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ACADEMIC LIBRARY SUPPORT OF SOCIAL ENTREPRENEURSHIP PROGRAMS

A Dissertation
Presented to
The Faculty of the Department of Educational Administration, Leadership, and Research
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

By
Anthony Paganelli

August 2020

ACADEMIC LIBRARY SUPPORT OF SOCIAL ENTREPRENEURSHIP PROGRAMS

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I would like to dedicate this work to my family. My parents Terry and Judie Paganelli;
my in-laws Herbert and Judy Lynch: and my wife Andrea, daughter Sophia, and son
Alex.

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ACADEMIC LIBRARY SUPPORT OF SOCIAL ENTREPRENEURSHIP PROGRAMS

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The concept of social entrepreneurship was introduced into higher education in the late 1980s. Since then, social entrepreneurship programs have increased at higher educational institutions nationally and globally. This study examines how academic libraries support the growing trend of social entrepreneurship programs and the perceptions of academic library administrators and faculty librarians toward social entrepreneurship programs. Based on the review of literature, little information exists regarding the academic library support of social entrepreneurship programs. This study involved a survey instrument distributed to academic library administrators and faculty librarians from social entrepreneurship program institutions and a follow-up interview. The analysis provided information on the academic library administrators and faculty librarians' knowledge of social entrepreneurship, the types of resources and services provided to social entrepreneurship programs, and the perspectives of academic library administrators and faculty librarians regarding social entrepreneurship programs. The results indicate the specific types of resources and services provided and how academic libraries can provide better support of the social entrepreneurship programs in the future.

CHAPTER I: INTRODUCTION

Social entrepreneurship is a concept that encourages entrepreneurs to seek business ventures to solve social issues, unlike the traditional entrepreneurship where a monetary profit is sought. The social entrepreneurship concept has gained global attention, and numerous organizations have been established to create or redesign social value. Because the social movement concept has increased in demand, students are seeking an education in social entrepreneurship for which higher education has developed courses and degree programs in social entrepreneurship. As social entrepreneurial programs and curricula increase in higher education, research has been primarily focused on the relationship between traditional business entrepreneurship programs and academic libraries. Therefore, this study provides information regarding the support of academic libraries toward social entrepreneurship programs.

The concept of entrepreneurship has been utilized in various academic disciplines that include business, economics, sociology, and history (Casson, 2010). The idea is based on people as entrepreneurs who are driven to create innovative opportunities for profit (Casson, 2010; Omer Attali & Yemini, 2017). The entrepreneurship concept has expanded to social entrepreneurship, which is the concept of a person who is driven to create an innovative opportunity to solve social problems, rather than the traditional entrepreneurial concept of an entrepreneur seeking a business venture for profit. Both the traditional and the social entrepreneurship concepts are being taught in higher education, while academic libraries have provided support for the traditional entrepreneurship. However, there is little research literature indicating the role of academic libraries toward supporting social entrepreneurship.

Due to the lack of literature, this study examines universities that have social entrepreneurship programs and courses and how the respective academic libraries support the programs and curricula. Second, the study reviews the perceptions of academic library administrators and faculty librarians to the support of social entrepreneurship programs and curricula. In addition, the study intends to identify further research needs regarding the relationship with academic libraries and social entrepreneurship programs.

Academic libraries have and continue to provide library services for faculty and students in traditional entrepreneurship programs and entrepreneurial centers (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015). Services provided for these patrons consist of collection development, library instruction, workshops, physical space, and collaboration opportunities (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015). The support for traditional entrepreneurship programs is important for academic libraries to maintain relationships with faculty, students, and the community. Despite the contributions toward the traditional entrepreneurship programs, little information exists regarding the relationship of academic libraries and social entrepreneurship programs.

Social Entrepreneurship

Social entrepreneurship is a concept that describes a person or a group of people who seek the opportunity to resolve a social problem through an entrepreneurial venture (Davie, 2011). Whereas, the traditional entrepreneurship concept is a person who creates an innovative business venture to earn a profit (Hagel, 2016; Omer Attali & Yemini, 2017). Social entrepreneurship has a goal to resolve social issues, whereas traditional entrepreneurship has the goal to make a profit.

The social entrepreneurship concept has become increasingly popular as people continue to seek opportunities to solve social issues (Worsham & Dees, 2012). Those interested in the field of social entrepreneurship have the opportunity to gain knowledge of the concept through social entrepreneurship programs in higher education, which are increasing in higher education globally (Worsham & Dees, 2017). Due to the increase of social entrepreneurship degree programs, academic libraries have the opportunity to provide important resources and support for social entrepreneurship programs and curricula.

Academic Libraries and Social Entrepreneurship Programs

Academic libraries have the necessary resources to support the traditional entrepreneurship program; however, little literature exists documenting the support for social entrepreneurship programs by academic libraries. Therefore, further research is needed to better understand the role of academic libraries in the support of social entrepreneurship programs.

Because the literature does not reflect the relationship of academic libraries with social entrepreneurship programs, this study is important in determining how academic libraries support social entrepreneurship programs. In addition, the study provides information for academic libraries to evaluate services and resources that can be utilized in supporting social entrepreneurship programs for students, faculty, and the community.

Multiple disciplines are utilized in social entrepreneurship that include business skills, human resources, organizational knowledge, understanding social issues, and even product development in some instances (Cukier et al., 2011; Miller et al., 2012; Worsham & Dees, 2012). Academic libraries have the knowledge and resources to support social

entrepreneurship programs and those interested persons. For instance, academic libraries typically have subject specialists in various fields that pertain to many social entrepreneurship concepts such as business, social work, engineering, and health services. These resources are important in providing support for these programs and disciplines.

The information gathered from this study provides data for academic library administrators to evaluate services and resources to determine whether a deficit exists in supporting social entrepreneurship programs and curricula. Furthermore, academic library administrators and faculty librarians can use the data to create opportunities they may not have explored to collaborate with other departments, faculty, students, and the community. Also, supporting social entrepreneurship education is important in meeting the needs of students interested in becoming a social entrepreneur and their success in obtaining the education in the discipline.

Social Entrepreneurship in Higher Education

Gregory Dees introduced the concept of social entrepreneurship into higher education in the late 1980s while teaching an entrepreneurship course at Yale University (Worsham & Dees, 2012). Dees recognized that students studying entrepreneurship were seeking opportunities to work with nonprofit organizations (Worsham & Dees, 2012). Once social entrepreneurship entered higher education, more research regarding the concept increased significantly (Kraus et al., 2014; Sassmannshausen & Volkmann, 2013).

While more research is concentrated on traditional entrepreneurship, social entrepreneurship research has increased as more individuals are conducting further research in current gaps of social entrepreneurship (Cukier et al., 2011). Since 1985,

research in social entrepreneurship has increased. Sassmannshausen and Volkmann (2013) noted that the concept has increased rapidly between 1999 and 2011. The increase in social entrepreneurship research has provided information for the social entrepreneurship concept to be accepted within and outside academia (Cukier et al., 2011). Due to the increase of social entrepreneurship research and data, higher education has created curricula and degree programs to educate future social entrepreneurs.

Franks and Johns (2015) noted that academic libraries limit the support for traditional entrepreneurship programs and centers because the primary focus for academic libraries is to serve the academic community. However, academic libraries are reaching out to the community as universities are emphasizing the importance of supporting local economies through relevant job placement degree programs (Conclusions, 2005). Hoppenfeld and Malafi (2015) described the importance of academic libraries on local economies through the services provided. While the financial impact traditional entrepreneurship contributes toward the economy is important, supporting social entrepreneurship initiatives to solve various social issues is significant to communities and society. Therefore, academic libraries have the opportunity to impact faculty, students, and the communities through their support.

Statement of the Problem

Since the 2008 recession and the federal government initiative to increase entrepreneurship, academic libraries have increased their support of entrepreneurial programs and centers (Leonard & Clementson, 2012; Vander Broek & Rodgers, 2015). Academic libraries that support entrepreneurial programs and services provide different types of services, such as resources relevant to entrepreneurs, workshops on business

topics, and project managers (Feldman, 2015; Franks & Johns, 2015; Grifs, 2015). While academic libraries have focused on supporting faculty, students, business entrepreneurial programs, and entrepreneurial centers, the increase in social entrepreneurial programs has created an opportunity for academic libraries to collaborate and support these programs (Smith-Milway & Goulay, 2013).

Research has indicated the importance of providing support for the traditional entrepreneurship programs and centers (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015). Therefore, the problem is the lack of data to determine how academic libraries are supporting social entrepreneurship programs and the type of services and resources provided for academic libraries toward these programs. In addition, the lack of information regarding the perspectives of academic library administrators and faculty librarians is important in determining how the academic libraries can serve multiple disciplines through social entrepreneurship programs. The gap in the literature involves the relationship between social entrepreneurship programs and academic libraries.

The literature that has explored the role of academic libraries in support of traditional entrepreneurship programs provides data as to the types of resources and services provided, as well as the importance of the relationship (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015). The primary focus of the study by Franks and Johns (2015) was on determining the needs of entrepreneurs in order to provide resources through public libraries with the mission to increase relationships with the community and business leaders. The researchers discussed the extent to which academic libraries were involved with local entrepreneurs. Feldman (2015) focused the research on

academic and public libraries' role in providing resources for small business development centers. Hoppenfeld and Malafi (2015) researched the importance and best practices for supporting entrepreneurship researchers through academic and public libraries. These studies provided information regarding academic libraries, entrepreneurs, and entrepreneurship centers, but not the role of academic libraries and social entrepreneurship.

Purpose of the Study

The purpose of this study is to analyze academic libraries that support social entrepreneurship programs, the types of services provided for the programs, and the library faculty and library administrators' perspectives of supporting social entrepreneurship programs to determine the importance of engaging the programs. The study examines how academic libraries support these programs at universities that offer social entrepreneurship programs and curricula. The qualitative approach provides insight into the extent to which academic library faculty and administrators view the support for social entrepreneurship programs.

Research Questions

The research questions are created to understand the role of academic libraries in supporting social entrepreneurship programs by analyzing academic libraries that support these programs, the types of services provided, and the perspectives of library administrators and faculty librarians in supporting social entrepreneurship programs.

RQ1: How are academic libraries supporting social entrepreneurship programs?

RQ2: What are the perceptions of library administrators toward supporting social entrepreneurship programs?

RQ3: What are the perceptions of faculty librarians toward supporting social entrepreneurship programs?

General Methodology

A qualitative and quantitative approach is utilized to better understand the role of academic libraries toward supporting social entrepreneurship programs (Teddlie & Yu, 2007). The two approaches provide information regarding the collaboration and perceptions between academic library administrators and social entrepreneurship programs. The model of the research is a two-phase design sequential triangulation that begins with the quantitative research approach followed by the qualitative research approach (Creswell, 1994).

This research seeks to understand the collaboration between academic libraries and social entrepreneurship programs. The model provides vital information regarding the types of resources and services provided, as well as the perceptions of academic library administrators and library faculty. Various types of institutions that have social entrepreneurship degree programs and courses serve as the sample, which is based on the Critical Case sampling scheme for mixed methods (Collins et al., 2006). The sample size was determined by the minimum suggestions of Creswell (1994) in Collins et al. (2006) for grounded theory. The quantitative approach is utilized first, followed by the qualitative approach to gain more insight into the data provided in the quantitative method. More details about the specific research method of the study are provided in Chapter III.

Significance of the Study

Studies have indicated academic libraries impact faculty, students, entrepreneurs, the community, and local economies through the services and resources provided (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015). Neal (2015) noted that academic libraries are aware of the need to add value to their services and resources provided for faculty and students. Academic libraries are evaluating aging and ineffective library services to redefine the traditional operations of an academic library (Neal, 2015). In alignment with this transformational approach, Neal stated, “We must reduce our isolation and radicalize our relationships and partnerships on campus and in the wider library, learning, and scholarly communities” (p. 311).

In addition to reaching beyond the academic library, Neal (2015) noted the external budget cuts that have forced academic libraries to evaluate and restructure the services provided for faculty and students. The reduction of government support has required academic libraries to be more accountable for services. Neal listed four directions of academic libraries that include collaborating with other libraries for cataloging and other forms of collection development, building new structures to implement technology and functional needs of patrons, creating specialized services and expertise, and creating new programs and initiatives. The last two directions imply academic libraries that support social entrepreneurship programs are a specialized and expert service, as well as a new innovative program to meet the patron at the point of need.

The importance of this study is beneficial for several stakeholders, to include library administrators, faculty, students, entrepreneurs, and entrepreneurial programs and

centers. The data collected from this study provide information to allow all stakeholders collaboration opportunities and the creation of effective and efficient services and resources to add value to the library. Due to the multidisciplinary model for social entrepreneurship, the academic library has the opportunity to collaborate with multiple departments and the community to achieve a similar interest.

The library has interest in providing support for social entrepreneurship, as academic libraries are creating innovative ways to better serve students and faculty. Neal (2015) stated academic libraries should transform to meet the needs of students and faculty. “We must steer away from our traditional functions, spaces, and collections, and view ourselves more as educators and knowledge managers. We must stop ‘organizing library around things’ and ‘focus on customers and their needs’” (Neal, 2015, p. 311). This study provides library administrators more information on the benefits of supporting social entrepreneurship programs and centers.

Academic libraries support faculty in various collaborations such as research, publishing works, copyright compliance issues, collection development for their courses, and professional development (Falciani-White, 2016). Hoppenfeld and Malafi (2015) noted collaborations between faculty and academic libraries regarding the traditional entrepreneurship are beneficial for the faculty. Due to the multiple disciplines utilized in social entrepreneurship, faculty from various disciplines have the opportunity to collaborate with other departments through social entrepreneurship ventures. This research provides data as to how faculty can collaborate with academic libraries to support social entrepreneurship programs.

Students receive support through academic library resources and services for their college success (Oliveira, 2018). The support includes research instruction, reference services, library collection and databases, interlibrary loan services, physical space, and online services (Oliveira, 2018). These traditional services are important for student retention, but Oliveira (2018) noted that academic libraries are expanding their abilities to help students succeed through partnerships with other departments, such as the office of diversity to help at-risk students, writing centers, and residential services. Through this study, academic libraries can determine the importance of supporting student-led social entrepreneurship assignments in regard to student retention.

Finally, social entrepreneurs and social entrepreneurship programs and centers can benefit from this study through the identification of services and resources needed for success. Academic libraries that support the traditional entrepreneurs and entrepreneurship programs and centers have identified several services and resources to support their needs (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015). Through this study, academic libraries can identify specific resources and services for supporting social entrepreneurship programs and centers, which will benefit social entrepreneurs.

Delimitations

A delimitation of this study involves the participants, who are academic library administrators and faculty librarians. The participants do not provide insight from non-faculty librarians that may have opportunities to collaborate with the social entrepreneurship program. The non-faculty librarians are library staff who do not meet the qualifications of a faculty librarian but provide services for faculty and students, such

as a reference librarian or an interlibrary loan librarian. Therefore, a study that examines the support from non-faculty librarians for social entrepreneurship may provide a different perspective of the types of services, resources, and needs of the social entrepreneurship programs, faculty, and centers.

Limitations

A limitation of the study is the linear focus, which is the perspectives of academic library administrators and faculty librarians regarding the support of social entrepreneurship programs and curricula and the resources and services provided toward social entrepreneurship. Further research could focus on the perspectives of social entrepreneurship faculty and students in regard to academic libraries' support. Due to the lack of literature for academic libraries and social entrepreneurship programs, other research opportunities are possible that are not included in this study.

This study recognizes that some universities have social entrepreneurship centers that support social entrepreneurship programs and social entrepreneurs but are not supported by the academic library. Therefore, information regarding the support for these social entrepreneurship centers is not explored, which could provide further insight on how academic libraries can collaborate to support students and social entrepreneurs.

Definition of Terms

The following terms are defined to help the reader understand the context of the terms within the study.

Academic Library Administrators: Library leaders create strategic plans and opportunities to utilize resources internally and externally to achieve the library's mission (Association of College & Research Libraries [ACRL], 2020).

Academic Faculty Librarians: Qualified and knowledgeable librarians who engage students and faculty through teaching and research support (ACRL, 2020).

Corporate Social Responsibility: The responsibility of corporations to create policies, missions, and objectives to increase the benefits of the socio-economic welfare of society (Beal, 2014).

Cultural Competence: A congruent set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations; the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (ACRL, 2020).

Diversity: State or fact of being diverse; different characteristics and experiences that define individuals (ACRL, 2020).

Entrepreneurship: The process of identifying business opportunities to create a venture with the mission of earning profits (Omer Attali & Yemini, 2017).

Multiculturalism: The policy or practice of giving equal attention or representation to the cultural needs and contributions of all the groups in a society (ACRL, 2020).

Social Enterprise: The business operations utilized by nonprofit organizations to create income to support the social mission (Bielefeld, 2009).

Social Entrepreneurship: An innovative approach that creates social value by seeking ventures to resolve social issues through nonprofit organizations, businesses, or government agencies (Cukier et al., 2011).

Summary

This study seeks to understand the relationship between academic libraries and their support of social entrepreneurship programs by using a quantitative and qualitative research approach. Research exists regarding the support of academic libraries toward the traditional entrepreneurship programs. However, there is a gap in the literature for the academic library support for social entrepreneurship programs and curricula. Therefore, this study provides information that can impact academic library administrators, faculty librarians, university faculty, students, and social entrepreneurs.

With the increase of social entrepreneurial ventures globally, higher education has increased educational opportunities for students to pursue careers in resolving difficult social issues. Students can obtain a master's, bachelor's, minors, associate's, and certificates in social entrepreneurship, as well as social entrepreneurship curricula.

An important reason for the increase in curricula within higher education is that social entrepreneurship is a trait sought by future employers. As more businesses are implementing a sustainability business model, students have the opportunity to gain knowledge of social entrepreneurship skills.

Based on the importance of social entrepreneurship in society and higher education, academic libraries have the opportunity to support programs and students seeking an education in social entrepreneurship. This study examines the role of academic libraries toward supporting social entrepreneurship programs. In addition, the study identifies library resources and services that support programs.

Chapters II through V provide further information regarding the support of academic libraries toward social entrepreneurship programs and curricula. Chapter II

examines the literature and how social entrepreneurship impacts higher education, which is creating a need for support that academic libraries can provide. Chapter II also identifies the gap in the literature and how this study contributes to the literature. Chapter III describes the research method utilized in this study, and the results are discussed in Chapter IV. The findings are interpreted in Chapter V.

CHAPTER II: LITERATURE REVIEW

Literature is available regarding the collaboration between higher education, academic libraries, and entrepreneurship. These works are focused on various ways that higher education and academic libraries support the field of entrepreneurship, which provides information about the importance of the role of higher education and academic libraries in educating and supporting students in entrepreneurship. Despite the available information provided by these research studies, most studies have focused solely on entrepreneurship. However, recent interest and investment in social entrepreneurship programs in higher education has increased, which has increased numerous academic studies. Yet, there is limited literature regarding academic libraries, social entrepreneurship, and entrepreneurship in relation to support.

The purpose of the literature review is to determine how academic libraries are supporting social entrepreneurship programs. The literature examines the history of social entrepreneurship and the importance of implementing social entrepreneurship into higher educational curricula. Once the importance of social entrepreneurship is established in higher education, the literature focuses on the importance of academic libraries engaging and collaborating with social entrepreneurship programs at their institutions. Finally, the literature review creates an understanding of the role of academic libraries in supporting social entrepreneurship programs.

Search Strategy

The literature for this research was gathered by utilizing several keyword searches and various databases. The major keywords used to search for literature include, but are not limited to *academic libraries, academic librarians and administrators, higher*

education, universities and colleges, social entrepreneurship, social enterprise, social entrepreneurship degree programs, social entrepreneurship centers, entrepreneurship, and entrepreneurship centers. The major databases of EBSCO, ProQuest, JSTOR, and ERIC provide relevant literature, as well as Google Scholar for other sources. The information includes peer-reviewed and scholarly journal articles, books, institutional documents, and entrepreneurship center documents. The currency of the data is mostly recent due to the current increase of social entrepreneurship degree programs. Therefore, the majority of the data collected were published approximately 5 to 10 years ago. In addition, Google was utilized to locate universities and colleges that offer social entrepreneurship courses and degree programs.

While the topic of social entrepreneurship in higher education is relatively new in the literature, the social entrepreneurship concept has been used for several decades. Therefore, the literature review includes information older than 10 years. The relevant information provides the foundation for understanding the role of academic libraries in supporting social entrepreneurship programs.

Defining Social Entrepreneurship

Agreeing to a universal definition of social entrepreneurship has been a challenge for researchers (Abu-Saifan, 2012; Cukier et al., 2011). Sassmannshausen and Volkmann (2013) noted 54% of the social entrepreneurship literature concentrates on “definitions, theoretical constructs or frameworks for social entrepreneurship, description or understanding of phenomenon, typologies, and taxonomies” (p. 17). Abu-Saifan (2012) provided seven definitions from the leading researchers regarding social entrepreneurs, indicating independent researchers who have provided individual definitions. Based on

the seven definitions of the social entrepreneur, Abu-Saifan proposed the following social entrepreneur definition: “The social entrepreneur is a mission-driven individual who uses a set of entrepreneurial behaviors to deliver a social value to the less privileged, all through an entrepreneurially oriented entity that is financially independent, self-sufficient, or sustainable” (p. 25).

In 1998, Gregory Dees defined social entrepreneurs as agents of change in the social sector having distinctive characteristics. These social entrepreneurs seek out social issues and have the desire to create social value rather than individual monetary profit. Dees described social entrepreneurs as entrepreneurs who are dedicated to serving those impacted by social issues. Bornstein and Davis (2012) defined social entrepreneurship as “a process by which individuals build or transform institutions to advance solutions to social problems” (p. 19).

Zahra et al. (2008) examined over 20 definitions for social entrepreneurship in order to establish their definition: “Social entrepreneurship encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organizations in an innovative manner” (p. 118). Tapsell and Woods (2008) defined social entrepreneurship as the mission to create social value and to utilize innovative entrepreneurial ventures to achieve social resolution.

Cukier et al. (2011) provided four definitions by social entrepreneurship authors. The first authors, Austin et al. (2006), stated, “Social entrepreneurship is an innovative, social value-creating activity that can occur within or across the nonprofit, business or government sectors” (p. 102). A second definition by Sherrill Johnson in 2000 stated,

“Social Entrepreneurship is emerging as an innovative approach for dealing with complex social needs” (Cukier et al., 2011, p. 102). The third definition by Alex Nicholls in 2007 stated, “Social entrepreneurship entails innovations designed to explicitly improve societal well-being, housed within entrepreneurial organizations which initiate, guide, or contribute to change in society” (Cukier et al., 2011, p. 102). The final definition was written by Johanna Mair and Ignasi Marti in 2006: “Innovative models of providing products and services that cater to basic needs (rights) that remain unsatisfied by political or economic institutions” (Cukier et al., 2011, p. 102).

History of Social Entrepreneurship in Higher Education

Social entrepreneurship and social enterprise are concepts that have been utilized since the early 1970s and further noted during the 1980s as notable social programs that have been impacted financially by the economic downturns of the 1970s and 1980s. In addition, new social issues were being recognized that increased the interests of organizations and individuals who sought to support them financially. According to Mueller et al. (2015), “The Social Early-stage Entrepreneurship Activity rate (SEA) is 4.15 percent in the US and 2.18 percent in the UK” (p. 358). With the growing interest of support for social issues, scholars began to define social entrepreneurship and to better understand the phenomenon. Eventually, the social entrepreneurship concept gained further interest and began to be offered as courses and degree programs in higher education. Yet, the scholarly research does not include the relationship between academic libraries and social entrepreneurship courses and programs.

Nonprofit Organizations and the Introduction to Social Entrepreneurship

During the late 1970s, scholars began to study the relationships between nonprofit, for-profit, and government agencies supporting social causes in regard to economic factors such as government budget cuts to social programs, commercial support for nonprofit organizations, and financial support from donations for social programs (Bielefeld, 2009; Worsham & Dees, 2012). The trend in the reduction of government support continued in the 1980s and 1990s. The decrease in funding for social issues or nonprofit organizations indicated the government was no longer capable of supporting and funding several social issues and nonprofit organizations. Due to economic issues, numerous nonprofit organizations and government agencies began seeking external funding, which led to the concept of social entrepreneurship.

According to Bornstein (2004), the Assistant Administrator of the U.S. Environmental Protection Agency (EPA) Bill Drayton established the Ashoka: Innovators for the Public organization in 1978 that was important in introducing the social entrepreneurship concept globally. By 2004, the organization included over 1,400 entrepreneurs operating in 46 countries, with approximately \$40 million in funding to assist with numerous social issues. The purpose of the organization was to expedite the resolution or support of many social issues that included “advances in education, environmental protection, rural development, poverty alleviation, human rights, healthcare, care for the disabled, care for children at risk, and other fields” (Bornstein & Davis, 2012, p. 12). Drayton’s concept of gathering entrepreneurs to invest in a social venture with no profit increased the notion of social entrepreneurship on a global level, which also gained the attention of researchers.

The early scholarly research toward social entrepreneurship led to Burton A. Weisbrod's 1988 book, *The Nonprofit Economy* that examined the nonprofit sector's purpose and the support of nonprofit organizations. Weisbrod (1988) noted that the United States' economy was established in three economies: free enterprise, governmental activity, and the nonprofit sector. The government activity includes services that the government provides in aiding social needs. Within the nonprofit sector, Weisbrod described various types of nonprofit and for-profit organizations that were created to help solve social issues. For instance, in 1968 the Urban Institute was created by the U.S. Department of Housing and Urban Development (HUD) to study and solve urban area social issues. The private, nonprofit research organization was funded by the U.S. Government (Weisbrod, 1988). For-profit organizations are also important in solving social issues, such as businesses that work to solve poverty and housing issues (Weisbrod, 1988).

Free enterprise, government activity, and nonprofit are the three economies noted in Weisbrod's (1988) work, which are the primary sectors for entrepreneurs that include social entrepreneurs. The collaboration between the three sectors has increased interest in social entrepreneurship, as well academic studies into social entrepreneurship.

Weisbrod's research in nonprofit organizations led to further scholarly works regarding social organizations that examined the phenomenon within the concept of social entrepreneurship.

Emergence of Social Entrepreneurship in Academia

In 2013, Sassmannshausen and Volkmann released their bibliometric research regarding the extensive academic literature for social entrepreneurship. Their work

recognized the increase of social issues and entrepreneurs that contribute to the solutions of social issues. Due to the increase of entrepreneurs seeking to resolve social issues, Sassmannhausen and Volkmann examined the collection of academic work devoted to the field of social entrepreneurship. The research indicates the earliest mention was in the 1954 *Journal of Economic History* by William N. Parker, which discussed the idea that working-class people could increase their wages through entrepreneurship. Following the 1954 article, the research was nonexistent until two articles appeared from the US and the Netherlands in 1985 (Sassmannhausen & Volkmann, 2013). In the 1990s and 2000s, academic studies regarding social entrepreneurship began to increase. Sassmannhausen and Volkmann (2013) reported that 2,370 articles were published in 2011 about social entrepreneurship.

The social entrepreneurship literature study by Sassmannhausen and Volkmann (2013) classified the literature by seven indicators:

- Emergence of specific journals
- Acceptance of research articles dealing with social entrepreneurship by leading journals that are not particularly dedicated to the field under examination
- Emergence of edited volumes and monographic books
- New annual conferences and dedicated workshops within existing conferences, accordant contributions in conference proceedings
- Development of teaching materials such as textbooks, teaching cases, etc.

- Dedicated tenured professorships, chairs, and centers or institutes (for instance, as indicated by the authors' affiliations mentioned in research articles)
- Integration of the topic in accredited curricula in extra-curricular teaching activities, and the emergence of student initiatives promoting social entrepreneurship

Through these indicators, the social entrepreneurship literature has grown extensively since the 1980s. As noted in the indicators, social entrepreneurship is a concept that is being taught in higher education, such as textbooks, research works by professors, accredited curricula, and student initiatives.

Emergence of Specific Journals

The emergence of specific journals began with the *Journal of Developmental Entrepreneurship* in 1995 that focuses on social entrepreneurship. Other social entrepreneurship journals continued to be established that included *Stanford Social Innovation Review* in 2003, *Social Enterprise Journal* in 2004, *Social Responsibility Journal* in 2005, *Journal of Enterprising Communities* in 2007, *Journal of Social Entrepreneurship* in 2010, and *International Journal of Social Entrepreneurship* in 2011 (Sassmannhausen & Volkmann, 2013). The journal publication dates established a timeframe for social entrepreneurship research, which illustrates the recent increase in the concept. In addition, other journals were noted to contain social entrepreneurship content.

Books and Edited Works

Books and edited works also indicate a timeframe of social entrepreneurship interest, which began in 2004. In addition, conferences became an interest in 2004 with

the Satter Conference on Social Entrepreneurship (Sassmannhausen & Volkmann, 2013). Furthermore, the numerous published books and edited works increased the interest in social entrepreneurship in academia.

Textbooks

As more scholarly works entered the field of social issues and entrepreneurship, academic institutions began to add to the support of social entrepreneurship. The fifth indicator notes the introduction of textbooks and other resources for students to learn social entrepreneurship. One of the first teachers of social entrepreneurship in the US was J. Gregory Dees (Kraus et al., 2014; Worsham & Dees, 2012). He began to introduce the social entrepreneurship concept while teaching at Yale in the late 1980s. Dees taught a course entitled *Managing Small Organizations* that allowed students to work with for-profit and nonprofit organizations, which Dees began to frame and to create curricula for students (Worsham & Dees, 2012).

Sassmannhausen and Volkmann (2013) stated numerous leading business schools around the world have created several case studies and teaching materials that have been utilized in teaching the social entrepreneurship concept. Two of the first textbooks were published in 2012 by authors Jill Kickul and Thomas S. Lyons entitled *Understanding Social Entrepreneurship* and *Social Entrepreneurship and Social Business* and edited by Christine Volkmann, Kim Oliver Tokarski, and Kati Ernst (Sassmannhausen & Volkmann, 2013).

Faculty Research on Social Entrepreneurship

The sixth indicator of social entrepreneurship locates centers and higher education faculty and chairs who are dedicated to social entrepreneurship. Sassmannhausen and

Volkman (2013) listed 15 centers and endowments of social entrepreneurship, which they noted was an increase because of external interest to educate students about the importance of social entrepreneurship in helping social issues. Through these academic organizations, the implementation of social entrepreneurship “will have a sustainable and productive future in academia” (Sassmannhausen & Volkman, 2013, p. 15).

Student-Involved Activities

The final indicator of social entrepreneurship deals with student-involved activities. Sassmannhausen and Volkman (2013) mentioned several student organizations that are involved in social entrepreneurship activities. These organizations include the Foster School of Business at the University of Washington that held the Annual Global Social Entrepreneurship Competition in 2005, as well as the Stewart Satter Program in Social Entrepreneurship at New York University Stern School of Business (Sassmannhausen & Volkman, 2013).

Five Specific Social Entrepreneurship Clusters

Kraus et al. (2014) examined scholarly works devoted toward social entrepreneurship by classifying the specific topics of social entrepreneurship. The research resulted in five major topic clusters of social entrepreneurship research that included definitions and conceptual approaches, impetus, personality, impact and performance, and future research agenda. Kraus et al. cited 129 core scholarly works from entrepreneurship, business, and management publications that further cited 5,228 references of social entrepreneurship. The method used by the researchers involved two keyword searches: “social entrepreneur(s)” and “social entrepreneurship.” From the 129

scholarly works, the researchers focused on 20 most cited articles and classified the articles into major topic clusters.

The first cluster classification involved defining and conceptual approaches that was led by Dees' 2001 article, "The Meaning of Social Entrepreneurship" (Kraus et al., 2014). However, the earliest cited for social entrepreneurship was Dees' first article about defining social entrepreneurship in 1998 entitled "Enterprising Nonprofits" (Kraus et al., 2014). The first cluster classification identified several elements of the definition of social entrepreneurship that included social value creation, innovativeness, proactiveness, risk management, sustainability, social mission, and environment (Kraus et al., 2014).

The second cluster involved impetus that examined factors that motivate social entrepreneurship, which included practical and theoretical options (Kraus et al., 2014). *How to Change the World: Social Entrepreneurs and the Power of New Ideas* by David Bornstein published in 2004 provides insight into actual social entrepreneurship endeavors. According to Kraus et al. (2014), the source has numerous examples of actual social entrepreneurship endeavors such as support for AIDS patients in South Africa, assistance for low-income students seeking college admissions, and homeless communities in Europe. Two other sources, *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs* (2001) by Dees, Jed Emerson, and Peter Economy and *Social Entrepreneurs and Catalytic Change* (1991) by Sandra A. Waddock and James E. Post. These practical and theoretical sources are the most cited for factors that drive social entrepreneurship (Kraus et al., 2014).

Personality was the third cluster established from the analysis, which concentrated on the social entrepreneur. Written by Charles Leadbeater in 1997, *The Rise of the Social*

Entrepreneur has been cited 35 times (Kraus et al., 2014). Kraus et al. (2014) noted the source provides information on the origins of social entrepreneurship, case studies, descriptions of social entrepreneurs, and how social entrepreneurs work within the social enterprise. Other sources in the personality cluster include “Social Entrepreneurship: A New Look at the People and the Potential” (2000) by John Thompson, Geoff Alvy, and Ann Lees and “The World of the Social Entrepreneur” (2002) by John L. Thompson (Kraus et al., 2014). The articles examined the perspectives of a social entrepreneur contending with social issues (Kraus et al., 2014).

The fourth cluster, impact and performance, examines the importance of social entrepreneurship (Kraus et al., 2014). The two major sources include “Social Entrepreneurship and Societal Transformation: An Exploratory Study” (2004) by Sarah H. Alvord, L. David Brown, and Christine W. Letts and “The Legitimacy of Social Enterprise” (2004) by Raymond Dart (Kraus et al., 2014). The article by Alvord, Brown, and Letts provides case studies that describe social entrepreneurial organizations, which gave insight into the organizational model (Kraus et al., 2014). Dart’s article provided a model of a social enterprise that examined the political issues involved, outcomes, and stakeholders (Kraus et al., 2014). The sources are important in understanding the implementations and outcomes of social enterprise.

The final cluster, future research agenda, is based on three sources: “Social Entrepreneurship Research: A Source of Explanation, Prediction, and Delight” (2006) by Johanna Mair and Ingasi Marti, “Social Entrepreneurship: A Critical Review of the Concept” (2006) by Ann Maria Pedro and Murdith McLean, and *Social Entrepreneurship: New Models of Sustainable Social Change* 2006 by Alex Nicholls

(Kraus et al., 2014). According to Kraus et al. (2014), Mair and Marti questioned the sub-categorization of social entrepreneurship in the entrepreneurship field; therefore, the researchers suggested further research. Kraus et al. (2014) also noted that further research was requested by Pedro and McLean in regard to the lack of a universal definition of social entrepreneurship. Nicholls' book examines the new perspectives, theories, models, and directions of social entrepreneurship; and the author stated further research is needed in the market for social capital, resources, and social venture managers (Kraus et al., 2014).

Kraus et al. (2014) utilized the cluster analysis to demonstrate the significant factors of research in social entrepreneurship. Through the research, social entrepreneurship was noted in two major factors that included “success factors and key elements of Social Entrepreneurship and the creation and catalysts of social value” (Kraus et al., 2014, p. 288). The analysis also illustrated the need for further research, primarily in defining social entrepreneurship, which is a major issue in the field of social entrepreneurship (Kraus et al., 2014).

Need for Further Research on Social Entrepreneurship

Dacin et al. (2011) reiterated the need for further research to clearly understand the impact of social entrepreneurship on resolving social issues. The researchers cited an article by Short et al. (2009) that noted academic articles from social sciences were reviewed to determine further academic research was needed. Dacin et al. recommended five areas that included institutions and social movements, networks, culture, identity and image, and cognition. Dacin et al. also stated the five areas that provide opportunities for scholars to continue research in social entrepreneurship.

Based on the seven indicators and the need for further research, the social entrepreneurship concept has been accepted in various organizations that include higher education. Sassmannhausen and Volkmann (2013) provided data that demonstrated the emergence of social entrepreneurship through the research published on the subject, as well as the increase of social entrepreneurship resources and materials used in higher education. Kraus et al. (2014) used cluster analysis to illustrate the significant research in the field of social entrepreneurship, as well as the need for further research. Dacin et al. (2013) also noted the need to continue social entrepreneurship research in academics.

Sliva and Hoefler (2015) examined the association of social enterprise and higher education in regard to the acceptance of social entrepreneurship in higher education. A reason that social entrepreneurship could be impactful for a university is that the social enterprise concept driving social entrepreneurship indicates its purpose to financially support social issues or nonprofit organizations that lack funding from a governmental agency (Sliva & Hoefler, 2015). Sliva and Hoefler researched 16 social work research centers in 14 states to examine the impact of social enterprise in higher education. The research indicates universities face similar funding problems to most other nonprofit organizations. Due to funding issues, university social work schools “are using social enterprise strategies to fund mission efforts” (Sliva & Hoefler, 2015, p. 50).

Sliva and Hoefler (2015) noted that academic enterprise at some universities could provide revenue for the institution. These academic enterprises are a part of the Bayh-Dole Act of 1980 that allows universities to receive revenue from intellectual property rights of inventions created through federal funding. An example of academic enterprise is the University of Florida that developed the formula for the sports drink Gatorade.

Since it was developed, the University of Florida receives royalties, from which the university has been able to support other research projects in different disciplines (Sliva & Hoefler, 2015). Because universities seek external funding to compensate for budget reductions such as these social enterprise endeavors, universities have an understanding of social entrepreneurship concepts.

The Introduction of Social Entrepreneurship in Higher Education

The research from the available literature regarding social entrepreneurship indicates the longevity of the social entrepreneurship concept and the need for further research in academics (Brock & Kim, 2011; Dacin et al., 2013; Kraus et al., 2014; Sassmannhausen & Volkmann, 2013). The authors added that social entrepreneurship research will continue as more accredited universities begin to implement curricula and programs. According to Worsham and Dees (2012), “As of 2011, more than 148 institutions were teaching some aspect of social entrepreneurship on their campuses” (p. 442).

The first noted person to implement social entrepreneurship curricula into higher education was Dees (Worsham & Dees, 2012). While at Yale University, Dees began teaching the Managing Small Organization course that allowed students to work with for-profit and nonprofit organizations. During this course, Dees recognized the students’ interest working with nonprofit organizations or social organizations. Later, he began work at the Harvard Business School to teach Entrepreneurial Management, at which he proposed the new Social Entrepreneurship course that was rejected by the faculty in 1990. However, Dees was able to teach 25% of the case studies of the course in social entrepreneurship. Four years later under the support of an alumnus, Dees was asked to

design and teach a nonprofit course that was later called, after some debate, Entrepreneurship in the Social Sector (Worsham & Dees, 2012).

The Entrepreneurship in the Social Sector course was designed to have students create business models and plans that would provide resources to grow a social venture and to analyze the impact of the venture (Worsham & Dees, 2012). While teaching the courses, Dees recognized the complex nature of the social entrepreneurship course, as students needed to understand the entrepreneurship concept to seek economic value, as well as to seek a social impact (Worsham & Dees, 2012). He continued to teach social entrepreneurship at Harvard, Stanford University, and Duke University and described the foundation for the course, which was to “build on a traditional business entrepreneurship course but layer on additional tools and frameworks to address the primacy of the social mission” (Worsham & Dees, 2012, p. 446).

Three Levels of Social Entrepreneurship Educational Influence

Due to Dees’ contribution of implementing social entrepreneurship into business, management, and entrepreneurship courses, higher education has begun to understand the benefits of social entrepreneurship (Dobele, 2016). According to Dobele (2016), three important levels have influenced social entrepreneurship education: the External Environment, Organizational, and Individual levels. These levels helped to support social entrepreneurship’s entry into higher education.

The First Level. External Environment includes four factors: political, economic, social and cultural, and technological (Dobele, 2016). The political factor states that recognition and support from governments regarding social entrepreneurship has increased awareness in higher education. Dobele (2016) noted that the economic factor

includes the support from external sources, such as government grants or financial support from other organizations. The social and cultural factors impact social entrepreneurship education as more organizations and individuals seek to resolve social issues. The final factor, technology, creates opportunities to network social entrepreneurial ideas, as well as to provide online social entrepreneurship courses for higher education (Dobele, 2016).

The Second Level. Organization refers to the educational institution's ability to support social entrepreneurship programs (Dobele, 2016). Dobele (2016) noted that organizational culture and managerial practice impact the decisions to implement social entrepreneurship courses and programs. According to Dobele, "It is proved that social entrepreneurship intentions and initiatives usually come from organizational norms and attitudes" (p. 230).

The Third Level. The Individual level is focused on the individual's desire to learn social entrepreneurship skills (Dobele, 2016). "The use of the micro-level perspective and a focus on different individual characteristics emphasize that social entrepreneurship education depends on the knowledge, abilities, skills, motivation, and the attitudes of the individuals" (Dobele, 2016, p. 230). Dobele (2016) also noted that higher education should create and provide social entrepreneurship courses and programs to meet the needs of the students.

Three Phases of Implementation of Social Entrepreneurship in Higher Education

The First Phase. Brock and Kim (2011) stated that implementation of social entrepreneurship in higher education has been established in three phases: pioneers, consolidators, and new arrivals. The pioneers were educators who created the case studies

and established policies. The first phase began in the 1990s with Dees and other educators who embedded the curriculum in business courses. These educators utilized applied teaching and publications to educate students on social entrepreneurship (Brock & Kim, 2011; Worsham & Dees, 2012).

The Second Phase. The consolidator phase began in the early 2000s with an increase of curriculum offered primarily in business programs. In addition, the consolidator phase had academic journals and research devoted to social entrepreneurship, as well as academic conferences.

The Third Phase. The new arrivals phase represented the increase of social entrepreneurship education in different disciplines, academic research in specific journals, and well-established conferences (Brock & Kim, 2011).

In addition to the three levels of social entrepreneurship influences on higher education to provide social entrepreneurship curricula, Dobeles (2016) described the benefits of social entrepreneurship education. The first benefit involves the student. Social entrepreneurship education is important in the student's personal development. According to Dobeles, "Through providing social entrepreneurship education in higher education institutions, it is possible to develop individual's social awareness, creativity, and sensitivity to problems in society" (p. 234). Second, the education allows students to engage in social issues that benefit society through innovative entrepreneurial concepts. Finally, the benefits of students finding solutions to social issues contribute to a sustainable national economy.

The benefits to students and society are factors in a higher educational institution's plan for implementing social entrepreneurship curricula. Of course, higher

education considers other factors when determining to implement the curriculum that include the institution's strategic mission and the initiatives of the faculty (Dobele, 2016). The increase of social entrepreneurship courses and programs indicates that the field of study is becoming an essential subject for higher education.

The Expansion of Social Entrepreneurship Education in Curricula and on Campus

Social entrepreneurship education began in business graduate courses, but it has expanded into other disciplines (Berzin, 2012; Worsham & Dees, 2012). As social entrepreneurship has expanded in higher education, educators and researchers have recognized that social entrepreneurship is a multidisciplinary concept (Kickul et al., 2012). Social work is a significant discipline that is impacted by social entrepreneurship (Berzin, 2012). Other disciplines include, but are not limited to engineering (Oliveira et al., 2018) and nursing (Gilmartin, 2013).

According to Brock and Kim (2011), "Senior leaders are seeing social entrepreneurship as a core value they want to embed into their institution's reputation, culture, education and programming" (p. 5). Based on the demand for social entrepreneurship courses, higher educational leaders are utilizing the social entrepreneurship curricula as a recruitment tool. Due to the senior leaders' awareness of the potential for social entrepreneurship education, the increase of social entrepreneurship curricula continues to be implemented into higher education.

Introduction of Social Entrepreneurship through Traditional Entrepreneurship Curriculum

The introduction of traditional entrepreneurship began in the 1980s, which is an important attribute of social entrepreneurship (Pache & Chowdhury, 2012). Therefore,

the foundation for the curriculum stems from the traditional entrepreneurship curriculum that included management, human resources, finance, business strategies, and marketing (Pache & Chowdhury, 2012). Since the 1980s, researchers and educators have changed the basic business model of teaching the traditional entrepreneurship curriculum by providing students with the practices and tools necessary to become successful entrepreneurs (Pache & Chowdhury, 2012). Based on the foundations of traditional entrepreneurship, scholars and professors have been able to provide additional knowledge regarding social issues, social opportunities, and social ventures (Pache & Chowdhury, 2012). The social entrepreneurship curriculum continues to improve as more research and pedagogical practices are produced.

The earlier introduction of social entrepreneurship curriculum was focused primarily in business graduate programs (Brock & Kim, 2011; Weybrecht, 2016; Worsham & Dees, 2012). As interest in social entrepreneurship increased, the curricula moved to other disciplines, undergraduate programs, and executive professional development (Brock & Kim, 2011). The social entrepreneurship concept also is being considered by some universities as a concept in which students should have knowledge prior to graduation (Brock & Kim, 2011).

The most typical curriculum used in teaching social entrepreneurship is the combination of classroom and practice for a semester course (Brock & Kim, 2011; Kickul et al., 2012). In addition, some institutions are utilizing social entrepreneurship by “replacing applied learning experiences of internships and community consulting models with innovative models that offer more value to students, community partners and to the practitioners in the field” (Brock & Kim, 2011, p. 4). The social entrepreneurship concept

is being utilized outside of the curriculum through other campus organizations such as “residential life, student affairs, and alumni relations” (Brock & Kim, 2011, p. 4).

Mueller et al. (2015) cited different forms of teaching social entrepreneurship that include service learning, collaborative learning, simulation, experiential learning, and critical action learning. Service learning was the main teaching concept because the curriculum would allow students the opportunity to engage in real-life social challenges (Mueller et al., 2015). The benefits of service learning include “enhanced self-efficacy and motivation, as well as the ability to connect theory and practice” (Mueller et al., 2015, p. 363).

Student Campus Social Event Opportunities

Weybrecht (2016) reiterated the expansion of social entrepreneurship education into higher education, which is based on the involvement of social entrepreneurship events and other opportunities for students to participate in social entrepreneurship activities on and off university campuses. Due to the increased interest in social entrepreneurship, events are being held at universities that include entrepreneurship events to bring social entrepreneurs together for the promotion of social entrepreneurship. In addition to events being held on campuses, entrepreneurship centers have been established on college campuses that involve social entrepreneurship. Furthermore, some institutions offer social entrepreneurship competitions and opportunities to work with nonprofit organizations (Weybrecht, 2016).

The events and competitions are significant because students gain valuable experience and have the opportunity to receive funding (Weybrecht, 2016). For instance, the Kellogg School of Management at Northwestern University provides the opportunity

for a student to receive up to \$80,000 for establishing a social venture upon graduation (Weybrecht, 2016). In addition, The Ross School of Business provides a \$200,000 fund for students investing in social issues. The program also forgives up to \$20,000 for graduates toward their student loans (Weybrecht, 2016).

Social entrepreneurship concepts can be a conflict for higher education in regard to academic entrepreneurship. Sliva and Hoefler (2015) described the difficulty of social entrepreneurship and academic entrepreneurship as being “impossible to serve both good and money” (p. 52). The argument contends that research at universities would be more aligned with generating revenue for the university rather than academic research. Furthermore, social work schools’ perceptions toward using commercial profits to support nonprofits is typically not their mission historically (Sliva & Hoefler, 2015).

Challenges of Social Entrepreneurship Education

A challenge that most scholars have noted about social and traditional entrepreneurship education in general involves whether entrepreneurship can be taught (Abereijo, 2018). Entrepreneurship concepts have increased in university undergraduate and graduate degree programs, as well as embedded curricula within courses. According to Abereijo (2018), “The debate about whether or not entrepreneurship can be taught is being laid to rest because there is now a consensus among scholars that, though teaching of entrepreneurship is a science as well as an art, it can be taught” (p. XV). Educators create curriculum to teach entrepreneurship concepts that include business startups and entrepreneurial skills and traits to best serve the students (Abereijo, 2018).

Another challenge regarding entrepreneurship education involves the teaching approaches used by professors and instructors (Abereijo, 2018). Because the concept is

taught globally, educators address entrepreneurship education with varied pedagogical approaches. Abereijo (2018) noted that entrepreneurship education is constantly changing from the traditional teaching methods of classroom memorization of terms and concepts to practice-based approaches. Overall, teaching traditional entrepreneurship is challenging, and the additional theories and values of social entrepreneurship complicate educating students on social entrepreneurship, especially with the consideration of other disciplines.

University Students and Social Entrepreneurship Education

Miller et al. (2012) stated that the increase in social entrepreneurship education is based on the demand for social entrepreneurs to obtain business knowledge, to gain a better understanding of social issues and organizations, and “a student’s desire for more meaningful education” (p. 349). For educators and librarians to better understand the needs of the students, scholars have researched the motivations of students seeking an education in social entrepreneurship.

Mueller et al. (2015) examined the motivations of students seeking an education in social entrepreneurship. Due to the limited literature regarding students’ motivation toward social entrepreneurship, the researchers first reviewed the goals of a traditional or commercial entrepreneur. Mueller et al. noted various goals of an entrepreneur that included “more freedom of activity, earning a good income, being one’s own master, putting oneself to test, and gaining a better position in society” (p. 360). In addition, the perceptions of being an entrepreneur for college business graduates include feelings of accomplishment for owning a business, being challenged intellectually, a sign of

advancement, being independent, and having the ability to be creative (Mueller et al., 2015).

Due to the different missions of social entrepreneurship and traditional entrepreneurship, Mueller et al. (2015) noted that the literature indicates the differences between the two genres. For instance, the social entrepreneur seeks to assist in social issues, whereas the traditional entrepreneur seeks profits. Based on the goals of the social entrepreneur and the traditional entrepreneur, a student would specifically seek the goal of resolving a social problem, rather than seeking profits (Mueller et al., 2015).

Student Motivation toward Social Entrepreneurship Education

Students seeking an education in social entrepreneurship have different values from the traditional entrepreneurial student that “combine their normative, ethical, and personal values with proven business principles” (Mueller et al., 2015, p. 362). Therefore, the student seeking social entrepreneurship has different goals and traits from the traditional entrepreneurship student.

The motivation of students seeking social entrepreneurship involves different personal traits. Mueller et al. (2015) stated that students’ motivation for a social entrepreneurship endeavor “would enable them to act according to their personal motives, values, passions, and interests” (p. 371). The research indicates that students seeking social entrepreneurship education have the motivation to positively impact society through resolving social issues instead of seeking a traditional entrepreneurship with the mission of an economic profit. However, Mueller et al. (2015) noted that traditional entrepreneurs also have the “desire to give back to society” (p. 376).

Personal Traits of Social Entrepreneurs

In addition to understanding social entrepreneurs, Írengün and Arikboğa (2015) utilized The Big Five Personality Model developed by Paul Costa and Robert McCrae in 1985 to identify the personality traits of social entrepreneurs. The model utilizes five factors of personality that include neuroticism, extraversion, conscientiousness, agreeableness, and openness. Írengün and Arikboğa examined the five personality factors in regard to social entrepreneurs, which identify personality traits.

Neuroticism is related to the social entrepreneurs' desire to resolve another person's problems (Írengün & Arikboğa, 2015). Extraversion describes the person as positive, assertive, and energetic, which are attributes of a social entrepreneur. The conscientiousness is related to the person's ability to control and discipline. According to Írengün and Arikboğa (2015), persons who score high on the conscientiousness factor are "organized, determined, and act as planned" (p. 1190), which is important for a leader and a social entrepreneur. As for agreeableness, persons who have high agreeableness scores are "helpful, trustworthy, affectionate and agreeable people that prefer cooperation over competition" (Írengün & Arikboğa, 2015, p. 1190). Írengün and Arikboğa noted that this trait is the most important factor for being a successful social entrepreneur because being empathetic toward people who are in need of assistance is critical.

According to Írengün and Arikboğa (2015), openness is a trait of people with high scores who are curious and imaginative, as well as associated with risk taking. In social entrepreneurship, openness is not the major trait for social entrepreneurship. Írengün and Arikboğa noted that those with high openness scores are less conservative and unlikely to work on long-term social problems.

While the literature has examined the traits and motivation for students seeking an education in social entrepreneurship, Pache and Chowdhury (2012) noted that social entrepreneurial students may experience challenges. The four challenges include the misunderstanding of social entrepreneurship from other students, family concerns about entering a field that is typically low income, the student's own concern about choosing the profession, and the difficulty of working with complex social issues (Pache & Chowdhury, 2012).

Faculty Specializing in Social Entrepreneurship

As of 2011, over 5,000 professors are teaching or researching social entrepreneurship (Kickul et al., 2012). Social entrepreneurship is a multidisciplinary concept that expands beyond departments and outside the institutions (Kickul et al., 2012). Business curriculum and research is the main discipline educators and researchers focus toward for students because the social venture must operate as a business (Kickul et al., 2012). Other disciplines are also teaching and researching social entrepreneurship, such as social work (Berzin, 2012). Social entrepreneurship incorporates social welfare, the business sector, and the public sector, which includes various disciplines within the areas of study (Pache & Chowdhury, 2012). Pache and Chowdhury (2012) noted other disciplines teaching social entrepreneurship that include public policy and engineering.

A pedagogical approach to teaching social entrepreneurship was utilized by Smith and Woodworth (2012), which is the social identity and self-efficacy approach. The teaching concept was created to identify social entrepreneurship communities and to align potential social entrepreneurial students (Smith & Woodworth, 2012). According to Smith and Woodworth, "An identity approach to social entrepreneurship education,

therefore, encourages the presentation of the social entrepreneurship community as a social category in which students could become active members” (p. 391).

Since the implementation of social entrepreneurship curriculum has entered higher education, educators have created various forms of teaching methods. The early pedagogical technique of social entrepreneurship involved primarily case studies (Worsham & Dees, 2012). The teaching practices have expanded to include a blended value framework that collaborates with other disciplines (Kickul et al., 2012) and the combination of classroom and practice teaching techniques (Brock & Kim, 2011). Overall, professors continue to research and create new ways to teach and implement social entrepreneurship for students.

Academic Libraries and Traditional Entrepreneurship Support

Academic libraries provide support and resources for the traditional entrepreneurship courses, programs, centers, and the community (Grifs, 2015; Hoppenfeld & Malafi, 2015; Mross & Reiter, 2019). Mross and Reiter (2019) stated, “Libraries often play a central role in helping people make their entrepreneurial dreams a reality by providing resources to support the research that goes into developing, running, and expanding small businesses” (p. 575). Public libraries have been a primary source for entrepreneurs; however, academic libraries are increasing support through curricula and extracurricular opportunities (Mross & Reiter, 2019).

The study of traditional entrepreneurship has been dated to the 1800s and the 1900s, with more scholarly works of entrepreneurship concepts introduced in the 1900s (Mars & Rios-Aguilar, 2019). Similar to social entrepreneurship, the traditional entrepreneurship concept is complex. The early research examined entrepreneurship in

regard to economy, markets, and capital (Mars & Rios-Aguilar, 2019). Later research focused on the individual entrepreneur and their traits as an innovator and business leader (Mars & Rios-Aguilar, 2019). Due to the complexities of entrepreneurship, the curricula encompasses subjects such as management, marketing, economics, and leadership. Mross and Reiter (2019) noted that some entrepreneurship curricula do not include financial literacy, which is significant for business ventures.

Academic libraries support entrepreneurship students and programs through collection development, specifically designed research guides, and instruction sessions (Mross & Reiter, 2019). In addition, Mross and Reiter (2019) noted that student, faculty, and community engagements throughout the stages of business development are another aspect of academic library support for entrepreneurship.

The Academic Library

The academic library is classified by the U.S. Department of Education's National Center for Education Statistics (NCES) as "entities that are informational resources within degree-granting institutions in the United States, including institutions that are eligible for Title IV aid and branch campuses of Title IV eligible institutions" (Phan et al., 2014 p. 1). The American Library Association (ALA) defines an academic library as a library that "serves colleges and universities, their students, staff, and faculty" (2020, p. ?).

Alire and Evans (2010) noted that academic libraries serve three entities. The first entity is the library, which gathers, organizes, and provides access to information. The second entity is the institution to which the library provides resources and services for faculty and students. The third entity is beyond the library and institution, such as the

community or campus. The academic library collaborates and works with university departments, student organizations, and the community to provide library resources and information that include support for traditional and social entrepreneurship.

Academic Library Administrators

Universities and colleges are served through library administrators and faculty librarians. According to Shank and Dewald (2012), an academic library administrator is determined by their title in postsecondary degree-granting institutions. The titles include Library Directors, Library Deans, Library Associate Deans, or Department Heads. The academic library administrators create goals and objectives to meet the library and the institution's mission.

An important role of an academic library administrator is establishing a budget for the library that will meet the three entities they serve; the library, the institution, and the community. These administrators are also strong advocates of the greater good provided to the faculty, students, and the community by the academic library. Aire and Evans (2010) noted the following about library administrators:

The head of the library has to understand not only the politics of the institution at all levels but also has to delve into those politics as the primary advocate for the library in efforts to influence decision makers, their peers, and faculty/student governance. (p. 110)

Academic library administrators work with the Provost or Dean Council of their institutions to maintain knowledge of curricular additions, suspensions, or revisions in order to provide resources and services to support the curricula. Through working with the curriculum committees, the Provost, or Dean Council, the library has a voice on how

to best support programs such as social entrepreneurship programs. By knowing the curricular needs of the faculty and students, the library administrator can finance and provide services and resources accordingly (Alire & Evans, 2010).

Academic Faculty Librarians

Faculty librarians have a more complex definition and hold various responsibilities beyond their specific subject specialty; i.e., faculty librarians work within their discipline but may also work as a general reference librarian or teach library courses. The Association of College and Research Libraries (ACRL) noted that academic faculty librarians provide collection development for academic departments, teach specific subject-based library instruction, contribute research in their field of study and the library profession, and provide services for the university and the community (ACRL, 2020). These librarians are typically specialized in one or more disciplines. According to Alire and Evans (2010), academic faculty librarians or professional or subject specialists are considered “full-time individuals who have a master’s degree in library and information science and/or a subject graduate degree” (p. 266).

Faculty librarians also adhere to the three major requirements of most academic faculty: teaching, research, and service (Alire & Evans, 2010). Therefore, they are held to similar requirements for tenure and promotion as most teaching and research professors at a college or university. At some institutions, faculty librarians are eligible for tenure, whereas other institutions may consider faculty librarians as paraprofessional librarians. However, they are specialized in a specific subject and library science, for which they can provide services and resources to faculty and students on specific subjects that include social entrepreneurship.

There is little information regarding an actual social entrepreneurship librarian title. Therefore, this study examines academic faculty librarians who are specialized as business librarians or entrepreneurial librarians, which closely aligns with many social entrepreneurship concepts.

Social Entrepreneurship's Relation to Business and other Discipline Concepts

The literature indicates that social entrepreneurship is an important concept being utilized in the business world and society. The implementation of social entrepreneurship in higher education is based on the relationship to the traditional entrepreneurship concept, which utilizes several business courses such as management, accounting, human resources, and marketing. The increase of research regarding social entrepreneurship is providing important information for best practices and teaching future social entrepreneurs outside the business curricula. Due to the increase of social entrepreneurship ventures in the business world and other fields, numerous universities around the world are implementing more social entrepreneurship curricula, courses, and programs.

Based on the relationship with the business curriculum and entrepreneurship concepts, the literature mostly describes the collaboration between academic libraries and the traditional entrepreneurship programs. However, there is little information regarding the support academic libraries provide for social entrepreneurship programs.

A reason there is little information regarding library support for social entrepreneurship programs can be based on how to create support for a student seeking an education in social entrepreneurship. Mueller et al. (2015) described the motivating factors of students seeking an education in social entrepreneurship education and the

teaching method for teaching social entrepreneurship. Academic libraries have not researched the motivation of students and how to create important resources to assist them. Understanding the students' needs regarding social entrepreneurship education and how the library can fulfill those needs is an important aspect for academic faculty librarians and library administrators.

Summary

Social entrepreneurship education continues to increase in higher education, and there is a need for further research regarding the role academic libraries can contribute to student success in social entrepreneurship programs. As academic libraries continue to seek ways to be relevant, social entrepreneurship is an opportunity to engage faculty and students in multiple disciplines, as well as faculty librarians collaborating to support the various disciplines that social entrepreneurship involves.

The literature indicates the impact of social entrepreneurship on higher education. Social entrepreneurship continues to increase as a major concept for society, education, and the student. Due to the importance of social entrepreneurship in higher education, academic libraries can make an impact on student success, education, and society by engaging with social entrepreneurship programs. This study seeks to determine how academic libraries support social entrepreneurship programs and how academic libraries can best support the programs.

Social entrepreneurship research has focused on defining social entrepreneurship and its importance to society, the individual, higher education, and pedagogical approaches. However, there is little research to examine the role of academic libraries in the support of social entrepreneurship programs. The goal of this study is to examine the

current library practice of support and the perceptions of academic library administrators regarding social entrepreneurship programs. The research approach is described in Chapter III.

CHAPTER III: METHOD

The purpose of this chapter is to introduce an explanatory sequential quantitative and qualitative approach regarding the roles of academic libraries in supporting social entrepreneurship programs (Creswell & Plano Clark, 2007; Ivankova et al., 2006). The mixed-methods approach allowed for a better understanding of library administrators and faculty librarians' active involvement in supporting social entrepreneurship programs at their institutions. The quantitative and qualitative approach for this study is detailed further in this chapter. In addition, this chapter includes the foundation for the research, participants, procedures for collecting the data, and the method used to analyze the data.

Overview of Research Problem

Understanding the relationship between the academic library and the social entrepreneurship programs provided important information on the best practices for supporting the programs with quality resources and services. In order to better understand the relationship, the study examined different libraries and the resources and services provided, as well as the perspectives of library administrators and subject-specific faculty librarians.

Research Questions

The study was created to gain an understanding of the role of academic libraries in supporting social entrepreneurship programs by analyzing academic libraries that support social entrepreneurship programs, the types of resources and services provided for the programs, and the library administrators and faculty librarians' perspectives of supporting social entrepreneurship programs to determine the importance of engaging the programs.

In order to best understand the support provided by academic libraries toward social entrepreneurship, the following research questions were created:

RQ1: How are academic libraries supporting social entrepreneurship programs?

RQ2: What are the perceptions of library administrators toward supporting social entrepreneurship programs?

RQ3: What are the perceptions of faculty librarians toward supporting social entrepreneurship programs?

Research Design

The quantitative and qualitative approach was utilized to build a foundation and create an understanding about the collaboration between the academic libraries and social entrepreneurship programs (Teddlie & Yu, 2007). The mixed-methods approach provided further insight of the collaboration and the perceptions of academic library administrators and academic faculty librarians regarding social entrepreneurship. The research was a two-phase design sequential explanatory triangulation that began with the first phase of the survey instrument, followed by the second phase of a qualitative interview, and then interpreted (Creswell & Plano Clark, 2007). The survey instrument included Likert scale questions, institutional demographic information, and open-ended questions. The follow-up qualitative interview was a semi-structured, open-ended questionnaire that gathered more information regarding the perceptions of academic library administrators and faculty librarians (Creswell, 1994; Creswell & Plano Clark, 2007).

The quantitative and qualitative research used a purposive sampling to gather data to represent academic libraries in the role of supporting social entrepreneurship. The sample was based on the stratified sampling scheme. The sample size was determined by

the minimum suggestions of Creswell (1994) in Collins et al. (2007) for grounded theory, which was a 15-20 participant sample. The two-dimensional qualitative and quantitative sampling method was based on the sequential concept for the research design, which began with the survey instrument and then the qualitative interview. Because the qualitative sample was derived from the quantitative sample, the sample was determined based on institutional demographics. The demographics were based on the size of the institution ranging from smaller to larger universities in accordance to the full-time enrollment based on the Integrated Postsecondary Education Data System (IPEDS) and the Carnegie Classification System (Carnegie, 2020; IPEDS, 2015). Based on the number of full-time students enrolled in accordance to the IPEDS data, the descriptive demographic was designated as either very small, small, medium, or large. Table 1 identifies the size and classification of higher education institutions.

Table 1

Institutional Demographics: Size and Classification of Higher Education Institutions

		Size of Four Year Institutions							
IPEDS	Under 200	200 to 499	500 to 999	1,000 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 19,999	20,000 to 29,999	30,000 or more
Carnegie Classification System	Very Small	Very Small	Very Small	Small	Small to Medium	Medium	Large	Large	Large

Note. IPEDS lists the total number of full-time enrollment, and Carnegie Classification

System of four-year institutions gives a descriptive title to the size of the institution.

Setting Context

This study examined academic libraries that supported social entrepreneurship programs at their respective institutions within the US, which were either public or private four-year institutions. The IPEDS defines an academic program as “an instructional program leading toward an associate’s, bachelor’s, master’s, doctor’s or first professional degree resulting in credits that can be applied to one of these degree” (IPEDS, 2015).

The Social Entrepreneurship Programs

The 32 institutions that were identified for this study offered some form of social entrepreneurship program that included certificates, bachelor’s, minors, master’s, and specific concentrations in social entrepreneurship. These institutions were located through Google searches and the Ashoka U Changemaker Campus List (see Appendix A) (Ashoka, 2020). The Internet searches utilized the following keywords: “social entrepreneurship degree,” “social enterprise degree,” and “social entrepreneurship degree programs.” Once the institutions that provided social entrepreneurship programs were identified, the information was recorded in an Excel Spreadsheet (see Appendix B). Through the social program searches of institutions in the US, the data gathered determined that no doctoral degree in social entrepreneurship was offered. Therefore, the doctoral category was removed from the research study.

The information Excel document lists the name of the institution, the type of certificate or degree offered in social entrepreneurship, the type of college or department in which the degree is offered, location of the institution, and whether the institution has a social or traditional entrepreneurship center on their campus. The purpose for identifying

the social or traditional entrepreneurship centers was the support that the centers may provide for students and faculty in addition to the academic library.

Types of Social Entrepreneurial Programs Offered

The 32 institutions identified in this study offered various certificates, minors, majors, or a master's degree program. Twenty of the social entrepreneurship certificate or degree programs were located in business colleges because the social entrepreneurship curriculum began in the Master of Business Administration programs. Five programs were offered through social work or social sciences colleges, and the remaining seven were offered in another type of program.

Of the 32 institutions identified, some institutions offered more than one program, for a total of 42 programs that were considered for this study. There were eight certificates, three minors, eight bachelor's, two graduate certificates, and 21 master's degrees offered at the institutions. The certificate programs included the following:

- Public and Social Entrepreneurship
- Social Innovation and Social Entrepreneurship
- Public Management and Social Innovation
- Social Responsibility and Enterprise
- Social Innovation and Enterprise.

The minor programs were listed as social entrepreneurship. Bachelor's programs included the following:

- Social Entrepreneurship
- Social Work with emphasis in Social Entrepreneurship
- Entrepreneurship with concentration in Social Entrepreneurship

- Public and Nonprofit Organizations with Social Entrepreneurship
- Social Innovation and Sustainable Business
- Social Impact and Responsibility

The graduate certificate in social entrepreneurship and social entrepreneurship and community development included the following:

- MA Social Enterprise
- MBA with concentration in Social Enterprise
- Master's in Social Entrepreneurship
- MBA in Social Enterprise
- MBA in Social Innovation
- MBA in Social Responsibility
- Master's in Social Work with concentration in Social Entrepreneurship
- Master of Science in Social Entrepreneurship

The Classification of Institutions Offering Social Entrepreneurship Programs

Each of the 32 institutions that were identified provided a social entrepreneurship certificate or degree that was classified by utilizing the IPEDS through the NCES and the Carnegie Classification System. Of the 32 institutions, 19 were classified as large institutions, nine as medium, and four as small based on this classification system. Sixteen of the 32 institutions that were represented in this study included one small, two medium, and 13 large institutions. The purpose for the classification was to identify the population that the academic library served.

Participants

The participants chosen for this study were individuals who were defined by their work description based on the ACRL standards and their respective institutions' job descriptions. The participants were academic library administrators and faculty librarians because the research study sought expert feedback from academic library administrators and faculty librarians. Ninety-four participants were identified, including 50 academic library administrators and 44 faculty librarians from the 32 institutions. Of the 94 subjects, eight academic library administrators and 13 faculty librarians participated in the study.

Academic Library Administrators

Library administrators were defined as “library leaders that create strategic plans and opportunities to utilize resources internally and externally to achieve the library’s mission (ACRL, 2020). Out of the 32 libraries identified, each academic library website was reviewed to determine the academic library administrator. Because each academic library had various titles and roles of library administrators, this researcher selected the person who created the library’s mission and the person or persons who oversaw the subject librarians regarding entrepreneurship, business, or social entrepreneurship faculty librarians. Therefore, more than one library administrator was chosen for an academic library administrator participant, which involved 50 academic library administrators, including 26 female academic library administrators and 24 male academic library administrators. Eight participated in the study.

The eight academic library administrators (males = 3; females = 5) who participated in this study indicated that they worked in academic libraries on an average of 22.25 years and their current academic library for an average of 16.5 years.

Academic Faculty Librarians

Academic faculty librarians were defined as “qualified and knowledgeable librarians that engage students and faculty through teaching and research support” (ACRL, 2020). Since there was little information regarding a social entrepreneurship librarian, the academic faculty librarians were chosen based on their relationship to entrepreneurship or as a business librarian. The purpose in choosing a librarian closely related to social entrepreneurship was due to the fact that some academic libraries could have several business librarians. Forty-four faculty librarians were identified from the 32 institutions, including 32 female faculty librarians and 12 male faculty librarians. Thirteen participated in the study. The 13 participating faculty librarians (males = 4; females = 9) worked in an academic library for an average of 15.39 years and their current library for an average of 13.23 years.

Familiarity of the Social Entrepreneurship Concept

To have a better understanding of the backgrounds of the participants, a 7-point Likert scale question was created to determine the level of familiarity of academic library administrators and faculty librarians toward the social entrepreneurship concept (“I am familiar with the social entrepreneurship concept”; ranging from 1 = Strongly disagree to 7 = Strongly Agree). The data were analyzed from the eight academic library administrators and 13 faculty librarians who participated and completed the survey

instrument. Table 2 provides the descriptive statistics that indicate academic library administrators were more familiar with social entrepreneurship than faculty librarians.

Table 2

Descriptive Statistics for Familiarity of Social Entrepreneurship

Position	<i>n</i>	Mean	Std. Deviation	Std. Error Mean
Administrators	8	5.25	1.035	.366
Faculty	13	4.92	.760	.211

Note. *n* = number of participants.

Data Collection

A survey instrument was created to determine the types of services and resources academic libraries provide for social entrepreneurship programs, as well as the perceptions of those academic libraries regarding the support of social entrepreneurship programs. The follow-up qualitative interview provided insight regarding the perceptions of the academic library administrators and faculty librarians.

Survey Instrument

The survey instrument utilized the Qualtrics Online Survey’s software system to send to the participants via email. There were 15 questions, including four demographic questions, three Likert scale questions, four multiple-answer questions, two multiple-choice questions, and two qualitative descriptive questions. In order to expedite the process for the subjects, the survey prompted the participant to move to the last question of the survey if they chose “no” to the question, Has your academic library received a request from the Social Entrepreneurship program faculty to support the program? The purpose for the prompt was to avoid non-related questions for the subject.

The information gathered from the survey instrument included the name of the institution, demographics about the academic library administrators and faculty librarians, their level of understanding of the social entrepreneurship concept, the level of importance toward social entrepreneurship, the types of resources and services academic libraries provide to social entrepreneurship programs, how academic libraries promote their resources and services, and the best library support for social entrepreneurship programs in the future.

The demographics provided data to determine the size of the institution, the position of the participant, and years worked in an academic library and at the current academic library. The three 7-point Likert scale provided quantitative data regarding the familiarity of the participant with social entrepreneurship and the level of importance for providing library resources and services. The multiple-answer questions determined the types of library resources and services that were provided, the types of requests from faculty and students, and the frequency of collaborations within a semester. The multiple-choice questions determined whether the library supported the program and the social entrepreneurship faculty requested support from the library. The descriptive questions provided data regarding the promotion of library resources and services and the future support for the social entrepreneurship program.

Table 3 provides the questions for the survey instrument based on the type of question utilized on the survey instrument.

Table 3

Survey Instrument Questions

Type of Question	Questions
Demographic	Name of college or university Are you a Library Administrator or a Faculty Librarian? How many years have you worked in an academic library? How many years have you worked at your current academic library?
Likert	I am familiar with the social entrepreneurship concept I think it is important for my academic library to provide resources to the Social Entrepreneurship program at my institution? I think it is important for my academic library to provide services to the Social Entrepreneurship program at my institutions?
Multiple-Answer	What types of resources does your library provide for the Social Entrepreneurship programs at your institution? What types of services does your library provide for the Social Entrepreneurship programs at your institution? What type of requests does your library receive from the Social Entrepreneurship faculty and students at your institution? How often do the faculty librarians collaborate with faculty and students to support Social Entrepreneurship programs?
Multiple-Choice	Does your academic library support the Social Entrepreneurship program at your institution? Has your academic library received a request from the Social Entrepreneurship program faculty to support the program?
Descriptive	How does your academic library promote the resources and services provided for the Social Entrepreneurship program at your institution? In the future, how can academic libraries better support Social Entrepreneurship programs?

Note. Full details to questions are listed in Appendix C.

The survey instrument included three quantitative survey questions. These questions were designed in a 7-point Likert scale system (from 1 = Strongly Disagree to 7 = Strongly Agree) to understand the library administrators and faculty librarians' familiarity with social entrepreneurship and the importance of providing resources and services to their institutions. The three 7-point Likert scale questions are as follows:

- I am familiar with the social entrepreneurship concept.

- I think it is important for my academic library to provide resources to the Social Entrepreneurship program at my institution.
- I think it is important for my academic library to provide services to the Social Entrepreneurship program at my institution.

Two multiple-answer questions about the types of resources and services provided descriptive data based on the type of resources and services listed in numerical order, as well as the option for the participant to provide other information. The types of resources and services questions on the survey instrument were created to collect data on how academic libraries supported social entrepreneurship programs. The participants were able to choose more than one option. The six options included the following:

- Specific books
- Specific electronic resources
- Physical space
- Equipment
- Materials
- Other

The survey instrument was designed to determine how the academic library provided support to social entrepreneurship programs based on requests from faculty and students that stated, What types of requests does your library receive from the social entrepreneurship faculty and students at your institution? The participants were able to select one or more options from the following list:

- Specific books or articles
- Business plans

- Workshops
- Collaboration opportunities
- Physical space
- Equipment
- Other

The participants were able to choose from five options regarding the question, “How often do the faculty librarians collaborate with faculty and students to support social entrepreneurship programs?” The options are listed as follows:

- Once a semester
- 2-4 times a semester
- 5-7 times a semester
- 8 or more times a semester
- Never

The two multiple-choice questions determined whether the library supported the social entrepreneurship program and whether there had been a request from the social entrepreneurship programs.

Two other descriptive multiple-answer questions examined the types of requests made from social entrepreneurship faculty and students and how often the academic library received requests for collaboration with social entrepreneurship faculty and students. The other questions on the survey noted the name of the university, the participant’s rank and level of experience, and the perceptions of the promotion of the library and the future support for social entrepreneurship programs. The survey took approximately 5-10 minutes.

No prior research-based survey with established validity and reliability similar to this research was located, and an expert content review was conducted. The survey instrument was sent via email to eight academic library administrators and 12 faculty librarians at Western Kentucky University to seek their feedback for improving the instrument. An academic library administrator and three faculty librarians replied with input to the instrument. The academic library administrator recommended the change from the term “evaluation” to “measure” in the support for social entrepreneurship. The first expert faculty librarian had no recommendations to the survey instrument. Two faculty librarians suggested more description of social entrepreneurship. The recommendations by the respondents were implemented in the final survey instrument.

The Interview Questions

The semi-structured, open-ended interview questions are detailed in Appendix D. The intent was to interview three academic library administrators and three faculty librarians from small, medium, and large institutions; however, only one library administrator from a small institution participated.

The purpose was to provide rich-text information about the perspectives of academic library administrators and faculty librarians. The questions were designed to gain opinions and values through knowledge questions, timeframe questions, and sequencing of both academic library administrators and faculty librarians (Patton, 2014). The academic library administrator interview questionnaire was created with 13 questions, and the interview was estimated to take approximately 15 minutes. The faculty librarian interview questionnaire had 11 questions, and the interview was estimated to take approximately 15 minutes.

The questionnaire was designed in two parts. The first part of the academic library administrators' questionnaire gathered information regarding the perceptions toward the social entrepreneurship concept and the importance of social entrepreneurship to students and the institutions. The second part of the questionnaire gathered more specific information about the support toward the social entrepreneurship program. This included the creation of support for the program, how the support was implemented, the responsible faculty librarians, evaluation of the support, limitations of supporting the program, utilization of non-faculty librarians, and future plans of support.

Because no qualitative study was located similar to this research study, an expert content review of the interview questionnaire was conducted. The semi-structured, open-ended questions were sent via email to the same eight academic library administrators and 12 faculty librarians at Western Kentucky University, who reviewed the survey instrument. One academic library administrator and three faculty librarians responded. The academic library administrator and one faculty librarian made recommendations. The academic library administrator recommended changes to the qualitative questionnaire regarding the subject-specialist librarian. The recommendation was to ask the library administrators which librarian was responsible for supporting social entrepreneurship and their position in the library. The expert faculty librarian's recommendation was to inquire about support provided beyond the faculty librarian, such as library staff who help with interlibrary loans, reserves, and circulation. The recommendations by the respondents were implemented in the final interview questionnaire.

Procedures

The data were gathered through a survey instrument and a semi-structured, open-ended qualitative interview. The survey instrument link in Qualtrics was sent via email to 50 academic library administrators and 42 faculty librarians identified within the 32 institutions providing a social entrepreneurship program, along with a financial incentive to complete the survey. The email addresses of academic library administrators and faculty librarians were gathered from library websites, as well as telephone numbers for the follow-up semi-structured, open-ended qualitative interview. The information was stored on a password-protected computer. An Institutional Review Board (IRB) consent document was embedded with each Qualtrics Online Survey sent via email and for the follow-up qualitative interview (see Appendix E).

Survey Instrument Procedure

Following the approval of the IRB, the survey instrument link was sent via email to academic library administrators and faculty librarians in May 2020. The participants had one week to respond to the survey. A reminder email was sent three days before the deadline. A financial incentive was offered to those who participated. The incentive was an opportunity to win a \$25 Amazon gift card.

Qualitative Questionnaire Procedures

The follow-up qualitative questionnaire was offered in two forms due to the Coronavirus Pandemic. The first option was through a telephone or a video conferencing system that was recorded. The second option was a questionnaire that was completed and submitted via email. Three academic library administrators and three faculty librarians were chosen based on the size of their respective institution, which was determined by

the IPEDS data and the Carnegie Classification System to give a range from small, medium, and large institutions' types of resources and services provided to support the social entrepreneurship programs.

An email was sent to the six potential follow-up interview participants. The email provided the option for the participant to interview via telephone, video conferencing, or email. Based on their decision, the interview process was offered for seven days for scheduling and conducting the interview. The telephone or video conferencing interview options were to be conducted at the participant's availability. An IRB consent was sent via email prior to those participating in the interview process. A financial incentive of a \$10 Amazon gift card was awarded to those participating. Of the six who were sent an email to participate, one academic library administrator participated in the interview.

Data Management and Analysis

The data gathered from the survey instrument and the semi-structured, open-ended qualitative interview were saved in a password-protected computer file. The quantitative information was organized through the Qualtrics Online Survey software system. The qualitative data were intended to be coded using NVivo 12 software; however, only one interview was conducted. The data from that interview were analyzed manually in Excel from the participant's responses to the different interview questions.

Survey Instrument Analysis

The survey results were organized based on the questions. The first four questions provided demographic information. The three quantitative 7-point Likert scale statements provided further information on the participants and their perceptions. The two multiple-choice questions determined whether the academic libraries supported social

entrepreneurship programs and whether social entrepreneurship faculty or students had requested library services. The four multiple-answer questions were designed to answer RQ1 by the types of resources and services provided, requests by social entrepreneurship faculty and students, and the frequency of collaboration. The two descriptive questions provided the perspectives of the academic library administrators and faculty librarians regarding how the library promoted the resources and services and how to best support social entrepreneurship programs in the future.

Demographics

The demographic information was collected in the first five questions of the survey instrument that included the name of the institution, position in the library, years working in an academic library, the years working at current academic library, and the level of familiarity with the social entrepreneurship concept. The name of the institution data were used to determine institution size and to select a participant for a follow-up interview.

7-Point Likert Scale Quantitative Questions

Descriptive statistics were generated to determine the means and the standard deviation for the two quantitative 7-point Likert scale questions, with an attempt to understand the perceived importance for their academic library to provide resources and services to the Social Entrepreneurship Program. In addition, to understand whether there was a difference between academic library administrators' and faculty librarians' responses, a Mann-Whitney U Test was conducted, which best ranked the differences between the academic library administrators' and the faculty librarians' responses. The Mann-Whitney U Test compared the difference between the academic library

administrators' and the faculty librarians' responses to the ordinal 7-point Likert scale (Laerd Statistics, 2018).

The non-parametric Mann-Whitney U Test was chosen over an independent samples T-test because the small sample size and the data were not normally distributed. As Laerd Statistics (2018) noted, a Mann-Whitney U Test can be used if the four assumptions are concluded that are the following:

- Dependent variable should be measured at the ordinal or continuous level.
- Independent variable should consist of two categorical, independent groups.
- There is independence of observations.
- Two variables are not normally distributed.

All of the four assumptions were met that included the Shapiro-Wilk Test to determine the data were not normally distributed.

Multiple Answers

The four multiple-answer questions provided data on the types of resources and services that were provided to social entrepreneurship programs. The data collected ranked the most to least frequently used resources and services in the academic libraries.

Multiple-Choice

The two multiple-choice questions gathered information about the number of academic libraries supporting the social entrepreneurship programs. The data collected were ranked by the frequency of requests and contact with the social entrepreneurship faculty and students. The requests from social entrepreneurship faculty and students determined whether the academic library had some form of communication with the social entrepreneurship program.

Open-Ended Responses

The responses to the two qualitative open-ended questions of (a) “How does your academic library promote the resources and services provided for the Social Entrepreneurship Program at your institution?” and (b) “In the future, how can academic libraries better support Social Entrepreneurship Programs?” were recorded separately in an Excel Spreadsheet to determine emerging themes about the resources and services provided and the future plans to support the social entrepreneurship programs. This information provided the perspectives of the academic library administrators and faculty librarians.

Qualitative Analysis

The qualitative analysis was intended to be organized and coded utilizing the qualitative data analysis software NVivo 12. Possibly due to the Coronavirus Pandemic, only one academic library administrator participated in the interview via Zoom, and the interview was analyzed based on emerging themes.

The academic librarian interview provided insight on the knowledge of administrators regarding the social entrepreneurship concept. The semi-structured questions were organized by how administrators implemented the support for the social entrepreneurship and how the administrators utilized the faculty and non-faculty librarians. Additional data were organized based on how the administrators measured the support and limitations supporting the social entrepreneurship programs.

Ethical Considerations

The ethical considerations regarding this research were explained in the IRB consent form. This consent indicated that no participant would be harmed in any way

whatsoever, all dignity and respect for the participants would be priority, full consent would be obtained prior to the research study, confidentiality of the research data would be secured, anonymity of individual and institution would be ensured, there would be no deception or exaggeration about the research study, any funding from affiliates and conflicts of interests would be declared, communication of the research would be honest and transparent, and the research would be unbiased.

Limitations

The research did have limitations regarding the small sample size, lack of prior research on the topic, and access to participants possibly due to the Coronavirus Pandemic.

The sample size for this study was small due to the limited number of institutions offering social entrepreneurship programs. The lack of prior research on this topic was a limitation due to the research tools available. Because there was no prior research tool with established validity and reliability that could be used for this study, the survey instrument and the semi-structured, open-ended qualitative interview questions were evaluated through an expert content review.

The access to participants was another limitation in regard to the qualitative questionnaire. The Coronavirus Pandemic may have limited participants' access to their physical office, which limited availability to their office telephones. While most participants had access to a cellular phone or some form of video conferencing, only one chose to participate in the follow- up interview.

Summary

This chapter outlined the quantitative and qualitative research methods to better understand the support provided to social entrepreneurship programs through academic libraries. The method included the research questions, participants, creation of the research tools, the procedures, data management and analysis, ethical issues, and the limitations of the research process.

CHAPTER IV: RESULTS

This chapter contains the results from the survey instrument and the qualitative follow-up interviews. The quantitative and descriptive data were collected from 21 academic library administrators and faculty librarians from 16 higher education institutions. The interview data were collected from one subject of the 21 participants who took the survey instrument.

Research Questions

The purpose of the study was to identify how academic libraries supported social entrepreneurship programs. In addition, the study was to identify the perceptions of academic faculty librarians and administrators regarding the support toward social entrepreneurship programs. The data were gathered to provide information to the following research questions:

RQ1: How are academic libraries supporting social entrepreneurship programs?

RQ2: What are the perceptions of library administrators toward supporting social entrepreneurship programs?

RQ3: What are the perceptions of faculty librarians toward supporting social entrepreneurship programs?

Findings for Research Question 1: How Are Academic Libraries Supporting Social Entrepreneurship Programs?

Academic Libraries that Support Social Entrepreneurship Programs

The first research question was, “How are academic libraries supporting social entrepreneurship programs?” Before the study could examine this question, the research had to indicate that there was library support for social entrepreneurship programs. The

question, “Does your academic library support the social entrepreneurship program at your institution?” was required for the survey to determine whether academic libraries were supporting social entrepreneurship programs and, if so, how many academic libraries were supporting the programs. The participants had the option to choose from “yes,” “no,” or “I’m not sure.”

The data collected determined that of the 16 institutions examined in this study, seven academic libraries provided library support to social entrepreneurship programs. One participant indicated that their library did not provide support to the social entrepreneurship programs. Eight participants were not sure if their library provided support. While eight participants were not sure, five of those completed further information about their library’s role in supporting social entrepreneurship programs.

In addition to identifying the library support for social entrepreneurship programs, the number of requests from the social entrepreneurship faculty and students was gathered from the survey instrument. Eight participants stated that the academic library did not receive any requests from faculty or students. Three participants stated that they did receive requests, and nine indicated that they were not sure if they received any requests.

Types of Academic Library Resources Provided

The survey instrument provided six options for the participants to best describe the resources they provided to the social entrepreneurship programs. Both academic library administrators and faculty librarians indicated the library resources that their respective library provided to the social entrepreneurship programs. Thirteen participants indicated that “specific electronic resources” were provided. “Specific books” was the

second most noted resource provided that was indicated by 10 responses. “Materials” and “other” had two responses each. “Physical space” and “equipment” each had one response. In the “other” option, participants listed “LibGuides” and “electronic resources, but none are specific only to social entrepreneurship projects.”

Academic library administrators listed “specific electronic resources” as the most important, followed by specific books; and one mentioned LibGuides as a resource. Faculty librarians also chose “specific electronic resources” as the most important resources provided, followed by specific books. The faculty librarians added “materials” and “physical space” as resources provided.

Table 4

Types of Academic Library Resources

Resource Type	Responses
Specific electronic resources	13
Specific books	10
Materials	2
Other (LibGuides and Generic Electronic Resources)	2
Physical space	1
Equipment	1

The academic library resources provided to social entrepreneurship programs are indicated by the survey instrument. The most provided library resources were specific electronic resources and specific books, which indicated that most libraries were providing resources through collection development. From the data, the academic library administrators and faculty librarians placed an emphasis on “specific electronic resources” and “specific books.”

The results from the library services provided to social entrepreneurship programs indicated the participants chose “specific electronic resources” and “specific books” as a service to provide to social entrepreneurship programs. Specific electronic resources received six responses, and specific books received five. This was a service of collection development. However, the similar options provided for both resources and services did not allow the participants to choose from most typical library services such as interlibrary loan services or research assistance. The study received descriptive data through the “other” option to provide information on the services provided, which was the most chosen option with nine responses. This option allowed the library administrators and faculty librarians to provide detailed information about services provided. The services described by the subjects included library instruction and reference services. The participants also included “research support and assistance,” “our time using the sources available,” “library instruction and information services,” “reference services,” and “information literacy, particularly data and mapping/visualization.”

According to the responses from the academic library administrators, five responded to “specific electronic resources” and “other” choices, followed by four responses to specific books. Faculty librarians responded to five “specific electronic resources” and four responses to “specific books.” The faculty librarians also noted one response to “physical space” and four responses to “other.”

Table 5 indicates the type of academic library services participants responded regarding the types of services their academic library provided.

Table 5

Types of Academic Library Services

Services Type	Responses
Specific electronic resources	10
Specific books	8
Materials	0
Other (library instruction and reference services)	9
Physical space	1
Equipment	0

Types of Requests Received from Social Entrepreneurship Faculty and Students

The most noted requests from social entrepreneurship faculty and students to the academic library involved “specific books or articles” with eight responses. “Workshops” and “collaboration opportunities” both received four responses each that indicated academic libraries were partnering with social entrepreneurship faculty and students to provide further support. The “business plan” option received three responses that suggested social entrepreneurship faculty and students were gaining an understanding of implementing a social entrepreneurship endeavor, and the library was supporting those pursuits. The option of “other” received three responses that added the following requests: “instruction,” individual or group consultations,” and “instruction/research consultations/LibGuides.” These results were based on the 11 participants who responded to the question, which represented nine academic libraries.

The responses are indicated in Table 6.

Table 6

Types of Requests from Social Entrepreneurship Faculty and Students to Academic Libraries

Type of Request	Responses
Specific books or articles	8
Business plans	3
Workshops	4
Collaboration opportunities	4
Other	3

The types of requests from social entrepreneurship faculty and students to academic libraries were important to understand based on how the libraries supported the program through specific needs of the faculty and students. The data also indicated that there was an opportunity for collaboration between the academic library and social entrepreneurship faculty and students.

Frequency of Faculty Librarian Collaboration with the Social Entrepreneurship Program

The survey instrument determined the frequency of the academic faculty librarian collaboration with the social entrepreneurship program. The question was proposed to all participants; therefore, the responses were from both academic library administrators and faculty librarians. The purpose in allowing administrators to participate in this question was their level of understanding of the faculty librarian’s relationship with the social entrepreneurship faculty and students. Of the 13 participants who responded to this question, five academic librarians responded.

The frequency of faculty librarian collaboration with social entrepreneurship indicated that “two to four times a semester” was the most times of collaboration with

five responses, whereas two responses for the “never” option. Of the 13 responses, the majority of the faculty librarians collaborated with the social entrepreneurship program at their institutions within a semester. Three responses were received for “once a semester” and one response for “five to seven times a semester.” The “eight or more times a semester” received two responses. Overall, the data indicated that faculty librarians were collaborating with social entrepreneurship programs several times a semester. Table 7 provides the frequency of collaboration with faculty librarians and social entrepreneurship programs.

Table 7

Frequency of Collaboration with Faculty Librarians and Social Entrepreneurship Programs

Frequency During a Semester	Responses
Once a semester	3
2-4 times a semester	5
5-7 times a semester	1
8 or more times a semester	2
Never	2

The data collected from the survey instrument were designed to determine how academic libraries supported social entrepreneurship. The data determined the types of library resources and services that were provided to support social entrepreneurship programs, the types of requests from the social entrepreneurship faculty and students, and the frequency of interaction between faculty librarians and social entrepreneurship programs.

The information indicated that collection development was an important resource and service to provide, due to the majority of responses from academic library

administrators and faculty librarians regarding books and electronic resources provided to the social entrepreneurship programs. For library resources, administrators and faculty librarians responded to specific electronic resources and books the most, with 13 responses for electronic resources and 10 for books. Library services also noted that providing books and electronic resources was an important service to provide, as both received six responses each. The requests from social entrepreneurship faculty and students indicated other services that included LibGuides and instruction as other aspects of academic libraries supporting social entrepreneurship programs.

The data indicated that academic libraries were also providing support to social entrepreneurship through workshops, instruction, and business plans. Furthermore, academic libraries were collaborating with social entrepreneurship faculty and students to provide a more interactive service. In addition, academic faculty librarians were frequently collaborating with social entrepreneurship faculty and students in a semester, which was based on two out of 13 responses to “never” collaborating with the social entrepreneurship faculty and students.

Findings for Research Questions 2: What Are the Perceptions of Library Administrators toward Supporting Social Entrepreneurship Programs?

The second research question for this study was to examine the perceptions of library administrators toward supporting social entrepreneurship programs. In order to gain the perspectives of library administrators, the survey instrument included two Likert scale questions and two descriptive questions, and a follow-up interview was conducted. The two descriptive questions regarded how the academic library promoted their

resources and libraries to the social entrepreneurship programs and their perspectives of how to support social entrepreneurship programs in the future.

Library Administrators: Promoting Library Resources and Services to the Social Entrepreneurship Program

The descriptive responses provided information on the perspectives of academic library administrators based on how they promoted library resources to social entrepreneurship programs and whether the library administrator provided further information. Five out of the eight academic library administrators replied to this descriptive question.

The emerging trend with the library administrators' responses was that they did not feel that the library expanded beyond the typical promotion of library resources and services. For instance, a library administrator stated, "We do not do anything special to promote them other than through the information on our website and knowledge of our staff." Another stated, "We don't promote them outside of a topical LibGuide."

Library administrators noted that library websites, research guides, outreach, and faculty librarians were the means of library resources and services promotion. Three of the library administrators noted that library resources and services were promoted through library websites or research guides. Two academic library administrators mentioned outreach as a source of promoting the library resources and services by stating, "contact with faculty" and "reaching out to specific faculty." In addition to outreach, an administrator added, "relevant student clubs and other interest groups" as another option to promote the library. Table 8 indicates the responses from library administrators regarding the promotion of library resources and services.

Table 8

Library Administrators' Perceptions: Promotion of Library Resources and Services to Social Entrepreneurship Programs

Descriptive Responses
We don't promote them outside of a topical LibGuide Through our normal processes.
We do not do anything special to promote them other than through the information on our website and the knowledge of our staff
Through research guides, contact with faculty
Reaching out to specific faculty, relevant student clubs and other interest groups.

The academic library administrators' descriptions of how the library promoted resources and services to social entrepreneurship noted that the library website and research guides were important. Outreach was another important process for promoting the library's resources and services. Four of the academic library administrators perceived the promotion of the library toward social entrepreneurship programs was similar to the library promotion to other academic programs. One administrator provided insight into outreach to student clubs and groups of interest in social entrepreneurship.

Library Administrators: Future Support of Social Entrepreneurship Programs

Seven of the eight academic library administrators responded to the question, In the future, how can academic libraries better support social entrepreneurship programs?

The emerging themes in the perspectives of library administrators were outreach and collaborations. Five of the library administrators believed that reaching out to other departments and the community was important, and two library administrators felt that collaboration would provide good support for social entrepreneurship programs. Another administrator believed that the library needed to be more proactive by reaching out to the

social entrepreneurship program before waiting for the faculty and students to approach the library.

An administrator stated, “I think by reaching off campus to find social entrepreneurs. On campus we have natural connections. We need to get beyond the boundaries of the campus.” Other administrators noted similar off-campus outreach concepts that included, “Helping develop a community for nonprofit vendors for data related to social entrepreneurship” and “More outreach.”

Three academic library administrators believed that collaboration was important. One academic administrator stated, “Through centers for teaching and learning, sharing of individual librarian/technology/digital scholarship expertise.” Other administrators noted that “co-sponsored programs” and “workshops on specific tools” were important for supporting social entrepreneurship programs in the future. The responses from library administrators regarding the future support of social entrepreneurship programs are indicated in Table 9.

Table 9

Library Administrators’ Perceptions: Future Support of Social Entrepreneurship Programs

Descriptive Responses
We need to be more proactive about reaching out to Social Entrepreneurship Programs, and not wait for them to approach us for assistance
I think by reaching off campus to find social entrepreneurs. On campus we have natural connections. We need to get beyond the boundaries of the campus
Through centers for teaching and learning, sharing of individual librarian/technology/digital scholarship expertise
Isn't this interdisciplinary? I would imagine workshops on specific tools, particularly for data support or scoping/systematic reviews
More outreach
Helping develop a community for nonprofit vendors for data related to social entrepreneurship. It is challenging to track trends across multiple countries
Co-sponsored programs, placement in libraries

The perspectives of library administrators indicated through their descriptions of promoting library resources and services and the future of support for social entrepreneurship that outreach and collaboration that library support for social entrepreneurship programs was important. In regard to promoting library resources and materials, most of the administrators felt that the library's website and research guides were important, yet library administrators also believed that outreach was important in supporting social entrepreneurship in the future. By noting the promotion of current library resources and services and the perspectives of future support for social entrepreneurship, the emerging trend was the move from standard websites and research guides to outreach and collaboration.

Level of Importance of Providing Library Resources and Services

Academic library administrators' perceived level of importance toward providing library resources for social entrepreneurship programs was examined using a 7-point Likert scale. The two questions were as follows: "How important do you think it is for your academic library to provide resources to the Social Entrepreneurship Program at your institution?" and "How important do you think it is for your academic library to provide resources to the Social Entrepreneurship Program at your institution?"

Academic library administrators' perceived level of importance of providing library resources was high. The mean from the 7-point Likert scale was 5.25, and the standard deviation was 1.035 (See Table 12). The level of importance for providing library services had a mean of 5.38 and a standard deviation of .916 (See Table 15).

Follow-Up Interview

An open-ended, follow-up interview was conducted after the survey instrument was completed to gain further insight on the support of social entrepreneurship from an academic library administrator. The goal of the research method was to examine the perspectives of three library administrators and three faculty librarians each from a small, medium, or large institution. The study only received one response from a library administrator from a small institution to participate in the follow-up interview, so the results are inconclusive. Because the study had one interview response, the use of the NVivo 12 software was not needed. Instead, the interview was analyzed to determine emergent themes across the questions regarding the perceptions of academic library administrators toward the support of social entrepreneurship programs.

The interview was conducted via Zoom and expanded on the subject's responses provided through the survey instrument. In regard to familiarity of social entrepreneurship, the individual noted that she was "moderately familiar of social entrepreneurship." She added that her experience with students from the social entrepreneurship program involved utilizing the library through her assistance on projects and her anticipation toward working further with faculty on projects. A social entrepreneurship center, a traditional entrepreneurship center, and a women's entrepreneurship center were located on the subject's campus that were used to increase the awareness of the library resources and services.

In regard to the types of resources and services provided to the social entrepreneurship programs, the interviewee mentioned that the library extended the general research assistance to social entrepreneurship students to more personalized

research service. “Video tutorials” was a resource that she was implementing for the social entrepreneurship program. She noted that the students were seeking multiple types of information to either complete an assignment or begin a social entrepreneurship endeavor. The types of information consisted of “market analysis,” United Nations Global Goals,” and “identifying industry codes.” The “personalized reference service” was an extra service that she stated was a “creative way” of providing a service to the social entrepreneurship students.

The participant expanded on her descriptive response on the survey instrument about the future support of the social entrepreneurship programs by stating, “We need to be more proactive about reaching out to social entrepreneurship programs and not wait for them to approach us for assistance.” She mentioned that her staff had “hit a wall when reaching out to faculty” and wanted to “be more mobile.” The subject noted that being more mobile meant attending social entrepreneurship “events” and beginning “networking.”

The additional information collected through the interview provided further information on the types of resources and services being provided to the social entrepreneurship programs and more detailed information about how to better support the programs in the future. The subject expanded on how the library provided a personalized research assistance service; and going beyond the library to network with faculty, students, and the community would greatly enhance the library’s support of the social entrepreneurship programs.

Findings for Research Question 3: What Are the Perceptions of Faculty Librarians Toward Supporting Social Entrepreneurship Programs?

The third research question for this study was, “What are the perceptions of faculty librarians towards supporting social entrepreneurship programs?” In order to gain the perspectives of faculty librarians, the survey instrument included two descriptive questions. The two descriptive questions regarded how the academic library promoted their resources and how academic libraries would support social entrepreneurship programs in the future. Due to no responses to complete a follow-up interview, the findings were based on the descriptive data from the survey instrument.

Faculty Librarians: Promoting Library Resources and Services to Social Entrepreneurship Programs

Faculty librarians were able to describe how their respective library promoted resources and services to the social entrepreneurship programs. Seven of the faculty librarians responded to the question, “How does your library promote the resources and services provided for the entrepreneurship programs at your institution?” One faculty librarian mentioned that they were not the librarian liaison for the social entrepreneurship program; therefore, six of the 13 responses were used in this analysis.

The emerging trend of the faculty librarians’ responses to promoting library services was contacting social entrepreneurship faculty. Three faculty librarians noted they contacted social entrepreneurship faculty for library support, whereas one faculty librarian contacted the program coordinator/chair for library support. A faculty librarian described their method of contacting faculty: “E-mails to faculty, announcements in newsletters, cards & other reminders in entrepreneurship incubator spaces.” Another

faculty librarian noted that they promote resources and services during instruction sessions. Students requesting services was mentioned as a promotion by a faculty librarian.

Faculty librarians who responded to the question of promoting library resources and services mostly noted that contacting social entrepreneurship faculty as the most important means of promotion. In addition, faculty librarians mentioned LibGuides, instruction, and placing reminders in “entrepreneurship incubator spaces” as a way of promoting library resources and services to the social entrepreneurship programs.

Table 10 provides the responses of faculty librarians regard the promotion of library resources and services.

Table 10

Faculty Librarians’ Perceptions: Promotion of Resources and Services to Social Entrepreneurship Programs

Descriptive Responses
Students are asking for it
I do not liaise with the program, but the librarian who does may do something
E-mails to faculty, announcements in newsletters, cards & other reminders in entrepreneurship incubator spaces.
Personal library liaison model
We promote resources through LibGuides and we do outreach to business school faculty in the form of emails and website announcements.
I guess we promote those services during instruction sessions, too?
Communication with program coordinator/chair

Faculty Librarians: Future of Support for Social Entrepreneurship Programs

Faculty librarians provided their perspectives of the future support for social entrepreneurship by responding to the question, In the future, how can academic libraries better support Social Entrepreneurship Programs? Nine out of the 13 faculty librarians responded to the question.

Those faculty librarians that completed the future support of social entrepreneurship programs question of the survey instrument included one response that did not best define the future support for social entrepreneurship programs. One faculty librarian noted that they were a large university and supported numerous programs, and their entrepreneurship program helped to support the faculty and staff; therefore, this response did not pertain to this section.

The emerging trend in the perceptions of faculty librarians in regard to the future support of social entrepreneurship programs was understanding the social entrepreneurship curriculum based on three faculty librarians' responses that understanding the program and curriculum was important in providing support. Three faculty librarians noted that working with social entrepreneurship faculty and students and outreach would be beneficial. One faculty librarian described tutorials and LibGuides as ways to support the social entrepreneurship. Library instruction, purchasing materials, and research consultations were also noted. The participant did not include the types of materials that needed to be purchased.

A faculty librarian felt that it was important to establish library support for social entrepreneurship as an institutional initiative for the administrators to provide funding. While this response mentioned funding as a future support, the participant did not expand on why funding was important for future support. Based on the emerging trend of seeking funding and purchasing materials, funding was an emerging trend.

Table 11 provides the descriptive responses from faculty librarians' regarding the future support of social entrepreneurship programs.

Table 11

Faculty Librarians' Perceptions: Future Support of Social Entrepreneurship Programs

Descriptive Responses
Have the faculty make it a priority for the university, so the Provost will fund it.
Providing library instruction, purchase materials that support the program, offer individual research consultations to students and faculty, provide tutorials and LibGuides
We need to build relationships with faculty and community members to demonstrate specific value in order to effectively help entrepreneurs build skills, specifically critical thinking and ethics to carry forward into communities beyond academia.
Outreach
I think it is really a point of need situation. We work one-on-one with students and faculty and if there is something we don't have, we try to get it, but it is very much a personalized experience.
Sorry, In a larger university where you have many programs and a rich academic library, you support almost everything. We have an Entrepreneurship program where folks work on social entrepreneurship.
We are working to understand the program objectives and initiatives to identify ways to partner to make use of our expertise.
I think academic librarians need more knowledge about what kinds of stuff our researchers and students need in this area. We could use a new resource just for supporting social entrepreneurship, something that would cover SE business models in depth, how to do research on disadvantaged or understudied populations who would benefit, how SE companies market themselves to consumers, etc. If we could provide something like that it would be helpful. But really, I think this is a question for the students and faculty in the social entrepreneurship programs, not for the librarians. We aren't able to see our own blind spots or the work we aren't doing because we don't know what we don't know.
Be aware of such curricula at their institutions and reach out to the instructors on they can best support it.

The majority of faculty librarians perceived the standard contact with social entrepreneurship faculty and students to promote library resources and services was important. In addition, faculty librarians believed that understanding the curriculum and collaboration with faculty and students were important in providing support in the future for social entrepreneurship programs. The faculty librarians indicated that continuing to provide research guides and tutorials was important, as well as outreach for both the

promotion of library resources and services and the future support of social entrepreneurship programs.

Level of Importance of Providing Library Resources and Services

Academic library faculty's perceived level of importance toward library resources for social entrepreneurship programs was examined using a 7-point Likert scale. The two questions were as follows: "How important do you think it is for your academic library to provide resources to the Social Entrepreneurship Program at your institution?" and "How important do you think it is for your academic library to provide resources to the Social Entrepreneurship Program at your institution?"

Academic faculty librarians' perceived level of importance of providing library resources and services was high. The mean from the 7-point Likert scale was 5.15, and the standard deviation was .689 for the level of importance for providing library resources (See Table 12). The level of importance for providing library services had a mean of 4.92 and a standard deviation of .760 (See Table 15). The next section provides a comparison of the perceptions of the library administrators and library faculty.

Comparison of Perceptions of Importance of Providing Library Resources and Services

Two survey questions provided quantitative data concerning the library administrators' and faculty librarians' perceived level of importance of providing resources and services to the social entrepreneurship programs. A 7-point Likert scale was used to gain insight on how library administrators and faculty librarians perceived the level of importance of library resources and services toward social entrepreneurship programs at their university.

Comparison of the Importance of Providing Library Resources for Social Entrepreneurship Programs

The survey question was, "How important do you think it is for your academic library to provide resources to the Social Entrepreneurship Program at your institution?" The descriptive statistical data of differences of perceptions for providing library resources is shown in Table 12.

Table 12

Descriptive Statistics: The Importance of Library Resources for Social Entrepreneurship Programs

	<i>n</i>	Mean	Std. Deviation	Std. Error Mean
Administrators	8	5.25	1.035	.366
Faculty	13	5.15	0.689	.191

Note. *n* = number of participants.

To compare the perceptions of academic librarians and faculty librarians, a Shapiro-Wilk Test was conducted to determine whether the data were normally distributed. Table 13 indicates that the data were not normally distributed.

Table 13

Shapiro-Wilk Test: Importance of Library Resources to Support Social Entrepreneurship Programs

Position	Statistic	<i>df</i>	Sig.
Administrators	.745	8	.007
Faculty	.811	13	.009

Note. *df* = degree of freedom.

The nonparametric Mann-Whitney U Test results indicated that library administrators placed a higher level of importance of providing library resources toward

social entrepreneurship programs than faculty librarians, as noted in Table 14. The scores of academic library administrators (Mdn = 5.50) were higher than those of the faculty librarians (Mdn = 5.00). A Mann-Whitney U Test indicated that this difference was not statistically significant, $U (n \text{ administrators} = 8, n \text{ faculty librarians} = 13,) = 36.000, z = -1.303, p = .193$. According to the analysis of the importance of library resources to support social entrepreneurship programs, academic library administrators had a mean rank of 13.00, which was higher than faculty librarians at a mean rank of 9.77. Table 14 indicates the mean rank and sum of ranks.

Table 14

Mann-Whitney U Test: Importance of Library Resources to Social Entrepreneurship Programs

Position	<i>n</i>	Mean Rank	Sum of Ranks
Administrators	8	13.00	104.00
Faculty	13	9.77	127.00
Total	21		

Note. *n* = number of participants.

Importance of Providing Library Services for Social Entrepreneurship Programs

The survey question was, “How important do you think it is for your academic library to provide resources to the Social Entrepreneurship Program at your institution?”

The descriptive statistical data of differences are indicated in Table 15.

Table 15

Descriptive Statistics: Importance of Library Services for Social Entrepreneurship Programs

Position	<i>n</i>	Mean	Std. Deviation	Std. Error Mean
Administrators	8	5.38	.916	.324
Faculty	13	4.92	.760	.211

Note. *n* = number of participants.

The data from the importance of library services for social entrepreneurship were analyzed by the Shapiro-Wilk Test showing an abnormal distribution of the data as indicated in Table 16. Therefore, a Mann-Whitney U Test was utilized.

Table 16

Shapiro-Wilk Test: Importance of Library Services to Support Social Entrepreneurship Programs

Position	Statistic	df	Sig.
Administrator	.693	8	.002
Faculty	.746	13	.002

Note. df = degree of freedom.

The Mann-Whitney U Test was used in analyzing the level of the importance of library services toward social entrepreneurship programs. The scores of academic library administrators (Mdn = 6.00) were higher than those of the faculty librarians (Mdn = 5.00). A Mann-Whitney U Test indicated that this difference was not statistically significant, $U (n \text{ administrators} = 8, n \text{ faculty librarians} = 13,) = 34.500, z = -1.372, p = .170$. According to the analysis, administrators placed the importance of library services for social entrepreneurship programs above faculty librarians. As indicated in Table 17, the mean rank for administrators was higher with 13.19 and 9.65 for faculty librarians.

Table 17

Mann-Whitney U Test: Importance of Library Services to Social Entrepreneurship Programs

Position	n	Mean Rank	Sum of Ranks
Administrators	8	13.19	105.50
Faculty	13	9.65	125.50
Total	21		

Note. n = number of participants.

Summary

This chapter provided information regarding the collection and analysis of the data for this quantitative and qualitative study in response to the research questions. Eight academic library administrators and 13 faculty librarians participated in the survey instrument, and one library administrator participated in the open-ended, follow-up interview. The study also identified that library administrators had more years of experience in an academic library and their current academic library than the faculty librarians.

The data collected from the survey instrument were analyzed through the IBM SPSS software, and the descriptive data were coded based on the emerging themes within the data. The quantitative data identified the level of familiarity of academic library administrators and faculty librarians with the social entrepreneurship concept and the level each placed on the importance of providing resources and services to the social entrepreneurship program.

The other data collected from the survey instrument provided information in regard to how academic libraries supported social entrepreneurship through the resources and services provided by the participants. Further information from the survey instrument provided the perspectives of academic librarians and faculty librarians regarding the promotion of library resources and services to social entrepreneurship programs and their perspectives on the future library support of social entrepreneurship programs.

The open-ended, follow-up interview provided further details regarding the services and how to better provide services to the social entrepreneurship programs. The “personalized research service” is a service that was described as an in-depth research

assistance the librarians provided to social entrepreneurship students. The findings from the interview also described going beyond the library to create a stronger relationship with the social entrepreneurship faculty and students, as well as the community.

The findings from this study determined how academic libraries supported social entrepreneurship and the perspectives of library administrators and faculty librarians regarding the library support of social entrepreneurship programs. The study identified specific library resources and services provided to social entrepreneurship programs and an understanding of academic library administrators' and faculty librarians' perceptions of social entrepreneurship support. Chapter V includes further discussion regarding the findings from this study.

CHAPTER V: DISCUSSION

The purpose of this study was to determine how academic libraries supported social entrepreneurship programs and the perspectives of academic library administrators and faculty librarians regarding the support of the social entrepreneurship programs. This chapter provides further discussion on the findings, limitations of the study, recommendations, and implications for further study.

The findings from this study describe how academic libraries support social entrepreneurship through specific library resources and services, as well as descriptive data to demonstrate the perceptions of academic library administrators and faculty librarians toward the support of social entrepreneurship programs. Through the data analyzed, this chapter includes recommendations in supporting social entrepreneurship programs and other areas of library support. This chapter discusses the implications for further study that were discovered during the analysis of the study. The chapter also discusses the findings and further research to answer the research questions:

RQ1: How are academic libraries supporting social entrepreneurship programs?

RQ2: What are the perceptions of library administrators toward supporting social entrepreneurship programs?

RQ3: What are the perceptions of faculty librarians toward supporting social entrepreneurship programs?

The findings from this study provide information on how academic libraries support social entrepreneurship programs. This study examined further support by academic libraries through how libraries promote their resources and services, as well as

further descriptive data describing the perceptions of future support for social entrepreneurship programs.

Discussion of Findings

This study utilized a survey instrument and an open-ended, follow-up interview to best understand how academic libraries support social entrepreneurship programs. The data collected and analyzed provide important information on how libraries support the programs and the perspectives of library administrators and faculty librarians.

Research Question One: How are Academic Libraries Supporting Social Entrepreneurship Programs?

This study used a survey instrument to determine how academic libraries support social entrepreneurship programs. First the study determined the types of library resources and services being provided, which would identify relevant resources and services. Second, the study determined the frequency with which academic libraries collaborate with social entrepreneurship faculty and students to better understand how often they support the social entrepreneurship program within a semester. Finally, the study examined the types of requests made from the social entrepreneurship faculty and students to the academic library for support.

Library Resources and Services

According to the survey instrument, academic libraries support social entrepreneurship through library resources that include specific electronic resources and books, materials, physical space, equipment, LibGuides, and generic electronic resources. Library services include collection development of specific electronic resources and books, library instruction, reference services, and research assistance. These resources

and services are similar to the library resources and services provided to the traditional entrepreneurship programs that were noted in the literature review. Mross and Reiter (2019) noted that collection development, LibGuides, instruction, and collaboration are resources and services provided to the traditional entrepreneurship program. Other resources and services provided to the traditional entrepreneurship programs include workshops and physical space (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015).

Social Entrepreneurship Faculty and Student Requests

In addition to library resources and services provided to the social entrepreneurship programs, the study examined the types of requests received from social entrepreneurship faculty and students. The results indicate that the most requests from faculty and students are for specific books or articles, followed by business plans, workshops, and collaboration opportunities. Participants also added library instruction, individual or group consultations, and LibGuides, which is similar to the traditional entrepreneurship support mentioned by Mross and Reiter (2019). The literature noted that libraries have supported the traditional entrepreneurship through workshops, instruction, physical space, and collaboration (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015).

Frequency of Collaboration between the Academic Library and the

Social Entrepreneurship Program

The survey provided information regarding how often academic libraries interact and collaborate with social entrepreneurship faculty and students, which is another aspect on how academic libraries provide support for social entrepreneurship programs. The

most frequent time of collaboration during a semester was two to four times, followed by once a semester, which indicates that academic libraries are providing support through collaboration frequently within a semester. Mross and Reiter (2019) noted that collaboration between the academic library and the traditional entrepreneurship programs involves services provided by the library.

Research Question Two: What are the Perceptions of Library Administrators toward Supporting Social Entrepreneurship Programs?

The descriptive responses from the survey questions related to the promotion of library resources and services toward social entrepreneurship and how academic libraries best support social entrepreneurship programs in the future.

Library Administrator: Perceptions of Promoting Library Resources and Services to the Social Entrepreneurship Programs

The perceptions of library administrators indicated that contacting social entrepreneurship faculty is important in the promotion of resources and services. In addition, the library administrators noted that they promote the library through the library's website and research guides. One academic library administrator stated that contact to student clubs and other interest groups is an important promotional tool.

Further results from the open-ended interview noted that the library promotes the "personalized research service" for the social entrepreneurship students. The subject noted the specific types of information the students requested was provided through the extended research assistance provided by the library. This was not indicated in the literature review as a service provided.

*Library Administrator: Perceptions of Future Support of
Social Entrepreneurship Programs*

In regard to the perceptions of library administrators toward how to better support social entrepreneurship programs, the majority of the administrators indicated that the support should go beyond the library and even the institution. The library administrators believe that outreach is important for supporting the social entrepreneurship in the future that includes collaboration within their community. Other administrators feel that academic libraries could provide support through teaching and learning centers and workshops.

The open-ended, follow-up interview with an academic library administrator reiterated that librarians need to go beyond the library and create relationships with those in the social entrepreneurship programs that include faculty, students, and the community. The process of outreach is to “attend social entrepreneurship events” and “network” with the social entrepreneurship program and the community. Mross and Reiter (2019) noted that the stages of business development are a form of engagement that includes the collaboration with faculty, students, and the community, which is supported by the academic library.

Research Question Three: What are the Perceptions of Faculty Librarians toward Supporting Social Entrepreneurship Programs?

Faculty librarians described how they promote library resources and services to the social entrepreneurship faculty and students and their perspectives on how to best support social entrepreneurship programs in the future.

Faculty Librarian: Perceptions of Promoting Library Resources and Services to the Social Entrepreneurship Program

The faculty librarians' perceptions of promoting library resources noted several forms of promotion by faculty librarians that include correspondence to social entrepreneurship faculty, utilizing the library liaison to communicate with faculty, and the use of the library website in the form of announcements.

The description of promoting library resources and services indicate that faculty librarians rely on communication with social entrepreneurship faculty or even the program's coordinator or chair as a form of promotion. Whereas, a faculty librarian noted that they promote library resources and services during library instruction sessions. Overall, faculty librarians prefer maintaining contact with program faculty to promote the library's resources and services. There was no mention of how academic libraries support social entrepreneurship in the literature.

Faculty Librarian: Perceptions of Future Support of Social Entrepreneurship Programs

Regarding the faculty librarians' perspectives of supporting social entrepreneurship programs in the future, the faculty librarians' responses continued the need to communicate with social entrepreneurship faculty and working with faculty and students to better support the program. Other librarians suggest that academic librarians need to better understand the curriculum to best provide library resources and services.

While the perceptions described the importance of outreach to the social entrepreneurship programs as being important, one faculty librarian noted that increasing the social entrepreneurship program importance on campus could possibly lead to funding to help support library resources and services. The funding may be an issue, as another faculty librarian noted that purchasing materials would be an option of support for the social entrepreneurship program. Providing tutorials and LibGuides to help with support also was included.

In summary, academic library administrators and faculty librarians mostly agree that promoting library resources and services is the relationship between the library and the social entrepreneurship faculty. They also have similar perceptions of promoting the library through the library's website and LibGuides. However, the future library support of social entrepreneurship programs differed from the administrators and faculty librarians. Academic library administrators strongly believe that the library should continue outreach but extend the library services off campus and into the community. Faculty librarians feel that a better understanding of the curriculum and the program would be beneficial for social entrepreneurship faculty and students when providing resources and services. The literature has noted the similar types of resources and services provided to the traditional entrepreneurship programs, such as collection development and outreach (Feldman, 2015; Franks & Johns, 2015; Hoppenfeld & Malafi, 2015).

Additional Influences in the Perceptions of Academic Library Administrators and Faculty Librarians

This study examined possible variables in the perceptions and decisions of academic library administrators and faculty librarians. The survey instrument analyzed the administrators' and faculty librarians' familiarity of the social entrepreneurship concept, their perceptions regarding the importance of providing library resources and services for social entrepreneurship programs, and years of experience. This information provided further context to the perceptions of the academic library administrators and faculty librarians by determining their familiarity with the social entrepreneurship concept in terms of planning and creating resources and services for the program and how to determine the importance of providing resources and services.

The Level of Importance for Supporting Social Entrepreneurship Programs

Academic library administrators placed the importance of both library resources and services in supporting social entrepreneurship programs higher than faculty librarians. The findings indicate that faculty librarians place an importance on library resources and services toward the social entrepreneurship programs. By understanding the level of importance, the results can provide information to determine whether social entrepreneurship programs are important to support by the library and the faculty librarian. This information is not mentioned in the literature.

Conclusions from the Study

There is a difference in how academic libraries currently support social entrepreneurship programs and how they will support social entrepreneurship programs in the future. Library administrators place outreach and collaboration beyond the

institution as an important aspect of support for the social entrepreneurship programs. Faculty librarians concentrated their responses on contacting social entrepreneurship faculty and providing resources and services, such as tutorials and library instruction. The assumption is that library administrators perceive a different vision for supporting social entrepreneurship in the future than the faculty librarians based on years of experience, yet there are other variables that could be attributed to the difference in responses between the groups, such as job responsibilities and strategic planning as possible factors.

Limitations

The limitations of this study include not examining the perspectives of the social entrepreneurship leaders, faculty, and students; the lack of identifying social or traditional entrepreneurship centers at the institution that may provide support; the small sample size; lack of prior research on this topic; and access to subjects due to the Coronavirus Pandemic. In addition, two limitations were noted during the analysis. First, the “no” selection directional prompt in the Qualtrics survey question, Has your academic library received a request from the Social Entrepreneurship program faculty to support the program? bypassed questions regarding the types of resources and services, requests by social entrepreneurship faculty and students, frequency of collaboration, and the promotion of library resources and services. Second, the types of service choices on the survey instrument did not represent all of the library services that could have been chosen.

Because this study concentrated on the academic library in regard to supporting social entrepreneurship programs, the study was unable to gather data from the social entrepreneurship leaders, faculty, and students, which could have provided important

information on the needs of the social entrepreneurship program. Also, several of the institutions have a social or traditional entrepreneurship center on their campuses that could also provide support for the social entrepreneurship faculty and students.

Understanding how the centers provide support to the social entrepreneurship program would be beneficial to the academic library.

The limitations with the methodology include the small sample size, the lack of prior research on the topic, and participation in the study due to the Coronavirus Pandemic. The small sample size is noted as a limitation because there is a limited number of institutions in the US that offer a social entrepreneurship program, which resulted in a low response rate. The Coronavirus Pandemic may have contributed to the low participation for the follow-up interview, as many library administrators and faculty librarians were occupied with transitioning resources and services online for faculty and students. The intent was to conduct six open-ended, follow-up interviews for the perspectives of library administrators and faculty librarians from small, medium, and large institutions; however, one interview was conducted to provide further information for this study, but more interviews would have provided rich data.

The lack of prior research required the researcher to create a survey instrument that did not have prior validation or reliability tests. The survey instrument and the open-ended interview questions were reviewed by experts to provide support for the instrument and the questionnaire.

Two aspects of the survey instrument had limited data collected because the directional prompt in the Qualtrics survey and the “Types of library services provided” options provided for the participants to select were not a best representation of library

services. First, the Qualtrics survey instrument was designed to expedite participants at institutions that did not receive a request from the social entrepreneurship programs to the final question of the survey so the participants did not have to navigate the instrument on non-related information. This prompt may have excluded data the participant could have provided.

The second survey instrument issue was types of services academic libraries provide to the social entrepreneurship program. The choices listed on the survey instrument could have included other options, such as interlibrary loans, research or reference assistance, or instruction. Participants were able to include this data by choosing the option “other” and adding descriptive data, yet some participants may not have done so, which could have excluded data from the study.

Recommendations

The results of this study provide important information on how academic libraries provide support for social entrepreneurship programs, to include the types of resources and services provided, the types of requests received from the social entrepreneurship faculty and students, and the frequency of collaborations between the academic library and the social entrepreneurship programs. These results are important for libraries that are seeking to support their social entrepreneurship program or other similar programs.

The most notable resources and services provided to the social entrepreneurship programs were through collection development, as the subjects noted that faculty and students seek specific books and electronic resources. Instruction and LibGuides were other important resources and services for the social entrepreneurship programs. Both

groups also noted that the library's website was a way to promote and announce library resources and services.

In addition, the study examined the perspectives of how to promote library services and the future support of social entrepreneurship programs. This information collected from the study provides insight on other options to support social entrepreneurship programs. Academic library administrators and faculty librarians agree that outreach is an important support system for social entrepreneurship programs. However, academic library administrators perceive outreach should extend beyond the campus and into the community, whereas the faculty librarians feel outreach should be on campus through collaborations with social entrepreneurship faculty and students.

The study noted that the several faculty librarians collaborated with the social entrepreneurship one to four times a semester. These collaborations could be extended with faculty librarians working with faculty and students to better understand the curriculum and how they could collaborate on projects. Because social entrepreneurship is a concept to solve social issues, the outreach could extend to the community, as the library and the social entrepreneurship program could collaborate on social issues in their local communities.

Based on the results of this study, the recommendation is to expand the library's resources and services outside the library, as suggested by the academic library administrators. While academic libraries provide outreach services, such as library instruction sessions and research assistance, the library has an opportunity to collaborate with faculty and students on social entrepreneurship projects and to gain more knowledge about the social entrepreneurship concept, which was a recommendation by the library

faculty to learn more about the social entrepreneurship curricula. In addition, academic libraries could conduct a survey with the social entrepreneurship faculty, students, and members of the social entrepreneurship community to determine the specific needs and to provide resources and services based on that information.

Implications for Further Study

Further research could determine the perspectives of social entrepreneurship leaders, faculty, and students regarding the library resources and services. This would provide an evaluation of the level of support by the academic library from outside the library. A similar study could examine how social and traditional entrepreneurship centers on campus support social entrepreneurship programs, in which academic libraries could collaborate with the centers or benchmark ideas.

A further study could examine how the number of years of experience of an academic library administrator and a faculty librarian determines types of library support provided to academic programs. Based on the results, academic library administrators are more familiar with the social entrepreneurship concept, which could be attributed to the number of years of experience. Furthermore, academic library administrators perceive the future support for social entrepreneurship on a universal level, as opposed to the faculty librarians. This study could be included with the differences between library administrators and faculty librarians.

Additionally, the different perspectives could be explored in terms of organizational communication. Due to the difference in perspectives, a study could determine whether academic library administrators and faculty librarians are

communicating to create a library strategic plan that provides resources and services to academic programs together as a library unit.

Conclusion

This study identified how academic libraries support social entrepreneurship programs by the types of resources and services provided and the perspectives of library promotions and the best support in the future. The data collected and analyzed are beneficial for establishing and creating resources and services for the social entrepreneurship program or other academic programs.

Based on the results of this study, academic libraries support social entrepreneurship through collection development, LibGuides, library and information instruction sessions, workshops, collaborations, and research assistance. Academic library administrators and faculty librarians are familiar with the social entrepreneurship concept and strongly believe in the importance of supporting the social entrepreneurship program. The academic library faculty engage with social entrepreneurship faculty and students several times a semester and promote library services through their engagement with faculty and library instruction. For future support of social entrepreneurship programs, academic library administrators regard outreach to be beyond the institution through collaborations with faculty, students, and the community. However, faculty librarians feel that outreach should remain within the institution. Further research could identify more detailed resources and services to be provided to academic programs through case studies or a content analysis.

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APPENDICES

Appendix A

Ashoka U Campus List with United States Institutions

Arizona State University, Brigham Young University, Brown University, Cornell University, Duke University, Florida International University, Fordham University, George Mason University, Marquette University, Miami Dade College, Northeastern University, Portland State University, Tulane University, University of California –San Diego, University of Evansville, University of Maryland, University of San Diego.

Appendix B

List of Institutions with a Social Entrepreneurship Program

University	Certificate	Minor	Bachelors	Masters
American Jewish University	Social Entrepreneurship			Graduate Certificate in Social Entrepreneurship
American University				MA Social Enterprise
Arizona State University				Graduate Certificate in Social Entrepreneurship & Community Development Certificate
Babson College			Entrepreneurship with curriculum in Social Enterprise	MBA with curriculum in Social Enterprise
Belmont University			Social Entrepreneurship	
Boston College			Co-concentration in Entrepreneurship	Masters in curriculum in Social Entrepreneurship Masters in Social Work (Social Innovation & Leadership)
Brigham Young University		Minor in Social Innovation		MBA Social Innovation Emphasis
Central Michigan University	Public and Social Entrepreneurship		BS Major in Public and Nonprofit Administration	
Cornell University				MBA and Masters of Public Affairs
Duke University	Certificate in Social Entrepreneurship			MBA Concentration in Social Entrepreneurship
Fordham University			Social Innovation & Sustainable Business	

Appendix B (continued)

George Mason University				Masters of Interdisciplinary Studies with concentration in social entrepreneurship
Georgetown University				MBA with curriculum in Corporate Social Responsibility,
Harvard University				MBA with curriculum in Social Enterprise integrated and multi-disciplinary
Indiana University-Bloomington	Social Entrepreneurship			
New York University			Curriculum for Social Entrepreneurship	MPA Public Nonprofit Management & Policy and MBA in Social Innovation & Impact
North Central College				
Northwestern University			Social Policy, Business with pathway courses to Social	MBA with curriculum in Social Impact Pathway
Pepperdine University				MA in Social Entrepreneurship & Change
Portland State University	Social Innovation & Social Entrepreneurship			
Stanford University	Certificate in Public Management & Social Innovation (Executive ED)			
Tulane University		Minor in Social Entrepreneurship		

Appendix B (continued)

University of California-Berkeley				MBA with curriculum in Social Entrepreneurship
University of Colorado-Boulder	Social Responsible Enterprise			MBA with curriculum in Social Entrepreneurship
University of Denver				Masters Nonprofit Leadership with Concentration in Social Enterprise, Innovation, and Entrepreneurship
University of Michigan				MBA with Curriculum in Social Enterprise
University of Pennsylvania			Social Impact & Responsibility	MBA (Dual Degree in Social Work)
University of Pittsburgh	Innovation & Entrepreneurship			MBA course: Social Entrepreneurship: Inclusive Innovation & Urban Economic Development
University of San Diego				Masters of Arts in Social Innovation
University of Southern California				Masters of Science in Social Entrepreneurship
University of Tennessee		Minor in Social Entrepreneurship		
Yale University				MBA with Curriculum in Social Enterprise

Appendix C

Survey Instrument

Academic Libraries and Social Entrepreneurship Programs Survey

Social Entrepreneurship is an innovative approach that creates social value by seeking ventures to resolve social issues through nonprofit organizations, businesses, or government agencies. A social entrepreneurship seeks ways to solve social problems. This concept has become an important aspect of higher education, as more students are demanding educational opportunities in Social Entrepreneurship. This research study is examining how academic libraries are supporting social entrepreneurship programs at their institutions. You have been selected to participate in this research based on the Social Entrepreneurship curriculum at your institution. The survey for this information will remain confidential and you may be selected for a follow up interview based on your response for further information.

Demographics and Background Information

Name of college or university

Are you a Library Administrator or a Faculty Librarian?

How many years have you worked in an academic library?

How many years have you worked at your current academic library?

1. I am familiar with the social entrepreneurship concept

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Somewhat Disagree
- 4 – Neither Agree or Disagree
- 5 – Somewhat Agree
- 6 – Agree
- 7 – Strongly Agree

2. I think it is important for my academic library to provide **resources** to the Social Entrepreneurship program at my institution?

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Somewhat Disagree
- 4 – Neither Agree or Disagree
- 5 – Somewhat Agree
- 6 – Agree
- 7 – Strongly Agree

3. I think it is important for my academic library to provide **services** to the Social Entrepreneurship program at my institutions?

Appendix C (continued)

- 1 – Strongly Disagree
 - 2 – Disagree
 - 3 – Somewhat Disagree
 - 4 – Neither Agree or Disagree
 - 5 – Somewhat Agree
 - 6 – Agree
 - 7 – Strongly Agree
4. Does your academic library support the Social Entrepreneurship program at your institution? **(Y/N, I'm not sure)**
 5. Has your academic library received a request from the Social Entrepreneurship program faculty to support the program? **(Y/N, I'm not sure)**
 6. What types of **resources** does your library provide for the Social Entrepreneurship Programs at your institution?
 - 1 – Specific books
 - 2 – Specific electronic resources
 - 3 – Physical space
 - 4 – Equipment
 - 5 – Materials
 - 6 - Other
 7. What types of **services** does your library provide for the Social Entrepreneurship Programs at your institution?
 - 1 – Specific books
 - 2 – Specific electronic resources
 - 3 – Physical space
 - 4 – Equipment
 - 5 – Materials
 - 7 - Other
 8. What type of requests does your library receive from the Social Entrepreneurship faculty and students at your institution?
 - 1 – Specific books or articles
 - 2 – Business plans
 - 3 – Workshops
 - 4 – Collaboration opportunities
 - 5 – Physical space
 - 6 – Equipment

Appendix C (continued)

7 – Other _____

9. How does your academic library promote the **resources** and **services** provided for the Social Entrepreneurship Program at your institution?

10. How often does the faculty librarians collaborate with faculty and students to support Social Entrepreneurship Programs?
 - 1 – Once a semester
 - 2 – 2-4 times a semester
 - 3 – 5-7 times a semester
 - 4 – 8 or more times a semester
 - 5- Never

11. In the future, how can academic libraries better support Social Entrepreneurship Programs?

Appendix D

Qualitative Interview Questions

Library Administrators

This interview is being conducted to gain further insight regarding the academic library administrator's perspectives in supporting social entrepreneurship programs. The participants will receive a consent form to sign, which will indicate that the participant has consented to being interviewed.

Social Entrepreneurship

1. This research study was created to better understand the relationship between academic libraries and social entrepreneurship programs. Therefore, I would first like to know what you think about the social entrepreneurship concept.
 - a. Secondly, how do you think the social entrepreneurship concept is important for students?
 - b. Thirdly, how do you think your institution is meeting the needs of the students?

Academic Library and the Social Entrepreneurship Program

1. How did you begin supporting the social entrepreneurship program?
2. Describe the creation and implementation of the collaboration between the academic libraries and the social entrepreneurship program.
3. Do you have a librarian responsible for providing support? If, so what is their subject specialty?
4. What are their responsibilities?
5. What are your current plans for supporting the social entrepreneurship program?
6. Describe the evaluation of the support between the academic library and the social entrepreneurship program.
7. How do you measure the impact the library had in supporting the social entrepreneurship program?
8. What limitations did you encounter providing the support for the social entrepreneurship program?
9. How are you utilizing non-faculty librarians in supporting social entrepreneurship programs?
10. What are your future plans for supporting the social entrepreneurship program?

Appendix D (continued)

Faculty Librarians

This interview is being conducted to gain further insight regarding the faculty librarian's perspectives in supporting social entrepreneurship programs. The participants will receive a consent form to sign, which will indicate that the participant has consented to being interviewed.

Social Entrepreneurship

1. This research study was created to better understand the relationship between academic libraries and social entrepreneurship programs. Therefore, I would first like to know what you think about the social entrepreneurship concept.
 - c. Secondly, how do you think the social entrepreneurship concept is important for students?
 - d. Thirdly, how do you think your institution is meeting the needs of the students? (This is in here to set up how the library understands the social entrepreneurship program)

Academic Library and the Social Entrepreneurship Program

2. How did you begin supporting the social entrepreneurship program?
3. Describe your relationship with the social entrepreneurship program faculty and students.
4. What are your responsibilities?
5. What types of resources and services do you provide?
6. How do you measure the impact the library had in supporting the social entrepreneurship program?
7. What limitations did you encounter providing the support for the social entrepreneurship program?
8. What are your future plans for supporting the social entrepreneurship program?

Appendix E

Institutional Review Board Document



IMPLIED CONSENT DOCUMENT (Survey)

Project Title: Academic Libraries and Social Entrepreneurship Programs

Investigator: Anthony Paganelli, WKU University Libraries, anthony.paganelli@wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your agreement to participate in this project.

You must be 18 years old or older to participate in this research study.

A basic explanation of the project is written below. Please read this explanation and email the researcher any questions you may have. If you then decide to participate in the project, please continue to the survey. You should keep a copy of this form for your records.

- 1. Nature and Purpose of the Project:** This research study is examining how academic libraries are supporting social entrepreneurship programs at their institutions.
- 2. Explanation of Procedures:** You are being asked to participate in a Qualtrics Survey which will take approximately 5-10 minutes to complete.
Should you be selected and participate in the qualitative interview, you will have the opportunity to participate via telephone or video conferencing. Due to the Coronavirus Pandemic, if these options are not available, you will have the option to complete an email semi-structured open-ended questionnaire. The interview will take approximately 10-15 minutes.
- 3. Discomfort and Risks:** There are no known or anticipated risks to the subjects in this study. The probability of harm anticipated is no greater than I would encounter in everyday life.
- 4. Benefits:** The results from the research will inform the researchers of the potential benefits of how academic libraries support social entrepreneurship programs, which could benefit the libraries with further projects in supporting other programs.
- 5. Confidentiality:** No identifying information will be collected. Once the data has been analyzed, all of the raw data will be secured in an encrypted password protected on a computer file. Records will be viewed, stored, and maintained in private, secure files only accessible by the P.I. for three years following the study, after which time they will be destroyed.
- 6. Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Your continued cooperation with the following research implies your consent.

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Robin Pyles, Human Protections Administrator
TELEPHONE: (270) 745-3360

WKU IRB# 20-263
Approved: 4/09/2020
End Date: 8/21/2020
EXPEDITED
Original: 4/09/2020

Appendix E (continued)



IMPLIED CONSENT DOCUMENT (Questionnaire)

Project Title: Academic Libraries and Social Entrepreneurship Programs

Investigator: Anthony Paganelli, WKU University Libraries, anthony.paganelli@wku.edu

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A basic explanation of the project is written below. Please read this explanation and email the researcher any questions you may have. If you then decide to participate in the project, please continue to the survey. You should keep a copy of this form for your records.

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3. **Discomfort and Risks:** There are no known or anticipated risks to the subjects in this study. The probability of harm anticipated is no greater than I would encounter in everyday life.
4. **Benefits:** The results from the research will inform the researchers of the potential benefits of how academic libraries support social entrepreneurship programs, which could benefit the libraries with further projects in supporting other programs.
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