction of factors such as the culture and the strategic mission of the university in response to scarcity of resources and non-traditional partnerships outside the walls of the university. Yet, Mars and Metcalf (2009) have defined entrepreneurship as activities conducted by individuals that include risk, innovation, and opportunity typically in response to social or economic challenges.

In a case study of six educators who were identified as demonstrating entrepreneurial concepts, Borasi and Finnigan (2010) further defined entrepreneurship as, “Transforming ideas into enterprises that generate economic, intellectual, and or social value” (p. 236). In this study, six major concepts and findings were used in addition to this definition of entrepreneurship: vision, engaging in innovation involving advanced problem solving and decision making, dealing with opportunities, risks, and resources and growth as a change agent (Borasi & Finnigan, 2010). In summary, Borasi and Finnigan identified the emergence of the social entrepreneur in which transformation, change agent, and social value were described.

Specific attitudes and behaviors of entrepreneurs were defined that begun to theoretically establish the existence of diversity in an entrepreneurial context that rises above race and ethnicity toward the use of innovation and the combination of resources to pursue opportunities. Despite research supporting the value of diversity and identifying linkages to innovation and creativity, research is limited that explores the direct relationship between diversity and entrepreneurial practice (Ely & Thomas, 2001; McLeod, Lobel & Cox, 1996; Jackson, 1996). Current research examines each phenomenon independently.

Entrepreneurial Architecture

The term entrepreneurial architecture was first presented by Burns (2005) in a corporate context exploring the learning organization model. The term entrepreneurial suggests a transitional approach to engagement with society using a market philosophy to stimulate the creation of new revenue streams through

patents and fees, as presented by academic capitalism and the corporate university (Morres, 2010; Slaughter & Leslie, 1997). Architecture refers to the extent in which routines and norms are established. Nelles and Vorley (2011) describe this architecture as a conduit through which knowledge and innovation can profitably flow through the university and the market enabling quick institutional responses to change and opportunities to effectively secure necessary resources. Thus, “Entrepreneurial architecture is made up of the institutional, communicative, coordinating, and cultural elements of an organization towards entrepreneurship” (Vorley & Nelles, 2008, p. 346).

At the heart of an entrepreneurial economy, knowledge remains a core factor of production and the value of knowledge based activities are more explicitly becoming important with an economic focus (Nelles & Vorley, 2011). The third mission of higher education is often broadly defined as everything outside traditional teaching and research. Vorley and Nelles (2008) describe how the third mission can be more easily considered a phenomenon and articulated in policy to encourage universities to realize their broader socioeconomic potential through knowledge exchange and partnerships. Accordingly, the third mission is defined as commercial engagement with a main emphasis on strengthening the entrepreneurship within universities.

“The concept of entrepreneurial architecture offers a comprehensive, unifying but non-deterministic approach that embraces the diversity of higher education institutions as they address the expanded mission of entrepreneurial activity ” (Nelles & Vorley, 2010, p. 162). Nelles and Vorley clarify these

fragmented ideologies that surround the entrepreneurial university and as a result, redefined entrepreneurial architecture in a higher education context to refer to a collection of internal factors that influence entrepreneurial activities.

These internal factors encapsulate the complexity of decision making and actions that effect and affect engagement within and beyond institutional boundaries while engraining third mission activities into the fiber of the university. This enables institutional development beyond the mission itself and in partnership with traditional institutional objectives. Thus, entrepreneurial architecture serves as a conceptual framework and pragmatic approach for conceptualizing the contemporary university and its adaption to the new entrepreneurial roles according to the third mission and can be used to analyze internal and external engagements and initiatives and institutional diversity (Morris, 2010; Nelles & Worley, 2011; Nelles & Worley, 2010).

Internal Factors: The Architectural Frames

Several frames have been identified as being integral to a university's ability to fully engage in entrepreneurship and provide the necessary support structure for institutional diversity. Each of these frames exists and may develop independent of each frame; yet, they are mutually supportive and each is required for successful engagement in third mission objectives. Although synergy is essential, the structural frame is the foundation in modeling the university to align to third mission objectives.

Structure refers to the tangible meeting spaces in which university actors engage with actors outside the university. This includes but is not limited to

technology transfer offices, incubators, professional development and continuing education departments as well as partnerships outside traditional university partnerships (Nelles & Vorley, 2011). This is more prevalent in real-life, practical application programs as found in the sciences and the newer field of hospitality and tourism which requires substantial interaction both within and outside university boundaries. Overall, institutional structure must provide and create an environment that will support and sustain innovation. Hurtafo (2007) further identifies that diversity and corresponding initiatives inhabit distinct physical, social, and administrative places within the entrepreneurial architectural design of higher education. However, with an emphasis on technology, social media has become a widely used platform to expand beyond tangible structures and is widely used for communication and as a vehicle to maintain and build human relationships in and outside the university (Park & Lee, 2014).

System refers to the architectural definitions earlier defined—the routines and norms that must be established. In addition, systems collectively refer to appropriate or expected communication and coordination within and outside the university. Polzer, Milton, and Swann (2002) define interpersonal congruence as the degree to which group members see others in the group as others see themselves. High interpersonal congruence will foster a high performing, harmonious multidisciplinary team.

In addition, Polzer, Milton, and Swann (2002) acknowledge two key outcomes: first, team members self-views, the lenses in which he or she perceives reality, are correct and secondly, when team members sense others congruently,

they will know how to behave and how team members will react to their action or inaction. This knowledge will facilitate smooth social interaction and enhance the team's ability to achieve results. Within systems, there is the interconnectedness of structure and leadership as engagement of university faculty and administrators internally and externally is necessary to support, critique, and provide feedback and recommendations to ensure engagement generates knowledge and entrepreneurial transfer.

Leadership is an extremely complex, emotive, and powerful tool. Leadership is critical as it has the power and authority to recommend and redefine structures and systems as well as influence culture. "Power is the capacity to produce effects" (Wren, 1995, p. 339). Ultimately, power is the ability to change the attitudes, values, beliefs, and behaviors of others (Goleman, Boyatzis, & McKee, 2002). Authority, on the other hand, refers to a claim of legitimacy, the justification and right to exercise that power similar to what Wren describes as legitimate power. Leadership exists at all levels within the university from faculty to administration and is influenced by an individual's experiences, environments, and situations. It is also important to recognize the influence of external pressures in shaping leadership philosophy, mission, and objectives. As a result, a leader must be able to navigate through decision making processes and complex dilemmas using multi-paradigm perspectives as the framework to guide his or her actions. In setting and supporting diversity agendas, leader's serve a critical role to communicate the mission and values of the organization to assure staffs long-term commitment and support (Hubbard, 2006).

Yet, the main driver of leadership is to contribute to developing knowledge exchange strategies, processes, systems, and a supportive organizational culture (Nelles & Vorley, 2011). Leaders have a responsibility to clarify how their staffs' involvement is linked to the overall effort (Hubbard, 2006). Accordingly, the leader has a critical role to drive the vision and mission of the institution to create an environment where learning is more continuous, more relevant, and more adaptive to the diversity of students, faculty, and stakeholders (Mand-Lewin, 2005).

In the 21st century, this is achievable though the practice of digital inclusion and the integration of technology in every aspect of university engagement and student learning including curriculum delivery, community collaboration, office support, content creation, and assessments. Yet, this has been a fundamental challenge for senior university leaders as there is a high proportion of administrators and faculty staff that have lower levels of computer literacy and lack of required technical skills to access and interact with technology creating frustration and disengagement (Githens, 2007; Park & Wentling, 2007; Rabak & Cleveland-Innes, 2006). However, by recognizing various styles and developing the necessary skills to lead effectively, leaders can successfully influence, drive and sustain change, and create a culture that embodies collaboration, cooperation, trust and technology (Goleman, Boyatzis, & McKee, 2002; Northouse, 2012) .

The last frame is culture. Culture is defined as an interpretive framework through which individuals make sense of their own behavior as well as the behavior of the collective society (Lounsbury & Glynn, 2001). Culture references

the behavior of actors within and outside the university and the motive and interpretation of actions. Culture includes values, visions, norms, working language, systems, symbols, and beliefs (Lounsbury & Glynn, 2001; Nelles & Vorley, 2011). Creating a favorable academic culture is critical for ensuring that students perform to the best of their abilities and aid in preventing student attrition (O’Keeffea, 2013). Successfully engagement in entrepreneurship is dependent upon how rooted third mission objectives are in the culture and identity of the university. Research by Lounsbury and Glynn (2001) creates the bridge from entrepreneurial architecture to storytelling through culture.

Entrepreneurial Storytelling

Lounsbury and Glynn (2001) define cultural entrepreneurship as the process of storytelling and emphasize that organizations must cultivate cultures in ways that resonate with societal beliefs or risk problems associated with the lack of legitimacy. Entrepreneurs can leverage cultural frameworks to enable beneficial resources flows. Accordingly, Martens, Jennings, and Jennings (2007) support the relationship between entrepreneurial narratives and an organization’s ability to secure external resources including staff and students. Entrepreneurial narratives or storytelling has been identified as a critical entrepreneurial skill set in which an organization maximizes the use of language and storytelling to communicate organizational identity, objectives, and rationale for strategic decisions surrounding resources. Stories provide accounts that explain, rationalize, and promote a new venture to reduce the uncertainty typically

associated with entrepreneurship (Lounsbury & Glynn, 2001; Martens, Jennings, & Jennings, 2007).

Stories that are told by or about entrepreneurs define ventures in ways that can lead to favorable economic opportunities. Stories function to identify and legitimate these ventures through organizational symbols using verbal expression or written language. Martens, Jennings, and Jennings (2007) focused on three main arguments for the use of storytelling. First, the use of stories provides clarity surrounding an organization's identity with describing tangible and intangible capital of the organization concisely. This helps prospective investors to assess the overall opportunity and risk associated with a potential investment or partnership. It is also important for these investors to understand the value of a potential investment or partnership and how exploiting the opportunity will result in specific gains.

Lastly, effective storytelling has the power to generate potential investor interest and commitments through facts and symbols that highlight the endeavor's uniqueness as well as reducing uncertainties and associated risks. As a result, "Storytelling is a key mechanism through which entrepreneurs can leverage their existing capital to acquire additional resources" (Martens, Jennings, & Jennings, 2007, p.1125) and entrepreneurs become skilled users of cultural tool kits (Lounsbury & Glynn, 2001). In specifically relating the use of storytelling to mobilizing diverse agendas, storytelling is intrinsic to building a diversity communication strategy that includes identifying objectives and understanding how the objectives relate to the university's mission, determining the audience,

what is the key message for each audience, and what is the appropriate media for each (Hubbard, 2006). Within this strategy, leadership is critical to assure team members are able to connect diversity initiatives and their value to the university mission.

Although the literature has not specifically identified a direct connection between diversity, entrepreneurial architecture, and entrepreneurial storytelling, there are similar key attributes identified in the literature that suggests a synergistic relationship. Specifically, entrepreneurial architecture is identified as being integral to a university's ability to fully engage in entrepreneurship and provides the necessary support structure for institutional diversity (Nelles & Vorley, 2011). Diversity and interpersonal congruence encourage individuals to apply to the task, differences in knowledge, experiences, perspectives, and networks associated with their identities stimulating innovative and creative practice (Jehn, Northcraft, & Neale, 1999; Polzer, Milton, & Swann; 2002). Similarly, entrepreneurship is defined as activities conducted by individuals that include risk, innovation, and opportunity with entrepreneurial storytelling as the manifestation of these experiences (Mars & Metcalf, 2009).

Conclusion of Review

Global economic conditions, market-driven competitive forces, continuing calls for accountability, and dramatic changes in institutional funding streams contribute to an environment characterized with challenges for higher education institutions. Within this environment, administrators and educators are now required to facilitate the role of change agent. It is necessary for these leaders to

identify and challenge organizational assumptions and develop the capacity to imagine and explore alternatives to existing structures, systems, and processes. In addition, leaders are challenged to foster institutional and student performance relative to access, preparation, cost, revenue, and faculty and student diversity.

These factors have facilitated an ideological transformation shaping universities into entrepreneurial models coupled with the growing belief that diversity, when well-managed, can provide tangible, positive competitive advantages (Borasi & Finnigan, 2010; Vorley & Nelles, 2008). Entrepreneurs are identified as innovators and possess advanced management and leadership skills able to cultivate teams motivated and capable of superior performance. At the core of entrepreneurial practice, there are business principles targeting revenue generation through innovative modes and team development. To become an entrepreneurial incubator, in pursuit of strategies to compete in the market place, researchers and management publications exclaim diversity of team members (Ely & Thomas, 2001; Jackson, 1996).

Proponents of diversity hold that differences among group members give rise to varied ideas, perspectives, knowledge, and skills that improve their ability to solve problems and accomplish tasks (Polzer, Milton, & Swann, 2002). These advantages are often referenced to as, “value in diversity” and they have been linked to increased organizational creativity and flexibility, key attributes of entrepreneurs (Ely & Thomas, 2001; McLeod, Lobel & Cox, 1996; Jackson, 1996). In turn, this entrepreneurial transformation amplifies the importance of employing and achieving institutional diversity outcomes.

The establishment of entrepreneurial architecture has been identified as the foundation to ignite this transformation (Borasi & Finnigan, 2010; Nelles & Vorley, 2010). This infrastructure is necessary to aid administrators and educators in their transformative exercises as well as in the development of leadership capacity and institutional preparedness for change. Likewise, entrepreneurial narratives or storytelling is a critical element of the change process as narratives shape how educational leaders view themselves and more importantly how other individuals view these leaders in constructing institutional identities. Storytelling is further defined as a critical entrepreneurial skill set in which an organization or individual maximizes the use of language and the telling of a story to communicate organizational identity, vision, strategy, objectives, and rationale for strategic decisions surrounding resources and institutional goals (Kotter, 1996; Morres, 2010; Martens, Jennings, & Jennings, 2007).

Although numerous studies have documented the value in overall diversity outcomes, there is limited research clarifying and supporting the existence of a relationship with entrepreneurship. Research has been limited in higher education as a result of the numerous manifestations of entrepreneurial practice and theoretical frameworks. In addition, research surrounding diversity primarily focuses on student diversity rather than faculty diversity (Casado & Dereshiwsky, 2007; Lee, 2010; Meyer, 2012); examines the role of university presidents, exploring leadership strategy in advancing university diversity objectives negating significance of remaining administrative personnel in the achievement of university objectives (Kezar, 2008; Kazar, Eckel, Contreras-McGavin, & Quaye,

2007); and lastly, most literature has not transcended from traditional attributes and definitions of diversity such as race and ethnicity to more complex phenomenon such as interpersonal congruence (Haring-Smith, 2012; Polzer, Milton, & Swann 2002).

In summary, while research encompassing entrepreneurial practice and diversity in higher education exists as described above, limited literature has been published that explores the relationship between entrepreneurial architecture and diversity and its significance to the university and in higher education (Morris, 2010; Nelles & Worley, 2011; Nelles & Worley, 2010). As a result, we know very little about how entrepreneurial architecture and storytelling mobilizes diversity agendas in higher education institutions. In exposing the infrastructural considerations necessary to mobilize diversity agendas, organizations can strategically plan, develop policies and procedures that support the development of entrepreneurial administrators, and drive their competitive advantage. Additionally, institutions can introduce supplemental performance indicators related to entrepreneurial competencies for administrators to directly influence diversity outcomes. This, coupled with institutional and student performance metrics, will provide clearer and more robust expectations and evaluation methods as well as make organizational opportunities for improvement related to entrepreneurial practice and diversity outcomes transparent.

Setting for the Study

According to the U.S. News and World Report, “College-bound students who believe that studying with people of different racial and ethnic backgrounds

is important will want to consider student-body diversity when choosing a school” (Morse, 2013). To identify higher educational institutions where students are most likely to encounter undergraduates from diverse groups, U.S. News factors in the total proportion of minority students, leaving out international students, and the overall mix of groups. The data are drawn from each institution's 2012-2013 school year student body. As a result, two, New Jersey, public, four-year institutions for campus diversity were selected for this study. Morse (2013) reports,

The categories we use in our calculations are African-Americans who are non-Hispanic, Hispanic, American Indian, Pacific Islander/Native Hawaiian, Asian, whites who are non-Hispanic and multiracial (two or more races). Students who did not identify themselves as members of any of the above demographic groups were classified by U.S. News as whites who are non-Hispanic for the purpose of this calculation. Our formula produces a diversity index that ranges from 0 to 1. The closer a school's diversity index number is to 1, the more diverse the student population. In other words, the closer the number is to 1, the more likely it is for students to run into others from a different ethnic group (2013, p. 1).

Sites selected for this study are in the top 30th percentile.

1. New Jersey State University (NJSU); diversity index score .70
2. University of New Jersey (UNJ); diversity index score .71

Campus location and student housing arrangements are also important contextual considerations. In 2007, the Office of Research and Evaluation of the

University of California reported campus residency promotes better social integration, more academic involvement with other students outside of class, better understanding and appreciation of diversity, more satisfaction with their social experiences, and a stronger sense of belonging to the campus. The office also reported there were no significant differences between students living in residence halls and commuter students on gender, ethnicity, and average SAT verbal or mathematics scores. However, significant differences were found on other background variables. Students living in the residence halls were significantly more likely to have English as their primary, home language, while commuter students were significantly more likely to be first-generation college and low-income students. This is similar to Holdsworth's (2006) findings that reported 23% of students living on campus were from non-traditional backgrounds.

University of New Jersey

The University of New Jersey (UNJ) is located in central, New Jersey in the city of Newark. According to the U.S. Census, 45% of the population speaks a language other than English. The population is primarily African American at 52.4% and followed by a high Latino population of 33.8%. UNJ is a medium, four-year, Research University that serves undergraduate and graduate students up to the doctoral level (Carnegie Foundation, n.d.). The student population is 8,840 in which most are undergraduate, residential students. 95% of students are New Jersey residents and 3.5% are international students. UNJ student race and ethnicity enrollment statistics include 33% white, 20% Asian, 11.7% Latino, 9%

African America, and 10% identified as “other”. UNJ is a primarily residential university; however, there is a greater balance in student race and ethnicity. Considering 95% of the student population is New Jersey residents, it is unexpected that the university has high residential status that may challenge assumptions of nonresident students being directly related to non-native English speaking backgrounds.

Although the college has a high diversity ranking, their mission statement focuses more on entrepreneurial factors verses diversity indicators as part of their mission statement. The university does have a Diversity Programs Office that plans many programs for students to explore diversity in a safe and inclusive environment that reports to the Assistant Director for Leadership, Diversity and First Year Programs in the department of Student and Campus Affairs. According to the university website, the mission of the university is as follows. Key words relevant to this study were bolded to begin to draw attention to the use of language.

University researchers seek new knowledge to improve processes and products for industry. Through public and private partnerships and economic development efforts, the university helps to grow new business ventures that fuel the economy. UNJ’s research program is among the fastest-growing in the nation and ranks among the top ten technological universities in the nation for research expenditures. The university’s extensive community outreach and economic development programs include the Enterprise Development Center (EDC), New Jersey’s first and

largest small-business incubator—one of the top 25 in the nation—
focusing on high-technology companies and minority-owned businesses.

UNJ's educational programs prepare students to be leaders in the
technology-dependent economy of the 21st century. (UNJ, 2014)

Lastly, UNJ believes in recruiting and retaining diverse employees is
essential to an organization's success in today's global marketplace. On the
school website, the university posted a recent study conducted by Forbes Insights
in which 85% of the respondents agree diversity is essential to encouraging
innovation and creativity because it introduces new perspectives and ideas (UNJ,
n.d).

New Jersey State University

New Jersey State University is located in northern, central New Jersey.
Jersey City is the second-most populous city in New Jersey, after Newark with
52.5% of the population speaking a language other than English (US Census,
n.d.). The population is primarily white at 34.4% and 27.8% Latino. This is
followed by an Asian and African American population of 25.1%. NJSU is a
medium four-year institution with a student population of 8,399 in which most are
undergraduate, nonresidential students (Carnegie Foundation, n.d). The university
serves undergraduate and graduate students up to the master level and is primarily
nonresidential.

Based on student enrollment demographics, 32.5% of students identify as
Hispanic, 28.7% White, 18.2% African American, and 7% Asian. Enrollment

trends are more related to the city's demographics. Similarly, 52.5% of non-native English speakers suggest a higher nonresidential student population.

Their mission statement identifies diversity and the importance of diversity in the urban setting. Also, the university has a 40 year tradition with the existence of a Women's Center for Equity and Diversity that is committed to creating an inclusive community where everyone respects and values diverse cultures, experiences, and perspectives. According to the university website, the mission of the university is as follows. Key words relevant to this study are bolded to begin to draw attention to the use of language.

The New Jersey State University's mission is to provide a diverse population with an excellent university education. The University is committed to the improvement of the educational, intellectual, cultural, socio-economic, and physical environment of the surrounding urban region and beyond. NJSU proves commitment to its urban mission by:

- Sustaining, celebrating, and promoting academically an understanding of community diversity;
- Tapping the rich resources of the urban setting and cultures for the benefit of its learners; and,
- Employing its knowledge resources, via faculty and students and with partner organizations, to identify and solve urban challenges (NJSU, 2014).

Conclusion

Together, these institutions represent some of the most diverse institutions that serve an undergraduate and graduate population to explore how entrepreneurial architecture and storytelling by administrators contribute to their diversity agendas. They also provide a variety of variables to consider such as departments committed to institutional diversity agendas, primarily residential or nonresidential, and city demographics. Accordingly, there are further unique qualities that are worthy of consideration in understanding the context including one of the universities being a research university which may possess greater connections and partnerships with the market and one which the main student population including a higher residence base verses a nonresidential population.

Chapter III

Methodology

This chapter provides details on the overall design of this study beginning with a review of the study's purpose statement and guiding researching questions. In addition, this section provides rationale and assumptions of qualitative research, the multicase study strategy of inquiry, participant selection strategy, instrumentation, and data collection and analysis. Lastly, this chapter concludes with a discussion surrounding data quality and rigor, and ethical considerations.

Purpose Statement

The purpose of this qualitative, multicase study was to explore how entrepreneurial architecture and storytelling by administrators contributed to university diversity agendas. This study explored how administrators facilitate entrepreneurial storytelling to influence institutional diversity agendas by investigating the linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes. This study focused to understand this dynamism and the relationship between entrepreneurial storytelling and diversity outcomes within the multicase context of New Jersey, public, four-year institutions.

The setting for this study included two, New Jersey, public, four-year universities:

1. University of New Jersey
2. New Jersey State University

Research Questions

Three research questions were used to explore the dynamism of linkages and the relationship between entrepreneurial architecture and storytelling and diversity outcomes:

1. How is entrepreneurial architecture and storytelling by higher education administrators exhibited in institutional diversity agendas at four-year public institutions?
2. How do higher education administrators adopt entrepreneurial storytelling to mobilize institutional diversity agendas?
3. How are linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes documented at four-year public institutions?

Rationale for and Assumptions of a Qualitative Methodology

“Qualitative research is best characterized as a family of approaches whose goal is to understand the lived experiences of persons who share time, space and culture” (Franke & Devers, 2000, p. 114). A qualitative researcher focuses on understanding a phenomenon in its natural setting by attempting to develop a complex representation of the numerous factors involved in the case under study, specifically keeping a focus on learning the meaning that participants hold about the case (Clark & Creswell, 2014). As a result, qualitative research allows the researcher to understand the inner experiences of participants, to determine how meanings are formed, and to discover the relationship between different aspects of a phenomenon (Corbin & Strauss, 2008). Qualitative research

is also interpretative in nature as the researcher is the research instrument (Creswell, 2007; Franke & Devers, 2000).

These characteristics form the strength of qualitative research that include but are not limited to: emphasis on a specific case taking into account the case's local context; richness of data to reveal meaning and complexity; connecting that meaning to larger world phenomenon in cases that share similar characteristics; and reflexivity to understand how the researcher influences the research processes therefore legitimizing and validating the research practices and representations of a study (Clark & Creswell, 2014; Corbin & Strauss, 2008; Franke & Devers, 2000; Miles, Huberman, & Saldana, 2014; Pillow, 2003).

Accordingly, the rationale for the use of qualitative strategies for this study is that it provided me, as the researcher, the opportunity to interact and connect with participants who are experiencing and shaping the phenomenon at the heart of the study. In turn, I was able to extract deep, rich meaning of the phenomenon to create a holistic, visual model of the many factors involved and their synergies or antecedents (Creswell, 2007). In addition, this qualitative research strategy provided me with flexibility to use various data collection methods as findings become more clear (Clark & Creswell, 2014). These were important considerations for my study as this topic is complex and includes many human and emotive factors.

Strategy of Inquiry

The inquiry described here was conducted in the form of a case study using exploratory analysis strategies to understand the phenomenon within its

real-life context including a detailed description of the setting followed by analysis of the data to identify themes (Creswell, 2007). A multicase study is used to investigate a phenomenon with a large set of factors and relationships; when there is no empirical support to determine the importance or impact of the relationships; and where these factors and relationships can be observed in real-time context (Fidel, 1984; Miles, Huberman, & Saldana, 2014; Stake 2006).

In summary, “Qualitative understanding of cases requires experiencing the activity of the case as it occurs in its contexts and in its particular situation” (Stake, 2006, p. 2). Miles, Huberman, and Saldana (2014) identify that a case study may vary in definition and range from individuals, individuals in specific roles, groups, organizations, processes, cultures, and systems. Selecting multiple institutions and targeting multiple groups and individuals strengthen validity, stability, and trustworthiness as part of a study (Miles, Huberman, & Saldana, 2014; Toma, 2006; Stake, 2006). In qualitative research, trustworthiness extends to credibility, transferability, dependability, and confirmability of the study’s findings (Toma, 2006).

This study was a multicase study guided by Stake’s (2006) *Multiple Case Study Analysis*. To ensure trustworthiness, Stake (2006) was chosen as he provides structure and guidance by clarifying the importance of defining the case, or the quintain. More specifically, Stake defines the quintain as, “An object or phenomenon or condition to be studied—a target but not a bulls eye...the quintain is the arena or holding company or umbrella for the cases to be studied” (p. 32). Accordingly, the primary objective of the case study was to understand the

quintain and how it manifests similarly or differently in relatable contexts, the universities.

In summary, this multicase study included intense exploration of the phenomenon with an attempt to construct theoretical statements with more sophisticated descriptions and powerful explanations of the phenomenon outside a single case as depicted in Figure 1 below. A multicase study strategy of inquiry was selected to be used in this study to enhance transferability to other contexts as it will include a thorough understanding of the similarities, differences, and conditions across the cases (Miles, Humberman, & Saldana, 2014).

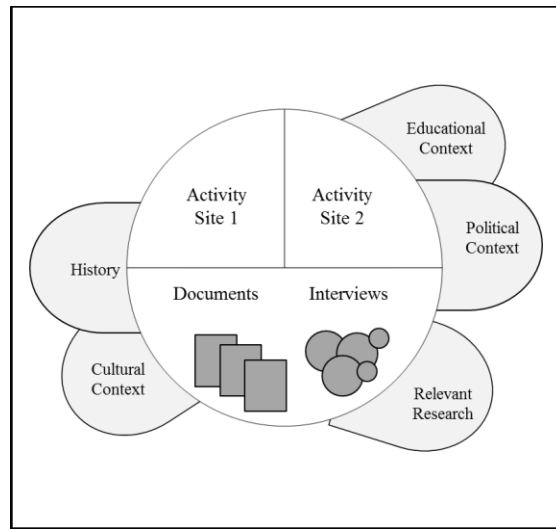


Figure 1. Graphic Design of the Multicase Study

This study was undertaken to understand the quintain—both its commonality and its differences across manifestations.

Each case is studied to gain understanding of that particular entity as situated. The quintain is studied in some of its situations. It is supposed

that the complex meanings of the quintain are understood differently and better because of the particular activity and contexts of each case. (Stake, 2006, p. 39)

Using a multicase study was important to this research study as the phenomenon is extremely complex. In addition, having two cases helped to identify critical and non-critical considerations that influence the phenomenon and reliability of testing these considerations can be completed across the cases.

Sampling Strategy and Participant Selection

This particular case had multiple dimensions that require consideration in selecting the most appropriate sampling parameters. Figure 2 is a conceptual model that was developed to identify considerations as part of a conceptual framework.

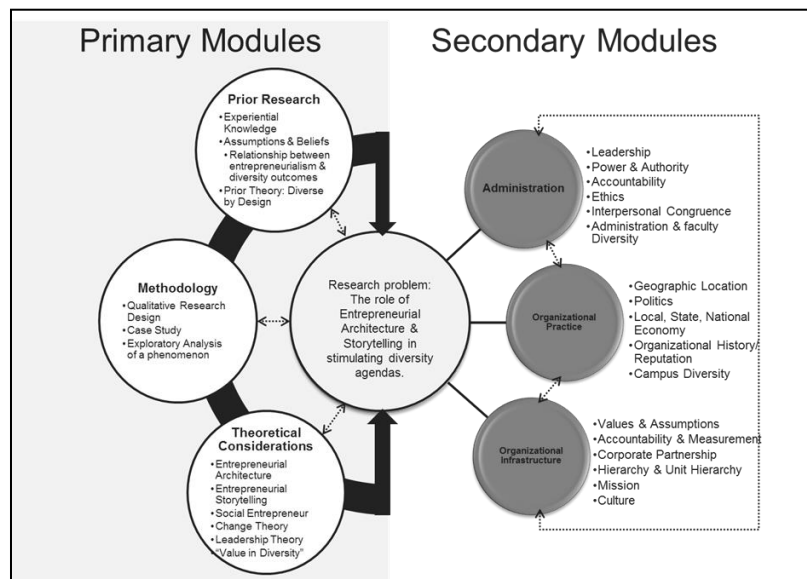


Figure 2. Conceptual Framework. This figure illustrates key considerations for the design of this study.

The map depicts critical primary and secondary modules that support and informed this research topic. Primary modules included prior research, research methodology for this study, and theoretical considerations. Prior research encompassed my experiential knowledge related to the topic of diversity and the entrepreneurial manifestation in the corporate sector. This includes my role as researcher and practitioner. Formed assumptions and beliefs in the existence of a complementary relationship between these two topics is informed by prior theory evaluation of diverse by design— a mechanism for developing superior performing teams that embodied commonly associated entrepreneurial attributes that differentiate product and service offerings and results (Keeton, 2010). Secondary modules included categories that were explored as part of the study and are directly correlated to the entrepreneurial architectural frames and setting considerations.

At the center of the concept map is the topic that was explored and there are several components that influence one's ability to understand the complexity of this phenomenon. As a result, the concept map attempted to identify high-level systems, categories, and attributes that relate to the topic and critical modules. Extracted from the primary and secondary modules, two main sampling considerations were identified which influenced the data collection strategy.

The goal of purposefully narrowing the sampling spectrum was to identify the creators and owners of university material culture and artifacts embedded with diversity and entrepreneurial characteristics as defined in scholarly literature (please see Chapter Two). Based on reviewing university material culture,

including college view books and university websites, departments that were identified and confirmed as having ownership over university wide diversity initiatives included:

1. University of New Jersey—Student Services, Diversity Office
2. New Jersey State University—Women’s Center for Equality and Diversity

Accordingly, having ownership over university wide diversity initiatives was one requirement of each participant as part of the sampling criterion.

Criterion sampling includes having predetermined criteria that will be used consistently at each site (Patton, 1990). In addition, each participant was required to be an administrator or educator with administrative duties such as a dean or chair of a department or unit as these individuals were preliminarily identified as being accountable for university diversity objectives. Lastly, this sampling evolved into snowball, intensity oriented sampling which are more information-rich cases that intensely manifest the phenomenon (Patton, 1990). The total number of participants per site was emergent, consistent with qualitative research methods (Clark & Creswell, 2014).

Data Collection

Prior to data collection, I received approval to conduct research from the Institutional Review Board on Human Subjects (IRB) at Rowan University, University of New Jersey, and New Jersey State University (please refer to appendix D, E, and F). Once IRB approval was granted, three forms of data collection were use as part of this research: participant interviews, document

collection, and a research journal (the research journal started at the proposal phase of this study).

Interviews

Qualitative interviews provide researchers the ability to explore in detail the experiences, motives, and perspective of others; and, in turn, the researcher learns to see the world outside their own self-view (Rubin & Rubin, 2012). Rubin and Rubin (2005) describe interviewing as structured, extended conversations. Their work focuses on interviewing with concrete questions to search for answers beyond the superficial surface of a first response. Their mix of depth and detailed questions produce concrete answers rather than slightly more abstract, conceptual questions found in other models. Interviews as described by Seidman (2006) are a, “meaning-making experience” to understand the lived experiences of people and their meaning of that experience. Accordingly, interviewing requires, “Intense listening, a respect for and curiosity about people’s experiences and perspectives and the ability to ask about what is not yet understood” (Rubin & Rubin, 2012, p. 6).

Qualitative interviewing helps reconstruct events or phenomenon that researchers have not experienced and is appropriate for this study. In addition, Rubin and Rubin’s (2012) responsive interview method was used to extract additional depth of this phenomenon as experienced by the participants and achieved by gathering information about the phenomenon’s context during the interview; dealing with the complexity of multiple, overlapping, and potentially conflicting themes within the phenomenon and across the multicase; and paying

attention to the specifics of meanings, situations, and participants as well as organizational history during the interview (Rubin & Rubin, 2005).

Rubin and Rubin (2005) provide structure and guidance to the interviewing process and describe depth, detail, and the importance of a balance as well as vividness, eliciting nuances, and richness of elaboration. As mentioned above, the technique of responsive interviewing will be used. Responsive interviewing aims at solid, profound, understanding rather than breadth. This interviewing approach forms a partnership with participants during the interview process in which a deep, on-going, ethical relationship is formed and the term participant or interviewee is replaced with conversational partner (Rubin & Rubin, 2012). The responsive interview or the extended conversation is structured by three types of questions: main, probing, and follow-up questions. The main questions addressed the overall research problem of the study and ensured the research questions were answered. These questions provided the interview with structure. Probing questions were used to manage the interview and elicit detail. The *tree-and-branch structure*, in which Rubin and Rubin (2012) liken the interview to a tree with the trunk as the research problem and the branches as the main questions, will be used to obtain depth, detail, vividness, richness, and nuance.

Stake (2006) also identifies probe-based interviewing with the use of texts, diagrams, videos, or other artifacts as probes to evoke interview comment or interpretation. Considering this perspective, material culture and artifacts previously obtained via university websites was also used as part of the interview

process to extract meaning of entrepreneurial and diversity terms used on university collateral to understand participant perceptions. This also served as another way to triangulate data interpretation. This approach supports Stake's recommendation that each important interpretation made relative to the quintain needs assurance that it is supported by comprehensive data gathering.

The last type of question that Rubin and Rubin (2012) identify as part of the responsive interview approach is follow-up questions. These questions are identified as the most critical as they continue to stimulate the interview and elaborate on key concepts, themes, ideas, or events (Rubin & Rubin, 2012). Together, the three question types were used in a semi-structured interview protocol.

Document Collection

The study of material culture was important to explore multiple voices across cases and differing and interacting interpretations (Hodder, 2012.) Accordingly, public materials were collected via university websites and include but were not limited to college view books, university mission statements, and department home page information and downloadable documents. Few private documents were collected during the interview process such as university diversity initiative goals, activities, and measurements.

Hodder (2012) further describes material culture as being communicative and representational through the, "writing down of words" allowing language to construct social relationships or common identity. These were critical considerations of this study and to further extrapolate the intent and meaning of

the material culture collected, these materials were used during interviews as graphic elicitation. Participant commentary and a review of collected material culture were used to make document content and meaning become more evident. In addition, the collection of multiple document types across the cases was used alongside interview data to understand the particular biases of each document type (Hodder, 2012).

Research Journal

Another important qualitative research technique that was used since the proposal of this study was the use of a research journal. A research journal is a tool to capture reflections of the researcher's engagement in the act of research (Janesick, 1999). This includes capturing field notes from observations, interviews, or observations and reflecting on the meaning of what was experienced during the events. Newbury (2001) refers to the journal as a, "Melting pot for all of the different ingredients of a research project - prior experience, observations, readings, ideas - and a means of capturing the resulting interplay of elements" (p. 3). As such, the researcher documents rich descriptions and explanations of their role in the study and the research process and self-reflects in an open-ended way (Janesick, 1999).

The journal also serves to chronicle the events of the research and as a memory of what has been undertaken as part of the process while capturing the researcher's generation of new questions of inquiry based on the gathering of information and understanding (Newbury, 2001). Most importantly, the journal provides the researcher with a means to reflect on emergent patterns, similarities,

and differences across factors and the cases and begin to make interpretations or challenge assumptions (Janesick, 1999). Using a journal as part of this study was important to capture my background and personal experiences and bias with the study's topic and helped to ensure data integrity. The research journal was used daily to capture reflections, field notes, research updates, and preliminary analysis.

Instrumentation

Two main types of instruments were used as part of this study: an interview protocol and a document collection protocol. Each protocol was designed to provide me with structure across the multicase. Below, each protocol is described.

Interview Protocol

Semi-structured interviews took place at each university. A protocol using the *tree-and-branch structure* guided the interview using the three types of interview questions described above: main, probing, and follow-up. The first part of the interview gathered participant background information including how long they have been at the university and in their current role. The next part of the protocol captured gender. Although this study is not focused on gender, this information was collected and may be used as ancillary data points for future consideration. Lastly, the participants, current title, and department were captured.

Informed consent was secured prior to all interviews. Interviews were audiotaped using a digital voice recorder with permission of each participant during the actual interview session. The responsive interview approach also

focuses on building a relationship with the participant, becoming the conversational partner (Rubin & Rubin, 2012). As a result, the interview process expected duration was unknown. During the interview, each participant was asked to provide private or public documents that illustrate the relationship between entrepreneurship and diversity. At the conclusion of the interview session, the digital recording was transcribed to be used in the data reduction and display processes described later in chapter three using Dedoose, a qualitative, analysis software program.

The matrix below demonstrates the direct relationship between the main (M) and probing (P) interview protocol questions and research questions. There were 16 total questions included in the protocol. The complete protocol is in Appendix B.

Table 1

Interview Protocol Mix

Research Question	Part of Protocol: Interview Questions
RQ 1. How is entrepreneurial architecture and storytelling by higher education administrators exhibited in institutional diversity agendas at four-year public institutions?	M 1.; M 3. Define diversity M 4. Foundation of entrepreneurial practice M 6. Exhibit entrepreneurship in work environment
RQ 2. How do higher education administrators adopt entrepreneurial storytelling to mobilize institutional diversity agendas?	P 7. Tools and strategies specifically used P 8. Illustration of tools and/or strategies

Table 1 (continued)

Research Question	Part of Protocol: Interview Questions
RQ 3. How are linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes documented at four-year public institutions?	P 12. Describe examples that illustrate influence M 13. Describe necessary conditions, process, or systems required

Document Collection Protocol

To ensure consistency in the document collection process and prepare for multicase analysis, a document collection protocol was developed. This protocol helped to organize data and provided space to record analytical notes during the document review process (Creswell, 2014). There are five steps outlined in the document collection process once the document was identified. Preliminary document identification was initiated on the university website search engines seeking out key words such as diversity and entrepreneurial. Once documents were identified, the document collection protocol was used within Dedoose.

The first step of the process was to list the name of the material culture and provide a brief description. As the process continued, this emerged into assigning each document a category such as college view book, mission statement, business school home page, and so on. Next, the protocol required the location and type descriptions (web page, PDF, HMLT file, etc.) so the document could be easily re-accessed if required during the research process. Additionally,

the document was notated if it was accessed publicly or provided during the interview process as supportive evidence.

In steps three and four, I identified the critical information contained within each document. The protocol included space to capture questions and notes for consideration as part of the research process in the section labeled: analytical notes. As I progressed further in the document collection process for each site, I used the collected documents in conjunction with interview data to organize the data into patterns, categories and themes, and worked back and forth between previously collected documents and across the sites. Creswell (2014) refers to this back and forth process as critical to identify if there is enough evidence to support each theme or determine if more is needed to draw stronger conclusions. Step four included describing the context of the document such as surrounding information or visual descriptions of color, animation, or sound. Lastly, the document was scanned with the protocol and uploaded into Dedoose. The complete protocol is in Appendix C.

Data Analysis

Qualitative data analysis emphasizes an integrated view of speech and texts and their specific contexts.

Qualitative analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. It allows researchers to understand social reality in a subjective but scientific manner (Yan Zhang & Wildemuth, 2009, p.1).

Accordingly, Miles, Huberman, and Saldana (2014) advise analysis to be concurrent with data collection. This early involvement helped me to move more fluidly between concept development and data collection and helped to direct subsequent data collection toward sources that were more useful for addressing the research questions (Yan Zhang & Wildemuth, 2009). As data was collected, I began to form expanded field notes from each interview session. Once all the data was compiled, the process of coding began which enabled me to organize diverse observations, statements, and other collected data by common themes and patterns (Creswell, 2007; Saldana, 2009).

Accordingly, this process involved the breakdown of data into units which are grouped according to characteristics. There are several recommendations that Saldana (2009) suggests to organize data. This extends from having the researcher's theoretical framework and central research question available at all times to stay on track; starting the coding process during data collection either by bolding, highlighting, and underlining "codable" moments; or as Liamputton & Ezzy (as cited in Saldana, 2009) recommend, formatting pages into three distinct columns that assist in the progression of preliminary to final coding. In addition, Saldana continues to describe the techniques of lumping and splitting data.

During interviews, I used many of Creswell (2007) techniques to immerse myself in the details such as writing marginal notes, summarizing my field notes, and reviewing the data several times while highlighting key words both on paper and again in Dedoose. Ryan and Bernard (2003) describe part of this process as cutting and sorting to arrange key words or expressions into groups to build

linkages or identify how things fit together. I developed a visual diagram of my emergent codes and themes. I also searched for key words or expressions that were unfamiliar—what and how does this data inform the study. I used conventional content analysis to ensure I did not limit my study with creating preconceived themes. Accordingly, I worked between numerous examples of material culture to draw analogies or patterns as recommended by Hodder (1994).

First Cycle Coding

Saldana (2009) divides coding into two cycles and the coding process was used to build patterns and categories from the bottom up by organizing the data into increasing more abstract units of information (Creswell, 2007). First cycle coding assisted to break down data in which I started with holistic coding as a result of the interview protocol structure. Holistic coding is the application of one code to a large unit of data (Saldana, 2009). This enabled me to attempt to identify data that was relative to each research question. Next, in vivo coding was applied using words and phrases directly from participant's language which honored the participant's voice (Miles, Huberman, & Saldana, 2014). This helped to identify patterns in participant language across the sites.

Second Cycle Coding

First cycle of coding was used to arrange and summarize units of data in alignment with the research questions of this study. Second cycle coding grouped this data into categories, themes, and constructs (Miles, Huberman, & Saldana, 2014). Specifically, "second cycle coding methods...are advanced ways of reorganizing and reanalyzing data" (Saldana, 2009, p. 149). Pattern coding has

several functions including the ability to setup for cross-case analysis. Pattern coding will illuminate common themes and processes. As part of the second cycle of coding, I made inferences and presented reconstructions of meanings derived from the data collected. “Activities may involve exploring the properties and dimensions of categories, identifying relationships between categories, uncovering patterns, and testing categories against the full range of data (Bradley, 1993).

Outcomes

The process of coding prepared data for analysis. The use of a matrix displays organized data into a format that helped to further identify emergent themes, compare and contrast across cases, and draw interpretations. As part of this study, a conceptually clustered matrix chart was the most appropriate table to illustrate varying perspectives about the phenomenon across the multicase study. Miles, Huberman, and Saldana (2014) support this format for multicase studies as it allows for comparisons across responses, participants and sites, and provides standardization for content-analytical themes that all cases will use. “The basic principle is conceptual or thematic documentation of data in matrix cells...accompanied by researcher assigned evaluative descriptors” (Miles, Huberman, & Saldana, 2014, p.173). This matrix was designed inductively—meaning, after concepts and themes started to emerge. This matrix was developed by exporting data from Dedoose and categorizing code application by institution in a visual display. This display, provided clarity into the best method to support

making contrast comparisons and theme matching across the cases by identifying code intensity.

Data Quality and Rigor

The concept of no neutral research proposed by Lather (1986) surrounds the intent to use, “research to criticize and change the status quo” (p. 67). It is therefore critical for the researcher to employ research techniques that guard against bias and ensure validity. Lather offers several guidelines including triangulation, construct validation, face validation, and catalytic validation; the utilization of multiple approaches and measures. In qualitative research, trustworthiness extends to credibility, transferability, dependability, and confirmability (Toma, 2006).

To ensure trustworthiness, frameworks for ensuring rigor exist from authors with procedural, interpretive, emancipator, and postmodern perspectives (Creswell, 2007). Credibility is being established throughout this dissertation by providing structure for the study including the identification of scholarly literature that supports the need for this research study and the methodological approach that will be taken as part of the data collection, instrumentation, and data analysis.

In addition, “Triangulation is mostly the process of repetitious data gathering and critical review of what is being said” (Stake, 2006, p. 34).

Triangulation is an effort to assure that the right information and interpretations have been obtained. Triangulation serves also to clarify meaning by identifying different ways the case is being seen. Triangulation will take place as a result of

the data collection strategy, the use of material culture during the interview process, and the research journal.

Considering my personal and professional passion and interest with the topic of diversity and entrepreneurship, substantive validation, the understanding of the researcher's topic and knowledge breadth derived from literature was fitting for this study. This validation is demonstrated in the written process and self-reflection in my research journal. In addition, LeCompte & Goetz (as cited in Creswell, 2007) provide a framework for using parallel equivalents to assist in internal validity and external validity. I used interview and material culture across sites as these equivalents to validate interview data surrounding individual's experiences. Furthermore, the research journal served as supplementary evidence of my decisions, interpretations, and personal biases.

A concern regarding the design of this study was the willingness of selected participants to deeply share their experiences, both positive and negative. In using Rubin and Rubin's (2012) approach to interviewing, this provided me with the ability to build an ethical relationship with participants. Similarly, Padgett (1998) elaborates on strategies to enhance the rigor of qualitative research which include prolonged engagement, triangulation, peer debriefing and support, member checking, negative case analysis, and auditing. Credibility was again ensured by employing the methods of prolonged engagement, member checking, and methodological triangulation as sources for data collection. I reached out to each identified participant at the start of this study to try to develop acquaintances.

This also helped to identify additional participants based on recommendations from participants already part of the study (snowball sampling).

Ethical Considerations

The potential for ethical risks exists as part of every research methodology. The research process creates tension between the aims of the research topic as the researcher attempts to make generalizations to influence practice, policy, and research (Orb, Eisenhauer, & Wynaden, 2001). Qualitative researchers focus their research on exploring, examining, and describing actors in their real-life settings to understand concepts of relationships central to the topic (Miles, Huberman, & Saldana, 2014; Stake, 2006; Orb, Eisenhauer, & Wynaden, 2001). To ensure participants in this study were protected, the desire to participate in a research study was confirmed with each participant through informed consent.

As recommended by Anderson and Kanuka (2003), participants were also made aware of the multicase study purpose and objectives. Similarly, participants were briefed on how their data collected will contribute to the study as well as details on how data was to be collected and interpreted. This information was included in the Participant Consent form found in Appendix A. All participant information is confidential. The objective of this cause study is not to evaluate participants and their performance. Rather, to understand their institutional context and manifestation of entrepreneurial architecture and adoption of storytelling. In addition, this research had to be approved by each institution's Institutional Review Board.

Conclusion

After receiving IRB approval at each site, this methodology was deployed. Research findings are presented in chapter four. Chapter five connects the findings of this study to literature based on the original problem statement and research questions described in chapter one including diversity in higher education; affirmative action; diversity issues and the transformation of how diversity is defined in higher education; and entrepreneurial architecture in higher education including the frames of entrepreneurial architecture and manifestations of entrepreneurial architecture including entrepreneurial storytelling.

Chapter IV

Findings

The purpose of this qualitative, multicase study was to explore how entrepreneurial architecture and storytelling by administrators contributed to university diversity agendas and how administrators facilitated entrepreneurial storytelling to influence these agendas by investigating the linkages between entrepreneurial structure, process, and strategies and diversity outcomes. Additionally, this study was conducted to understand the dynamism and the relationship between entrepreneurial storytelling and diversity outcomes within the multicase context of New Jersey, public, four-year institutions. Three research questions guided this study:

1. How is entrepreneurial architecture and storytelling by higher education administrators exhibited in institutional diversity agendas at four-year public institutions?
2. How do higher education administrators adopt entrepreneurial storytelling to mobilize institutional diversity agendas?
3. How are linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes documented at four-year public institutions?

This chapter will provide, first, a description of the cases. Next, I will discuss my data collection, including the profile of participants and analysis.

The remainder of the chapter will detail the findings of the study.

Entrepreneurial architecture and storytelling provided theoretical frameworks that were the foundation of this study and provided me with a lens to situate

and understand the data. These theoretical frameworks framed each aspect of this study from the problem statement, research questions, and the data analysis and interpretation (Anfara & Mertz, 2006). Additionally, rich descriptions, which include the use of data and tabular displays, accompany references to the theoretical frameworks in order to demonstrate methodological rigor and analytical defensibility of the research (Anfara, Brown, & Mangione, 2002). Each university is referred to as New Jersey State University (NJSU) and University of New Jersey (UNJ) to protect participants and institutional confidentiality. Detailed descriptions will be provided of each case to ensure contextualization.

Description of Cases

Context

As part of case study research, it is critical to contextualize each case in an attempt to identify commonalities in the cases as well as unique characteristics and factors that are important to understand findings (Stake, 2006). Each case represented a four-year university located in central/northern New Jersey ranked by the U.S. News and World Report as a top institution for campus diversity. New Jersey State University (NJSU) is located in a city in which the population is primarily White at 34.4% and 27.8% Latino. This is followed by an Asian and African American population of 25.1%. This university has a student population of 8,399 in which most are undergraduate, nonresidential students. The institution serves undergraduate and graduate students up to the master level. Accordingly, this institution is classified as a high undergraduate, medium four-year, primarily non-residential, Master's University with a balanced arts and sciences professions

undergraduate focus (Carnegie Foundation, n.d.). Based on student enrollment demographics, 32.5% of students identify as Hispanic, 28.7% White, 18.2% African American, and 7% Asian. Enrollment trends are highly related to the city's demographics.

University of New Jersey (UNJ) is located in a city in which the population is primarily African American at 52.4%, followed by a high Latino population of 33.8%. The student population is 8,840 and most students are undergraduate, residential students. This institution is a STEM university that serves undergraduate and graduate students up to the doctoral level. Accordingly, this institution is classified as a majority undergraduate, medium four-year, primarily residential, research university with professions plus arts and sciences undergraduate focus (Carnegie Foundation, n.d.). Although UNJ maintains student race and ethnicity enrollment statistics of 20% Asian, 11.7% Latino, 9% African America, and 10% identified as "other", a majority of the student population is White at 33%. Enrollment trends are not highly related to the city's demographics despite 95% of the student population residing in New Jersey.

Theoretical Descriptions

Entrepreneurial architecture serves as a conceptual framework and pragmatic approach for conceptualizing the contemporary university and its adaption to the new entrepreneurial roles according to the third mission of the university, economic development, and to participate in commercial engagement, with an emphasis on strengthening the entrepreneurial capacity within universities and in the community. Entrepreneurial architecture can be used to analyze internal

and external engagements and initiatives and institutional diversity (Morris, 2010; Nelles & Worley, 2011; Nelles & Worley, 2010).

Considering the structural frame of entrepreneurial architecture, the tangible meeting spaces that include but are not limited to technology transfer offices, incubators, professional development and continuing education departments, in which university actors engage with actors outside the university (Nelles & Vorley, 2011). UNJ houses one of New Jersey's largest technology and life science business incubators and has attracted more than \$80 million in third-party funding since entering the incubator and generated revenues of \$50 million dollars in 2014 (UNJ, n.d.). There are approximately 90 member companies that employ roughly 500 people. Within the last four years, New Jersey State University (NJSU) has launched a business incubator that is comprised of 21 companies and currently serves 25 companies, which combined have created and retained more than 250 local jobs (NJSU, n.d.). In addition, UNJ's President, appointed in 2011, for the second time was named to the Power 100, NJBIZ's annual ranking of the most powerful people in New Jersey business in 2015 (UNJ, n.d.). In June of 2013, the president announced the next Provost and Senior Executive Vice President. This is important as many participants in this study referenced this leadership change and the impact this change has had on university culture and initiatives surrounding diversity.

Leadership is an important entrepreneurial architecture consideration as it has the power and authority to recommend and redefine structures and systems as well as influence culture (Goleman, Boyatzis, & McKee, 2002; Nelles & Worley,

2011). New Jersey State University's (NJSU) president was appointed in 2012 and is a distinguished educator and administrator in higher education publishing work on effective teaching practices in the collegiate mathematics classroom, organizational change, and strategic planning. In September of 2014, NJSU also appointed a new Provost and Vice President of University Advancement. The Vice President for University Advancement had served as executive director over the university foundation prior to this appointment. Although these changes took place one month prior to when this research project began, these leadership changes were not mentioned by participants as having an impact during the research period October, 2014 through February, 2015. However, post-research, these leaders may have had greater influences in initiating change relative to this research topic.

NJSU's senior administration is comprised of leaders who have served exclusively within higher education while UNJ's executive leadership team is comprised of many distinguished business leaders. The influence of these business leaders and marketization in the commodification of education is evident in UNJ's mission statement (Dill, 2013; Mars & Metcalf, 2009; Slaughter and Leslie, 1997). Key words from the mission statement relevant to marketization and entrepreneurship include: improve processes and products for industry; public and private partnerships and economic development efforts; and the university helps to grow new business ventures (UNJ, n.d.). Accordingly, the influence of marketization, from the engagement of partnerships outside the university, is more common place at University of New Jersey (UNJ).

Diversity and the value of diversity to the institution were not described as part of the mission statement of UNJ. However, in other material culture found on the university's website, the university does believe in recruiting and retaining diverse employees as essential to an organization's success in today's global marketplace. On the website, the university posted a recent study conducted by Forbes Insights which states that 85% of the respondents, 300 senior executives, agree diversity is essential to encouraging innovation and creativity because it introduces new perspectives and ideas (UNJ, n.d.). New Jersey State University (NJSU) espouses a commitment to diversity which is stated in their mission statement as the university acknowledges a diverse population and their commitment to, "Sustaining, celebrating, and promoting academically an understanding of community diversity" (NJSU, n.d.).

In summary, although the key commonalities of the universities include that of being a public, four-year institution of higher education, similar total student body size, and physical location with high ethnic/racial diversity, the university exposure to engagement outside the university walls is significantly different. With University of New Jersey (UNJ) being a research university, by the nature of this type of institution, its engagement outside the university in more prevalent than that of a non-research university. Additionally, as documented in the universities mission statements, NJSU asserts a narrative to understand community diversity and use their urban setting to benefit its learners and solve urban challenges while UNJ states a commitment to the seeking new knowledge to improve processes and products for the industry through public and private

partnerships and economic development (UNJ, n.d.). New Jersey State University (NJSU) seeks to have a more local impact while UNJ focuses on the broader state and beyond.

Data Collection

I received approval to conduct research from the Institutional Review Board on Human Subjects (IRB) at Rowan University and each university as part of this study. However, as part of the IRB process at NJSU and UNJ, a limitation on the total number of participants was set to eight (please refer to appendix D, E, and F for the IRB approvals). This limitation is part of their process for research conducted by individuals outside their institution. Three forms of data collection were used as part of this research: document collection, participant interviews, and a research journal (the research journal started at the proposal phase of this study). Each will be discussed below.

Document Collection

The study of material culture was important to explore multiple voices across cases and differing and interacting interpretations (Hodder, 2012.) The purpose of the collection of documents was to help me understand the context and key characteristics of each university. Accordingly, public materials were collected via university websites and included, but were not limited to, college view books, university mission and history, and department home page information with downloadable documents. Data collection began with collecting each university's mission statement. Collecting the mission statement helped me to gain basic knowledge of each university's core priorities as an academic

institution that I would later use as part of the interview process to contribute, validate, and reshape my interpretations of each university's internal and external characteristics. University history and mission statements were saved and analyzed using Dedoose. Dedoose and coding application will be described in the data analysis section below.

Next, I used the following key words to complete a search in each university's website: diversity, institutional diversity, entrepreneurship, entrepreneur, risk, marketing, advancement, and business partnerships. I selected these key words as I wanted to see what type of material culture would be retrieved; interpret the context of how and why the term was used to improve my knowledge surrounding each institution; and to help identify the creators and owners of the materials that would be potential participants as part of this study. The key word search narrowly identified areas that I had already expected to be retrieved such as departments and centers focused on diversity, student services, business, and documents referencing the mission statement.

As the key word search did not provide as much insight and data as I anticipated, I proceeded to search for each university's organizational chart. I wanted to view this document to better understand the organizational structure of each university. In addition, it helped me to understand what areas may perform similar tasks but do not share the same name across the cases. Each organizational chart was saved in Dedoose. By reviewing the organizational charts, I was able to identify main areas/departments that branched from the president and visit their specific web pages to understand the basic functions of

each department, relevant to the research questions and purpose of the project, and retrieve personnel lists used to identify potential participants of this study.

Participants. After collecting organizational charts from each university and reviewing each main area's function and responsibilities on the university website relevant to this study, a total of 42 administrators (managers, directors, and vice presidents) were contacted via phone and email to schedule a brief call to identify their fit as a participant in this study and their availability. Of the 42 individuals, 14 administrators declined to participate. Fifteen administrators did not respond after seven attempts requesting their participation from October, 2014 through February, 2015. Thirteen administrators volunteered to participate in the study. Six administrators were from New Jersey State University (NJSU) and seven administrators were from University of New Jersey (UNJ). One administrator representing university admissions from UNJ stated he did not have direct responsibility or accountability to university diversity initiatives at the conclusion of the interview. As the remaining twelve participants identified as having direct responsibilities and contributed to diversity initiatives, data collected from this administrator was omitted from the data analysis because the data was not relevant to the study.

At NJSU, five of six administrators were men and all have been with the university for two or more years. These administrators represented core areas based on the university's organizational chart including Student Affairs, University Advancement, Academic Affairs, and Equal Employment Opportunity/Affirmative Action (EEO/AA). Three administrators held the

position of Vice President in these respective areas (Student Affairs and University Advancement) and reported directly to the university President. One administrator who represented EEO/AA held the role of Director and reported directly to the President. The remaining two administrators reported to the Vice President of Student Affairs: a Director of Admissions and a Director of a center focused on diversity and gender (this Director going forward will be referred to as University Center Director to protect participant confidentiality as this center is unique to identifying the institution).

At University of New Jersey (UNJ), of the six included administrators, two were women and all have been with the university for two or more years. They represented core areas based on the university's organizational chart including Academic Support, Student Affairs, and University Advancement. More specifically, participants held the role of Director and reported to the Vice President of Academic Support and Student Affairs: Associate Dean of Students; Director of First Year Students; Director of Admissions; Assistant Director of Students for Learning Communities and Campus Center (SLC); and Director of Educational Opportunity Program and Student Support (EPP/SS). The remaining administrator held the role of a Director in a center focused on diversity and leadership (this Director going forward will be referred to as University Center Director to protect participant confidentiality as this center is unique to identifying the institution).

It is important to note that UNJ as compared to NJSU includes an additional layer of leadership roles that branch from the role of President. Please refer to Figure 3 that depicts each university's participants in an organizational chart.

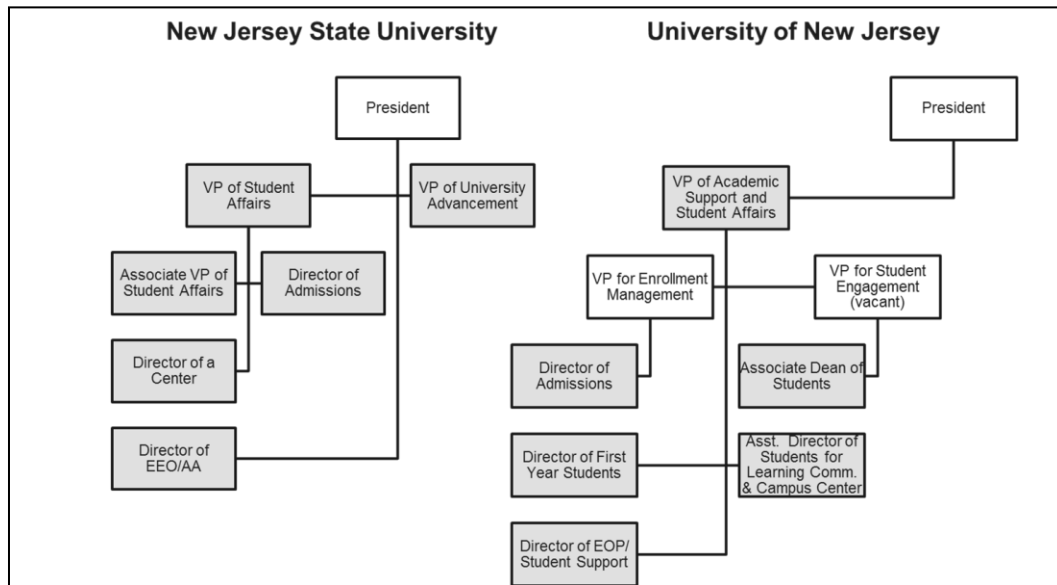


Figure 3. Participant/University Organization Chart. This figure illustrates each participant's role and reporting structure.

In addition, the following positions were vacant during the study: the Associate Vice President for Student Engagement which reports directly to the Vice President of Academic Support and Student Affairs and the Dean of Students Communications, Marketing, and Branding which reports directly to the Senior Vice President for University Advancement. All administrators representing University Advancement were asked to participate in the study. Yet, four of five Directors stated they have been in their position less than two years and declined to participate as they are new in their roles. There was not a minimum tenure requirement as part of this study and these administrators self-

identified as being “new”. The Senior Vice President declined without providing additional comments. Lastly, in June, 2013, a new Provost and Senior Executive Vice President were appointed. This is important as many participants in this study referenced this leadership change.

Interviews

Interviews were selected as the most appropriate data collection method to capture the, “[c]ase as it occurs in its contexts and in its particular situation” (Stake, 2006, p. 2). Accordingly, semi-structured interviews took place with each participant. The participant selected the format of the interview he or she preferred which included conducting the interview face to face, via Skype, or on the phone. Five interviews, four at New Jersey State University (NJSU) and one at UNJ, were face to face. One interview at University of New Jersey (UNJ) used Skype and the remaining interviews were completed over the phone. I conducted no more than one interview per day in order to provide myself with adequate time to replay the recorded interview, reflect on the data that was captured, and document notes in my research journal. This would later provide useful during data analysis as I was able to reference what I believed were profound words and statements to help identify emergent themes of the study. The length of each interview varied with the average being one hour after introductions and background information was captured.

Informed consent was secured prior to all interviews. At the start of each interview, I notified participants again that their interview was going to be audiotaped using a digital voice recorder and confirmed their permission. During

the interview, the responsive interview method was used to extract additional depth of this phenomenon as experienced by the participants (Rubin and Rubin, 2012). Specifically, my protocol used the *tree-and-branch structure* to guide the interview using main, probing, and follow-up questions. The first part of the interview gathered participant background information including how long they have been at the university and in their current role. The next part of the protocol captured gender. Although this study is not focused on gender, this information was collected and may be used as ancillary data points for future consideration. Lastly, the participant's current title and department were captured. I also asked participants to briefly describe their role and responsibilities at the university to confirm their responsibility and involvement with university diversity initiatives.

Furthermore, participants were asked to define their and the institutions definition of diversity; how entrepreneurship is exhibited at the institution; what tools and strategies are specifically used emphasizing storytelling; and describe examples that illustrate these tools and strategies and their impact on university diversity agenda items and/or outcomes. During the interview, each participant was asked to provide private or public documents that illustrate the relationship between entrepreneurship and diversity. Only three administrators, two from NJSU and one from UNJ, provided additional materials that were not available from the university website. Two of these documents were program flyers describing diversity initiatives that the university was launching and one document supported an example that one administrator had described during the interview. Each document was saved and analyzed in Dedoose.

During the interviews, I referenced documents I collected from the university websites to help elicit a more in-depth interview conversation and clarify my interpretations. In addition, during each interview, I restated what I believed to be critical parts of our conversation, to help ensure interpretations that I was making during the interview were appropriate and documented in my research journal. This is a form of member checking that is done during the interview process. Additionally, during each interview, I restated and summarized information and then questioned the participant to validate my accuracy. At the conclusion of each interview session, the digital recording was submitted to Indowswift for transcription. Once completed, the documented interview was saved and analyzed in Dedoose.

Research Journal

The research journal was an important tool used in this study. I used the research journal to help organize my thoughts and plan my steps in this research study. I also used the research journal to capture reflections before, during, and after the interviews. Specifically during the interview, I used my research journal to capture concepts and critical conversation data. I also used it to note data that I was unclear in my interpreted meaning to confirm with participants or data that I questioned was relevant to this study. My research journal became the first step in my sounding board of interpretation and identification of themes. As mentioned above, at the conclusion of each interview, I replayed the interview and captured critical words and phrases in the data that I believed were profound. This allowed me to refine my interview questioning to ascertain and gain greater understanding

as my interviews progressed. As such, I believe my research journal had a positive effect on the richness of the data I collected.

Once the data was collected, my research journal became my blue print for drafting how my conceptually clustered matrix chart should look and how its design would add value to my data analysis. I completed several draft iterations, on paper, to help develop a model allowing me to graphically represent the data as well as organize the data and discover themes in and across the cases. Overall, my research journal became what Newbury (2001) refers to as the, “[m]elting pot for all of the different ingredients of a research project - prior experience, observations, readings, ideas - and a means of capturing the resulting interplay of elements” (p. 3).

Data Analysis

Once the data was transcribed, as mentioned, all data was saved into Dedoose. Dedoose is a cross-platform application that is designed for analyzing qualitative data. It provides the ability to store multiple sources of data and a framework for easy coding of those resources. The process of coding was used to organize diverse observations, statements, and other collected data by common themes and patterns (Creswell, 2007; Saldana, 2009). Additionally, analysis as part of this research study was concurrent with the data collection process as advised by Miles, Huberman, and Saldana (2014) and my research journal was a critical tool as part of the process that became necessary to effectively use Dedoose.

To set up Dedoose and begin the coding process, I first coded my data using holistic coding, the application of one code to a large unit of data to attempt to identify data that is relative to each research question (Saldana, 2009). Accordingly, my first codes were RQ1, RQ2, and RQ3. Once this task was completed, in my research journal, I used the data to continue to document more robust responses to each research question. This exercise helped me to understand my data at large; yet, did not clearly immerse themes in the data. Referencing captured, critical words and phrases from each interview in my research journal, I simplified these words to a one word code, if necessary, and created a code to be used in Dedoose as part of the next coding cycle (please reference Table 2). Twenty-eight codes were identified and defined in the software. This second cycle coding began to group this data into categories, themes, and constructs (Miles, Huberman, & Saldana, 2014).

Table 2

Second Cycle Codes

Administrator/Faculty	Future Needs (students)	Relationships
Storytelling	Silos	University Mission
Entrepreneurship	Support (student)	Diversity Activities/Events
Organizational Condition	Diversity (individual)	Marketization
Student Storytelling	Marketing/Communication	Staff/Third Party
Awareness	(external)	Relationships
Future Needs (institution)	Staff/Parent Relationships	Entrepreneur
Partnering (staff/student)	University Culture	Characteristics/Skills
Support (parent)	Diversity (institution)	Mentoring
Curriculum	Staff/Student	Student Condition

Using the codes in Table 2, I proceeded with using in vivo coding. This coding strategy was selected so I could capture entire words and phrases directly from participant's language that would help to maintain contextual details and nuances in language that are relative to each university and the codes identified above (Miles, Huberman, & Saldana, 2014). Mid way through the interviews, it was clear that I had omitted codes that would help me to position the above codes within entrepreneurial architecture and storytelling theories as well as other general codes relevant to my data. The codes below in Table 3 were added and defined in the software. Additionally, I had added specific codes drawn from the theoretical frameworks. These codes became primary codes and the remaining codes were arranged as secondary codes.

Table 3

Added Codes

Administrator Value
Leadership (President)
Entrepreneurial Architecture (Theoretical Framework)
Partnering (internal areas)
Culture (Theoretical Framework)
Relationships
Family
Structure (Theoretical Framework)
Isolation
Systems (Theoretical Framework)
Leadership (Theoretical Framework)
Technology
Leadership (Administrator)
Trust
Storytelling (Theoretical Framework)

The process of coding grouped the data by theoretical framework and prepared me for data for analysis. As part of this study, a conceptually clustered matrix chart was the most appropriate table to illustrate varying perspectives about the phenomenon across the multicase study (Miles, Huberman, & Saldana, 2014). The use of matrix displays organized data into a format that would help to further identify emergent themes, compare and contrast across cases, and draw interpretations.

To develop my concept, I exported the codes from Dedoose to Microsoft Excel to create a chart mapping type of code for each university. In order to complete this task, once data was exported, I had to add a university identifier to each interview excerpt and aggregate applicable codes per excerpt. This provided me the ability to sort the data by university and code, preparing to sum each type of code application by university. Graphically, this chart (please reference Chart 1) clearly displayed code type intensity (how many total codes per code per university) and corresponding similarities or differences across the cases. This helped me to identify the emergent themes by focusing on the highest and lowest codes by intensity. This redirected me to these specific data points.

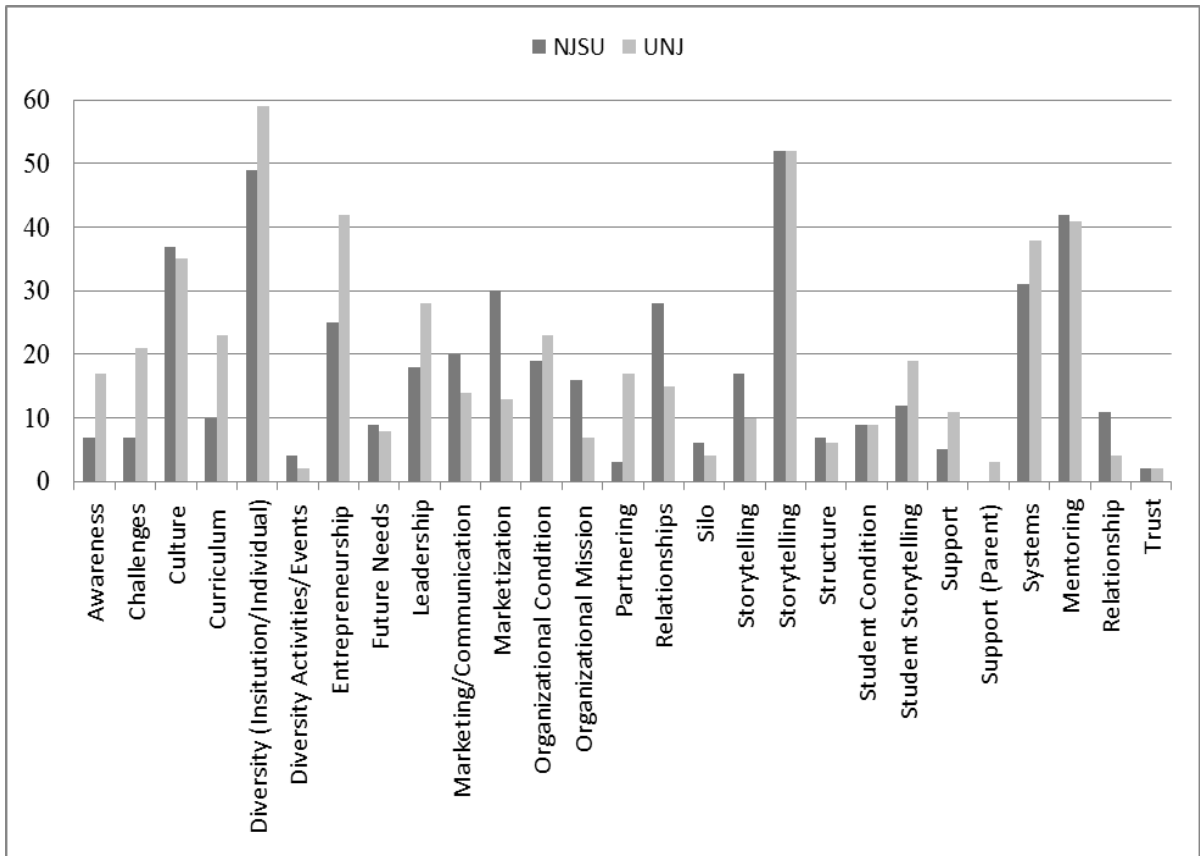


Figure 4. Conceptual Cluster Matrix

This overall data collection process revealed three themes: diverse voices, collegiate context, and entrepreneurial vigor. To ensure my interpretations exhibit truth value, member checking was completed during the interview process.

During the interview, I restated and summarized information and asked participants to confirm accuracy. Furthermore, I used two critical friends, one in the first draft of chapter four and two in the revision (one of the two critical friends participated in the first draft). A critical friend is defined as an individual that provided me with data, within my data, to be examined through another lens and critiqued my interpretation of findings (Costa & Kallick, 1993). My critical

friends took the time to fully understand the context of this study and research focus. Lastly, as described above, entrepreneurial architecture and storytelling provided a lens to situate and understand the data. It is important to acknowledge that these theoretical frameworks framed each aspect of this study from the problem statement, research questions, and through data analysis and interpretation (Anfara & Mertz, 2006).

Findings

Entrepreneurial architecture and storytelling provided theoretical frameworks that were the foundation of this study and provided me with a lens to situate and understand the data. This section will provide rich descriptions of the findings and will be accompanied by reference to the theoretical frameworks as appropriate to demonstrate methodological rigor and analytical defensibility of this qualitative research (Anfara, Brown, & Mangione, 2002). Three themes will be discussed. The two most dominant themes were diverse voices and collegiate context. The last, subtler theme is entrepreneurial vigor. Accompanying each theme, subthemes or characteristics central to the themes, are presented identifying the university context and theoretical framework used to understand the finding.

Diverse Voices

Entrepreneurial storytelling has been identified as a critical entrepreneurial skill set in which an organization maximizes the use of language and storytelling to communicate organizational identity, objectives, and rationale for strategic decisions surrounding resources. Stories provide accounts that explain,

rationalize, or promote a new venture to reduce uncertainty (Lounsbury & Glynn, 2001; Martens, Jennings, & Jennings, 2007). Data collected at each university revealed the use of storytelling as having or taking place in many different forms to achieve outcomes including but not limited to: securing funding and/or support from stakeholders in and outside the walls of the university; recruiting students; selling the university to parents; and supporting retention rates that contribute to diversity agendas. Accordingly, this theme, diverse voices, is broken into several subthemes that outline the forms and approaches to storytelling and corresponding outcomes. These subthemes include relatability, adaptability, student storytelling, and technology.

Relatability. Administrators at both universities acknowledged the necessity of having a story that resonates with students, parents, and stakeholders. Relatability of a story includes communicating critical information about the university and student profile that explain, rationalize, and promote building a connection and relationship between the university and its administrators' with these audiences. Accordingly, at New Jersey State University (NJSU), storytelling is defined as serving two purposes. A Vice President of Advancement described:

The first side is the black and white, statistical rationale behind why you're doing what you're doing and it's something like, our students... if you tell the story to your student body and the work that they're doing. Demographic information, where they come from, what they're doing, what they're studying, how many of them, their graduation rate, the SAT scores, the black and white analysis of your... whatever your program is.

If it's the program that you're looking to get a donor to fund well, what are the black and white statistical analyses of the program and why is it important. And then the other side of the coin, the other half of the story is the subjective side, is the individual student profile, the Sally Smith and what does this program mean to her and what has it done for her and what's she going to do with it when she's completed the program, what are her pursuits when she's got her degree and why is that important to her and her family and something that people can relate too. You use the first side of the story, the statistical black and white side to prove you're on the right path and then you use the subjective side to show why it's important to a human being and I think if we combine those two together and make sure a very compelling story and you get your point across very effectively.

As described above, first, storytelling provides the statistical rationale describing the tangible capital associated with the university. This may include demographic information of currently enrolled students, diversity statistics, graduation rates, university offerings, and outcomes for students post-graduation. From a stakeholder perspective, a university narrative communicates the statistical analyses of the program and why or how that is valuable. For example, a VP of Student Affairs described, "We use storytelling and we use the merits of our student population to help companies invest in who we are."

The second purpose is to communicate the unique student profile or create the relevant, personal connection in which stories are used to explain,

rationalize, and promote the more human side of the investment. This included what does enrollment and the pursuit of a degree mean to the individual and what his/her aspirations are during and post enrollment. An Associate VP of Student Affairs shared how admissions recruiters “sell” a story. In one example he provided, “The story is what college did for him [admissions recruiter] and the opportunities that he was able to receive, and coming from the same neighborhood that they [student] are coming from, same environments, some of the issues that he dealt with personally, family wise and the students love it.” Additionally, this means to tell a compelling story. A Director of Admissions at NJSU described this as an elevator in which, “You have to pitch who you are, what your ambitions are, what your dreams are and how that person that you meet there has aspired you, can aspire and has mentored you within a two minute period time period...to do this, you have to know who you are, you have to know your product.” Similarly, a Director of EEO/AA explained, “It’s like everything else, you have to know who you are, you have to know your product... not everyone is open to diversification, not everyone is open to it, so our stories will connect with only a certain group.”

Knowing who you are and your product, meaning the identity of the university which includes the university’s mission and values are architecture components. Architecture refers to the routines and norms of the university established as a framework by the university’s mission (Lowman, 2010). Accordingly, the culture of the university becomes an interpretive framework which guides the behaviors of actors within the university (Lounsbury & Glynn,

2001). In setting and supporting diversity agendas, it is critical to communicate the mission and values of the organization to assure long-term commitment and support (Hubbard, 2006).

An Associate VP of Student Affairs at New Jersey State University (NJSU) claimed, “You have to have a mission statement and a set of priorities, institutional priorities.” Similarly, a Vice President of Advancement emphasized, Having a very clear and comprehensive and engaging mission and strategy is of up most importance. Letting your people, your constituents know here’s where we’re going and here’s why we’re going and then imploring them to join, to join and then march forward. That is absolutely necessary and it certainly is a big factor in securing support to help us get there.

For NJSU, the mission statement espouses a commitment to diversity and specifically, “Sustaining, celebrating, and promoting academically an understanding of community diversity.” This is supported through administrator’s descriptions of frequent reference and acknowledgement of the university mission.

University of New Jersey (UNJ) negates a specific commitment to diversity as part of their mission statement. Accordingly, a University Center Director expressed:

An institutional approach to diversity is critical. I can talk about it in my division with the primarily student population that I serve however, if there is an institutional commitment meaning you hear from the top that we’re not only diverse, but we’re going to acknowledge, celebrate and

affirm with these differences, I think it will make a difference in how students not only feel about being here, but how they excel, so for instance, as I'm sure, you know, I mean there is so much documented about what happens in a classroom when students can relate to a professor, when there's a student that has a professor that might be of the same ethnicity, or race, or background, essentially if a student has someone that they feel that looks like them or can connect with or relate to on some level, they tend to do better, so that's something important to keep in mind.

A Director of SLC shared a similar perspective, "I think that unless the institute as a whole is not vested in this, if you don't have buy-in then good intentions are not gonna take you too far. You really have to have a solid backing and a connected community as part of the universities vision and the strategic plan." Furthermore, a Director of Admissions believed that diversity starts at the beginning,

"In terms of hiring practices, in terms of what comprehensive plans are in place and it connects to, how that looks throughout campus, so again rather than one department or one division really being at the forefront if you will or really being, the voice around certain issues. It should really be throughout the entire campus.

At University of New Jersey (UNJ), these administrators described, it is essential for an institutional commitment to diversity that expands beyond one department and includes the entire university from the top, starting with the president, down to faculty and staff to experience the value of diversity. Additionally, a university

commitment to diversity must be clearly articulated in university's mission, vision, and strategic plan to provide a framework that defines the university's image, influences hiring practices, and creates synergies with all university departments that support the one university voice.

Overall, University of New Jersey (UNJ) administrators have identified the importance and potential impact of having a clear mission statement and priorities in their strategic plan espousing and implementing a commitment to diversity. In addition, these administrators identified that relatability to students may result in greater academic outcomes and alignment from the top, the President, down through the student body.

UNJ, as posted on the university's website, states the institution, "Looks at the whole picture – how we impact the community, the state, even the nation. We need to think about how our programs can create jobs and fuel new industries." A Director of First Year Students also believes this begins with the appropriate diversity of staff in order to be able to effectively communicate:

Starts with even hiring of students personnel and training them to have an appreciation for that diversity and how do you work with different types of families that's an understanding of inferences to 20% of our population is Spanish speaking, so I need a few – work with those type of families. So, there's awareness there from the very beginning, we need to have a diverse team in order to attract diverse populations.

Additionally, an Associate Dean of Students, explained, "We've highlighted student accomplishments on campus and off campus, which has been, you know,

helpful. We've also ensured that we have also women center in campus, which, because we have fewer females on campus that they can go there visit for." This is similar to New Jersey State University (NJSU) that identified the importance of communicating the unique student profile to explain, rationalize, and promote the more human side of the investment.

Storytelling is not exclusive to recruitment. It plays a critical role in retention. As a University Center Director at NJSU describes, "Again storytelling opportunity, so I partner with the counseling center and I co-facilitate with one of the therapists and students can check in and talk about how they are feeling for the day, and then they can talk about, you know, what was meaningful and what they got out of the support group." Accordingly, relatability was described by several administrators as part of recruitment and retention at both universities.

'University of New Jersey's (UNJ) Director of SLC explained, "Students relate to you way better if you are able to draw some parallel between what you do or how you were and how they are right now. They will trust you more, they will listen to you carefully and they are more likely to follow your advice if you can entrust upon them that you are not so different from them." Accordingly, the ability to relate a message to students not only explains, rationalizes, and promotes building a connection and relationship; it conveys understanding of the student through the reference to an administrator's academic journey. By describing this parallel, administrators are able to build trust and as a result, the administrator may have greater influence on the student relative to college selection and retention.

A Director of Admissions acknowledged, “Getting onto the same page as the student. I tell them what they need to get in, but then I just talk to them about themselves, see what it is that they like why they want to go into whatever field that they want to go to, you know, engineering, Computer Science, Biology, type of stuff. Like I said, I find it so much easier if you get on the same level as another student.” A Director of EEO/AA at NJSU shared a similar belief and described his department tries, “To use their [students] language and articulation, so that they know that we’re relatable. Furthermore, a VP of Student Affairs exclaimed, “From the custodians all the way up to upper administration, everyone has a story that contributes to the university experience”. Each university stressed the importance of the story in making a connection and being relative to a variety of audiences. In addition, there is acknowledgement of the inability in using a story to connect with everyone. As part of the subtheme, adaptability, the ability to use a story and share it in a relevant way to connect with the target audience, is described.

Adaptability. All administrators acknowledged the necessity of having a story that resonates with students, parents, or stakeholders to form a connection with the intent to result in a partnership of enrollment, investment, support, or retention. A Director of EOP/SS at UNJ believed that in order to form a connection, one must first listen and that, “[p]art of listening is to get an understanding of what they [students] need or are going through because this is new to them.” A Director of EEO/AA at NJSU described that, “Listening is critical as it helps to build rapport.” A Director of SLA, explained,

Students relate to you way better if you are able to draw some parallel between what you do or how you were and how they are right now. They will trust you more, they will listen to you carefully and they are more likely to follow your advice if you can entrust upon them that you are not so different from them.

Adaptability in conjunction with relatability contributes to build trust based on these connections, similarities, or parallels. The Director of Admissions of NJSU described, “Being able to trust someone, someone who understands their culture, someone who is from the same -- you know, obviously the same background; it’s that connection.” An administrator’s ability to relate and adapt a story starts with listening. This act of listening provides the administrator with the opportunity to learn about the student’s wants, needs, struggles, interests, and culture.

Understanding these characteristics of a student helps administrators to appropriately adapt the story with the ability to focus on what is most important to the student while maintaining the university identity to form a connection.

Accordingly, the use of storytelling is the verbal expression that ignites the potential for such a connection. To reach diverse audiences, the story must be adapted by reframing and recrafting based on the target audience, purpose, and desired outcome. Reframing, defined as positioning the story in a relevant way to each type of audience and recrafting, the means in which the story is communicated. A Director of Admissions at New Jersey State University (NJSU) explains in the absence of adapting the message and being intimate with the

university's identity, the university may struggle from a student and internal student growth perspective:

So, I think that from a business point of view it might be a little difficult to reach new markets if you don't understand who you are or may be just change that message. So, I mean, going back to like the whole entrepreneurial and business side of things or how can you recruit new clients, how can we recruit outside of our traditional area, because in order for us to do that we're going to have to share a different story to attract a new clientele if you will.

Additionally, a VP of Advancement explained, "I have to tell our story all the time in a lot of different ways and it would be very easy for that story to get confusing but if I can tell one compelling story and use the different channels to distribute that story, that's important and that's impactful to understand that you have to have one voice." While the message may be adapted to reach broader audiences, the university identity must remain intact. Also, the recrafting of the message, the way in which the message is communicate will vary by audience type. A VP of Advancement referred to this as channels. Channels can include college view books, bill boards, podcasts, or newspaper print to list a few.

With maintaining institutional identity, an Associate Dean of Students at University of New Jersey (UNJ) emphasized, "You have to reinforce that mission and reinforce those priorities almost in every interaction, in every decision that you have to make, every story." A Director of Admissions explained you must, "Find the venue to kind of be able to get back, share a story and connect, because

it's important for student's families to be able to see their child in you and vice versa." This venue is the appropriate means to convey the message which allows the audience to hear and evaluate the message. In such cases, the venue may be the student.

Student storytelling. Adaptability and relatability intersect.

Administrators at both universities acknowledge these as important considerations that impact the potential relationship of the university with a parent, student, or stakeholder. A Director of Admissions at University of New Jersey (UNJ) explains this intersect specifically with parents,

I take into consideration with reference to the parents, the cultures of the parents and that culture can be defined, not just the ethnicity, ethnicity, gender also the ethnicity, the culture, which they come from. They maybe a first generation low income, they may be affordable income, but you have to take in all those things into consideration.

An Associate VP of Student Affairs at New Jersey State University (NJSU) further describes the relationship between adaptability and relatability in making a connection specifically with students:

As diversity expands in meaning, we have to be creative on how to reach students and engage students on our campuses and so yes. We need to know who our customers are and how to reach those customers and we definitely need to have that positive business image in regard to being accessible and being I guess, the individuals who we want our students to blossom into.

A Director of EEO/AA elaborates on listening as a component of getting to know students and in order to effectively adapt and relate:

You need to know who they are first. You know, where they are coming from. You know, what do they identify as their weaknesses and their strengths. You know, have them share about their life experiences and their academic experiences. That gives us a better idea of what we're working with and we've used that as a tactic to really kind of, once again, recruit our students and retain our students.

Accordingly, there is an intersection between relatability and adaptability. As administrators described above, this understanding may include: knowing cultural and ethnicity details of a student or parent, socioeconomic status, or if the student will be a first generation college student. Likewise, it is important to understand how to reach or engage with students and parents in the most meaningful way. As part of this subtheme, the most meaningful way may be through the use of student storytelling.

Having students share their life experiences and their academic experiences in context of the university is one expression of the diverse voices of the institution, through student storytelling. Students are being employed to present their story as part of recruitment initiatives, including marketing activities and high school visits, and a variety of programs that branch into long term mentoring, curriculum strategies aiding in retention and strengthening campus diversity initiatives. At NJSU, a VP of Student Affairs described the value of students in the storytelling process:

Current students at our university speak to incoming students and they tell their stories and tell stories of hardship, they tell stories of success and those, we think, are probably...those reach the students more than the administrators talking about processes and policies.

Similarly, a Director of EEO/AA reiterated how students are more engaged with their peers and, “They [students] seem to listen more or take it more seriously to a certain extent where they see us just more as an authority figure and see us and say okay well this is your job so that’s why you’re doing it”.

A Director of First Year Students at UNJ exclaimed student storytelling is the most effective strategy to aid in the transition of students into higher education in the first year and overall retention. He specifically described the university’s current practice as using students or peer leaders that, “Talk about their experiences and that works great to everything, probably the most effective thing you can do for transition. Surveys – all our surveys show that effectiveness is 90% or higher when it comes to peer leaders and their sharing of experiences and their knowledge so we’ll continue to do that without a doubt.” Similarly, student stories are use as part of the university’s diversity agenda as the University Center Director explained, “Students become peer leaders and some of the things we might utilize for diversity initiatives, they [students] do classic skits I guess to talk about their experiences. They demonstrate their experiences of what college life would be like and bring up issues, so sometimes that hits the issues of diversity.” Student storytelling is used to create a connection through the sharing of the student’s experiences. These experiences include their post-secondary transition

through their trials and tribulations that have resulted in their ability to have a role as a student storyteller. As the efficacy of students in university storytelling was validated through surveys, administrators will continue to use students as a valuable option to make a more relevant and meaningful connection with students.

Due to the successes attributed to student storytelling, UNJ identified select upper class students to receive training on how to have critical dialogues with students and to share their story, as well as learn to reframe that story to reach broader audiences. A Director of SLC describes:

This is where the storytelling part comes in and I work with a lot of upperclassmen students who I train and hire to serve as peer-mentors to the freshmen class; that's part of the learning community initiative that we have here. And I tell them the same thing that you know, be humble. If you are able to convince the freshman that you were in their shoes in more than a year ago or two years ago and you went through all of this and how you handled it, then they are going to bond with you. They will look up to you for any kind of advice and then you know, they will consider you as role models and follow all your examples to become better students, better person, so on and so forth.

Furthermore, the University Center Director discussed a new peer education program in which students receive training on the appropriate methods to, “Reframe why we need to do this work on campus because for many people on campus may be never really had the time to may be know diversity and know

identity and what that brings to the table.” Accordingly, this Director explained, “I’m training students to have like real critical dialogue on diversity and then how do they continue to spread the message to their peers.” Students are used to aid in recruitment, retention, and spreading the message of the university’s stance on diversity through their dialogue. This dialogue helps to strengthen university relatability with and to students.

Technology. Student storytelling was discussed as a strategy administrators embraced that aided in relatability and adaptability. In addition, students served as one type of vessel that expressed voice of personal experiences and to some degree, university culture, to develop connections with students. Throughout data collection, administrators discussed technology as a gateway to share and expand the breadth of the institution’s story. Furthermore, technology has the potential to reach and attract a diverse audience using available social media outlets such as Facebook, Twitter, YouTube, Instagram, and podcasts in conjunction with traditional marketing channels such as bill boards, newspaper, or magazine advertisements. At New Jersey State University (NJSU), an Associate VP of Students Affairs explained:

Social media is definitely something...a strategy that we’ve actually implemented to reach more students. Podcast is something that we’ve just actually gotten into. Podcast of what events are scheduled, what events took place in order to let the students know what’s taking place on campus to the students and showing students talking about their experience.

Similarly, a Director of Admissions detailed:

Like I said, with diversity, I really think that you also have to understand that your students are now more technologically savvy, and they are really big on Twitter, they are big on Facebook. So, us creating a Facebook account and getting the student to be friends with us so that we can post information out there reach out to them.

These social media outlets serve as a mechanism to push out information. They also can provide an exchange of information providing timeless access. A VP of Student Affairs explained:

To me social media's probably been...had been the most productive means of reaching students and engaging those students with what we're doing on campus and the reason being with Twitter especially, the students re tweet, they...we can develop context around different tweets and everything else so those are...that's been a really productive entity for us, social media.

Using social media is perceived as being the most productive vehicle to reach students in a more technologically savvy age. The use of social media provides administrators with the ability to engage in a social media partnership, signified by "friending" the university on Facebook to post university information as well as a way to engage in two-way dialogue through the use of Twitter.

At University of New Jersey (UNJ), a Director of First Year Students stated, "We need to use technology as part of – as part of the outreach. And something as simple as maybe YouTube videos or using videos to outreach to the students and showing students talking about their experience and those students

would have to be a diverse group. I think that's important I think it exemplifies their peers and how much they enjoyed their experience here." A University Center Director explained social media is used to advertise university initiatives and specific programs relating to diversity. In a recent program offering, the Director said, "We have social media Facebook, Twitter and Instagram so we published it there. We have a website...and I have to tell you this is a program that people want to attend because they want to hear the stories of people." This statement alludes to a connection with students and stories and that students are encouraged to attend as they will be exposed to real life examples. Similarly, at University of New Jersey (UNJ), a Director of SLC described how peer mentors, students that partner with administrators to share their story with other students, use technology to stay informed.

On top of that mentors and their respective cohort, they figure out a way to constantly be in touch with one another. So, some groups use this app called GroupMe. Some groups use Facebook group or Google Group or you know, a lot of other things and I don't interfere in that so long as I'm getting the numbers and I'm pretty confident that the message is conveyed.

As described by these administrators, they use social media to communicate university activities and encourage students' participation in these activities as they involve student storytelling and real-life examples. Furthermore, the Director of SLC described social media as being the means for students to stay in touch with one another. Unlike New Jersey State University (NJSU) which

acknowledged creating a Facebook account representing the department/university, the Director of SLC describes self-directed student connections through GroupMe, Facebook, and Google Group that do not take place within a university established context.

A Director of EOP/SS detailed how a newly formed Facebook page was created to help them share information. Additionally, he explained a website for parents is under development where information for parents, newsletters, and bulletins will be located, all with the support of students. Although these directors describe social media as a source for making connections, providing updates on university topics, and maintaining relationships, there is a lack of involvement in the technological aspect of reviewing the messages conveyed by students who are the gatekeepers of the media to ensure alignment with the university image. At NJSU, a University Center Director described a similar lack of involvement and monitoring of social media. She explained:

I personally don't use social media too much however, we have two work study students, actually our administrative assistant is a fulltime student and a fulltime staff lives in here, so she is familiar with social media in addition to our two work study students who are on staff, so between the three of them, they get the word out on social media.

In further discussion, the Director discussed being unfamiliar and unable to master social media. Similarly, a Director of EEO/AA explained, "We haven't gotten into Twitter too much, but eventually I think that's an avenue that we're assuming to look, because it also is based on who has expertise on Twitter on the

staff to kind of utilize it.” Currently, there are no staff members able to set up these accounts. An Associate VP of Student Affairs explained his perspective on social media being significant:

To me social media’s probably been...had been the most productive means of reaching students and engaging those students with what we’re doing on campus and the reason being with Twitter especially, the students re tweet, they...we can develop context around different tweets and everything else so those are...that’s been a really productive entity for us, social media.

Although it has been demonstrated that technology is used as a gateway to reach and distribute narratives to students, parents, and stakeholders, one administrator described there needs to be a balance in the recipe of storytelling effectiveness. At NJSU, a Director of Admission exclaimed:

I’m a traditionalist where you stick to basics and you do it well and then you build on it. And what I mean by that is that although we need to find a balance of technology media kind of those outlets, you still need to be able to connect with the student and walk them through a process, but it’s a balance -- but it’s still a balance.

Despite social media being perceived as the most productive way to reach students, building a connection with students also requires face to face interaction which strengthens the bond between students and the university. Social media helps to reinforce this connection, yet cannot replace interactions entirely. Accordingly, the Director of Admissions alluded to face to face interactions as

being the most productive as it has become a proficient practice and should be enhanced with technology.

Social media is used to share the student profile. However, these images and the messages may be commercialized, meaning prepared or scripted to deliver a specific image of the institution. A VP of Student Affairs explained:

We've had student profiles using media, using YouTube where students talk about their experiences as NJSU but those were...they weren't as I guess...they were a little I guess shaped so to speak and they had a message to say we would discuss a student's experience within the business program but these are commercialized little pieces and snip...snapshots but they still tell stories and I...that's something that we should probably consider being able to push through podcast and different forms of social media. But no, we haven't used those real live story situations because some of them are sensitive and we'd rather those be done face to face and probably a...reproducing those in mass.

Similarly, at University of New Jersey (UNJ), a Director of First Year Students described how media should be branded to clearly maintain the university image when selecting the time of media and marketing materials. Marketing materials are stories and these stories are shared through media.

That also then moves into the branding aspects where we use that team, utilize that team in pretty much all our marketing and playing the role of art director and I go with a student photographer from communications and we'll go on photo shoots, and trying to imagine the type of marketing

materials that need to go out to students and their families. And so we had to depict the diversity that's in UNJ so we're always – I'm always thinking about it from that stand point. They are our students but they [students of diverse ethnicity/race] also just represent the best of our students and our diverse population.

Social media conveys an image of the university. Accordingly, administrators described how social media should be branded to represent the core mission of the university. To ensure that the university image is clear to viewers, some social media is commercialized. This may include scripting specific messages of the university or a specific program and/or staging photos that depict the race/ethnicity profile of the university campus.

Technology, the use and format of, provides administrators with the ability to reach students in a more technology diverse era. Technology provides a means to push information to keep audience information, a data warehouse of university materials, or an interactive platform for two-way dialogue. Additionally, some administrators discussed the commercialization of materials displayed on social media to depict the diversification of the university. Accordingly, the next section will discuss more specifically the theme and subthemes of the collegiate context including family assimilation, milieu transformation, and comfort in group identity.

The Collegiate Context and Culture

Entrepreneurial architecture is integral to a university's ability to fully engage in entrepreneurship and provides the necessary support structure for

institutional diversity (Nelles & Vorley, 2011). To understand the collegiate context, it will be viewed from the lens of culture. Culture is a frame of entrepreneurial architecture which functions as a framework that guides the behavior of individual's within the context of the institution (Lounsbury & Glynn, 2001). Culture references the behavior of actors within and outside the university and the motive and interpretation of actions. Culture includes values, visions, norms, working language, systems, symbols, and beliefs (Lounsbury & Glynn, 2001; Nelles & Vorley, 2011). Accordingly, this culture has contributed to establishing the appropriate or expected communication and coordination within and outside the university which shares synergy with the system factor of entrepreneurial architecture (Nelles & Vorley, 2011). System, another architectural frame, refers to the routines and norms that must be established to support the culture of an institution. Accordingly, this theme, the collegiate context, is broken into several subthemes that describe cultural and system findings of the study. The subthemes include defining diversity, transformation, and comfort in group identity.

Defining diversity. Each university has a different perspective on defining diversity and how this definition manifests within the university. Accordingly, this subtheme, defining diversity, includes characteristics that administrators described as contributing to the institutional definition of diversity as well as how diversity is experienced as part of the collegiate climate. For New Jersey State University (NJSU), campus diversity has been identified as occurring organically due to the physical location of each university. A Director of Admissions stated,

“Our location alone really allows us to have that make up of you know diversity.” Additionally, a VP of Student Affairs explained, “Sometimes I feel like we take it for granted, but we have that here whereas other institutions they have to make a conscious effort on recruiting students from a diverse background where that’s never been a concern for us here.” Furthermore, a University Center Director elaborated on the university’s campus diversity occurring organically as well as described a culture espoused to embrace diversity:

Our school is situated in one of the most diverse cities in the country, so given that, it makes sense that our school is diverse, however; while that is our mission and part of who we are, we are a diverse school, I feel that the acceptance of diversity needs to move beyond just accepting it and acknowledging it to there being a supportive environment where we not only say “hey, I understand that there’s a lot of difference here,” but how can we celebrate those differences in our programming, in the figures that we bring to campus and then how can we affirm it in the same way, not just “I see you,” but helps affirm who you are and the differences that you bring to the table, and the uniqueness that you bring to the table. This is what we do.

A Director of EEO/AA defined the university’s belief that, “Diversity is just everything that kind of encompasses all the different -- how can I say, all the different avenues that our students embody, and like I said it’s not as simple as what we used to think of a traditional student; but also we have students who are in their mid-forties and fifties who have re-entered the education field, and have

families and work fulltime.” Elaborating on the definition on diversity, a VP of Advancement discussed the value that diversity brings to the institution and how diversity contributes to society at large:

What we do here at our university is to create and sharpen the tools that our students and our communities use to better themselves and their community. We help them to see opportunities in the world for success, we help to create knowledge which not only benefits our individual students but the communities and the families in which they live and serve so diversity and an openness to new thoughts, new ideas helps people to overcome, it helps people to solve problems, it helps people to bridge gaps that might exist between themselves and another and all those things are very wonderful and very powerful in our democratic society.”

Accordingly, a VP of Student Affairs explained the university, “embraces diversity” which sits at the university’s mission’s core, “We are here to provide a diverse population with an excellent university education”. This is claimed to be evident through administrator’s actions in creating an environment in which they believe a diverse student body can flourish. A Director of Admissions described this environment:

We create an environment where the students kind of feel really comfortable and they don’t feel intimidated. They feel like there’s still -- this is like a second home to them and most pupils will use that language like this is like a second home to me, because they still hear people speaking their language you know. They still see people practicing the

same cultures, eating the same food. So, they still feel like they really haven't gone too far away or are losing a little bit of themselves. And the stories that -- I think that we all share kind of like kind of embody that and help them make them feel more comfortable.

The association of home and the university emerged as a subtheme in which the culture of the university is described as resonating and creating an environment that resembles family. A VP of Student Affairs elaborated:

We embrace here at this institution that we're very family oriented. We really will embrace that, you are coming into a family. And with that you will have some disagreements, you will have some agreements, but just like a family we always come together and our goal is just to see us move forward.

The aspiration to model family, as a function of diversity at the university, permeates to the department level in which administrators attempt to not only create an environment where students are comfortable but can help to bridge gaps that may exist from a support standpoint. A Director of EEO/AA described:

We are very family-oriented, okay, not just as the institution but I think with just in our specific program. We're a staff of AB [diversity]. You know, we have five advisors, myself and the director, two secretaries and a recruiter, and a touring coordinator, and what we really kind of aim to do is really kind of -- a lot of our students really kind of --first generation college students lack family support.

Additionally, an Associate VP of Student Affairs described why this family structure is important. In addition, he identified another barrier to relatability based on attire of university staff.

It's important to have that family structure here on campus so that they know that they're not alone, that they could talk about those feelings and that we understand. A lot of times, some of the students don't believe that there is an understanding of I guess their social backgrounds and where they're from and their experiences so they see us let's say in shirts and ties and suits and everything else and they don't believe that we understand them or we don't...we understand where they're from so it's important for us to talk a little bit about our backgrounds and share that information with them and yes. Definitely, have that family atmosphere here.

New Jersey State University (NJSU) couples the comfort and familiarity of family with their commitment to diversity. The university mission and institutional priorities document this commitment and were described by the administrators as being reinforced in every interaction. On the other hand, UNJ has traditionally focused less on diversity initiatives and associated campus diversity as an organic phenomenon. As described by the administrators, this university is experiencing a transformation in the collegiate context. This transformation is discussed in the next section.

Transformation. University of New Jersey (UNJ) administrators described a new espoused commitment to diversity with the change in leadership of the new Provost and Senior Executive Vice President. As a result of these

changes, the collegiate climate of the university is changing. More specifically, the university is attempting to transform this climate with an active commitment to diversity. The previous climate, transformation, and future climate are described below.

At UNJ, a Director of First Year Students described diversity as occurring organically, similar to NJSU, and is attractive to lower economic-status students for the potential return on investment:

I don't think we do much at all to obtain our cultural diversity. I think it occurs organically by nature of our location, which lends to a diverse pool of students from the surrounding communities and it's STEM focus and state public university status, which also appeals to a wide-variety of low to middle income families who want a high rate of return on education at an inexpensive cost. Many of these students come from underserved communities or ethnic communities who value applied sciences as assurance for jobs upon graduation, but don't want to or can't pay for attendance at a more prestigious school.

Similarly, a Director of SLC explained, “Diversity will always be there because NJSU has a very high reputation for accommodating people from all areas, all backgrounds, all economic levels.” Additionally, a University Center Director described a lack of commitment to diversity beyond student demographics. She shared a conversation that took place when she first joined the institution two years ago: “Diversity is not on your title because it’s not an issue here. And I was like why are you doing diversity as an issue? And so from the very beginning

there was like this message is in place. They kind of told me that it's not something that is invested in terms of institution dollar. And it's not something that a lot of people want to talk about either." This culture was echoed by an Associate Dean of Students:

There is also a sense of that it's not the true community it's just grouping of people, students who will just come and do their thing and they have their little groups and some of those groups might be by their particular identity and then they go home or they do whatever. But it's not – we can't assume that these students will form a community which could be to their advantage, they could learn more and learn better if they were

Prior to the new Provost, administrators described a collegiate climate that excluded the recognition of the value of diversity and contributed to the lack of community between the university and students. Rather than students naturally engaging in diversity and benefiting from diverse interactions, students are perceived as having superficial relationships during school hours that do not result in advantages in student learning. However, with a more prominent focus on diversity and the advantages of diversity, greater learning outcomes are a possibility.

Although administrators described a university culture in which espousing the value of diversity and engaging in activities to demonstrate the commitment were lacking, a change in leadership has immersed the university to address these areas. With the new Provost, administrators exclaimed the university has espoused a new importance of several critical cultural elements, one including

diversity right aside customer service (directed at students and internal departments). This transformation of the university's positioning of diversity has manifested in the form of several committees and the coordination of new-program development intended to engage diversity on campus as well as departments to work together. A Director of SLC described prior to these changes, university departments worked in silos. "I mean, we have to work with each other, its communication...there can be days, months where we do operate in silos and then we expect for the other divisions or other colleagues just to be onboard." A Director of First Year Students explained, "There has to be engagement between faculty and administration -- you know, support services, offices etc., all of them have to be -- it has to be all included." Furthermore, he described the infancy of this transformation:

So from where I stand I have a destined goal to create an inclusive environment for one that starts from the beginning and everything I do is the beginning of their [students] experience. And then we have committees that have formed that are looking at being supportive, inclusive environments, to create more education awareness and those committees are fairly new, they are not really ones that have existed prior to a year ago. So, UNJ is in its infancy in terms of bringing about awareness and trying to create a more supportive environment for the students.

The lack of commitment to diversity impacted the sense of community among students as well as contributed to how university departments interacted with one

other. Departments functioned in silos and worked in isolation without contribution from departments potentially impacted by decisions or programs. With the commitment to diversity and the establishment of committees to help define and provide support at an institutional level, the committees encourage active participation among administrators in the institutional goal acknowledging the value of diversity.

Through the lens of entrepreneurial architecture, another critical frame is leadership. In the case of University of New Jersey (UNJ), leadership has ignited clear examples of change. The Director of First Year Students discussed moving from silos as a directive. This not only indicated the drive to change the climate but a change in the leadership model previously experienced at the university to achieve goals:

To an extent I think we find that a culture of the – it might have been a culture of either shared governance or culture of even do your own thing like silos, might have existed before, now we are moving towards a very top down approach. So, its committees or high level administrators who are still feeling pressures from assessments and things like that and not needing to make specific goals or retention goals, there is a lot more coming down the pipeline to us based on that. So, it's less let's bring everyone together and make decisions, it's more of a top down approach where they have decided, "Okay we're going to do this." And then if we needed a committee to do that then great make a committee but this is the direction that we are headed in.

However, with the creation of these new committees which has vast operational areas working together, administrators shared concerns in sustaining and following through with the university's cultural transformation. A University Center Director expressed, "So we just actually created for the first time ever a diversity committee and it doesn't even report to the President. It reports to the VP of Student Affairs. So we don't have any faculty or anyone under the committee of people who actually have the power on campus." Additionally, four of six administrators discussed the two committees lacking a clear vision and goals as well as discussing long-tenured faculty and staff resistance to change as their experience with past leadership has demonstrated policy and practice unsustainability. An Associate Dean of Students acknowledged the previous lack of focus on diversity at the institution and discussed the President and Provost's commitment to the change:

It's something that's been lacking here for a few years in terms of like we had them, but they've been kind of inactive. So, I think with this change in leadership that this is one of the areas that our president as well as our new vice president is really committed to ensuring that we are, you know, on point with either, one, addressing diversity issues or, two, more importantly, you know, ensuring that we are diversity committee and functional.

New Jersey State University (NJSU) and University of New Jersey (UNJ) describe campus diversity or the student profile being diverse as a result of the institutions physical location. NJSU administrators described a commitment and

intimate relationship with diversity in the resemblance of family to create connections with the parents and students. UNJ is experiencing a cultural transformation with an attempt to develop their institutional diversity beliefs and actions as well as encourage department partnerships to achieve these goals. Yet, data collected referencing the collegiate context and culture indicated comfort in group identity within institutional diversity and its manifestation at both institutions.

Comfort in group identity. Data previously described above, discussed storytelling and building connections with students, parents, or stakeholders. In this subtheme of collegiate climate, comfort in group identify will be discussed. This group identity may appear in the form of race/ethnicity, background, or gender that students identify with on campus. For University of New Jersey (NJSU), storytelling helped administrators to relate to students and establish the family orientedness of the university. In context of diversity experienced on campus, a University Center Director explained, “Diversity is an acknowledgment of difference, the fact that difference exists in addition to a supportive environment, a supportive and inclusive environment where differences can not only be acknowledged, but celebrated, and affirmed”. Similarly, a Director of Admissions described the connection between storytelling and the environment more explicitly:

I do believe that it does create that environment where the students kind of feel really comfortable and they don’t feel intimidated. They feel like there’s still -- this is like a second home to them and most pupils will use

that language like this is like a second home to me, because they still hear people speaking their language you know. They still see people practicing the same cultures, eating the same food. So, they still feel like they really haven't gone too far away or are losing a little bit of themselves. And the stories that -- I think that we all share kind of like kind of embody that and help them make them feel more comfortable.

A Director of Admission's highlighted specific items that resonate with students including the familiarity of culture, language, and food. Similarly, the VP of Student Affairs described international recruitment activities and as part of their attempt to build a connection with these students, they focus on cultural attractions. For example in Beijing, recruiters discuss similar ethnic population clusters near the university and eateries close to the campus. These administrators provide examples of promoting culturally familiar aspects that can be leveraged with recruitment and aid in retention. A Director of EEO/AA explained,

And so, my goal is to get more people at the table that kind of building of group. I kind of get [referencing culture and his Hispanic ethnicity] and I'm open about my upbringing, my experiences and how that has shaped me. And so a lot of our activities that we do are actually where people kind of tell their story and have that connection of background.

As described by the Director of Admissions and the Director of EEO/AA, administrators leverage their own cultures and backgrounds to build connections with students and parents. By leveraging the similarities and promoting their

identity, even with available food options, administrators reduce the risk associated with a partnership.

It is not uncommon for universities to offer a variety of ethnic and gender clubs on campus. However, administrators acknowledged encouraging the generation of these clubs to provide students of different backgrounds a safe place to express themselves as well as talk about their experiences. These clubs provide a space to form the group. An Associate VP of Student Affairs explained his experience as a student, “As a black male, connecting with other similar minority students and university staff members as well was particularly helpful.” This experience as a student is now reflected in his practice. He leads a minority male campus program that has recently expanded to all males on campus. He described the program was:

Created to guide students, male students through retention process and through the graduation process by giving them different workshops and professional development opportunities, access to administrators and staff and just...I guess, an environment where they can express themselves and talk a little bit about their experiences and hear from upper classmen and administrators about their experiences and how they navigated some of the challenges of being in college.

Encouraging safe places in which students can express themselves as part of a group and receive support from their peers is important to retention. The commonality of the group identity is what forms the connection between the students which allows them to feel protected and safe within the group.

Additionally, the group provides unique exposure to the collegiate climate through shared experiences of group members that provide real-life examples and advice to members on how to navigate collegiate challenges.

University of New Jersey (UNJ) administrators also acknowledged the university environment. A Director of EOP/SS described, “A standard equation for success is the students and the service that we offer, here is a safe environment for them to explore, develop, and move on to the next level.” A Director of SLC explained the university’s commitment to create an environment in which students, “[c]an naturally connect with one another and you know, build a peer-mentor that’s gonna go beyond.” A Director First Year Students described the perception and value of the environment the university attempts to create:

They [students] need to see the environment where they feel like, “Yes this could be home, everything that I am, all the identities I bring to the table, I could be myself here.” I think that’s where – I’m glad people are realizing that it’s important.”

Although UNJ did not specifically identify the university as modeling family for students, they too acknowledged the value in creating comfort for students. A Director of EOP/SS described a similar focus on group identity necessary to service and resonated to the intended audience:

We do a lot of programs that has been done, so that it is chartered to one group, but I think they need some consideration, we are looking at the population that we are servicing and be able to have this forethought, but also in a workshop be able to need to orient this to who you’re presenting

to and I'll take that to a degree that they are engaging that they understand what you saying.

To create a comfortable collegiate climate that resonates with students, campus programs must be relative to students and their group within the university as well as to parents. Programs may include extra-curricular activities, clubs, or workshops that may require to be tailed to meet the needs of different groups based on race/ethnicity, backgrounds, or gender. As an example, this tailoring could take the form of a workshop being available in multiple languages that support families of non-native English speakers or reference materials being provided with specific questions/answers for first generation families.

In capturing the experiences administrators described about the environment, while storytelling is used to help enhance and engage students in campus diversity, stories also bond administrators and students together that share similar cultural backgrounds. Seemingly, it appears the universities effect of creating a campus in which students have the privilege and are encouraged to engage with students of diverse backgrounds, still experience a level of grouping by identity. As a Director of Admissions at New Jersey State University (NJSU) stated, "Being able to trust someone, someone who understands their culture, someone who is from the same -- you know, obviously the same background; it's that connection right, going back to the connection."

A VP of Student Affairs highlighted how a connection forms a bond. This bond can be a student and administrator or students together. Specifically, he described, "Students will look at our advisors and some of us as father figures,

mother figures, big brothers, big sisters because of the simple fact that that's what's been lacking for them or they haven't -- it wasn't there present for them.” As described, this connection of student and administrator may fill larger gaps in the life of a student. The bonds that a student and administrator form are critical relationships that involve support and trust and will affect retention. Additionally, these relationships are long-term and the administrator takes on the additional roles of mentor and personal life coach to guide student pursuits and actions.

At NJSU, this connection includes comfort in similar cultural and ethnic backgrounds and even to the extent to fulfill missing obligations in a student's family. At University of New Jersey (UNJ), the university's image is one that depicts students from all over the world in which these students are engaging in critical conversations that expand their perspectives. For example, their website depicts images of racially and ethnically diverse students interacting in a variety of venues including a classroom and walking the campus. However, past the marketing façade the University Center Director exclaimed, “Students are on their laptops, on their phones, playing games and so they're not really engaging at all”. As part of the new emphasis being placed on diversity, UNJ has begun to focus specifically on the value of a diverse student body. A Director of SLC explained they require students to participate in diversity activities to promote awareness as freshman. He said, “We just make it so that we have lock-scheduled them [first year students] to spend more time with one another, bond with one another and form like a cohort.” The collegiate context is an important consideration into understanding the physical actions of a university that demonstrates their

espoused commitment. Additionally, this context can be affected not only by factors within the walls of the university, but external factors too. In the next section, these factors are discussed.

Entrepreneurial Vigor

Entrepreneurial vigor is defined as the activity and intensity of engagement in the third mission. Furthermore, Vorley and Nelles (2008) describe how the third mission can be more easily considered a phenomenon and articulated in policy to encourage universities to realize their broader socioeconomic potential through knowledge exchange and partnerships. Administrators discuss this, entrepreneurial vigor, in the university climate, strategic plans, and their roles. Accordingly, the theme, entrepreneurial vigor, is broken into two subthemes including marketization and autonomy that guide administrator behavior and university programing.

Marketization. Marketization of higher education refers to the increasing influence of market competition in higher education (Dill, 2003). Marketization is also associated with human capital from the perspective that knowledge and skills possessed by workers contribute to economic growth (Mars & Metcalf, 2009; Slaughter & Leslie, 1997). At New Jersey State University (NJSU), marketization was discussed as a more recent, prominent phenomenon with the university's rapid plan of international expansion. The university is focused on, "The future look designed to attract more customers" as a Director of Admissions explained. A VP of Student Affairs further described marketization as, "The process of developing ourselves into more of a corporate." This corporate identity

was described as focusing on building assets to attract more students and faculty. A Director of EEO/AA explained, “They kind of discussed the future look of what the new buildings are going to look like that they’re going to hopefully build— I know the president is looking into because she feels that that is going to be manifest more customers [students], you know, and bring in more revenue for the institution.” Four of six administrators referenced students as customers or clients. This rhetoric for students is an example of the influence of marketization as it identifies students as consumers for the product of education.

Additionally, a Director of EEO/AA described the influence of marketization as one that is becoming the, “Whole fast food kind of thing, you know, come in, what do you need, okay, thank you, goodbye, you good, okay bye.” A rising concern is about the current student population and how does this development affect those students. A VP of Student Affairs expressed:

We’re very focused on building more and creating more, but what are we doing to develop the students that we have in -- sometimes I think the students get lost in this entrepreneurial manifestation because of the simple fact that we are just looking at structures and just appearances and not looking at people, what about the development of the students.

With the rapid expansion of the university designed to attract more customers to support the growth and long-term competitiveness of the university, administrators described concern for this shift in priorities as potentially having a negative impact on the current student body. Within current administrator practices, administrators dedicate significant time and attention to students. With rising

enrollment numbers and growing responsibility of current administrators, the concern is how to and if the same level of service offered to students is achievable.

Additionally, a VP of University Advancement acknowledged a changing landscape in higher education that affects the behavior and response of the university as a result of the changing demands of students, parents, and stakeholders to more clearly ascertain the return on investment of education. He explained:

With the changing landscape in higher education you have relevant to today, to now with our donors and our students and our parents. They need to see a return on their investments so you have to prove to them that you're as good as they expect you to be and better. It used to be where a college degree would be a guaranteed ticket for your own success. If you can make it through college, you'd have a good life and a good career and all that. It's different these days. You've got to show the value of that investment and really help prepare your student for his or her future.

To maintain competitiveness in the recruitment of students and donors, the university must continue to differentiate itself and demonstrate the accolades associated with a potential partnership with the university. Accordingly, those that invest in the university must see a return for their investment, for example, in post-graduation careers.

Within the increasing influence of marketization in higher education and specifically in this university as evident with their interactions with business

partners outside the university walls and perspectives and treatment of students as clients and customers, a Director of Admissions exclaimed there must be a, “Balance of investment and risk-taking” to ensure universities flourish.

Accordingly, a VP of Advancement described administrators are using storytelling to, “[i]ncrease support for diversity. It’s important for companies and business and donors to support this type of initiatives that are relevant for a diverse audience and relevant for students of a diverse institution.” Additionally, he described, “We need to help them to see opportunities in the world for success, we help to create knowledge which not only benefits our individual students but the communities and the families in which they live and serve.” It is important for administrators to emphasize the value of diversity and its benefits to the community as well as the world at large as a competitive edge to secure resources including students, staff, and stakeholders/donors. Accordingly, with this emphasis, partnerships that occur with the university will likely we share the same fundamental beliefs of improving and serving the community in which students and businesses reside.

Marketization is a more recently occurring phenomenon for NJSU. As described earlier, only within the last four years, NJSU has launched a business incubator that has expanded partnerships beyond the university walls. Although the existence of marketization was not as prominently discussed by administrators from UNJ, a Director of First Year Students described, “It seems that the colleges and universities are moving that way anyway and there’s a big movement and the corporatization of universities right now.” For UNJ the influence of marketization

and engagement in the market is described by rhetoric found in their mission statement including:

- Seeking new knowledge to improve processes and products for industry.
- Through public and private partnerships and economic development efforts, the university helps to grow new business ventures that fuel the economy.

In contrast to New Jersey State University (NJSU), UNJ has a long standing history of involvement outside the university walls with their business incubator as well as influence from business leaders that comprise part of the leadership at the university. Engagement in marketization, coupled with new demands of parents, students, and stakeholders, and a university focus on the value of diversity, administrators described autonomy as an important factor of being effective to meet these demands.

Autonomy. The answer administrators provided to address challenges experienced on campus relative to diversity agendas as well as other common university matters was to create a program. As a result, administrators are constantly creating and revamping programs (programs outside of credit bearing courses) to bridge gaps in awareness and function as solutions to common issues, barriers, and trending topics. Accordingly, a subtle, subtheme revealed was administrators exclaiming the importance of autonomy to being successful in their roles with having the ability to leverage strategies such as storytelling and others as they see fit. As described by an Associate VP of Student Affairs at NJSU:

What I found most important with us is having the freedom to be creative and go out and do...develop different programs with students. Sometimes you have budget restraints and I think every institution has that issue. But a lot of times it doesn't take a lot of budgeting or money being allocated to some of these programs. It's just time and it's the time of the staff and some of the faculty.

Although administrators recognized budget constraints may be a reality; but more so, the barrier is the time of staff and faculty required to design and revamp programs. Although creative autonomy exists, enacting this autonomy presents a challenge.

A University Center Director described this autonomy as in acting out university strategy to reach students:

In developing a new program itself is a strategy okay, because it is providing information, education ,and its giving individuals the tools to provide a safe space, so that's a strategy in and of itself. I started up the program that December [2014] and so it's a new program right, and it was risky in a sense, it's a new experience.

She further described the importance of obtaining student feedback and revising the program as necessary. Additionally, a VP of Student Affairs explained:

We have to develop programs that attract a diverse student body and that doesn't necessarily mean -- not only mean different ethnic groups, but also different social-economic groups, different students from outside our geographic location and each department has the ability to do that.

Similarly, a University Center Director at UNJ described this autonomy as the ability to develop more complex programs conveying the university's newer position of diversity, "We need to do some more innovative stuff, more things that would be a bit challenging. And so, I am actually kind of creating something from the ground up weaving in the value of diversity." A Director of First Year Students described autonomy as not only create programs but the ability to continuously improve. He explained:

So I am aiming to always improve and try and re-conceptualize things, "Can we do this better, is there a better way?" So sometimes that just leads to just tweaking or the use of technology to make processes more efficient or sometimes it's a major overhaul like I'm considering now. Which I actually brought a think tank together of colleagues to help me think about the various aspects of orientation and are we meeting the needs of these students."

In addition, to meet the needs of students, having the time allocated or committed to these activities on or off the clock was expressed as necessary. At NJSU, an Associate VP of Student Affairs described time as an important consideration:

It's just time and it's the time of the staff and some of the faculty as well so being not...being able to...is the administration allowing faculty and staff and administrators to reach out to students and to spend that time with students.

A Director of EOP/Student Support described time as important to building the student relationship as well as to develop programs:

Taking the time to listen, talk, respond, as well as taking the time to spend a few moments to really get to hear what they [students] are really saying and give them some, at that time some feedback and get feedback to refine programs.

Repeatedly, administrators acknowledged a lack of time available to develop and revamp programs to meet the needs of the university. Not only has this time become a barrier, it may prevent obtaining relative student feedback.

Accordingly, this lack of time can include that of the student to provide feedback of their needs and perceived opportunities of existing programs from their lens.

Time is a constraint to administrators' autonomy in developing programs as well as engaging with students. Additionally, funding was discussed by a few administrators as a potential barrier to implementing their work. A Dean of Students at UNJ discussed acquiring funding to incorporate additional components to campus programs. She described, "You need funding so you can bring in speakers, funding so you can do workshops and in some cases maybe even send people out for training, that's number one." Similarly, a Director of SLC explained, "So, you know, sometimes it works sometimes it doesn't, but for the most part there is always going to be enough money to support the mentor network and you know, the linked courses and the study sessions and the lounge." A Director of Admissions at New Jersey State University (NJSU), "The standard answer will always be funding right to what is needed to be successful."

To address challenges experienced on campus relative to diversity agendas as well as other common university matters, administrators created and revamped

programs. Additionally, administrators discussed the importance of their autonomy as well as important factors of time and funding. When describing their role and value contribution to the larger university landscape, a few administrators at NJSU conveyed a lack of understanding to the value they contribute. These administrators discussed their role in university diversity outcomes and the value that each individual contributed, internally, was minimized by either reference to the size of their department, program under discussion, or title despite all administrators representing associate director roles and above. These administrators minimized their role, influence, and power over these outcomes and herald that of the university president.

At the same time, these administrators acknowledged the president's accolades of doing well in their roles. For example, an Associate VP of Students Affairs explained: "I have the support of the president, she appreciates what I'm doing, however; I'll just reiterate that I'm in one division, you know, out of I guess the three main divisions on campus." A University Center Director said, "I feel like I'm having a big impact on campus and that's beautiful, however; when I said I don't have a support I think I do because I have few emails from her [president] because I keep a log of just anyone who sends me email saying they appreciate...the work that we do." Although administrators discussed the importance and value of the programs, they acknowledged that the institutional commitment to diversity expands beyond one department. The Director of Admissions described working in silos is not productive for the university alluded

to the importance of partnering to achieve goals within the university. A Director of Admissions described,

When you start working in silos and you start working independently thinking that our division doesn't need to interact with your division and your component doesn't work with our component. I think that's when you're really kind of setting yourself and the institution up for failure. I think that there has to be engagement between faculty and administration - - you know, support services, offices etc., all of them have to be -- it has to be all included to make it work.”

This director described an important philosophy of collaboration among the university that is necessary in addition to time and funding to support the success of programs administrators develop to that contribute to university diversity agendas. The ability of administrators to enact their autonomy with new program development as well as continuously improving their current programming allows administrators to respond to the effects of marketization, new demands of parents, students, and stakeholders, and a university focus on the value of diversity.

Conclusion

The data collection process revealed three themes: diverse voices, colligate milieu, and entrepreneurial vigor. Data identified described each university's use of storytelling which took on different forms to achieve outcomes. The uses of storytelling included the ability to secure funding and/or support from stakeholders; recruit students; sell the university to parents; and support retention rates that contribute to diversity agendas. The theme, diverse

voices, included four subthemes that outlined the forms and approaches to storytelling and corresponding outcomes. These subthemes include relatability, adaptability, study storytelling, and technology.

All administrators acknowledged the necessity of having a story that resonates with an audience to form a connection. Relatability provides the opportunity to connect and build a relationship between the university and its administrators' and targeted audience. The use of storytelling is the verbal expression that creates the potential for such a connection. To reach diverse audiences, the story must be adapted based on the audience, purpose, and desired outcome. While the message may adapt, the university identity must remain intact.

Having students share their life experiences and their academic experiences in context of the university is one expression of the diverse voices of the institution, through student storytelling. Students are being employed to present their story to aid in recruitment, retention, and spreading the message of the university's. Additionally, administrators discussed technology as a gateway to share and expand the breadth of the institution's story as conveyed by administrators or student. Technology provides administrators with the ability to reach students in a more technology diverse era through the exchange of information and an interactive platform for two-way dialogue.

The second theme was collegiate context. The theoretical framework, entrepreneurial architecture, provides the necessary support structure for institutional diversity (Nelles & Vorley, 2011). The collegiate context included

subthemes that detailed culture contributing to establishing the appropriate or expected routines, norms, communication and coordination within and outside the university. Subthemes of the collegiate context included family relatedness, collegiate culture transformation, and grouping by identity. NJSU couples the comfort and familiarity of family with their commitment to diversity. The university mission and institutional priorities document this commitment and were described by the administrators.

On the other hand, University of New Jersey (UNJ) has traditionally focused less on diversity initiatives; however, with the new Provost and Senior Executive Vice President, administrators described the university's espoused importance of several critical cultural elements including diversity which has manifested in the form of several committees and the coordination of new-program development with departments working together. Data described storytelling was used to building connections. Administrators provided examples of promoting culturally familiar aspects that can be leveraged with recruitment and aid in retention in support building a connection. Administrators acknowledged encouraging the generation of these clubs to provide students of different backgrounds a safe place to express themselves as well as talk about their experiences. These clubs provide a space based on identity.

Vorley and Nelles (2008) describe the third mission encourages universities to realize their broader socioeconomic potential through knowledge exchange and partnerships. Administrators discuss entrepreneurial vigor in the university climate and their roles. This more subtle theme was broken into the

subthemes of marketization and autonomy that guided administrator behavior and university programing. Marketization is a more recently occurring phenomenon for New Jersey State University (NJSU) and defined as developing a corporate identity more focused on building assets to attract more students. This leaves administrators concerned for the potential cookie-cutter approach of processing students. Although the existence of marketization was not as prominently discussed by administrators from University of New Jersey (UNJ), there was acknowledge of its influence and engagement in the market is described by rhetoric found in their mission statement. Lastly, autonomy, the ability to create and revise programs is important to meet the needs of students. Time is a constraint to administrators' autonomy in developing programs as well as engaging with students. Additionally, funding was discussed by a few administrators as a potential barrier. In administrators describing their role and value contribution to the larger university landscape, a few administrators at NJSU conveyed a narrow understanding of the value they contribute to the big picture.

The characteristics of entrepreneurial architecture and storytelling at the universities are evident throughout the findings of this study. Chapter five will connect major findings of the study to the literature. In addition, chapter five will discuss implications and recommends for future practice and research.

Chapter V

Discussion, Implications, and Conclusion

This chapter is designed to connect major findings from this research to the literature surrounding entrepreneurial architecture and storytelling. I discuss how administrators adopt and facilitate entrepreneurial storytelling to influence institutional diversity agendas and outcomes as well as the linkages between entrepreneurial structure, process, and strategies. Accordingly, I revisit the themes of this study, diverse voices, collegiate context and climate, and entrepreneurial vigor, as the research questions are answered. In preserving affirmative action policy and embracing the value of diversity, this chapter further explores the importance of entrepreneurial architecture in this endeavor. In closing, I discuss implications of the findings for research, policy, and practice in higher education. Additionally, a conclusion is provided to encapsulate the project.

Discussion of Findings

The outcomes of the Supreme Court affirmative action decisions have weakened universities' commitment to affirmative action as the court has failed to specify how institutions of higher education can assess issues of merit and diversity against the fundamental values of equality and fairness (Foley, 2010; Kim, 2005). Despite the ambiguity regarding compliance with affirmative action policy and the appropriate means to promote diversity and equal opportunity in higher education, many institutions have engaged in diversity reform (Lipson, 2007). Higher education institutions have a role in cultivating and exposing

students to diversity and as a part of this responsibility, administrators must be more entrepreneurial to identify how to achieve diversity outcomes and effectively position the value of these outcomes to compete in a growing neoliberal market with a high value being placed on marketable skills (Berrey, 2011; Harper & Yeung, 2013).

Higher education institutions and administrators are compelled to provide students with access and exposure to multiple forms of diversity. This has required institutions to link diversity to the central values and mission of the institution (Berrey, 2011; Hurado, 2007; Kezar, Chambers, & Burkhardt, 2005; Wilson, Meyer, & McNeal, 2011). The third mission encourages universities to realize their broader socioeconomic potential in competing in the institutional arena by creating a diverse environment that accelerates knowledge exchange and helps to differentiate themselves from similar institutional competition (Lipson, 2007; Vorley & Nelles, 2008). As such, specific entrepreneurial architectural factors have been identified as being integral to a university's ability to fully engage in entrepreneurship and provide the necessary support structure for effective storytelling and institutional diversity. In this section, I discuss how findings from this research address the research questions and connect to literature surrounding entrepreneurial architecture and storytelling.

Three research questions guided this study to understand the relationship between entrepreneurial architecture and storytelling and a university's ability to stimulate and achieve diversity outcomes. The research questions included:

1. How is entrepreneurial architecture and storytelling by higher education administrators exhibited in institutional diversity agendas at four-year public institutions?
2. How do higher education administrators adopt entrepreneurial storytelling to mobilize institutional diversity agendas?
3. How are linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes documented at four-year public institutions?

Data collected at each site provided details and examples in support to answer the research questions. In identifying how entrepreneurial architecture and storytelling by higher education administrators is exhibited in institutional diversity agendas, data collected at each university revealed diverse voices, the multiple uses of storytelling to secure funding and support from stakeholders; recruit students; sell the university parents; and support retention rates that contribute to diversity agendas. Similarly, in answering the second research question, how do higher education administrators adopt entrepreneurial storytelling to mobilize diversity agendas, data revealed the importance of adapting the university's story to improve the story's relevancy and relatability to the intended audience as well as the partnership of administrators and students in the use of student storytelling. Lastly, data revealed linkages between entrepreneurial architecture and diversity outcomes as university administrators described critical entrepreneurial architectural considerations such as leadership and university culture that define the university and guide actions of university

administrators in response to research question three. In the next section, I discuss in detail these findings.

Storytelling by Higher Education Administrators

Entrepreneurial narratives or storytelling has been identified as a critical entrepreneurial skill set in which an organization maximizes the use of language (Lounsbury & Glynn, 2001; Martens, Jennings, & Jennings, 2007). Narratives or storytelling, maximizes the use of language to communicate organizational identity, objectives, and rationale for strategic decisions. Storytelling provides robust accounts that explain and promote a new venture or student matriculation to reduce the uncertainty typically associated with any change (Lounsbury & Glynn, 2001; Martens, Jennings, & Jennings, 2007). The process of storytelling emphasizes that organizations must cultivate cultures in ways that resonate with societal beliefs or with an intended audience (Lounsbury & Glynn, 2001). There are three main arguments for the use of storytelling in which stories are used to provide clarity surrounding an organization's identity with describing tangible and intangible capital of the organization concisely; stories help prospective investors to assess overall opportunity and risk associated with the potential investment or partnership; and has the power to generate potential investor interest and commitments through facts and symbols that highlight the endeavor's uniqueness (Martens, Jennings, & Jennings, 2007).

Similarly, administrators at NJSU identified storytelling as serving two critical purposes. First, storytelling provides the statistical rationale, describing the tangible capital associated with the university. For example, this includes

demographic information of currently enrolled students, diversity statistics, graduation rates, university offerings, and outcomes for students post-graduation. Selingo (2013) explained that potential students will want to contextualize graduation rates and job placements by understanding the student profile (gender, ethnicity, background) to provide a greater personal comparison as to what he or she can expect. The second purpose is to communicate the unique student profile or create the relevant, personal connections in which stories are used to explain, rationalize, and promote the more human side of the investment. Accordingly, there is a relationship between entrepreneurial narratives and an organization's ability to secure resources—in this case, students (Martens, Jennings, & Jennings, 2007; Harper & Yeung, 2013).

With the massification of higher and the rising expectations of potential students, investors, and business partners, higher education institutions have engaged in more entrepreneurial activities to achieve and communicate institutional priorities and their overall institutional objectives (Sam, & Sijde, 2014). With greater engagement in entrepreneurial activities, each university emphasized knowing their product and using storytelling not only to convey their tangible capital but make relevant, personal connections to abate the risk associated with enrollment and a financial investment. This allows students, investors, and potential business partners to assess the overall opportunity and risks associated with the decision to invest (Martens, Jennings, & Jennings, 2007). Similarly, administrators at both universities maintained that it is necessary to reinforce the university mission and institutional priorities in every interaction in

and outside the walls of the university and at the forefront of all decision-making processes to maintain the one university voice. This voice conveys the identity of the university and the fundamental values and norms of the institution as well as provides structure that guides the behavior of administrators and students alike (Pinheiro & Stensaker, 2014).

Accordingly, the process of storytelling is used to convey an institution's culture in ways that resonate with societal and or individual beliefs which impacts a university's ability to secure resources including funding, staff, and students that contribute to institutional diversity agendas (Lounsbury & Glynn, 2001; Martens, Jennings, & Jennings, 2007). Culture includes a university's buildings and artefacts, websites and published material as well as the perceptions, thoughts and feelings that university staff and students have of the collegiate climate and relationships with one another (Schein, 1992). Additionally, storytelling is used to build distinct identity profiles and reputations and provides images of the university and what it wishes to represent to attract stakeholders, students, and university staff (Steiner, Sundstrom, & Sammalisto, 2012). Administrators acknowledge the power of storytelling and to be successful, storytelling must be relatable in which a story resonates with students, parents, and stakeholders forming a connection with the university.

Adopting Entrepreneurial Storytelling

With a specific focus on how administrators mobilize diversity agendas as part of research question number two, in order for administrators to form a connection between the university and a target audience, relatability and

adaptability become important components in a university broadcasting their strategic rationale for embracing diversity and benefits to potential students, investors, and business partners. Critical characteristics to build a diversity communication strategy include identifying objectives and understanding how those objectives relate to the university's identity and mission, determining the audience, and the key message for each audience along with what is the appropriate media for each (Hubbard, 2006). Likewise, it is important to understand how to reach or engage with students and parents in the most meaningful way. As a result, university administrators discussed adopting storytelling through a partnership with students in the use of student storytelling.

Administrators have demonstrated storytelling as a key mechanism through which they are leveraging their existing capital to acquire additional resources, students (Martens, Jennings, & Jennings, 2007). As a result, administrators demonstrate entrepreneurship as skilled users of cultural tool kits by identifying that students are more engaged with their peers (Lounsbury & Glynn, 2001). This includes students being used to present their story as part of recruitment initiatives including marketing activities and high school visits, and branching into long term mentoring, curriculum strategies that aid in retention and strengthening campus diversity initiatives. To further extrapolate the value of a story, one university (UNJ) trains students on how to have critical dialogue to expand the breadth of the student's story by learning to reframe that story to reach broader audiences. As a result, these students have become important components to each university's mentoring program. Student storytellers provide a tangible

support structure that aids in recruitment and retention through their stories of overcoming obstacles and challenges. These students are instrumental in creating a relevant, personal connection. In addition, students are more versed in utilizing social media which is a widely used platform for communication and a vehicle to maintain and build human relationships for college students (Park & Lee, 2014).

Likewise, administrators discussed the importance of technology to share and expand the reach of their story. Technology has provided the gateway to connect and attract a diverse audience using available social media outlets such as Facebook, Twitter, You Tube, Instagram, and podcasts in conjunction with traditional marketing channels such as billboards and newspaper advertisements. Even though some administrators described utilizing media resources as part of their department or programs, they admittedly delegate the posting, maintenance, and monitoring of social media to students. Administrators at NJSU believed that there is a balance between using technology and maintaining the necessity of more traditional interactions. However, at foundational level, it is essential for organizations to create an environment where use of media types is more continuous and relevant to the receiving audience (Mand-Lewin, 2005).

Linkages between Entrepreneurial Architecture and Institutional Diversity

Entrepreneurial architecture is identified as being integral to a university's ability to fully engage in the third mission in order to respond to the rapidly changing demands of the knowledge-based economy and provide the necessary support structure for institutional diversity (Nelles & Vorley, 2011; Sam & Sijde, 2014.) Diversity and interpersonal congruence encourages individuals to apply to

the task, differences in knowledge, experiences, perspectives, and networks associated with their identities stimulating innovative and creative practice (Jehn, Northcraft, & Neale, 1999; Polzer, Milton, & Swann, 2002). Similarly, entrepreneurship is defined as activities conducted by individuals that include risk, innovation, and opportunity with entrepreneurial storytelling as the manifestation of these experiences (Mars & Metcalf, 2009).

The establishment of entrepreneurial architecture has been identified as the foundation to support diversity outcomes and entrepreneurship in higher education (Borasi & Finnigan, 2010; Nelles & Vorley, 2010). This infrastructure is necessary to aid administrators in their transformative exercises as well as in the development of leadership capacity and institutional preparedness for change. Likewise, storytelling is an essential element of the change process as narratives shape how educational leaders view themselves and more importantly how other individuals view these leaders in constructing institutional identities. Several factors have been identified as being integral to a university's ability to fully engage in entrepreneurship and provide the necessary support structure for diversity in the collegiate context and climate.

Administrators repeatedly identified culture as a critical frame and UNJ administrators frequently described the second critical frame, leadership. Culture is defined as an interpretive framework through which individuals make sense of their own behavior as well as their thoughts and feelings that university employees and students have of the collegiate climate and relationships with one another (Lounsbury & Glynn, 2001; Schein, 1992). Successfully engagement in

entrepreneurship is dependent upon how rooted third mission objectives are in the culture and identity of the university. Leadership serves as a critical component in which the mission and values of the organization are communicated (Hubbard, 2006). Additionally, leadership helps to secure the staffs a long-term commitment and support of the university's goals. Yet, the main driver of leadership is to contribute to developing knowledge exchange strategies, processes, and systems, the option of new structural arrangements aimed at enhancing internal collaboration, fostering partnerships beyond the walls of the university, and creating a supportive organizational culture (Nelles & Vorley, 2011; Sam, & Sijde, 2014).

Collegiate context and culture. NJSU administrators described embracing diversity as part of the university's mission. Initiatives deployed at the university recognize the value of diversity and as a result it has become embedded in their culture. In addition, NJSU couples the comfort and familiarity of family with their commitment to diversity. The university mission and institutional priorities document and reinforce this commitment in every interaction in and outside the walls of the university. As a result, this commitment is at the forefront of all decision making processes. Accordingly, this culture has contributed to establishing the appropriate or expected communication and coordination within and outside the university which shares synergy with the system factor of entrepreneurial architecture (Nelles & Vorley, 2011; Pinheiro & Stensaker, 2014). System, another architecture frame, refers to the routines and norms that must be established to support the culture of an institution. This

synergistic relationship supports diversity as it creates an environment that promotes interpersonal congruence and the facilitation of smooth social interaction to enhance the university's ability to achieve results (Polzer, Milton, & Swann, 2002).

On the other hand, UNJ has traditionally focused less on diversity initiatives as it has had a history of perceiving and valuing diversity as an organic phenomenon that required less attention than other institutional matters. However, with the new Provost and Senior Executive Vice President, administrators described the university's espoused importance of several critical cultural elements including diversity which has manifested in the form of several committees and the coordination of new-program development with departments working together. The Provost has facilitated a cultural and system change resulting in university departments and areas moving away from performing in silos to engaging with each other as partners. Accordingly, leadership, in the context of UNJ, has demonstrated the power and authority to recommend and redefine structures and systems as well as influence culture by redefining the role of administration and strengthening the leadership to support diversity initiatives within the university (Pinheiro & Stensaker, 2014). Accordingly, the President of the university has demonstrated power in the capacity to produce effects related to the university mission by exploiting opportunities to improve it-self (Sam & Sijde, 2014; Wren, 1995). Ultimately, this display of entrepreneurial power has the ability to change the attitudes, values, beliefs, and behaviors of others (Goleman, Boyatzis, & McKee, 2002). This impact has occurred with the creation of

committees to invoked active participation and collaboration to support the newly espoused commitment to diversity.

Yet, administrators at UNJ stated these change initiatives have taking place with an absence of a clear vision and mission as well as the committees reporting to a leader with no power on campus. The Provost as a leader, must be able to navigate through decision making processes and complex dilemmas using multi-paradigm perspectives as the framework to guide his or her actions to influence, drive and sustain change, and create a culture that embodies collaboration, cooperation, and trust (Goleman, Boyatzis, & McKee, 2002; Northouse, 2012) . Likewise, building a diversity communication strategy includes identifying objectives and understanding how the objectives relate the university mission with constant communication within and outside the university to ensure there is a clear connection between objectives and the mission (Hubbard, 2006). In the next section, the collegiate climate will be discussed further, specifically focusing on diversity.

Structural and campus diversity. Despite the increase in ethnically diverse backgrounds of college students, academic culture predominantly reflects that of the White, middle class, male student (Read, Archer, & Leatherwood, 2003). This academic culture can lead to students feeling alienated or isolated even in highly diverse institutions. Accordingly, the desire to belong is an important consideration in selecting a university. As a result, students heavily weigh selecting an institution in which they can to increase their sense of

belonging and connectedness (Read, Archer, & Leatherwood, 2003; O’Keeffe, 2013).

Similarly, it is important to note, that students are attracted to an institution on account of the ethnic diversity of its student body even though this does not guarantee prosperous inter-ethnic relationships (Read, Archer, & Leatherwood, 2003). In general, the existence of a substantial proportion of students that share similar ethnic backgrounds provided a greater sense of belonging (Read, Archer, & Leatherwood, 2003; O’Keeffe, 2013). Creating a favorable culture is critical for ensuring that students perform to the best of their abilities and aids in preventing student attrition (O’Keeffe, 2013). Accordingly, an institution’s culture influences the behavior of actors within and outside the university and the motive and interpretation of actions. Culture includes values, visions, norms, working language, systems, symbols, and beliefs (Lounsbury & Glynn, 2001; Pinheiro & Stensaker, 2014; Nelles & Vorley, 2011).

Structural diversity is the numerical representation of diversity on campus including extra-curricular diversity initiatives and classroom initiatives (Gurin, Dey, Gurin, & Hurtado, 2003; Harper & Yeung, 2013). The sites included in this study were two, public, four-year universities ranked by the U.S. News and World Report as top institutions for campus diversity. For both universities, administrators attribute campus diversity as being organic based on their location. NJSU is located in the second-most populous city in New Jersey with 52.5% of the population speaking a language other than English (US Census, n.d.). The population is primarily white at 34.4% and 27.8% Latino. UNJ, according to the

U.S. Census, is located in an area in which 45% of the population speaks a language other than English. The population is primarily African American at 52.4% and followed by a high Latino population of 33.8%. Similarly, NJSU's enrollment demographics include 32.5% Hispanic, 28.7% White, 18.2% African American, and 7% Asian. UNJ's race and ethnicity enrollment statistics include 33% white, 20% Asian, 11.7% Latino, 9% African America, and 10% identified as "other".

NJSU administrators exclaimed the university embraces the value of diversity as documented as part of its mission. Additionally, the university couples family relatedness with their commitment to diversity. This is important in developing interconnectedness to support belonging which can emerge not only from student relationships but can be derived from developing relationships with university staff members (O'Keeffe, 2013). On the other hand, UNJ has focused less on diversity initiatives until recently with the change in leadership that espoused a new importance surrounding diversity. Yet, administrators at both universities described while storytelling is used to help enhance and engage students in campus diversity, stories also bond administrators and students together that share similar ethnicity/race, backgrounds, or gender. Seemingly, the universities effect of creating a campus in which students have the privilege and are encouraged to engage with students of diverse backgrounds has resulted in students forming groups by how the student identifies on campus.

At NJSU, this expands beyond race and ethnicity to gender that has been exemplified by concentration and formation of gender based clubs alongside. In a

study conducted by Read, Archer, & Leatherwood (2003), they identified familiarity or interconnectedness contributed to further alienating students, even in environments where the students were welcomed by substantial proportions of diversity students. At UNJ, administrators described the university's image is one that depicts students from all over the world in which these students are engaging in critical conversations that expand their perspectives. However, at a surface level, this image is superficial as there is no sense of community among the university between students and administrators and students are not engaging directly with each other. Rather students are utilizing their laptops, phones, or playing games. Seemingly, the absence of a long existing and profound commitment to diversity, past that of its organic nature, has contributed to this lack of community. Also, this may allude to the importance of technology to the student body.

Technology, especially social media, has become a widely used platform for communication and vehicle to maintain and build human relationships for college students (Park & Lee, 2014). Facebook was identified as providing users with opportunities to present themselves in more favorable images to manage their impression which was found to be a positive contributor to students' satisfaction with campus life, demonstrating that students' positive images can enhance their psychological comfort on campus where a variety of social interactions and personal relationships take place (Park & Lee, 2014). Although it was not identified if university administrators were aware of students'

interpersonal communications via Facebook or other social media outlets, it is a consideration for further understanding.

Procedural diversity. Procedural diversity describes differences in the ways that teaching, research, and or services are provided by institutions and is grounded in the mission and values of the institution promoting a climate of diversity differences in the social environment and culture of the university (Gurin, Dey, Gurin, & Hurtado, 2003; Van Vught, 2008). An institution's ability to achieve a positive climate for diversity is reflected by the faculty's commitment to incorporate diversity-related issues into their academic agenda (Mayhew, Grunwald, & Dey, 2005). At both universities, administrators create and revamp programs (programs outside of credit bearing courses) to bridge gaps in awareness and function as solutions to common issues, barriers, and trending topics and leverage strategies such as storytelling and others as they see fit. As a result, UNJ has begun to develop programs that require mandatory participation in diversity programs to accelerate student connections and promote the formation of cohorts. This has supported students to develop a more critical perspective about the ways in which their institutions support and foster diversity.

Entrepreneurial vigor. Entrepreneurial vigor is defined as the activity and intensity of engagement in the third mission. Furthermore, Vorley and Nelles (2008) describe how the third mission can be more easily considered a phenomenon and articulated in policy to encourage universities to realize their broader socioeconomic potential through knowledge exchange and partnerships. The entrepreneurial university is characterized by the adoption of new

arrangements aimed at enhancing internal and external partnerships to meet the demands of the knowledge-based economy (Sam & Sijde, 2014). Administrators discussed, entrepreneurial vigor, in the university climate, strategic plans, and their roles as leaders within the context of university marketization and autonomy which provide clarity to the linkages between entrepreneurial structure, process, and strategies and institutional diversity.

Marketization of higher education refers to the increasing influence of market competition in higher education (Dill, 2003). Marketization is also associated with human capital from the perspective that knowledge and skills possessed by workers contribute to economic growth (Mars & Metcalf, 2009; Slaughter & Leslie; 1997). At NJSU, marketization was discussed as a more recent, prominent phenomenon with the university's rapid plan of international expansion. A rising concern is about the current student population and how does this development affect those students as the priority is focused to attract more customers to support the growth and long-term competitiveness of the university. This is essential, as the demand for higher education is increasing in addition to government competition for resource and funding prioritization (Johnstone, 2003; Kezar, Chambers, & Burkhardt, 2005; Wilson, Meyer, & McNeal, 2011).

This value in diversity and the marketization of higher education systems has begun to shift higher education priorities to a greater emphasis on content knowledge acquisition (Kezar, Chambers, & Burkhardt, 2005). Furthermore, extracting the value of diversity and leveraging the marketization of higher education reveals entrepreneurial attributes associated with risk taking and

competition over scarcity of resources that result in further viewing knowledge as a commodity (Lyotard, 1988; Nelles & Vorley, 2011). Research primarily acknowledges the existence of a common goal between the mission of higher education and academic entrepreneurship to improve the overall condition of society (Kezar, Chambers, & Burkhardt, 2005; Mars & Metcalf, 2009). To support this shift in the values and norms of higher education in favor of market logic, leadership is a critical component of a university's entrepreneurial architecture (Pineiro & Stensaker, 2014).

Leadership. Leadership is an entrepreneurial architectural frame that is vital to assure a university actively identifies and exploits opportunities to improve its product (education) and manage the mutual dependency and impact of engagement in the third mission (Sam, & Sijde, 2014). Likewise, a leader defines process and structures to support university staff's ability to connect diversity initiatives and their value to the university mission as well as influence cultural changes (Goleman, Boyatzis, & McKee, 2002). Leadership exists at all levels within the university from faculty to administration and the president.

One role administrator's play from a leadership perspective is their role in creating and revamping programs (programs outside of credit bearing courses) to bridge gaps in awareness and function as solutions to common issues, barriers, and trending topics. Administrators' exclaim the importance of their creative autonomy to being successful in their roles with having the ability to leverage strategies such as storytelling and others as they see fit. Yet, as administrators discussed their role in university diversity outcomes, the value that each

individual contributed internally was minimalized by either reference to the size of their department, program under discussion, or title despite all administrators representing associate director roles and above. Many administrators minimized their role, influence, and power over these outcomes and herald that of the university President. At the same time, these administrators acknowledged the president's accolades of doing well in their roles while devaluing their value as an entrepreneur.

At UNJ, this exists in part to the recent change in leadership and the establishment of several committees charged with changing the university's culture. These change initiatives have taking place; however, in the absence of a clear vision and mission that defines administrators' roles, they are unable to associate their internal contributions to the big picture as they complete departmental objectives. The role a leader is to clarify how their staffs' involvement is linked to the overall effort (Hubbard, 2006). Likewise, leaders can successfully influence, drive and sustain change, and create a culture that embodies collaboration and trust (Goleman, Boyatzis, & McKee, 2002; Northouse, 2012). This component is especially important as UNJ's challenges are heightened by long-tenured faculty and staff resistance to change as their experience with past leadership has demonstrated policy and practice unsustainability.

Administrators need to be confident in their roles as entrepreneurs and fulfill that role through creativity, innovative practice, and risk taking that contributes to the university's capital (Mars & Metcalf, 2009; Martens, Jennings,

& Jennings, 2007; Slaughter & Leslie, 1997). Accordingly, administrators must work to bridge gaps within their understanding of their university's mission and balance market oriented tendencies. Likewise, administrators need to understand the vision and mission and how it is relative to their tasks to exploit the full value and potential of their undertakings. Coupling these components will provide greater opportunities to make a significant, long term impact. Administrators admittedly see these challenges and benefits.

Implications

This study has implications for research, policy, and practice. With the identification of infrastructural considerations (entrepreneurial architecture factors and mission statements) necessary to mobilize diversity agendas, higher education institutions will be able to more effectively plan and develop policies and procedures that support entrepreneurial practice and preserve affirmative action intent despite legal policy ambiguity. Similarly, having a deeper understanding of the dynamism and relationship between entrepreneurial practice and diversity, this research contributes an additional perspective on the adaption of entrepreneurship in higher education.

Research

As stated in the introduction, research has been limited in higher education as a result of numerous manifestations of entrepreneurial practice and theoretical frameworks. In addition, research relevant to diversity primarily focuses on student diversity rather than faculty diversity or other institutional indicators and tends to view diversity narrowly (Casado & Dereshiwsky, 2007; Lee, 2010;

Meyer, 2012). This includes identifying the linkages between entrepreneurial architecture and storytelling in developing organization change agents and associating that relevance to new educator preparation. In addition, further research is needed to understand the fundamental roots of entrepreneurial architecture and storytelling in the market place to leverage continued development and advancement of systems thinking as well as strategic planning in higher education.

Each institution shared many similar findings. However, the foundational beliefs and culture surrounding diversity were very different. Additional research is needed to understand if being a STEM school influences and prioritizes diversity differently than a non-research university. Furthermore, if there are differences, what are the barriers STEM schools experience relative to diversity and how can these schools breakthrough barriers to further stimulate positive diversity discourse and engagement.

Additionally, there is research surrounding belongingness and how a sense of belongingness influences university selection and retention. However, further research is needed to understand belongingness and grouping of students by identity. As this study only included two universities, there are several other variables that contribute to the complexity of generalizing the results and identifying if this phenomenon is only respective to NJSU and B or have greater implications. This additional research can provide insights into redesigning policy surrounding affirmative action and overall diversity initiatives with a better

understanding of net results and outcomes associated with acted upon mission and goals.

Although this study did not specifically focus on the universities Provost's actions to mobilize diversity agenda's, administrators at UNJ clearly recognized this role and administrators at NJSU, that of the President. A study is recommended to understand a Provosts and/or President's role in the identity and culture of the university with a specific focus given to technology integration to stimulate diversity outcomes. With understanding the role and results afforded by the integration of technology, universities can target the appropriate means to achieve their individualized goals relating to diversity while assess their existing human capital and technology gaps. Although each administrator functions as a leader, the university President is critical in the establishment of strong entrepreneurial architecture to drive forward a mission and culture that can join diversity and technology together to stimulate and achieve outcomes.

Lastly, this study identified students and administrators partnering to use storytelling to create more meaningful and relevant connections. This partnership is a one sided perception held by administrators. It is necessary to understand the student perception of this partnership as it can contribute to additional strategies administrators may engage or why and how storytelling by students materializes outside of what administrators directly control or are aware of during their involvement. This study can answer what student storyteller behavior looks like when the administrator is not watching exposing deeper characteristics of the student's narratives.

Policy

The findings of this study can influence policy development in higher education. Investigating the connection between entrepreneurial architecture and storytelling and diversity outcomes assisted in the identification of critical components necessary to mobilize diversity agendas. This will assist higher education institutions to clearly target these considerations such as university mission and technology as part of the strategic planning process and challenge current methodologies surrounding the integration of this process in higher education.

This study has the potential to influence how New Jersey accesses performance relative to diversity outcomes and overall institutional performance. One indicator, the U.S. World Report diversity index, identified each university as being top for campus diversity; yet how this diversity materialized on campus suggests that this numerical representation does not assess the value or actual manifestation of diversity on campus from the perspective of student engagement, interpersonal development, and sense of belonging. The gap between a numerical measure and diversity experienced has implications that call attention to the failure of policy to clarify ambiguity around affirmative action policy as well as rudimentary measures that are not producing definitive data that supports positive diversity discourse.

This study highlights the importance of two entrepreneurial architecture factors— culture and leadership. These factors embody diversity discourse and must be at the forefront starting with strategic planning all the way down to recruitment and retention of students, faculty, and administrators. Likewise,

diversity must be representative in all decisions. Accordingly, university policy must be engrained with diversity discourse that starts with a clear mission.

Practice

This study clarified entrepreneurial architecture considerations and storytelling in higher education that provide administration with more specific areas to target their initiatives to continue to build an entrepreneurial culture and mindset to build leadership strength. Findings provide insight into the application of the practices of storytelling and the effect of and on administrator and student behavior.

With the greater call for accountability in higher education, administrators are challenged to drive organizational change to foster institutional and student performance relative to access, preparation, cost and/or revenue, and faculty and student diversity (Mars & Rios-Aguilar, 2010; Morris, 2010). Understanding that entrepreneurial architecture and storytelling does contribute to mobilizing diversity agendas is critical as it informs administrator practice and provides administrators with a framework for appropriate entrepreneurial responses to enhance their institution's overall performance. This infrastructure is necessary to aid administrators and educators in their transformative exercises as well as in the development of leadership capacity and institutional preparedness for change.

In exposing the infrastructural considerations necessary to mobilize diversity agendas, organizations can strategically plan, develop policies, and procedures that support the development of entrepreneurial administrators, and drive competitive advantage. Organizations can introduce supplemental

performance indicators related to entrepreneurial competencies for administrators to directly influence diversity outcomes. This coupled with institutional and student performance metrics will provide clearer and more robust expectations and evaluation methods as well as make organizational opportunities for improvement related to entrepreneurial practice and diversity outcomes transparent.

Administrators must adopt a more entrepreneurial mindset in demonstrating leadership capacity to achieve diversity outcomes. This study alluded to administrators not having a strong grasp on how their role and accomplishments contribute to the big picture. Administrators need to take an active role to understand these points rather than performing potentially sub-par waiting for clarity. Likewise, administrators need to adapt to the changing media landscape by embracing technology utilization and integrating it as appropriate. This utilization means administrators must be actively engaged in these media outlets. This requires changing practice. Additionally, administrators must continue to be innovative to reach a diverse student population. Leveraging student storytelling as a strategy to improve diversity discourse in and outside the university walls is a start; but, administrators must continue to devise approaches that deliver more than superficial outcomes. Accordingly, administrators should be held accountable and measured on entrepreneurial competencies in both behavior and outcomes.

Despite these universities being geographically located within six miles of one another, there are substantial differences in how diversity discourse is

integrated and manifested as part of each university's mission and culture. In reflecting back on each institution's structure and influences, the University of New Jersey (UNJ) is significantly influenced by market tendencies as a research university and the competitive nature of neoliberal practices with a senior administration comprise of many distinguished business leaders. This university seeks to improve processes and products for the industry while engaging in new public and private partnerships and economic development efforts to grow business ventures in the establishment of innovative products and services. UNJ's engagement in these entrepreneurial activities has seemly deprioritized diversity. As the university continues to seek other ways to differentiate itself, it is now required to focus on new discourse surrounding diversity to leverage its associated instrumental payoffs, marketable skills, and tangible benefits (Berrey, 2011; Foley, 2010; Hurado, 2007; Kezar, Chambers, & Burkhardt, 2005; Kim, 2005; Lipson, 2007; Wilson, Meyer, & McNeal, 2011).

On the other hand, the New Jersey State University (NJSU) has a longer standing history, with a civic mission, compelled to improve the educational, cultural, socio-economic, and physical environment of the surrounding region through the understanding of community diversity. Additionally, with NJSU's senior administration being comprised of leaders who have served exclusively within higher education, they have preserved the fundamental values of the educational system without compromise of competing values and priorities of market competition, at least for the time being. As this study has demonstrated, the future of diversity is promising as it provides universities a resource and tool

to compete in a growing and complex arena challenged by scarcity in resources, increased accountability, and changes in revenue streams and funding.

Additionally, diversity in higher education demonstrates positive personal and educational benefits. Creating a diverse environment has been associated with gains in innovation, creativity, critical thinking, leadership competency, and the ability to work effectively with others (Franklin, 2013; Hurtado, 2007). Students transcend past their own embedded worldviews and consider the perspectives of others (Hurtado, 2007). This overall existence of diversity promotes opportunities for interaction with diverse peers with the possibility of resulting in the employment of new forms of pedagogy and higher experiential learning, reflection, social critique, and commitment to change with a focus on expert knowledge (Borasi & Finnigan, 2010; Franklin, 2013, Vorley & Nelles, 2008). Lastly, profound discourse on diversity is necessary arguing that diversity in higher education is necessary to support a diverse workforce and compete in the international arena (Berrey, 2011).

In answering the research questions, administrators described the relatability and adaptability of the one university voice to ensure relevancy and build a connection with stakeholders, students, and parents. Furthermore, NJSU and B have engaged in creative means as part of their entrepreneurial vigor to expand the breadth of their stories and make personal connections which contribute to improving students' sense of belongingness. This includes a partnership with students to use student storytelling to support of diversity initiatives, recruitment, and retention. In addition, administrators from UNJ

described how they aspire to leverage student storytelling by teaching students how to reframe to reach broader audiences to support initiatives. Although there are barriers such as fully utilizing technology and the presence of new leadership driving an institutional culture change, each university strives to engage in positive diversity discourse to support and achieve diversity outcomes.

Although each frame of entrepreneurial architecture is important, culture and leadership are at the forefront to support the creation of a diverse environment beyond its organic nature. A university's culture can lead to students feeling alienated or isolated even in highly diverse institutions. Accordingly, the desire to belong is an important consideration in selecting a university for students. NJSU embraces the value of diversity as part of its mission and culture. As a result, many initiatives recognize the value of diversity and it is embedded in their culture along with family orientedness. This has promoted developing interconnectedness to support belonging not only with students but with university staff. While UNJ has focused less on diversity initiatives, with their recent commitment to diversity, administrators are using storytelling and using student storytelling to promote interconnectedness. Yet, students at UNJ may be attracted to more contemporary ways to engage in relationships such as using social media.

Each university is experiencing different diversity outcomes surrounding the grouping of their students by identity. To bridge gaps in awareness and function as solutions to common issues, barriers, and trending topics, each administrator has a role in creating and revamping non-credit programs that reach

broader audiences. Accordingly, administrators need to be confident in their roles as entrepreneurs and fulfill that role through creativity, innovative practice, and risk taking that contributes to the university capital (Mars & Metcalf, 2009; Martens, Jennings, & Jennings, 2007; Slaughter & Leslie, 1997). Likewise, administrators must work to bridge gaps within their understanding of their university's mission; integrate technology; and balance market oriented tendencies to gain a big picture perspective while trying to address university identified opportunities. Coupling these components will provide greater opportunities for administrators to make a significant, long term impact.

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Appendix A

Letter of Informed Consent

Title of Project: Stimulating Diversity Outcomes? A Multicase Study Exploring Entrepreneurial Architecture and Storytelling in Higher Education Institutions

Investigators: Noel Criscione-Naylor, Ed.D Candidate

Purpose: In this qualitative study, the research will explore how administrators facilitate entrepreneurial storytelling to influence institution diversity agendas by investigating the linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes. This study seeks to understand this dynamism and the relationship between entrepreneurial practice and diversity outcomes within the multi-case context of New Jersey public four-year institutions.

Description and Procedures: This qualitative research will be conducted in the form of a case study using exploratory analysis strategies to understand the phenomenon within its real-life context. The setting for this study will include New Jersey, public institutions. Data will be collected from interviews and public documents found on university websites. During this project, Noel Criscione-Naylor will be interviewing you to find out your perception of the relationship between entrepreneurial practice and stimulating diversity outcomes. Private or internal documents may be provided that illustrate this relationship. The interview will be audiotaped _____ for data analysis purposes only.

Risks: Your data will be kept secure and confidential. You can withdraw from this study at any time. There are minimal risks involved with your participation. No identifiable information – name, identification number, etc. – will be used when describing the results, in order to alleviate risks.

Benefits: The information you provide will contribute to future implications on research, policy, and practice. With the identification of infrastructural (institutional policies, mission statements, and department goals) considerations necessary to mobilize diversity agendas, organizations may be able to more effectively plan and develop policies and procedures that support entrepreneurial practice.

Extent of Anonymity and Confidentiality: All of your responses, writings, or other materials will be kept confidential and anonymous. This research data will also be developed into a dissertation, published articles and conference presentations. Please note all identifying responses will be masked to keep your identity confidential.

Freedom to Withdraw: Participation is completely voluntary. Should you decide to participate, you may withdraw at any time without penalty.

Your signature below gives us permission to use the data collected from your interview during the project. (You will also receive a copy of this form for your records). Any further questions about this study can be answered by Noel Criscione-Naylor at crisci17@students.rowan.edu or XXXX, Asst. Vice President for Research Compliance at Rowan University, at XXXXX. Thank you.

Participant Name _____

Date _____

Researcher Name _____

Appendix B

Introductory Protocol

Thank you for your agreeing to participate. Each interview will be recorded and later transcribed. Each interview session will last no longer than two hours.

Introduction

This study will explore how administrators facilitate entrepreneurial storytelling to influence institution diversity agendas by investigating the linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes. This study seeks to understand this dynamism and the relationship between entrepreneurial practice and diversity outcomes within the multi-case context of New Jersey public four-year institutions.

You have been selected to participate in this interview series as you have met the following criteria: (1) You are in a current administrator or educator role with administrative duties; and (2) You have been identified as having direct influence over university wide diversity initiatives.

Interview Protocol

Interviewee Background

How long have you been
_____ in your present position?
_____ in this organization?

_____ Gender
_____ Age
_____ Title
_____ Institution
_____ Department

Research Questions

4. How is entrepreneurial architecture and storytelling by higher education administrators exhibited in institutional diversity agendas at four-year public institutions?
5. How do higher education administrators adopt entrepreneurial storytelling to mobilize institutional diversity agendas?

6. How are linkages between entrepreneurial structure, process, and strategies and institutional diversity outcomes documented at four-year public institutions?

Main Interview Questions (M)

Probing Questions (P)

Follow-up Questions (F)

1. (M) How do you define diversity?
 2. (P) Define your beliefs and values of diversity?
3. (M) How does the university define diversity?
4. (M) Define values and assumptions that form your foundation of entrepreneurial practice.
5. (M) How do you define entrepreneurship?
6. (M) Describe how you exhibit entrepreneurship in your work environment.
 7. (P) What tools and strategies do you specifically use?
 8. (P) Describe examples that illustrate these tools and/or strategies.
 9. (F) What focus is drawn on storytelling? How is it used and why?
 10. (F) What about specifically related to diversity?
11. (M) In what way does entrepreneurial practice influence university diversity agenda items and/or outcomes?
 12. (P) Describe examples that illustrate this influence.
13. (M) Describe necessary conditions, process, or systems that were required.

14. (F) What is your perceived value of entrepreneurship to stimulate diversity agendas?
15. (F) How is storytelling used and does this align with actual “diversity” experienced on campus?
16. (F) How have you prepared for your role as an entrepreneur to mobilize the diversity agenda?

Appendix C
Documentation Collection Protocol

Descriptive Notes	Analytic Notes
1. Document name and brief description.	
2. Document location and type (internal use or external).	
3. Critical Information: List specific terms and/or statements (selected items should be underlined and attached to this protocol)	
4. Describe context of the documentation that is being reviewed.	
5. Attach sample of document.	

Appendix D

New Jersey Institution of Technology IRB Approval Letter



Institutional Review Board: HHS FWA 00003246
Notice of Approval
IRB Protocol Number: E162-14

Principal Investigators: Dr. Anne Turner Johnson
Noel Criscione-Naylor
Rowan University

Title: Stimulating Diversity Outcomes- A Multicase Study Exploring Entrepreneurial Architecture and Storytelling in Higher Education Institutions

Type of Review: FULL EXPEDITED

Type of Approval: NEW RENEWAL REVISION

Approval Date: August 26, 2014

Expiration Date: August 25, 2015

1. **ADVERSE EVENTS:** Any adverse event(s) or unexpected event(s) that occur in conjunction with this study must be reported to the IRB Office immediately (973) 596-5825.
2. **RENEWAL:** Approval is valid until the expiration date on the protocol. You are required to apply to the IRB for a renewal prior to your expiration date for as long as the study is active. It is your responsibility to ensure that you submit the renewal in a timely manner.
3. **CONSENT:** All subjects must receive a copy of the consent form as submitted. Copies of signed consent forms must be kept on file with the principal investigator.
4. **SUBJECTS:** Number of subjects approved: 8
5. The investigator(s) did not participate in the review, discussion, or vote of this protocol.
6. Copies of data relating to NJIT subjects will be shared with NJIT and published research will not identify NJIT data.
7. Approval is conditional on receipt of IRB approval from Rowan University.

APPROVAL IS GRANTED ON THE CONDITION THAT ANY DEVIATION FROM THE PROTOCOL WILL BE SUBMITTED, IN WRITING, TO THE IRB FOR SEPARATE REVIEW AND APPROVAL.

A handwritten signature in black ink, appearing to read 'Judith L. ...', is written over a white rectangular area.

Chair, NJIT IRB

Appendix E

New Jersey City University IRB Approval Letter



Last Name: Johnson, Criscione-Naylor

Project: Stimulating Diversity Outcomes? A Multicase Study Exploring Entrepreneurial Architecture and Storytelling in Higher Education Institutions

INITIAL, REVISED OR CONTINUATION

NOTICE OF IRB REVIEW AND APPROVAL

The project identified below, for which you requested review and approval by the NJCU Institutional Review Board for the Protection of Human Participants in Research, has now been reviewed and approved. This approval is based on the assumption that the materials you submitted to the NJCU IRB e/o Grants and Sponsored Programs contain a complete and accurate description of all the ways in which human subjects are involved in your research.

This approval is given with the following conditions:

1. That you will conduct the research according to the plans and protocol you submitted.
2. That you will immediately inform the IRB of any injuries to subjects that occur in the course of your research.
3. That you immediately inform the IRB of any problems that arise in the course of your research.
4. That you will immediately inform the IRB of any changes that you make in the protocol of the research.
5. That you will give each person who signs the consent document a copy of that document, if you are using such documents in your research.
6. That you will retain all signed consent documents for at least three years after the termination of the research.

Failure to comply with these conditions will result in the withdrawal of this approval.

Approved

Not Approved

Name of Principal Investigator: Dr. Ane Turner Johnson (Chair), Noel Criscione-Naylor (student)

Title of Project: Stimulating Diversity Outcomes? A Multicase Study Exploring Entrepreneurial Architecture and Storytelling in Higher Education Institutions

Additional Conditions: n/a

Signed,

Bimmed Teleshi
NJCU Institutional Review Board Chair

08/04/14
Date

Appendix F

Rowan University IRB Approval Letter



September 17, 2014

Ane Turner Johnson
Educational Services and Leadership
James Hall

Dear Ane Turner Johnson:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project, category 7, through its expedited review process.

IRB application number: 2015-014

Project Title: Stimulating Diversity Outcomes?: A Multicase Study Exploring Entrepreneurial Architecture and Storytelling in Higher Education Institutions

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain research data and documentation for a period of five years after completion of the research. In accordance with federal regulations, 2 CFR 215, federally sponsored research must be retained at a minimum of three years after the final report is submitted to the federal agency.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Sreekant Murthy, Chief Research Compliance Officer (murthy@rowan.edu or call 856-256-5853).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Noel Crisicone-Naylor

Office of Research
James Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax