

ANALYSIS OF UNIVERSITY MISSION STATEMENTS AND THE MISSIONS AND
STRATEGIC PLANS OF ATHLETIC DEPARTMENTS

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ABSTRACT

Mark Ketterer: Analysis of University Mission Statements and the Missions and Strategic Plans
of Athletic Departments
(Under the direction of Barbara Osborne)

Mission statements are the cornerstone of strategic planning (Hax & Majluf, 1984; Conway, Mackay, & Yorke, 1994), and missions and strategic plans are written to set objectives for the future (Kriemadis, 2009; Winston, 2013). This study utilizes the written objectives of the university missions and the athletic department missions and strategic plans to determine the alignment of the two entities. A content analysis of 23 institutions in the “Power 5” conferences in NCAA Division I revealed alignment between the missions of the universities and the athletic department missions and strategic plans. Comparisons were made between the missions of each entity and also between the strategic plans and each mission. The results of this study support the theory athletic departments view themselves as a part of the university and operate in that manner (Kriemadis, 2009).

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CHAPTER 1

INTRODUCTION

With many questions being raised concerning the place of athletics in higher education, it is vital that the missions of both the universities and athletic departments be evaluated. Since a mission statement is “defined as an enduring statement of purpose that distinguishes one organization from other similar enterprises,” (David, 1989, p.90) an evaluation should uncover similarities and differences in each of the entities goals and purposes for being. There may be some differences in the missions of universities and athletic departments because they have different agendas. However, many proponents of the educational aspects of collegiate athletics emphasize the role of athletics is to develop “well rounded citizens and the promotion of ethical values, standards, and practices” (Camiré, Werthner, & Trudel, 2009, p. 77), which often is parallel to the goal of higher education.

To fully understand the purpose of the athletic department’s mission, an assessment of the strategic plans will also be necessary. Since strategic plans set the path towards living out a mission statement, a deeper look into the athletic department strategic plans may reveal more focused efforts in certain aspects of the mission. This analysis will determine the athletic departments’ views of the actual place of collegiate athletic programs within the university, and whether the missions and strategic plans of the athletic departments are in line with the universities’ missions.

Statement of Purpose

The purpose of this study is to determine whether athletics department's mission statements and strategic plans are consistent with the mission of the university. With a heightened focus on the amount of money spent by athletic departments, it is imperative to determine whether these expenditures are being used in a manner that reflects the goals of the university. This study will attempt to determine if the missions of the universities and athletic departments, along with the athletic departments' strategic plans, have similar goals in mind. Since the athletic department is considered a part of the university, one would be led to believe the athletic department would have many similarities to the parent mission of the university.

The results of the study will provide a deeper understanding of the athletic department's status and role as a part of the university. Ultimately, the study will reveal whether the majority of major NCAA Division I athletic departments have aligned their goals with that of the institution.

Research Questions

Based on the review of the literature, the following research questions have been formulated:

- RQ1:** What are the key components in the university mission statements?
- RQ2:** What are the key components in the athletics department mission statements?
- RQ3:** Are the mission statements of the athletic department and university aligned?
- RQ4:** What are the key components in the athletics department strategic plans?
- RQ5:** Do athletic department strategic plans align with the university and athletics department mission statements?

Assumptions

1. The research methods used in this study are valid and reliable.

Delimitations

1. This study is only looking at universities in the “Big 5” athletic conferences in the NCAA Division I. A suggested future study would be to replicate these research methods and extend the analysis to all NCAA Division I institutions, or examine the structures within the entirety of the NCAA regardless of Division or size.
2. This study focuses on intercollegiate athletic departments that have created a clearly defined strategic plan. Universities with annual reports, listed values, or short-term goals and principles have been noted, but are not included in the analysis.

Limitations

1. This study is limited by the prevalence and availability of the athletics department strategic plan. Some athletic departments may not have engaged in strategic planning, or prefer to keep their strategic plans as internal documents which they are not willing to share.

Definitions of Terms

1. **“Big 5” athletic conferences:** With the recent realignment of NCAA Division I institutions, the “Big 5” conferences include the Atlantic Coast Conference, Southeastern Conference, Big 12 Conference, Pac-12 Conference, and the Big 10 Conference.
2. **Strategic Plan:** For the purpose of this study, a strategic plan will be defined as a written document outlining the steps towards making progress in fulfilling the mission statement. Strategic plans must last longer than one to two years, include processes to work towards department goals, and have attainable and measurable goals.

3. Mission Statement: A mission statement is an overarching statement that clearly defines the purpose and goals of an organization.

Significance of Study

College athletics is under intense scrutiny as the public is exposed to the possibility of paying college athletes, a facility arms race, and exorbitant coaches' salaries. With critics constantly challenging the role of intercollegiate athletics within the academy, it is important to examine the goals of athletic departments and how they align with that of higher education institutions. Kriemadis (2009) states athletic programs are so much a part of colleges and universities. Therefore, the athletic department should ideally operate under the guiding principles of the universities goals and values. While it may be a common assumption that the athletic departments fully act under the guidance of the institutional mission, the public image of athletic departments is portraying them in an autonomous light.

This study will offer analysis of the written content of the mission of universities and the mission and strategic plan of athletic departments. Ideally, this will be used to determine if athletics departments are acting under the overarching goals of the university, or if they are acting under their own accord. There has been much research performed regarding the purpose, effectiveness, and communication of mission statements and strategic plans. However, there are no prior studies which compare the missions of a parent organization and a subset of that organization. This research can also provide insight into the important components within the missions of each entity and discern how these missions are being carried out within the strategic plan.

CHAPTER 2

REVIEW OF LITERATURE

This chapter provides a review of the existing literature as it pertains to mission statements, strategic plans, and their place within higher education and athletics. First, the purpose of mission statements is reviewed. This topic is broken down into key points that are included in missions, what a mission statement is used for, and why they are important. Next, literature pertaining to strategic plans is reviewed. This section will provide a breakdown of what the main purpose of strategic plans are, key components of strategic plans, and the importance of this type of planning. Finally, the review will focus on literature pertaining to missions and strategic plans in higher education as well as athletics. This section will include the importance of each in higher education and athletics, reasons for the use or lack of use within athletics, and benefits and drawbacks of these long range planning strategies.

Components of a Mission Statement

Missions are unique to each institution and organization. However, there are a few key components which are vital to include. Pearce (1982) and David (1989) identify the essentials of a mission statement as including: goals, philosophy, self-concept, and public image. Each of these components should always be subject to change as the institution and organization grows (David, 1989, p. 95). In fact, many missions originate in order to deal with change, set goals to guide through change, and provide reasons to pursue the set goals (Kotter, 1997).

Goals are often indicated by the organizations' long-term "ability to satisfy principle claims and desires of employees and stockholders" (Pearce, 1982, p.17). By communicating

these goals in a written form, short- and long-range plans and objectives can be developed by all constituents of an institution (Bartkus, Glassman, & McAfee, 2000). The goals are used to clarify the general direction of the organization (Kotter, 1997).

The goals are backed by the company philosophy which includes how the institution will go about attaining its goals. Company philosophy should drive the stakeholders in the right direction in the right manner (Kotter, 1997). This ideology is often reflected in the values and beliefs of the leaders. A successful mission statement conveys the company philosophy so well that the behaviors of the different stakeholders mirror that of their leader (Kotter, 1997).

The firm's self-concept refers to where the company feels it belongs in its competitive environment, including the target customers, products and services offered, and geographical domain (Pearce, 1987, p. 109). In order to attain the aforementioned goals, it is imperative that a company knows where it stands in a highly competitive environment. Often times, this portion of a university mission statement is expressed by sharing the history of the institution (Fugazzotto, 2009).

Ultimately, the public image of how the institution wants its customers to view its product or service should be clearly defined in the mission. This public image must define the unique and lasting reason that the stakeholders continue to be a part of the institution (Analoui & Karami, 2002). The mission acts as the public platform, or first communication, where a company shares the "priorities, strategies, plans, and work assignments" (Pearce & David, 1987).

Mission Statements and Their Purpose

Mission statements are "the most widely used management tool in business today" (Bartkus, Glassman, & McAfee, 2000, p. 27). Missions are broad statements of purpose that

provide organizations with a justification for the institution, as well as a goal for the future (Pearce, 1982; Pearce, 1987). This is a chance for the firm to share its self-concept (Fugazzotto, 2009); a communication device which provides a public stage to “declare the purpose, goals, products, markets and philosophical views of the organization” (Bartkus, Glassman, & McAfee, 2000, p. 23). Meant to justify who the organization is and what it does (Scheaffer, Landau & Drori, 2008), the mission also should clearly define long term intentions (Pearce, 1982) in order to represent the present and future of the organization. Most importantly, the unique mission propels stakeholders and workers to pursue common goals set forth by the organization (Analoui & Karami, 2002).

Some researchers have questioned the true benefits of a mission statement. Whether or not the words in the mission are a true testament to the beliefs of the institution or merely another recruiting device is often questioned (Taylor & Morphew, 2010; Bartkus, Glassman, & McAfee, 2000). Moreover, the fact that accreditation agencies require a mission statement from universities (Morphew and Hartley, 2006), allows for speculation as to whether they are so important they are necessary to the existence of the institution or just a box that needs to be checked. Studies have examined mission statements of universities and determined that many looked the same (Morphew and Hartley, 2006). Ultimately, some believe missions are written in such formal language for the most basic of ideals that it loses much of the usefulness (Mullane, 2002).

Conversely, and more reputedly, there are a vast amount of reasons for the use of mission statements. In fact, Davis, Ruhe, Lee, and Rajadhyaksha (2007) concluded if mission statements are working, then they should incorporate similar characteristics within a certain marketplace. The idea of this isomorphic tendency is backed by three separate

theories. Competitive isomorphism states optimal organizations will succeed causing the non-optimal organizations to follow suit in constructing their mission statements (Cunningham & Ashley, 2001). Institutional theory explains the similarities in the content of missions as caused by social expectancies from external forces (Cunningham & Ashley, 2001). Finally, strategic choice theory promotes the idea that decision makers make the choice to include the aforementioned components of the mission in order to shape their organization. This study will take these theories into account while comparing the missions and strategic plans within the university as well as between universities.

First and foremost, the mission is a tool to communicate the identity to stakeholders and the public (Bartkus & Glassman, 2008). Morpew and Hartley outline two major benefits of having mission statements as either instructional, which “helps distinguish between activities that conform to institutional imperatives and those that do not” (2006, p. 457), and inspirational, which “communicates its characteristics, values, and history to key external constituents” (2006, p. 457). Mission statements are also touted for being the cornerstone of developing and carrying out strategic decisions (Analoui & Karami, 2002, p. 19; Pearce & David, 1987).

The instructional piece of a mission is imperative. The history of an institution is often reflective of its essential being, and for that reason the instructional part of a “mission statement provides an overarching consensus, deeply rooted in an institution’s history and identity” (Meacham, 2008). This provides a basis for members of an institution to make decisions. The instructional format of a mission also allows for short- and long-range plans to be developed by each department, while still keeping true to the common goal (Bartkus, Glassman, & McAfee, 2000). A mission is by no means a daily guide to decision making, but the philosophy and

values indicated within “can be used as decision criteria” (Bartkus, Glassman, & McAfee, 2000, p. 24).

The inspirational part of the mission also plays a key role in the ultimate buy-in from stakeholders. This one statement has the ability to provide meaning to daily work and bring to light the broader purpose of the duties of each person (Bartkus, Glassman, & McAfee, 2000). It is meant to unify the behaviors of the organization to a common goal (Davis, Ruhe, Lee, & Rajadhyaksha, 2007). Many leaders agree that the vital piece of the mission buy-in lies within its development (Mullane, 2002, p. 452). For that reason, many stakeholders from various departments and with different duties are often involved in formulating a meaningful mission in order to enhance the effect of the mission (Camiré, Werthner, & Trudel, 2009; Bryson, Crosby, & Bryson, 2009; Winston, 2013). These contributions from a gamut of constituents make each person feel a part of the final product and, in turn, more likely to infuse the mission and shared objectives into their specific departments. Consequently, the mission will “unify an organization and establish internal clarity of purpose and direction” (Mullane, 2002, p. 454).

From a strategic planning standpoint, a mission should include the values and philosophy by which unified decisions can be made (Camiré, Werthner, & Trudel, 2009; Davis, Ruhe, Lee, & Rajadhyaksha, 2007). The mission provides a guide as to what needs to get done to progress as an institution (Meacham, 2008; Fugazzotto, 2009). Thus, the focus of the members of the institutions would be channeled into select areas by the mission to ensure such progress (Bart, 1997). The basis for strategic planning that is guided by the mission is not only important for stakeholders within the institution, it also allows prospective stakeholders to determine the existence of their involvement with that institution (Bartkus, Glassman, & McAfee, 2000). Since

many people are being affected through the mission, it is important that many representatives from each affected subgroup are involved in the mission (Kotter, 1997).

Importance of Mission Statements

Success for universities comes “when everyone inside and outside the organization agrees that it is a university” (Morphew & Hartley, 2006, p. 458). Therefore, an important reason to have a mission is to promote the shared expectations and beliefs of the organization (Analoui & Karami, 2002, p. 13). Though often discredited for being indistinct, the vagueness of mission statements is actually vital in order to allow institutional missions to span generations, ideologies, and to leave room for creative growth (David, 1989, p94.). A mission should guide towards the future and be long-lasting. Thus, there must be ambiguity in order to account for what the future holds regardless of changes in leadership. Analoui and Karami state that the mission must transcend departments, individuals, and leaders, while still bringing them all together to build a strong culture (2002, p. 15). Though often discounted for being too abstract, Fugazzotto (2009) maintains that the mission and the structure and culture it provides translate into concrete effects in universities.

Foremost, the first step in strategic planning is to define a mission statement, and thus guide the leadership of the organization (Analoui & Karami, 2002; David, 1989, p. 90; Winston, 2013). Bart (1997) states that many believe the mission is the starting point on a road to success. David (1989) quotes Peter Drucker’s book *Management: Tasks, Responsibilities, and Practices* which states that “only a clear definition of the mission and purpose of the organization makes possible clear and realistic business objectives” (p. 90). Fugazzotto declares that “from missions flow strategy, organizational structure, and mechanisms for gauging

performance” (2009, p 288). This asserts that great strategic plans are predicated on a well-defined mission. From the mission statement, organizations will have a guiding factor which can assist stakeholders in knowing where to put forth resources and how to assess performance (David, 1989).

The mission provides an institution with a unified, focused goal (Bart, 1997). The mission ensures that the stakeholders are not being ignored, and that the values and standards of an organization are being broadcasted for leaders, employees, and customers alike (Bart, 1997). Each constituent plays a role in the success of an organization, so a clearly stated, well defined mission statement allows each and all to focus on a common goal. This focus will set boundaries on the operation and provide answers to how the constituents will approach the future (Bart, 1997). Organizations face ever-changing environments and changes in leadership, and the mission is formulated to ensure the original vision is embraced by all stakeholders into the next generation (Rangan, 2004). This focus is why many leaders believe in the emotional and financial importance of a mission statement.

Components of a Strategic Plan

Each strategic plan is different depending on the needs of the organization, however many experts agree that the starting point for all strategic planning is the mission statement (Hax & Majluf, 1984; Conway, Mackay, & Yorke, 1994). This statement is necessary to clearly define the business of the organization, and how it intends to accomplish its goals. This statement also provides the framework from which the strategic plan can be constructed. Stemming from that mission, the strategic plan should provide an organization with long-ranged strategies, the short-term objectives to complete them, and measures of evaluating performance (Kriemadis, 2009). Winston (2013) believes the strategic plan is postulated from

the mission as well, and should answer the questions of: what will the institution do, for whom will it do it, and how will it accomplish what it has set forth.

Hax and Majluf (1984) define the next step as setting the “strategic posture and planning guidelines” (p. 52). This step involves converting the mission into concrete guidelines for developing the organization’s strategy, which includes analyzing the environment and assessing the strengths and weaknesses of the department (Winston, 2013). Within the organization, leaders must account for the resources at their exposure, the history of the company, and the ideas for the future (Winston, 2013). Externally, the organization must account for the marketplace and outside stakeholders and how they will contribute to future growth (Winston, 2013).

A few of the final steps included in Hax and Majluf’s (1984) outline of formulating a strategic plan are the action programs. These steps are the feet on the ground of the mission statement. This includes programs to take advantage of the market opportunities, reinforce the strengths, and improve upon the weaknesses of the organization (p. 55). The action plans encompass the strategies that are put in place to assist the company in living out the mission. These action plans are the essence of what the organization should be doing, how, and why (Bryson, Crosby, & Bryson, 2009). Once the objectives are set, strategies should be put into effect based on the resources, plans should be made for all stakeholders and methods of evaluation and control should be contrived to keep pace towards said goals (Winston, 2013).

Fugazzotto (2009) outlines three types of strategy which may be outlined by this planning process. First, there is linear strategy which is marked by the pursuit of a particular goal. This type of strategy is very straightforward, requires more managerial control, and tends to be best suited for accomplishing shorter-termed goals rather than changing the behaviors of an

organization. The next strategic planning method is called adaptive, and it “emphasizes responsiveness to environmental demands” (Fugazzotta, 2009, p. 294). The third type of strategy defined is interpretive, and it focuses on “cultural meanings that allow members and other stakeholders to understand what an organization stands for” (Fugazzotta, 2009, p. 294). The combination of the second two strategic planning methods is indispensable when creating behavioral patterns and social structure from a solid base of a mission. The environment of every organization will change over time, but the values that are derived from the mission should stand true. For that reason, the organizations should approach their missions with a dynamic strategic plan.

Strategic Plans and Their Purpose

Strategic plans are constructed from the mission of the organization. The mission sets standards by which the company should focus its efforts, and the strategic plan provides the support and structure as to how the mission should be attained (Kriemadis, 2009). Strategic plans provide structure and standards that support the mission which create a culture for how the organization operates (Scott, 1997). Kriemadis (2009) indicates that some believe the strategic plan is a way for organizations to gain and maintain position over its competitors. Rangan (2004) refers to the strategic plan as the stairway linking the mission to the activities performed within an organization. The strategy does not have to be directly reflected in the product, rather it should “determine how the organization achieves its policies” (Fugazzoto, 2009). By creating a strategy which defines policies derived from the mission, the strategic plan can be long-lasting, just like the mission.

The strategy is a pattern of decisions that “produces principal policies and plans for achieving those goals” (Hax & Majluf, 1984, p. 47) set forth by the mission

statements. Strategic planning is a complex process where stakeholders work together to define what and how work should be done, the purposes behind that work, and how to evaluate the effectiveness of said work (Bryson, Crosby, & Bryson, 2009). The mission is long-lasting and seldom changed, while the strategic plan is more malleable in order to cope with the changing environment and variable mission performance (Rangan, 2004). This adaptability of the strategic plan, in conjunction with the creation of policies based off of the mission, are what accounts for the change in the behavior that is desired by the creation of such plans. Often times, planning starts after an incident has caused trouble within an organization, but it is important to have a strategic plan to guide the firm away from any possible mishaps that may damage the organization (Fain, 2008). As stated in prior studies of strategic planning: “strategic planning is a discursive practice - meaning not only forms of saying but forms of action” (Bryson, Crosby, & Bryson, 2009).

Importance of Strategic Planning

The mission statements of many organizations are setting very high goals for the stakeholders involved, and the ability to attain such goals is questionable without clearly defined long-term planning (Rangan, 2004). Rangan (2004) explains it is the strategic plan which defines quantitative goals to accompany the inspirational missions. Similarly, a company’s mission must be backed by strategies and actions, and the strategies and actions are hinged upon the belief of the philosophy presented in the mission statement (David, 1989). Essentially, a mission without a strategic plan is lacking the feet of the ground to ensure the completion of the goals, while a plan without a mission tends to be deficient of the long range planning necessary

to continue success in the future. In essence, a mission focuses on “doing the right thing”, and the strategic plan is put in place to “do the right things right” (Winston, 2013).

A goal of every organization is to thrive in a competitive environment, and in order to survive and grow within a marketplace, strategies must be devised and carried out (Conway, Mackay, & Yorke, 1994). Proponents of strategic planning argue that traditional long-range planning does not account for the uncertain future and ever-changing targets in a competitive environment (Kriemadis, 2009). Winston (2013) argues that strategic planning is a process -- not a stagnant document. First, there will be changes based on the environment which will lead to reevaluation. Secondly, it can be studied and reviewed in order to make improvements as the plan unfolds. Most importantly, more and more involvement will come as more members of the organization are participating in the planning and each will have something to contribute to the plan.

To augment the communication of a mission, the strategic plan has the responsibility to enhance the organization’s image (Conway, Mackay, & Yorke, 1994). Potential stakeholders review the mission to determine if they should be involved with this organization. The strategic plan is the next factor for potential stakeholders to examine in order to decide if their needs or resources fit into the strategic programs that are developed (Conway, Mackay, & Yorke, 1994). This communication is imperative for athletic departments who must deal with the same problems of the institution compounded by the pressures of competing in the entertainment marketplace (Kriemadis, 1997).

Mission Statements and Strategic Plans in Collegiate Athletics

The missions of universities and their respective athletic departments have the distinction of needing to satisfy the higher education as well as entertainment markets, be relevant to a wide

range of stakeholders from prospective students to alumni donors, and provide structure to a wide range of departments within the institution. Meacham (2008) states the four main goals of institutions include students receiving a liberal education, students contributing to institutions, students developing social responsibility and graduates engaging as responsible citizens. Fugazzotto (2009) echoes that point when stating that “missions of [universities] still primarily serve broad social purposes through the combination of teaching, research, and public service” (p. 289). In a different perspective, athletic departments have a bottom line of their programs being judged on winning games, public exposure, and scholarships and donations (Scott, 1997). Departmental goals such as these would suggest the missions of the athletic departments should address different factors than that of the institutional mission which focuses on education, diversity, and community.

Strategic plans of institutions and athletic departments must provide the structure in order to fulfill the broad based missions of the organization. The education and entertainment markets are constantly changing to attract the best students and performers, and the strategic plans of the institutions must account for such turbulent environments. In fact, Kriemadis (1997) suggested that the best way for these organizations to respond to these new situations is to develop strategic plans. Another study expressed that athletic departments face the same problems of their institutions and must anticipate and adapt their strategy to meet the mission and objectives which may change in new situations (Kriemadis, 2009).

The strategic plans of athletic departments are comprised of many internal and external variables which must meet the needs of the department as well as the university as a whole (Casper, Pfahl, & McSherry, 2012). Winston (2013) outlines three key parts of an athletic department strategic plan. These sections include the recruitment of student-athletes that can

succeed and the resources to help student-athletes succeed, maintaining fiscal responsibility and compliance with NCAA, all while fielding successful athletic teams (p. 31).

Despite the importance of the structure and support of a strategic plan, many athletic departments are without such a plan. A study by Analoui and Karami (2002) showed that the higher performing firms had more complete mission statements. The amount of time and effort involved in creating a mission and strategic plan make this a worthwhile investment for larger institutions, but a drain on the budget and resources for the smaller athletic departments (Kriemadis, 2009). In fact, one study indicated that the athletic departments that have developed strategic plans relied heavily on outside consultants (Kriemadis, 1997), which is an expense many schools cannot afford. Some of the larger athletic departments that can afford it choose not to because it is not an expense which the athletic directors want to spend on an “unproven” scheme (Kriemadis, 1997). According to Winston (2013), most athletic directors often see themselves as chief operating officers, whereas the ones who engage in strategic planning view themselves as “designers” where more focus is on building a planning system with a long-term focus (p. 3). Many question the use of a mission especially when the “mission statement’s usefulness remains fundamentally contingent on organizational members’ awareness of it.” (Camiré, Werthner, & Trudel, 2009, p. 77). In addition, there is little stability in college athletics therefore it is tough for leadership to get an idea of the culture and how to develop a structure and mission to provide positive change (Scott, 1997). However, strategic plans are becoming more widely used. This may be due to isomorphism or the fact these plans are helping the leaders and stakeholders make decisions to guide their organizations to success (Bryson, Crosby, & Bryson, 2009).

Mission and strategic plans are important to any organization, however there are specific tendencies for each planning tool that are noteworthy for universities and athletic departments. University missions focus on a broad-based approach to education and service of the students (Fugazzotto, 2009). Missions of sport organizations include the development of well-rounded citizens and ethical values (Camiré, Werthner, & Trudel, 2009). Nevertheless, it is important for the athletic department mission to be directly related with the university mission (Winston, 2013).

The strategic plan provides a platform for transformational leadership that transcends time and changes that are so common in athletics (Scott, 1997). This type of planning also allows for autonomy in the different subsets of the athletic department by providing clear objectives and a way to go about making decisions (Scott, 1997). For instance, Byson, Crosby, and Byson (2009) argue that “organizations may engage in strategic planning because they find it useful as a way of knowing what they should do, how they should do it, with whom, where, when, and why” (p. 34). This will become extremely important as “the future of intercollegiate athletics will depend on the ability of the athletic departments to respond effectively to their new situations, and develop strategies necessary to achieve the athletic department’s mission and objectives” (Kriemadis, 1997, p. 239). In essence, the main goals of the athletic departments and how those goals are to be reached will be the basis of how the stakeholders respond to the changes that are a surety in the competitive athletic environment of the Big 5 athletic conferences, which can make or break an athletic department.

CHAPTER 3

METHODOLOGY

Participants

The targeted institutions in this study include universities that are members of the “Big 5” conferences in Division I of the National Collegiate Athletic Association (NCAA). This sample was chosen due to the larger scale of their athletic department and the huge amount of attention placed on football and men’s basketball in the entertainment marketplace. Studies show that smaller institutions have less formal kinds of strategic planning (Kriemadis, 2009). Therefore, in order to ensure a greater possibility of the athletic department having a strategic plan to review, the decision was made to include the aforementioned universities.

The mission statements for the universities were acquired through the university websites. Each institution has their mission posted for public viewing. The mission statements and strategic plans of the athletic departments are less readily available. Therefore, emails were sent to representatives of each athletic department requesting the mission statement and strategic plan. Responses varied from the strategic plan is for internal use only, currently being worked on, nonexistent, or no response. While each response was accounted for, the content of the strategic plans that universities shared was analyzed.

Instrumentation

Mission statements and strategic plans were examined using content analysis. A codebook was created based on prior research of coding qualitative analysis. The codebook

contains a “code mnemonic, a brief definition, a full definition of inclusion criteria, a full definition of exclusion material to explain how the code differed from others, and example passages that illustrate how the code concept might appear in natural language” (MacQueen, 1998). Codes were developed a priori from prior knowledge of what to expect from strategic plans and mission statements (DeCuir-Gunby, 2010). As the coding progresses, the researcher engaged in open coding; codes were added as new concepts were found in the documents (DeCuir-Gunby, 2010). In order to enhance the validity and reliability of the codebook, it was formulated and reviewed by experts in qualitative analysis at the Odum Institute. The researcher and the faculty advisor separately identified codes and compared notes for component consistency. A random sample of schools were coded separately by the faculty advisor and compared with the researcher’s coding and found 100 percent consistency.

Content Analysis

While reviewing the missions and strategic plans of each university, the presence and quality of each key component was noted. Then, these components were compared to see if there is continuity between the major components in the mission and strategic plan of the athletic department and the mission of the university. Applying codes to the text will build data to either support the shared concerns of the athletic departments and universities or the diverging ideologies of each entity. The codes will reduce the strategic plans into categories or themes (DeCuir-Gunby, 2010). From the codes, the data will be available to show whether athletic departments align their goals with the university or if they pursue their own unique goals.

CHAPTER 4

RESULTS

The population of this content analysis was the 65 institutions in the “Power 5” conferences of the NCAA Division I. The athletic department strategic plans were requested from this population and 52 institutions (.80) responded. Of the 52, eleven (.21) had no strategic plan in place, ten (.19) shared an annual report/review or goals and values which did not meet the definition of a strategic plan, five (.096) indicated the strategic plan was an internal document, and two (.038) indicated the strategic plan was the same as the university, which were then disqualified as it was not tailored to the athletic department. Thus, the content analysis was completed for the 23 remaining institutions which had a university mission, athletic department mission, and athletic department strategic plan available providing an acceptable sample of 35% of the population. The documents were collected through November 2014 and reflect the current documents in use at that time. The universities in this sample include four private institutions and 19 public institutions.

Key Elements of University Mission Statements

Content analysis of the university mission statements revealed a few key components that are consistently repeated across multiple institutions. Every university mission statement (100%) emphasized education/academics. Within this category, most mission statements include the key components of teaching, research, and scholarship which all funnel into the education and academics code. A prime example of a mission statement including all of these is from Texas

Tech which describes its goal as “advanc[ing] knowledge through innovative and creative teaching, research, and scholarship” (2010).

The second most mentioned component in the university missions was a sense of community betterment. The commitment to community betterment was stressed in 70% of the missions, mainly described as the advancement of the community, state, and nation. An exemplary phrase referring to community betterment is the University of North Carolina which believes part of its mission is “to enhance the quality of life for all people in the State” (2009).

The last of the evident key components in the university mission statements refers to diversity. A respect for differences in cultures and lifestyles was addressed by 65% of the universities. Duke University summarized the idea of diversity by expressing its purpose is “to promote a deep appreciation for the range of human difference and potential” (2001). Other categories coded include leadership experience gained and the health and well-being of the universities’ students and surrounding communities. Appendix A provides all of the categories coded in the university mission statements and the frequencies of the sample that included that category in the document.

Key Elements of Athletics Department Mission Statements

Like the university missions, the athletic department mission statements had a few common themes. The most mentioned theme of the athletic department missions was excellence in the sense of winning and championships (57%). Most notable would be the goal of the University of South Carolina to “compete relentlessly for championships”.

The importance of academics was equally stressed in the athletic missions with 57% including this category. Duke University's athletic department mission very directly stated, “a

larger commitment to excellence and education" and that "Duke athletes be students first".

Finally, the idea of alignment with the university was imparted by 48% of the athletic departments. Many schools included remarks about supporting the university mission. However, the athletic department of the University of Mississippi goes above and beyond as their stance on alignment looks "to advance the University's role as a major comprehensive institution of higher learning".

Due to the importance placed on compliance throughout the NCAA, integrity, sportsmanship, and following the rules was also mentioned in over a quarter of the athletic missions (40%). Appendix B provides all of the categories coded in the athletics department mission statements and the frequencies of the sample that included that category in the document.

Key Elements of Athletics Department Strategic Plans

This study also coded the key elements of the athletic department strategic plans based on their existence in the sample documents. Since the strategic plans are more extensive, the athletic departments were generally more inclusive of all of the major elements already discussed. Most prevalent in the strategic plans was the idea of academics. Mentioned in 100% of the strategic plans, academics was a main focus of most athletic departments. Spearheading the importance of academics was the University of Missouri, which states in its strategic plan that the athletic department:

"distinguishes itself by valuing the student-athlete as a learner, citizen, and competitor; Stress the importance of academic achievement, the pursuit of and desire for knowledge, and progress towards graduation."

The second most mentioned theme within the strategic plans was integrity. The institutions emphasize compliance with the NCAA rules, which is apparent since 91% of the sample included statements about integrity and compliance. Like many of the athletic departments that touch on integrity, the University of Kansas states three key components, “uncompromising integrity,” “ethical behavior,” and “play by the rules”.

Lastly, to follow suit with the athletic department missions, winning and excellence was included in a majority of the strategic plans. In total, 20 of the 23 (87%) institutions in the sample had stressed winning. The strongest declaration of the importance of winning came from the University of South Carolina which “describes its culture as a “relentless pursuit of championships” where “competing for championships... is now a priority for the program” and the teams “expect to win”. Also, other key areas identified include an emphasis on recruitment, diversity, and career development as each of these concepts were mentioned by 83% of the athletic departments. Appendix C provides all of the categories coded in the athletics department strategic plans and the frequencies of the sample that included that category in the document.

Alignment Among University Mission Statements and Athletics Department Missions Statements and Strategic Plans

After noting the key elements in each mission statement, alignment between the athletic department and university was measured. Of the sixteen key components observed across all documents, one university (Duke University) shared six common key components in the university mission and the athletic department mission. Duke University had commonality in the fields of career-readiness, community betterment, academics, integrity, health and well-being, and resources in the form of support. The University of Colorado had four matching common themes amongst the two missions including academics, community betterment, diversity, and

finances. Three universities had three commonalities in their missions. Auburn University and its athletic department were aligned in the ideas of positive public relations, academics, and finances. Louisiana State University's missions shared the themes of career-readiness, diversity, and finances. Pennsylvania State University's mission shared the ideas of community betterment, diversity, and academics with the athletic department mission. Five institution missions did not share any of the key components with the athletic department missions.

Finally, the study was able to determine the alignment of the athletic department strategic plans with the athletic department mission and university mission. The key components were compared across each document from the respective schools to show how well the documents themselves are aligned. The strategic plans and missions of the athletic departments proved to share more of the key components with the average of the top three institutions at just under 11 shared ideals. On the other hand, top three institutions who shared key components between the athletic department strategic plans and university missions had an average of just under 8 commonalities. Furthermore, 11 of the 23 institutions in the sample shared at least a quarter of the key components within the athletic department mission and strategic plan as well as the university mission and athletic department strategic plan.

Only focusing on the missions of each organization, there are few similarities to be found. In fact, the institution who shared the most coded items, Duke University, had matched six of the sixteen topics coded. Fourteen of the institution missions had fewer than two commonalities with their respective athletic department missions. This data appears to indicate an overall lack of shared values between the athletic department and university.

Among the athletic department strategic plans and missions statements, the University of Mississippi, Purdue University, and Duke University had the most commonalities. The University of Mississippi included and shared 12 key components within the two athletic department documents. Five of the athletic departments had fewer than two shared values between their mission and strategic plan.

Duke University and Purdue University took two of the top three spots, along with Auburn University, in regards to shared ideals within the university mission and athletic department strategic plan. Duke lead the charge with nine common themes mentioned and shared amongst the documents. Again, two of the institutions and athletic departments had no commonalities between their mission and strategic plan. Appendix D illustrates the alignment for each institution relative to the university mission statement, athletics department mission statement and the athletics department strategic plan for all categories coded

CHAPTER 5

DISCUSSION

Mission Statements

As outlined in the literature review, the main components of a mission statement can include goals, philosophy, self-concept, and public image (Pearce, 1982; David, 1989). The goals, philosophy, self-concept, and public image were translated into the categories used in the coding of each document. From the coding, one can see university mission statements are clear in the purpose to be an educational institution. The three most evident codes for the university mission are academics, community betterment, and diversity. From this sample, athletic departments recognize and try to align with the educational framework of a university, but take a different approach, or focus on other things, such as competition and winning, as a means to differentiate and cater to different stakeholders. This is proven by each athletic department document stressing academics and career readiness, which would fall under the purpose of the university. However, the further stress on winning and public image play into the athletics department in recruiting and fundraising, but in attracting applications and donors to the institution as well.

Combining the three key components of the university missions would make for a broad-based educational platform to produce successful citizens, which certainly fits the general ideology of a university. Since Morphey and Hartley (2006) have discussed the best results for a university comes “when everyone inside and outside the organization agrees that it is a university” (p. 458), it would be best if these prominent ideas were included in all university

missions. Thus, the key components to include in a university mission statement would include the procurement of knowledge, diverse setting, and a community to improve with such knowledge. The content analysis indicates many institutions support this point, such as the University of Maryland, where it states the purpose to “educate[s] students and advance[s] knowledge in areas of importance to the State, the nation, and the world.” As a caveat, it is unexpected that greater emphasis was not placed on career readiness or leadership since, in most cases, universities are preparing the students to enter the workforce and progress to some type of leadership role. Thus, since the purpose of the mission is to propel stakeholders and workers to pursue the common goals set forth by the organization (Analoui & Karami, 2002), it would be imperative to mention the ideology of the university in preparing its students for careers after graduation.

Athletic departments in the sample placed a high importance on academics consistent with their universities. In addition, the departments included statements dedicated to the alignment with the university. This outcome shows that most athletic departments have a self-concept of a subsidiary of the university which shall utilize its distinctions to better the universities’ goals, just as Camiré, Werthner, & Trudel (2009) mentioned when describing the role of athletics in the university setting to produce “well rounded citizens and the promotion of ethical values, standards, and practices” (p. 77). The university is molding students to be productive citizens, and the athletic departments are following suit. This is evident in the Purdue University mission where it states its purpose to “[p]repare its graduates to succeed as leaders, professionals, informed consumers, responsible citizens, and lifelong learners” and echoed by the Purdue University athletic department mission which states it will “identify, cultivate, and reinforce those student-athletes... who are willing to lead by example”.

Relating the second most mentioned concept of integrity feeds into the time-old adages that sportsmanship and integrity are learned through wins and losses. The added importance placed on winning speaks to the different type of education that is so often heard about when referring to athletic experiences. This concept is highlighted in the Ohio State University strategic plan when mentioning that, “Coaches teach life lessons that nurture future leaders” and Duke University mission which states: “The guiding principle behind Duke’s participation in Division I athletics is our belief in its educational value for our students”. Moreover, since the mission serves as a guiding factor which can assist stakeholders in knowing where to put forth resources and how to assess performance (David, 1989), the importance placed on the academic and athletic performance seems logical. However, it is surprising the financial needs and goals of athletic departments are generally missing from the missions. Since college athletics is being tagged as “big business” by media outlets, it is unanticipated that the idea of financial gains is not more often mentioned within the mission (39%), particularly since the sample represents the athletics programs that lead the NCAA. Thus, it is apparent most athletic departments understand their place in the educational framework of the university, and the money flowing through intercollegiate athletics is primarily invested in creating opportunities for student-athletes, while the program as a whole benefits the campus community and achieves other institutional goals.

Strategic Plans

Strategic plans should echo these main concepts if the missions are to be the guiding factor in the strategic planning process (Analoui & Karami, 2002; David, 1989; Winston, 2013). After observing the key concepts in the missions of the universities and athletic departments, the strategic plans yielded the most codes for academics, and winning and diversity were mentioned

in the top six coded components. These strategic plans appear to be following the goals set forth by the missions of the athletic departments. Although alignment with the university was not one of the most coded categories in the strategic plan, all of the athletic departments that mentioned alignment in the mission have included a statement in the strategic plan to further stress the importance. Additionally, the strategic plans in the sample have provided the forms of action that Bryson, Crosby, and Bryson (2009) detailed to be so key in the strategic plan. The idea of action plans are evident in the Texas A&M strategic plan which provides an overarching goal and supports it with strategies, action steps for each strategy, an accountability person, necessary resources, and key metrics to measure progress. Again, to debunk the idea of college sports as “big business,” finances were coded as one of the bottom three key components in the strategic plans. Therefore, the strategic plans are in place to ensure the goals mapped out by the mission statement are attained.

Alignment

Mission statements should be unique to each organization. Therefore, if an athletic department has as mission statement, it should in fact separate itself from its university in a way to clearly justify what the organization does and the purpose for being there (Scheaffer, Landau & Drori, 2008). Therefore, it comes as no surprise that the mission statements of the athletic department and university have the least in common of any of the documents. Each must justify their reason for existence (Pearce, 1982), and in doing so, the athletic department places a stress on winning that is not mentioned in any university mission statement. However, there is common ground between the two statements.

Most notably, the commonality of academics between the athletic departments and universities demonstrates that athletic departments see the role in the education of the student-

athletes. A prime example can be found at Ohio State University where an importance is placed on the “creation and dissemination of knowledge” in the university mission statement. In agreement with this statement, the athletic department included statements such as:

“Coaches teach life lessons that nurture future leaders”

“contributing to the university’s academic priorities”

“We will educate each student-athlete with quality academic, competitive, leadership and social experiences to build a sense of responsibility and foster an appreciation for life-long learning”

This example serves as one of many codes linking the athletic department strategic plan to the academic success and experience of the student-athletes. With nearly all athletic department strategic plans mentioning the importance of education, there is a strong relation to the main goal of the university. This is the main force in the alignment of the strategic plans with the university missions.

The repeated mention of alignment with the university suggests that the athletic departments understand that they are a part of the university as a whole. To further demonstrate the effort to be an incremental part of the university, one can look at the importance placed on diversity within the athletic department documents. As alluded to in the key components of the missions, diversity was a frequently coded component in the university missions. The mission of Iowa State University indicates that it is preparing the students for the diverse world, which Winston (2013) would refer to as “doing the right thing”. For the athletic department strategic plans to place an equally high importance on diversity, one can ascertain that the athletic department is being diligent in aligning with the universities’ goal. There is no better example

than the University of Iowa athletic department looking to “increase... participation opportunities on campus” for minority students. Referring back to Winston (2013), this part of the strategic plan would be “doing the right things right”. This focus brings attention to the university in a positive light while supporting the initiative set forth in the university mission while staying true to the idea that the mission sets forth goals and the strategic plans are set to carry out the goals. The idea that the athletic department strategic plan is connected to the university mission in such a way to support Winston’s idea of missions and strategic plans demonstrate alignment between the two entities.

Community service working towards the amelioration of society was often used in the university mission as well as the athletic department strategic plans. Service to, and the enhancement of, the community were each mentioned in 17 (74%) of the strategic plans and service was mentioned 7 (30%) times as community betterment was mentioned in 16 (70%) of the university missions. This type of commitment from an athletic department to a cause outside of the general realm of athletics and financial gain would also contradict the idea of the “big business” of college athletics. It does, however, support the idea of athletics as the front porch of the university. Placing these individuals in the community to reflect the principles of the athletic department and university reverts back to the stress of integrity and public image of the athletic departments. To better understand the similarities in these beliefs, Kansas State’s university mission mentions: “service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas”. This statement is mirrored by the athletic department strategic plan, which states: “encourage and promote participation by coaches and staff in philanthropic and community activities and further develop the priority partnership we have with the people of Fort Riley”. In each statement, it is evident that a common goal has been

established and is being worked towards.

In regards to the imbalance between the athletic department documents and the universities' missions, there are the three obvious differences in the categories of winning, recruitment, and positive public relations. Each component was found more often in the athletic department documents when compared to the university mission. Thus, one can infer there is more emphasis placed on these facets within the athletic department as opposed to its institution overall.

Athletic departments understandably mention winning in the missions and strategic plans since this is a major measure which can be easily assessed. While success of the teams can be measured in academic achievements, service to the community, and sportsmanship, tracking the wins and championships of entire teams to gauge success is easy. Scott (1997) mentions athletic departments are judged on winning games, public exposure, and scholarships and donations, so this is to be expected as a key part of their strategic plan. Furthermore, competition is the defining factor of the athletic department. The academic achievements of student-athletes may also reflect the university faculty while service to the community may reflect the service organizations. Winning is the defining characteristic setting the athletic department apart from these other units on a campus, and for that reason, it should understandably be mentioned in the missions and strategic plans.

In another light, the department exists to provide student-athletes with opportunities to compete in sporting events they love. The majority of sports offered by the athletics departments sampled are played without the crowds and television, to enhance the campus life. Similarly, football and men's basketball, sports that are televised and do attract many spectators also contribute to campus culture. Athletic departments are viewed as the front porch to the

university, because the interest of the community in sport draws attention to the university. This role plays a key part in the importance of positive public relations which is placed on athletic departments.

Positive public relations was coded in 16 of 23 athletic department strategic plans contrasted with only one university mission, which shows that athletics departments embrace the role of public relations ambassador for the university. Much of the public relation codes referred to an athletic department brand (Auburn, Duke, Ole Miss, UNC, NC State, Wake Forest, Penn State, South Carolina, Baylor, Kansas State, Texas, and Texas Tech). The idea of brand may be due to the competition with the entertainment industry as referenced by Kriemadis (1997), but the brand is also important to the university as a whole. The athletics brand may not be important to the education of student-athletes or community betterment mentioned in the university missions, but it has a major impact on how the general public views the institution as a whole. Although, athletics department draw criticism for using branding as purely commercial in order to promote athletics department revenue generation, the branding aspect helps to differentiate the institution in the eye of the public, which assists not only the athletics department in recruiting and fundraising, but in attracting applications and donors to the institution as well. One athletic department that established the importance of positive public relations as it affects the university was Auburn University who stated that the student-athletes' actions would "bring favor, distinction, and credit to Auburn and its people."

Finally, the key component of recruitment within the athletic department documents overshadowed the few mentions in the university missions. Ideally, each entity wishes to attract the best candidates, whether they are coaches and student-athletes or faculty and scholars. However, the university missions focused on imparting knowledge and bettering the lives of

many, whereas the athletic department seems to focus on recruiting the highly-talented athletes to win games. The idea of recruiting was mainly emphasized in the strategic plans, which would lead one to believe it is not the most important element to each athletic department. Ultimately, athletic departments are similar to Baylor University whose programs works to “attract[s], nurture[s], and graduate[s] student-athletes”. In order to meet that goal, the student-athletes that are recruited by the athletic department must fit the educational parameters of the university standards. Bringing in the students who fit this mold will continue to shine a light on the academic accolades of the university while strengthening the ties with the community as the university, athletic department, and community celebrate the academic, athletic, and personal success of the student-athletes.

Leadership, integrity, and career readiness were coded in many of the athletic department documents but not in the university mission. One cannot account for this misalignment as it would seem that higher education would seek to produce leaders with integrity for the job market. However, it may be simply the breadth of information included in the strategic plans in relation to the university missions that produces this disparity. Each of these key concepts emphasized in the athletics departments’ strategic plans show athletics program do care about more than making money, public image, and winning. The purpose of preparing the student-athletes for successful lives beyond sports is important. In that respect, focus on leadership, integrity and career readiness within the athletic department documents does align with the university mission.

Ultimately, this study identifies the alignment of the athletic department and university goals. The stress on academics, community involvement, and diversity in the university mission are all greatly documented in the strategic plans of the athletic departments. Moreover, nearly

half of the athletic departments definitively state their commitment to aligning their goals with the university. Even though the mission statements of the two entities do not coincide on many of the key topics, the strategic plans, which are developed to support the mission of the athletic department, include similar emphasis on the components in the universities' missions.

As for the topics of winning, recruitment, and positive public relations that are more prevalent in the athletic department strategic plans, the athletic department must follow the goals set forth by its mission. The missions of the athletic departments logically stress winning, which is a major part of its assessment. The athletic department also shows concern for the recruitment of who is associated with the department and the image of the department since it is a major part of the campus and surrounding community. The idea of athletics being the "front porch" of the university is supported by the importance placed on the key issues of community and public image. As the "front porch", the athletic department is different than the university, but the majority of the key issues, such as academics, community, and diversity, will link back to the university goals, and this study supports that point.

Best Practices

Through the research and exposure of university and athletic department missions and strategic plans, best practices can be culled from the exemplary samples. While applauding the self-concept of an educational institution as described in the missions of universities, there is little expression of the importance of career readiness and the public perception within the missions. Likewise, the missions of the athletic departments distinguish themselves from the university in an expected manner, but can provide more breadth in their description.

The university missions include all the key points to describe the fact that it is an

educational institution with a goal to serve the surrounding community. The University of North Carolina expresses this purpose in an excellent manner when describing its educational style:

"through teaching, research and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities... Our mission is to serve as a center for research, scholarship and creativity and to teach a diverse community..."

Though many universities excel in describing the self-concept of the educational institution, additional statements in the mission which recognize the importance of the extracurricular opportunities and their contributions to the public image and community outreach would solidify the alignment between the university and its subsidiary extracurricular groups. The athletic departments readily embrace the concept that there is educational value in athletics participation, and the universities can improve their missions by recognizing the importance of extracurricular activities such as intercollegiate athletics when it comes to educational value, public image, and betterment of the campus community. Lastly, the university missions should have more statements of career readiness and preparation of the students for the future. Too few universities mentioned these issues which tend to be the reason many enroll in the universities. In fact, besides describing career counseling, Auburn University's athletic department strategic plan indicates that its student-athletes will be "fully developed in all aspects of their life and be best prepared for the day when they leave Auburn University".

In general, the athletic department missions are direct and successfully describe the alignment with the university while depicting the uniqueness of that department within the educational institution. A prime example of alignment can be found in the University of Colorado athletic department mission which refers to athletics "as an integral part of the educational mission of the University" and the distinction is made as the athletic department sets

its own goal to be a "nationally successful and respected intercollegiate athletic program." In order to improve upon the missions, all athletic departments should embrace their role in the university and state the alignment of the athletic department mission with the university. The athletic missions should emulate the university and move away from the short, tag line type of missions that include little information about the true goals and objectives of the athletic department and encompass more of the key issues that take place within the department. These short tag lines are not doing the present or future states of the athletic departments justice. For that reason, a more descriptive, substantive mission, like that of most of the universities, would better suit the athletic departments. This change would also improve strategic plans of the athletic department because there will be a clear vision for the future.

Future Studies

Missions and strategic planning are not new ideas in the university setting, but with the emergence of larger athletic departments, this concept is in its infantile stages in athletics. Therefore, future studies in the field of strategic planning in athletics are countless. Since college athletics has grown so much in recent years and smaller athletic departments are realizing the importance of strategic planning, an interesting study would be the difference between the missions of athletic departments across the NCAA divisions and how each aligns with the NCAA stated mission for that division. In addition, a study could survey athletics administrators as to why they do or do not have strategic plans. Tangentially, it would be interesting to see who is involved in the development of the strategic plans and missions since few athletic directors have the necessary time and prior knowledge to take on such a task.

Appendix A: University Mission Statement Code Book

Institution	Frequency Per University	Alignment	Excellence			Community			Diversity		Academics	Integrity	Health/Well being		Positive PR	Resources		Recruitment
			Winning/Championships	Career Readiness	Overall	Service	Community Betterment	Racial/Ethnic Diversity	Participation Opportunities	Leadership				Finances		Support		
Auburn	8			1		1	1				1			1	1	1		1
Colorado	5						1	1			1					1	1	
Notre Dame	4						1	1			1							
Purdue	7			1			1	1	1		1		1	1				
Iowa	3							1	1		1			1				
Iowa State	2							1			1							
Kansas	7					1	1	1	1	1	1						1	
LSU	5			1				1			1					1		1
Maryland	6							1	1	1	1			1				1
Mississippi	3								1	1	1							
Duke	9			1			1	1	1		1	1	1	1			1	
UNC	8						1	1	1		1		1	1		1	1	
NCSU	2										1		1					
Wake Forest	6	1						1	1		1	1	1					
Ohio State	2										1			1				
Penn State	5			1				1	1		1			1				
South Carolina	3					1	1				1							
Baylor	2										1		1					
Texas	2							1			1							
Texas A&M	4										1							
Texas Tech	6			1				1	1		1	1						
Kansas State	6			1			1	1	1		1			1				
Missouri	6			1			1	1			1			1		1		
Frequency per Topic		1	0	8		7	16	15	5	23	4	9	10	1	5	4		3

Appendix B: Athletic Department Mission Statement Code Book

Institution	Frequency Per University	Alignment	Excellence			Community		Diversity		Academics	Integrity	Leadership	Health/Well being	Positive PR	Resources		Recruitment
			Winning/Championships	Career Readiness	Overall	Service	Community Betterment	Racial/Ethnic Diversity	Participation Opportunities						Finances	Support	
Auburn	7	1	1					1		1	1			1	1		
Colorado	9	1	1		1		1	1	1	1					1	1	
Notre Dame	6	1			1			1	1	1	1						
Purdue	11	1	1		1			1	1	1	1	1		1	1	1	1
Iowa	4		1										1		1	1	
Iowa State	6	1					1	1		1	1				1	1	
Kansas	4		1		1							1			1		
LSU	8		1	1	1		1	1			1				1	1	
Maryland	3		1		1					1							
Mississippi	12	1	1				1	1	1	1	1	1	1		1		1
Duke	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
UNC	1									1							
NCSU	3			1								1				1	
Wake Forest	1		1														
Ohio State	3		1	1						1							
Penn State	9	1			1	1	1	1	1	1	1	1					
South Carolina	2	1	1														
Baylor	3	1			1												1
Texas	8	1		1	1	1	1	1	1	1						1	
Texas A&M	5	1	1	1	1					1	1			1			
Texas Tech	1									1							
Kansas State	0																
Missouri	6		1	1	1	1	1	1		1	1						
Frequency Per Topic		12	14	7	12	5	7	9	6	14	9	5	3	4	9	8	3

Appendix C: Athletic Department Strategic Plan Code Book

Institution	Frequency Per University	Alignment	Excellence			Community		Diversity		Academics	Integrity	Leadership	Health/Well being	Positive PR	Resources		Recruitment
			Winning/Championships	Career Readiness	Overall	Service	Community Betterment	Racial/Ethnic Diversity	Participation Opportunities						Finances	Support	
Auburn	13	1	1	1		1	1	1	1	1	1	1		1	1		1
Colorado	11		1			1		1	1	1	1	1	1	1	1	1	
Notre Dame	7			1			1	1	1	1	1						1
Purdue	15	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1
Iowa	13	1	1			1	1	1	1	1	1	1	1		1	1	1
Iowa State	3		1							1					1		
Kansas	13		1	1		1	1	1		1	1	1	1	1	1	1	1
LSU	11		1	1		1	1	1	1	1	1	1			1	1	
Maryland	13	1	1	1		1		1	1	1	1	1	1		1	1	1
Mississippi	15	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1
Duke	13		1	1		1	1	1		1	1	1	1	1	1	1	1
UNC	13	1	1	1		1	1	1		1	1	1	1	1		1	1
NCSU	8			1				1	1	1	1	1		1			1
Wake Forest	10		1			1	1	1	1	1	1	1		1			1
Ohio State	12	1	1	1		1	1	1		1	1	1	1	1			1
Penn State	11			1		1	1	1	1	1	1	1		1	1		1
South Carolina	13	1	1	1		1	1	1	1	1	1	1	1	1			1
Baylor	12	1	1	1		1	1			1	1	1		1	1	1	1
Texas	12	1	1	1		1	1	1		1	1	1	1	1			1
Texas A&M	10		1	1				1	1	1	1		1	1	1		1
Texas Tech	4		1	1						1				1			
Kansas State	9		1	1			1		1	1	1			1	1		1
Missouri	11	1	1	1		1	1	1		1	1	1	1				1
Frequency Per Topic		11	20	19	0	17	17	19	14	23	21	18	13	17	13	11	19

Appendix D: Alignment Between University Mission Statements, Athletic Department Mission Statements and Athletic Department Strategic Plans

Institution	Alignment	Excellence			Community			Academics	Integrity	Leadership	Health/Well being	Positive PR	Resources		Recruitment
		Winning/Championships	Readiness	Overall	Service	Betterment	Racial/Ethnic Diversity	Diversity Participation Opportunities					Finances	Support	
Auburn	University Mission		1		1	1			1		1	1	1		1
	Athletic Department Mission								1			1			
	Athletic Department Strategic Plan	1			1	1	1	1	1	1		1	1		1
	University Mission					1	1		1				1	1	
Colorado	Athletic Department Mission		1			1	1		1					1	
	Athletic Department Strategic Plan	1			1		1	1	1	1	1	1	1		
	University Mission					1	1		1						
	Athletic Department Mission			1											
Notre Dame	University Mission					1	1		1	1	1	1	1		
	Athletic Department Mission			1			1	1	1						
	Athletic Department Strategic Plan						1	1	1						1
	University Mission		1			1	1	1	1	1	1				
Purdue	Athletic Department Mission										1				
	Athletic Department Strategic Plan	1		1			1	1	1	1		1	1	1	1
	University Mission					1	1	1	1						
	Athletic Department Mission		1				1	1	1	1		1	1		
Iowa	University Mission				1	1	1	1	1	1	1	1	1	1	1
	Athletic Department Mission						1	1	1		1				
	Athletic Department Strategic Plan	1									1		1	1	1
	University Mission					1	1	1	1	1	1	1	1	1	1
Iowa State	Athletic Department Mission														
	Athletic Department Strategic Plan					1			1						
	University Mission														
	Athletic Department Mission	1					1	1	1	1	1	1	1	1	1

Institution	Alignment	Excellence		Community		Diversity		Academics	Integrity	Leadership	being	PR	Resources	Recruitment
Kansas	University Mission			1	1	1	1	1	1				1	
	Athletic Department Mission		1							1			1	
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
LSU	University Mission		1			1		1					1	1
	Athletic Department Mission		1						1				1	
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
Maryland	University Mission													1
	Athletic Department Mission													
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
	University Mission													
	Athletic Department Mission		1					1						
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
Mississippi	University Mission					1	1	1						
	Athletic Department Mission													
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
	University Mission													
	Athletic Department Mission													
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
Duke	University Mission		1	1	1	1	1	1	1	1	1	1	1	1
	Athletic Department Mission													
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
	University Mission													
	Athletic Department Mission													
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
UNC	University Mission			1	1	1	1	1		1	1		1	
	Athletic Department Mission													
	Athletic Department Strategic Plan							1						
	University Mission													
	Athletic Department Mission													
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1
NCSU	University Mission							1		1				
	Athletic Department Mission													
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1	1	1	1	1

Institution	Alignment	Excellence		Community	Diversity	Academics	Integrity	Leadership	Health/Well being	Positive PR	Resources	Recruitment
	Athletic Department Mission		1					1			1	
	Athletic Department Strategic Plan		1		1	1	1	1		1		1
Wake Forest	University Mission	1			1	1	1	1				
	Athletic Department Mission											
	Athletic Department Strategic Plan		1									
	Athletic Department Mission											
	Athletic Department Strategic Plan		1	1	1	1	1	1		1		1
Ohio State	University Mission					1			1			
	Athletic Department Mission								1			
	Athletic Department Mission	1	1			1						
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1		1
Penn State	University Mission		1		1	1			1			
	Athletic Department Mission											
	Athletic Department Mission			1	1	1	1	1				
	Athletic Department Strategic Plan		1		1	1	1	1		1	1	1
South Carolina	University Mission			1		1						
	Athletic Department Mission											
	Athletic Department Mission	1										
	Athletic Department Strategic Plan	1	1	1	1	1	1	1	1	1		1
Baylor	University Mission					1		1				
	Athletic Department Mission	1										1
	Athletic Department Strategic Plan	1	1	1			1	1		1	1	1
Texas	University Mission						1					
	Athletic Department Mission											
	Athletic Department Strategic Plan	1										

Institution	Alignment	Excellence		Community		Diversity		Academics	Integrity	Leadership	Health/Well being	Positive PR	Resources	Recruitment
Texas	University Mission				1			1						
	Athletic Department Mission			1	1	1		1					1	
	Athletic Department Strategic Plan	1							1	1	1	1		1
	University Mission					1	1	1		1				
Texas A&M	Athletic Department Mission							1				1		
	Athletic Department Strategic Plan		1	1				1						
	University Mission	1	1			1	1	1	1	1	1	1	1	1
	Athletic Department Strategic Plan													
Texas Tech	University Mission		1		1			1	1	1				
	Athletic Department Mission							1						
	Athletic Department Strategic Plan		1									1		
	University Mission					1	1	1						
Kansas State	University Mission		1		1		1	1			1			
	Athletic Department Mission													
	Athletic Department Strategic Plan		1	1				1	1			1	1	1
	University Mission			1				1			1		1	
Missouri	Athletic Department Mission		1	1				1	1					
	Athletic Department Strategic Plan													
	University Mission													
	Athletic Department Strategic Plan	1												

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