

CULTURAL IMPLICATIONS OF
ORGANIZATIONAL CHANGE
IN DINING SERVICES

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ABSTRACT

The purpose of this study is to examine organizational change related to the structure and delivery of dining services at a public research flagship higher education institution. Dining services provide vital facilities that play an important role in meeting higher education institutional goals. Understanding the cultural implications of organizational change is important for institutions developing strategies for change in higher education. A case study design using interviews was employed at a single institution. Kezar and Eckel's (2002) *Five Core Change Strategies* provides the framework for using a cultural lens to provide thick and rich descriptions of organizational change in dining services. The research questions include the following:

1. How do dining services change to meet the needs of institutional growth?
2. What is the relationship between dining services and cultural change in a university?
3. How do the employees of dining service perceive their influence on the student experience?

The research findings provided insight concerning the cultural implications of organizational change in dining services at the observed public research flagship institution.

DEDICATION

This dissertation is dedicated to my dad, Lawrence Clayton. You taught me the meaning of persistence. After retirement, you started college and completed a degree. I know you are smiling in heaven.

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To reach heights I never thought possible was only attained through the support of others. My greatest strength came from my faith in Christ which sustained me when I had to find the determination to complete this journey. Without the love and support of my family this journey would have never even started. I thank my wife and kids for sacrificing many nights and weekends to allow me to work on this personal challenge. If I could give my kids a gift from this experience it would be what my dad gave me—persistence.

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This dissertation would not have been possible without twenty administrators sharing the rewards and challenges of change. To the research participants, I sincerely appreciate your time and expertise. I hope this study reflects the importance Dining Services has in supporting institutional goals.

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INTRODUCTION

A natural tendency of an organization is to move toward a balanced state or equilibrium (Bess & Dee 2008). Change is a process that higher education institutions struggle to implement. However, calls for change in higher education are reverberating from the highest governmental offices. In August 2013, President Obama outlined a plan to make college more affordable for the middle class. A White House Fact Sheet (2013) reported that “declining state funding has forced students to shoulder a bigger portion of college cost; tuition has almost doubled as a share of public college revenues over the past 25 years from 25 percent to 47 percent.” Powerful foundations such as the Bill and Melinda Gates Foundation and the Lumina Foundation have advocated for reforming higher education (Parry, Kelly, & Supiano, 2013). A key component of calls for accountability involves graduation rates (ACE, 2010). Colleges and universities are charged with finding innovative ways to meet the needs of students while maintaining an affordable product.

Public colleges and universities are experiencing pressure to increase the college experience, attract students, and retain students, all while maintaining cost affordability during a period of reduced state funding. There has been a shift in public higher education funding, where colleges and universities can no longer rely on state subsidies to keep tuition low; one result is that easy access by students is unsustainable (Fethke & Policano, 2012). The Obama administration promotes changing the Higher Education Act so that affordability and value are a part of the process to determine which colleges receive certain types of federal financial aid

(Field & Bidwell, 2013). Fethke and Policano (2012) assert, “public universities can either recognize and confront major strategic challenges or face prolonged financial stress, deteriorating quality, and eventual competitive decline” (p. 3). Higher education institutions should explore strategies that will help them remain viable despite periods of reduced governmental funding.

Reduced subsidies by state and federal government have public colleges and universities shifting toward a market driven approach to institutional funding (Fethke & Policano, 2012). College services such as dining are an area increasingly being used to support overall institutional goals of increasing revenue and student satisfaction. Dining services provide benefits to institutional goals that college administrations should understand and leverage. Dining services can be leveraged to support institutional change. Administrators that do not recognize the relationship of dining services to overall institutional goals may do so at the institution’s detriment.

Purpose of the Study

The purpose of this qualitative dissertation is to examine organizational change related to the structure and delivery of dining services at a public research higher education institution. The phenomenon of study is the processes used to create organizational change during a period of enrollment growth. The concept of organizational change is defined as the passing of an organization from one stage to another. A qualitative case study was conducted to explore the change processes undertaken in dining services at the studied institution to support campus growth and encourage student success. The studied institution experienced an enrollment growth increasing from 20,333 in 2003 to 36,155 in 2014 (Office of Institutional Research, 2014). The

study attempts to establish the importance of dining services in terms of campus culture and student success.

Research Questions

This study seeks to better understand the role of dining service in supporting institutional growth and campus culture. The dissertation addressed the following questions:

1. How do dining services change to meet the needs of institutional growth?
2. What is the relationship between dining services and cultural change in a university?
3. How do the employees of dining service perceive their influence on the student experience?

In the remainder of Chapter 1, four bodies of literature are reviewed. This literature includes higher education funding strategies, the role of auxiliary services in institutional change, the role of dining services in supporting institutional goals, and the role of dining services in campus culture and student success. These four areas fit together to describe the need and importance of dining services in supporting public higher education's requirements for generating revenue and student success.

Higher Education Funding Strategies

Higher education institutions are experiencing funding challenges which have placed stress on institutions to find additional resources. The American Association of State Colleges and Universities (2011) listed state operating support for higher education as the number one problem facing American public higher education. Weerts and Ronca (2012) in a quantitative study of state funding of public higher education found that funding decisions are made based on overall economic conditions and competition for funding inside the state. Rosenstone (2004)

reported that the overall state support of higher education has dropped 36 percent over the last 25 years, with the share of state budgets going to higher education dropping by more than one-third. In 2009-2010, state appropriations at public postsecondary institutions only represented 31 percent of an institutional budget, down from 49% in 1999-2000 (College Board, 2012). College Board (2012) reported, that inflation adjusted appropriations have decreased consecutively over four years from FY 2008-2012, representing a total 30% reduction. The Center on Budget and Policy Priorities (2011) reported that at least 43 states have implemented cuts to public colleges and universities and/or made large increases in college tuition to make up for insufficient state funding. The State of Alabama's fiscal year 2011 cuts to higher education led to 2010-11 tuition hikes that ranged from 8% to 23%, depending on the institution. Public higher education institutions require strategies to offset funding shortfalls or face budget cuts.

Enrollment growth

Enrollment growth is a strategy for generating revenue in higher education. The College Board (2012) reported that over a ten year period from Fall 2000 to Fall 2010, full time enrollment has increased by 33% in Public Higher Education Institutions. Increases in state enrollment varied from 15% in Louisiana to 69% in Georgia. During the decade from 2001-02 to 2011-12, the number of full-time undergraduate students increased by 37%, from 8.6 million to 11.8 million. Furthermore, the number of part-time undergraduate students increased by 24%, from 5.5 million to 6.8 million. Villa Julie College effectively used an enrollment growth strategy to generate revenue (June, 2007). The college built on-campus housing to expand its enrollment. Michael Townsley, a former college chief financial officer turned consultant, as cited in June (2007) stated that enrollment growth "is a strategy that a lot of colleges employ—you can use the revenue stream from the housing to pay debt service, then you can pick up extra

revenue from tuition” (p. 2). In 2008, the Board of Trustees of Villa Julie College voted to change the name of the college to Stevenson University.

International students are a population segment where higher education institutions are strategically increasing recruitment efforts. Owens, Srivastava, and Feerasta (2011) suggested “one often overlooked component of an integrated economy strategy is encouraging more international students to attend college in a particular state, as an economic development tool” (p. 157). A *New York Times* report found that in the 2006-2007 school year, international students contributed nearly \$14.5 billion dollars to the United States economy (Lewin, 12 November, 2007). During the 2011-2012 school year, the net contribution to the U.S. economy by foreign students and their families was \$21,807,000,000, with \$15,812,000,000 contributed from tuition and fees (NAFSA, 2012). According to an Institute for International Education (2012) report, during the 2011-2012 school year the number of international students in the U.S. increased 5.7% to 764,495, a record high. Over 63 percent of international students’ primary source of funds comes from personal or family funds (IIE, 2012). Colleges and universities are increasing international student recruiting efforts to generate revenue along with other benefits that an international population provides in a global economy.

Examples of increased recruiting of international students are found throughout higher education. Open Doors (2012) reports strong growth in the international student population at the largest U.S. host institutions; 77 % of institutions with 1,000 international students or more report increases. In 2011, SUNY announced its intention to increase international enrollment by 14,000 students over a five year period. SUNY Chancellor Nancy L. Zimpher announced, “SUNY intends to lead a national effort that will demonstrate how the presence of international student recruitment can qualitatively improve the academic experience for domestic students;

improve the research capacity of our campuses; and boost revenue, creating opportunities for domestic students to study abroad and for faculty to better engage globally” (“SUNY announces new strategy to recruit international students,” 2011).

Tuition increases

In an effort to overcome shortfalls in state funding, public institutions have increased tuition and placed a premium on out of state tuition. The State Higher Education Executive Officers Association, SHEEO (2012) reported a substantial shift in financing public higher education toward net tuition. Net tuition has increased from 23% in 1987 to nearly 50% in 2012. Different student groupings are often considered for differentiated tuition, including “resident and non-resident status, lower-and upper-division classifications, high-cost majors and programs, international students and others for whom cost can be higher, qualified students with low ability to pay, and quality-differentiation within a state university system” (Fethke & Policano, 2012, p.145).

There is an effort among some public institutions to aggressively recruit out of state students in order to generate additional revenue. The College Board (2012) reported that public in-state tuition and fees averaged \$8655 in FY 2012-2013 while public out-of state tuition and fees averaged \$21,706 during the same time period. During 2011-2012, at The University of Colorado Boulder, two-thirds of the student population was Colorado residents paying \$7,700 in tuition compared to one-third of the students being out of state resident students paying about \$29,000 per year (Pielke Jr., 2011). With the average price of out of state tuition and fees greater than twice that of the average in-state tuition, institutions are attempting to capitalize on the potential extra revenue per student. Fethke and Policano (2012) cautioned that high tuition increases may produce a demand for substitute education methods and increased competition.

Outsourcing

Outsourcing services is an approach that is becoming more prevalent for colleges and universities attempting to reduce cost and increase revenues (Davies, 2005). Goose (2005) reported money as the number one reason colleges and universities contract out operations. The University of South Carolina contracted out its bookstore in 1992 and went from rarely netting \$100,000 per year to netting about \$500,000 per year, while guaranteeing the university a percentage of the gross sales. The University of Georgia experienced an increase of \$300,000 in the first quarter after contracting its bookstore. Outsourcing provides benefits from experts in their field, and reduces the cost of the service to the institution (Burnett & Collins, 2010). While outsourcing provides revenue and cost savings, the business partnership should be driven by the institution's mission and align with the campus culture (Bartem & Manning, 2001).

Auxiliary Services Role in Institutional Change

College auxiliaries are important in supporting institutional change in higher education. Auxiliary Services were formed during a period after World War II to support rapid enrollment growth by providing dining, housing, bookstore, recreation and health related functions that traditional faculty had an inability or unwillingness to handle (Sherwood & Pittman, 2009). Pittman (2012) makes a connection between Auxiliary Services and student development. Auxiliary Enterprises support students by providing necessary services that allow students to focus on learning. In demonstrating the dual roles of college auxiliary services, Sherwood and Pittman (2009) report, "the genesis of what we call campus auxiliary services today has both a student affairs and business component that many would argue is of equal importance" (p. 18)

There is a plethora of examples of colleges and universities leveraging college auxiliaries to help support the overall institutional budget. An August, 2007 *Chronicle of Higher Education*

article outlined how Villa Julie College invested in housing on campus and the related services to support student growth and made transformative changes (June, 2007). Timothy M. Campbell, the college's chief financial officer, as cited in June (2007) demonstrated the importance of auxiliary services in the institution's financial transformation: "In the 2003 fiscal year, before the institution owned housing, tuition was 77 percent of revenue and auxiliary services were 8.8 percent. In the current fiscal year, the college expects that tuition will be 68 percent of revenue and auxiliary services 18.6 percent" (p. 6).

College Auxiliaries provide vital services that attract students in the recruitment process and aid in retaining students enrolled at institutions. The functions provided by Auxiliary Services not only provide businesslike benefits to an institution, but also support student learning. Sherwood and Pitman (2009) asserted that supporting student learning will become expected from non-academic units including student affairs and auxiliaries. The Council for the Advancement of Standards in Higher Education (CAS) established the importance of campus services in enhancing student learning. The standards link the roles of student services with enhancing student development and learning outcomes. One way in which Auxiliaries promote student learning is the opportunity to gain quality workplace skills working in Auxiliary Service positions while attending school (Sherwood & Pitman, 2009). Auxiliary Service areas hire student workers to support campus operations, providing a valuable learning environment in an applied setting.

Revenue generation is another area that Auxiliary Services help to support college and universities. Robert Hassmiller, CEO of NACAS (as cited in Robinson, 2010) asserted that in 2005, campus auxiliary enterprises generated 40 billion dollars nationally to support higher education institutions. Reported revenue numbers suggest that higher education institutions are

becoming increasingly dependent on revenue generated from auxiliary enterprises. Robinson (2010) outlined revenue generators such as dining services, student housing, conference center rentals, book stores, smart cards, student fee services, and athletics as potential Auxiliary Services revenue generators for colleges and universities.

In addition to generating revenue sources independently, Auxiliary Services help institutions attract and retain students, which is vital for institutional budgets. Enrollment growth is reliant on the services auxiliary enterprises provide to support growth. Coastal Georgia Community College used Auxiliary services to support rebranding the institution (Crofts, Hillsman, Preston, Broadwell, & Wright, 2012). The institution designed and built a 50,000 square foot facility that combined auxiliary services with other student focused functions and serves as a focal point for students. Croft et al. (2012) asserted, “the availability and quality of dining options, attractive housing, and bookstore and retail operations managed and developed by auxiliary services provide an institution with the necessary tools for recruitment and student satisfaction in today’s highly competitive environment” (p. 46).

College Dining Service Role in Supporting Institutional Goals

Dining services supply critical functions that support enrollment growth, enhance recruitment, promote retention, and provide revenue for higher education institutions. As college and university enrollment expands, such functions as food service are needed to maintain institutional growth. Gramling, Byrd, Epps, Keith, Lick, and Tian (2005) in an anthropological case study of dining services demonstrated the importance of dining service operations to the overall institutional operation. A campus is limited in its ability to attract or sustain growth without the infrastructure to support students.

Higher education institutions are using dining services to help recruit and retain students. Gramling et al. (2005) reported how effective dining management can have a positive effect on college enrollment through “providing a variety of meal plan options, a diverse food menu, enjoyable dining establishments and a plethora of eating establishments” (p. 18). A focus group connected tuition to quality expectations, and if dining services do not meet expectation then the students feel their money is being wasted. The group expressed that bad foodservice can have a negative effect on retention and revenue (Gramling et al., 2005). When deciding where to enroll in postsecondary education, one in five students stated that they strongly consider the amenities and dining program at the institution (“Convenience, Value Trump,” 2009).

Dining services provide the infrastructure and space to support campus recruitment and retention efforts. Campus Dining Today outlined how Ferris State University utilized a new dining facility as a focal point to make a connection between the classroom, campus and community members (“The rock café,” 2013). FSU President David Eisler as cited in Campus Dining Today, Spring/Summer, 2013 expressed “this renovation changed the social dynamic of campus” (“The rock café,” p.15). Lori Helmer, Director of Dining at FSU stated “The Rock Café plays a major role in recruiting and retention efforts,” declaring “the facility is a gathering place for students, faculty, staff, and administrators” (p.15). Like other colleges and universities, at FSU during recruitment visits, prospective students and parents have meals in the Rock Café. Helmer noted that ending the campus tour at the Rock Café is a “seal the deal” moment in the recruitment process. College administrators should understand the importance of dining facilities in the overall recruitment and retention efforts.

Revenue generating

College Dining Services is a multibillion dollar industry. Buzalka (2012) reported the top 50 food management companies had an annual growth of over 2 billion dollars. The top three food management companies, Compass Group, Aramark, and Sodexo, each have sales volume over 8 billion dollars per year and all have greater than 17% interest in education contracts. B&I, a segment of the Compass group, is the largest U.S. business within education. College and University Foodservice (2014) predict college and university foodservices will increase to 15.7 billion by 2015. Thriving dining services support higher education institutional financial goals. Dining services can generate revenue and return portions to support the overall institution. Texas A&M University outsourced its dining services to Compass Group USA for an estimated 260 million in savings and revenue over a 10 year period (Mongilyanskaya, 2012).

The Implications of Dining Services for Campus Culture and Student Success

Campus dining services not only meet the basic food needs of students and generate revenue, but contribute to student development. The Council for the Advancement of Standards in Higher Education (CAS) established recommended program standards for Dining Services. The standards included identifying “relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes” (CAS, n.d.). The greater social integration an individual has into an institution’s fabric, the less likely they are to leave the institution (Tinto, 1987).

Building community

Food is a necessity in any culture and supports campus connections. Gramling et al. (2005) tied dining service operations to supporting building campus communities: “in addition to

utilizing services, campus centers are becoming great places to enhance the social structure of the campus community” (p. 20). A focus group reported that quality food service provided a sense of “home” (Gramling et al., 2005). Colleges and universities are capitalizing on building a sense of community and creating an environment like home. Herrmann (2007) cited examples of bringing home to the dining experience; Ohio Wesleyan has a concept called “My pantry” that is reminiscent of a home kitchen. The counter seating arrangement allows students to interact with the chef and they instruct the students on how to make the dishes for themselves. Lehigh University has a one stop food station that cooks classics that attempts to remind students of recipes from their childhood. The Bowdoin College dining program emphasizes a sense of community for students where the cafeteria serves as an important gathering place for people from different backgrounds to socialize and exchange ideas (Cardone, 2009)

Dining services can be an important catalyst in forging community relationships. Local purchases support town-gown relationships (Carlson, 2008). Dining service sustainability efforts can promote meaningful relationships between institutions and the region. Serving locally grown food is a way that campus dining service can forge relationships with farmers in the local community and regional area (Wooten, 2013). Cardone (2009) related that Bowdoin College places a strong emphasis on local flavors and cuisine exposing student to the local culture.

Sustainability is an area that college dining services are partnering with students to change institutional culture. Pittman (2012) makes a connection between student learning and development and sustainability efforts in dining services. A national trend is students pushing for locally grown food (Carlson, 2008). Instead of dining services purchasing all food served in dining hall from large corporate agribusiness, the trend is to build relationships with local and regional farmers to provide locally grown food. This is a win-win for colleges and local farmers.

In a April 2, 2013 *The Chronicle of Higher Education* article, Ken Toong, Executive Director of Auxiliary Services, outlined the University of Massachusetts sustainability program. UMass's Dining Services procures nearly 30% of the produce served in its facilities from locally grown farms, and has linked sustainability projects to its mission "to contribute to the campus life experience" (Toog, 2013, p.1). Sustainability is a cultural shift that dining services are instigating and leading an increasing role throughout the country.

Connection to culture

Cultural implications of dining services are important to student success. Horowitz (2005) suggested how and where people dine is a window into any culture and fascinating for higher education. Rozin (2005) purported, "food becomes a social vehicle, allowing people to make social distinctions and establish social linkages" (p. 108). Gramling et al. (2005) reported that students from diverse cultures agreed that food service has a great impact on campus operations. In this study, the data found all students agreed that food service has a great impact on campus operations, especially learning morale, learning outcomes, and the students' relationship to the college.

Dining services can become an important vehicle in meeting the needs of a diverse campus community. Dining services have the ability to link different cultures through food. Food based assignments can be used to improve cultural awareness (Moore & Andrews, 2012; Sommer, Rush, & Ingene, 2010). Sommer et al (2010) reported, "food is a meaningful entry point for learning more about one's personal values and beliefs and the values and beliefs of other cultures" (p. 271).

Dining services can play an important role in retention efforts regarding international students. As studies indicate, food and culture are linked (Gramling et al., 2005; Rozin, 2005; Ruetzler, 2008; Sommer et al., 2010). International students are faced with many challenges integrating into campus such as culture shock. Food can help students overcome the culture gap. Locher, Yoels, Maurer, and Van Ellis' (2005) study found that undergraduate students turn to food to help during difficult times; likewise, international students turn to ethnic dishes from their home country to help overcome home sickness. Ruetzler (2008) found different levels of food satisfaction based on culture. The implications of the study for dining services is that an understanding of cultural preferences is important to dining services in promoting satisfaction among a diverse international population. Institutional leaders attempting to attract and retain international students should understand the importance of food in the integration of international students into campus life.

Student engagement

Sustainability is one area that dining services has engaged students and contributed to student success. Sustainability is an area that students and faculty can share passion and implement change. Wooten (2013) shared an example of the "Real Food" project which challenged colleges and universities to use 20% food that is local, fair ecologically sound and humane in dining halls by 2020. There are colleges and universities that partner with dining services in providing organically grown crops (Carlson, 2008; Wooten, 2013). The University of Massachusetts has partnerships between dining services and the school's agriculture department which provide both educational opportunities for students and organically grown food in the dining facilities (Toong, 2013). Pursehouse (2012) outlined sustainability options that can

engage students. Ideas such as creating a food bank, composting, and supporting a student run garden provide ways to engage students in sustainability efforts and promote student satisfaction.

Significance of the Study

Studying organizational change in dining services during times of high enrollment is critical to higher education as an important component to support campus growth and generate revenue for the institution. Studies address the implications of enrollment growth on academics (McEwen & Synakowski, 1954; Shmanske, 2002; & Railsback, 2007), but few address the implications for dining services. Regardless of the revenue generating strategy an institution pursues, lacking an understanding of the importance of dining services can be perilous to student recruitment, retention, and overall satisfaction with the institution. Dining services rely on customers to provide revenue that support operations and provide opportunities for revenue sharing with the overall institution. Dining services should be aware of the need for organizational change in order to remain relevant and support overall institutional goals. More importantly, it is critical to understand the role dining services has in student learning and the overall culture at an institution. This research is important to higher education administrators who seek methods to generate revenue and operate in an environment of enrollment growth. Additionally, the findings demonstrate the importance of campus dining services in creating an environment for student success. I explored and synthesized how dining services implement change during periods of enrollment growth.

Summary and Organization of the Study

There is a shift in funding public higher education (Fethke & Policano, 2012). Public colleges and universities should be positioned to meet challenges they will face addressing

appropriation shortfalls. Funding levels demonstrate that government leaders view higher education funding as a private good instead of public good. Public and private leaders are calling for change in higher education to make it more affordable. This chapter provided a background of the problem, purpose and significance of this study, the research questions, and a discussion of bodies of literature: 1) Higher Education Funding Strategies; 2) Auxiliary Services' role in institutional change; 3) College Dining Services' role in supporting institutional goals; 4) the relationship between Dining Services, campus culture, and student success.

This study is organized into five chapters. Chapter 1 provided the background of the problem, research questions, and support for the significance of the study. The purpose of this qualitative dissertation is to explain organizational change in dining services and how the services are critical to institutional growth and well-being. Chapter 2 frames the study conceptually by reviewing cultural models related to organizational change. Two foundational organizational change theoretical perspectives are outlined, and then common themes from the theories are expounded. Chapter 3 describes the research methodology and outlines the study's research design. Chapter 4 outlines the results of this study. Chapter 5 provides my interpretation of the data and recommendations for further research.

REVIEW OF RELATED LITERATURE

This chapter begins with a review of the cultural model theoretical perspective for studying of organizational change, followed by a review of two theoretical frameworks that utilize a cultural perspective in analyzing organizational change. The framework for this study incorporates a cultural lens, utilizing Kezar and Eckel's (2002) *five core change strategies*. Tierney's (1998) *six concepts of culture* is outlined as an important contribution to studying organizational culture in higher education. Tierney (1998) identified *key dimensions of culture* and provided a framework for studying culture at higher education institutions. In studying culture and its effect on change, Kezar and Eckel (2002) identified five core change strategies. Kezar and Eckel's theoretical perspectives use the lens of culture to explain organizational change. In this dissertation, organizational change is reviewed and data synthesized using evidence from empirical research. In this chapter, themes from Tierney's (1988) and Kezar and Eckel's (2002) theoretical perspectives are synthesized to help explain organizational change. Each theme was synthesized using empirical studies and developed to help explain the studied phenomena.

Research Questions

The following research questions examine organizational change in dining services and serve as the basis for this study.

1. How do dining services change to meet the needs of institutional growth?
2. What is the relationship between dining services and cultural change in a university?

3. How do the employees of dining services perceive their influence on the student experience?

Cultural Perspectives of Organizational Change

There are different theoretical frames to study organizational change. A political model, human resource model (collegial), structural model, rational actor model, and cultural model are frameworks that have been used to study organizational change (Dosset, 2005). Kezar and Eckel (2002) cite six main categories of change theories in multidisciplinary literature including biological, teleological, political, life cycle, social cognition, and cultural. A cultural frame is used to investigate organizational change in this study. I use a cultural frame in this dissertation because as Tierney (1988) asserted, “an organization’s culture is reflected in what is done, how it is done and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and symbolic level” (p. 3). A cultural lens allows me to concentrate on institutional elements that cause change in an organization.

The study of culture was pioneered in the field of anthropology. Anthropologist Clifford Geertz (1973) established a theory of culture. Geertz (1973) established an *interpretive theory of culture* where “thick description” is used to explain a phenomenon. Geertz (1973) argued that “a good interpretation of anything---a poem, a person, a history, an institution, a society...takes us into the heart of that which is the interpretation” (p. 18). He compared culture to “webs of significance” that people have spun for themselves (Geertz, 1973, p.5). Geertz viewed culture as networks people have created and attempts to interpret their meaning.

Schein (1984) adapted the study of culture to business and educational organizations. He suggested that culture exists at three levels and provided a conceptualization of organizational culture. Schein’s organizational framework is divided into three areas: artifacts, values, and

assumptions. He further categorized each level into subcategories. The area of artifacts is further categorized into physical environment, social environment, technological output of the group, written and spoken language, overt behavior of members, and symbols. Values are the second dimension which Schein (1984) described as institutionalized beliefs. Assumptions are further categorized into relation to environment, nature of reality, nature of human nature, nature of human activity, and nature of human relationships.

Cultural frames have been used to study business organizations in an effort to improve institutional effectiveness (Deal & Kennedy, 1982; Wilkins & Ouchi, 1983). Deal and Kennedy (1982) found that a strong organizational culture was associated with higher organizational effectiveness. According to Deal and Kennedy, a common set of core values determine cultural strength. Conversely, Wilkins and Ouchi (1983) expressed that local cultures are more important than the culture of an organization as a whole. The researchers found that organizations have “tribal communities” where the organization has sub-cultures that are similar to communities (Wilkins & Ouchi, 1983, p.468).

A cultural lens is foundational in studying organizational change in higher education institutions (Birnbaum, 1988; Clark, 1972; Pettigrew, 1979; Tierney, 1988). A plethora of literature has been written examining organizational culture from a higher education perspective (Bergquist, 1992; Bergquist & Pawlak, 2008; Birnbaum, 1988, Bolman, & Deal, 2003; Clark, 1972; Kezar & Eckel, 2002; Kuh & Whitt, 1988, Tierney, 1988; Schein, 1984), to name a few. In describing their view of a cultural framework, Kuh and Whitt (1988) wrote that it is “an interpretive framework for understanding and appreciating events and actions in colleges and universities rather than as a mechanism to influence and control behavior” (p.3). As one example, Clark (1972) developed the concept of “organizational sagas” (p. 183) where strong

common beliefs link across internal divisions and organizational boundaries. Key concepts of culture were described by Pettigrew (1979) as purpose, commitment, order, and beliefs. Belief is further identified by symbols, language, ideology, ritual, and myth. In another example, Bergquist (1992) focused on cultural *archetypes* which can be used to define and categorize higher education institutions. Four different academic cultures were developed by Bergquist: collegial, managerial, developmental culture, and negotiating. In 2008, Bergquist and Pawlak expanded the archetypes to include: virtual and tangible cultures.

Theoretical Framework

This study integrates the lens of culture in analyzing change at a higher education institution. Frames of culture are utilized because the method of inquiry is a case study where “the lens of culture must be used to understand the phenomenon” (Merriam, 2009, p. 29). Using cultural lenses to examine change requires multiple layers of analysis (Kuh & Whitt, 1988). Tierney’s (1988) and Kezar and Eckel’s (2002) theoretical frames are seminal in organizational change research. Both frameworks are reviewed in this chapter; however, Kezar and Eckel’s (2002) study provides the framework that guides this study. Each theory is based on a cultural perspective analyzing change. The two frameworks outline themes that help explain change in organizations. Observing change in college dining services through the lens of culture allows me to focus on how interactions in the institutional setting create change. Kuh and Whitt (1988) expressed that culture may be stable, but it constantly evolves by interactions between individuals and groups both internal and external in an organization.

Transformative change is the change that is under investigation. Transformative change is a strategy that may cause organizations to assess new goals as part of their mission. Holley (2009) suggested that transformative change efforts were more likely to be instituted at one

institutional unit rather than across the institution as a whole. This study is investigating change at an institutional unit and how that change is perceived to be related to the larger institution.

William Tierney's (1988) article, "Organizational culture in higher education: Defining the essentials," is a seminal work in providing a framework for studying how culture influences performance in higher education. A lack of understanding of the relationship between organizational culture, management, and institutional performance reduces a higher education institution's ability to effectively address the problems they face (Tierney, 1988). The notion of *webs of significance*, first introduced by Geertz (1973), is a concept Tierney employed to relate how to study organizational culture. He suggested:

An analysis of organizational culture of a college or university occurs as if the institution were an interconnected web that cannot be understood unless one looks not only at the structure and natural laws of that web, but also at the actors' interpretation of the web itself. (Tierney, 1988, p. 4)

Tierney's framework of organizational culture outlines concepts that he identified as essential in a cultural study of higher education institutions. I present these concepts in Table 1 (below).

Table 1 Tierney's Framework of Organizational Culture

Environment:

- How does the organization define its environment?
- What is the attitude toward the environment? (Hostility? Friendship?)

Mission:

- How is it defined?
- How is it articulated?
- Is it used as a basis for decisions?
- How much agreement is there?

Socialization:

- How do new members become socialized?
- How is it articulated?
- What do we need to know to survive/excel in this organization?

Information:

- What constitutes information?
- Who has it?
- How is it disseminated?

Strategy:

- How are decisions arrived at?
- Which strategy is used?
- Who makes decisions?
- What is the penalty for bad decisions?

Leadership:

- What does the organization expect from its leaders?
 - Who are the leaders?
 - Are there formal and informal leaders?
-

Note. Adapted from *The impact of culture on organizational decision making* (Tierney, 2008)

The theoretical framework I drew from for this study is Kezar and Eckel (2002), who adopted Berquest's (1992) institutional archetypes in developing five core change strategies.

Their five core change strategies are as follows:

1. *Senior administrative support*, refers to individuals in positional leadership providing support in terms of value statements, resources, or new administrative structures.
2. *Collaborative leadership*, defines as a process where the positional and nonpositional individuals throughout the campus are involved in the change initiative from conception to implementation.
3. *Robust design*, Leaders develop a “desirable” and flexible picture of the future that is clear and understandable and includes set goals and objectives related to the implementation of that picture. The picture of the future and the means to get there are flexible and do not foreclose possible opportunities.
4. *Staff Development*, a set of programmatic efforts to offer opportunities for individuals to learn certain skills or knowledge related to issues associated with the change effort.
5. *Visible actions*, refers to advances in the change process that are noticeable. Activities must be visible and promoted so that individuals can see that the change is still important and is continuing. This is an important strategy for building momentum within the institution. (Kezar & Eckel, 2002, pp. 444-441)

The remainder of this chapter synthesizes Tierney's (1988) and Kezar and Eckel's (2002) cultural perspectives of change. The themes from both theoretical perspectives are further examined. Empirical organizational change studies reinforce Tierney's and Kezar and Eckel's findings. The overarching theme of both change perspectives is culture. The themes support the importance of studying organizational change in dining services.

Culture

The overarching theme of both theoretical perspectives is culture. Culture provides the lens by which Tierney and Kezar and Eckel discussed strategies for change. Findings that fall within this theme examine institutional cultures and how they are related to organizational change. The articles in this grouping are all qualitative case studies or ethnographies. The studies demonstrate the importance of institutional culture when considering organizational change. Studies exhibited that culture influences change both from at an institutional and an individual level. While some studies suggest that change agents should consider culture when implementing change, other studies show the challenges of shifting institutional culture to produce change. The evidence in this theme suggests that culture plays an important role in organizational change.

Cultural understanding

Understanding institutional culture is important in organizational change. Change agents and change strategies are affected by institutional culture. Tierney (1997) in a qualitative study of new faculty members found that to the extent new members were able to integrate into the institutional culture, they succeeded. The findings suggest that if individuals are not well socialized or integrated into institutional norms, there is a reduced chance of their success. Change has a greater chance for success if change agents understand the institutional and departmental culture. Kezar and Eckel (2002) in a qualitative study of organizational change at a group of higher education institutions suggested leaders might have greater success promoting change if they understood the culture in which they work. The findings proposed that no matter what type institution or change strategy used, there is a relationship between institutional culture

and change. The credence of evidence report that understanding culture is important for individuals and organizations involved in a change effort.

Cultural alignment

When developing strategies for change, institutions are well served to consider cultural alignment before pursuing organizational change. Change is less likely to succeed if it is not aligned with cultural norms or values (Holley, 2009; Kezar & Eckel, 2002; Kezar, Bertram Gallant, & Lester, 2011). In their aforementioned study, Kezar and Eckel (2002) reported that change strategies appeared to be successful if they are culturally consistent. For example, a traditional liberal arts college adding technical training courses may not be culturally aligned with the institution's mission and the desires of stakeholders. Promoting change that does not align with the institution's culture may have negative consequences. Evidence suggests that when change is considered, change agents and institutions have greater opportunities for positive outcomes if the change is culturally aligned. In a qualitative case study of 21 research universities, Holley (2009) found that change strategies are best implemented when they are a part of specific characteristics of institutions. Kezar, et al. (2011) conducted a qualitative study of grassroots leadership in five higher education institutions, and noted the importance of change agents aligning grassroots efforts with institutional culture. Kezar, et al. (2011) articulated the importance of institutional context and understanding the climate and culture of an institution when developing change efforts. The weight of evidence suggests that change has a better chance to succeed if it is not in conflict with institutional culture.

Culture change

Organizational change at higher education institutions may require a shift in the institutional culture. Institutional cultural change is difficult to accomplish. Gallant (2007) in a qualitative case study of an American liberal arts college attempting to change academic culture found that institutional rhetoric may not be enough to change culture. Findings suggested that transforming culture requires people to assess their own ideologies and reassess established power and meaning systems. Marshal (2011) conducted a benchmarking longitudinal study of technology and organizational change in higher educational institutions in five different countries to measure the capability of institutions to sustain technology changes. The study required institutions to use benchmark data to determine technology change success. The findings suggested that implementing new technologies depends on cultural change and leadership decisions. The weight of evidence shows that an institutional cultural change may be necessary to promote organizational change, but that may not be easily achieved.

Tierney's Framework

Tierney's (1988) framework is composed of six areas that he outlined as important in conducting a cultural study of organizational change in higher education. Environment, mission, socialization, information, strategy and leadership are categories that Tierney identified as key in organizational change. The six concepts Tierney espoused were identified in an empirical qualitative case study where he studied the role of culture on change at a public institution. While Tierney does not presume that all institutional cultures are alike, he related that studying institutional culture is important in understanding how organizations change.

Environment

The institutional environment plays an important role on culture at a higher education institution, affecting the ability of an organization to change. Change is more likely to occur in a supportive environment. The demands of an environment reduce the opportunity for change (Morphew, 2009). In a quantitative study which investigated employees' evaluations in the aftermath of organizational change, Van Emmerick, Bakker, and Euwema (2009) reported that a supportive environment can have a positive influence on change while an environment that has an unwillingness to support change may prompt employees to demonstrate withdrawal behaviors. The study's findings suggest that the emotional demands of change prompt negative evaluations of change, but not necessarily work load. A cynical environment with lack of trust between employees and leaders may produce resistance to change efforts (Stanley, Meyer, & Topolnytsky, 2005). Their findings indicate that a cynical environment may require more than communication for change efforts to be accepted. Evidence suggests that an environment not supportive of change efforts will negatively impact change.

Conversely, an environment perceived as highly resourceful is more likely to support pending change efforts. Marshall (2011) in a quantitative longitudinal study addressing technology and organizational change reported that despite supportive stakeholders, most universities lack the systems and environments to promote wider adoption of the change idea. The study suggested that environments can either positively or negatively influence organizational change. In a 2013 study, Kezar suggested that different organizational cultures promote different levels of willingness to perform. An organization's environment influences its ability to successfully enact change.

External environments can influence institutional culture and promote change. External constituents can validate change efforts and promote an internal culture shift. External colleagues can have a significant impact on cultural shifts (Ginsberg & Bernstein, 2011). The findings by Ginsberg and Bernstein revealed that the greater the investment by the external environment, the greater likelihood institutional leaders will see the cultural shift bringing about a positive momentum. Research suggests that an external perspective is important to changing an institutional environment. Kezar and Eckel (2002) asserted that an outside perspective can help change agents understand an institution's culture and encourage change. The research indicated that a cultural insider at times may not be able to see the need for change. Balancing the demands of the external and internal environment is a vital component to bring about change (Ginsberg & Bernstein, 2011). The weight of evidence demonstrates the need for understanding external as well as internal environment to influence change.

Mission

College and university missions have important implications for change. In his case study of a public institution, Tierney (1988) found that mission is influenced by the cultural norms of the community. The cultural norms of the studied institution fostered an "implicit belief in the mission of the college as providing a public good....when they speak of their mission, they speak of helping people" (p. 16). He further indicated that the role of mission at one institution may be inappropriate at another institution. The findings indicate that a clear understanding of an institutional mission can influence institutional culture.

In a study of over 300 mission statements from a representative sample of U.S. four-year colleges and universities, Morpew and Hartley (2006) identified 118 distinct elements across all statements. The analysis revealed several findings, with a portion outline below.

1. Institutional control (public vs. private) is more important in predicting mission statement elements than is the institution's Carnegie Classification.
2. A few elements (e.g. the notion that the institution is committed to diversity or to providing a liberal arts education) appear frequently across institutional types and control groups.
3. There is a prevalence of elements related specifically to "service" either by the institution or through the inculcation of civic values in students, although the definition of "service" differs somewhat between public and private institutions (Morphew & Hartley, 2006, p. 462).

Mission statements were found to have a legitimizing role, both normatively and politically. The study found that mission statements, instead of providing direction and vision, were used to communicate a message of relevance and shared values with external groups. The study indicates that mission statements may not drive institutional actions, but serve as a means to legitimize institutions with external constituents.

Additional research by Davis, Ruhe, Lee, and Rajadhyaksha (2006) sought to determine how mission statements work. The study identified two purposes of mission statements: defining institutional purpose and unifying organization and staff behavior to a common end (Davis et al., 2006). The study reported that institutions which highlighted ethics in their mission statements influenced ethical orientation. The findings imply that mission statements can influence behavior. In a historical analysis of university missions, Scott (2006) outlined how university missions change. Teaching, nationalization, public service, and internationalization were university missions identified by Scott. Service is a consistent theme found in each of the

identified university missions (Scott, 2006). The study found that missions are transformational and evolve, and that higher education institutions have a multiplicity of missions.

Socialization

Socialization is a key component for members to integrate into an organization. Tierney (1988) defined socialization by asking a question “what do we need to know to excel/survive in an organization?”(p.8). In a later study, Tierney (1997) described culture as the sum of activities in an organization and socialization as the process of individuals acquiring and gaining knowledge of those activities.

In a qualitative study of new faculty member socialization, Tierney (1997) provided a modernist and postmodernist perspective. Tierney defines modernist perspective in terms of a socialization process that is coherent, and implies that all people in the culture are the same. Conversely, a post-modernist perspective does not think of socialization in an unchanging way but considers individual and group identity. From a modernist perspective, Tierney found that during the socialization process individuals think they have no control over their lives and are not sure of what to do to succeed. Tierney reported that, “to the extent that individuals are able to fit themselves into such a culture, they succeed” (1997, p. 14). The greater the ability of new faculty to navigate the socialization process, the more likely they were to succeed in the organization. From a postmodernist perspective, one socialization format may not work for everyone. Tierney suggested that although organizational goals may be clear, individuals are different. A postmodernist perspective of socialization relates:

Rather than try to socialize people to static norms, we reconsider what it means to the organization when new individuals are included. To be sure, individuals change when they enter in a new workplace, but from the perspective argued for here, an equally dramatic change also needs to be considered by the current participants in the

organization. Indeed, rather than seek individuals who fit the organization, a learning organization seeks to expand what we mean by organizational fit. (Tierney, 1997, p. 16)

In a qualitative study of new academic appointees, Trowler and Knight (1998) researched the socialization and induction of new appointments into 10 higher education institutions. The study found that new academic appointments are happier when they have a sense of control and choice in the socialization process. The study highlights the importance of gaining *tacit knowledge* in the socialization process. Socialization is about learning the way work is done in the organization (Trowler & Knight, 1998). According to Trowler and Knight, social interaction is vital in gaining tacit knowledge and constructing a professional identity.

Socialization is a critical component of student success. In a 2011 qualitative study of neuroscience doctoral students, Holley analyzed different aspects of culture students employed in the socialization process. Holley (2011) found that a key to student socialization is aligning individual strengths with the program ideas. Socialization is not completely determined by the relationship between the student and discipline, but from interactions between students, peers, and faculty members. Evidence suggests that understanding culture influences the socialization of organizational members.

Information

Mechanisms of communication are important in change efforts. Tierney (1988) outlined different communication mechanisms used at the institution in his study. Open communication channels by the university president were evident and promoted information sharing throughout the organization. The way information is shared was identified by Tierney as a key component of a cultural change. Depending on the culture of an institution, different information sharing techniques contribute effectively to implementation of change efforts.

Communication

Without open lines of communication, stakeholders lack knowledge of organizational change efforts. Consistently communicating the vision of change can influence organizational members to accept and implement change ideas. Macaulay, Yue, and Thurlow (2010) in a qualitative study of change in a higher education institution found that persistent stories of change led to change acceptance from members of the organization, even members who were previously opposed. Findings suggest that communicating the vision of change allowed members to make sense of the change and develop an identity related to the change. Evidence supports communication as necessary to garner understanding and support for change.

Change implementation without communicating with stakeholders can result in negative implications. Lack of communicating change can create suspicion and hinder implementation. Van Emmerick, Bakker, and Euwema (2009) conducted a quantitative study of employee evaluations of organizational change and found that high level of communications with employees throughout the change process reduced the potential for resistance. They found that keeping stakeholders informed of change processes can lessen negative experiences with change.

While significant findings discuss leaders communicating with stakeholders, evidence suggests a need for stakeholders to have a voice in implementing change. In a case study of implementing a new admissions framework, Barnett (2011) identified creating a representative voice as an integral strategy for implementing change. Consultants creating a master plan recognized that administrators did not believe they had been allowed to participate in the creation and direction of the plan, therefore creating resentment. The study suggests that organizations implementing change should create opportunities to allow disenfranchised stakeholders to have a representative voice. Barge, Lee, Maddox, Nabring, and Townsend (2008) affirmed, “A central

concern of change agents is how to bring voices of other stakeholders during planned change initiatives in a way they can be heard, valued, and respected” (p. 385). The weight of evidence demonstrates that during change implementation, lines of communication should extend both downward and upward to support change understanding.

Kezar (2014) identified communicating among social networks as important in change efforts. According to Kezar, social network analysis, “suggests that informal networks of relationships have a significant impact on whether individuals decide to engage in change or reform behavior” (p.94). Interactions in social networks help build trust. Social networks both internal and external were found to influence change. External off-campus networks were found to be a place where significant change could be leveraged. Reviewing social network analysis literature, Kezar (2014) suggested that communication within social networks may promote change outside of existing internal structural efforts.

Strategy

Understanding different strategies of change is an important component of Tierney’s framework of organizational culture. Tierney (1988) implied that change strategies used by higher education organizations are influenced by the cultural archetype of the institution. Research within this theme illustrates different strategies for organizational change. The articles in this grouping are primarily qualitative studies ranging from ethnographies to case studies; additionally one quantitative study which used survey data is included. The studies demonstrate a wide range of change strategies, from planned change to radical change. While different change strategies are outlined, the data demonstrates that clear goals and communicating are important factors in whichever strategy is employed. The evidence in this theme suggests that

certain change strategies have a greater opportunity for success than others, but implementation methods are important for success in any listed strategy.

Planned change

Planned change is a deliberate strategy to promote organizational change. Research suggests that planned change alone may need additional strategies to achieve desired change. Studies show that planned change may need to be coupled with other change strategies to be more effective (Kezar, 2001; Volkoff & Elmes, 2007). Kezar (2001) in a quantitative survey of chief student affairs officers wanted to determine why there are difficulties in collaborating between academic and student affairs. Her study indicated that a combination of human relation principles paired with solid management practices found inside the planned change model were more effective than one strategy alone. The findings suggest that a combination of human relations and planned change model were critical for developing change. Volkoff, Strong, and Elmes (2007) in a study of technology and change asserted that organizations seeking technology change need to consider more than planned change. The weight of evidence suggests that planned change is more effective when paired with other change strategies. Planned change alone may not promote desired change outcomes without employing other strategies.

A case study of a planned change process to bring information technology to a campus revealed the necessity to manage dualities in planned change initiatives (Barge et al., 2008). An important theme of connection was identified as a primary way to manage dualities. The planned change initiative had multiple competing or dueling tensions influencing its implementation and success. Examples of dueling tensions in the study's planned change process were: inclusion-exclusion, preservation-change and centrality-parity. Managing dualities through the strategy of connections is related to context setting (Barge et al., 2008). Evidence

suggest that in implementing planned change strategies, managing dual ideas and connecting stakeholders by context setting is important to the strategy's successful acceptance.

Transformative change

Transformative change is a strategy that may cause organizations to assess new goals as part of their mission. Organizations can shift the way they view themselves as a result of transformative change. Holley (2009) in a qualitative case study of 21 higher education research institutions who were attempting to implement interdisciplinary initiatives reported that institutions demonstrating transformative change placed significance on a new goal included in the institutional mission. Despite goals being placed in the institutional mission, findings suggest that transformative change efforts were more likely to be instituted at one institutional unit rather than across the institution as a whole. Kezar and Eckel (2002) in a qualitative study of six higher education institutions used transformative change framework to identify key elements of transformative change. The study documented five key strategies for transformative change: visible action, staff development, collaborative leadership, senior administrative support and robust design.

Radical change

Radical change is a strategy that has far reaching implications for higher education institutions. Change that seriously alters current governance and organizational structures can impact multiple layers of an organization. Kezar (2005) conducted a qualitative case study addressing the implications of engaging in radical alterations of a higher education institution. The findings describe negative consequences of radical change where the institution experienced lack of trust and confusion of the new change which produced implementation problems. The

majority of evidence reflects that radical change may not be the best change strategy for higher education institutions, but a gradual innovative approach is more plausible.

Continuous change

Continuous change employs multiple strategies over a sustained period of time to transform organizations. Organizations may have specific priorities for change, but identify processes that require adjustments to produce desired change. Kondakci and Van den Brock (2009) conducted a qualitative case study of a higher education organization that established internationalization as a priority and collected data of the continuous change process. The study found that change strategies operate in two consistent levels: “formal (defined) and latent (emergent) level” (Kondakci & Van den Brock, p. 459). Although the organization had defined processes, new processes emerged when executing the original change intervention. The organization had to continuously improvise and found that change is a continuous process. Evidence suggests that change constantly evolves in an organization as new processes emerge.

Grassroots change

Grassroots change is a strategy that results from an institutional member’s efforts in an organization. Grassroots change results from bottom-up labors by members inside an organization. Kezar et al. (2011) study suggested that members inside an organization can effect change without having positional authority. The study outlined tactics used in grassroots change including vision, raise consciousness, creating networks, empowering others, relationship building, mobilizing people, garnering resources, persuasion and influence (Kezar et al., 2011). Evidence suggests that members in an organization influence change, but a tempered approach is recommended.

Leadership

Both Tierney (1988) and Kezar and Eckel (2002) identified leadership as an important factor in change. Leaders can be a catalyst or a barrier for organizational change. There are a plethora of different leadership styles and some have shown to be more effective than others at creating organizational change. Top down leadership style can be effective, but also has negative effects on organizational change. Higgs and Rowland (2011) conducted a qualitative study of leaders from 33 organizations attempting to determine leadership styles most effective in implementing organizational change. The study's findings provide evidence that shaping leadership may be necessary when direction is needed, but more effective leadership behaviors tend to enable instead of shape the behavior of followers. The evidence suggests that leaders who provide direction while allowing members in the organization to implement change are effective.

Leadership behavior can have a positive or negative effect on organizational change. Leaders who encourage and provide support for change can have a positive effect on change. In a quantitative study that researched difficulties in fostering collaboration between academic and student affairs, Kezar (2001) suggested that senior administrative support and leadership are the most successful strategy for creating collaboration. Macaulay et al. (2010) related the importance of a leader on the success of change in an organization. The findings outlined a leader who consistently provided stories of the vision of change to stakeholders and was vital in the success of change. Kondakci and Van den Brock (2009) proposed that top management openness creates a climate for continuous change. The weight of evidence supports that leaders can have a transformative impact on organizational change.

Leaders can transform an organization in a positive manner; however, certain leadership behavior can promote a resistance to change. Organizational members may need a level of direction to implement change, but strong directing leaders can produce negative responses. Higgs and Rowland (2011) reported that strong shaping behaviors by leaders tended to produce negative behaviors from organizational members. The majority of evidence supports that leaders should focus on change implementation with people instead of directing change in people.

Leaders influencing change do not necessarily have to be in positions of power. Change agents can be in lower levels of an organization but influential in organizational change. Multiple studies (Kezar 2012; Kezar et al. 2011; Marshall 2010) demonstrate that organizational members not in top positions of authority can have influence on change in an organization. Kezar (2012) conducted a qualitative case study which focused on bottom up and top down leadership. The findings reported that literature primarily focuses on leaders in power, but others should be focused on as well. If bottom up leaders can navigate and come together with top down efforts, then they can possibly create support and make lasting change. Marshall's (2010) study suggested that a majority of the universities studied had staff that engaged in bottom up innovative change, but lacked systems and environment to support wider adoption of ideas. Kezar et al. (2011) study on grassroots leadership reported, "By engaging in a tempered grassroots leadership approach, grassroots faculty and staff leaders were able to fly under the radar and push forward change" (p.148). The weight of evidence suggest that bottom up leaders can provide innovative change ideas, but require supportive environments for the change to be institutionalized.

Kezar and Eckel Five Core Change Strategies

Kezar and Eckel's (2002) framework identified five core change strategies: senior administrative support, collaborative leadership, robust design, staff development, and visible actions. Each strategy is further discussed through findings in empirical research studies.

Senior administrative support

The concept of senior administrative support is defined by Kezar and Eckel (2002) as "the way senior administrators can facilitate change through resources, structures, and so on" (p. 447). In their 2002 study, Kezar and Eckel outlined three distinct methods senior administration used in supporting change. Each method employed by senior administration was different, but all necessary for change to occur. At one institution, senior administration provided needed resources and facilities and continually reminded the campus of a technology change and need for computer competency, but did not provide direction of the initiatives. While at another institution, the senior administration provided very visible project leadership, securing both external and internal resources, reallocating internal resources, and taking a hands-on approach to drive campus transformation. At the last studied institution, senior administration supported the launching efforts and provided resources and created accountability mechanisms, but were absent from shaping decisions and intentionally stayed out of the way. Cultural differences found at each institution influenced senior administrative support methods.

The role of senior administrative support is evident in the importance given the change initiative at an institution. According to Holley (2009), "the significance of senior administrative support at transforming institutions highlights the need to focus attention on critical issues" (p. 337). Holley's study provided examples of how senior administrative support was evident in transformational change. In the study, institutions that demonstrated transformational change in

interdisciplinary engagement, the senior administrative support was not limited to speeches and addresses but included in campus master plans and levels of administrative organization.

Collaborative leadership

Using Lindquist's change framework, Kezar and Eckel (2002) suggested that leadership at the top alone is insufficient and that change requires a collaboration of leadership throughout an organization to promote change. Eckel and Hartley (2008) emphasize that the relational aspects of developing partnerships is at least as important as the operational aspects. Holley (2009) affirmed that collaboration is synonymous with interdisciplinary engagement. Her study of interdisciplinary initiatives was replete with examples of collaborative leadership providing measures to promote transformative change. Interdisciplinary counsel of faculty, administrative, and student representative involvement, as well as collaboration with external entities, were examples of collaborative efforts identified in Holley's (2009) study of transformative change.

Employees.

Understanding employee contribution to change efforts is invaluable to change implementation. Employees can be a driving force in change implementation or resist change efforts. Organizational employees may resist change, creating challenges for change implementation. Morpew (2009) found that specialized actors in institutionalized environments may resist change and cause organizations to compromise change efforts. The findings suggest that research universities and other four-year institutions with greater full-time faculty may require compromise in change effort implementation. If the organization has a lack of trust between employees and leaders, then efforts of change can be met with suspicion. Trusted individual employees can convince the intentions of leadership's motives to other employees as a

strategy for improving employee resistance to change (Stanley et al., 2005). The weight of evidence indicates organizational change agents must understand employee resistance and even cynicism toward change efforts to successfully implement change.

Change agents should understand the implications of change on stakeholders in an organization. Change can cause stress within an organization. Dahl (2011) in a quantitative study analyzing the relationship between organizational change and employee health reported a main finding that broad changes in an organization increase the likelihood that personnel will receive stress-related medications. Multiple changes in an organization appear to be related to increased employee stress. Emotional demands and not workload produced more negative evaluations of organizational change (Van Emmerick et al, 2009). The studies suggest that change agents should be aware of stress placed on employees when implementing change, and intervene to reduce the consequences of stress caused by change.

Robust design

The concept of robust design implies that an organization must remain flexible and not limit future opportunities (Kezar & Eckel, 2002). Findings within this theme address change implementation in higher education and its importance in the change process. The articles in this grouping were mainly qualitative studies using interviews as the primary data collection method; however, a quantitative study was included in the findings. While the weight of evidence in this theme suggests that collaborative structures with shared identities or vision increase opportunities for positive change, some studies relate the importance of sense making in the implementation process. Evidence indicates that resource dependence increases institutional responsiveness, while compromise is needed in implementing change at institutions with greater numbers of full-time faculty.

Goals.

Institutional goals are important in organizational change. The lack of clear goals inhibits organizational change. Several studies (Barnett, 2011; Macaulay et al., 2010; Marshall, 2010; Tierney, 1997) suggest that clear goals and purpose are vital in implementing change. Tierney (1997) found that new faculty felt like they lack control on how to succeed when the organization did not provide goals. The faculty knew they needed to produce, but without clear goals they did not know what to produce. Marshall (2011) in a quantitative study of 12 higher education institutions described the need for clearly articulated goals for technology to support organizational change rather than change as a response to technology. Lacking a strategic context may be a reason that technology has not driven organizational change. These studies document that a lack of clear organizational goals and a strategic perspective can inhibit organizational change.

Goals need support over a sustained period of time to create institutional change. Owen and Demb (2004) conducted a qualitative study at a community college involved in technology implementation that produced transformative change. The study reported that the unwavering commitment of leadership to the goal of technology implementation was sustained for over a decade. In this case, the sustained support of change goals was critical in technology implementation. While the study cannot be generalized, the findings demonstrate the importance of sustained commitment to new goals for successful implementation.

If a change initiative is not a part of an organizational priority, then it is less likely to be implemented. Holley (2009) suggested that change is best implemented if it is a part of the specific priorities and characteristics of the campus. Findings show that institutions that institute change which will alter structures should place importance in adding the goal in the

organization's mission. Owen and Demb (2004) suggested that resources supporting change effort demonstrates an institution's priority concerning the change initiative. The weight of evidence supports that major alterations in organizational structures in a change effort should be supported by the institution's goals, or units and actors responsible to carry out change are less likely to find support for implementation efforts.

Vision.

Transmitting a vision of change is important in implementing organizational change. A vision that is reinforced to stakeholders can align support for change. Macaulay, Yue and Thurlow (2010) found that a persistent compelling vision garnered change support and eventually changed opinions that were opposed. The weight of evidence supports creating one shared vision to implement successful change, but evidence exists that individuals construct their own vision. Barnett (2011) asserted that instead of one shared vision, members construct their own visions based on their experiences and institutional identity. The vision is shared or created individually based on experiences and institutional identity, without clarity of purpose individuals in an organization can become confused. Gallant's (2007) findings suggested that when there are disparities between what an institution says to do and what it actually does, institutional stakeholders are confused about the organization's purpose. Confusion can occur when artifacts and espoused values differ (Gallant, 2007). Evidence suggests that change implementation is hindered if a vision and purpose of change is not clearly articulated and the institution's purpose is in conflict.

Sense-making.

Sense-making is necessary for organizations to understand and implement change. Organization members should understand coming change in order to make sense and buy-in, or at least accept the change. Several studies (Barnett, 2011; Higgs & Rowland, 2011; Mills & Hvle, 2001; Kezar & Eckel, 2002; Volkoff et al., 2007) relate the importance of sense-making or understanding on the implementation of change. There are different methods for constituents to make sense of change in an organization. Documents serve as a means for stakeholder to make sense of their role in a change process (Barnett, 2011). Volkoff et al. (2007) in a qualitative study of how technology mediates change reported that theory helps managers make sense of differences of organizational element changeability and their timeframe for change. Evidence show that different methods are used for members to make sense of change but allowing and fostering understanding is an important component of implementing change.

Before effective change implementation, organizational members should understand the pending change. When members of an organization make sense of pending change, they are more likely to have the ability to implement the change. Mills and Hvle (2001) in a qualitative study of a new policy implementation at a higher education institution found that individual units had to make sense of the change requirements and formulate ways to accommodate the policy. Evidence suggest that implementation of change in an organization requires members at the unit level to understand and make sense of the requirements in order to formulate a strategy for implementation.

Staff development

Providing opportunities for staff members to train and develop increases the potential for change efforts to be successful. Organizations that develop staff members may find greater

success in implementing change efforts. Staff development is cited as an important strategy in transformative change (Kezar & Eckel, 2002). The findings suggest that staff development can enhance change initiatives. Van Emmerick et al. (2009) conducted a quantitative study examining employee evaluations of organizational change. The data suggests that opportunities for professional development are related to more favorable evaluations of organizational change. The evidence supports that staff development can produce favorable perceptions of change and help enable staff implementation of change.

Studies demonstrate the significance of staff development in change implementation. Holley's (2009) study affirmed that staff development was one of the most significant commitments to interdisciplinary change. Faculty cluster hires and institutional funding for interdisciplinary research was the most common method of staff development to promote interdisciplinary change. McCann (2010) found in implementing an e-assessment system, 43 of 58 respondents identified the need for staff development to increase or improve the use of the system. The respondents identified a need for more information and training to know what the system was. In McCann's study, staff development was identified as the most important factor in increasing the use of the new system.

Visible actions

The concept of visible actions relates to the advances in the change process that are noticeable. Kezar and Eckel (2002) illustrated the importance of people seeing their hard work making progress. Evidence of this theme is advanced in empirical studies. Harper and Hurtado (2007) synthesized research of campus racial climates. The study's findings suggested that on college campuses, administrators, faculty, and institutional researchers should proactively audit their campus climates to determine the need for change. As long as administrators voice a

commitment to diversity and multiculturalism without action, then dissatisfaction with campus climate will continue. Conducting a climate study can only be symbolic of institutional action, if filed away and no visible action occurs. The research reinforced that for transformational change to occur in the area of campus racial climates, visible actions are necessary.

Holley (2009) used Eckel and Kezar's (2002) framework for transformational change when conducting a qualitative study of 21 research universities' strategies for implementing interdisciplinary programs. Visible action was defined as "institutions make the long-term effort visible by highlighting progress; leaders set achievable short-term goals and ways to evidence progress" (Holley, 2009, p.337) Holley provided examples of visible action in interdisciplinary programs such as prioritizing construction of interdisciplinary buildings on campus and universities publicizing interdisciplinary conferences and speakers. Holley (2009) described visible action at one institution, "the construction on campus made the institution's verbal commitment to innovation, creativity, and interdisciplinary efforts visually apparent" (Holley, 2009, p. 340). Holley's findings support visible actions as a key component of transformational change.

In conducting a quantitative study of implementing an e-assessment system, McCann (2010) used Kezer and Eckel's (2002) five core change strategies framework. McCann defined visible actions as ways in which research learning (REAL) and its impact could be observed or could not. The study outlined challenges getting support from the faculty culture. Examples of visible actions were recommended to support change. Starting with pilot projects to see positive results and giving research credit for assessment work so it is seen as scholarly work are two examples of visible actions that could positively influence research learning (McCann, 2010). The study supports visible actions as a component to implement change.

Summary

A cultural framework provides the basis for the body of literature reviewed for this study. Cultural frames align with the methodology chosen for this study. Kezar and Eckel's (2002) five core change strategies and Tierney's (1988) six concepts of culture are two perspectives that use a cultural lens to investigate organizational change and were examined in this chapter. Themes of culture, change strategies, implementation, and change actors are common among empirical studies of organizational change. The review of organizational change literature provides a foundation for studying change in dining services. Chapter 3 is dedicated to outlining the research methods of this study.

METHODOLOGY

The purpose of this dissertation was to analyze organizational change in Dining Services and to document how such services are related to institutional growth and well-being. The motivation for the study was to understand the processes used to create and sustain organizational change during a period of enrollment growth. This chapter provides a brief overview of the dissertation's purpose and research questions; describes the research design, site selection, and rationale; outlines methods for collecting data; documents the approach to data analysis; and discusses ethical considerations.

Qualitative research was conducted to explore the change processes undertaken in dining services between 2003 and 2014 at a public four year research institution to support campus growth and encourage student success. The institution was selected because of the enrollment growth the institution experienced during the studied period, increasing enrollment from 20,333 in 2003 to 36,155 in 2014. Merriam (2009) identified four characteristics of qualitative research, noting "the focus is on process, understanding, and meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive; and the product is richly descriptive" (p.14). I selected qualitative research methods for this dissertation because, as Jacob and Furgerson (2012) asserted, the heart of qualitative research is "the desire to expose the human part of the story" (p. 1). The study attempted to establish the importance of dining services on campus culture and student success. The following research questions are examined in this dissertation:

1. How do dining services change to meet the needs of institutional growth?
2. What is the relationship between dining services and cultural change in a university?
3. How do the employees of dining service perceive their influence on the student experience?

Design and Rationale

A single site case study was used to investigate the phenomena of organizational change in dining services at the studied institution. Merriam defines a case study as an “in-depth description and analysis of a bounded system” (p.40). The *unit of analysis* of this study is residential on-campus dining facilities at the studied institution. Kezar and Eckel’s five core change strategies was the theoretical framework used for this study. I utilized a cultural lens to investigate the phenomena of organizational change. I selected a case study because the design allows research to be conducted on-site in a *naturalistic* setting and enables an immersion into the targeted organization. Marshall and Rossman (2011) related that when focusing on society and culture in a group, a program, or an organization, a case study approach is a typical strategy. Yin (2009) also suggested that case studies can be used in various situations to advance knowledge of “individual, group, organizational, social, political and related phenomena” (p.4). A case study as a method allows investigators to relate meaningful characteristics of real life events (Yin, 2009).

This dissertation is a case study of a single institution influenced by organizational change. The study takes place at a single institution where I am employed, which allowed access, but can also present problems. This is a bounded case study, with clear focus and narrow in scope (Savin-Baden & Major, 2013). However, there can be concerns by participants targeted for study to experience breaks in trust; furthermore, in academic settings people are aware of

issues like personal, institutional and occupational prestige (Alvesson, 2003). I respond to these concerns later in this chapter.

Alvesson (2003) related potential struggles conducting research in a researcher's own setting attempting to maintain both *closeness* and *distance*. Despite potential concerns, Alvesson expressed that researchers should not rule out inquiry into their own organization because closeness may be an asset as much as liability. Advantages include: the ability to observe naturally occurring events which may reduce the dependence of the researcher to rely on respondents accounts, the interview may provide richer content, and may allow better contact with the "natives" (Alvesson, 2003, p.172).

Setting and Rationale

The studied institution is a public flagship research institution with a Fall 2014 enrollment of 36,155 students and over 6,000 faculty and staff members (UA Factbook, 2014) Enrollment at the institution increased from 20,333 in the Fall of 2003 to 36,155 in the Fall of 2014, a 78% growth in 11 years. The institution has been ranked among the top 50 public universities in the nation in *U.S. News and World Report's* annual college rankings for more than a decade, and ranked 32nd among public universities in the 2013 rankings (UA Quick Facts, 2013).

Auxiliary Services is a division at many higher education institutions which provides a variety of business support services. The services typically generate revenue which allows the division to be self-sustaining and help financially support the overall institution. At the studied institution, Auxiliary Services consists of the following departments: Campus Dining, Action Card, Book Store/Retail Sales, Printing Services, Transportation Services, and Land Management. Dining Services is a department organizationally aligned under Auxiliary Services

that has experienced significant change in supporting the overall institution. Dining Services receives no state funds for operations, and is responsible for being self-sustaining and contributing to the campus general fund.

Dining Services is being investigated because I wanted to examine the phenomena of organizational change from the perspective of a support department outside of academic functions. This study investigated how enrollment growth impacts a support function at a growing research institution. A majority of the dining service locations at the institution are located in or near resident hall facilities, and on-campus residents are the primary patrons. In the Fall of 2013, there were 7,680 students living in on-campus resident hall facilities at the institution, compared to 3,807 in 2003. In 2013 over 1,387,473 meals were served at on-campus dining halls. Chapter one outlined different strategies that higher education institutions are using to meet financial shortfalls; however, limited empirical research has been conducted to investigate the cultural implications to departments charged with supporting those change strategies.

Dining Services at the studied institution is organized into three different food service operations: residential dining, retail dining and catering. This study focuses on the residential and retail dining operations at the institution.

The institution's Dining Services has increased food service locations 133% and seating capacity 164% from 2003 to 2013. In 2003, there were nine on-campus dining locations with a seating capacity of 1,339, increasing to 21 locations with a seating capacity of 3,538 in 2013.

The dining service operation is currently outsourced to a major food service vendor with university employees serving as contract administrators. The structure of the organization is included in Appendix D. The institution's Dining Services has been outsourced since 1965. The

current food service vendor has been a partner since 1992. The current food service vendor has provided service to the institution throughout the time period being investigated. Investigating organizational change from a cultural perspective, I understand that members from a contracted vendor may have a different view of change than members inside the institutional structure, but still provide a value perspective on institutional culture.

Additionally, food service at the university has increased in the following categories:

- Credit card & cash sales have increased 171% from 2006 (\$1,076,937) to 2013 (\$2,916,009);
- Meal Plan participation has increased 73% from 2006 (4,824) to 2013 (8,331);
- Dining Dollars usage has increased 42% from 2006 (\$7,819,769) to 2013 (\$11,141,276);
- Catering sales have increased 26% from 2006 (\$1,747,131) to 2013 (\$2,205,445).

Dining services at the institution projects revenue to be over 41 million dollars in 2014.

It is important to include that the studied institution has a mandatory First Year Experience Meal Plan and a mandatory Dining Dollars program. All first year students are automatically billed for an All Access meal plan for both the Fall and Spring semesters. Additionally, all undergraduate students enrolled in 9 credit hours or more on campus have a fee charged to their accounts which supplements the students dining needs. Dining dollars can be used at all dining locations on campus and certain off campus locations participate.

Numeric growth is demonstrated by the data provided by institutional records, but the data does not explain the implications the growth had on the department. The Dining Services department at the institution provides a setting that has experienced significant changes and offers relevant data concerning the cultural implications of organizational change to higher education support departments.

Data Collection

Following the approval of my College of Education dissertation committee and Institutional Review Board (IRB) approval, data collection began. This study used a case study design. Case studies use multiple data collection techniques to gather data. Yin (2009), uses a twofold approach to defining case study research:

1. A case study is an empirical inquiry that
 - Investigates a contemporary phenomenon in depth and within its real-life context, especially when
 - The boundaries between phenomenon and context are not clearly evident.
2. The case study inquiry
 - Copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
 - Relies on multiple sources of evidence, with data needing to converge in a triangulation fashion, and as another result
 - Benefits from the prior development of theoretical propositions to guide data collection and analysis (p. 18)

I used multiple interviews as my data collection technique for this study. This dissertation employs interviews to describe organizational change in Dining Services at the studied institution.

Table 2 *Timeline for Study*

Method	Target population	Frequency	Total number	Timeline
Individual Interviews	institution administrators	1x	10 individuals	May-June 2014
Individual Interviews	dining service employees	1x	10 individuals	May-June 2014

Interview

Interviews provided the primary source of data. Interviews as data collection is one method used to richly describe change from the lens of a participant. Patton (2002) described interviewing as a way the researcher is allowed to enter into the other person’s viewpoint. Merriam (2009) expressed that interviewing is necessary when “we are interested in past events that are impossible to replicate” (p.88). I found the interview technique necessary to greater understand the phenomenon of organizational change from the perspective of a participant instead of raw quantitative data. An interview participant can provide a dialog concerning a phenomenon where numbers may not give a complete description. The current case study investigates organizational change at a university. In order to get a deeper understanding of institutional context, participants were selected who had institutional knowledge both before and after organizational change. One criterion for participant selection was the length of employment. I selected participants who were employed at the institution for at least four years.

A semi-structured interview style was chosen as the technique for conducting the interview. Rubin and Rubin (2012) stated that the semi-structured interview is used when “the researcher has a specific topic to learn about, prepares a limited number of questions in advance,

and ask follow-up questions” (p.31). Eleven questions related to the topic of organizational change were developed for the study’s interview protocol. The attached interview protocol, with open ended questions, was used to collect interview data (Appendix B). The questions are specific to the topic but allowed open ended answers from the participant. A rapport was built with interviewees by establishing casual conversation prior to delving into interview questions. Once a rapport with the participant was established, casual conversations to clarify points from the semi-structured interview was available. Rubin and Rubin (2012) described casual conversation and in-passing clarifications as allowing missing pieces to be filled in or second thoughts to be collected.

The interviews took place in a setting comfortable for both the interviewer and the participants. Since the participants are members at the same institution there was an inherent potential for bias. In discussing bias in an academic setting, Alvesson (2003) relates that people are typically aware of personal, institutional, and occupational prestige and expressed concerns about a researcher’s organizational and professional loyalties. As an employee of the same institution, I understand the dynamics of the setting and the compatibility of the setting to the phenomenon being studied. Marshall and Rossman (2011) outlined problems conducting research as an insider, but reported the ability to gain access and establish rapport with participants as advantageous. The interviews were audio-taped and notes were taken at the interview’s conclusion. Content of the interview were transcribed and coded to look for themes that help explain the researched phenomena.

Purposeful sampling was employed to identify potential participants in the study. Purposeful sampling includes participants selected based on identifying who the most can be learned from (Merriam, 2009). The *selection criteria* I utilized for identifying sample members

was that they work directly or closely associated with Dining Services at the institution. The interview participants were either employees of the institution or employed by a third party vendor who operates the food service contract at the institution. Additionally, to capture data which covers a longitudinal perspective, participants were identified who have been associated with the department for at least a four year period of time. A four year or greater association with the department allowed the selected participants to have institutional knowledge of organizational change in the department. Twenty participants were identified and interviews conducted (Table 3). After the initial 15 participants were identified, I increased the interview sample by using *snowball sampling*. Patton (2002) described snowball sampling as asking key participants to provide other people who to talk to which increases the sample. Pseudonyms were used to protect the identity of the participants.

Ten administrators' employed by the studied institution were interviewed and 10 administrators' from the third party dining service provider were interviewed. The average time of employment at the institution by the university administrators was over 21 years; while contract vendor administrators averaged over six years of service at the institution.

Table 3 Dining Service Organizational Change Research Participants

Pseudonym	Description	Years Employed
Ms. Williams	University Administrator	32
Ms. Turner	University Administrator	30
Ms. Craft	University Administrator	12
Ms. Evans	University Administrator	8
Mr. Paul	Administrator	21 (7 at institution)
Mr. Martin	Administrator	15 (5 at institution)
Ms. Charles	Administrator	6
Ms. Brown	University Administrator	13
Ms. Kitchen	University Administrator	14
Ms. Bigham	University Administrator	15
Ms. Best	Administrator	5
Mr. Blum	Administrator	8
Mr. Sams	Administrator	4.5
Ms. Prince	Administrator	8
Ms. Taylor	Administrator	10
Ms. Foley	Administrator	7
Ms. Garner	Administrator	8
Ms. Blum	University Administrator	43
Ms. Mitchell	University Administrator	21
Ms. Bass	University Administrator	24

Interview data was recorded and transcribed verbatim. The electronic files were delivered to a transcriptionist who maintained the recordings in a protected electronic file. Each participant interview received a code to protect the identity of the participant. The transcribed files were reviewed for identifying participant information then the participant's name was blacken out to protect their identity. Hard copies of the documents were maintained in a locked filing cabinet.

Data Analysis

Analysis of data began immediately after data collection started. As research data expanded, it was imperative to manage the data in an organized system. I first compiled all of my case study data into a case study database. I made sense out of the data collected by as Merriam (2009) suggested, “consolidating, reducing, and interpreting what people have said and what the researcher has seen and read” (p. 176). I consolidated the compiled data and according to Savin-Baden and Major (2013), examined the case data in an effort to find data patterns

Throughout the data collection and analysis process, I jotted notes to insure that immersing themes were captured and details not missed. Initially, I read through observation notes and my first interview transcript looking for *categories* that help answer my research questions. Coding is the process of making notes next to portions of data that may be useful in answering research questions (Merrim, 2009). Open coding was the first step I used in *cutting* the data into smaller segments. Open coding was accomplished by making notes while reading through data and looking for categories. According to Savin-Baden and Major (2013), coding is typically done to either provide description or analysis. I used coding to provide an initial description of the data.

After the first stage of open coding, I used *axial* coding to further to make connections between identified categories. Axial coding is putting data back together by making connections between categories (Savin-Baden, 2013). The categories relevant to my research questions were connected in groupings to further dissect the data. In categorizing data to answer my research questions, Merrim (2009) outlined other considerations including:

- 1) “be sensitive to the data as possible;
- 2) be exhaustive (enough categories to encompass all relevant data);

- 3) be mutually exclusive (a relevant unit of data can be placed in only one category);
- 4) be conceptually congruent (all categories are at the same conceptual level)” (p. 186).

Coding and categories discovered were converted into themes. I used a classification scheme based on Kezar and Eckel’s (2002) five core change strategies to provide a framework to place emerging themes into a comparison matrix. The framework was used to guide my data analysis and to report findings. Themes that emerged outside of the framework were identified and discussed in the findings section.

I used a *cognitive map* to order patterns in the data. A cognitive map is a visual representation of my interpretation of the data (Northcott, 1996). A visual map was created to map coded data into theme groupings. Using a cognitive map to organize the collected data allowed a more deliberate approach to data interpretation and provided a simple organizational tool for the researcher.

Ethical Considerations

Ethics were an overriding concern in all data collection methods used in this study. In full disclosure, I am employed at the researched institution and work in the same division as the studied department. While I am not a complete *insider* to the department, my position inside the institution was known by members of the studied department. There was no direct or indirect supervisory role to the participants involved in this study. While observing my own organization can be problematic, I acknowledge the potential for bias, but note that the benefit of access helped in observing cultural dynamics of the department. Concerning bias, Savin-Baden and Major (2013) asserted, “A researcher is never neutral and bias free...there are degrees of neutrality”(p. 397).

Ethical considerations are important in any study, but paramount when interviewing participants concerning work experiences at their current place of employment. Marshall and Rossman (2011) discussed ethical issues in conducting research and expressed the importance of moral principles guiding research. In designing a qualitative case study, emphasis in respect for individuals is paramount (Marshall & Rossman, 2011; Savin-Baden & Major, 2013). In conducting qualitative case study research, the researcher is the primary instrument of the data collection and analysis; therefore, integrity and an awareness of bias was a consideration in presenting findings (Merriam, 2009). I outlined ethical considerations with all participants, providing clear intent of the research and offered a copy of the transcripts for the participants' review. A participant informed consent form, approved by the studied institution's Institutional Review Board (IRB), was distributed and signed by all interview participants. At the local level it is difficult to protect the identity of participants (Merriam, 2009). I explained potential risk to participants and took steps to minimize risk. Pseudonyms were used to protect the identity of the participants and no specific job titles are disclosed. All data collected were file protected and the identity of participants maintained separately from data collected. Audio recordings did not provide the participants name and were labeled by numeric code. In writing the findings, I was careful to avoid providing information that would inadvertently disclose the participant's identity. Despite steps taken to protect the participants' identity, there are risks that the participant may be recognized because of the specialized nature of the studied department.

To ensure this study is *trustworthy*, I used strategies for maintaining validity and reliability. Triangulation, *member checks* and an *audit trail* are common strategies that were employed for ensuring both reliability and validity (Merriam, 2009). The validity and reliability of the study was cross checked by triangulation, member checks and an audit trail. Savin-Baden

and Major (2013) suggested that using multiple methods “can provide greater understanding and can provide an additional layer of triangulation” (p. 449). Triangulation occurred by using multiple methods and sources of data to confirm findings. Member checks were conducted by sharing the data and my provisional interpretation with the participants to authenticate the plausibility of my findings. I shared my interpretation of the data with two participants who confirmed my interpretation. Ms. Craft shared, “this is great!—I think your interpretation is spot on!” Ms. Kitchen confirmed, “this looks great!” However, she questioned cashiers developing mentoring roles with students. After I further explained the data demonstrated that cashiers provided a paternal and maternal figure to students, Ms. Kitchen said, “I agree with that.”

Throughout data collection and analysis, a detailed account of methods and procedures was documented to maintain an audit trail of this study. Conducting *close up* research at my own institution had the potential for bias, but strategies were employed to minimize the risk (Alvesson, 2003). A qualitative case study employs thick descriptions and multiple data collection methods, which I employed to reduce bias and support the validity of the findings.

Summary

The purpose of this chapter was to detail research strategies I employed in seeking answers to research questions concerning organizational change in dining services. In this chapter, I described the research topic and rationale for using a qualitative design to study the topic. The decision to use a case study approach to delve into the cultural aspect of change, as well as the rationale for conducting a single site study at the institution where I am employed was outlined. Lastly, the methods were used to collect data were described and ethical considerations discussed.

RESULTS

Students are looking at the amenities that go along with the college education because they don't really know. They're not for sure, I want to be a chemical engineer or I want to be a financial manager or something like that. So they come and look at the total picture that you have. And I think food service plays into that big time. (Ms. Williams, university administrator)

This chapter presents the analysis from the data collected in this study. Dining Services play an important role in institutional growth and well-being. There are cultural implications when there is organizational change on a campus. Change at the higher education institution featured in this study was primarily the result of an intentional goal to increase enrollment. In terms of the goal of increasing enrollment, the focus institution increased enrollment by 78% over a ten year period from 20,290 in 2003 to 36,155 in 2014. The institutional goal of increasing enrollment had cultural implications for Dining Services at the institution. Dining Services at the institution changed processes to support the institutional growth. Dramatic increases in enrollment required a cultural shift in order to successfully support the change. The data presented in this chapter is from the perspective of institutional members who work inside, or work closely with Dining Services at the institution. Additionally, archival data is presented. Data show that organizational change comes with both success and challenges.

As discussed in chapter three, participants were drawn from both institutional personnel and administrators from a third party food service vendor. The participants ranged from location managers to senior administrators. Both institutional employees and third party vendor employee perspectives were intentionally solicited, since a majority of higher education institutions contract the operation of Dining Services out to a third party vendor. Both

perspectives detail the importance of integrating into a campus culture in order for there to be a seamless operation supporting overall institutional change goals. In this study, participants referred to the institutional name for Dining Service and not the vendor name. Throughout this chapter, Dining Services is the term used to refer to the studied department at this institution. The relationship in Dining Services between the institution and vendor appeared to be a partnership approach to meet institutional goals.

In this chapter, I explore both the processes used for change in Dining Service and the cultural implications of the change. A cultural lens is used to present the data. Kezar and Eckel’s (2002) five core change strategies provide the framework for analyzing data collected. The data were obtained from semi-structured interviews. Data collected were coded into themes provided by the theoretical framework; however, themes were not limited to the theoretical frame and other themes that emerged are discussed. The data is primarily drawn from the voices of the participants, each having intimate knowledge of Dining Services at the institution.

Table 4 *Examples of Cultural Influences on Dining Services*

Cultural Influence	Institutional Example
Culture of Excellence	Expectation of excellence by leadership
Building Trust	Vendor director invited and attending institutional leadership meetings
Community	Dining Services providing atmosphere to build Community, providing a meeting place
Facilities	Designing and building new state of the art dining halls, new food court, grab and go shops
Method and Delivery	Greater variety, dining as an experience, all access plans, providing options for students with food allergies, expanding hours of operation, national brands, culturally appropriate meals for the international population

Cultural Lens

So we are a good place for a food service company to be. Food service companies like to be associated with winners and we're winners on the field, off the field, academic wise, student oriented wise. (Ms. Blum, university administrator)

Using a cultural lens, there were cultural influences identified that had implications for Dining Services. The subsequent section outlines cultural influences that advanced change in Dining Services. Table four summarizes data presented in this section.

Culture of Excellence

The institutional culture drove the cultural change in Dining Service. A theme that permeated throughout all the participants was a culture of excellence. The voices of the participants shared a pride and commitment to excellent that was greater than Dining Service; it was an expectation of the campus culture. Ms. Kitchen, university administrator, shared, "Like I always said, my goal is for the University to have the best Dining Services in the country. We have a history of greatness, and food service needs to be included in that." The institution's culture of excellence is understood and embraced by the contracted Dining Services vendor.

One of the great things about being at [this institution] is that high demand, high push, and high competitive nature to be number one in whatever we do. So we really live that in Dining Services as well. We want to be the best in the nation. We apply ourselves and challenge ourselves and enter competitions for that to make sure we're in the top. So I think the competitive nature kind of bleeds through everything at this institution. Everybody's competitive. Everybody's in the top, whether it's academics or athletics or business-wise. Everyone wants to drive. Student affairs wants the best, highest satisfaction rates, and financial affairs wants the best enrollment and drive and keep the motor running as they say. (Mr. Paul, contract vendor senior administrator)

The institution has a history of success in athletics and academics which seems to drive the perception of a culture of excellence. Mr. Sams, contract vendor administrator, provided insight into the campus culture: "Specifically here on this campus, we're looked to as the best at what

we do. It kind of correlates with what the University itself does. They strive to be the best at sports, education, whatever we're doing, right?" Excellence includes expectations that both institutional employees and contract service employees are challenged to obtain.

The culture of excellence has allowed Dining Services to become a showcase for the food service vendor and the institution. "Our administration likes that we are a showcase, that they use us all the time. ... has done a lot of their training here for other schools. They'll bring in their chefs here because our facilities are so good," noted Ms. Bass. Mr. Charles confirmed,

We pride ourselves on being the best at what we do. We really do. We get acclaim and get recognized throughout our company for the service that we provide here on this campus." It's known throughout It's a notch above everything else.

"This campus is now a flagship campus. ... brings people here all over the country to show off," said Ms. Blum. Several participants, both university administrators and vendor administrators, discussed, with pride, the fact that Dining Services had become an operation perceived as synonymous with a flagship institution.

Building Trust

Evidence suggests that an understanding of campus culture is important for change to be successfully implemented. Data revealed a key aspect of the successful partnership between university administration and the contracted vendor at the institution is a culture of trust. The concept of trust appeared to be important to both university and contract vendor administrators.

Honestly, in my twenty-five years, there aren't many clients like the clients at the University. They are a partner. It's not a vendor relationship. It's a true partner relationship. Even though we have to be sensitive on terms and words we use in our vocabulary every day, it has to be a win-win for both sides, and that has been always the case since I've been here in six years. And I find it to be more, as the years go on that I spend here, the trust has gotten so great that [the new restaurant just brought to campus], you know, we drew on a napkin. (Mr. Paul, contract vendor senior administrator)

Mr. Paul further expressed that trust is earned, “you can’t just get trust by wearing an ... t-shirt.” Trust was developed by Dining Services understanding and meeting the institutions’ expectations of excellence. Ms. Vest, a contract vendor administrator, echoed the importance of trust in implementing change, “so senior leadership from the University helps us change by being a fantastic partner... [and] they trust us to do it.”

University administration demonstrated the culture of trust by having the contract vendor leadership involved in staff meetings where all direct reports were communicating. Ms. Bass, a university administrator, provided an example of developing trust: “whoever the director of ... Dining is at the director’s table. He is at every director’s meeting, or whoever he sends. But they are at the table. So they know what’s going on.” In addition to having a seat at the director level of the institution, the contract vendor has access to the highest level leadership at the institution.

Evidence of the developed level of trust is demonstrated in the fact that Dining Services at the institution is called by the institution name and not the contract vendor’s name. The name of Dining Services at the institution is [name of the institution] Dining because the institution wants the campus community to see one team, and also wants the employees to feel integrated in the campus. Ms. Best shared, “The University and ... have worked very, very hard over the past 17 years to make it such a seamless identity where students – most students don’t even know ... is the one running it. They think it’s the University, and they just know it says [name of the institution] Dining.” Ms. Craft further shared the importance of a seamless integration in Dining Services with the contract vendor.

Lots of schools that you go to you’ll see ... running the campus dining facilities. You’ll see But we call ourselves [name of the institution] Dining because we are one team. We all work together to meet the goals of the University. So their goals are our goals, and we also help them with their goals or their mission or their visions. So we kind of work together as one big team. (Ms. Craft, university administrator)

Mr. Martin, contract vendor administrator, expressed the importance of meeting the expectations of the institution: “So it’s very important that everything that the University expects from all of their faculty and all of their staff is instilled in our staff as well, from the hospitality to providing an effortless experience when they walk into one of our locations.” The effort to have one identity in Dining Services at the institution was a consistent example of cultural integration in Dining Services given by participants.

Communication provided a mechanism for change and building trust. Listening and responding to stakeholder needs was important in transforming Dining Services. Mr. Paul shared, “I think culturally we kind of changed our philosophy seven years ago and probably at first started with not having "no" in a response to customers.” Mr. Paul provided an example of how communication and responsiveness transformed the perception of Dining Service.

When I arrived, we had a stack of resolutions on the desk that had not been even discussed with SGA that were just sitting there that were issues my first week. We look back, and because we stopped saying no to folks and started listening to folks and gave the customers what they want, they’ll pretty much tell you the path you need to be on if you listen. (Mr. Paul)

Communication was cited by many of the participants and appeared to be a strength in Dining Services ability to implement change and function seamlessly together. Communication was critical in building trust and implementing change at the institution.

Community

Data suggest that Dining Services at the institution played a critical role in changing the campus culture. Dining Services was used as an intentional strategy to increase campus community. Mr. Paul shared that leadership at the institution saw Dining Services as a generator for building community. He said:

The kick here with the university, which Chancellor ...instituted when he was the President, was Dining Services is really the generator for it to be a sense of community, a belonging to, and so we really treat dining operations in that way.

Dining Services was used as a mechanism to transform campus culture. Several administrators recalled the campus prior to change strategies being implemented to increase enrollment and a greater sense of community. Ms. Kitchen recalled when she first started working at the institution, “students were not out and about.” The campus environment changed with mandatory residency, meal plans and the transportation system. “I think it created a culture of being out there and being together,” she concluded.

Ms. Blum, a senior administrator with a student affairs background, shared that resident hall designs have changed to a private bedroom and a very private bathroom design with less interaction and community. She cited Dining Services and recreation centers as areas that help create community and student interaction. Ms. Turner, a university administrator, related how Dining Services promotes community: “so I think community is one thing [Dining Services provides] and even students who live off campus, it’s another gathering place and gathering point.” Likewise, Ms. Brown, a university administrator, reinforced the cultural influence that Dining Services has on the institution. Describing the cultural change, Ms. Brown said, “you could walk over to the [student center] to the post office or something, and you’d see just a handful of students. Now you go over there and it’s a hub. I see more interactions among students when they’re at the dining halls than I do anywhere else.”

Facilities

An area that has changed in Dining Services and is constantly evolving is the design of facilities. Data show that facilities must keep up with the current culture at an institution. A consistent theme analyzing Dining Services is the cultural influence of designing facilities.

While there is a pragmatic necessity to build facilities during periods of enrollment growth, institutional culture should influence the design. Ms. Evans shared, “The whole Dining Services model has certainly changed for higher education from, you know, the old cafeteria straight line style, you know, three meals a day during traditional meal periods to the all you can eat, all access.” Designs have changed to meet the cultural demands in Dining Services. Ms. Mitchell, a senior university administrator, said from her perspective talking to students, lunch has to be “quick and convenient.” The institution has numerous dining facilities, between 25 and 30, from retail Grab and Go locations to large dining facilities that seat hundreds of customers.

The locations and number of facilities have increased and shifted to support change at the institution. Dining Services at the institution intentionally added locations to support a greater population. The institution’s Dining Services logo represents this philosophy, “[name of the institution] Dining, It’s on your way.” Ms. Williams discussed the cultural shift:

So we’ve taken the approach that we need to be serving the commuter student; we need to be serving the Greek student. We need to serve the upper classmen as much as we serve the residential freshmen. And that has changed our planning for Dining Service.

Additionally, locations have been added in academic buildings to support a culture of quick and convenient. Data show that Dining Services strategically added locations to support campus growth.

Institutional culture is often displayed in the campus facilities. Dining Services facilities at the institution mirror the campus culture of excellence. “If you have crappy facilities and you have two schools that are academically equal, I’m sorry, but facilities [makes a difference].” (Ms. Evans) Dining Services used the campus culture of excellence to show senior administration the importance of aligning facilities with the challenge of being excellent. Early in the change process, Dining Services administrators met with institutional senior leaders and

showed them the former facilities and share a vision of facilities to support institutional goals. Ms. Kitchen explained, “to recruit and retain the best and brightest, you have to have great facilities.” Several administrators were excited to talk about new dining facilities that were being completed.

Method and Delivery

Student eating patterns change; therefore, Dining Services must understand cultural changes and respond. Dining Services has evolved from traditional lines serving a meat and three vegetables to whatever the current campus culture demands. Data demonstrated that Dining Services must be aware of cultural changes and change methods and delivery of dining. Ms. Bass, a university administrator who is a member of the food service committee, expressed the importance of Dining Services keeping up with the latest eating trends.

Dining Services has evolved from just locations to eat meals to providing the customer with an experience. “There is even how it is served, not only what is served, but how it’s served,” said Ms. Blum. Data show that Dining Services’ successful change is more than just food, but the customer also wants a positive experience.

It’s more than just hot dogs and fries. It’s the experience when they come into the dining hall. It’s having fun things for them to do, keeping them engaged, keeping the menu different and whatnot because the student does not want to come in every day and eat the same bologna sandwich. (Ms. Best)

Ms. Vest cited a pragmatic need for creating an experience in Dining Services, “I think it is food in general and how you present and the experience you create sells meal plans—it sells tuitions.” Dining Services at the institution understands the importance of creating an atmosphere that draws student involvement.

Dining Services employees perceive they have an important role in student development. An area that Dining Services at the institution creates a positive experience for students is an effort to provide students with a touch of home. Numerous examples were provided that demonstrated the influence Dining Services has in providing an experience that promotes student development. Mr. Sams said, "I've got a couple of employees, [name of the person] in particular; she's like mom to the kids." He continued, "I mean, they come by in between classes and just stand at her register and talk to her for a minute if she's not busy. Ms. [name] is the same way out here, Ms. [name]." Other administrators shared similar stories. Ms. Best articulated her belief of the importance of Dining Services to student development. She concluded, "There's a study done that students that have a meal plan and eat in the dining halls are more likely to stay in school and to do better in their studies just because they have that networking and they have that support." The positive experience and efforts to provide comforts of home make Dining Services key players in recruiting and retaining students.

Having a variety of food options is an area that Dining Services has changed to meet cultural demands. Ms. Turner, a university administrator, in reflecting on cultural change in Dining Services said, "I'd say the biggest change in the last few years is just with the huge growth in enrollment has been the larger number or greater options, number of options and locations." She reflected as a long time employee and former student how Dining Services has evolved from "very traditional, very monotonous" to offering a large number of options. Ms. Kitchen confirmed the importance of having options for customers. "They specifically say that they [students] like the variety of food that we offer because, you know, at any dining hall there are six to twelve stations that they can choose from," she concluded. Data show that Dining Services must have a variety of options to meet the needs of a diverse and changing population.

In addition to providing variety, Dining Services must maintain an awareness of allergies and special dietary needs. Evidence demonstrates that being aware of cultural changes such as allergies and special dietary needs is critical for Dining Services to meet the needs of a growing population. Ms. Foley shared the importance of being aware and accommodating special dietary needs. She shared the experience of receiving a letter from a family that choose the institution over another one; Dining Services was equipped and willing to serve gluten free meals for their daughter, but the other institution would not even consider doing another menu.

It's the fact that we are offering cutting edge options and we're offering vegan options, vegetarian options, gluten-free options, and we are set up to do that so we don't cross-contaminate. We are, again, the experts, and we – so the parent can feel assured that their child will be taken care of if they're coming here to school. (Ms. Foley)

Understanding food allergies and special dietary needs are an important cultural shift that Dining Services had to embrace in order to meet the needs of a changing population.

Eating patterns change in the student population; therefore, Dining Services adapts to changing patterns. The institution evolved from traditional meals and times to offering All Access meal plans, which offer students expanded options to eat meals and grab snacks throughout the day and during non-traditional hours. Ms. Blum gave insight on the current shift in eating patterns.

But students eat different today. Many of them just don't sit down and eat. And you probably see this from your teenagers. They don't necessarily eat three meals a day. They kind of graze all through the day. They stop in the morning, you know, and maybe get a banana and a cup of coffee. And then around mid-morning, they might go in and get something else and something to drink. Then lunch, they might – you know, they just kind of graze all day long. And it's all night to whatever time in the morning. But they just don't sit down and eat full meals like we did. (Ms. Blum)

Ms. Evans reinforced, “The whole Dining Services model has certainly changed for higher education from, you know, the old cafeteria straight line style, you know, three meals a day

during traditional meal periods to the all you can eat, all access.” Data suggest Dining Services must stay attuned to student eating patterns in order to serve a growing population.

An important cultural consideration that influenced change in Dining Services at the institution is the importance of national brands. Partnering with national brands was a culture shift for Dining Services. Mr. Martin, Retail Food Service Director, shared, “So we had to make a big cultural change here at...and as well as a company in partnering ourselves with brands that were very strong that showed very good successes with this age group of young adults.” Data show that national brands are important to students and necessary to support a diverse population. Mr. Martin explained the importance of nation brands in meeting the needs of the campus international student population.

They [international population] don’t expect to get the cuisine level that they would get in their own country because honestly, there are many spices that they use in a traditional cuisine that we may not be able to get here, or it may not be the most affordable to get here. But we also use our national brands because national brands like Wendy’s, Burger King, Chic-fil-a, companies like that, Pizza Hut, believe it or not, they are all over the world. And a prime example is when we had our Burger King in the food court, we had a very large international contingency that ate at Burger King every single day. They knew what the product was. They knew the quality of the product they were always going to get, and it was something they enjoyed. (Mr. Martin)

Embracing national brands was important in supporting change at the institution, but challenges exist in insuring exact product standards are maintained. Dining Services must maintain the same product standard and taste as any brand they sell, or diminish the franchise reliability.

Cultural implications which influenced change in Dining Services at the studied institution are outlined in this section. Data demonstrates that cultural changes helped guide Dining Services to make changes necessary to support institutional growth. The data support the importance of institutional culture in organizational decision making.

Kezar and Eckel’s Five Core Change Strategies

The following section presents data that aligned with Kezar and Eckel’s (2002) five core change strategies.

Table 5 Examples of Five Core Change Strategies in Dining Service

Change Strategy	Institutional Example
Senior administrative support	Providing bond money for construction
Collaborative Design	Working with Campus Master Planning on future concepts
Robust design	Flexible planning for new concepts
Staff Development	Promoting hourly employees to management
Visible Actions	Building new dining facilities

Senior administrative support

I don’t know that there’s another campus in America that has had the support that we have. (Ms. Williams)

At the focus institution, data demonstrate the importance of leadership in driving and supporting change. Evidence confirms that leadership from both university administrators and vendor administration was vital in implementing change. A consistent trend in the narratives of the participants is how senior leaders provide vision, accessibility and financial support to implement change. Cultural expectations required strong leaders at all levels of the organization in order to implement change in Dining Service.

The institutional demands required dynamic leaders to meet high expectations. The culture of excellence at the institution required the right leadership in both university administration and vendor administration. One senior university administrator expressed:

We're lucky right now because we've had good food service directors, and we've had food service directors that weren't cream of the crop. And right now, since ... has been here, he has been very, very good. I mean, he really transformed this campus. And when he first got here, there were just a couple of managers for the whole campus, and he really, really worked very, very hard to get the company to invest in more and more to management on campus, and that has really made a difference. Every facility now has managers, and some of them have assistant managers. And they really invested in their facility and really, really take pride. (Ms. Blum, senior university administrator)

While a dynamic leader was a driving force to implement change, the institution went through several Dining Services administrators before finding the right fit. Ms. Kitchen shared the challenge of finding the right dining director to implement change, noting "my first six years here we had eight different directors." Ms. Bass, a university administrator, expressed the importance of having the right fit in leadership roles: "the most important thing is who –[the food service vendor] – who they've got on campus, their manager. And we've not always had the best. We've had a couple in there that didn't last very long here." Evidence shows that leadership from both the institution and contract vendor should "fit" the campus culture in order to successfully implement change.

Vision.

A key component of senior administrative support is vision. Vision provides guidance for members to know the direction senior leaders want an organization to pursue. Ms. Foley suggested, "from top down, we've had a clear vision about what our mission is, and we're constantly reminded about it." Ms. Williams, a senior university administrator, shared how she was involved in the first meetings with a new university president in 2003, where he shared his vision for campus enrollment growth. He shared his vision of mandatory first year housing, which he believed would be key to building the community that needed to be built for enrollment to grow. A result of the initial vision provided by the university president was the idea of a

mandatory meal plan, in order to generate the necessary revenue to build dining facilities to support campus growth. Mandatory first year housing and mandatory dining plans were a catalyst for building the infrastructure to meet the vision of enrollment growth. Ms. Kitchen reinforced the importance of senior leader support to implement change: “I think he was such a visionary---he said you put your foot on the gas pedal, and it does not matter what the economy does, you move forward.”

The direct level supervision in Dining Services expressed the importance of Senior Leader support. A consistent theme mentioned was the vision that senior leaders provided. As Ms. Foley, a location manager expressed:

Again, their vision. He energizes us; he leads us; he supports us. If we run into an obstacle that we can't overcome, all we've got to do is whisper it to ..., and he will make it happen. So he's what you want in a leadership position. I'm amazed at his vision, and it's like he's a mind reader. It's like he can predict the future.

Ms. Prince, a location manager, shared similar thoughts concerning leadership providing vision and expectations, but allowing her to be creative to carry out the expectations. Mr. Sams, a manager over several retail locations, related the importance of senior leadership providing the vision and expectations then holding people accountable to meet the expectations. He concluded, “If you don't go back and follow-up and hold it accountable, it doesn't do you any good, and he will definitely do that.”

The ability to share a vision and hold people accountable is possible at the institution because the leadership leads by modeling for other members. Examples were provided from both institutional staff members and vendor staff members that describe strong leadership qualities. One new manager shared,

From every interaction I've ever had with her throughout the six years, she is the most supportive, could not ask for a better client. During the snow storm, I'm running around moving food from product to product this last spring, get over to [the residence hall], and

she's got a sanitizer bucket and a rag wiping up tables and cleaning up after people as they're getting up because she wants to help and she sees our people coming in here. So what I think as far as the senior leadership, pretty high, [they] do anything to support us. (Mr. Charles)

Another manager described characteristics demonstrated by a Dining Services senior leader that inspires others to want to follow the leader.

He's involved with the staff. He's not behind the line every day, but you'll see him. He'll come in. He'll pop in. He's not the guy that just walks around pointing fingers. He'll come down here, and if he doesn't like something, the way something is being done, he'll actually get his hands dirty, work with you. I think it takes that. He knows how to do all the things. He knows how to coach, grow, and he's going to hold you accountable. (Mr. Sams)

Evidence demonstrated the importance of strong leadership in implementing change strategies.

Having access to senior leadership was critical for Dining Services in implementing change at the institution. Not all Dining Services administrators have access to the highest level leadership of an institution. Evidence indicates that an important factor in the success of Dining Services at the institution was the ability of administrators to have access to, and support from senior leaders. Mr. Paul, a contract vendor senior administrator, offered, "there are many, many, many, many, many accounts that the highest level you'll get to is maybe the [director] level. Well, we all know the real decisions being made are three levels above that, right?" He continued, "And so I think by driving a plan our first year, having the [president] support us and kind of validate us for the faculty and staff, having [Associate VP] support and validation and [VP of Financial Affairs] support." This support was crucial. Mr. Paul concluded, "validation was the foundation that we were able to use to build great relationships with folks."

Access to senior leadership provides Dining Services insight on the overall plans of the institution. Mr. Martin explained how access to senior leadership at the institution supports Dining Services leadership.

I'm always impressed with the amount of insight that our resident district manager has. We refer to it as the crystal ball. He always seems to know what's coming way in advance, and I think that's because he has integrated and developed relationships at the highest level of the University, and not only the University. (Mr. Martin)

Evidence was provided that senior leaders were willing to get involved in the success of Dining Service. Ms. Bigham, a university administrator, spoke of the time when a whole room full of senior administrators were brainstorming how to make up the difference in food service options for students because one of the new facilities would not be ready at the start of school. Ms. Craft shared the importance of having senior leader "buy in" in order to implement change in Dining Service. Ms. Bass provided examples of how senior leadership supported Dining Services even during controversial changes. In implementing programs such as mandatory meal plans for freshman and minimum Dining Dollars, Ms. Bass shared, "That was a bit controversial, but they had total support."

A tangible example of senior administrative support in implementing change is seen in the area of financial support. The willingness of senior leaders to take risk and provide bond money to support growth in Dining Services was evident at the institution. "You've got to invest to grow, and you've got to take risks to grow," said Ms. Vest, an contract vendor administrator. Ms. Brown shared, "I think administration is always willing to listen to new ideas and willing to step out there and put the money out to kind of help with the new locations." Evidence confirmed that Dining Services at the institution was able to grow and change partly because the willingness of senior leadership to invest in dining by providing bond money.

Collaborative leadership

Part of your job is to network on campus, develop new resources and new contacts. (Ms. Foley)

Successful change does not happen in a vacuum, but through developed relationships. Dining Services at the institution developed both internal and external collaborative relationships that supported change at the institution. In order to successfully support institutional change, Dining Services had to collaborate with stakeholders from all levels of the institution, and develop external relationships. Collaborative leadership is one of the evaluation criteria for managers in Dining Services at the institution.

Internal relationships.

With a vendor managing the operation of Dining Services at the institution, data supports that collaborative leadership is paramount in successful dining operations. The primary collaborative relationship starts with the relationship between the vendor and the institutions' food service administration. Ms. Bigham shared, "I think you just need agree and know each other's vision before you hire that outside vendor." The importance of the collaborative relationship was espoused by Ms. Craft, who noted that "it's very important because we all have to work together." She further stated, "I think it's just a very collaborative thing because if one person doesn't know, they know who they can call to get an answer as far as the vendor and us." Data show that collaboration between the vendor and the institutions' food service administration occurred daily and the relationship was a partnership with a shared vision.

Collaborative relationships between Dining Services and other campus stakeholders were vital to successful change implementation at the institution. Dining Services leaders shared the importance of forging collaborative relationships. Ms. Williams stressed, "you've got to have a seat at the table in the decision-making process." Ms. Kitchen indicated that collaboration is mutually beneficial: "Be out there and connect with those different people to have that

collaboration so that they know you want them to be successful and for them to know how they can help make you successful.”

Campus Master planning and Construction Administration were identified as important partners in Dining Services ability to plan for campus change. Being a part of the campus master plan with the ability to provide input into future plans was vital for Dining Service. Ms. Williams shared how the Dining Services master plan was integrated into the campus master plan. Additionally, in a growing change environment, an important collaborative partner for Dining Services is construction administration. Dining Services developed relationships in construction administration to be included in future construction projects on campus and to tap into their expertise in designing and building future projects. Dining Services administrators shared the significance of collaborating with construction administration concerning potential Dining Services' needs.

Construction administration has got to have [Dining Services] in the top of their mind, we're building this new building. Do we need food service in it? Should we put food service in it? Where should we put food service? What do we need to allocate for it? So you've got to have an advocate in construction. (Ms. Williams)

Collaboration with construction administration was helpful for Dining Services to plan for future expansion. Evidence supports the importance of collaborating with the Master Planning Committee and Construction Administration in order to help plan for campus growth.

Student Affairs encompassed several collaborative partnerships necessary to meet the needs of Dining Services primary customers. Meeting the needs of students and future students is a primary function of Dining Services; therefore, collaboration with Student Affairs is vital. Housing, Greek Affairs, Parent Programs, Student Orientation, and Recruiting are just a few of the areas in Student Affairs that Dining Services collaborates with to meet the needs of a changing student population.

Participants gave several examples of the benefits of collaborative relationships with Student Affairs. Ms. Kitchen shared how collaborative relationships with housing fostered support for Dining Services to be included in a new housing project. Housing leadership told her, “Oh, my gosh, we are so happy. We have been just begging for you guys to get in there.” She further said,

They [housing] saw the value of what we could bring to their facility and the quality of or the satisfaction of the people that will be coming through the building by providing those Service to the students. So sometimes it’s a long road to build those relationships. But you have to have a consistent history of results and collaboration and coordination and build a reputation of integrity.

Collaborative relationships with Parent Programs and recruitment proved to be mutually supportive to meet overall institutional goals. Ms. Craft articulated the mutual benefits of collaborating with orientation programs. “We do a lot of things with parent orientation because they’re the ones that bring the students in. We may help, you know, show them that, yeah, our food is good, but they organize all the people that are coming here,” she said. Mr. Martin shared how Dining Services collaborates with Student Affairs to support the international student population.

I think that we’ve done a good job in partnering with student affairs as well in creating cultural catering events where we have gone out and we picked ten or twelve countries, and we’ve selected one or two small menus, sort of grab and go menu items, and then we’ve invited the student population to attend so that they can begin to understand the different flavors of different cultures. So I think that that has helped with our international community because they have actually attended those events, and I’ve watched them sort of have conversations about what their cultural food is like. (Mr. Martin)

In addition to collaborating with Student Affairs administration, Dining Services values collaboration with students. Students are Dining Service’s primary customers; therefore, Dining Services worked closely with students to get their insight on dining. Ms. Best demonstrated the

importance placed on collaborating with students. She concluded, “We have not put in a location without getting the feedback from the students saying that they do want that location.”

Dining Services administrators provided other examples of internal collaborative relationships cultivated throughout the institution. Areas such as Academic Affairs, Transportation Service, Facilities, Office of Information Technology, and Athletics were discussed as stakeholders where collaborative relations were developed. Evidence suggests that forging internal collaborative relationships was a strength that supported change in Dining Service.

External relationships.

Dining Services at the institution exhibited collaboration with the local community, which was important in cultural integration and meeting the needs of a growing campus community. University administrators expressed the importance of external collaborative relationship when first implementing changes in Dining Service. Several participants shared that mandatory meal plans were controversial with some local restaurant owners. Implementing mandatory meal plans involved collaboration between Dining Services and local business owners to reassure the town gown relationship.

Dining Services at the institution has been a champion in the local community, forming collaborative relationships that has enhanced the town gown relationship and supported change. Ms. Bass shared an example of Dining Services contribution to the local community. “By helping the community and what they’ve done after the tornado,” she offered, “it’s amazing the thousands and thousands and thousands of dollars they gave to the community. They were incredible partners at that time.” Dining Services is connected to the local community and demonstrates the importance of giving back.

The support Dining Services has shown the local community has fostered opportunities to collaborate in change ideas. As a large employer, Dining Services has a voice with members of the local government. “We’re one of the largest employers in the city--we hope to have seven to eight hundred employees by fall,” said Ms. Blum. Dining Services at the institution partnered with the local government officials, the Chamber of Commerce, housing agencies, GED administrators, and other agencies to have a job fair that provided job opportunities and a mechanism for the community members to sign up for social Service. Additionally, Dining Services has partnered with a local community college in supporting its Culinary Arts program to provide employment and training for their students. Ms. Foley collaborated with an external state agency to provide leadership training for Dining Services managers.

Another example of Dining Services forging relationships with the local community to successfully implementing change is through working with the local transit agency to address transportation needs of their work force. With increased hours of operation, a larger work force, and limited on-campus parking options, Dining Services worked with the local government and transit agency to provide solutions for the workforce. Mr. Paul said, “I’m expecting the buses on the west side of campus, the buses to now stop – not stop running at six o’clock at night. I want the buses to run until ten at night at west side so that they can bring those [employees] up to town.” Dining Services has a myriad of needs that can only be met through external collaboration.

Dining Services works collaboratively with external food vendors. With Dining Services operating several retail franchised establishments at the institution, Ms. Vest discussed the relationship with franchise owners close to campus.

We have a good relationship with our Burger King and Chic-fil-a owners around campus, whether it’s borrowing product, lending product, getting direction. Chic-fil-a, one of the

local Chic-fil-a owners is our brand ambassador so she kind of is responsible for us. But building those kind of collaborative relationships has helped us be successful. (Ms. Vest)

Mr. Sam expounded concerning external relationships. He said, “so we have a relationship with Chic-fil-a where the owner and operator of the store here locally pairs with us and works together to ensure – mainly to ensure Chic-fil-a’s brand is met.” Mr. Sam continued, “but we’ve built such a relationship with her sometimes when your production counts is five thousand and you go through six, you run a little bit low on chicken before the next truck comes, and you borrow, you trade, you interact.” Collaborative relationships with other franchises are important to maintaining the national brand.

Dining Service sat the institution forged external relationships with other higher education institutions to share ideas and best practices. “So whether we knew Florida or Florida State is growing and how they did things, sometimes I can reach out to them for support or for documents or for knowledge on what things they have done to support their increasing enrollment,” said Ms. Best. Collaborating with other institutions provided Dining Services valuable insight into change processes.

Robust design

We’re looking at three years from now and constantly working the plan that was evolved three years ago for today, constantly evolving forward with communication, because things change. (Mr. Sams)

A robust design was critical in Dining Services transformation to support institutional growth. Because of the need to respond to changing needs quickly, Dining Services had a flexible approach in organizational change. Kezar and Eckel (2002) explained that:

Leaders develop a “desirable” and flexible picture of the future that is clear and understandable and includes set goals and objectives related to the implementation of that picture. The picture of the future and the means to get there are flexible and do not foreclose possible opportunities. (p. 441)

Ms. Williams gave the comparison of higher education being like an aircraft carrier being slower to change, while Dining Services has to be like a speed boat with the ability to change quickly. By having a robust design, Dining Services was able to have a vision for change and the flexibility to implement the change.

Transformational change required a robust design by the organization. The culture has changed “basically to just be adaptable, flexible and quick,” summarized Ms. Vest. Ms. Turner discussed the importance of flexibility.

They just have to constantly evaluate what they’re doing and not be afraid to make changes as you go along. I think maybe some campuses may get stuck and think, Oh, we updated that two years ago and kind of leave things alone. And really, the way things change so quickly, and if you are bringing in large numbers of students, if you’re not looking whatever, five years ahead, ten years ahead, and planning for that, you’re going to be behind the curve.

Mr. Sams discussed the necessity for a flexible approach to change. “We’re looking at three years from now. And constantly working the plan that was evolved three years ago for today, constantly evolving forward with communication, because things change,” he concluded.

Planning.

Senior leaders provided a vision for institutional growth, but Dining Services had to plan on how they would support the vision. A consistent theme expressed by participants’ was the importance of planning to implement change in Dining Services at the institution.

I think you have to have a plan. It can’t just happen and then you’re in a reactive mode. I think you have to have thought through some of the infrastructure changes that are going to be necessary to support the growth. It’s nice to say, Okay. We want to be at thirty thousand students by 2010 or whatever those numbers were. But I think everybody recognizes certain things are going to have to be in place in order to be able to serve the student population. (Ms. Mitchell)

“Because you kind of have to be a step ahead of what is going on. You can’t react to it because you don’t have time to pop up those buildings and those facilities,” said Mr. Evans. Mr. Charles

said, “Get in front of it. Don’t wait until you’re over capacity before you start building. Plan from the go ahead and start the structural growth before you actually get the numbers or as you’re getting them.”

The ability to make adjustments to a plan was important for Dining Services continued growth. Not all plans to support growth worked for Dining Service; therefore, the ability to evaluate programs and make changes was necessary for continuous improvements in service. Mr. Martin share how a food truck concept was attempted, but the concept did not meet expectations. Certain campus restrictions limited its ability to move to different locations. He offered, “understanding not what the short-term plan is, but understanding what the two-year plan is, because as in anything, change is very difficult sometimes.” Reflecting on the process, Mr. Martin concluded, “and as an institution grows and the Dining Services of that institution grow, you have to know when the best time to close down an operation is and what the timeline to get everything done needs to be done in order to provide the next level of service to your student population.

Ms. Mitchell explained the importance of evaluating processes and having the ability to update or completely change to support overall institutional goals. She said, “we had to look at processes, whether or not we wanted to make changes in some of the processes. Because some of our processes did change as we looked at going forward.” Part of this process included assessment. She explained, “We had to do a lot of evaluation and analysis. And I am thankful for that because any time you get the opportunity to do that, it always strengthens your area. It helps you to be more efficient and to discontinue processes that may be outdated, you know, give you an opportunity to tweak those that really did need an update.”

Personnel.

Increasing personnel is an area where a robust design was evident in Dining Service. Dining Services had to have a flexible plan to insure leaders were developed and a workforce hired to accommodate the growth. “So I think adding those layers of management is something that, obviously, as you grow is necessary but does create growing pains too and communication challenges,” said Ms. Evans. In projecting growth, Dining Services leadership had the ability to increase staffing and add managers to support growth. Ms. Vest discussed the need to have a flexible approach to developing leaders in Dining Service. She explained, “So it’s just keeping up with the change and buying into that culture and realizing that the people that are leading, mentoring probably won’t be around very long, and then I’ll have to do it all over again, and buying into that as opposed to opposing it or fighting it and wishing people would stay in the same position forever.” In a dynamic changing environment, leaders developed and moved to other positions to help the organization.

Leadership is a critical element of Dining Services ability to meet campus change, but the right leadership has to be in place to drive change. The institution maintained a partnership with the food service vendor, but would make leadership changes if expectations were not met. “My first six years here we had eight different directors,” confided Ms. Kitchens. Ms. Williams shared the institutional leaderships’ expectation for the right leadership and fit in Dining Service, noting “We said we’re looking for a person who is us. We want more than a partner.” She went on to explain the ideal candidate:

“We want a person who this is their business. We want you to be us and totally seamless. For a group like that or a group like First Transit, it depends on your local leadership. You can’t look to Atlanta or Philadelphia or, you know, wherever to say go do that. It’s a person here on campus and their commitment to the University.”

Ms. Williams further explained, “and certainly with --, we have an incredibly committed person who is not only committed to the University... but committed to...too. But we’ve been without that before. We’ve had times when our resident director has not been that kind of person, and we’ve moved on with a different person for that too.”

Personnel in Dining Services were evaluated to insure institutional expectations were being attained. Leaders from both the institution and from the food service vendor shared the importance of holding people accountable for high standards. A willingness of the institution to hold Dining Services personnel accountable was necessary to implement change.

Staff development

You have to develop because we can have a plan to build twenty-five buildings, but if I don’t have anybody to run them, what am I going to do? (Mr. Paul)

Dining Services could not operate without a trained staff to meet the operational needs of the institution. Data show that personnel are a vital component of Dining Services ability to change. In order for Dining Services to support enrollment growth on the campus, personnel had to be recruited and staff had to be developed to meet changing requirements. Recruiting and developing is a continuous process for Dining Services at the institution.

Growth from within.

Dining Services at the institution takes pride in developing employees and giving them opportunities to grow. An important way to maintain the campus culture is from growing managers from inside the organization. Mr. Paul, contract vendor senior leader, gave his perspective on internal growth: “We have about eighty percent of our managers have been with – have grown from the hourly or supervisory ranks.” Ms. Foley, contract vendor Human Resource Manager, stressed the importance placed on organic growth. “It’s really organic growth that

we've looked at, and it starts from the very lowest scaled employee and it goes up from there.” She went on to say, “Because you want the folks coming in the door, they're going to be your future, so you want to hire good so you can promote good.” This approach suggested a steady supply of capable employees to work in the division.

Challenge and opportunity.

Enrollment growth at the institution created challenges and opportunities for Dining Services. More facilities and longer hours of operation created a demand for more staff and continuous staff development. Ms. Taylor, a new manager at one of the largest dining locations at the institution, shared the challenge of growth. She explained, “the old Fresh Food Company had thirty-two employees. This is going to take at least a hundred and twenty to run [the new version of the facility], so more hiring, more training with employees, equipment, and then the volume that we foresee coming through those doors.” Managers expressed the challenges in maintaining a trained work force during periods of large growth.

Despite the challenges, evidence show that Dining Services employees appeared to be excited about the continuous growth and change.

And then the good ones are extremely excited because, myself included, there's promotional opportunities from within. You don't have to turn over very many stones when talking to our management staff and find out, this person started as an hourly, this person, this person, five or six years ago. (Mr. Charles)

Ms. Craft, a university administrator, explained that when new locations are opened, managers are moved and assistant manager move into the vacancy. She shared a concept of “go and grow” which provides opportunities for new managers and infuses locations with new leadership styles.

Mr. Sams spoke of how employees view the change environment, “I think that creates an atmosphere amongst employees where they see you not just saying, you can grow--there are

opportunities on this campus,” he concluded. Evidence suggests that Dining Services has developed a culture that change is good.

Student development program.

An initiative that produces positive results for Dining Services to influence campus culture is the student development program. Ms. Foley, contract vendor Human Resources Manager, shared that a strong management training program which hires college graduates into management positions was a part of the company’s CEOs mandates. She further shared, “we had the very first hire into the training program.” Another manager elaborated and shared examples of the program’s success.

We’ve got a student manager program. We’re growing people from within the University. Cory, who will be number two at the [the student center], was an hourly employee at Starbucks because he needed to eat a free meal every day as a student. He couldn’t afford a meal plan as an upperclassman, but he knew if he worked for us, worked five days a week, he got a free meal every day at work. Now he’s a salary manager for us coming straight out of college, and there’s three more right behind him. And we’ve had to take a very aggressive hiring stance to get to the employee level that you need. You went from Chic-fil-a had eight employees. Now it’s got ten registers.
(Mr. Sams)

Ms. Kitchen expressed the importance of the student development program, “I think one of our strengths is that recently we’ve had a lot of [institution] grads that have worked their way up and become management,” she said. She further shared that graduates of the institution have a connection and sense of loyalty to the campus. Mr. Charles, a multi-location retail manager, explained how working in Dining Services influenced his development, “Me personally, I was 1.7, 1.8 GPA when I started with [name of the institution] Dining. And then by the time I finished my degree, I had got it all the way up to a 2.8, 2.9,” he offered. Mr. Charles explained how as a student he started as a barista and the opportunities Dining Services provided helped him develop both personally and professionally.

Dining Services hiring students was a cultural shift at the institution. Ms. Foley shared that when she started working in Dining Services at the institution there was not any students employed. She explained the need for a culture shift, “there were a lot of people who were in their positions, and they didn’t want new people in, and they were just very territorial.” In providing evidence of a culture shift, Ms. Foley said, “we usually don’t fall below a hundred to a hundred twenty-five [student employees].” Student employees provide a valuable link to the campus culture and potential future leaders.

Training.

Campus growth at the institution required trained personnel to support the changing environment. In order to develop the employee base in Dining Service, training had to be paramount. Training had to be a part of Dining Services infrastructure in order to support campus growth.

So infrastructurally, if we don’t have a training curriculum program, mentoring, tutoring, coaching program, at the rate we grow, we can’t go out and hire five hundred new folks or find forty new managers. We’ve got to develop those from within our ranks, and so as we develop, we’re checking to make sure that we’re at the rate of the growth of the University. (Mr. Paul)

Ms. Kitchen shared how leveraging the training assets of a multi-billion dollar company supported change in Dining Service. She explained, “One thing that we had not been successful in before ... came was really tapping into the resources that were available through [contract vendor]. I mean, they’re this multi-billion dollar corporation and have all kinds of training specific to their daily duties.”

Dining Services investment in training staff is vital in succession planning and growth of employees. Ms. Prince, a location manager, shared how Dining Services invested in her growth. She explained,

“I can only speak on my growth really. Just like for the opening of a [new restaurant], I was actually sent to [the restaurant’s headquarters] for thirty-six days in order to learn everything about the brand as far as [the restaurant]. Before [the new restaurant], we’re always sent to be trained and get knowledge of what our roles are or if there’s something new that’s been added to our role.”

Dining Services is involved in training programs in the community in order to develop staff members and find future new employees. Participants shared the importance of sponsoring GED training and tutoring programs for current staff members and members of their family. Mr. Paul said,

“And we have run GED programs and tutoring programs and tutoring programs for our employees’ children. So I think you have to do all those things to prepare yourself for this accelerated growth model which we’ve been living in for five or six years. If I don’t have staff ready, if you don’t have the people in place, you can’t open up the doors.”

Data show that both internal and external training must be in place to support developing a workforce.

Continuous change at the institution required constant training staff to support change in Dining Service—for example, an evolving campus population having diverse dietary needs, requires Dining Services to stay abreast of, and train on, the latest food preparation techniques. Ms. Foley expressed, “We do a ton of internal training.” Dining Services train employees on food handling, food preparation, special diet preparation, food allergies, and other courses that are necessary to provide excellent service in a changing environment. Training is provided for all employees and many supervisors are training instructors. Dining Services now has multiple proctors and instructors for Serve Safe. Cross level job training is used by Dining Services to prepare employees for new tasks and provides trained back-up personnel. Ms. Foley confirmed, “We’ve started doing cross-functional training so we require people to cross-train and to be multi-functional where possible.” Data confirmed that in order to support change at the institution, Dining Services had to continuously train its employees.

With expanded growth and increased service to a larger population, Dining Services staff has to understand processes for efficiency. One of the strengths of the Dining Services at the institution is training staff on proven processes for efficient operations.

We have a process for just about everything, and without that, people wouldn't know what to do. I think that we have a process in place to teach people how to move to the next step, and that creates buy-in from employees; it creates buy-in from managers. Processes in place on everything from how we clean the dish machine to how we prepare the food to how we dice – what size the dice of the cucumbers is at the salad bar. There is a process for everything, and it's getting people trained on the processes that helps us create an environment where change doesn't kill us. (Ms. Vest).

Mr. Charles added, “man we have very strict processes through ... that have really helped us prepare for volume. We call it our Five P Process, which is our food production process. It helps us forecast based off of sales and data prior year plus growth of the community.” Ms. Blum discussed the importance placed on learning procedures: “They've focused in on procedures, like a whole procedure book to follow for every single job, and it's made a big difference, I think.” Leveraging the proven processes from a large corporation supported change at the institution.

Dining Services at the institution has demanding expectations for staff members, but provides rewards and incentives for achievement. A summer camp scholarship program for Dining Services employees' children is an example of an incentive that has a positive influence on staff development. Ms. Foley explained, “one of our employees, she never even finished high school. Nobody in her family had. We sent her daughter – we paid for her to go to basketball camp. Scouts were there.” She further noted, “she's already being highly recruited by multiple colleges, and it is just amazing how this is a person that probably never would have graduated high school now is not only going to graduate, she's probably going to play college ball just because we sent her to one camp.”

Outside of incentives for staff attaining certain metrics, individual self-development is rewarded. Mr. Paul shared Dining Services commitment to give raises to anyone who completes a GED and the Ready to Work program. “It’s all people. No matter what we do, it’s all about the people,” he said. Evidence suggests that Dining Services at the institution has a commitment to staff development to support change.

Visible actions

Providing tangible improvements allowed the institution to visualize Dining Services commitment to change. Actions by the institution visually demonstrated a commitment to support Dining Services change; likewise, actions by Dining Services demonstrated its commitment to support institutional goals.

Dining Services reinvested into campus infrastructure in order to visibly show stakeholders the value of campus dining. Efforts were made by Dining Services to invest in the institution. Any increases in cost for meal plans, changes requiring mandatory meal plans, or dining dollars that generated additional revenue was invested in the institution.

We had made some progress in expanding facilities before this mandatory food idea, but one of the things that we’ve been real lucky that we’ve been able to do is when we’ve raised Dining Dollars amount, or when we’ve put in a mandatory requirement, we’ve always been able to match that with a new building project or a new venue or a redo of a facility so that the students who are seeing that now they’ve gotten an increase in Dining Dollars or are seeing that they are paying for a meal plan that they didn’t have to pay for last year can see this brand new shiny facility that they’re going to be able to eat in, or facilities. You know, we have twenty-three now versus nine when we started in ’96. So the way that the University has supported the growth of the food service facility, I think has been tremendous. (Ms. Williams)

Ms. Blum shared how Dining Services returns revenue to the institution to support other areas.

She explained,

If you look at the university as a pie, you’ll see that orange piece; the orange money coming from food service keeps growing and growing and growing. And it pays for a lot

of things on this campus, an awful lot of things. It's just part of that total income picture that we have.

Ms. Foley provided details of how Dining Services has grown from a financial standpoint to support more campus change strategies. She explained, "we've grown [Dining Service] from a fifteen million dollar account to a forty million dollar account in seven years."

Enacting strategies that supported change in Dining Services demonstrated the institution's commitment to change. Actions by Senior Leaders visually demonstrated a commitment to support Dining Services change. Early in the implementation of campus growth, senior leaders' recognized the value of Dining Services and supported strategies that helped Dining Services change. Dining Services at the institution was the first in the country to implement a program called Dining Dollars. Ms. Williams explained,

Every student that was a full-time student – we characterized full time as you were taking nine hours or more, and every undergraduate student had that money. That was part of their everyday life." She continued, "Well, that – originally, our reason for that was to guarantee to [contract vendor], who was the person who won the bid, that they would have X number of dollars that they could be guaranteed that would be spent in their food service facility.

The program provided revenue that allowed Dining Services to make changes necessary to support institutional goals.

Later, institutional leaders supported the concept of mandatory meal plans along with mandatory first year residency. The concept is currently called the First Year Experience. In explaining the First Year Experience program, Ms. Kitchen stated, "I think that was the single most important piece that allowed us to have the capital to be able to be responsive and build the program." These programs were instrumental in changing campus culture and supporting campus growth.

A commitment to a culture of excellence is visibly shown in the new dining facilities. The Institution took risk that visually demonstrated the commitment of Dining Services to excellence. Dining Services financially took risk to build dining facilities that were not just functional, but facilities that rival any institution in the country. “We have the ability to step out on limbs and create things like the new Fresh Foods Company. The first time you walk in there, you’re going to be blown away,” said Ms. Vest. Ms. Williams said, “I don’t know if there’s a campus in America that’s got anything that will stand up to this new Fresh Food Company.” According to Mr. Martin, new facilities provide visible evidence that Dining Services invest to enhance the student experience.

When they walk in and they see the brand new Fresh Food Company that’s absolutely gorgeous and they see the brand new food court that’s been completely gutted and renovated, I think it shows to them that this University and Bama Dining are always investing and re-investing because they need to have the best experience they can here. (Mr. Martin)

Without a commitment to build and renovate dining facilities, Dining Services could not effectively support institutional growth. Evidence suggests that Dining Services at the institution invested in facilities which visibly displayed its commitment to change. Ms. Williams added,

[the food service vendor], [name of the institution] Dining pays us a commission on sales by our contract, and that money is just reinvested into the facilities that you have to keep in a reserve because if an air conditioner goes out or a cooler goes out or something like that, those kind of things we can’t say, oh, let’s wait and see if we get some more money.

Building infrastructure was a visual manifestation of Dining Services commitment to change. Ms. Evans explained, “And the construction on this campus has been amazing over the last ten or fifteen years here. It’s kind of overwhelming when you think about that.” Ms. Prince added, “We’ve had to enhance our dining facilities to even just begin to accommodate the large amount of students that are starting to enroll.”

Having sufficient staffing was an action necessary to show a commitment to grow. The action of increasing personnel demonstrated to the institution and the local community Dining Services support for growth. Ms. Garner shared, “we’re able to hire more people. We’re one of the largest employers in the city now. The University is, of course, the highest. We hope to have seven to eight hundred employees by fall.” Being a large employer in the community was a visible action that opened access for Dining Services to local governmental leadership.

Providing opportunities for growth was tangible evidence of Dining Services commitment to personnel. “So every time we grow, I think it does give opportunity for growth for employees, whether they get increase in wage or whether we get to hire more or move more managers up,” said Ms. Prince. “[There have] been big opportunities for people to be promoted into management because we’ve increased our management staff probably sixty percent since I came here,” added Ms. Blum. In reflecting on the promotion of hourly employees to management, Mr. Sams stated, “I think that creates an atmosphere amongst employees where they see you not just saying, you can grow.” In explaining Dining Services actions to get buy-in from employees, Mr. Paul said, “We have about eighty percent of our managers have been with ... have grown from the hourly or supervisory ranks.” Dining Services commitment to developing personnel and providing advancement opportunities fostered buy-in from employees to support institutional change.

Being responsive to student needs provided evidence of change. Understanding trends and visibly making adjustments to service demonstrated Dining Service’s commitment to support culture changes at the institution. Mr. Paul explained that when he started there were a stack of unanswered SGA resolutions, and addressing those concerns were a priority. In reflecting how Dining Services has changed to meet the needs of students, Ms. Turner said,

“Dining has been really good about constantly doing surveys and market studies and trying to look at trends and find out what students want and trying to shift to meet those trends.”

Some visible changes included having expanded hours and a variety of dining options to accommodate the population. Ms. Bigham shared how Dining Services demonstrated change through providing greater options. “But within the last six, seven, eight years that the enrollment has grown, they’ve just added so many different options, you know, that you can eat whatever you want because there’s so many different options,” she said. Providing national brands and constantly evaluating trends provided tangible evidence that Dining Services take customer feedback and market analysis serious.

Dining Services at the institution took positive steps to insure that they were prepared to address changes in dietary needs. Ms. Taylor shared actions that were taken to insure her staff was prepared for food preparation for gluten-free patrons. She said,

We knew that we were getting a lot of gluten-free students, so we had to, I would say, pretty much train our entire staff on that as well as the kitchen, the kitchen staff that cooked. We also had to train our front line people to understand what was going on with gluten free.

Ms. Foley shared the commitment of Dining Services to support changing dietary needs. “It’s the fact that we are offering cutting edge options and we’re offering vegan options, vegetarian options, gluten-free options, and we are set up to do that so we don’t cross-contaminate,” she noted. Evidence show the importance Dining Services placed on visible actions to enact change to support institutional growth.

Conclusion

This study illustrates the importance of Dining Services in supporting institutional change in higher education. Dining Services’ ability to support institutional change was influenced by

institutional culture. A cultural lens was used to identify processes Dining Services at the focus institution employed to change in support of institutional goals. Kezar and Eckel's (2002) five change strategies model provided a comprehensive framework to study change strategies in Dining Services. The study demonstrated the importance of Dining Services to institutional change.

The results of the study were framed using a cultural lens with Kezar and Eckel's (2002) five core change strategies providing the primary framework. The participant's narratives provided rich details of how Dining Services influenced and supported change at the institution. The participants provided information concerning the cultural implications of institutional change on Dining Services. The data collected provides a greater understanding of the importance of Dining Services in institutional change.

INTERPRETATIONS AND FURTHER RESEARCH

This study illustrates the importance of dining Services in supporting organizational change at a higher education institution. With reduced state funding, public higher education institutions can no longer depend on governmental support to subsidize budgetary shortfalls (Fethke & Policano, 2012). Higher education institutions have explored different strategies to generate revenue. In 2014, college and university foodservice revenues are estimated to be \$22.9 billion (College & University Foodservice, 2014). Dining services support higher education institutions both by generating revenue and supporting overall institutional goals. A planned strategy of enrollment growth was the primary driver of organizational change at the studied institution. Evidence presented demonstrates the importance of dining services in supporting institutional change.

Purpose of the Study: Value of Dining Services to Institutional Goals

Strategies for change require different institutional areas to work together to successfully initiate behaviors, strategies, and ideas that will transform an institution. This study focused on Dining Services and how, as a component of an organization, it supports an institution's overall goal of enrollment growth. Both academic and administrative staff should have an understanding of the importance of support services when developing a strategy of institutional change. This study analyzes a specific component of a higher education institution and relates the importance of that component to overall institutional goals.

This study was designed to obtain insiders' perspective of change and to relate their perspectives on dining services' role in that change. The data highlights individual perspectives of how dining services meet the needs of an institution. Data reveals evidence that dining services is an integral component to support institutional growth. A cultural lens, which analyzed how culture shapes institutional change processes, was the perspective used in this study. The findings aligned with Kezar and Eckel's (2002) five core change strategies, which provided the theoretical framework for the study.

The Research Questions

1. How do dining services change to meet the needs of institutional growth?

The strategy of enrollment growth at the studied institution was successful in part by having support structures in place to meet the growth. Evidence from the studied institution demonstrates the need for flexibility and planning to meet the needs of growth at the institution. Institutional administrators indicated the importance the university president placed on infrastructure being ahead of growth. A consistent reason given for dining services' ability to change to meet the needs of institutional growth was planning. Several administrators shared the necessity of staying ahead of growth in planning because the necessary time required for infrastructure construction.

Planning required dining services to collaborate at all levels of the institution. While planning was an important part of change in dining services' ability to support institutional goals, the plans had to be flexible. A number of administrators reported that the culture of dining services changed to be adaptable, flexible, and quick. Dining Services is a more fluid structure than most higher education organizations; therefore, a robust design that allowed flexible planning was necessary.

In order to change to meet the needs of an evolving campus, Dining Services needed a guaranteed revenue stream in order to expand and improve existing services. A component of the charge to increase enrollment and require freshmen residency was the implementation of a mandatory meal plan program. This dramatic shift provided a guaranteed revenue stream that Dining Services used to invest in facilities and improving the student experience.

Dynamic leadership guided dining services throughout the change to meet institutional goals. Participants at all levels of Dining Services shared the importance of leadership in driving change. Evidence supported that the right leadership in dining services made a difference in change efforts. Leadership proved important both from the institution as well as the food service vendor. A shared vision and understanding of institutional culture was significant in the ability of leaders to mesh together and implement change.

Being responsive to students was an important dynamic that allowed Dining Services to meet the needs of a growing population. A leader shared how there was a stack of SGA resolutions that had not been addressed, and that was one of his first priorities. To be responsive required Dining Services to communicate with all stakeholders. Close communications with students allowed dining services to understand and respond to changing dietary needs and the desires of their primary customers. Evidence suggests that changes implemented by Dining Services had a positive influence on student recruitment and retention.

2. What is the relationship between dining services and cultural change in a university?

Dining Services was a key component of a strategic cultural change on the campus to build a greater sense of community. Administrators from both the institution and the food service vendor shared that, from the beginning of establishing a vision of enrollment growth, the

institution's president viewed Dining Services as a generator for a sense of community.

Members of the institution told stories of witnessing cultural change at the studied institution with Dining Services playing a significant role.

Evidence presented illustrated that the institution went from few activities involving student interactions, to a campus that is vibrant with student activity. The participants credited strategies such as Dining Dollars and mandatory meal plans with shifting the campus culture. Instead of going off campus to eat meals, a shift occurred to students staying on campus and eating. The shift made the campus more vibrant with student activity. One participant discussed how Dining Services had shifted the culture for faculty and staff. Dining Services has options and specials that attracted faculty and staff. An institutional staff member discussed a program called Five Dollar Friday where she and other staff members eat on campus without having to leave. University administrators equally shared the importance of providing options for faculty and staff as well as students. One senior administrator expressed that providing more options to attract faculty and staff is an area Dining Services could improve.

Participants shared that design changes in resident halls to individual rooms have reduced student interactions, while dining halls have created an atmosphere where students can interact with others. One administrator shared her observation of students at the beginning of a semester eating alone in a dining facility, then as the semester progresses she observed the same students interacting and groups forming. Most of the participants related that Dining Services locations provide campus gathering places and shifted the campus culture to a greater sense of community.

3. How do the employees of Dining Services perceive their influence on the student experience?

One of the underlying themes that crossed boundaries from institutional employees to contract employees is the deep sense of importance members of Dining Services placed on their role in the overall student experience. Supporting student experience in higher education is a goal that crosses academic, student affairs, and support services boundaries. Dining Services at the studied institution described a strong connection between their services and the student experience. Evidence demonstrated that supporting the student experience is a primary part of Dining Services core values.

Participants throughout Dining Services shared examples highlighting Dining Services' role in the student experience. Examples were provided of cashiers developing mentorship roles with students. Managers shared stories of students coming to locations just to talk to workers. There was evidence that certain Dining Services employees filled a maternal or paternal role for students who are away from home. Dining Services managers learned about student special dietary needs or just provided a recipe from home to comfort new students. Narratives illustrated the concern Dining Services members have for students as individuals, and their desire to support the student experience at the institution.

Several narratives demonstrated the influence of Dining Services on student recruitment and retention. Examples were provided of managers who gave personal attention to get to know potential students and their parents. One narrative shared how a potential student from Wisconsin sent a letter and cheese to a Dining Services location manager, expressing that Dining Services and that manager in particular, influenced them choosing the institution. Another manager shared of a potential student that choose the institution because Dining Services could meet the student's special dietary needs and another institution would not even consider meeting her needs. One manager shared that during a campus visit a potential student had an upset

stomach and one of the location supervisors prepared a meal especially for that individual. The personal attention given the potential student helped them feel better, and ultimately they [the potential student] became a student of the institution.

Participants shared Dining Services efforts to provide more than just dietary needs, but how they attempt to provide a great experience for customers. The marketing manager shared examples of engaging activities and venues designed for students to have a great experience. Many administrators expressed that Dining Services is much more than food, but a component of the overall student experience. Nearly every participant discussed the role of Dining Services in supporting the student experience at the institution. Providing a great student experience was a core value of Dining Services and was evident in supporting institutional goals.

Overview of Data Collection Method

The research design was based on a qualitative case study method (Merriam, 2009). This methodology was selected because the approach provided the best way to uncover the meaning and interpretations of change in Dining Services. The study sought an interpretation of how Dining Services changed to support institutional goals by viewing change through the lens of participants who were influenced by and drivers of change in Dining Services. Therefore, interviews provided the primary mode of data collection. Semi-structured interviews were conducted with twenty administrators who either work inside Dining Services or work closely with Dining Services at the studied institution. The interviews provided narratives that richly describe change processes and the cultural implications change had on dining services.

Discussion on the Limitations of the Study

Chapter three provided a discussion of potential limitations; however, it is important to address the limitations at the conclusion as well. The site for this study was an institution that contracted dining services operations to a food service vendor. Not all higher education institutions contract dining services operations. Other institutions may have unique cultures or circumstances different than the studied institution which may influence data in a similar study. However, data gained in this study may provide practitioners and the academic community practices that will help them understand the importance of Dining Services on institutional goals.

The scope of the study was limited to interviews with administrators that worked with or closely related to Dining Services. The data collected were from an insider's perspective. Further, the administrators' views of organizational change were obtained and not line employees or customers. Line employees and students may have provided a different perspective on organizational change. I suspect more negative examples of organizational change would be provided by this population.

Limitations of the researcher

The researcher is a member of the studied institution and an administrator in the same division as the studied department. Additionally, some of the participants were members of a contracted food service vendor, which I am aware presents the possibility of response bias. My positionality may have provided access to participants. While the potential for bias exist, efforts were described in Chapter Three that were implemented to support validity.

Size of participant pool

I initially envisioned the participant pool to include 30 administrators who work in dining services or in an area closely related. Another factor considered was the participants had to have at least two years' experience working at the studied institution. While the two year requirement did not cover the total period of intentional enrollment growth, it demonstrated that a potential participant had a breadth of experience during the period of change. After identifying potential candidates, meeting the desired number in the participant pool was not accomplished. I intentionally choose not to expand the parameters to include a greater number of administrators with limited working knowledge of Dining Services operations. The final participant pool included 20 administrators: 10 university employees and 10 employees of the food service vendor.

Implications for Future Research

This research contributes to the limited body of research on organizational change involving a service component of a higher education institution. While dining services was the selected service department in this inquiry, other non-academic service components play an important role in institutional success. This study could be replicated in an inquiry of other higher education service components, such as: Parking Services, Printing Services, Campus Bookstores, and Transit Services.

This study demonstrated the value of using a cultural lens to analyze a department at an institution. Kezar and Eckel's (2002) five core change strategies provided the theoretical framework for this study. The theoretical framework aligned with the themes that emerged from the data; but, there were limitations to the framework when addressing change in an institutional department. The framework is best suited to analyze change in an overall institution and not a

specific department. Unlike Kezar and Eckel's (2002) study, Berquist's cultural archetypes was not used in an effort to identify the studied institution's overall cultural archetype. I found value in using the framework's five core change strategies, but felt that cultural implications in the studied department did not necessarily transpose to an overall institutional cultural archetype.

The institution in this study outsourced Dining Services operation to a food service vendor; likewise, a similar study could be conducted at an institution that internally operates Dining Services. An institution which internally operates its Dining Services may have differing cultural implications. An internally operated Dining Services department may be less willing to change; or, systems from an internally operated department may lack a robust design to change.

Further, this study could be replicated at multiple sites using the same theoretical framework to compare cultural differences. A multisite study would allow a comparison of different cultural factors that influence change inside different organizations. For example, while the institution in this study had resources to support change, other institutions may lack resources to support change and take a different cultural approach to Dining Services.

Additionally, this design could be replicated by collecting data from other perspectives including front line employees, students, or administrators and academics not closely associated with dining services. I suspect eliciting narratives from different groups may provide a varying view of organizational change in dining services. The findings in this study were overwhelmingly positive; however, other stakeholders may provide narratives that detail additional challenges supporting organizational change.

While qualitative inquiry was selected to richly describe the cultural implications of organizational change in this study, there is value in using a quantitative method to study change

in Dining Services. A survey could be conducted from different stakeholder groups which may provide valuable data covering a broader perspective.

Recommendations for Practice

One of the goals of this dissertation was to develop a comprehensive set of recommendations for higher education professionals concerning the role of dining services in institutional change. The following table outlines key units and strategies related to institutional change with respect to Dining Services.

Table 6 Recommendations for Practice by Key Groups

Group	Recommendation	Institutional Example
Campus Leaders	Provide clear vision	Established goal for enrollment growth
Institutional Staff	Integrate vendor into campus	Dining Services named after institution, graphics, logos, incentives, meetings
Vendor	Build Trust	Communication with stakeholders, expertise, leverage corporate support
Academics	Build Community	Participate in Out to Lunch program, serving on Food Service committee
Students	Communicate Needs	Focus groups, intercept surveys, provide feedback

Higher education professionals should consider the importance of Dining Services to the overall goals of an institution. Senior Administrative support is critical to help drive change implementation. Senior leadership has to see the value of a department and how it benefits overall institutional goals. Dining Services professionals should share their vision for dining services with senior leadership and demonstrate how dining services support overall institutional goals. Dining Services value is greater than a quantifiable monetary amount. This research study illustrates how the department supports overall institutional goals. The following points emerged from the data which I believe are important for administrators as well as others in academe to understand about dining services and institutional change.

Leverage expertise

Dining Services at higher education institutions are operated either internally or by a food service vendor. The intent of this study was not to make recommendations as to which operational method best supports institutional change. However, evidence emerged of the value of leveraging the expertise of a food service vendor. Clearly, an institution can employ internal experts in the field of food service to operate Dining Services; but, does an internally operated unit have the backing of a multi-billion dollar company that specializes in food service? Higher Education institutions specialize in educating students, and most do it well. Conversely, there are several companies that specialize in food service and provide expert service in that area. Dining Services at the studied institution leveraged its food service vendor to provide national resources to support training, marketing, and expertise in processes as well as providing operational support. Higher Education should consider leveraging a vendor's expertise, but always have capable institutional contract administrators to insure that the vendor is integrated into campus and understands the institution's expectations.

Cultural fit

Data in this study demonstrated the importance of leadership in driving institutional change. However, a critical component in driving change is having the right leadership in place. This study illuminated the importance of leaders understanding and embracing campus culture in order to successfully integrate into Dining Services and to be effective change agents. The importance of cultural fit was demonstrated at the studied institution where there was a vendor operating Dining Services. Institutional leaders shared how the vendor operating dining services went through several directors before the right leader was found. Participants shared the importance of dining services leaders integrating into the institutional culture. Leaders who were successful at implementing change in Dining Services embraced the campus culture and supported the institutional goals.

Further, evidence revealed the importance of effective institutional leaders integrating vendor leaders into the campus culture. Institutional leaders must communicate expectations and insure that dining services meet campus expectations. At the studied institution, the relationship between the institutional leadership and vendor leadership was open and positive because there were clear expectations and open communication. The vendor leadership had a voice and was a part of building a shared vision.

Flexible planning

Planning is a key to success. While this recommendation may appear to be obvious, students and institutions are constantly changing; therefore, food service administrators have to understand their institutional environment and plan for change. Dining Services is a fluid operation that must be prepared for cultural changes. In an enrollment growth environment, administrators must plan to ensure that dining services has the necessary infrastructure to support

growth. Additionally, dietary changes can emerge at a rapid pace; therefore, constant planning and evaluation is necessary for continued success. Issues that were not even a consideration ten years ago are challenges for which institutions now have to plan. Dining Services at the researched institution fostered a culture among its employees that change was good. An organization must constantly evaluate itself and be willing to change.

There were examples at the studied institution where enrollment growth caused infrastructures to be stressed. Long lines created challenges that dining services had to plan for and make adjustments to its infrastructure. The studied institution found that combining a national brand food court and a traditional dining facility caused too much congestion at one location. Dining Services programmed to separate the national brand food court and build a new dining facility. In the Fall of 2014, the institution separated the locations and opened a 1,000 seat food court area in the newly renovated student center and occupied a new state of the art 550 seat Fresh Foods dining facility.

Additionally, campus growth can place stress on the network systems. New dining halls and retail food locations cannot meet the needs of a growing population if the network that supports registers is not adequate. While buildings were programmed and built, challenges emerged with the campus network. Identifying potential problems and programming solutions is fundamental in the ability of dining services to meet institutional goals.

Understand trends

The dietary needs and desires of students are constantly changing. Dining Services must stay attuned to cultural changes and adapt to meet customer needs. Dining Services conducted intercept surveys and constantly sought feedback to understand the need of their stakeholders. Additionally, Dining Services utilized the resources of its vendor to compare trends nationally.

Dining Services administrators must look through the lens of their primary customers to establish food trends.

Maintaining an awareness of dietary changes is vital for dining services to meet the needs of students. Dining Services must be aware of potential food allergies and insure that they label food properly and employees are trained on safe handling procedures. Food allergies and gluten free restrictions are examples of dietary changes that dining services not only must understand, but should have the ability and training to prepare safe alternatives that meet customer needs. This study provided evidence that being attuned to dietary needs can influence potential students' college choice.

Establishing national brands, as a portion of dining services operations, appeals to a large segment of student consumers. The studied institution expressed the value of providing national brands. National brands are recognized by both national and international students, and they expect consistent food taste. Maintaining exact franchise standards is critical if an institution implements national brands in its operations.

Diversity among the student population should be embraced. With a growing international student population, Dining Services administrators must be attuned to cultural differences. Cultural differences present opportunities for dining services to influence a myriad of different student populations, but dining services administrators have to knowledge of its student population in order to meet their needs.

Evidence was presented that eating habits of students change; therefore, dining services operations must be prepared to offer options. One administrator shared that students are grazing more throughout the day/night instead of the traditional three meals. Dining services should plan

to adapt to changing eating habits. To meet changing student eating patterns may mean increased hours of operation, or offering options like an All Access meal plans.

Employees to sustain growth

An issue that emerged from the data is the challenge of where to recruit and maintain employees to sustain growth. The studied institution has increased facilities and optional food service locations, which was good for the consumer, but found challenges in recruiting and maintaining the workforce to support the growth. An entry level food service employee is generally not a high paying hourly employee, and there is competition with other service industries in an area for similar positions. Furthermore, a university environment can present additional challenges that other food service locations do not. For instance, most college campuses have limited parking infrastructure and require a fee based parking permit. Lower paid hourly employees often cannot afford or choose not to purchase parking permits, which creates challenges parking on campus. Without a robust public transportation service, coupled with creative transportation strategies, the primary campus service workforce may not have the ability to come to work.

The studied institution used a broad array of incentives in recruiting and retaining a qualified workforce. Strategies such as increases for completing certain training as well as providing training opportunities for hourly employees and opportunities for hourly employees' families to thrive are examples that Dining Services used to employ and retain a qualified workforce. Promoting and developing the workforce provided tangible actions that motivated the hourly workforce. The hourly workforce was motivated by advancement opportunities. Several of the dining services managers interviewed shared their own stories of being promoted from within the organization.

Take risk

Using calculated risk can move a department and even an institution forward. Taking risk allowed Dining Services at the studied institution to transform to meet institutional change. Taking risk was a consistent narrative that emerged in this study. There were risky program changes like implementing Dining Dollars and mandatory meal plans that could have easily had negative results. In this research, administrators shared their concerns about risk, but taking risk allowed dining services to generate revenue to expand and improve facilities. Further, dining services leveraged resources by taking on debt to build facilities with faith that continued enrollment growth would support its expansion.

Conclusion

The narratives provided by dining services professionals highlight the importance of Dining Services in institutional change strategies. While the academic colleges drive higher education, they are complemented by institutional support functions. Dining Services provide critical functions that meet students' basic needs. Data from this study illuminates that dining services can play a much greater role in higher education. Dining Services can provide students a sense of community, assist in the recruitment of students, support retention efforts, and provide growth opportunities. Further, dining services can provide an economic generating component that may help overall institutional goals. Evidence at the studied institution suggests that dining services was a part of an overall institutional change effort and had a synergistic effect on growth.

The participants shared the importance of campus culture in implementing institutional change. Dining Services changed to meet the needs of institutional growth, but evidence suggests that dining services had to be culturally aligned to successfully implement change.

Cultural alignment included members from the institutional staff and food service vendor having a shared vision for dining services at the institution.

Dining Services can be an important component of institutional change efforts. Higher education leadership should be aware of the value dining services play in supporting overall institutional goals. Cultural implications of change should be a consideration by higher education leadership when developing change strategies.

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APPENDIX A - INTERVIEW PROTOCOL

1. What changes did dining services experience to handle a dramatic growth in student enrollment?
2. What strategies/processes were used to allow dining services to transform over the last ten years?
3. How has growth affected dining service? Employees? Management?
4. What training or resources were provided to implement this change?
5. How are new employees integrated into dining services?
6. What is the role of dining services in terms of the overall institution?
7. Have you seen instances where dining services has helped student growth/achievement?
8. What is the role of dining services in terms of student recruitment and retention?
9. What would you recommend for dining service operations on other campuses going through large growth?
10. What collaborative relationships were established to help dining services grow?
11. How does senior leadership help dining services change?

**APPENDIX B - INVITATION TO PARTICIPATE IN A DISSERTATION RESEARCH
STUDY**

Hello [REDACTED]:

I am writing to you specifically today regarding my dissertation for my Ed.D. in Higher Education Administration. For my dissertation, I am conducting a study on how dining services has changed to support institutional growth at the University of Alabama. Based on your involvement working closely with [REDACTED], I invite you to participate in my research study.

My research study seeks to show how dining services at the University of Alabama supports enrollment growth and change at the institution. Your participation in this study will involve a short interview and you are free to drop out of the study at any time. The structure of the study is outlined in the attached consent form and IRB approval.

Your perspective on dining services in higher education is important and will contribute greatly to my study. Please consider participating in my research study. If you are open to participating in my study, please respond to this email. If you have any questions, you may reach me at [REDACTED] 348-0131 or 205-210-1321 (cell).

Additionally, you may contact my dissertation chair, Dr. Karri Holley, with any questions. Thank you for your consideration.

Sincerely,

Ralph Clayton

Ed.D. Student, Higher Education Administration



APPENDIX C – IRB

APPROVAL

Appendix C

Office for Research

Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
R E S E A R C H

June 3, 2014

Ralph Clayton
Department of Higher Ed. Admin
College of Education
Box 870302

Re: IRB#: 14-OR-210 "Cultural Implications of Organizational Change in Dining Services"

Dear Mr. Clayton:

[REDACTED] Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Your application will expire on June 2, 2015. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

[REDACTED]



358 Rose Administration Building
Box 870127
Tuscaloosa, Alabama 35487-0127
(205) 348-8461
FAX (205) 348-7189
TOLL FREE (877) 820-3066

[REDACTED]

**HUMAN RESEARCH PROTECTION PROGRAM
Informed Consent**

Title of Research: Cultural implications of organizational change in dining services

Investigator: Ralph Clayton

Title: EdD Student, University of Alabama, Higher Education Administration

Investigator's Dissertation Chair: Karri Holley, PhD

Title: Associate Professor, Higher Education University of Alabama

You are invited to participate in a research study investigating organizational change in dining service. The purpose of this qualitative study is to explore organizational change in Dining Services at the [REDACTED] and how the services are critical to institutional growth and well being.

The name of this study is "Cultural implications of organizational change in dining services."

The study is conducted by Ralph Clayton, who is a doctoral student at the University of Alabama. Mr. Clayton is being supervised by Professor Karri Holley who is an Associate Professor of Higher Education Administration at the University of Alabama.

What is this study about? What is the investigator trying to learn?

The purpose of this qualitative study is to explore organizational change in Dining Services at [REDACTED] and determine how the services are critical to institutional growth and well being.

Why is this study important or useful?

Dining services provide critical services to support overall institutional goals. This study seeks to show how dining services at [REDACTED] supports enrollment growth and change at the institution.

Why have I been asked to be in this study?

You have been asked because you work in the area of dining services at the University of Alabama, or because you work in an area closely associated with dining services. We are seeking individuals who have worked closely for at least two years with dining services. Your experience provides you knowledge of how dining services support institutional goals.

How many people will be in this study?

A total 20-25 people will be interviewed in this study.

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CONSENT FORM APPROVED: 6/3/14
EXPIRATION DATE: 6/2/2015

What will I be asked to do in this study?

You will be asked to participate in a one on one interview with the principle investigator. The interview will last approximately one hour, and will be audiotaped.

How much time will I spend being this study?

Participants will complete a one-time interview that lasts approximately one hour.

Will being in this study cost me anything?

The study will not cost anything other than the time to complete this interview.

Will I be compensated for being in this study?

You will not be compensated for being in this study.

What are the risks (dangers or harms) to me if I am in this study?

There are little or no risks involved in this study. Your identity will remain confidential, and you may decide to discontinue your participation at any time.

What are the benefits (good things) that may happen if I am in this study?

There are no direct benefits to be gained by participants in this study. Results from the study will be used to gain a better understanding of how dining services support higher education institutional goals.

How will my privacy be protected?

I will not tell anyone you are in this study. You do not have to answer any questions or give any information that you do not want to. The interview will be conducted at a site of your choosing.

How will my confidentiality be protected? Names will only be known to the principle investigator. The names will not be used as identifiers in the research to ensure confidentiality of the participants. No information will be released that identifies you by name as well as specific titles or other identifying information. I will separate signed consents from datasheets and use ID numbers for records. The interview will be audiotaped. The audiotape will be transferred to an electronic file following the interview and will be used for transcription purposes only. All files will be password protected. Data will be maintained in locked drawers and doors. All files will be deleted after the study is completed.

What are the alternatives to being in this study? Do I have other choices?

Participating in this study is completely voluntary and you can choose to not participate.

What are my rights as a participant in this study?

Taking part in this study is voluntary. It is your free choice. You can refuse to be in it at all. If you start the study, you can stop at any time. There will be no effect on your relations with the

██████████

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 EXPIRATION DATE: 6/2/2015

[REDACTED] (“the IRB”) is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems?

If you have questions, concerns, or complaints about the study right now, please ask them. If you have questions, concerns, or complaints about the study later on, please call Ralph Clayton at [REDACTED] rclayton@fa.ua.edu.

If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu.

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the [REDACTED]

I have read this consent form. I have had a chance to ask questions. I agree to take part in it. I will receive a copy of this consent form to keep.

Signature of Research Participant

Date

Signature of Investigator

Date

Audio Taping Consent

As mentioned above, the individual qualitative interview will be audio recorded for research purposes to transcribe for further analysis. These tapes will be stored in a locked file cabinet in a locked room and only available to the principle investigator(s). We will keep audio files for no more than one year and will destroy them after they have been transcribed.

I understand that part of my participation in this research study will be audiotaped and I give my permission to the principle investigator to record the interview.

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 EXPIRATION DATE: 6/2/2015

- Yes, my participation can be audiotaped.
- No, I do not want my participation to be audiotaped.

*Please initial

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 6/3/14
EXPIRATION DATE: 6/2/2015

