

Do Mission Statements Shape Faculty Research? A Case Study of a School in Transition

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The mission statement of AACSB accredited colleges of business should drive teaching, research, and service. Mission statements define four college clusters: smaller private, larger research, smaller public, and urban public. Alignment of faculty research with the college mission is important in preventing knowing-doing gaps. This component of the business college mission determines business college alignment with AACSB requirements for research impact (Standard 2) and faculty qualifications (Standard 10). A decade long case study is presented to show that the mission statement of a smaller public college of business transitioning to an urban public category does shape faculty research.

INTRODUCTION

Mission statements are used to guide actions within organizations as they distinguish one organization from another (Drucker, 1973). They have been and continue to be called a wide range of names (Ireland and Hitt, 1992; Pearce and David, 1987; Williams, 2008) while remaining key communication efforts of the organization (Williams, 2008). Business colleges typically have three value propositions underlying their mission (Christensen, Horn, and Johnson, 2008). These value propositions are teaching (educating students and spreading knowledge), research (creating new knowledge) and service (guiding and mentoring students and community stakeholders). Many times these value propositions correspond exactly to those recommended by the Association to Advance Collegiate Schools of Business (AACSB), and aligned with those of the university where the business college is housed (Castiglia and Smith-Knopik, 2013). Combining these three value propositions creates a complex business model which is open to disruption by other simpler business models and value propositions such as Massive Open Online Courses (MOOCs).

Historically, business colleges that are accredited by AACSB have these three part mission statements. These mission statements typically have combined three value propositions in different orders of emphasis. An analysis of 2005-2006 data from the AACSB DataDirect repository extracted in 2007 included 463 business colleges (Romero, 2008). The mission statement concerning the three value proposition emphasis showed the following results:

- 44% Teaching, Research, Service
- 33% Equal Teaching/Research, Service
- 12% Research, Teaching, Service

- 11% Other mixed emphasis (n=5 other categories)

Similarly, data for the three types of research indicated emphasis on Disciplined-based, Contributions to Practice, and Learning and Pedagogical Research in their mission statements. The results were found in that extraction were more varied than for the value propositions:

- 23% Discipline-based, Contributions to Practice, Learning and Pedagogical
- 18% Contributions to Practice, Learning and Pedagogical, Discipline-based
- 16% Equal Emphasis on Discipline-based and Contributions to Practice, followed by Learning and Pedagogical
- 53% Other mixed emphasis (n=9 categories)

Measuring intellectual contributions through research has been a topic of discussion since the 1970s and 1980s when the AACSB, the Assembly of Collegiate Schools of Business at the time, saw research conducted by business faculty as a necessity to gain initial and continuing accreditation (Van Auken, Cotton, McKenna, and Yeider, 1993). At that early date, the connection of research to the college mission was considered of prime importance (Graeff, 1999). Early surveys on mission-linked research (Yunker, 1998) focused on attitudes and research productivity. More recently, the focus has been on research impact (Shinn, 2008). This includes the effects of digital technology on definitions of research and impact (Shinn, 2014), and the relationship of business school mission to the relevance of research. This relevance is divided between relevance to students after graduation, relevance to the community of businesses where the school is engaged in collaborative activities, or the relevance of research to be applied to improve business efficiency or effectiveness (Cooper and Skipton, 2013).

While a basic mission is a statement that includes what the university or college is about and how it goes about fulfilling that mission, several specific aspects have been recommended since the 1980s (Pearce and David, 1987). These components of a mission statement remain a hot topic among scholars (Morphew and Hartley, 2006). It has been confirmed across time that having a complete and well-communicated mission statement remains important (Anitsal, Anitsal and Girard, 2013; Williams, 2008). Yet, a knowing-doing gap between the mission statement and the activities of the organization has long been recognized and continues to be a problem (Apgar, 2008).

When the current mission statements of colleges of business are examined, the most common aspect included is their product or service components (Palmer and Short, 2008). However, mission statement variation exists, too (Palmer and Short, 2008). Variations in mission and measurements are encouraged by the AACSB to better reflect the differences in colleges of business (Palmer and Short, 2008). This manuscript examines what we know about missions for institutions of higher education, and then a specific case to determine the impact of mission on faculty research across a 10-year time period in a growing college of business.

EFFECTIVE MISSION STATEMENTS

While a complete review of mission statement research is beyond the scope of this manuscript, some key points are important to include. Mission statements have long been touted as an important part of the strategic process (Pearce, 1982). Eight aspects of a mission statement were proposed in 1987 (Pearce and David, 1987) which included either identifying or specifying information about strategic components such as:

1. Specification of target customers and markets;
2. Identification of principal products or services;
3. Identification of geographic domain where the school competes;
4. Identification the use of core technology;
5. Expression of commitments to growth, survival, and profitability;
6. Specification of key elements of a philosophy;

7. Identification of a self-concept; and
8. Identification of a desired public image.

Recently a ninth component has been added, concern for employees (David, David, and David, 2014). However, only the traditional eight components are considered here.

Currently, many organizations make mission statements public through homepages on a web site (Williams, 2008). For companies, mission statements tend to vary by country of operation (King, Case, and Premo, 2012), as well as, by performance levels of firms (Williams, 2008). In the United States, the top mentioned goal or objective in a mission statement is quality/value/service especially in relationship to the organization's customers (King, Case, and Premo, 2012). However, high performing firms also included employees, shareholders, and communities or society in their mission statements (Williams, 2008). In fact, as much as a 30% increase in some financial measures has been attributed to well-crafted mission statements (David and David, 2003; Peyrefitte, 2012).

Typically, successful organizations align missions internally with operations and externally with the environment (Crotts, Dickson and Ford, 2005). Higher performing organizations usually include more of the eight aspects (Pearce and David, 1987; Williams, 2008) and show better mission alignment with those aspects (Bart, Bontis, and Taggar, 2001).

UNIVERSITY MISSIONS

United States colleges and universities most frequently include statements about the experiences that their target market (students) will receive and how those experiences translate into broader societal goals of contributing to world commerce and being engaged responsible citizens who have developed a sense of social responsibility (Meacham, 2008). They are found to be a necessity in today's world since just about every accrediting agency in higher education requires these statements (Carnahan and Doyle, 2012). Yet, for many mission statements, it is not easy determine the currently active statement (Taylor and Morphew, 2010).

Confusion can result because there can be significant differences between such statements found on a university's web site versus the ones that are submitted to outside public reporting sources such as *U. S. News & World Report* (Taylor and Morphew, 2010). Typically, the ones submitted to the *U. S. News & World Report* are more persuasively written and include lists of degrees available; while internally presented missions are broken into subsections and linked to measureable goals and objectives (Taylor and Morphew, 2010). Finally, including meaningful evaluations of measurable goals and objectives helps increase the perceived legitimacy of the university for outside stakeholders (Calder, 2014).

Unfortunately, universities do not always align their reward systems with their mission statements (Glenn, 2012). For example, some universities focus on a liberal arts core experience and others on enabling students to find specialized jobs (Kissel, 2011). Each of these types of universities should have very different missions and different alignment with different specific goals and measurements. Some are calling for linking mission statements and the resulting strategic goals and objectives to assurance of learning measures (Yeung, 2011). Misalignments also occur externally as well when universities incorporate goals and objectives that legitimize them with governmental agencies, but are not mission-aligned (Morrish and Sauntson, 2013).

Focused universities do not necessarily have better mission statements than comprehensive universities. For example, religious institutions have been critiqued for not providing mission statements unique to their religious identities (Abelman, 2012). Others, such as field laboratory-focused institutions with strong college-community orientations, may overlook emphasizing the points that make them unique (Carnahan and Doyle, 2012). However, even among the missions of a narrow niche such as religious institutions, which had similar components included, variations in the linguistic components were found (Abelman, 2012). In other words, variations in how the mission statement communicated its components and how well the mission statements were written were found. Furthermore, wordsmithing a mission statement to better describe the institution sometimes mixes the components of different universities. For

example, larger institutions faced with recent declines in funding and student populations have been revisiting their missions to see if they are now more like smaller institutions (Kissel, 2011).

COLLEGE OF BUSINESS MISSION AND PERFORMANCE

Within a college of business, a wide diversity in mission statement content between types of schools and commonality within comparable school programs also exists. Colleges, on average, had about 4 (Palmer and Short, 2012) of the 8 categories of mission information (Pearce and David, 1987) that comprehensive mission statements should include. As mentioned earlier, over 95% identified their principal products or services (Palmer and Short, 2008) which really didn't contribute to having a mission statement different from other colleges of business. Following the call to examine things from a customer perspective, these results can be compared with top retailers' mission statements. Retailers, compared to other business models, had the clearest and most precise information centered on the product or service being offered (Anitsal, Anitsal, and Girard, 2013). This approach is similar to business colleges (Palmer and Short, 2008). Unlike business colleges, the next most detailed area in retail firms was the set of targeted customers or markets (Anitsal, Anitsal, and Girard, 2013), whereas only 49% of business colleges identified a targeted set of customers (Palmer and Short, 2008).

Unique attributes of business colleges can be inferred from components of a mission statement. Palmer and Short (2008) identified the components that appeared frequently in a business college's mission statement. These were:

- 94% included principal products or services,
- 72% included the college's self-concept,
- 62% included the school's desired public image,
- 50% included specific details on geographic domain where the college competes,
- 49% included target customers and markets,
- 37% included elements of the college's philosophy,
- 33% included commitments to growth, survival, and profitability, and
- 10% included the college's use of technology.

The most typical number of mission components included was four.

Palmer and Short (2008) used cluster analysis with the eight mission components to categorize 408 AACSB accredited colleges of business according to their mission statement component profiles. Four categories emerged with similar mission statements within each cluster. These business college categories were:

- Smaller private,
- Larger research,
- Smaller public, and
- Urban public.

Four categories of performance criteria were also used to identify groupings:

- Operating budget per faculty member,
- Undergraduate rankings via *U.S. News & World Report*,
- Graduate rankings via *U.S. News & World Report*, and
- The percent of full time faculty with a doctorate degree.

These four business college categories were then linked to significant differences in the four performance criteria. When the components of a mission statement were used with the four performance measures in a multivariate analysis of variance (MANOVA), significant differences were found for all four performance measures ($p < .05$). When follow-up univariate analyses of variance (ANOVAs) were

done, only five components of the mission statement mentioned above were found to be significant ($p < .05$). Thus, Palmer and Short's (2008) five components were:

- Specification of target customers and markets,
- Identification of the geographic domain where the college competes,
- Specification of key elements of the college's philosophy,
- Identification of the college's self-concept, and
- Identification of the college's desired public image.

The fact that colleges identified their principal products or services wasn't because of its wide spread use as reported earlier. However, the use of technology and the commitment to growth, survival, and profitability also were not found to be significant components. The use of technology might have been because it was only found in 10% of the mission statements evaluated but the expression of commitments to growth was a bit puzzling since it was only 4% less used than the school's philosophy which was found to be significant. We will explore this last finding by examining a particular case of a growing college of business. Of interest to this research is the attributes needed by a college that is attempting to change categories from a small public to an urban public college. Such a focus requires us to examine in depth a college across time which responds to a call for longitudinal studies in this area (Williams, 2008).

THE GAP

Recall that there has been a recent call for colleges of business to better craft their mission statements to reflect their idiosyncratic definition and purpose (Kissel, 2011; Palmer and Short, 2008) and, thus, we expect that mission statements will continue to be important to colleges of business. There is also an ongoing concern about a gap between what is said in the mission and what is done pursue that mission by an organization (Apgar, 2008). We also expect that when a college of business is faced with an imperative to grow based on a university mission, when it is within a category of schools, the mission statement can be tweaked but when it moves between categories (e.g., small public to urban public), then a mission statement may need to be completely reconstructed. In a transitional phase, the college of business profile may fit neither category. The research question in general is: "What matters in linking faculty work and college mission with the attainment of strategic goals?"

Thus, the university mission, the college mission, and the performance results of the college must all be considered to determine if various faculty output results can help in understanding how goals are met or missed. The case of a college of business whose university mission calls for significant growth will be examined in depth. We begin by describing the context.

CASE CONTEXT

This college of business (COB) had 1522 full time students in the year 2000 and was located in a suburban environment. It is a public institution with no religious affiliation. The university and the college have master's programs and there were no doctoral programs awarded through the university during this time period. It fit Palmer and Short's (2008) definition of a smaller public classification although its full time enrollment in the college of business was on the large size of the average (1422 compared to 1038). It actually approached the size of an urban public school (1585) but was a suburban residential institution. The university had a stated objective to grow to a 12,500 students by 2020. Across the ten year time period of the case, the university experienced growth of 85% (from a population of 4487 full-time students to 8302). The COB grew by 30%.

THE MISSION STATEMENT

At the university level, the mission statement remained constant across the years of the study. It was adopted in 1997 and reaffirmed in 2007. From the 2002 catalog, the college of business statement in 2002 was

The primary mission of the XXX College of Business Administration is to offer high quality programs that meet the business education needs of our students and the community. The College of Business is dedicated to providing students with the knowledge, skills, abilities, ethics and values which are necessary for success in government, profit and nonprofit business careers. We strive to enable students to significantly contribute to the well-being and standard of living of the community. In addition, recognizing its social and economic responsibilities, the College seeks to assume a position of leadership by continually expanding its intellectual capital and providing academic resources and expertise to the community

By 2009-2010 school year catalog, the college of business had updated their mission statement to

The mission of the XXX College of Business Administration is to educate our students to have the qualities and attributes essential to their progressive and continuing development throughout their careers in private, public, and non-profit organizations in a globally competitive and diverse environment.

These two are evaluated against the earlier criteria of principal products or services, college's self-concept, desired public image, geographic domain, target customers and markets, philosophy, commitments to growth, revival and profitability and the use of technology. After each is evaluated, the common threads across the two will be identified. Those common elements will be used to link to performance and the growth gap.

In 2002, the mission statement addressed five areas. 1) The service it provides is to provide students with the knowledge, skills, abilities, ethics and values needed in careers. 2) Its philosophy is to enable students to significantly contribute to the well-being and standard of living of the community. 3) Its self-concept in terms of what it does is the offering of high quality programs that meet the needs of the student and community. 4) Its target market are students interested in governmental, non-profit and for-profit careers. 5) Its public image is the overt display of social and economic responsibilities by expanding intellectual capital and contributing to the community.

In 2009, the mission statement backed off specifics and became more vague. 1) The service it provides is not simply to educate students to have essential qualities and attributes for their entire career. But not what those elements are. 2) It no longer shares a philosophy about how students will use their education. 3) It no longer presents its self-concept. 4) It qualifies its target market to include the context for the governmental, non-profit and for-profit careers to be in a globally competitive and diverse environment. 5) it no longer includes a public image statement. Furthermore, it does not address a geographic domain, or a commitment to growth, survival, or profitability nor does it include any reference to technology.

The college was continuing to grow during this time period; not as much as the university but it still grew 30%. Perhaps the lag in growth was a reflection of the need to shift between categories. It had grown sufficiently that it was no longer a clear about what it was (self-concept) or how it wanted to be viewed (public image). Furthermore, there were more people involved in the mission so it may have greater variation of philosophies of education. We need to see if there were gaps or problems in other measures of performance.

PERFORMANCE

Assuming that the college of business contribution to the total number of students at the university remains relatively the same proportion, the implication is that the college of business has a growth goal to reach 2400 full time students by 2020. This translates into an average of 58 students per year to reach 2400 students in 2020. In 2001, there were 1522 students. By 2005, this had grown to 1838 students and, by 2010, it reached 1985. This was nowhere near the growth rate needed to help the university reach its growth goals by 2010. But, it was also enough to begin the move out of the performance goals set for the smaller public school (1038) and transition into the large research school size (2503). During this same 10 year time period, faculty numbers grew from 19 in 2001 to 33 in 2005 until they reached 43 in 2010 which was a ten year growth rate of 126%. This faculty increase was supporting a student growth rate of 30%. However, the desired growth rate for student enrollment was 38%, leaving a gap of 8%.

This lack of student growth indicates that a performance goal is not met at the COB level. That gap raises the question: “Why isn’t the growth happening for the college of business?” It may be that there is a lack of resources for growth. It could be that there is a lack of infrastructure to support growth. It might be a lack of aligning processes and output with the mission of the college or university.

Resource Availability

The ten year performance assessment end point will be the year of 2010. During this same time we gather and evaluate performance using the same source of information that Palmer and Short (2008) used, the AACSB college profile. The performance measures related to resources are closer to the smaller public institution than the larger research school since the number of graduate and undergraduate students enrolled was 1981 which is above the smaller public (1038) and the urban public (1585) and approaching the large research institution (2503) (Palmer and Short, 2008). The percent of faculty with doctoral degrees was at 82.7%, which was slightly lower than the smaller public institution profile per Palmer and Short (2008) of 84%. There were 59.72 full time equivalent faculty members with an operating budget of \$7,446,012, which was a budget per faculty member of \$124, 682. When only full time faculty are used there were 52 faculty members (including adjuncts) and an operating budget per faculty member of \$143, 193 which is still below the smaller public average of \$154, 225. However, when the 43 tenure-track only faculty members alone are considered, it results in \$173,163/faculty. This last average budget/faculty member is now higher than the smaller public average of \$154,225 (Palmer and Short, 2008). It is important to note that using tenure-track only faculty is only 82.69% of the total full time faculty and 72% of the full time equivalent faculty.

Thus, while the college is in the earlier years of the case history, the resources can be classified as weak. By the end of the ten year case history, when the college is the size of some of the mid-to-large size colleges of business, the case college is not meeting the performance goals in any category and college would be classified as very poor in resources.

Reputation

Other performance measures were the rankings in the *US News & World Report* ranking lists which were an approximation for reputation. The college of business did not appear on the list of the top 120 schools in 2000 nor does it appear in the 2010 listing. The college of business again demonstrates poor performance. However, the college of business is on other outside lists such as the most affordable college and a college explicitly supporting veterans. Thus, the university is receiving some national recognition. Furthermore, the college of business is accredited by AACSB. This provides both national and international assurances of the quality of the college of business. Thus, that poor performance can be mitigated to a marginal classification.

While it may be true that the university’s mandate for growth may not have been matched by the budgetary resources that excellence in that new size category required, other reasons for a lack of growth needed to meet university goals may also have been present. Other evaluations of a mission statement beyond resource acquisition and outside broad public recognition exist. Mission statement –internal

processes misalignment has been an implied reason for poor performance. Faculty research is one indicator that may reveal alignment or misalignment of resources and processes. If the research stream of faculty members supports the mission statement, it defines good performance for the AACSB. To examine this contention, the publications and presentations of the college of business faculty were examined to determine if there were themes present. The identified themes were then examined in light of components of the mission statement to determine if those themes were aligned with the college of business's mission statement.

METHODOLOGY AND ANALYSIS

This section details the source of the data used, the methodology justification, the process used in the examination process, the results of each stage of analysis, and summary statements.

Data Defined

Research streams will be defined as those revealed by the titles of presentations, publications and grant reports submitted by faculty as evidence of scholarly or intellectual activity. The research program will have such titles being gathered from the year 2001 through the year 2010. Thus, longitudinal data across ten years will be used to determine research content area trends. The research content areas are defined by the AACSB worksheet documents for maintenance of accreditation.

Analysis Tools

Content analysis is often done using computer assisted methods which can result in a variety of output. Some output is defined by quotes of textual information that reveals a content area. Other outputs are spreadsheets of numbers and can be subsequently analyzed using statistical methods. Because the textual information being used in this analysis consists of short and not-necessarily related-statements, the more complex computer based qualitative assessment programs are not needed. Because of the short nature of each of the texts (i.e. journal article titles), it was decided to use word clouds to more rapidly determine key terms and concepts.

Word clouds (or tag clouds or wordles) display text data in a graphic form with larger text depicting words or concepts used more frequently in the base text (Havley and Keane, 2007). This is a form of infographics (Smiciklas, 2012) which allow one to present complicated and complex data in a more clear fashion. It is becoming a widely used form for visually representing document analysis (Paulovich, Toledo, Telles, Minhim, and Nonato, 2012). Faculty have found it useful in the classroom (Perry, 2012). Other faculty have used this method in examining student textual material for assessment purposes at the class and program levels (DePaolo and Wilkinson, 2014; Skiba, 2013). A process of identifying the most frequently used terms in large amounts of text with a word cloud and then to use content analysis on the results has also been used in health care and information technology research (Roderer, 2012; Vasconellos-Silva, Carvalho, Lucena, and Eysenbach, 2013).

Several websites offer free access to the creation of these word clouds. Three such sites are www.worditout.com, www.wordle.net and www.tagcrowd.com. In most cases, there is a need to exclude some words and/or to include concept categories when phrases or words indicate the presence of a category (DePaolo and Wilkinson, 2014). Some sites allow you to indicate words to exclude and you just enter the raw text while other sites require you to clean your data before inserting it. It is important to remember that it is merely a graphical representation of the frequency of word use and so is limited as a content analysis tool of words. One of the realities of our communication efforts is that single words often do not convey our meaning; thus, artificial terms composed from adjacent words may be needed. When composing such word phrases, it is best to use capitalization to indicate where new words begin. Furthermore, the use of content categories can help to make this tool more useful.

Analysis Process

In determining the best approach for this project, the cleaning of the text before submission and the additional of concept categories was chosen. This is done using a sequence of qualitative research steps where files of each step are kept for cross research validation. The first step is to import the data into a word processing program. For this project, since the data in question was a series of titles of either published or presented articles, the titles were imported one at a time. As each title was imported, all capitalization outside of proper nouns and all punctuation was removed. The next step was the removal of all articles and state-of-being verbs. Next, the individual words were grouped into phrases taking into account conjunctions and the sequencing of adjectives and/or adverbs. Thus, a phrase with an “and” such as the “bright and shining sun” was parsed into “bright sun” and a separate “shining sun”. These were then compounded to create two word phrases of “brightSun” and “shiningSun”. A third word phrase, “brightAndShiningSun”, was also created. When a duplication of a noun occurred, the noun (or other duplicated word) was also duplicated that same number of times. Continuing our example, “sun” was added three times to the text. If the topic/question of interest includes the concept of “weather,” that concept category was also added to the text sequence. Emergent categories were added to a content analysis listing from which the trend lines were generated. An example of the cleaning, parsing and concept inclusion process is included in Table 1 covering the year 2001. This approach results in more words and phrases being inputted since the relative importance of each word is indicated by the number of times the word or the created phrase word is included across all article titles published or presented in a year.

**TABLE 1
EXAMPLE OF CLEANING, PARSING, AND CATEGORIZING TEXT AND WORD PHRASES
FROM SCHOLARLY ACTIVITY TITLES FOR 2001**

language learning international business
languageLearning internationalBusiness learningBusiness internationalLanguage language language learning learning international international business business
note value professional certifications academe
valueProfessionalCertifications valueAcademe academicValue academia academic academicProfessionalCertificates value value value academic academic professionalCertificates professionalCertificates
cases strategic management
casesStrategicManagement strategicManagement
proceedings southwest academy management
southwestAcademyManagement proceedingsSouthwestAcademyManagement proceedings
international degree program hospitality tourism create international degree program
internationalDegreeProgramHospitality internationalDegreeProgramTourism createInternationalDegreeProgram internationalDegreeProgram internationalDegreeProgram internationalDegreeProgram hospitality tourism
development internship based resort tourism management curriculum
resortTourismManagement internshipBased developmentCurriculum
brand affiliation distance attractions exploratory investigation resource relationship resort destination
brandAffiliation distanceAttractions exploratoryInvestigation resourceRelationship resortDestination

TABLE 2
EXAMPLE OF CLEANING, PARSING, AND CATEGORIZING TEXT AND WORD PHRASES
FROM SCHOLARLY ACTIVITY TITLES FOR 2010

language learning international business
languageLearning internationalBusiness learningBusiness internationalLanguage language language learning learning international international business business
note value professional certifications academe
valueProfessionalCertifications valueAcademe academicValue academia academic academicProfessionalCertificates value value value academic academic professionalCertificates professionalCertificates
cases strategic management
casesStrategicManagement strategicManagement
evolution summary courts south carolina judicial system
evolutionSummaryCourts southCarolinaJudicialSystem evolutionJudicialSystem evolutionSouthCarolinaJudicialSystem southCarolinaSummaryCourts evolutionSouthCarolinaSummaryCourts evolution evolution evolution evolution summaryCourts summaryCourts summaryCourts judicialSystem judicialSystem judicialSystem southCarolina southCarolina southCarolina
golf carts american disabilities act
golfCarts americanDisabilitiesAct golfCartsAmericanDisabilitiesAct
accounting information systems student primer
accountingInformationSystems studentPrimer studentPrimerAccountingInformationSystems accounting accounting student student primer primer informationSystems informationSystems
global positioning geographic information systems management information
globalPositioning geographicInformationSystems managementInformation GIS GIS
assessing common stock valuation discounted payback period model
assessingCommonStockValuation commonStock stockValue assessingStock assesingStockValue discountedPayback discountedPaybackPeriodModel stockValuationPaybackPeriodModel value value commonStock commonStock assessing assessing assessing paybackPeriod paybackPeriod model model valuation valuation
avoiding pitfalls financial leverage examples classroom
avoidingPitfalls avoidingClassroomPitfalls financialLeverageExamples avoidingFinancialLeverageExamplesClassroomPitfalls avoiding avoiding pitfalls pitfalls pitfalls classroom classroom examples examples financialLeverage financialLeverage
multidimensional scaling market segmentation study local live entertainment industry
multidimensionalScaling multidimensionalStudy multidimensionalMarketSegmentationStudy MarketSegmentationStudy localLiveEntertainmentIndustry marketSegmentationEntertainmentIndustry multidimensional multidimensional multidimensional scaling study study study marketSegmentation marketSegmentation marketSegmentation localLive entertainmentIndustry entertainmentIndustry
benchmarking expenditures public school districts south carolina

Recall that the 2002 mission statement included several references to providing the needs of the community in its philosophy, self-concept, and public image. This multiple emphasis is reflected in the fact that the largest word supports local industry. Several reflect the growth of academic or intellectual capital which is a part of the public image. The functions of business support the career fields which the college is addressing. None of the research supports its service of providing education. The only areas not in direct support of the mission statement are the ones related to locations but those could be considered to support the “community” in a larger sense.

Results for 2010

The last year of study was 2010. The results and word clouds for 2002 through 2009 are available from the authors and were not included here due to space considerations. The number of articles in 2010 had increased to 63. Looking at Figure 2 indicates that the ten largest words or word phrases are now:

1. leadership,
2. accounting,
3. betting,
4. sports,
5. management art,
6. business,
7. students,
8. analysis,
9. performance, and
10. consumer.

The set with the largest words are related to functional areas in the business college (leadership, accounting, management). The next largest are those related to local industries (betting, sports, and art). Three are related to the applied focus of research (business, consumer, and performance). There is one related to pedagogy research (students) and one related to research processes (analysis).

When this set of themes is compared to the mission statement we need to first acknowledge that the revised mission statement in 2009 only had two main parts, 1) the service was to educate students in essential qualities and attributes for their entire careers and 2) the target market was individuals interested in governmental, non-profit, and for-profit careers in a globally competitive and diverse environment. The largest words from the 2010 assessment were related to the functional areas of business which supports the clear commitment to one area of its target market and the service being provided. The next emphasis of local industries may be a carryover from the earlier mission since there is no longer the strong commitment to community in this mission statement. The next set of words relates again to the target market’s focus within the business domain. We also see now an increased emphasis to pedagogy in the research which is a clearer support of the service being provided by the college... education of students. There was also a continued but much reduced presence of the development of academic or intellectual capital which again may be a carryover from the earlier mission statement. So again, we see the strongest support of the clearly identified areas of the mission statement in the dominate research streams of the faculty.

CONCLUSION

The analysis of the decade long faculty research stream in this case history shows that a business college’s mission can shape faculty research, but that is not the whole story about mission-research alignment. University and business college settings vary, and define categories such as smaller public, smaller private, urban public, and larger research. As a consequence, when published performance measures are applied to business colleges attempting to grow and that may be between categories, misinformation about the success of fulfilling the strategic mission of the college and university can

inadvertently be conveyed. In the case examined here, budgetary resources are constrained by forces outside of the college at the university level. As budgetary resources are allocated in an attempt to move from the smaller public to the urban public category, they did not meet the standards of the urban public category described by Palmer and Short (2008). However, that resource deficit did not keep the faculty from aligning with the mission to shape the published research stream. This performance in the face of a resource misalignment can be demonstrated with the research streams across the decade from 2001-2010 as shown in the data presented here. In this instance, the research area of faculty responsibilities is in alignment with the university and the college of business mission statement components. There was also significant carryover of themes from the earlier mission statement to the time period of the revised mission statement. This may be a reflection of the lack of resources of the college during this time period of student growth.

Although there is alignment of the research output, other areas of mission misalignment will need to be addressed. Some of these areas include content of the educational programs being offered may be under the control of faculty. Other areas might contribute to a miss-match of resources with the business college's or the university's mission components. For example, the admission of the right type of students for specialty programs offered may be under the control of segments of the university such as admissions and are difficult for the business college to influence. In conclusion, a partial alignment of budgetary resources with the faculty research component of a business college's mission is probably not good enough to enable a growing college of business in the smaller public category to move to an urban public category within a growing university.

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