PUTTING MONEY WHERE THE MISSION IS: A STUDY OF THE APPLICATION

OF COLLEGE AND UNIVERSITY HOUSING DEPARTMENT MISSION

STATEMENTS IN BUDGET DECISIONS

by

SCOTT ANTHONY OLIVER

(Under the Direction of Merrily S. Dunn)

ABSTRACT

The way an organization's leadership budgets for and allocates resources can reflect that organization's values and its mission. This is true even within college and university environments, as well for individual departments within these environments. This study examined university housing and residence life departments in a higher education environment to explore whether chief housing officers understood their departmental mission statement, to examine the extent to which this understanding guided or influenced their budget decisions, the relationship between understanding and usage, and to identify any other factors that influenced these administrators' use of mission to guide budget decisions. The Management of Meaning Scale (Fairhurst, 1993, as cited in Fairhurst, Jordan, & Neuwirth, 1997) and the Theory of Planned Behavior (Ajzen, 1985) provided the theoretical framework and were used to construct appropriate survey instruments to measure chief housing officers' understanding of and intention to use mission to make budgetary decisions. Follow-up interviews were conducted with a

group of chief housing officers to provide additional insight and support for the survey data.

The findings from the survey data and supporting interviews are considered exploratory, but indicate that chief housing officers do understand and use their mission statements in making budgetary or financial decisions. Additionally, data indicate a positive correlational relationship between the concepts of understanding and usage and identify a number of factors that may have influenced mission usage.

INDEX WORDS: Student Housing, Chief Housing Officer, Mission Statements, Mission Statement Usage, Budget Decisions, Theory of Planned Behavior, Management of Meaning Scale

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DEDICATION

This dissertation is dedicated to my family—who have loved and supported me through all the years I have been in school, encouraged my learning, and consistently and lovingly chided, "Aren't you finished yet?"

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There are many whose direction, advice, love, encouragement, and support along this journey have been priceless and very much appreciated. I doubt there is sufficient space in this volume to adequately acknowledge them all, and I am sure I am forgetting someone. I am grateful for the contributions of each one—whether prayer, laughter, tears, or comfort and support when they could not understand why it was not yet finished. This has been a long time coming.

First, to God be the glory. It is with a deeply grateful heart that I acknowledge Him who sustains me with his steadfast love, grace, and mercy. I am so grateful to Him for providing me a sound mind with which to think and to wonder. He has again and again proven Himself faithful and there no experience that has ever been wasted. To the Lord, I gratefully acknowledge that this dissertation is completed. He gave me strength to finish this leg of the journey; may the contents of this work bring Him glory and honor.

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CHAPTER 1

INTRODUCTION

Leaders and managers within organizations are often required, as part of their

managerial role, to set priorities and make decisions. These decisions are often financial

and based on the values of their organization. Organizational values are typically outlined

formally in mission statements that are intended to outline the core values and principles

of an organization. Abrahams (1999) offered a succinct definition of mission statement as

an "enduring statement . . . that identifies the scope of operations in product and market

terms and reflects values and priorities" (p. 14). Such statements may seem to be mere

words, but these statements have meaning and are usually formulated to help direct

organizational priorities and to provide a rallying point from which directional and

strategic plans are subsequently developed.

Traditionally, heavily mission-focused organizations are found in corporate rather

than educational environments. The concept of "mission" is a relatively new trend in the

history of American higher education, making its first significant appearance at the

institutional level in the late 1970s (Caruthers & Lott, 1981; Peeke, 1994) and trickling

down to departmental units in decades since. In university housing departments today

mission statements are frequently established and utilized.

University housing departments are similar to business enterprises and

organizations outside a university setting in that they perform business functions. Yet

they are distinct in that they function specifically to meet the needs of a residential

population(s) on a college or university campus. These organizations typically operate as auxiliary units and generate a significant portion, if not all, of their revenues by charging rent to students who choose or are required to live on campus (Barr & McClellan, 2011). Similar to corporate business leaders and managers, chief housing officers (CHOs) are charged with leading their departments and units within a larger university setting. Often their decisions have financial implications and are based heavily on their overall understanding of their department's role within the broader university environment.

Statement of the Problem

There is significant literature identifying the benefits—for student affairs professionals as well as the students they serve—of clearly articulating the essence of student affairs as a profession and the importance of its work with students in the learning environment. Additionally, this literature suggests that student affairs work should, where possible, clearly and directly align with a departmental and/or institutional mission statement (American College Personnel Association, 1996, 1997; CAS Standards, 2009; American College Personnel Association and National Association of Student Personnel Administrators, 2010; Keeling, 2004; Keeling, 2006; American Association for Higher Education, 1998; American Council on Education, 1937, 1949).

The literature is clear that housing departments on college and university campuses are most like for-profit business entities (Lennington, 1996; Seyforth, 2003). While housing departments appear in many ways to be for-profit businesses, however, they are often defined by and function within the environment of the non-profit university or college in which they operate. University environments are complex structures comprised of loosely connected units (Birnbaum, 1991; Duderstadt, 2001; Gayle,

Tewearie, & White, 2003; Leontiades, 2007; Tierney, 1991, 2006, 2008; Weisbrod, Ballou, & Asch, 2008). Considering the loose structure, the operation of a department within a university environment is significantly different from operation within a corporate/business environment.

In addition to needing to operate within and align practices to support the institutional mission, one of the most obvious differences is that functioning within the context of a college or university offers some perceived protections from outside influences that may affect profit-focused businesses. Such protections include job security derived from tenure, free speech First Amendment protections, the tax-exempt status enjoyed by public institutions, and a limited need to adjust pricing to consumer demand. Such special protections, combined with complex structures and a general lack of demands for proof of outcomes, historically allowed institutions of higher education to self-justify their importance and their function in society, often leading to an insulated operating philosophy.

However, operational, managerial, and philosophical changes that occurred throughout the past several decades have presented significant challenges to the insulated, self-justifying, "business as usual" philosophy common in higher education settings. Since the mid-1990's, there has been noticeable movement to a more corporate model and functional role among institutions of higher learning (Dyer, 2004). Dyer (2004) noted that the way universities function reflects the accelerated pace of the American lifestyle and can be traced directly to corporate expansion in the early- to mid-twentieth century.

In addition to operational changes, institutions have also experienced changes in general leadership over the last several decades. Institutional governing boards, whose members often have corporate backgrounds, must seek to install leaders who are uniquely positioned to meet the challenges of the modern college and university (Bok, 2003). These leaders have often had successful careers overseeing complex, highly mission-focused organizations in which an emphasis on outcomes-oriented methods is normal and expected—organizations such as the military or those found in corporate America.

This adjustment in leadership is evident in the increasingly common phenomenon, in most modern university settings, of splitting institutional leadership into chief academic officers and chief executive officers (Dyer, 2004). Such bifurcation of the leadership role demonstrates the paradigm shift from colleges as solely focused on higher education to colleges as business entities. This division of leadership is consistent with corporate culture, as the president's focus and role becomes more like that of a "general manager."

This shift to a corporate management style leads to both positive and negative perceptions of leadership in higher education. Positive perceptions include a view of the corporate style as a more efficient approach that promises greater institutional success and potentially builds a stronger donor base. Negative perceptions include concerns about the corporatization of the university and the associated risk of limiting or eliminating the educational freedoms that enable an academic learning environment to thrive (Bok, 2003).

A significant reduction in financial resources has also contributed to the challenges facing departments within the university setting. The 1970s and 1980s in

particular saw significant changes and adjustments to the ways colleges and universities conduct business. The 1990s were marked by a general economic downturn that greatly contributed to current financial conditions. Government-allocated funding has been continually reduced for institutions that have long relied on such sources for a significant portion of their financial livelihood. These economic conditions have impacted not only U.S. colleges and universities, but also educational institutions worldwide (Barr & McClellan, 2011; Schuh, 2000).

Additionally, state legislatures have expected greater accountability and proof of outcomes from both individual institutions and higher education systems. Ever-increasing regulations and unfunded federal mandates affecting operational standards in higher education have further exacerbated resource reductions (American College Personnel Association and National Association of Student Personnel Administrators, 2010). Legislative bodies, taxpayers, and other stakeholders are no longer willing to accept the self-justification of higher education in setting its own standards for evaluation and excellence.

As a result, college and university leaders are more closely and intentionally evaluating and examining their methods of operating in order to avoid the imposition of external examinations by stakeholders (Alexander, 2000; Burke, 2004). Demands for accountability thereby create an environment that appears much more "corporate," streamlined, and businesslike than in the past, and one that is seemingly dedicated to outcomes, product generation, and revenue above and beyond the educational processes that have historically been associated with the collegiate environment (Duderstadt, 2000; Gose, 2005; Thorens, 1996).

Today's administrators must seek to maintain and enhance the quality of programs and services despite already reduced and continually decreasing resources. This has led, in some cases, to a need to identify and secure other revenue sources through corporate or business methods (Bok, 2003). Frequently, institutions seek alternative revenue streams to compensate for considerable reductions. At times, these institutions look for revenue internally (through programs such as housing) before exploring other options (Hearn, 2003). In a *Bloomberg Businessweek* article discussing alternate revenue streams such as royalties, real estate leases, etc., Francesca Di Meglio (2008) identified a "blurring of the line between being educators and business people," noting that such behavior is most likely to continue and even expand in order to bridge revenue gaps.

As institutions experience such ongoing changes and leaders seek to obtain and allocate resources, attention to mission at all levels is crucial. University administrators often weakly reference their mission statements as college and university departments try to meet the challenges associated with change (Morphew, 2002). However, mission statements risk becoming meaningless if they are not communicated effectively and used as the overarching framework to guide and direct decisions about priorities (Fairhurst, Jordan, & Neuwirth, 1997; Kotter, 1995). Team members charged with upholding the principles and values outlined by an organization should develop and construct strategic plans that support mission implementation at all levels (Dew, 1997).

Leadership attention to departmental mission is critical because it allows departments to align their strategy, planning, and practices to more effectively support the greater institutional mission. The Council for the Advancement of Standards in Higher Education (CAS) supports such a mission-centered focus for departments within the

collegiate environment by stressing the importance of a pervasive and clearly communicated departmental mission (2009). Nevertheless, mission statements and a mission-centered approach may not always take a place of prominence in the face of numerous competing priorities within higher education institutions.

Significance of the Study

This study is relevant and applicable to student affairs practice in a variety of ways. First, mission statements are intended to communicate an organization's vision and to help strategically guide all functional aspects of an organization, enabling it to achieve its desired outcomes and goals. An organization's budgetary decisions and allocation of resources should therefore reflect the values and priorities outlined in its mission statement (Barr & McClellan, 2011; CAS, 2009). Second, as calls for accountability in higher education intensify (Barr & McClellan, 2011), determining whether university departments base budget decisions on their stated mission is of critical concern. As early as 1974, literature suggested that resource allocation reveals a great deal about whether organizational objectives and priorities are being met (Pfeffer & Salancik, 1974). Quite simply, a university prioritizes its goals via its budget. Therefore, since the mission statement outlines an organization's values and priorities, budget decisions provide evidence of whether or not those values and priorities are being fulfilled. Responsible stewardship, attention to mission in making budget decisions, and effective management of financial resources at the departmental level are therefore central to institutional success.

This study will seek to determine whether chief housing officers understand their departmental mission statement, use this mission statement as a tool to guide or influence

budgetary decisions, and identify any other factors that influence their use of mission to guide budget decisions. This study specifically examines university housing and residence life departments within a higher education framework. Privatized housing is not included in this study.

Research Questions

Specifically, this study will explore the following research questions:

1. To what extent do chief housing officers understand the mission statement for their organization?

2. To what extent do chief housing officers use the mission statement for their organization to make budgetary decisions?

3. Is there a correlation between mission understanding and mission usage to make budget-related decisions by chief housing officers?

4. What factors, if any, most influence deviation from or adherence to mission statement usage by chief housing officers in making budget and financial planning decisions for their organization?

Organization of the Study

This study is organized into five chapters. Chapter One gives an overview of the research topic and the study, including a statement of the problem, the significance of the study, and research questions to be studied and tested. Chapter Two provides the theoretical and contextual framework for this dissertation by examining the scholarly literature addressing the general context of college and university function, mission statements, and how mission statements are incorporated into and related to management and general budgetary decisions. Chapter Three details the methodology for the study and

includes an overview of the research design, sample, and procedures for collecting and analyzing data. Chapter Four outlines the results of the study, and Chapter Five presents conclusions derived from these results and discusses these conclusions, potential implications, and considerations for further research.

CHAPTER 2

REVIEW OF LITERATURE

Literature regarding use of mission statements as a tool in budget allocation in higher education is somewhat limited in breadth and depth. Morphew and Hartley (2006) noted that the academy, as a whole, is rather late to the game in the use of mission statements as a management tool to align and guide institutional direction, something corporate entities have been actively doing for many decades. Some higher education literature has made reference to the need for an "institutional mission" (Lang & Lopers-Sweetman, 1991; Morphew, 2002; Morphew & Hartley, 2006; Thorens, 1996). However, the discussion of mission is largely focused at the macro level of institutional mission and rarely focuses on the mission of individual units. There is little discussion, for example, of how the missions of individual units contribute to the greater institutional mission and purpose, with the possible exception of the Council for the Advancement of Standards' (2009) indication that individual units should have and utilize a clear mission statement. In contrast, a great deal of related corporate and business literature (Baetz & Bart, 1996; Bartkus, Glassman, & McAfee, 2006; David 1989; Denton, 2001; Fairhurst, Jordan, & Neuwirth, 1997; Kotter, 1995; Ozdem, 2011; Pearce & David, 1987; Peeke, 1994; Sheaffer, Landau, & Drori, 2008; Thompson, 1994; Williams, 2008) has addressed the subject of mission statements and their use in guiding budget decisions.

This dissertation focuses on mission statement understanding and seeks to determine whether chief housing officers in colleges and universities use their

departmental mission statements in making budgetary decisions. The following is a review of literature related to the organizational structure of higher education institutions and some of the challenges currently facing these institutions. It also provides a general context for mission statements, how mission statements relate to organizational strategy and management, and how mission statements relate to budgetary decisions and fiscal oversight. Much of the existing literature on the topic of mission statements focuses on the corporate environment; this study seeks to contribute to the conversation through its focus on the use of mission statements in the university housing setting.

While it is important to identify this dissertation's focus, it is equally necessary to delineate the topics this study does not encompass. This is not a discourse on strategic planning and management and thus will not address the development of strategic planning or management processes. Rather, this study specifically examines mission statements as foundational instruments and explores whether CHOs use them when making budget decisions. Because a great deal of the existing literature discusses the mission statement in concepts of strategic planning and management, however, those studies are included in this literature review.

Complex Organizational Structures

The concept of mission statement usage in college and university settings may appear simple but is, in reality, very complex. This complexity is due largely to the physical and cultural diversity of institutions. Gaining a clear understanding of the role of mission statements in higher education management requires consideration of the general organization and governance structure of college and university environments. Understanding this framework provides a foundation for comprehending mission

statements and their use in budget decisions within college and university housing departments.

Contemporary institutions of higher education are multifaceted and complex in nature, structure, culture, and function (Birnbaum, 1991; Duderstadt, 2001; Gayle, Twearie, & White, 2003; Leontiades, 2007; Tierney, 1991, 2006, 2008; Weisbrod, Ballou, & Asch, 2008). The modern college or university is more than just a group of buildings organized into degree-granting units; rather, they are complex entities with multiple layers. Mintzberg (1979, 1992) described these layers as decentralized "professional bureaucracies" which, having evolved and changed over the course of several centuries, are often difficult to understand. Chapman (2006) pointed out that while American colleges and universities attempt to emulate their European ancestors, American institutions put their own distinct flair and flavor on educational and academic traditions. American colleges and universities are tremendously complex administrative systems (Duryea, 1973; Lewis, 2006) that favor, in most cases, either a faculty or an administrative bureaucracy model. The traditional faculty model of governance is still present in most institutions, and is often resistant to change and insulated by long-standing peer structures based on traditional concepts such as tenure (Rowley, Lujan, & Dolence, 1997).

Kerr attempted to convey the complex structure and competing interests of universities by referring to them as "multi-versities" (1963). Kerr's concept incorporates the existence of reciprocal, supportive relationships between universities and various outside constituents (federal and state governments, community entities, etc.). It captures as well the many groups within a given college environment whose primary focus is their

own individualized area of study. These internal and external groups often have widely varying, and at times conflicting, needs and expectations.

Other researchers (Birnbaum, 1991, 2000; Burke 2007) have described these systems as organized anarchies that are fragmented or, at best, loosely coupled (Cohen & March, 1991; Weick, 1991). Such scholars note that departments and units may give the appearance of being a unified whole, but in actuality these loose systems often function independently and in a highly decentralized fashion. Each department has its own issues, concerns, faculty, and staff on which to focus, making change difficult when necessary.

Duderstadt (2007) explained that the phenomenon of "decentralization" in the academy grew in prominence during the latter half of the 19th century as a result of the expansion of knowledge utilizing the scientific method. The focus on knowledge production rather than knowledge provision, he noted, was one of the primary contributors to the decentralized structures found in colleges and universities today. Others researchers contend that the structures making change difficult extend back even further, to the medieval traditions (Rowley, Lujan, & Dolence, 1997).

Decentralization in colleges and universities has made recent challenges more difficult to navigate and highlights the importance of understanding underlying organizational structures. Many of these issues and challenges—including shifting societal attitudes toward higher education, financial pressures and cutbacks, the rapid expansion of technology, and calls for great accountability—are directly tied to the organization of an institution. Geiger (2004) noted that knowledge-based organizations such as universities "are largely compelled to allow knowledge workers the latitude to use their expertise in ways that they know best" and "are consequently decentralized by

nature, or bottom-heavy in organizational terms" (p. 8). Burke (2007), discussing a Kellogg Commission Report on the future of state and land-grant institutions, noted that the organization of universities is often responsible for making them function inefficiently.

Much of the discussion related to institutional structure and organization has focused on academic departments and individual colleges within a university. Little discussion has related specifically to auxiliary unit function within a decentralized framework, other than the role of the auxiliary unit in revenue generation. Conceivably, auxiliary units may mimic academic departments inasmuch as they, too, function as individual elements of the institutional whole. Birnbaum is noted by Burke (2007) as one of the last defenders of this type of loosely coupled system. Birnbaum cites the decentralized institutional structure as something that works for the academy and appears cumbersome only to outsiders who don't understand how it operates or advances change. Birnbaum (1991) defended the inefficiency of this structure and asserted that although it works slowly, it is effective in maintaining the interests of both faculty and administrators within an institution.

It should be noted that decentralization is not inherently problematic as long as leadership focuses individualized units on the purpose of the whole. Centralization of processes often does not fit well with the specialized work of higher education, such as research agendas or projects conducted by individual faculty or departments. Because such centralization is often avoided in the interest of such work, there is sometimes the appearance that little is getting done as a whole. Despite this appearance, however,

decentralization does not necessarily mean that the specialized work being done across the institution does not advance its overall mission.

Nevertheless, decentralization is often criticized as a primary cause of "fragmentation" (Burke, 2007), with highly decentralized units viewed as contributing only loosely, if at all, to the purposes of the whole. To remedy this problem, Burke (2007) promoted a hybrid of centralized and decentralized approaches he refers to as "decentralized with direction." Such direction could come in the form of attention to individual mission statements, as decentralized units focus on how individual missions contribute to the greater whole. Clark Kerr suggested that the real test of a quality college or university is its ability to quickly adjust its unique culture to meet the needs and demands of society (Kerr 1982, as cited in Rowley, Lujan, and Dolence, 1997). Quality colleges and universities should also be able to make appropriate adjustments that demonstrate more efficient and accountable practices. Universities' decentralized structure provides one explanation for the difficulties they have experienced in adjusting to changing environmental demands and increased financial challenges (Kezar & Eckel, 2004).

In addition to the generally complex structure of colleges and universities, institutional culture and governance are also key components in understanding the concept of mission. Traditionally, the governance function within the decentralized structures previously described has been in the hands of the faculty. Prior to massive growth in the academy, faculty groups were generally effective at guiding both the curriculum and governance function of institutions. These governing bodies, however, may be unprepared and lacking the necessary expertise to address the external demands

bearing down on today's institutions, including financial strains, reductions in funding, legislative mandates, and calls for increased accountability (Kezar & Eckel, 2004).

To outsiders, such decision-making structures may seem obscure and motivated by individual self-interest or the interests of individual academic units (Gayle, Tewarie, & White, 2003). Gayle, Tewarie and White (2003) noted the importance of refocusing and evaluating governance structures to ensure that the institutional focus remains on teaching and learning. Nevertheless, while an emphasis on structures may help explain the operation of colleges and universities, it is important to remember that such structures are comprised of people who are making decisions. Ultimately, structures should serve to organize, not hinder, the efforts of these individuals as they pursue the institutional mission.

An examination of the broad organizational structure of the college and university environment suggests that the structure itself may contribute to the challenges facing these institutions. Operational and structural changes may thus be necessary to promote a more strongly mission-focused approach, and to foster an environment that provides greater accountability and concrete evidence of the academy's productivity and legitimacy.

Historical Context of Housing Organizations

In addition to reviewing the context of institutional organizational structures, it is also important to briefly consider the context of housing organizations within the structure of colleges and universities. Institutions have been providing housing for students since the earliest days of organized higher education (Blimling, 2003). Scholars such as Duderstadt (2000) have argued that this is appropriate because the role and

purpose of the university extends beyond the classroom. Schroeder and Mable (1994) noted that residence halls have a longstanding legacy, with roots in the Oxford and Cambridge traditions. In the United States, residence halls at colleges and universities were originally intended to function like those of their English counterparts. However, uniquely American problems related to discipline, faculty involvement, and control of environment led to a decreased desire to have college-owned and operated residential facilities, especially in the late 1800s (Akens & Novak, 2011; Blimling, 2003; Schroeder & Mable, 1994).

Where housing was not offered by or was discontinued on campus, the institution often partnered with the community to place students with local families, in this way providing indirect support to the community through students' payment of rental and boarding fees (Akens & Novak, 2011; Blimling, 2003). Appreciation for quality on-campus residence life and housing programs revived and gained popularity throughout the first half of the 20th century with support from college presidents like Princeton's Woodrow Wilson. During his tenure at Princeton, Wilson sought to provide residence halls as an alternative to the popular social and fraternal organizations that were creeping into the Princeton campus culture (Blimling, 2003; Schroeder & Mable, 1994).

By the early 1960s, colleges and universities were in the midst of a building boom necessitated by the massive influx of college students from programs like the GI Bill and the National Defense Education Act (NDEA). Schroeder and Mable (1994) noted that the construction of large residence halls to support large numbers of students was prompted by business and financial administration within the colleges and universities. Colleges and universities today continue such attachments to business and community

through privatization partnerships for housing (Akens & Novak, 2011; Bekurs, 2007; Chapman, 2006). These partnerships help create high-quality residential facilities that, in many cases, serve as a means to sway student decisions in the current atmosphere of increased competition for students (Weisbrod, Ballou, & Asch, 2008).

University housing departments typically do not receive any state, federal, or local funding to support their operational expenses. Consequently, they are usually considered auxiliary service operations (Barr & McClellan, 2011; Lennington, 1996) that add value to the institution. Barr and McClellan (2011) noted that auxiliary service-oriented, fee-based enterprises are self-supported by their users. Housing provides a perfect example of an operation that contributes value to the institution and is typically self-supporting. Such auxiliary enterprises make it possible for funding sources that are not direct payments for services (such as tuition) to support institutional functions directly tied to the institution's educational and academic mission.

At some colleges and universities, auxiliary units contribute to the operational needs of the institution by paying the overhead costs for necessary University services (for example, physical plant repairs or human resources and payroll functions). While a relatively uncommon practice in public institutions, at private institutions the funds generated from housing in excess of operational needs are often used by institutions to offset budget shortfalls, or retained in reserve to fund maintenance or major capital repairs (Claar & Scott, 2003).

Even where housing departments do not contribute directly to the operational needs or funding of the university as a whole, they may contribute significantly to student learning that occurs outside of the classroom. Such seminal student affairs documents as

the Student Personnel Point of View (1937) indicated that student learning is "the result of a variety of rich experiences that take place both inside and outside of the classroom." Schroeder and Mable (1994) observed that the learning that occurs in residential facilities is vital to the university and that residence halls therefore make a significant contribution to the college environment.

Student learning is greatly strengthened when students are able to connect what they learn both in and outside the classroom. Residential environments, and the staff members who serve in these facilities, help students develop relationships and provide activities that strengthen scholastic achievement and encourage citizenship. In these ways residential facilities are integrally connected to the educational mission and function of the college and university environment (Akens & Novak, 2011). Because residential facilities are vital to the university, a housing department's ability to define its contribution and integrate its mission, values, and purpose with those of the broader institutional is critical. Akens and Novak (2011) noted that attention to the role of housing departments in colleges and universities may differ based on institutional type, but they are nonetheless crucial components that should not be regarded as merely auxiliary, bottom-line contributors.

Housing departments thus contribute to the educational fabric of higher education while simultaneously functioning as "for-profit" businesses within the college and university structure (Lennington, 1996). As such, these units are more likely to be affected by current market conditions than by the long-term pressures influencing the broader college and university environment (Seyforth, 2003). Unit leaders must therefore employ a "business-like" mindset that emphasizes purposeful, sustainable, and profitable

operation. In addition to providing financially sustainable operation that contributes to

the institution, student housing on some college and university campuses contributes to

the institutional image and provides a marketing tool to assist the university in attracting

students (Weisbrod, Ballou, & Asch, 2008).

McDonald (2002) discussed Ernest Boyer's concept of campus community and

the need for a "distinctive educational mission." He noted that "the central function of a

college is for teachers and learners to join in a common intellectual journey" (p. 49). A

significant amount of learning—this common intellectual journey—takes place in the

residential environment. It is clear that housing students in the collegiate setting is an

important enterprise, and that departments of housing make valuable contributions to

promoting and expanding the overall institutional mission.

Challenges and Changing Environments

The significant challenges facing institutions of higher education are a consistent

theme in much of the literature related to higher education management (Bregman &

Moffett, 1991; Burke, 2004, 2007; American College Personnel Association and National

Association of Student Personnel Administrators, 2010; Smith, 2010; Kenney, Dumont,

& Kenney, 2005; Noll, 1998; Schuh, 2000; Seyforth, 2003). Many of these challenges are

exacerbated by financial and fiscal conditions external to the institution, but some of

them are operational, related to purpose and leadership. Specific institutional challenges,

according to Tierney (2006), can be classified with general trends of privatization,

politicization, and restructuring.

Tierney (2006), echoing others, noted that many of these challenges are

associated with demands for accountability that clash with the concepts of institutional

and unit autonomy (Alexander, 2000; Bok, 2004; Bregman & Moffett, 1991; Leontiades, 2007; Sandeen & Barr, 2006). Alexander (2000) noted the significant resistance to calls for accountability within academic realms. Nevertheless, the long-reigning approach of "business as usual" and self-justifying definitions of what constitutes "quality" education (Leontiades, 2007) are being challenged by internal and external institutional stakeholders, who demand greater accountability and proof of higher education's contributions. In response, institutions must prepare to critically examine themselves or risk being forcibly examined by those with little understanding of the operational methods that characterize the higher education environment (Alexander, 2000).

Such examination may take various forms. Students and families expect a quality education defined by outcomes: a high-paying job upon degree completion, combined with the feeling that they have received a good value for their money. These constituents demand an efficient, cost-effective consumer culture that until recently was foreign to educational settings (Davis, 1985; Sandeen & Barr, 2006). Burke (2007) noted that for the first time, it is not the institution deciding to change; rather, it is society dictating that changes be made. In a society driven by instant gratification and consumerism, this leaves some colleges and universities racing to find a cure-all for impending irrelevance if they fail to meet demands for change. Such academic accountability and potential shifts to more business-like processes and structures seem to be an international trend, rather than one confined solely to the United States (Amaral, Meek, & Larsen, 2003). This review, however, focuses mainly on the challenges and changes facing U.S. higher education.

Funding is undoubtedly the primary challenge facing today's colleges and universities. Harry Lewis (2006), former dean of Harvard College, noted that "there has never been a time when money did not matter to universities" (p. 5). Nevertheless, he observed that the current institutional focus on raising money, charging students, and spending money is "unprecedented." Lewis' statement echoes Howard Bowen's reflections on the cost of higher education. Bowen (1980) noted that colleges and universities focus on making all the money they can, then seek to spend all the money they make. While students sometimes are the beneficiaries of this fund-raising and spending, more often it is done in pursuit of the elusive concepts of institutional prestige, excellence, and influence. Gilde (2007) also supported this idea, asserting that "lots of money is needed to fuel the intellectual machine." (p. 23)

Since the mid-1990s, colleges and universities have struggled in the face of consistent decreases in federal and state-funded support of higher education (Chapman, 2006; Cohen & Noll, 1998; Leslie & Fretwell, 1996; Noll, 1998). At a time of record enrollments, colleges and universities currently receive less public funding than ever before (Bekurs, 2007), with appropriations failing to keep pace with expenses (Smith, 2010). Bekurs (2007) cited the Center for Higher Education Management Systems' claim that significant state funding is unlikely to ever be completely restored, due to competing state-supported ventures such as healthcare. Yet despite a decades-long trend of decreased funding, many in academia are reluctant to believe that current financial and economic challenges are permanent. Leslie and Fretwell recognized in 1996 that institutions were "unprepared for the impact of fiscal stress" (1996, p. 81), noting that

some of this lack of preparation resulted from institutions' unwillingness to confront issues and questions of solvency.

Hearn (2006) argued that the belief that academic environments are above or insulated from such economic and fiscal pressures is a fallacy. He noted that higher education has long been tied to the most basic workings of the market as well as to commonly identified marketplace forces, such as demand and rising costs. Goldstein (in Barr & McClellan, p. 2) claims that all institutions are linked to the national economy and, increasingly, the world.

In fact, universities have never operated completely outside economic concerns. Indeed, one of their primary functions has long been to train people to fill vital positions within the economy. For example, Harvard, the oldest U.S. institution of higher education, originally produced ministers for the community (Spangler, 2007). Further historical connection between higher education and an era's financial and economic challenges is evident in the Morrill Land Act. By founding state and land-grant institutions, the Act contributed directly to the economy by preparing a skilled agricultural, mechanical, and professional workforce. State and land-grant institutions have also generated knowledge and income for the community since their inception (Chapman, 2006; Noll, 1998).

Ironically, the societal and government structures that now call for accountability, adjustment, and mass change in the fabric and function of colleges and universities are the same structures that contributed significantly to institutional growth and decentralization. These structures were responsible for the infusion of enormous research

funding immediately following World War II and encouraged the growth and

"massification" of college education (Weisbrod, Ballou, & Asch, 2008).

In the face of state and government shortfalls, institutions have attempted to find

ways to replace lost revenues and supplement resources while avoiding increased tuition.

Many have sought to identify alternative revenue streams (Hearn, 2003) and raise private

funds through "educational entrepreneurialism" (Chapman, 2006; Sandeen & Barr,

2006). Alternative revenue streams may include patents from knowledge generation,

trademark revenues, excesses from auxiliary units, income from college sports teams,

private support from alumni and friends, and collaborations with corporate entities

(Bekurs, 2007; Gilde, 2007; Hearn, 2003; Weber & Duderstadt, 2006). At times, this

search for alternative revenue streams leads to what is called "educational

entrepreneurialism" (Chapman, 2006; Sandeen & Barr, 2006), a practice where

administrators are led to find sources of revenue and raise private funds to offset state and

government shortfalls. These practices, argue academic traditionalists, lead to a

weakening and compromising of the purposes of the academy (Bok, 2003).

Some literature has addressed the commercialization and corporatization of the

academy (Etzkowitz, Webster, Gebhardt & Terra, 2000; Gilde, 2007). Such literature

emphasizes that business as a "third mission" of the academy should be given due

attention, exploring the influence and power exercised by financial contributors to the

university. Commercialization and entrepreneurialism influence student housing when

institutions unable to provide an adequate supply of residence halls partner with corporate

entities to privatize or provide additional housing (Bekurs, 2007; Chapman, 2006).

Despite justifications by proponents of such private partnerships, it is hard to deny that

private money can lead to an infiltration of industry into the academy. Private funding significantly influences both internal and external higher education operations. While some of this influence can be beneficial in meeting the financial needs of the university, there must also be recognition of its potentially harmful effects.

A related challenge facing higher education is the call for more "business-like" practices. With the increased need for alternative funding and for-profit business activities, colleges and universities are inevitably expected to demonstrate a more "corporate" mindset (Bok, 2003)— down to the manner in which they justify their existence and demonstrate accountability (Leontiades, 2007). Some contend that the call to be more business-like comes from those who misunderstand the operational nature and environment of higher education.

However, colleges are now, and have always been, big business (Fecher, 1985; Weisbrod, Ballou, & Asch, 2008). Some scholars have asserted that conceiving of colleges and universities as businesses is not a bad thing if it does not take away from the purpose of higher education. Indeed, running a university as a business means "simply . . . that an institution uses its resources in the most efficient and effective manner possible to achieve the best teaching, the best research, and the highest level of public service" (Fecher, 1985, pp. 1-2). Stroup (2012) noted, "higher education is being seen more than ever as a business, a trend that may not go away any time soon" (p. 34).

Conceptualizing higher education as a business forces personnel to understand, or at least acknowledge, some of the methods associated with conducting a business. These include implementation of sound financial and budgeting practices, a focus on priorities in allocating limited resources, and strategic thinking and decision-making relating to

financial management. All of these practices require attention to the organization's purpose or mission, which is commonly embodied in an institutional mission statement.

Additionally, in an effort to become more business-like, colleges and universities have borrowed management techniques and tactics from the business community (Birnbaum, 2000). Some of these borrowed techniques include changing personnel activities, restructuring organizationally to merge departments with similar activities (Lennington, 1996; Martin, 1985), adjusting operating procedures to secure scarce resources for educational endeavors (Barr & McClellan, 2011), and adopting programs or popular activities from corporate environments. Birnbam (2000) described some of these activities as "management fads" designed to generate motivation and excitement among employees for the "cause" of education and to promote higher quality work and increased service satisfaction for customers.

Martin (1985) suggested that some of the same elements that make up a college culture are found in the corporate arena as well. However, he noted that transferring corporate methods to higher education resulted in imitating those strategies, rather than applying them appropriately to the unique issues and concerns of individual institutions. Approximately a decade later, Schroeder and Mable (1994) also argued against such an approach, at least from a housing functional area perspective. They indicated that such strategies more often provided distractions than contributed significantly to the educational and student learning functions of university residence halls. More recently, Davis (2011) argued that treating students as "customers" in an educational environment is inappropriate and antithetical to the purpose of education.

"Fads" specifically discussed in the literature include perceived panaceas like Total Quality Management (TQM), which the National Association of College and University Business Officers promoted as a method for normalizing and operationalizing processes, promoting efficiency, and leveling work-loads to better respond to calls for accountability (O'Neill, 2007). TQM and similar models commonly used in profit-based businesses are designed for highly customer-motivated environments, and O'Neill (2007) noted that at times such strategies are contrary to the purposes of a higher education environment. He further suggested that while parents and students may enjoy being treated as customers, the transformation of a college into a customer-centric atmosphere could jeopardize the integrity and undermine the purpose of higher education.

In contrast, Lennington (1996) argues that management strategies such as TQM are appropriate for the management and function of a college or university. Others (O'Neill, 2007) counter that such strategies may be acceptable for departments that provide campus services but are not acceptable in guiding academic or curricular decisions that are rightly in the realm of faculty expertise. Such strategies could provide unsatisfactory results, for example, by eliminating or consolidating academic departments as a result of the mere appearance of similarity.

Changes in the nature of university leadership constitute another significant challenge facing colleges and universities. Several authors have noted the shifting tides in higher education leadership. Leontiades (2007) explains that many institutional leaders are not equipped to deal with the issues, concerns, and challenges facing institutions. He notes that economic forces and calls for accountability are just too much

for the structures in place at many institutions of higher learning, where institutional leaders ascended through the faculty ranks.

Citing data from the National Association of College and University Business Officers, Stroup (2012) notes that college and university leaders are increasingly being cultivated and promoted through the financial and business area of higher education. Dyer (2004) confirmed assertions by Stroup (2012) and Leontiades (2007) emphasizing the changing responsibilities of institutional leaders at research universities. Dyer noted that leadership at the institutional level is in a state of flux, with presidents in the last decade or so spending noticeably more time acting as chief executive officers than as chief academic officers. Leontiades agreed, observing the increasing popularity of an administrative model in which the provost serves as the chief academic officer, and suggesting that this shift raises larger questions about the identity and mission of research institutions.

Such a shift allows the president to dedicate more time and resources to fund-raising and other administrative and management functions, while the Provost addresses the academic functions of the institution. Such practices, which have become increasingly common in higher education, derive from the corporate environment. Moreover, Bok (2003) noted that institutions are increasingly interested in hiring leaders with backgrounds in a corporate or business enterprise. Former corporate leaders are seen as assets to the university environment because they have experience addressing the types of concerns that are currently facing institutions.

In contrast, Weisbrod, Ballou, and Asch (2008) argued that there is no significant evidence that an influx of leaders from business environments has occurred. They also

claimed that practices such as hiring an institutional leader with prior business experience is more likely at two-year institutions or community colleges than in four-year university settings. It is important to note, however, that Weisbrod, Ballou, and Asch did not appear to take into account those who were promoted from within an institution from areas that function with business-like perspectives, or those who received training that may be conducive to for-profit environments.

Some literature has suggested a strong correlation between profitability and attention to mission in the corporate environment (Martin, 1985; Sidhu, 2003; Williams, 2008). Leaders from profit-based corporate environments who transition to an educational setting bring with them an understanding of mission and purpose, as well as management techniques that may have led to success in the corporate environment. Despite their potential benefits, the application of such techniques and practices from highly mission-focused environments may be met by suspicion or resistance by those in the academic environment.

In the collegiate setting, "quality of education" is the standard most often applied to determine whether mission goals and values are being achieved. This standard, Leontiades (2007) contended, is unacceptable because it results in the view that "good results are whatever the university says they are" (p. 19). Yet Davis (1985) argued that selecting leaders from the profit-based business community or government is not the best decision for colleges and universities, as such choices often result "in a neglect for educational concerns at the top" and an educational leader's role encompasses more than promoting "sound managerial practices" (p. 10). According to Davis, leaders must also

possess an awareness and understanding of an organization's past, present, and future mission and purpose.

Business-minded leaders tend to expect and demand quantifiable methods to measure stated goals and objectives. A well-developed mission statement provides a platform for strategy development and data-informed decisions. Methods such as benchmark practices or the alignment of expenses with outcomes and objectives are standard in the financial and business arenas, and provide the standards by which external constituencies judge the effectiveness of leadership. Choban, Choban, and Choban (2008) indicate that the "success or failure of presidents of institutions of higher learning tends to be judged more in terms of the financial health of the institution than the degree of success at mission attainment" (p. 13). It is clear from these discussions that the stakes are high for university leaders in today's increasingly corporate-style environment. The mission statement, then, becomes even more important as a beacon to guide leadership.

Context of Mission Statements

The importance of mission and mission statements has not significantly changed in more than 30 years (Williams, 2008). For the context of this dissertation, it is crucial to understand what a mission statement is and why is it so valuable. A mission statement is central to all organizations, not only to those in a corporate or profit-based environment. However, from an organizational, operational, planning, management, and function standpoint, the corporate environment may at times seem to be the area that utilizes statements of mission most widely.

Mission statements outline the general purpose and articulate the *raison d'etre* of an organization or business (Abrahams, 1999; David, 1989; Ireland & Hitt, 1992; Pearce

& David, 1987). Dew (1997) noted that "effective organizations develop missions that embody their purpose and focus on meeting the needs of their customers and embrace quality as a core factor" (p. 58). Writing specifically about the corporate environment, several authors have noted that mission is an important component of defining organizational identity and serves as a compass and source of direction (Abrahams, 1999; Leuthesser & Kohli, 1997). Sheaffer, Landau, and Drori (2008) indicated that a mission statement "is not just factual and descriptive. It is inspirational and poses ambitious challenges to those striving to implement it" (p. 49). The literature characterized mission statements as an important element of organizational culture that provides a "starting point" for issues associated with organizational management (Stone, 1996) and is crucial in guiding the direction and focus of the organizational planning progress (Cochran, David, & Gibson, 2008). Abrahams (1999) describes the mission statement as "part of a company's overall blueprint for success" (p. 9).

The literature on this subject is consistent and clear from a corporate as well as an academic perspective: a mission is a written assertion of the purpose and focus of an organization. It is usually an "enduring statement . . . that identifies the scope of operations in product and market terms and reflects values and priorities" (Abrahams, 1999, p. 14). The mission statement provides a filter to assist decision makers in distinguishing the critical from the insignificant within an organization. It "defines the fundamental, unique purpose that sets a business apart from other firms of its type and identifies the scope of the business's operations in product and market terms" (Pearce & David, 1987, p. 109).

Ozdem (2011) suggested that "mission statements should be clear, concise, and intense" (p. 1889) and bold enough to be the tie breaker at the point where choices must be made related to resource allocation (Peeke, 1994). Ireland and Hitt (1992) offered that mission statements help to narrow focus to the things that are critically important to the organization, as well as to internal and external constituencies. While such definitions are transferable to the college and university setting, one significant difference may be that colleges and universities may struggle to articulate a clear, concise mission because they often have vague and varied goals.

Morphew (2002) indicated that mission statements are often used in higher education to legitimize an institution's existence and increase prestige. Additionally, college and universities utilize mission statements as a method to secure valuable and increasingly scarce resources. Lang and Lopers-Sweetman (1991), citing a 1991 study by Newsom and Hayes, noted that at that time approximately 60% of colleges and universities had a mission statement. While there have been few comprehensive studies related to college and university mission statements since that time, there seems to be a common thread in the literature emphasizing that every institution should have a mission statement—especially when engaging in the process of strategic planning. However, some authors (Lang & Lopers-Sweetman, 1991; Newsom & Hayes, 1991) have argued that while many colleges and universities have a mission statement, there is little indication that these statements are actually used to guide practice.

Mission statements provide an important compass in the business realm, and despite contentions that they are not commonly used in academic environments, strategies promoting directional alignment are also important within these settings.

Morphew and Hartley (2006), noting the importance of college and university mission statements, indicated that such statements may be used both internally for instructional purposes and externally for communicating the virtues of the institution. Not only do mission statements offer a definition of what an organization does, why it exists, and where it is going; they also outline what an institution is "attempting to accomplish" (Barr, 2000, p. 26).

This particular function of a mission statement is supported by higher education professional organizations like the Council for the Advancement of Standards (CAS). CAS is an organization developed to expand and promote operational standards of excellence for student service-oriented units within college and university environments. CAS promotes the importance of mission statements for the purposes outlined here, identifying such statements as critical components of organizational success (CAS, 2009). In fact, *mission* is listed as the number one priority under each functional area in the CAS general standards and guidelines.

The need for a strong mission statement that outlines a unit's purpose and priority is clearly stated by CAS, which noted that "programs and services must develop, disseminate, implement, and regularly review their mission." The CAS statement continued, "[m]ission statements must be consistent with the mission of the institution and with professional standards. Programs and services in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission." (p. 31). Mission statements are crucial in any organizational setting, regardless of environment, because such statements help to define what success

looks like. Davis (1985) pointed out that higher education, like any other profession, risks failure when it loses sight of its purpose and a clear understanding of what is important.

In addition to guiding direction and strategy development, mission statements also serve other purposes, such as providing a method for implementing change. Shaw (2006) linked the focus on mission in college and university environments to the concept of change, suggesting that focus on mission is important because "change doesn't just come out of nowhere" (p. 170). In light of the challenges currently facing higher education, the link between an institution's mission statement and its approach to change offers a compelling reason to examine how mission statements are used not only at the institutional level, but also at the various departmental levels within the overarching college and university structure.

In addition to providing approaches for implementing change, mission statements can also foster trust and stability within an organization (Ireland & Hitt, 1992) and promote confidence in and even loyalty toward an organization among external constituencies or customers (Sheaffer, Landau, & Drori, 2008). Choudhary (2012) noted that well-developed mission and vision statements encourage a sense of trust in an organization and can provide a "roadmap" for a company to get back on track in the event of a loss of direction or unethical leadership actions. Williams (2008) noted that mission statements are often developed when an organization is in trouble or facing uncertain times. One might argue, however, that a time of turmoil is not a time to expend valuable energies developing a purpose and focus; rather, such statements would be most helpful if already in place and ingrained in the organizational culture.

A mission statement can also function as a primary contributor to and indicator for organizational performance. In the corporate environment in particular, quality is measured by profits: The greater the profit, the better an organization is perceived to have done. In higher education, however, adherence to the mission may be seen as a more appropriate indicator of organizational performance than profitability (Barr & McClellan, 2011). Dew (1997) noted that how effective an organization will be depends on how well its mission meets the needs of its customers or clients, and on how well the people within an organization understand the mission (p. 57). Martin (1985) also discussed mission as an indicator of organizational performance, noting the positive correlation between mission and organizational performance when an organization embraces the concept of mission.

Of equal importance is adherence to the values of an organization, especially those that are practical and make sense for its operation. Clearly stated and implemented values have a positive effect on culture, both internally and beyond the organization. Williams' (2008) study of mission statements noted a significant difference between higher- and lower-performing organizations associated with the level at which each actively communicates and promotes their mission to employees. Sidhu (2003) found, through an empirical analysis of mission content, that the use of mission statements to guide actions contributed to higher performance and profitability.

While the most consistent and common message is that the merits of mission statements are without question, some authors have questioned the importance of mission statements as a management tool. These authors contended that mission statements often were too grandiose to be applicable (Ackoff, 1993; Denton, 2001). Additionally, some

believed that such statements were not true indicators of performance and that claims of

mission statement success have not been completely substantiated by research (Bartkus,

Glassman, & McAfee, 2006; Lyons & Sufi, 2003). Lyons and Sufi (2003) noted that

often mission statements are not simple enough to be effectively communicated, and

therefore become useless in their potential application.

     Mission statements have also been criticized for being isomorphic in nature and

failing to distinguish between similar institutions (Bloomfield, 1993). Critics of mission

statements in higher education indicate that they suffer from "sameness" (Morrill, 2007;

Newsom & Hayes, 1991), characterizing most institutional mission statements as vague,

broad, and incapable of fulfilling their intended purpose. Vagueness and generality are

two of the primary critiques of mission statements (Morrish, 2005), along with concerns

that these non-specific statements fail to inspire their constituents and ultimately offer

little more than filler in annual reports. However, Leslie and Fretwell (1996) challenged

such assertions, arguing that mission statements help colleges and universities define how

they are unique in order to attract students who desire specific experiences or programs.

     Bartkus, Glassman, and McAfee (2000) contended that the simple act of having a

statement of purpose should not be an organization's focus; rather, the actual use and

"living out" of espoused goals is what is important. They noted that it is implementing

the mission statement that is most difficult and this effort can cause mission statements to

have the opposite of their intended effect. As a result, they cautioned that mission

statements should only be used as a communication tool that allows internal and external

constituencies to choose which organizational endeavors to be involved in and whether to

be involved or not. Massarik and Pei-Carpenter (2002) concurred, claiming that few

companies actually "lived" their missions and that actions often do not align with an organization's stated values. Baetz and Bart (1996) noted that confusion may result when organizations have multiple statements that outline portions of organizational culture, as opposed to having a single, clear, and concise mission statement.

The term *mission* is also applied differently in different environments, and its use is critical in determining its relative importance in an organization. This potential for inconsistency may account for some of the confusion surrounding its effectiveness as a tool. Baetz and Bart (1996) noted that mission statements sometimes lose their potency because they are used in different ways to accomplish varying purposes, with some administrators almost making them say whatever is needed. It is this "casual use" method that is found most often in higher educational environments, where mission statements are often utilized as a statement of general support for outcomes rather than a tool that drives and informs the development of outcomes and decisions.

Leontiades (2007) argued that mission statements must promote real measures, benchmarks, or standardized definitions of success if they are to foster desired outcomes. Indeed, within highly mission-focused environments–typically corporate, financial, or military settings–mission has a role of centralizing and providing direction for actions by narrowing focus and connecting outcomes to planning. In fact, Peeke (1994) observed that the very concept of "mission" has a military connotation that relates to clarifying the purpose of a military operation.

Leslie and Fretwell (1996) noted the importance of the mission statement as a tool for communication in higher education, observing, "where consensus had been achieved on mission, a communication-rich process simply served to reinforce that consensus and

to mobilize people to work on its behalf" (p. 103). King, Case, and Premo (2010)

reinforced the value of the mission statement for communicating with external as well as

internal constituencies, noting, "any organization that fails to develop a comprehensive

and inspiring mission statement loses the opportunity to present itself favorably to

existing or potential stakeholders" (p. 71). Well-articulated mission statements provide

criteria for making difficult decisions and important choices by enabling leaders to align

their actions with the stated values of the organization (Dew, 1997). In turn, those actions

clearly point back and communicate, with value and purpose, how team members are

connected to organizational goals and objectives.

Fairhurst, Jordan, and Neuwirth (1997) discussed the importance of being able to

effectively communicate mission. Kaplan and Norton (1996) noted that "lofty vision and

strategy statements" that lacked specific purpose "don't translate well into action at local

levels" (p. 76), either internally or externally. Campbell and Yeung (1991) noted that

mission statements are little more than empty thoughts if they are not directly connected

to actions. They further noted that to be effective, mission statements must be intertwined

into the cultural fabric of an organization. The ability to clearly explain mission and

purpose is a key component in the ability to explain costs associated with operation

(Hackney, 1986) and to connect words to actions.

However, it is futile to communicate a mission statement that is not properly

understood by leadership. Literature clearly indicated that to manage and implement the

values of an organization, the leader must understand them at a conceptual level

(Fairhurst, Jordan, & Neuwirth, 1997). Kotter (1995), in a discussion about leading

change, emphasized the value of being able to communicate an organization's mission

and vision and declared that such principles must permeate organizational culture to be effective. Leaders' understanding is necessary for this "permeation" to take place.

A focus on mission by organizational leaders supports proactive and future-oriented planning while addressing current circumstances. Ireland and Hitt (1992) asserted that if top-level managers and administrators fail to make the connection to actions for their teams, objectives related to mission will rarely be accomplished due to a lack of understanding about what needs to be done. Finally, Davis (1985) made the sobering assertion that without a clear and present awareness of purpose, higher education enterprises and business entities alike are doomed to function entirely "at the mercy of the visible and immediate" issues that face us (p. 9).

Context of Mission in Strategy and Management

Mission is foundational to strategy and management within organizations. In most literature reviewed related to strategic planning (or strategy) and management, regardless of the type of environment, mission was noted as being of paramount importance (Cochran, David, & Gibson, 2008; Dew, 1997; Ozdem, 2011). While an in-depth discussion of strategic planning is beyond the scope of this study, mission is discussed here as it contributes to the concepts of strategy and management and as a piece of the strategic planning process. Essentially, mission "provides the 'what' of organizational purpose; strategic planning provides the 'how'" (Dew, 1997, p.74). In light of this definition, it is clear that mission does play a role in the development of strategy and management for organizations. Cady, Wheeler, DeWolf, and Brodke (2011) noted that mission statements have become a fixture of corporate strategy and are designed to provide benchmarking tools or "landmarks" (p. 65) on an organization's journey.

The concept of *strategy* is most commonly associated with military or corporate action, in that it involves a defined plan of action intended to accomplish a specified goal. Its roots are firmly planted in the business environment (Choban, Choban, & Choban, 2008). Within such an environment, the concept of strategy is associated with achieving organizational goals, ensuring profitability, meeting specified outcomes, and fulfilling the corporate mission.

Cochran, David, and Gibson (2008) gave significant credence to mission, noting that it is often "the most visible and public part of a strategic plan" (p. 28) and that great care should be taken in its development and subsequent dissemination. They noted that a mission statement often provides a means of guiding and motivating employees to excel and achieve organizational objectives. As colleges and universities are expected to project more business-like personae, alignment with mission will become more critical in planning processes.

In his analysis of how mission and vision statements affected the strategic plans of higher education institutions, Ozdem (2011) noted that if a college or university is managed like a business, the integration of business practices will follow. Use of mission and strategic planning will then become primary components of these institutions' endeavors. Indeed, Sandeen and Barr (2006) suggested that while institutions of higher education are not known for being efficient and cost-effective in the ways corporations are, they will need to become more like corporations in their manner of conducting business if they are to succeed.

When discussing the concept of mission as it relates to strategy and management, it is important to distinguish between the concepts of "strategic planning and strategic

thinking" (Mintzberg, 1994, as cited in Rowley, Lujan, & Dolence, 1997, p. 163). The ideas associated with mission in relation to strategy and management relate to strategic thinking. All organizations should engage in practices of thinking and decision making that promote the goals and objectives of the organization. This involves knowing what the organization does and engaging in activities that support the achievement of those objectives, while seeking to eliminate or minimize activities that do not.

As an organization engages in strategic thinking, the mission statement serves the vital role of clearly outlining the organization's purpose and priorities. Such strategies not only lend themselves well to the profit-based environment, but also can be adapted successfully to the academic realm. Smith (2010) supported this recognition of priorities, asserting that the current challenges facing colleges and universities will require hard decisions within institutions about what is central to their purpose.

One of the most beneficial tools of strategy and management is a clearly defined method for making decisions within an organization. Such a method must be based on many factors, including the mission and culture of the organization (Gappa, 1993). Establishing a predetermined method for decision-making will promote smooth operation and enhance the ability to clearly communicate mission to various stakeholders during challenging times. Morrill (2007) and Ozdem (2011) agreed that mission "gives an organization a template for systematic strategic decision making" (Morrill, 2007, p. 139), providing "one of the most important steps in strategic planning" (Ozdem, 2011, p. 1888). However, structure can be a barrier to the implementation of strategy or communication of mission. Because of the loose structure of college and university environments, managerial control is often difficult. As a result, most adjustments that

would allow the institution to function more smoothly don't get past the "adoption" stage (Birnbaum, 2000).

In his work on building organizational capacity, Toma (2010) indicated that leaders and senior managers cannot even begin to think strategically without giving consideration to mission and identity. An organization's purpose drives all other decisions relating to its effective management and function. Failing to give proper consideration to mission within the context of strategy and management hinders members' ability to fully grasp what the organization may be capable of achieving, as well as to identify its limitations.

In strategy and management, mission statements are also critical in the context of communicating organizational messages. Mission statements outline, for both internal and external audiences, what an organization considers to be its priorities. Citing a study of students and values assessment in a university setting, Ozdem (2011) concluded that what an organization promotes matters and that mission guides what people think. Kenney, Dumont, and Kenney (2005) provided an example of this phenomenon in their work on physical environments in higher education entitled, *Mission and Place*. The authors argued that institutional mission should be the foundation for every decision and action made regarding an institution's physical space (p. 27). They explained that all decisions related to campus planning, architecture, and landscaping are a realization of the values that an institution's mission promotes. Physical environments are thus a concrete expression of mission.

Often, organizational leaders begin implementing strategies without reference to a clearly defined direction or purpose. It is pointless to develop strategies for achieving

success and organizing management objectives if those strategies are out of sync with institutional priorities or design. To employ strategy before clearly defining mission is folly—and doing so could potentially lead to "not only an ineffective expenditure of energy but a dangerous self-deception" (Davis, 1985, p. 11). Mission should be a concept that permeates all levels of an organization and serves as a guide for strategic planning activities (Dew, 1997).

However, Rowley, Lujan, and Dolence (1997) have argued that such a focus on mission is not the most important aspect of the strategy and planning process. In addition to that argument, Gayle, Tewaire, and White (2003) noted that one of the problems that often plagues management (governance) of colleges and universities is that "leaders have a tendency to pay insufficient attention to at least some of the core elements of institutional culture such as mission, historical traditions, community expectations and other distinctive characteristics." They noted the importance of aligning mission and governance structures with actions. The concept of mission in relation to strategy and management is perceived as critical for ensuring that team members understand the organization's vision and desired outcomes and act on them strategically.

Context of Mission in Budgets and Fiscal Oversight

The final element included in this review of relevant literature is the relationship of mission to budgets and fiscal oversight. The literature is somewhat divided on the place and importance of mission statements in budget management and preparation. Barr (2000, 2002) and Barr and McClellan (2011) note that the mission statement should provide a tool for developing the budget and managing resources. In contrast, Lennington (1996) did not mention mission at all when discussing budget administration

and management within higher education. The use of mission as a budgetary tool is common among profit-based organizations (Bart, 1997; Martin, 1985; Sidhu, 2003) and the communication of mission is highly correlated with positive budget performance. Mission may be inherently or unconsciously incorporated in strategic planning processes undertaken by management teams, but its absence from the work of some authors was conspicuous when others so frequently mentioned it.

Resource allocation through budgeting is one way that an organization measures whether its stated objectives have been met (Pfeffer & Salancik, 1974) and offers a clear indication of an organization's priorities. Mission statements are intended to clarify the needs of an organization or institution. Hyatt (1985) asserted that in the context of college and university budgeting practice, mission provides a framework for assessing the needs of an institution; once defined, these needs are reflected in budget processes and requests. The mission should therefore always be considered in making adjustment to budgets and budget plans within a cycle. If budget adjustments need to be made once submitted, leaders should have general authority to make adjustments that are consistent with the mission and focus of the organizational unit (Hyatt, 1985). Mayhew (1979, as cited in Barr & McClellan, 2011) stated plainly that "budgets are statements of educational purpose phrased in fiscal terms."

While the manner in which mission statements are used in the context of budgets and fiscal oversight in university settings may seem relatively simple, there are other complexities involved. The purpose of a budget is to put business strategy into operation (Barr & McClellan, 2011) while being consistent with and faithful to mission and

purpose of organization. Therefore, budget provides the means through which the mission and priorities of an organization are made "real."

While funding sources and methods may differ in various settings (public/private; large/small), the purpose of mission as part of the budget process is largely consistent. Likewise, the specific processes associated with budgeting vary within different college and university systems (Dickmeyer, 1992; Dunn, 1992), but the ability to plan for, secure, and budget resources is a critical component of strategic planning and the strategic management process in general (Barr, 2002; Dickmeyer, 1992). Changing financial climates and hard times affect all higher education institutions, regardless of whether they are large or small, public or private (Claar & Scott, 2003). Yet considerations of institutional type and size aside, purpose matters in funding and budgeting processes.

The budget process is inevitably laden with politics and can be a source of strife within departments or across subunits within an institution (Layzell & Lyddon, 1990; Pfeffer & Salancik, 1974; Woodard, 2001). One purpose of budget discussions is to provide for fiscal control within such a political environment. This control has shifted somewhat in the last decade or so from highly centralized to highly decentralized (Barr & McClellan, 2011; Hearn, Lewis, Kallsen, Holdsworth, & Jones, 2006). As a result of this shift, subunits within college and university environments are being given greater control over the formulation and subsequent implementation of budgets and the management of fiscal resources. In the political environments surrounding budget practices, mission can be an effective means of communicating what is important and what is a priority. At the same time, it can also serve as an indicator of who has power and who does not.

The use of mission in budget and fiscal oversight is important for administrators to understand, as enabling them to communicate their mission through numbers. The leader's role in the budgetary process is to secure the resources needed to accomplish the organization's mission and to make sound monetary judgments (Barr & McClellan, 2011). In an environment of scarcity, student affairs administrators have a responsibility to understand the budget process and be prepared to garner resources for their institutional areas, as well as to avoid the reallocation of resources (Sandeen & Barr, 2006).

One way in which administrators can actively engage in securing and maintaining resources is to demonstrate the benefit of their programs and other contributions to the institution and its overall mission (Gayle, Tewarie, & White, 2003). Barr and McClellan (2011) observed that an administrator engaged in a budget process should be able to adequately explain in context that if the institution's mission asserts X, then financial resources should also promote X (p. 61). Understanding the purpose and mission of an organization propels appropriate reaction toward managing organizational budget and resource allocation to achieve mission goals and objectives (Slavin, as cited in Stroup, 2012).

This review of literature demonstrates widespread agreement within the scholarly literature on the importance of a clearly articulated mission within college and university settings. In such environments, the ability to align mission-stated priorities with administrator actions is vital in responding to increased calls for accountability from external constituencies. Moreover, the literature indicated the importance of aligning organizational action with mission. However, the question remains whether such

alignment occurs on a consistent basis, and whether the concept of mission-based action has been completely and effectively transplanted into college and university settings.

A significant amount of literature also asserted the need for leaders to clearly communicate the organization's mission so the principles contained therein can be put into action. It stands to reason that such communication and alignment can only occur if the leader has a thorough understanding of the mission and principles being disseminated. Moreover, literature also points to the decentralization of budgetary work as individual units within colleges and universities are given a more active role in the practices of budget formulation in the academy (Hearn et al., 2006). This trend points to the importance of leaders at all levels understanding the organizational mission statement and its applicability to the budget process.

Much literature emphasized the need for budget managers to thoroughly understand how their budget interacts with that of the larger institution to effectively combat potential problems or pitfalls (Barr & McClellan, 2011, p. 140). However, little empirical research has investigated whether budget decision makers actually use their mission to drive budget actions. There was also a noticeable lack of literature or empirical evidence to support the connection between administrators' understanding of the organizational mission and its use as a tool to inform budget decisions.

Finally, there was also a noticeable lack of literature on the subject of mission statement usage in a university housing environment, although student housing is such a vital part of the campus environment. Student housing is not immune to the current issues facing higher education. Further, the ability to recognize and navigate the budget process is an increasingly important skill for those seeking advancement opportunities throughout

the university (Stroup, 2012). There is no better embodiment of an administrator who faces these challenges than a chief housing officer. In light of this literature and the gaps identified here, this study will seek to determine whether chief housing officers who oversee specific units within college and university settings understand their departmental mission statement, whether departmental leaders use this mission statement as a tool to guide or influence budgetary decisions, and whether other factors influence leaders' use of mission to guide or influence budget decisions.

CHAPTER 3

METHODOLOGY

This chapter provides a description of the population sampled and describes the research design for this study, the development of instruments, and the procedure for administering the surveys used in collecting the data. The chapter also outlines the measures used to evaluate variables as well as the analytical procedures used to examine the data and to subsequently answer the research questions.

Population and Sample

This study investigates mission statement understanding and usage, and explores whether and how mission statements are used to make budgeting decisions in housing departments at colleges and universities in the U.S. The full population for this study consisted of 800 chief housing officers at four-year public and private higher education institutions in the U.S., as listed in the most recent database directory of the Association of College and University Housing Officers International (ACUHO-I). The 34 CHOs who ultimately participated in the study oversee departments that vary in reported on-campus housing capacity. The spectrum of variance for capacity among institutions at the time of the study is 1-23,000 bed spaces. Chief housing officers who participated also oversee departments that function under varying funding models (for example, as auxiliary service units or as administrative service units within the larger institution). By including both public and private institutions whose departments vary in size, the sample

captured information related to institutions with both types of departmental funding models.

Only four-year, public and private institutions were used for this study in order to compare institutions that are similar enough to produce meaningful results. Two-year institutions and those self-identifying as community colleges tend to focus more heavily on vocational education and are typically comprised of student populations that are more transient in nature, often including students who intend to take only a few night classes or who intend to transfer to a larger institution following completion of core curriculum (Cohen & Brawer, 1996). Chapman (2006) noted that while many community college campuses have begun the transformation to "take on a more traditional collegiate character" (p. 112), these institutions maintain limited residential facilities and often serve a primarily commuter population. Given these characteristics, two-year institutions were inappropriate for inclusion in this study.

Additionally, only institutions within the U.S. were included in this study. Housing departments within U.S. institutions can be considered comparable in their organizational governance and operational structures. These similarities permitted appropriate comparisons between various CHOs' use of mission statements in budgeting decisions and practices. Finally, public-private partnerships in which university housing operations are outsourced to a private company were excluded because this study examines mission statement use within traditionally organized housing departments.

Research Design

This study examines the understanding and application of mission statements by chief housing officers in relation to budget allocation practices. The study used

questionnaire survey methodology. One survey, containing two 7-point semantic differential (Likert-like) scaled sections, was used. Results received from the survey were compared and analyzed to test research questions.

Chief housing officers at four-year public and private institutions in the U.S. were invited to participate. Respondents were asked to evaluate their understanding of their departmental mission statements and to provide information about how they use their mission statement to make budgetary and fiduciary decisions. This study utilized the ACUHO-I Membership Directory to generate a list of potential participants. Institutional self-reported data contained in the directory was used to determine appropriateness for inclusion in this study based on institution type and capacity. Use of the ACUHO-I directory for research purposes required approval and endorsement from the ACUHO-I Research Committee prior to using the directory information. The approval and endorsement were obtained.

The methodology was adjusted to include a supporting qualitative component following a lower than expected quantitative response rate. This qualitative component included five interviews with CHOs to provide additional insight into the quantitative data and responses received through the survey. Creswell and Plano Clark (2006) noted that combining quantitative and qualitative approaches "provides a better understanding of research problems than either approach alone" (pp. 8-9). Additionally, infusing a qualitative component supports a mixed methods research approach as described by Johnson and Christensen (2014a) and adheres to the fundamental principle of being "thoughtful" and "strategic" in combining qualitative and quantitative research methods (p. 490).

Chief housing officers were selected for interviews and follow-up based on the original quantitative selection criteria. An amended IRB was submitted and approved to include this adjustment and addition to the study. Institutional Review Board approval was obtained prior to collecting any supporting qualitative data. Following IRB approval, five CHOs were chosen. These CHO worked at various institutional types, including one large public, one large private/religiously affiliated, one Historically Black College and University (HBCU), one regional mid-size, and one private small liberal arts university.

Instrument Development and Selection

One instrument with two distinct sections was developed and used for this study. The first section of the instrument was a 7-point Likert-like survey and was a modified version of the Management of Meaning Scale (MMS) developed by Fairhurst. The Fairhurst scale was originally used to "identify and test the influences that lead individuals to actively manage the meaning of a company mission statement" (Fairhurst, Jordan, & Neuwirth, 1997). Additionally, this scale was useful in determining how leaders within an organization understand and communicate mission concepts.

The original survey scale used by Fairhurst, Jordan, and Neuwirth was adjusted and modified in 2008 by Dutch researchers Desmidt, Prinzie, and Heene, who studied mission usage in Flemish hospitals. The survey adjustments and modifications resulted in a survey of 12 questions instead of the seven questions used in Fairhurst's original scale. The survey used for this study was also modified to include a 7-point Likert-like scale rather than the original 5-point Likert scale to provide for appropriate comparison with the second section of the survey instrument.

It is interesting to note that upon completion of testing in the hospital study, the researchers found that only the first seven questions from Fairhurst's scale offered significant results (S. Desmidt, personal communication, November 16, 2011). A similarly modified version of Fairhurst's scale was used as the first section of the instrument to test mission usage and understanding. The original seven-question scale is included (see Appendix A). The modified version with five additional questions is also included (see Appendix B).

The second section of the instrument was a 7-point Likert-like scale based on the Theory of Planned Behavior (TPB) (Figure 1) and research originally conducted by Ajzen (1985). According to Ajzen's theory:

> Human behavior is guided by three kinds of considerations: beliefs about behavior to take place (behavioral beliefs), beliefs about the normative expectations of others and motivation to comply (normative beliefs), and beliefs about the presence of factors that will contribute to or impede a behavior and the power associated with those factors (control beliefs) (Ajzen, 2006a).

Ajzen further suggested that behavioral beliefs produce positive or negative attitudes toward certain behaviors, normative beliefs produce perceived social pressures, and control beliefs influence how much control a person believes he or she has over a behavior or decision.

Traditional TPB Model

Behavioral Beliefs

Normative Beliefs

Control Beliefs

Attitude toward Behavior

Subjective Norms

Perceived Behavioral Control

Intention
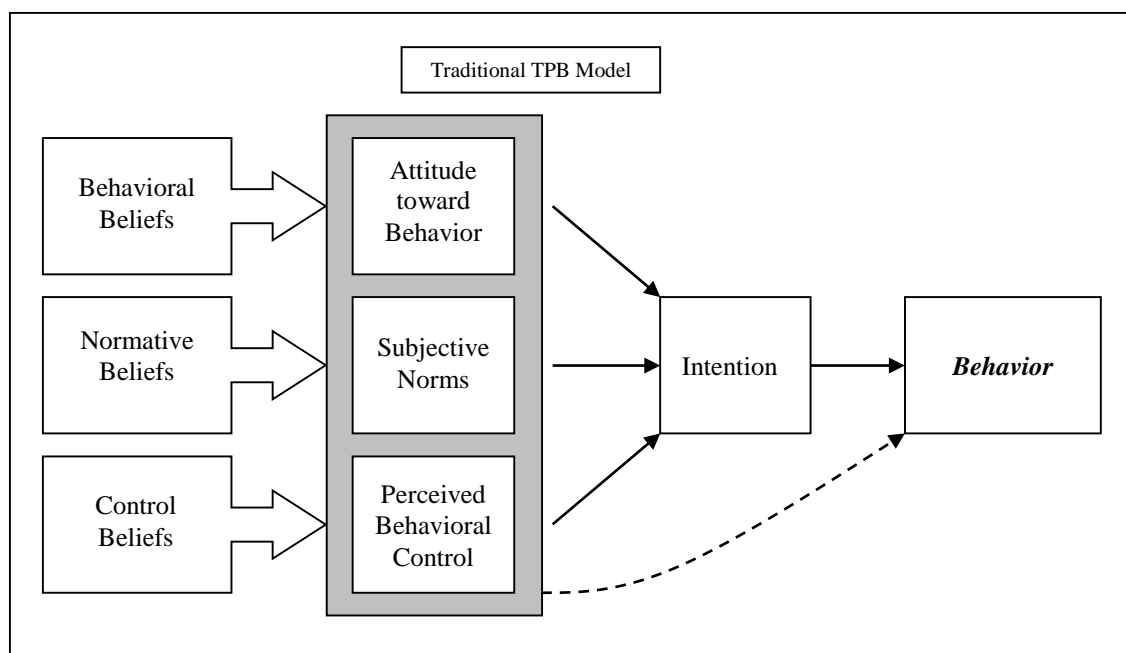
Behavior

Figure 1. Ajzen's Theory of Planned Behavior Model (2006)

The second section of the survey instrument was developed specifically for this study to elicit information about the behaviors of CHOs regarding the use of their mission statements in making budget decisions. Section two of the survey was developed using Theory of Planned Behavior (TPB) Questionnaire construction guide information provided by Ajzen (2006b).

Prior to developing the final questions for the second section of the instrument, the researcher identified accessible or standardized beliefs related to the intended evaluative outcome(s). In essence, specified behavioral beliefs, normative beliefs, and control beliefs were obtained so the researcher could develop the TPB questionnaire to elicit participants' attitudes toward behaviors, the subjective norms that exist, and how much control participants perceive over situations.

To obtain such accessible or standardized beliefs, five former CHOs (within six to 10 years of having held the position) were asked to assist in developing questions for the second section of the survey pertaining to making budget decisions based on their prior experiences. These five former CHOs were asked to provide thoughts and opinions on a series of open-ended questions, which were then used to generate readily accessible behavioral outcomes, normative referents, and perceived control factors. The behavioral outcomes, normative referents, and control factors were used to construct final questions for section two of the survey instrument related to behaviors surrounding budget decisions. The open-ended questions provided to the former CHOs are listed in Appendix C. The final full survey instrument is included in Appendix D.

The Theory of Planned Behavior represents an adjustment of an earlier theory, the Theory of Reasoned Action, developed by the same author. The Theory of Planned Behavior was used for this research because it appeared better suited for the design of the research and to answer the research questions posed.

Qualitative Question Development

As the study yielded a small quantitative response, the study became more exploratory in nature. Therefore, a qualitative component was added to this research to support, strengthen, and provide additional insight for the quantitative portion. Johnson and Christensen (2014a) discuss the need to be appropriately strategic in mixing methods of research to ensure that the result is support and not a lack of clarity from doing too much. Questions were strategically designed and derived based on questions the researcher had or perceived gaps that resulted from initial review of quantitative

responses to survey questions. The full set of follow-up questions used in the interviews is provided in Appendix E.

Measures

Mission Statement Usage

Mission statement usage is the dependent variable in this study and analysis (Figure 2). The actual end result and determination of whether there is usage of the mission statement by chief housing officers in making budgetary decisions is dependent on whether the mission is clearly understood and also whether the intention to use the mission exists, measured by the Theory of Planned Behavior model (Ajzen, 1985, 1991, 2006a, 2012).
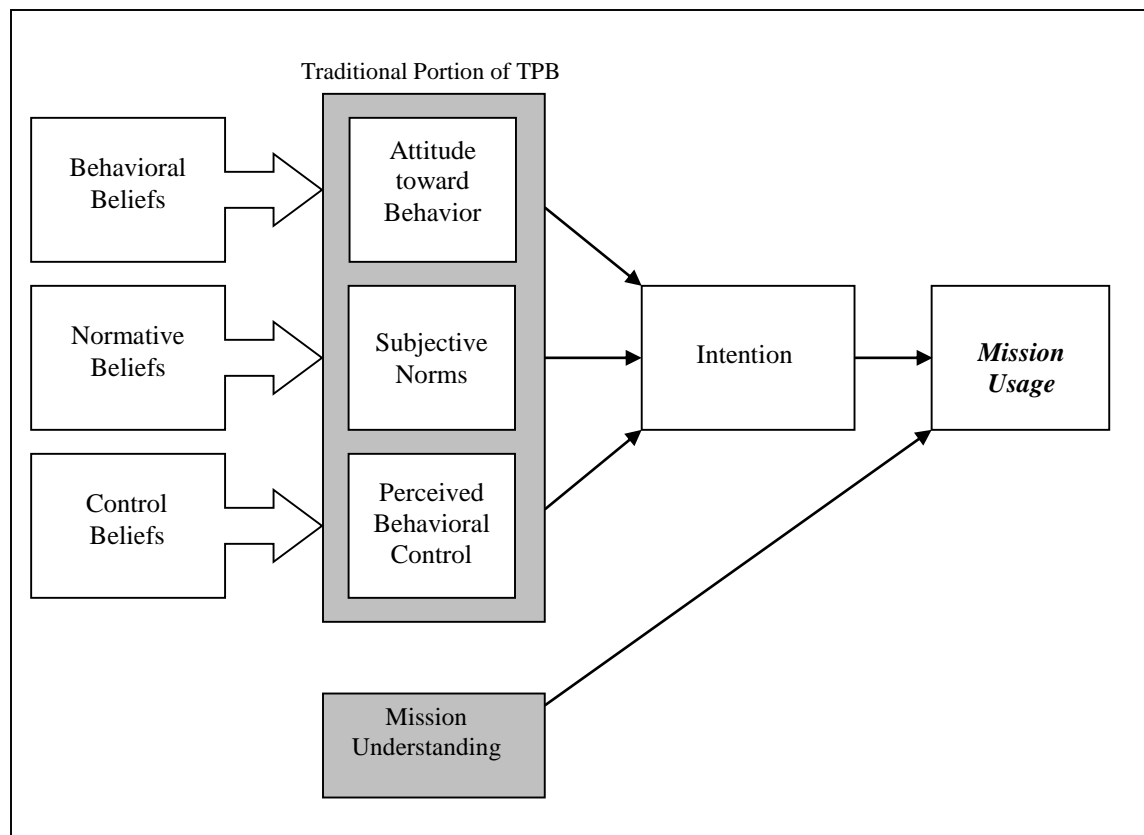
Figure 2. Research design of study

Mission Statement Communication and Understanding

The modified version of Fairhurst's Management of Meaning Scale (MMS) measured CHOs' general understanding of their departmental missions. The MMS measures the degree to which organizational members communicate the information provided by the mission statement. This scale was also used to determine whether the proposition that "managers who understand their world can explain their world" (Fairhurst, Jordan, & Neuwirth, 1997) bears out in real-world scenarios. The use of Fairhurst's MMS helped to determine whether a correlation existed between mission understanding and actual mission usage by chief housing officers in making budgetary decisions.

Planned Behavior Model

Other factors influencing mission statement usage were measured through the use of the Planned Behavior Model (TPB). This model, originally developed by Ajzen (1985), served as the guide to develop items that evaluated attitude toward use of the mission statement within the departmental setting, perception of subjective norms related to the use of the mission statement in making budgetary decisions (in other words, the influence of others on the behavior in question), and the perceived behavioral controls related to using the mission statement to make budgetary decisions (influences such as environment and the level of control an individual perceives having over a behavior in question).

<div align="center">

Validity and Reliability

</div>

Validity and reliability for the instruments used to conduct this study were established for both sections of the instrument to the degree possible. In the study

conducted by Desmidt, Prinzie, and Heene (2007), validity and factor analyses conducted

on the modified MMS-scale (12 questions) indicated that only the original seven items

designed by Fairhurst (1993 as cited in as cited in Fairhurst, Jordan, & Neuwirth, 1997)

were significant (S. Desmidt, personal communication, November 16, 2011). These

seven questions, in addition to the five questions that were added, were included in the

modified MMS scale used for this study.

For the TPB portion of the instrument, Azjen (2006) discusses reliability relating

to an appropriately constructed TPB questionnaire. He notes that the direct measures are

appropriate for considering internal consistency and Cronbach's alpha is typically used.

Cronbach's alpha was conducted on the 13 items included in the direct measures portion

of the instrument for this study. The results of Cronbach's alpha was .843, indicating

good internal consistency and reliability. Internal reliability or consistency of individual

constructs of the TPB model (i.e., behavior, subjective norms, and perceived control) is

noted by Azjen as unnecessary because there is an expectation that such beliefs are very

likely to be inconsistent. Validity of the TPB portion of the instrument would have

required factoral analyses that could not be conducted given the low sample size.

Data Collection Procedure

Data was collected using an electronic survey instrument. The instrument was

sent to the sample population of chief housing officers within the Association of College

and University Housing Officers, International as outlined above. Approval for use of the

ACUHO-I directory as well as Institutional Review Board (IRB) approval was obtained

prior to data collection. When the research was approved, the ACUHO-I Central Office

performed a sort function on the association's directory database to generate a specific

membership email distribution list based on the specific requirements of the sample being requested (i.e., institution types and housing capacity).

Once the designated sample had been generated, the ACUHO-I Central Office sent invitation emails directly to the specified group. This email included an invitation letter from the primary investigator in accordance with IRB policies and standards and contained a link to the actual study instrument, hosted online by a secure survey provider (Qualtrics). Additionally, invitation letters for all quantitative studies supported and endorsed by ACUHO-I are required to indicate that participation in the study is both voluntary and anonymous for all potential participants, and that the study has been approved and is endorsed by ACUHO-I through the Association's Research Committee.

Once invitation emails had been sent, the full survey instrument remained active for a period of 21 days. After the first seven days, follow-up activity was performed to remind and encourage potential participants who had not already done so to consider participating. Follow-up activities were restricted to two follow-up e-mails to the original sample population. The two follow-up emails were sent five days apart. Generally, per ACUHO-I restrictions, no more than three total contacts per study may be made to the entire membership via email. Additionally, ACUHO-I assumed no responsibility for association members' willingness to participate in the research study. The total intended time period available for the collection of data was approximately one month.

Per Institutional Review Board policies, any data received electronically pertaining to this study was collected and stored on a secure server, password protected, and available only to the researcher or persons consulting with the researcher. Additionally, identifying information that could result in harm to the participant(s) was

not collected. All information received from participants was reported in aggregate form. This further reduced, if not eliminated, the possibility of any breach in confidentiality or harm to participants by matching survey responses to the identities of the participants.

In addition, five interviews were also conducted to provide additional insight into the survey response data. Follow-up and supporting questions were developed after the initial review of quantitative responses. Interview participants were contacted via direct email, requesting participation and an appointment to discuss questions about mission and usage. The researcher chose not to use pseudonyms due to not being provided by participants when asked if they would like to use a pseudonym. Therefore, all participants are listed as "participant" and their interview number (ex. P-1, P-2, etc.) for consistency.

Participants were asked general demographic information prior to beginning the semi-structured interview questions. The same demographic questions that were asked on original survey instrument were used. These demographic questions included (without using the name of the institution) the institution size, general region of the country, public or private, etc. Interview question responses were recorded and transcribed, then analyzed for relevant and supporting themes.

Transcripts were shared with interview participants for member checking to support validity and reliability. Participants were given the opportunity to review the transcripts and provide feedback prior to the transcript analysis. Recordings were securely maintained and will be properly disposed of following completion of the research project.

Data Analysis Procedures

Quantitative Data Analysis

Prior to collecting data, a simple power analysis was conducted to help determine the response rate needed for the study. A response rate of 251 chief housing officers was required for the data to be generalizable across associational membership.

Once data collection was completed, it was transferred into the SPSS for appropriate analysis. As part of general descriptive statistical analysis, the data will be reviewed for outliers. Outliers can be a good indicator that there may be errors in a data set that should be corrected prior to proceeding. Following this review, the data set was used appropriately to conduct statistical analysis to answer the research questions outlined.

The first research question asked to what extent chief housing officers understand the mission statements for their organizations. The researcher began by calculating the general means for the responses to section one of the instrument (Management of Meaning Scale). The means of the responses obtained in this section revealed the general extent to which chief housing officers understand the mission of their respective organizations. The means for all the questions in section one were collapsed (or averaged) and transformed to a grand mean score for the MMS.

The second research question asked to what extent chief housing officers use the mission statement for their organization to make budgetary decisions. The researcher again calculated the general means for the second section of the instrument dealing with behavior theory and the attitude, subjective norms, and perceived control. These individual scores were collapsed (or averaged) into a mean score for each section and all

sections were then collapsed (or averaged) to generate a grand mean score for section two of the instrument (Theory of Planned Behavior) to determine intention or usage of mission. The means of the responses obtained in this section revealed the general extent to which chief housing officers intend to use the mission of their respective organizations.

The third research question asked if there was a correlation between mission understanding and mission usage when chief housing officers make budget-related decisions. The researcher ran correlation analyses between the mission usage score generated by the Theory of Planned Behavior portion and the scores generated by the MMS (Fairhurst) scale. This analysis provided representations of how closely mission understanding and mission usage are related.

The fourth research question sought to determine what factors, if any, most influence deviation from or adherence to mission statement usage by chief housing officers in making budget and financial planning decisions. Initially, this research question would have been addressed using a factorial analysis and a multiple regression to determine which factors are most prevalent and appropriate to model. However, given ratio and response considerations for such statistical analyses (Bartlett, Kotrlik, & Higgins, 2001), a much higher response rate ($n > 100$) would have been necessary to conduct either a factorial analysis or a multiple regression and expect to garner statistical outputs that would be significant for inferential use. However, a study of the means for the responses provided some indication of which aspects were found consistently important to respondents.

Qualitative Data Analysis

The qualitative portion was added to the research design to provide additional insight into and support for the scores received from the quantitative survey responses. Qualitative research typically produces a significant amount of data and assists in conveying the richness and depth of the human experience, specifically, here, the understanding and use of mission statements by chief housing officers. This type of data is often, though not always, collected through interviews, and helps illuminate the knowledge that is constructed from human experience.

Because qualitative data uses the researcher as the instrument, data from the interviews is interpreted through human perceptions, with the researcher making sense of the information by categorizing the responses and identifying their significance. Analysis of qualitative data followed established methods. Since all participants were asked the same questions, often in the same order, transcripts were segmented and then coded (Johnson & Christensen, 2014b, p. 592). This method of qualitative analysis identifies fixed "units" of response, such as a complete answer to a question, which can then be analyzed as a single entity; the researcher then assigns one or more codes/themes to each unit as appropriate. In preparation for analysis, the five interviews transcripts were segmented in this manner and the units sorted into a spreadsheet based on which research question the interview question was intended to address.

As the researcher reviewed the transcribed responses, the transcripts were marked with notes and key words or phrases noted through transcript review. A "master list" was created for categorizing the transcribed interview responses. This master list contained codes and categories that were identified based on recurrent words, themes, related or

overlapping concepts, common information, or information found to be significant to the study across interviews. The words and phrases from the master list were then further categorized into emergent themes, and numeric codes (per unit) were inserted into the spreadsheet corresponding to the answers and responses. This categorization by codes and themes allowed for a subsequent sorting based on general theme if necessary (example the broader topic of mission understanding, rather than the more specific theme of mission specific language use).

Because the qualitative component was integrated into this research post-hoc, the questions were designed to elicit information that would provide additional insight into and support for the quantitative responses previously received. Data comparison between the qualitative and quantitative portions (Johnson & Christensen, 2014b, p. 614) was conducted as part of the results summary, creating a mixed methods study that better illuminates the phenomenon of mission statement understanding and usage.

CHAPTER 4

RESULTS

The purpose of this research was to study mission statement understanding and

usage and to determine whether, as well as how, mission statements are used to make

budgeting decisions within housing departments at colleges and universities in the U.S.

This chapter presents the results obtained from quantitative and qualitative data analyses

and addresses each research question separately. Demographic and descriptive statistics

are listed, followed by results from each of the four research questions in order, outlining

the quantitative results followed by the supporting qualitative statements collected from

interviews. The different data types (quantitative and qualitative) are presented

separately.

Research questions one and two examined the extent to which chief housing

officers understood and used their departmental mission statements. Research question

three examined the correlation between mission understanding and mission usage in

CHOs' budget-related decisions. Question four examined what factors influenced

deviation from or adherence to mission statement usage by CHOs in making budget

decisions for their organizations. Finally, the chapter concludes with a general summary

of the statistical results and qualitative support.

Instrument, Survey, and Interview Questions

The researcher expected a higher yield of responses than was ultimately obtained

from the original distribution of the survey instrument. The survey was administered

under the original distribution criteria and the data was collected as described in Chapter Three. At the conclusion of the collection period, final results yielded a response rate of 4.25% (34). Power analysis indicated that 251 responses would have been necessary for the research to be generalizable. Upon receipt of this low response rate, the researcher integrated a qualitative component to provide additional insight and supporting data. This addition was appropriate to strengthen and reinforce the quantitative results received. The researcher filed an amendment to the IRB and collected qualitative data in the form of personal interviews to supplement the quantitative results already received.

Quantitative Instrument and Survey

Eight hundred participation requests were distributed along with the survey link. Appropriate follow-up emails requesting participation were sent at intervals outlined in the research methodology. Fifty-two surveys were begun, with 34 ultimately completed and submitted. Prior to being entered into SPSS and in preparation for analysis, 18 incomplete surveys were removed from the data entered for analysis, leaving 34 usable completed surveys for analysis. During data analysis, it was also discovered that four questions (specifically Q78, Q79, Q80, and Q111) did not have corresponding paired/matching questions, so those questions were dropped from the results prior to completing analysis calculations.

Qualitative Supporting Interviews

Follow-up interviews were conducted to support and provide additional insight into the quantitative responses received through the survey instrument. Interview questions were developed post-hoc and were strategically designed to elicit comments to address specific research questions. Five interviews (of approximately 30 minutes each)

were conducted with CHOs who were part of the original distribution and who represented various institution types based on the original research criteria. Interviews were transcribed and appropriately reviewed and coded using qualitative research analysis methods (Johnson & Christensen, 2014b).

Results of Quantitative Data Analysis

Demographics of Quantitative Results

Thirty-four completed responses to the survey instrument were available for analysis after incomplete surveys were removed. All respondents reported that their organization had a mission statement or mission-type statement. As shown in Table 1, 88.2% of respondents indicated that they wrote, significantly contributed to, or made adjustments to their organization's mission or mission-type statement while serving as the CHO.

Table 1
Involvement with Writing Mission Statement

	Frequency	Percent	Cumulative Percent
I wrote or significantly contributed to writing the "mission" or "mission-type" statement used by my department.	25	73.5	73.5
I made adjustments to or changed a previously formulated "mission" or "mission-type" statement already in place and used by my department.	5	14.7	88.2
I made no adjustments or changes to a previously formulated "mission" or "mission-type" statement already in place and used by my department.	4	11.8	100.0
Total	34	100.0	

Respondents were asked to identify whether their institution was public or private. Among the 34 respondents, 22 (64.7%) reported their institution as public and 12 (35.3%) reported working for a private institution. Institutional operating models and reporting structures also varied (see Table 2). The largest number, 22 (64.7%), indicated that their housing department operated under an auxiliary services model, meaning that housing

fees are collected and used to "self-support" the housing organization's operation. Ten

(29.4%) indicated that they operated under an administrative services model, in which

housing fees are collected and contributed to the larger institution, and a portion is then

redistributed to operate the housing organization. Two respondents (5.9%) indicated that

they operated under a 'hybrid' service model where their funding was collected by

'housing' and split for operational purposes with a portion being used to operate

administrative functions and a portion being used for residence life or residential

education.

Table 2
Operating Models

	Frequency	Percent
AUXILIARY SERVICES MODEL - housing fees collected are generally used to "self-support" operation of the housing organization	22	64.7
ADMINISTRATIVE SERVICES MODEL - housing fees collected are contributed to the larger institution, and a portion is redistributed to operate the housing organization	10	29.4
HYBRID (BIFURCATED) SERVICES MODEL – housing fees collected are contributed to the larger institution, and a portion is redistributed to operate (in a "split" fashion) the housing and residence life functions	2	5.9
Total	34	100.0

Participants were also asked to report where their housing organization reported

administratively within the overall university or college structure (see Table 3). Most

respondents (28, or 82.4%) indicated that they organizationally report through the

Division of Student Affairs at their institution.

Table 3
Administrative Authorities

	Frequency	Percent	Cumulative Percent
Student Affairs	28	82.4	82.4
Business/Financial Affairs	2	5.9	88.2
Hybrid *(general Housing functions report to Business/Financial Affairs; Residence Life functions report to Student Affairs)*	2	5.9	94.1
Other	2	5.9	100.0
Total	34	100.0	

As shown in Table 4, the reported housing capacity was fairly evenly distributed among respondents. The largest number of schools (mode) represented reported having 1000-1500 students living on campus in their residential communities. Eleven schools reported having an on-campus housing capacity of more than 7000 students.

Table 4
Reported Housing Capacity

	Frequency	Percent	Cumulative Percent
1 - 500	2	5.9	5.9
501 - 750	3	8.8	14.7
751 - 1,000	3	8.8	23.5
1,001 - 1,500	4	11.8	35.3
1,501 - 2,000	3	8.8	44.1
2,001 - 3,000	1	2.9	47.1
3,001 - 4,000	3	8.8	55.9
4,001 - 5,000	2	5.9	61.8
5,001 - 6,000	1	2.9	64.7
6,001 - 7,000	1	2.9	67.6
7,001 - 8,000	3	8.8	76.5
9,001 - 10,000	3	8.8	85.3
11,001 - 12,000	3	8.8	94.1
12,001-13,000	0	0.0	94.1
13,001 - 14, 000	1	2.9	97.1
14,001 – 15,000	0	0.0	97.1
15,001 - 16,000	1	2.9	100.0
Total	34	100.0	

Additional demographic information collected included the CHOs' gender, education, and years of experience as the CHO for their departments. Nineteen respondents (55.9%) were female and 15 (44.1%) were male. Twenty-four respondents (70.6%) reported their highest level of education as a Master's degree; eight respondents (23.5%) had a doctoral degree (Ph.D. or Ed.D.). Two (5.9%) had a bachelor's degree. The largest number of respondents, fourteen (41.2%) reported having served as the CHO for their department for 6-10 years, while 12 (35.3%) were relatively new to the CHO role with only 0-5 years of experience. Four (11.8%) served for 11-15 years, three (8.8%) served for 16-20 years, and one (2.9%) served for 21-25 years.

Quantitative Results for Research Question 1

The first research question examined the extent to which chief housing officers understand the mission statement of their departmental organization. The responses from section 1 of the survey represent the modified version of Fairhurst's Management of Meaning Scale (MMS). This section of the survey was designed to measure the general understanding of departmental missions by chief housing officers. The MMS measured the degree to which organizational members communicated the information provided by the mission statement. The Fairhurst MMS indicates that a higher level of understanding of mission should result in a higher level of communication of mission principles in an organization or group. The responses for the MMS (Section 1) were collapsed or transformed (averaged) into a grand mean for each respondent and this grand mean was then evaluated. A one-sample T-test was performed to test the statistical significance of the difference between the mean of the MMS and the median score possible—defined as 4.0.

Tables 5 and 6 below describe the MMS (understanding) score ($M = 4.86$, $SD = 1.18$) as higher than the sample mean score of 4.86, with a mean difference of 0.00475, 95% CI [-0.4059 to .4154], $t(33) = 24$, $p = .981$. These results indicate that there was little or no variance and that CHOs understood their mission very well. Additionally, the results also suggest that CHOs who understand their mission will be more likely to communicate the mission's meaning in various aspects of their organization and department.

Table 5
One-Sample Statistics for Management of Meaning Scale (MMS)

	N	Mean	Std. Deviation	Std. Error Mean
MMS (Understanding) Mean	34	4.8648	1.17695	.20185

Table 6

One-Sample T-Test for Management of Meaning Scale (MMS)

	Test Value = 4.86					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
MMS (Understanding) Mean	.24	33	.981	.00475	-.4059	.4154

Quantitative Results for Research Question 2

This research question examined the extent to which chief housing officers use their mission statement to make and support budgetary decisions. Section 2 of the survey instrument was constructed using the Theory of Planned Behavior construction guide (Ajzen, 2006). The Theory of Planned Behavior is designed to measure the three considerations—beliefs about a specific behavior, normative beliefs/ motivation to comply, and control beliefs—that lead to intention to act or behavior (usage of mission). Taken together, these three considerations can help determine one's intention to act or behave in a certain manner. This section of the survey was designed to measure these three considerations by CHOs when making budgetary decisions in light of their missions.

The responses for these three considerations were collapsed or transformed (averaged for each consideration) into a grand mean for each respondent. These three grand means were then collapsed or transformed (averaged) into a grand mean for the TPB section of the survey. The TPB grand mean was evaluated as a whole for the "intention" of CHO respondents to use their mission when making budgetary decisions. A one-sample T-test was performed to test the statistical significance of the difference

between the mean of the TPB-Intention Usage and the median score possible—defined as 4.0.

As seen in Tables 7 and 8, the TPB (Intention Usage) score (M = 5.11, SD = .61) was higher than the population usage median or "normal" score (median score possible) of 4.0, a significant mean difference of 1.11, 95% CI [0.90 to 1.32], $t(33)$ = 10.63, p = .000.

These results indicated that CHOs were more likely than not to intend to use their mission statements when making budgetary decisions for their organization and department.

Table 7
One-Sample Statistics for TPB (Intention Usage)

	N	Mean	Std. Deviation	Std. Error Mean
TPB (Intention Usage) GM	34	5.11	.61032	.10467

Table 8
One-Sample T-Test for TPB (Intention Usage)

	Test Value = 4					
					95% Confidence Interval of the Difference	
				Mean		
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
TPB (Intention Usage) GM	10.628	33	.000	1.11238	.8994	1.3253

Quantitative Results for Research Question 3

This research question examined whether there was a correlation between mission understanding and mission usage when chief housing officers make budget-related decisions. Mean scores for different sections were collapsed (averaged) into grand mean scores for each subsection of the Planned Behavior Model (behavioral beliefs, normative beliefs, and control beliefs) and then those sections mean scores into a single grand mean for the second section of the survey (TPB Model). A correlation analysis was conducted

to determine whether there was a correlational relationship between mission

understanding (Fairhurst's MMS) and mission usage when making budget-related

decisions (TPB Model).

As described in Tables 8 and 9, the CHOs were surveyed about their

understanding ($M = 4.86$, $SD = 1.18$) and their TPB intention for usage of their mission

statement in budget-related activities and decisions ($M = 5.11$, $SD = .61$). A Pearson's r

data analysis revealed that there was a moderate positive correlation between these two

variables, $[r = .57, n = 34, p = .001]$. The results indicated that there is a relationship

between mission understanding and mission usage among CHOs making budgetary

decisions. CHOs who understand their mission are more likely to use their mission in

their work and in making budgetary decisions.

Table 9
Descriptive Statistics for Correlation—Mission Understanding and Mission Intention Usage

	Mean	Std. Deviation	N
MMS (Understanding) GM	4.8648	1.17695	34
TPB (Usage Intention) GM	5.1087	.60791	34

Table 10
Correlation—Mission Understanding and Mission Intention Usage

		MMS-GM	TPB-GM
MMS (Understanding) GM	Pearson Correlation		.574[**]
	Sig. (2-tailed)		.000
	N		34
TPB (Usage Intention) GM	Pearson Correlation	.574[**]	
	Sig. (2-tailed)	.000	
	N	34	

**. Correlation is significant at the 0.01 level (2-tailed).

The following scatterplot provides a visual representation of the correlation analysis

described above and summarizes the results of analysis (see Figure 3).
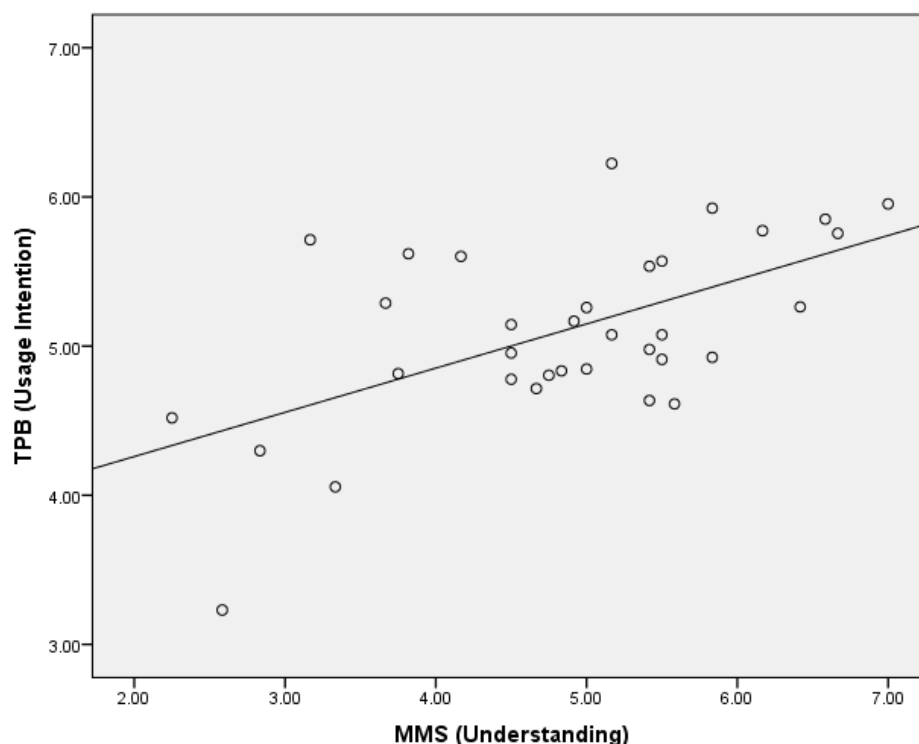
Figure 3. Mission understanding and usage intention correlation scatterplot

Quantitative Results for Research Question 4

This research question sought to determine what factors, if any, most influence deviation from or adherence to mission statement usage by chief housing officers in making budget and financial planning decisions. Originally the study was intended to include a factorial analysis of the behaviors reported in the TPB and other demographic variables, such as individual characteristics and types of institutions. Such an analysis would have assisted in determining which factors (or beliefs) were most important or significant in influencing the behavior of using mission when making budgetary decisions. However, a response rate of over 100 responses would have been necessary for any such analysis, and above 250 would have been necessary for generalizable associations. In an effort to use the collected data to still address this question, an analysis

of the mean scores for the combined questions was conducted to provide some indication of which aspects of each section respondents found to be most important.

The Theory of Planned Behavior (TPB) model uses three general considerations to indicate intention to act or behavior: behavioral beliefs and attitudes toward the action (how likely or unlikely one is to act, and the positive or negative/good or bad value assigned to the action); normative beliefs and motivation to comply (what others think about a behavior and how likely or unlikely one is to act based on the value of others' opinions); and control beliefs and perceived behavioral controls (factors that may impede one's performance of an action or behavior and perceived level of control associated with those factors).

Answers from each corresponding question set (e.g., behavioral belief question with corresponding attitude-based question) were combined and averaged into a single mean score. These means were then evaluated and sorted from highest score (seemingly most important factor to respondents collectively) to lowest score (seemingly least important factor to respondents collectively). Behavioral beliefs (combined with attitudes) about the action of using mission in the various areas of their departmental functions is detailed in Table 11. It is apparent that the most important beliefs (break at $M = \geq 6.0$) were to (a) set clear priorities, (b) link work to purpose, (c) focus departmental direction, (d) provide support in justifying decisions, (e) help demonstrate leadership, (f) support credibility of decisions, and (g) help provide a framework for decisions being made.

Table 11
Behavioral (Attitudes) Subsection of the TPB (Theory of Planned Behavior) Model

	N	Minimum	Maximum	Mean	Std. Deviation
Set Clear Priorities	34	5.00	7.00	6.2647	.55371
Link to Purpose	34	4.00	7.00	6.2500	.68810
Focus Direction	34	5.50	7.00	6.1765	.53488
Justify Decisions	34	5.00	7.00	6.1618	.54662
Demonstrate Leadership	34	3.50	7.00	6.1471	.77391
Credibility	34	3.00	7.00	6.1176	.79828
Framework	34	3.00	7.00	6.1029	.79563
Steer Growth	34	3.00	7.00	5.9853	.84822
Consistency	34	4.00	7.00	5.9853	.70157
Engagement Opportunities	34	3.50	7.00	5.8676	.74171
Demonstrate Institutional Support	34	2.50	7.00	5.8088	.96149
Institutional Consistency	34	3.00	7.00	5.7941	.97014
Legal Compliance	34	4.00	7.00	5.7353	.76113
Stakeholder Input	34	3.00	7.00	5.6324	.84664
Set Boundaries	34	3.00	7.00	5.5882	.88310
Broad Scope for Decisions	34	2.00	7.00	5.4706	1.13445
Address Unforeseen Circumstances	33	3.50	7.00	5.4545	.86930
Guide Cutbacks	34	1.00	7.00	5.4265	1.16861
Avoid Mission Creep	34	3.50	7.00	5.1471	1.00400
Aid with Micro-Macro Reconciliation	34	1.00	6.50	5.0882	1.19005
Valid N (listwise)	33				

Next, answers from each corresponding question set for normative beliefs and motivation to comply were reviewed. The answers were combined with their corresponding question to generate a mean score. These means were then evaluated and sorted from highest score (seemingly most important factor to respondents collectively) to lowest score (seemingly least important factor to respondents collectively). Table 12 outlines CHOs' subjective normative beliefs about whose opinion they most value related to an intention to act or behave in a specific way (combined motivation to comply, or what value they place on said opinion) in reference to whether the CHO should use their mission. The most important opinions found to be valuable to CHO (break at $M = \geq 5.0$) were those of (a) departmental staff, (b) supervisors or a vice president, (c) students and/or parents, (d) institutional budget officers, (e) other clients or stakeholders, and (f) members of professional organizations (their respective peers).

Table 12

Subjective Norms Subsection of the TPB (Theory of Planned Behavior) Model

	N	Minimum	Maximum	Mean	Std. Deviation
Departmental Staff	34	2.50	7.00	5.5588	1.27187
Supervisor (VP)	34	1.00	7.00	5.4118	1.13798
Students & Parents	34	3.00	7.00	5.1912	1.07319
Institutional Budget Officers	34	1.50	7.00	5.0441	1.29900
Clients Stakeholders	34	3.00	7.00	5.0294	1.13445
Professional Association Members	34	2.50	7.00	5.0000	1.29099
Professional Colleagues	34	3.00	6.50	4.9853	1.00367
Campus Partners	34	2.00	6.50	4.7500	1.30993
Special Interests (Internal)	34	2.00	6.50	4.4118	1.22765
Special Interest (External)	34	1.00	6.00	4.1471	1.41169
Valid N (listwise)	34				

Finally, answers from each corresponding question set for control beliefs and perceived behavioral control were reviewed. The answers were combined with their corresponding question to generate a mean score. These means were then evaluated and sorted from highest score (seemingly most important factor to respondents collectively) to lowest score (seemingly least important factor to respondents collectively). Control beliefs and perceived behavioral control (degree of control) of factors related to CHOs using their mission to make departmental budget decisions. "Control beliefs" here refer to factors that may support or impede a behavior. "Perceived behavioral control" refers to a person's perceptions about their ability to perform (or their control over performing) a certain task. Here, that task is whether or not CHOs use their mission statement to make budgetary decisions.

These results are outlined in Table 13. The most important factors CHOs identified as contributing to or impeding their use of their mission were (a) use of established processes, (b) having adequate time, (c) using the mission statement provides a sense of safety, (d) consideration of tangential tenets ancillary to specifics associated with mission, (e) use or consideration of assessment, (f) support for items external to the mission, (g) encouragement from their leadership (i.e., supervisors), (h) following

established reporting requirements, (i) a belief that theirs is a "phony mission," and (j) the involvement of academic partners within the university.

Table 13

Control Beliefs Subsection of the TPB (Theory of Planned Behavior) Model

	N	Minimum	Maximum	Mean	Std. Deviation
Established Process	33	2.00	6.50	4.8485	1.16917
Adequate Time	32	2.50	6.00	4.4844	.80807
Sense of Safety	33	3.00	6.50	4.3182	.85530
Tangential Tenets	32	2.50	5.50	4.2031	.65819
Assessment	33	2.50	6.00	4.1667	.71443
Support of External Items	33	1.50	6.00	4.1515	1.07881
Leadership Encouragement	32	1.50	6.50	4.1250	1.32592
Reporting Requirements	32	2.00	6.00	4.0938	.78738
Phony Mission	32	1.00	6.00	4.0156	.95448
Academic Partnerships	33	1.50	5.50	4.0000	.80039
Valid N (listwise)	32				

It is also important to note that based on the TPB model, these three distinct sections would typically be combined or summarized to help support assessment of intention to act or behavior. For the purposes of this question, and absent the ability to conduct an appropriate multiple regression analysis, they were examined by section using mean scores.

Correlational analyses were also performed to examine the relationships among variables contained within the TPB model for this research (see Tables 14 and 15). Direct measures are obtained as part of the TPB questionnaire and indicate intended behavior. With a significantly high (strong) correlation between variables within the model, specifically between behavior beliefs and the direct measure, there may be some indication of collinearity, meaning responses to questions in the behavior section and responses to questions in the direct measures section may be measuring the same or nearly the same things. This was not cause for concern here, due to the inability to conduct a regression analysis. However, it would need to be addressed (or at least examined and further discussed) if a regression analysis were to occur.

Considering correlation analysis among variables, the various sections were examined. Thirty-four CHO responses were received surveying various aspects and components of their TPB intention for usage of their mission statement in budget-related activities and decisions. These aspects (subsections) were direct measures or actual intention (*M* = 5.64, *SD* = .95), behavior beliefs and attitude or value (*M* = 5.81, *SD* = .59), normative beliefs (*M* = 4.96, *SD* = .94), and control beliefs and perceived control (*M* = 4.23, *SD* = 4.23).

A Pearson's *r* data analysis reveals a very strong positive correlation between direct measure and behavioral beliefs [*r* = .77, *n* = 34, *p* = .000]; a moderate positive correlation between direct measure and normative beliefs [*r* = .57, *n* = 34, *p* = .000]; a strong positive correlation between behavioral beliefs and normative beliefs [*r* = .68, *n* = 34, *p* = .000]; a moderate positive correlation between normative beliefs and control beliefs [*r* = .57, *n* = 33, *p* = .001]; and a weak positive correlation between behavioral beliefs and control beliefs [*r* = .38, *n* = 33, *p* = .029]. Direct measures and control beliefs are not significantly correlated and demonstrate only a very slight positive directional correlation [*r* = .10, *n* = 33, *p* = .56]. The results appeared to indicate that there is some relationship between variables within the TPB model sufficient to support that certain sections of the model may influence deviation from or adherence to use of mission more strongly than other sections of the model.

Table 14
Descriptive Statistics for Correlations among TPB (Usage) Variables

	Mean	Std. Deviation	N
TPB (Direct Measure)	5.6398	.95355	34
TPB (Behavior)	5.8115	.59083	34
TPB (Normative)	4.9560	.94123	34
TPB (Control)	4.2345	.49239	33

Table 15
Correlations among TPB (Usage) Variables

		TPB (Direct Measure)	TPB (Behavior)	TPB (Normative)	TPB (Control)
TPB (Direct Measure)	Pearson Correlation				
	Sig. (2-tailed)				
	N				
TPB Usage (Behavior)	Pearson Correlation	.767[**]			
	Sig. (2-tailed)	.000			
	N	34			
TPB (Normative)	Pearson Correlation	.574[**]	.682[**]		
	Sig. (2-tailed)	.000	.000		
	N	34	34		
TPB (Control)	Pearson Correlation	.104	.380[*]	.565[**]	
	Sig. (2-tailed)	.563	.029	.001	
	N	33	33	33	

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Results of Qualitative Data Analysis

Demographics of Qualitative Supporting Results

Following a lower than expected quantitative response rate, a qualitative

component was added to provide additional insight and strength to the quantitative results

described above. Five follow-up interviews were conducted. Table 16 provides a

description of participants in the qualitative portion of this study. Participants for follow-

up interviews were selected based on the original quantitative criteria for selection. These

participants were contacted and asked to participate in a short interview (approximately

30 minutes in length) intended to support quantitative data already collected.

Three of the five participants reported using a "mission" or "mission-type"

statement to guide their work in student housing at their institution. Four participants

reported writing or significantly contributing to the writing of the "mission" or "mission-

type" statement for the department in which they serve as CHO. The size of the housing

organization, as denoted by housing capacity, varied from 2264 to 7300 students living in

on-campus facilities. The institution type varied to help strategically ensure a

representative sample of institutions by type. Included were one public regional, one

public comprehensive, one public HBCU, one large private religious, and one small

private liberal arts institution.

Three of the interview participants were female and two were male. There was

some variation in years of service and experience as the CHO for their department,

ranging from less than one year to nine years. All interview participants had at least a

Master's degree, and three had a terminal degree (Ph.D. or Ed.D.).

Table 16
Participants for Qualitative Follow-up Interviews

	Mission	Wrote Mission	Housing Capacity	Institution Type	Operation Type	Admin Authority	Years	Gender	Education
P-1	Yes	Yes	3200	Public, Regional	Auxiliary	Academic Affairs	9	Male	Masters
P-2	Yes	Yes	5200	Private, Religious	Admin Services	Student Affairs	4	Female	Masters
P-3	Yes	Yes	7300	Public, Comprehensive	Auxiliary	Student Affairs	5	Male	Doctorate
P-4	No*	Yes	2768	Public HBCU	Auxiliary	Academic and Student Affairs	>1	Female	Doctorate
P-5	No**	N/A	2264	Private, Liberal Arts	Admin Services	Student Affairs	4	Female	Doctorate

* one in process of approval
** no mission specifically for student housing, but one for college

Qualitative Supporting Results for Research Question 1

This research question examined the extent to which chief housing officers

understand the mission statements of their organizations. The literature and also the

Fairhurst Management Meaning Scale indicated that leaders who understand their

mission are more likely to effectively communicate their mission (or the meaning of their

mission) within an organization. The quantitative survey results tested this assertion using

the MMS, and indicated that respondents were more likely than not to understand their mission and would therefore likely be able to communicate their mission within their organization.

In follow-up interviews, this result was clarified, supported, and reinforced. The five CHOs interviewed were asked how often they discussed their mission or used mission-specific language with their colleagues. This question was intended to help identify the extent of their understanding and their subsequent communication of their mission, or use of mission language, within the organizational structure. CHOs' responses varied somewhat, but similar themes emerged that were consistent in demonstrating mission understanding.

Most participants stated that their communication of mission and use of mission statement language was not a daily occurrence, referencing such communication as taking place "annually" and "at two budget review times in the year" (P-1) or not "at every staff meeting" and "infrequently" (P-3). Participants were consistent in reporting that they found themselves communicating their mission and using mission-specific language at particular times of the year or when making major decisions related to departmental priorities, such as considering rental increases, major purchases, or developing or expending resources.

> I would say it's not—we don't talk about it at every staff meeting. We talk about it when we have a number of items that—for example, right around rental rate increase time. We talk about it when we are looking to make major purchases and when we're looking at the development of expending resources on new construction and renovation. (P-3)

One CHO indicated that how frequently she discussed mission or used mission-specific language was often mainly an issue of time rather than an indication of mindset. She stated, "there are some times I can be more developmental but sometimes, if I'm in a time crunch and need something done, I don't have time to go back to 'Hey, remember the mission statement?'" (P-4).

Though two participants indicated that they did not specifically communicate their mission or use mission-specific language as much as they would like to or believe they should, there did appear to be a link between their understanding and the way that they communicated their understanding of what they do as an organization. These two participants noted that they did consistently 'communicate mission' in their organizations; however, both of these participants indicated that while they may not use mission-specific language, the language they do use is connected to their operational function.

> I wouldn't say we specifically discuss our mission day-to-day. We might revisit the specific mission; I'd say, you know, let's talk about this, maybe once a semester, just because it's connected to our operational plan which has all of our outcomes included. But I would definitely say the language that we use, spiritual formation, relationally authentic, you know, authentic Christian community is really what we hang our hat on, so we're always talking about that and using those words. I think it depends on the conversation, but I'd say it's fairly common to have a conversation include statements about diversity or learning and safe development when related to [the university]. (P-2)

One participant clearly highlighted the "operational function" perspective. This participant emphasized the need to reflect values and communicate mission to others to illustrate how the organization contributes to the campus environment and adds value to the student experience, in order to protect and garner resources.

I think it is important for people to have a 30-second sound bite of what is it that you do. Like what—what is the value added that you provide. You know, particularly in housing right now, not so much at my institution but in other institutions, there's so much—so much competition for, you know, should people be in the housing business, should campuses be in the housing business, shouldn't we just leave that to the private sector, what about third parties, what about public-privates.

You know, we need in housing to be able to clearly articulate what our value added is and hopefully that is based on what you think you provide . . . And if we can't, I think there—we are subject to people saying we're—our services can be provided by others and they really cannot . . . And so I think that's where young CHOs are learning from more seasoned folks that we've got to be able to articulate the mission, why money was collected, why it is sitting there, if it is sitting there, and how it is intended to be spent. Otherwise, somebody will find a way to spend it for you and you probably won't like it. (P-5)

There was also a consistency in responses when CHOs were asked to identify their mission as they understood it. Most echoed the view that their mission represented "a commitment to stakeholders" to do what they promised to do (P-1). One CHO indicated clearly that his understanding of his department's mission was to support the

institution's mission. He reported that this was communicated frequently to staff

members, and that he asked them to think about how their own jobs supported the overall

mission of the institution. His department's mission, he stated, is to:

> Support the overall institutional mission that students are successful, that
>
> students—that we support the academic mission and that we're fitting our
>
> students and giving them a residential environment that will make them
>
> successful at the institution. And that's why we have to make sure that our
>
> programs, our services, and our facilities all align with, Do the students have the
>
> tools they need? Do I have the programs in place? Do I have the resources in
>
> place? And that they're—they persist towards graduation and we retain them and
>
> then eventually graduate. So when we meet—and again, we have a planning
>
> meeting just about every summer where we talk about, all right, What are we
>
> doing? How does this support what we're doing? What have we done? What have
>
> we accomplished? But how is that supporting what we're ultimately saying is part
>
> of our mission?" (P-3)

Another CHO concurred that communicating the understanding of her mission helped her

demonstrate that the role of the department was putting words into action to "really

enhance the academic experience" (P-4).

Qualitative Supporting Results for Research Question 2

This research question examined the extent to which chief housing officers use

their organization's mission statement to inform budgetary decisions. The quantitative

survey results tested this using the Theory of Planned Behavior (TPB) as a framework.

The initial results indicated that respondents were significantly more likely than not to

intend to use or consider their mission statement when make budgetary decisions. In follow-up interviews, this result was clarified, supported, and reinforced. The five CHOs who participated in follow-up interviews were asked to reflect on how they use their mission statement to support or influence budget decisions. As in the first section, participants' responses varied somewhat, but similar themes emerged that are consistent in supporting the concept of mission use by CHOs.

First, CHOs were fairly consistent in responding that they use their mission to determine the appropriateness of their actions in making budget decisions. CHOs indicated that reference to the mission statement helps inform budget decisions by encouraging them to reflect on departmental and institutional priorities. This is consistent with much of the literature on mission statements. Several interviewees referenced their use of the mission statement to help determine priorities. As one CHO noted:

> I just think it's an effort to—to weed out the—you know, everybody wants our thing to be their thing and you know, because we have the money to—because we have money to do things—and it's so much the case in a private campus, but for those who are in auxiliary situations, they really need to focus on, you know, they're going to get lots of requests and how do you not—how do you stave that off when you're developing budget and/or what do you decide yes, that is absolutely something I want to do, you know? (P-5)

Another CHO reported that she uses her mission statement extensively to support data-driven decision making, and that others also ask for decisions to be supported by making reasonable connections to mission. This response is also consistent with subjective norms and motivation to comply, as detailed in the TPB model.

Well for us, our—our vice president makes decisions—you know, he makes data-driven decisions. He also wants to make sure that we're being true to our mission and what we've—the plans we've laid out to do, right? So it helps us tremendously. We do it all the time—In terms of if there's a position I want, I tie that to my operational plan and our mission statement. If there's an increase in my budget and why, if—all I have to do is tie it back and that's—of course it helps to have additional data but missionally, I need to be able to support it as well." (P-2)

Another CHO, discussing the use of mission in making budget decisions, noted that there seemed to be a specific sense of mission used to help distinguish and guide priorities, and that sometimes those priorities are evident within the mission statement itself. This participant noted that significant time was spent using the mission concepts to help identify priorities.

[H]ere's where I think it becomes—it's where we—obviously, if you have limited dollars and you have multiple priorities coming from different subunits within our department. That's when we—we would like to say, Well, how does this fit in to what we're saying is part of our scope? And in that prioritization process, we might say, Well, this is going to get a greater emphasis because this is really more closely aligned with what we're saying we're supposed to be doing. While this might be a great idea, it may not fit in or it may not be the most appropriate time to fit it in because while it may be generally part of our mission, the priority is— that's not a portion of our mission.

So sometimes you have to even determine priorities within your mission. I believe you're asking me do 50% of my budgetary decisions –start making those

decisions, do I spend 50% of my time reviewing or thinking about mission? So I always talk about [laughs]—I always talk about making sure your priorities align with what your mission is, so I think I know what you're saying. I'm going to tell you that I tend to think about—I tend to think about our mission statement quite a bit with making the decisions about our budgetary considerations. Is this part of our scope? I'm going to probably give you a percentage, a high percentage, around 80% of my time. Yes, because budgets should reflect the values and missions theoretically, in most cases. (P-3)

Participants consistently reported congruence or alignment of priorities and budgetary decisions, in that their department's spending reflected mission priorities. One CHO described a specific method of using mission to support budgetary decisions:

"And so it—essentially, you're—you should be able to look at the budget— without knowing somebody's mission statement, you should be able to look just at the budget and say, This campus appears to value the following things. They value—you know, look at all this money that's going to facilities and maintenance ongoing. Okay, that's a lot of money right there. They clearly have an investment in it. Look at the money that's going to—portion of money that's going to reserves. They clearly have a rainy day fund. Look at all the money that's going to towards programming for students in LLCs [Living Learning Communities]. Like—so I should be able to at least guess what's important and then go to your mission statement and hopefully see those kinds of things reflected. And if I don't, then my question is, Help me understand [laughs], where's the congruence here? (P-5)

These qualitative results reinforce the finding that CHOs are, consistently and to a significant extent, using their respective mission statements to inform budgetary decisions.

Qualitative Supporting Results for Research Question 3

This research question examined whether there was a correlation between mission understanding and mission usage when chief housing officers make budget-related decisions. The quantitative survey results tested this, using the results from the Fairhurst (MMS) and Theory of Planned Behavior as a framework to conduct a correlational analysis. This analysis found a moderately strong relationship between mission understanding and mission usage when making budgetary decisions. In follow-up interviews, this result was clarified, supported, and reinforced. Five participants were asked how their understanding of their mission helps them do their job and how they use their mission statement to make budget decisions.

Three of the participants discussed the concept that what a leader does within an organization is reflected in how they understand their role, how they communicate this role to various consistencies, and how closely this understanding and communication of mission aligns with their budgetary decisions. This is reflected in the comments of one CHO, who stated:

> [W]e are asked to do lots of things all the time and I think it's critical to try and use your mission as a way to guide whether you say yes or no to things. Because ultimately, there's a finite amount of money at any time to do anything you want, and if we try and be all things to all people, we can end up not keeping our eyes on the prize of what we're supposed to be doing . . .

And so we need to know who we are and what we are so that—or what the campus is trying to do so that we can make sure that the money is spent on the items that contribute to that end goal, versus just whatever anybody else would like us to do . . . So I just think that the mission statement of any institution helps you to keep clear where you should be expending resources, human, financial and otherwise. (P-5)

Similarly, another CHO discussed how understanding her organization's mission statement helps her actually do her job:

Well for us, everything comes back to that. So when we think through our operational plan, which we developed a year ago, what our—and also our branding process, we went to the mission statement. So thinking through what are the key factors here that make us who we are, what makes us unique? And so the uniqueness is not always in the mission statement, so I guess that isn't as much a factor, but certainly going back to it. What are the major components that we believe in, that we want to help—we want to utilize to transform our students' lives?

So you know, spiritual formation or intellectual growth, diversity, and authentic friendships and Christian community. I mean, that's essentially what we're based on. So we use those things for budget decisions all the time, basically in terms of creating positions that we need to get these things done, supplies or marketing materials or print materials, all those things come back to that. (P-2)

Another CHO shared similar thoughts regarding the relationship and correlation between mission understanding and mission usage to better do one's job:

Our mission statement should help guide our budget decisions and we—while we

don't always refer to it on an ongoing basis, we know that we have—in addition

to our mission statement, we have a core set of values that we identify with. One

of those—and a number of those are to be efficient, to be a good steward of our

resources, and to provide and to be competitive and affordable. So when we talk

about rental decisions that we're making, certainly how—what impact it has on

students and their families is a consideration. (P-3)

Qualitative Supporting Results for Research Question 4

This research question sought to determine what factors, if any, most influence

deviation from or adherence to mission statement usage by chief housing officers in

making budget and financial planning decisions. The original methodological approach

planned for examining question four was to use a regression analysis to help identify

factors that influenced either deviation from or adherence to mission statement usage.

The survey results received initially were reviewed and evaluated, specifically reviewing

combined mean scores to determine whether there were questions or factors that appeared

to be more important than others. This analysis indicated that there were some factors

that appeared to be of more importance than others.

In the follow-up interviews this result was clarified, supported, and reinforced.

Participants identified many factors that influenced or impeded their intention to adhere

to or deviate from the guidelines presented by their mission statement when making

budget decisions. When CHOs were asked what they believe impedes mission success,

items such as "not having support from upper administration" (P-3) and "past

mismanagement . . . [and] unrealistic expectations from superiors " (P-4) were among the consistent responses.

CHOs were asked to reflect on who most expected that they would use or refer to their mission statements when making budgetary or financial planning decisions. All participants indicated that direct supervisors had a significant influence. They noted that supervisors expected them to use the mission statement to justify their decisions and actions, and that actions with financial ramifications must support the larger institutional context. One CHO replied:

> Probably those that I report to. The vice president, mhm. Certainly because one— he has an expectation of making sure that we are—what we're doing. And he's made that clear, that it's supporting our students and supporting the overall institutional larger mission and supporting the university priorities and goals. (P-3)

When asked which aspects of their work impede mission success or their ability as a CHO to focus on mission choices, participants offered several responses. One CHO stated that not being intentional about mission contributes to the loss of a mission focus, noting, "I think sometimes when you're not intentional about it, then you think you have the general meaning down and then it can get lost." Two of the five participants reported that this failure to intentionally focus on the mission tends to occur during times of staff turnover, as those who previously "knew" the mission leave for new positions. Both interviewees noted that when new employees fill vacated roles, there is an implicit expectation that the new people should "just know" the mission. One CHO commented,

"If you don't make it—if you don't make it a point to review [the mission statement] regularly, then it can get lost" (P-2).

In discussing factors that impede adherence to the mission, several CHOs again referenced the need for consistent support from "upper administration" and how important that support is in being able to fulfill their mission. Such support is often associated with the political aspects of the organizational environment. When asked to identify factors that influence her adherence to mission in making budgetary decisions, one CHO discussed the level of control and politics associated with her work, noting, "So I guess I would say the politics of the situation to some extent. This becomes—can become a bit of a 'bloody hill.' Is this the hill I want to die on today or do I just need to do this?" (P-5).

Sometimes CHOs may adhere to or deviate from mission usage as a result of influence from outside forces. Participants were asked to discuss a time when they used budgetary resources for something not tied to their mission and how they justified this choice. Responses were varied, with one CHO noting that he was able to justify creating a program and supporting software to track the progress of second-year student's experiences by reflecting that it would support a broader university initiative by promoting student success, which was in his mission. "So it wasn't kind of in there specifically, but we were able to--when we crafted the program, we made sure that it had elements that connected back" (P-1). Another CHO reported bluntly her justification: "My boss said I had to" (P-5).

These responses are consistent in presenting multiple factors that influence a CHO's adherence to or deviation from using their organization's mission statement in

making budgetary decisions. Most of the factors that contribute to deviation from mission are associated with (perceived or actual) control. There is some slight indication that adherence or deviation may also be associated with behavioral or normative/motivation to comply factors.

Summary of Results

In the quantitative component of the study, 34 responses to a quantitative survey were analyzed to respond to the research questions. Analysis of results revealed: (a) the extent to which CHOs understand their mission statements, (b) that those who understand their mission statement are more likely than not to communicate mission concepts to those with whom they work and also to refer to their mission when making budgetary decision, (c) that CHOs are more likely than not to use or refer to their mission when making budgetary decisions, (d) that there is a moderately strong correlational relationship between mission understanding and mission usage, and (e) that there are several factors in the various sections of the Theory of Planned Behavior (TPB) model that appear to be more important than others in influencing CHOs' adherence to or deviation from referencing their mission when making budgetary and financial decisions.

An additional qualitative component was added to the study to create a mixed methods approach. Five interviews were conducted to provide additional insight into and support for quantitative findings. These follow-up interviews revealed: (a) support for the finding that mission understanding contributes to the communication of mission principles, through both language and deed, to others within an organization, (b) insight into the degree to which CHOs refer to their mission statements to help support and make budget-related decisions, (c) additional clarification of the relationship between mission

understanding and mission usage among CHOs in the work of overseeing university housing departments on college campuses, and finally (d) additional understanding of which factors most influence adherence to or deviation from mission in making budgetary decisions.

Chapter Summary

This chapter presented the results obtained from quantitative and qualitative data analysis and addresses each research question separately. The chapter also outlined participant demographics, followed by results from each of the four research questions in order, outlining the quantitative results followed by the supporting qualitative statements collected from interviews. The different data types (quantitative and qualitative) were divided and presented separately for clarity.

Research questions one and two examined the extent to which chief housing officers understand and use their mission statements. Research question three examined the correlational relationship between mission understanding and mission usage among CHOs making budget-related decisions. Research question four identified factors that may influence CHOs' deviation from or adherence to mission statement usage in making budget decisions for their organizations.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The collegiate environment is one of decentralized, complex structures (Burke, 2007; Birnbaum 1991), and departments of student housing function much like for profit businesses within the broader college or university structure (Lennington, 1996; Seyforth, 1993). It is no surprise, given increase calls for accountability (Alexander, 2000; Bregman & Moffett, 1991; Bok, 2004; Leontiades, 2007; Sandeen & Barr, 2006) and decreased financial resources (Bekurs, 2007), that the borrowing of practices from a business environment has become more common among institutions of higher education (Birnbaum, 2000). As a result, many chief housing officers are mindful of concepts like mission when making financially-related decisions.

The literature is clear that organizational leaders should not only understand their mission and be able to explain and communicate it to others (Bartkus, Glassman, & McAfee, 2000; Hackney, 1986; Kotter 1995; Fairhurst, Jordan, & Neuwirth, 1997; Leslie & Fretwell, 1996; King, Case & Premo, 2010). They must also seek to use their mission statements to help guide resource management (Barr, 2000, 2002; Barr & McClellan, 2011; Pfeffer & Salancik, 1974), direct organizational priorities (Barr & McClellan, 2011; CAS, 2009), and inform budget and financial decisions.

Few studies, however, have moved beyond such recommendations to explore whether and how organizational leaders understand and apply mission statements in making budget decisions. First, there is limited research investigating whether budget

decision makers actually use their missions to inform or drive budget-related actions. Second, there is a lack of research establishing a connection between university administrators' understanding of mission and their consequent use of mission to make or inform budget-related decisions. Finally, little research literature has examined the subject of mission usage in the higher education housing environment, though the literature does note that housing organizations are among the units of campus communities that appear the most "business-like" (Lennington, 1996).

This study is intended to help bridge these gaps in the research literature. The focus of this study was to explore whether chief housing officers understood their mission statement, whether they used the mission statement to guide or influence their budgetary decisions, whether there is a relationship between mission understanding and mission usage, and what factors (if any) influenced CHOs to deviate from or adhere to the principles of their mission statement in making budgetary decisions.

This chapter includes five sections. The first presents a discussion of the results drawn from the findings of the quantitative and qualitative components of the study. The following section identifies the limitations of the study. Next, the implications for professional practice are presented and discussed. The final two sections consider opportunities for future research and present a conclusion.

Discussion of Results

The findings of this study support, in an exploratory fashion, the belief that mission statements are important and play a principal role in supporting budgetary and financial decision making. This is consistent with previous literature (Abrahams, 1999; Leuthesser & Kohli, 1997; Williams, 2008). Noteworthy findings and results presented in

Chapter 4 are discussed below. It is important to consider that these results, while not

generalizable, do offer valuable insight into the CHOs' understanding and usage of

mission statements in making budgetary and financial decisions.

The first research question explored to what extent chief housing officers

understand the mission statement for their organization. The study found that CHOs are

more likely than not to understand the mission statement and to explain the mission to

others within the context of their work environment. This is important because people

who understand their mission are more likely to communicate it for others'

understanding. Quantitative results were significant, indicating a higher than average

likelihood that CHOs understand their mission and are able to communicate it within

their respective organizations, specifically in relation to budgetary or financial decisions.

The inclusion of qualitative responses meaningfully strengthened these findings

and conclusions. The chief housing officers who participated in the qualitative portion of

this study were asked how often they discussed their mission with others in the

organization. While they consistently reported that they did not discuss their mission

daily, they also indicated that at times the mission was discussed intentionally and

frequently. They identified particular times of the year (i.e., when preparing budgets or

planning for capital improvements) during which specific mission language was used.

Interestingly, one institution—the religiously affiliated college—seemed to most

closely integrate an understanding of its mission into its practices, communicating the

mission through daily actions rather than only at specified times. The CHO from the

liberal arts institution also clearly expressed the importance of individuals at all levels

understanding an organization's mission so they are able to articulate their role within the

broader organization, especially in relation to budgetary and financial decisions. This is a significant finding because the ability to disseminate mission concepts throughout the organizational culture is crucial if the mission is to be understood, communicated, and used effectively.

The second research question examined to what extent chief housing officers use their mission statement to inform budgetary decisions. Consistent with previous literature, the study found that an organization's mission reflects its values and helps to indicate organizational priorities. Existing literature (Barr & McClellan, 2011; CAS, 2009) supported the concept that mission statements should be used to help explain how organizational priorities and values connect to budgetary decisions.

As calls for accountability become routine, the mission statement provides a critical tool to inform and guide budgetary decisions and to justify the ways valuable resources are allocated and expended (Barr & McClellan, 2011). The results of this study support CHOs' use of mission statements to help prioritize and guide budgetary and financial decisions at various times throughout the year. Using mission statements in this manner is consistent with calls for "holding higher education accountable" and provides a vehicle through which housing departments can undertake a "critical examination" of themselves (Alexander, 2000) and thereby communicate accountability to various constituencies.

Some literature (Lang & Lopers-Sweetman, 1991; Newsom & Hayes, 1991) has suggested that while virtually all colleges and universities have a mission statement, there is little evidence that mission is used to influence or guide actual practice. However, the quantitative and qualitative results of this study paint a different picture. These results

indicate that chief housing officers in college and university housing departments are using mission statements specifically to help support and prioritize budgetary and financial decisions and actions.

Examining the extent of usage also yielded some interesting results. In reviewing the qualitative data surrounding mission statement usage, not only did the CHOs report using their mission statement in making budgetary and financial decisions, but they also indicated that when and under what circumstances it was employed was equal to or greater than that of other factors. Indicating that there was a method or tactic in the use of mission and mission principles especially surrounding budgetary decisions. There may be a variety of reasons for this finding, among them the CHOs' desire to connect with the institutional mission, support the development of departmental or organizational strategy, support budgetary planning processes, and prioritize or justify resource management.

The third research question sought to determine whether a correlational relationship exists between mission understanding and mission usage by chief housing officers when making budget-related decisions. The results indicated a moderately strong direct correlation between mission understanding and mission usage. This is important because this finding supports the idea, discussed earlier in this research, that understanding of mission assists chief housing officers in communicating mission concepts and principles through daily practices, especially in cases where a CHO needs to make a budgetary decision. If mission is being communicated within an organization, such a correlation likely indicates a higher level of confidence that decisions related to budgetary and financial decisions are derived from and support mission tenets.

The fourth research question sought to determine what factors, if any, influence chief housing officers to deviate from or adhere to their mission statement in making budget and financial planning decisions for their organization. Though the study was unable to fully engage the quantitative data to answer question four using the original methodology of a factorial analysis, other findings nevertheless support the existence of such influences. This study identifies factors that survey respondents appeared to perceive as having greater importance in each of the component sections of the Theory of Planned Behavior, which may influence their deviation from or adherence to their mission statement when making budgetary decisions. Respondents identified as important the use of mission to set departmental or organizational priorities, clarify the purpose of budgetary decisions, focus the direction of team members in making budgetary decisions, justify and lend credibility to budgetary decisions, and demonstrate leadership. These factors were consistent with existing literature on the importance of having and using mission statements.

In reviewing the results for question four, the concept of control—whether actual or perceived – as a part of the TPB model for this study emerged as a significant variable. This is evident when exploring the correlations between the TPB components of the study. Correlation of the direct measures with each of the TPB components is expected; however, the direct measures and control component results showed no significant correlation. This finding suggests that the control factor may be a component that deserves attention in any effort to adjust or influence individuals' intention to use mission to support budgetary and financial practices. Such intervention is outside the scope of this study, but may be a consideration for further study.

While a mission focus to support financial decision making in higher education may be viewed by some as what Birnbaum (2000) calls a "management fad," this study suggests that understanding and using mission in the context of budgetary and financial decisions is in fact a critical method for establishing and justifying budgetary priorities and choices. The results of this study, focusing on the use of mission by chief housing officers in a university setting, helps address some of the deficiencies in the research literature and contributes to scholarly discussions surrounding mission use in higher education.

Upon completing the examination of data and reaching the conclusion of the study, an additional finding prompted reflection: the low response rate to the initial survey. This study followed standard, agreed-upon research procedures. It adhered, to the highest degree possible, to well-established practices for rigorous scholarly inquiry. The methodology was sound and formally approved by the relevant professional bodies. This research study utilized the membership listing of the professional organization that is directly linked to chief housing officers in the U.S. and internationally and followed established guidelines provided by the professional organization's research team, including but not limited to the number of times the researcher could follow up with potential respondents. Moreover, the organization approved and endorsed the study and distributed it electronically to prospective participants in an email bearing its letterhead and logo.

Despite doing everything possible, within the guidelines approved by the Institutional Review Board (IRB) and the professional organization, to conduct the study in a manner that would encourage participation, it nevertheless elicited a lower than

expected response rate. The low response rate subsequently became a limitation of the

study. To try to explain this lack of response would require, at best, conjecture, and

prompt additional questions that may be unanswerable at this time. However, it is the

researcher's responsibility to at least consider what may have gone wrong to yield such a

low response as a means of cautioning or informing future researchers.

Some possibilities include: Perhaps chief housing officers who received the

request suffered from email or survey fatigue. Perhaps the professional association sends

an overwhelming amount of email correspondence to CHOs, discouraging them from

addressing such requests in a timely manner (or at all). If this were the case, this heavy

correspondence may have resulted in CHOs ignoring not only the initial request but also

the subsequent reminders. Perhaps some CHOs receive emails through a designated

"proxy" or "gatekeeper" that determined the relative importance of organizational

correspondence to be low, causing the email to be overlooked or classified as junk mail.

It is also possible that the instrument was too long or in some way confusing,

discouraging potential participants. However, the survey was constructed using the

construction guide provided by the prominent researcher who originally developed the

Theory of Planned Behavior—a method widely used for studying behavior and cited

14,500 times just since January 2016 (Google Scholar search result for "Theory of

Planned Behavior," April 2, 2016). Perhaps providing some kind of incentive would have

increased the response, though it seems doubtful that even offering an incentive would

have garnered the additional level of support necessary for the results to be fully

generalizable. Ultimately, the researcher focused on the responses that were received

along with supporting qualitative interviews and sought to answer the research questions in an exploratory fashion in the most effective manner possible.

Limitations of the Study

As with all research, this study has limitations, some of which resulted from unexpected and unforeseen circumstances. The first limitation relates to the size of the response received for the quantitative portion of the study. There was an expectation of a greater response from the initial distribution of 800 surveys. The 34 responses received (response rate of 4.25%) prevented the conducting of regression analyses, which would have offered a more comprehensive explanation of the results, specifically in response to the fourth research question. While the results of the present study nevertheless have significance and the integrated qualitative portion greatly strengthens the value of the quantitative responses, there are too few quantitative responses for the results to be generalizable based on the quantitative portion alone. Readers are advised to use caution in considering and applying the quantitative results, absent the qualitative supportive portions.

The second limitation is that the data is presented mainly in aggregate for and through the study of averages (mean scores), with some limited inferential statistical analysis (T-tests and correlational review). There were limited opportunities to disaggregate data in a meaningful way and no opportunity for predictive analysis. It would have been beneficial to use the Theory of Planned Behavior model as designed, summing the various weighted components of responses. This would have allowed for more individual review of responses rather than viewing responses only combined as averages, which disguised the more individualistic features of the responses.

Regression analysis is a necessary tool for effectively evaluating weights and certain factors contributing to portions of the TPB model. As a result, a broader and less specific review of the sample of responses received was required. Additionally, the ability to disaggregate would have allowed for review of individuals within the population. For example, a CHO at a private university with a doctorate and 10 years of experience may take a significantly different approach to decision making with respect to mission and budgetary practices than a CHO at a large public institution with a master's degree and three years of experience. Some of the individuals in a pool of 34 responses may have been the only one representing their institutional type, making evaluation of differences difficult or impossible

Implications for Professional Practice

The results of this study suggest several implications for professional practice. First, the study's findings may help practitioners better understand how and why chief housing officers use their mission statements in making budgetary and financial decisions. This understanding is important to the profession because use of mission allows CHOs to justify and support budgetary and financial decisions at various levels of institutional operation and among various constituencies. Multiple interview participants in the qualitative portion of this study noted that a primary reason they used the mission in decision making was to justify and support budgetary and financial decisions. The study was unable to use factorial analysis to identify factors that influence CHOs' adherence to or deviation from the mission when making budgetary decisions. Nevertheless, it provides a foundational understanding that mission statements are important and that a CHO's ability to understand and effectively communicate the

mission ensures that all team members are aware of how they contribute to the success of the organization—notably for this study—in a financial way.

Additionally, there are implications for broader practice beyond that of the chief housing officer alone, as mission impacts work related to budgetary decisions made at all levels of housing organizations. Budget decisions and the allocation of financial resources, as well as individual and collective staff actions related to the distribution and use of resources, can significantly impact the services available to students. This research suggests that CHOs who better understand their mission may, as a result, be better able to communicate to team members how their actions related to funding translate into serving students. This is a critically important implication in light of calls for higher education units to demonstrate greater accountability.

Another implication of this study is that attending to mission in budgetary and financial decisions supports the concept of transparency. Barr's (2011) assertion that budgets allow administrators to communicate their mission in numbers reinforces the value of mission communication and usage in budget decisions. Since budgets communicate mission in the form of numbers, moreover, accurate attention to mission also provides a more precisely and effective communication of the departmental "story," as CHOs engage mission to align the priorities of their department with those of their institution. Attention to mission when making budgetary or financial decisions thereby supports mission/budget congruence by helping administrators and CHOs clearly define how and why funding decisions were made while helping eliminate or reduce factors that may impede mission success.

Another implication for practice relates to chief housing officers' reports of how much (perceived or actual) control they have in using their mission to make budgetary decisions. This area of the study found that CHOs believe they have limited or less control over their ability to use the mission to inform budgetary or financial decisions. Specifically, this may mean that the CHOs' superiors do not view attention to and use of mission as highly important within the budgetary and financial process. Where senior leadership support can be reviewed, this information should be used to help chief housing officers discuss with supervisors and senior leaders the value of using mission in making budgetary decisions. Such information may be used as well to improve processes by exploring how CHOs can increased their perceived or actual level of control in applying mission principles to make effective and supported budgetary decisions.

Opportunities for Future Research

This study explored the extent to which chief housing officers understand their mission, the extent to which they use the mission statement to inform budgetary decisions, the existence of a relationship between understanding and usage, and the factors that may affect adherence to or deviation from mission in making budgetary or financial decisions. The study suggests several opportunities for future research.

First, a primary opportunity for additional research is to replicate the study using a different method of survey distribution that would significantly increase the response rate. With a higher response yield the study could be conducted as originally designed, using regression and full consideration of the tenets of the Theory of Planned Behavior model. A higher response rate might also allow greater exploration of the demographic components of the study in greater detail. Moreover, it would offer the opportunity to

disaggregate some of the results to identify significant differences within and between various demographic groups.

Future investigators might also explore in greater depth the concept of control as it relates to the use of mission in budgetary decisions. The control component of the TPB was the lowest correlated area of the study and also the most difficult area to consider within the framework of the TPB model. Volition being the action associated with making a conscious choice or decision, the concept of volitional control, i.e. do the CHOs have actual vs. perceived control of their use of mission when making budgetary decisions may have affected their responses. Additionally, it would be useful to explore whether other factors may influence concepts of control (Ajzen, 2011).

One component of the Theory of Planned Behavior is normative beliefs, or one's perceptions about what others believe, one's expectations about a particular behavior or set of behaviors, and one's consequent motivation to engage in these behaviors. In light of this component, it may be revealing to investigate the actual beliefs of these others in conjunction with the CHOs' responses. Is there a correlation between what others actually believe and what a participant *thinks* others believe is a normative behavior? It would also be useful to determine which "others" most strongly affected the CHOs' motivation to comply with particular behaviors.

Future researchers may also examine the influence of CHOs' years of experience on their use of mission to make budgetary decisions. Ajzen (1985) noted that individuals reach a point in their professional experience at which highly developed skills no longer require conscious consideration to connect the intention to perform to the actual performance of a behavior.

Finally, comparing actual budgets to their corresponding mission statements offers an additional avenue for future research. Exploring how CHOs evaluate priorities and why funds are directed to certain places provides a means of comparing intention to subsequent behavior.

Conclusions

The findings of this study revealed that: (a) chief housing officers understand their mission statement as it relates to budgetary practices and are able to communicate the mission statements in their work place, (b) chief housing officers report using their mission statement when making budgetary decisions, (c) there is a moderately strong positive relationship between mission understanding and mission usage by chief housing officers, and (d) multiple factors influence whether a chief housing officer will deviate from or adhere to the mission in making budgetary and financial decisions.

To date, research related to mission usage by university departments, including student housing departments, is somewhat limited. The findings of this study contribute to the body of knowledge relating to mission understanding and mission usage by chief housing officers in making budgetary or financial decisions within a collegiate environment.

Finally, the results of this study suggest that for chief housing officers, the mission statement is a significant consideration in making budgetary decisions, particularly with regard to helping them establish, support, and communicate departmental priorities. Supplemental qualitative results confirmed and strongly supported these findings. Additionally, while the use of mission statements to guide practice in an academic environment may have been viewed at one time as a "fad," this

study found that referring to mission when making budgetary and financial decisions is an apparently common practice. The understanding and use of mission statements relating to making budgetary decisions and as a component of strategic thinking is a practice that and should be continuously supported. Such use should be championed by chief housing officers both through how they understand and communicate their mission principles to their departmental teams but also should be communicated up to institutional level administrators.

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APPENDIX A

Management of Meaning Scale*

The goals of (your company), as expressed in the mission statement, may be reflected in how your work associates talk to you or how you talk to the people you work with. Please indicate how often this mission statement is reflected in the following situations.

How often do you:
1. Explain some aspect of the mission to a coworker? 1 2 3 4 5
2. Discuss how *your* job helps accomplish the mission? 1 2 3 4 5
3. Discuss how this mission is different from past missions here at (your company)?
 1 2 3 4 5
4. Discuss job activities using the same words that are in the mission? 1 2 3 4 5
5. Explain the advantages of working to achieve the mission? 1 2 3 4 5
6. Try to identify parts of the mission that are not being accomplished in your
 department? 1 2 3 4 5
7. Encourage others to try to accomplish the mission? 1 2 3 4 5

*Based on Fairhurst (1993)

Taken directly from Appendix A in Fairhurst, G. T., Jordan, J. M., & Neuwirth, K. (1997).

APPENDIX B

The goals of your Housing Department, as expressed your Housing Department's mission statement, may be reflected in how your colleagues talk to you or how you talk to the people you work with.

Instructions: Please indicate how often your Housing Department's mission statement is reflected in the following situations.

	Never						Very Often
How often do you:	1	2	3	4	5	6	7
1. Explain some aspect of your department's mission to a coworker?	☐	☐	☐	☐	☐	☐	☐
2. Discuss how *your* job helps accomplish your department's mission?	☐	☐	☐	☐	☐	☐	☐
3. Discuss how your department's current mission is different from past missions that may have existed for your department?	☐	☐	☐	☐	☐	☐	☐
4. Discuss job related activities using the same words that are in your department's mission?	☐	☐	☐	☐	☐	☐	☐
5. Explain the advantages of working to achieve your department's mission?	☐	☐	☐	☐	☐	☐	☐
6. Try to identify parts of your department's mission that are not being accomplished in your department?	☐	☐	☐	☐	☐	☐	☐
7. Encourage others to try to accomplish your department's mission?	☐	☐	☐	☐	☐	☐	☐
8. Discuss financial activities using the same words that are in your department's mission?	☐	☐	☐	☐	☐	☐	☐
9. Incorporate your department's mission into department literature and media?	☐	☐	☐	☐	☐	☐	☐
10. Discuss your department's mission with superiors?	☐	☐	☐	☐	☐	☐	☐
11. Discuss how your department's mission is congruent with the institutional mission?	☐	☐	☐	☐	☐	☐	☐
12. Discuss your department's mission with colleagues?	☐	☐	☐	☐	☐	☐	☐

APPENDIX C

Expert Assistance and Advice - Instrument Development

You have been contacted because you were at some point a Chief Housing Officer (CHO). As such, you are being asked to serve as a reflective expert. On the next pages, you will be asked to take a few minutes to tell me what you think about "mission statement understanding and usage" as it relates to making budget decisions. There are no right or wrong responses; I am interested in your personal expert advice/opinions related to this topic. Your responses will be collected with others and will then be reviewed to assist in the development/design/fine tuning of an instrument for later use to potentially test CHO behaviors surrounding understanding and use of mission when making budget decisions.

DISCLOSURE
The nature of this project and the communication with you is formative. Your expert thoughts and opinions are being requested in order to help to potentially develop/design/fine tune a survey instrument for later use. The Institutional Review Board (IRB) at the University of Georgia has been contacted about this project and has determined that seeking such expert advice and feedback is appropriate in this case and for the purposes expressed here.

Any instrument potentially developed from your expert opinion and advice will later be used as part of a doctoral dissertation project. This formative project is being conducted by a doctoral student/candidate at the University of Georgia, under the supervision of Dr. Merrily Dunn. For questions/concerns relating to the questions listed and/or this project, please contact Scott A. Oliver at <saoliver@uga.edu> and/or Dr. Merrily Dunn at <merrily@uga.edu>.

DIRECTIONS AND INSTRUCTIONS

1. There are three sections below with various questions in each section (9 questions total). In response to these open-ended questions, please list the thoughts that come most immediately to mind.

2. Please list up to six (6), 1-2 word answers/thoughts for each question. If you need to explain any answer, please feel free to do so.

3. Submit each thought on a separate line in the answer block or separate thoughts by using a comma.

SECTION 1

1. What do you see as the advantages of referring to your departmental mission statement when making budget decisions?
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

2. What do you see as the disadvantages or difficulties of referring to your departmental mission statement when making budget decisions?
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

3. What else comes to mind when you think about referring to your departmental mission statement when making budget decisions?
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

SECTION 2

When it comes using a mission statement to assist in making departmental budget decisions, there might be individuals or groups who would think you should or should not perform this behavior.

4. Please list the individuals or groups who would APPROVE or think you SHOULD use your departmental mission statement when making budget decisions.
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

5. Please list the individuals or groups who would DISAPPROVE or think you SHOULD NOT use your departmental mission statement when making budget decisions.
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

6. Sometimes, when we are not sure what to do, we look to see what others are doing. Please list the individuals or groups who are most likely to influence use of your departmental mission statement when making budget decisions.
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

7. Please list the individuals or groups who are least likely to influence use of your departmental mission statement when making budget decisions.
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

SECTION 3

8. Please list any factors or circumstances that would make it easy or enable you (if you were still in a CHO role) to refer to your departmental mission statement when making budget decisions.
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

9. Please list any factors or circumstances that would make it difficult or prevent you from referring to your departmental mission statement when making budget decisions.
Please list up to six (6), 1-2 word answers. Please submit each thought on a separate line or separate thoughts by using a comma.

THANK YOU FOR YOUR EXPERT ADVICE AND ASSISTANCE!

Your participation and responses are greatly appreciated. Again, for questions/concerns relating to the questions outlined on previous pages and/or this project, please contact:

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APPENDIX D

UNIVERSITY OF GEORGIA
DESCRIPTION OF STUDY AND CONSENT

STUDY TITLE: Putting Money Where the Mission Is: A Study of the Application of College and University Housing Department Mission Statements in Budget Decisions.

RESEARCHER'S STATEMENT
I am asking you to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. The following is designed to give you the fullest information about the study so you can decide whether to be in the study or not prior to participating.

Please take the time to read the following information carefully. Please ask the primary investigator if there is anything that is not clear or if you need more information. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called "informed consent." A copy of this information can be given to you or you may print a copy of this information.

Primary Co-Investigator/Student:	Scott Anthony Oliver Doctoral Candidate The University of Georgia Department of Educational Counseling and Human Development Email: SAOLIVER@uga.edu Phone: 706-201-6845
Supervising Investigator:	Dr. Merrily Dunn Associate Professor The University of Georgia Department of Educational Counseling and Human Development Aderhold Hall, 413-C Email: MERRILY@uga.edu Phone: 706-542-3927

PURPOSE OF STUDY
The purpose of this study is to learn about how professionals (CHOs specifically) understand and use their mission statements to make informed budgetary decisions. You are being specifically asked to participate in this study because you serve on a campus or at an institution that meets selection criteria outlined by the study. This study is being

conducted by a doctoral student/candidate at the University of Georgia, under the direct supervision of Dr. Merrily Dunn, Associate Professor. This study is supported and endorsed by ACUHO-I and has been approved by the Institutional Review Board (IRB) of the University of Georgia.

STUDY PROCEDURES

If you agree to participate, you will be asked to complete an online survey which will take approximately 20-30 minutes. The survey is in two parts and all questions will be relating to the role that you play as the Chief Housing Officer (CHO) for your department on your campus and your understanding and/or use of your mission statement to make budgetary decisions on your campus.

RISKS AND DISCOMFORTS

There are no anticipated risks or discomforts from participating in this research.

BENEFITS

There are several benefits to the participants, including the increased knowledge about the actions of members of the student affairs (specifically student housing) profession related to common functional position responsibilities such as making budgetary decisions. Clear concepts regarding operational management and the use of mission statements to help promote and/or guide actions of leaders in relation to budgetary decisions will be an additional benefit. It is hoped and expected that this research will provide information about how professional (CHOs specifically) understand and use their mission statements to make informed budgetary decisions. Further benefits include the ability to provide data for professional, ACUHO-I, and professional preparation faculty that may support mission statement understanding and usage in effectively preparing new professionals for their work.

INCENTIVES FOR PARTICIPATION

There is no direct compensation being provided for participation in this study; however, there is much gratitude and thanks for contributions to the profession of Student Housing and Student Affairs in Higher Education.

PRIVACY AND CONFIDENTIALITY

All data obtained from participants will remain anonymous. No identifying information will be asked of you as a part of this study except for general demographic data. All data will be reported in an aggregate format (by reporting only combined results).

PARTICIPATION IS VOLUNTARY

Your participation is strictly voluntary. If you decide to participate, you are free to withdraw from the study at any time. By filling out the survey, you share your implied consent to participate in the study. Informed consent agreement is provided below and is required to proceed from this point. If you decide to withdraw from the study, the information will be kept as part of the study and may continue to be analyzed.

QUESTIONS
The primary co-investigator conducting this study is Scott Anthony Oliver, a doctoral
student at the University of Georgia. The primary co-investigator is conducting this study
under the direct supervision of Dr. Merrily S. Dunn, Associate Professor at the University
of Georgia. Please ask any questions you have. If you have questions later, you may
contact Scott Anthony Oliver at SAOLIVER@uga.edu or at 706-201-6845.

If you have any questions or concerns regarding your rights as a research participant in
this study, you may contact the Institutional Review Board (IRB) Chairperson at
706.542.3199 or irb@uga.edu.

SUBJECT'S CONSENT TO PARTICIPATE
Do you, with informed consent as outlined above, agree to participate in this study? Your
choice and submission below indicates that you have read, understood, and printed a
copy of the above consent form and desire of your own free will to participate in this
study

Do you, with informed consent as outlined above, agree to participate in this study?
Yes
❍ No (If you respond "No", your participation will be terminated and the instrument will
    conclude.)

STUDY DEMOGRAPHICS

My Department has a defined and written "mission" or "mission -type" statement
- ○ Yes
- ○ No

Please indicate your level of involvement with the development of your Departmental "mission" or "mission-type" statement.
- ○ I wrote or significantly contributed to writing the "mission" or "mission-type" statement used by my department.
- ○ I made adjustments to or changed a previously formulated "mission" or "mission-type" statement already in place and used by my department.
- ○ I made no adjustments or changes to a previously formulated "mission" or "mission-type" statement already in place and used by my department.

Reported Housing Capacity
- ○ 1 - 500
- ○ 501 - 750
- ○ 751 - 1,000
- ○ 1,001 - 1,500
- ○ 1,501 - 2,000
- ○ 2,001 - 3,000
- ○ 3,001 - 4,000
- ○ 4,001 - 5,000
- ○ 5,001 - 6,000
- ○ 6,001 - 7,000
- ○ 7,001 - 8,000
- ○ 8,001 - 9,000
- ○ 9,001 - 10,000
- ○ 10,001 - 11,000
- ○ 11,001 - 12,000
- ○ 12,001 - 13,000
- ○ 13,001 - 14, 000
- ○ 14,001 - 15, 000
- ○ 15,001 - 16,000
- ○ 16,001 - 17,000
- ○ 17,001 - 18,000
- ○ 18,001 - 19,000
- ○ 19,001 - 20,000
- ○ 20,001 - 21,000
- ○ 21,001 - 22,000
- ○ 22,001 - 23,000

Institution Type (choose one)
❍ Public
❍ Private

Operation Type - Is the Department that you oversee generally considered and follow an:
❍ AUXILIARY SERVICES MODEL - housing fees collected are generally used to "self-support" operation of housing organization
❍ ADMINISTRATIVE SERVICES MODEL - housing fees collected are contributed to a larger institution fund source, and a portion is redistributed to operate housing organization
❍ HYBRID (BIFURCATED) SERVICES MODEL - housing fees collected are contributed to a larger institution fund source, and a portion is redistributed to operate (in a "split" fashion) the housing function and residence life function

Administrative Authority - To what administrative authority does the Department that you oversee report?
❍ Student Affairs
❍ Business/Financial Affairs
❍ Hybrid (general Housing functions to Business/Financial Affairs, Residence Life functions to Student Affairs)
❍ Other (please note) _____

Number of years as a Chief Housing Officer (CHO):
❍ 0-5 years
❍ 6-10 years
❍ 11-15 years
❍ 16-20 years
❍ 21-25 years
❍ 26 years or more

Gender:
❍ Female
❍ Male

Highest Level of Education
❍ High School Diploma
❍ Bachelor Degree
❍ Master's Degree
❍ Post-Graduate Degree ONLY (Ph.D., Ed.D., etc.)
❍ Professional Degree ONLY (Law, MBA, Medicine, etc.)
❍ Post-Graduate AND Professional Degree

SECTION 1

The goals of your Housing Department, as expressed in your Housing Department's mission statement, may be reflected in how your colleagues talk to you or how you talk to the people you work with.

Instructions for this section: Please indicate how often your Housing Department's mission statement is reflected in the following situations.

How often do you:

	1 (Never)	2	3	4	5	6	7 (Very Often)
Explain some aspect of your department's mission to a coworker?	○	○	○	○	○	○	○
Discuss how your job helps accomplish your department's mission?	○	○	○	○	○	○	○
Discuss how your department's current mission is different from past missions that may have existed for your department?	○	○	○	○	○	○	○
Discuss job related activities using the same words that are in your department's mission?	○	○	○	○	○	○	○
Explain the advantages of working to achieve your department's mission?	○	○	○	○	○	○	○
Try to identify parts of your department's mission that are not being accomplished in your department?	○	○	○	○	○	○	○
Encourage others to try to accomplish your department's mission?	○	○	○	○	○	○	○
Discuss financial activities using the same words that are in your department's mission statement?	○	○	○	○	○	○	○
Incorporate your department's mission into department literature and media?	○	○	○	○	○	○	○
Discuss your department's mission with superiors?	○	○	○	○	○	○	○
Discuss how your department's mission is congruent with the institutional mission?	○	○	○	○	○	○	○
Discuss your department's mission with colleagues?	○	○	○	○	○	○	○

SECTION 2 (Instructions)

Instructions: Please read each question carefully and answer it to the best of your ability. There are no correct or incorrect responses; the researcher is merely interested in your personal point of view. Many questions in this survey make use of Likert-like rating scales with 7 places; you are to choose the number that best describes your opinion.

In making your ratings, please remember the following points:* While some items may seem similar or apparently the same, please be sure to answer all items - do not omit any.

For example, if you were asked to rate "the weather in Ireland" on such a scale, the 7 places should be interpreted as follows:
1=Very Bad
2=Bad
3=Poor
4=Neither Good nor Bad
5=Fair
6=Good
7=Very Good

EXAMPLE
The weather in Ireland is
❍ Very Bad
❍ Bad
❍ Poor
❍ Neither Good nor Bad
❍ Fair
❍ Good
❍ Very Good

SECTION 2 (Direct Measures)

Please answer each of the following questions by choosing the number or level that best describes your opinion. Some of the questions may appear to be similar, but they do address somewhat different issues. Please read each question carefully.

My use of my departmental mission statement when making budget-related decisions would be
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

My use of my departmental mission statement when making budget-related decisions would be
- ❍ Very Useless
- ❍ Useless
- ❍ Somewhat Useless
- ❍ Neither
- ❍ Somewhat Useful
- ❍ Useful
- ❍ Very Useful

My use of my departmental mission statement when making budget decisions would be
- ❍ Very Difficult
- ❍ Difficult
- ❍ Somewhat Difficult
- ❍ Neither Difficult nor Easy
- ❍ Somewhat Easy
- ❍ Easy
- ❍ Very Easy

Most people who are important to me would approve of my using my departmental mission statement when making budget-related decisions
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

For me to use my departmental mission statement when making budget-related decisions is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

Most people like me (other CHOs) use their departmental mission statement when making budget-related decisions
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

I am confident that I can use my departmental mission statement when making budget-related decisions
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

Most of the people whose opinion I value think that I should use my departmental mission statement when making budget-related decisions
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

It is expected of me to use my departmental mission statement when making budget-related decisions
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

For me to consider my departmental mission statement when making budget-related decisions is
- ❍ Very Useless
- ❍ Useless
- ❍ Somewhat Useless
- ❍ Neutral
- ❍ Somewhat Useful
- ❍ Useful
- ❍ Very Useful

For me to use my departmental mission statement when making budget-related decisions is
- ❍ Impossible
- ❍ Difficult
- ❍ Somewhat Difficult
- ❍ Neither Possible nor Impossible
- ❍ Somewhat Possible
- ❍ Possible
- ❍ Very Possible

Whether or not I use my departmental mission statement in making budget-related decisions is completely up to me
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

I plan to use my departmental mission statement in making budget-related decisions
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

In my last three (3) budget cycles, I have considered my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

SECTION 2 (Past Behavior: Self Report)

During the past three months, consider the number of times that you have referred to your departmental mission statement. What percentage of those times (approximately) did you refer to your departmental mission statement when making budget-related decisions?
- ○ CHOOSE ONE
- ○ Less than 5%
- ○ 5% - 10%
- ○ 11% - 20%
- ○ 21% - 30%
- ○ 31% - 40%
- ○ 41% - 50%
- ○ 51% - 60%
- ○ 61% - 70%
- ○ 71% - 80%
- ○ 81% - 90%
- ○ 91% - 100%

SECTION 2 (Behavioral Beliefs and Outcomes Evaluations)

Referring to my departmental mission statement when making budget-related decisions will result in my department having a more consistent direction
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will result in my department having a more focused direction
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will provide a framework or guidelines for making decisions
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will set boundaries for making decisions
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will provide a level or sense of credibility for decisions
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions allows for demonstration of authentic leadership decisions
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions allows demonstration of stakeholder input about decisions
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions allows me to provide engagement opportunities for others
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will help guide potential retrenchment (cutback) activities
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will help steer departmental growth
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will allow for setting of clear priorities
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will help avoid mission creep
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Referring to my departmental mission statement when making budget-related decisions will provide a broad scope for decisions
- ❍ Very Unlikely
- ❍ Unlikely
- ❍ Somewhat Unlikely
- ❍ Undecided
- ❍ Somewhat Likely
- ❍ Likely
- ❍ Very Likely

Referring to my departmental mission statement when making budget-related decisions allows for "micro-macro reconciliation"
- ❍ Very Unlikely
- ❍ Unlikely
- ❍ Somewhat Unlikely
- ❍ Undecided
- ❍ Somewhat Likely
- ❍ Likely
- ❍ Very Likely

Referring to my departmental mission statement when making budget-related decisions will help to address unforeseen circumstances that may arise
- ❍ Very Unlikely
- ❍ Unlikely
- ❍ Somewhat Unlikely
- ❍ Undecided
- ❍ Somewhat Likely
- ❍ Likely
- ❍ Very Likely

Referring to my departmental mission statement when making budget-related decisions will allow for legal compliance
- ❍ Very Unlikely
- ❍ Unlikely
- ❍ Somewhat Unlikely
- ❍ Undecided
- ❍ Somewhat Likely
- ❍ Likely
- ❍ Very Likely

Referring to my departmental mission statement when making budget-related decisions will provide for institutional consistency
❍ Very Unlikely
❍ Unlikely
❍ Somewhat Unlikely
❍ Undecided
❍ Somewhat Likely
❍ Likely
❍ Very Likely

Referring to my departmental mission statement when making budget-related decisions will provide a direct link to "purpose"
❍ Very Unlikely
❍ Unlikely
❍ Somewhat Unlikely
❍ Undecided
❍ Somewhat Likely
❍ Likely
❍ Very Likely

Referring to my departmental mission statement when making budget-related decisions will provide for justification of decisions
❍ Very Unlikely
❍ Unlikely
❍ Somewhat Unlikely
❍ Undecided
❍ Somewhat Likely
❍ Likely
❍ Very Likely

Referring to my departmental mission statement when making budget-related decisions will demonstrate institutional support
❍ Very Unlikely
❍ Unlikely
❍ Somewhat Unlikely
❍ Undecided
❍ Somewhat Likely
❍ Likely
❍ Very Likely

My department having a more consistent direction is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

For my department to have a more focused direction is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

For my department to have a framework or guidelines for making decisions is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

For my department to have set boundaries for making decisions is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

For my department to have a level or sense of credibility for decisions is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

Demonstration of authentic leadership is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

For my department to demonstrate stakeholder input about decisions is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

Providing engagement opportunities for others is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

My department having a guide for potential retrenchment (cutback) activities is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

For my department to steer departmental growth is
- ❍ Very Bad
- ❍ Bad
- ❍ Poor
- ❍ Neither Good nor Bad
- ❍ Fair
- ❍ Good
- ❍ Very Good

For my department to set clear priorities is
○ Very Bad
○ Bad
○ Poor
○ Neither Good nor Bad
○ Fair
○ Good
○ Very Good

Avoiding mission creep is
○ Very Bad
○ Bad
○ Poor
○ Neither Good nor Bad
○ Fair
○ Good
○ Very Good

For my department, providing a broad scope for decisions is
○ Very Bad
○ Bad
○ Poor
○ Neither Good nor Bad
○ Fair
○ Good
○ Very Good

My ability to allow for "micro-macro reconciliation" is
○ Very Bad
○ Bad
○ Poor
○ Neither Good nor Bad
○ Fair
○ Good
○ Very Good

My ability to address unforeseen circumstances is
○ Very Bad
○ Bad
○ Poor
○ Neither Good nor Bad
○ Fair
○ Good
○ Very Good

For my department to be legally compliant is
- ○ Very Bad
- ○ Bad
- ○ Poor
- ○ Neither Good nor Bad
- ○ Fair
- ○ Good
- ○ Very Good

For my department to be consistent with the institution is
- ○ Very Bad
- ○ Bad
- ○ Poor
- ○ Neither Good nor Bad
- ○ Fair
- ○ Good
- ○ Very Good

Providing a direct link to "purpose" is
- ○ Very Bad
- ○ Bad
- ○ Poor
- ○ Neither Good nor Bad
- ○ Fair
- ○ Good
- ○ Very Good

For my department to provide justification for decisions is
- ○ Very Bad
- ○ Bad
- ○ Poor
- ○ Neither Good nor Bad
- ○ Fair
- ○ Good
- ○ Very Good

For my department to demonstrate institutional support is
- ○ Very Bad
- ○ Bad
- ○ Poor
- ○ Neither Good nor Bad
- ○ Fair
- ○ Good
- ○ Very Good

SECTION 2 (Injunctive Descriptive Normative Beliefs and Motivation to Comply)

My vice president (or equivalent supervisory administrator) thinks that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

Knowledgeable clients or stakeholders think that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

Students and parents think that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

Special interest groups (internal to the institution) think that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

Institutional budget officers think that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

Special interest groups (external to the institution) think that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

Most of my professional colleagues (other CHOs) think that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

My departmental staff and team members think that I should refer to my departmental mission statement when making budget-related decisions
- ◯ Very Unlikely
- ◯ Unlikely
- ◯ Somewhat Unlikely
- ◯ Undecided
- ◯ Somewhat Likely
- ◯ Likely
- ◯ Very Likely

Other members of the professional association of which I am a member think that I should refer to my departmental mission statement when making budget-related decisions
- ⭕ Very Unlikely
- ⭕ Unlikely
- ⭕ Somewhat Unlikely
- ⭕ Undecided
- ⭕ Somewhat Likely
- ⭕ Likely
- ⭕ Very Likely

Campus partners on my campus think that I should refer to my departmental mission statement when making budget-related decisions
- ⭕ Very Unlikely
- ⭕ Unlikely
- ⭕ Somewhat Unlikely
- ⭕ Undecided
- ⭕ Somewhat Likely
- ⭕ Likely
- ⭕ Very Likely

Companies or businesses who may have commercial interest in my budget-related decisions think that I should refer to my departmental mission statement when making budget-related decisions
- ⭕ Very Unlikely
- ⭕ Unlikely
- ⭕ Somewhat Unlikely
- ⭕ Undecided
- ⭕ Somewhat Likely
- ⭕ Likely
- ⭕ Very Likely

Assessment experts (internal to the institution) think that I should refer to my departmental mission statement when making budget-related decisions
- ⭕ Very Unlikely
- ⭕ Unlikely
- ⭕ Somewhat Unlikely
- ⭕ Undecided
- ⭕ Somewhat Likely
- ⭕ Likely
- ⭕ Very Likely

Assessment experts (external to the institution) think that I should refer to my departmental mission statement when making budget-related decisions
- ○ Very Unlikely
- ○ Unlikely
- ○ Somewhat Unlikely
- ○ Undecided
- ○ Somewhat Likely
- ○ Likely
- ○ Very Likely

Generally speaking, I want to do what my vice president (or equivalent supervisory administrator) thinks when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Generally speaking, I value (or care about) what knowledgeable clients or stakeholders think when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Generally speaking, I value (or care about) what students and parents think when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Generally speaking, I value (or care about) what special interest groups (internal to the institution) think when it comes to referring to my departmental mission statement and making budget-related decisions
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

Generally speaking, I value (or care about) what institutional budget officers think when it comes to referring to my departmental mission statement and making budget-related decisions
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

Generally speaking, I value (or care about) what special interest groups (external to the institution) think when it comes to referring to my departmental mission statement and making budget-related decisions
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

Generally speaking, I value (or care about) what my professional colleagues (or CHOs) think when it comes to referring to my departmental mission statement and making budget-related decisions
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

Generally speaking, I value (or care about) what my departmental staff and team members think when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Generally speaking, I value (or care about) what other members of the professional association of which I am a member think when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Generally speaking, I value (or care about) what campus partners on my campus think when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

SECTION 2 (Control Beliefs and Perceived Control Factors)

I expect that I have adequate time to refer to my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I expect that I will have an established process that will allow for me to refer to my departmental mission statement when making budget-related decisions
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

In meeting reporting requirements, I expect that I will refer to my departmental mission statement when making budget-related decisions
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

I frequently encounter encouragement from leadership to refer to my departmental mission statement when making budget-related decisions
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

When referring to my departmental mission statement in making budget-related decisions, it seems to be a "phony mission"
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

I frequently consider assessment when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I frequently perceive a level of "safety" when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I frequently consider academic partnerships when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I frequently consider tangential (relating to or involving a tangent) tenants of my department's mission when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I frequently consider my department support of external items when it comes to referring to my departmental mission statement and making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I encounter unanticipated demands on my time, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I did not have an established budget process, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I refer to my departmental mission statement when making budget-related decisions, it would make meeting reporting requirements more difficult
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I did not encounter encouragement from leadership, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If the perception is that my departmental mission is a "phony mission," it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I consider assessment, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I perceived a level of "safety" associated with my referring to my departmental mission, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I consider academic partnerships in making budget-related decisions, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

If I consider tangential (relating to or involving a tangent) tenants of my department's mission, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

If I consider my departmental support of external items, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

If I consider the support of my supervisor for my departmental mission, it would make it more difficult to refer to my departmental mission statement when making budget-related decisions
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

APPENDIX E

Follow-up and Supporting Interview Questions

The following questions will guide the qualitative interviews of 3-5 chief housing officers (CHOs) to support (in a mixed methods design) the quantitative responses received when survey was originally distributed. Questions below are designed to support the quantitative component of the study. Since the survey questions answer the research questions, these supplemental questions also address the research questions above.

General Demographic Information and Instructions
- Choose (or assign) pseudonym
- Please provide general demographic information (same as provided on survey) - (without using the name of the institution) the general demographic of institution size, general area of country, public or private, etc.)

Questions (in no certain order):

1. (to support research question 3): How does your understanding of your mission statement help you do your job or, ultimately, use your mission statement to make budget decisions?

2. (to support research question 1): How often do you discuss your mission (or use mission specific language) with your co-workers? Colleagues?

3. (to support research question 4): What impedes mission success?

4. (to support research question 2): How do you use your mission statement in support of or to influence budget decisions?

5. (to support research question 2 and 3): Can you talk about what you understand your mission to be? OR if you inherited your current mission statement, what do you understand your mission to be?

6. (to support research question 2 and 3): Can you describe how you consult your mission statement when making budgetary decisions? How often do you consult your mission when making budgetary decisions?

7. (to support research question 4): Please describe some things that "creep" into your mission or the success of your mission.

8. (to support research question 4): Could you describe how are organizational decisions influenced by your mission statement?

9. (to support research question 4): Tell me about a time when you used budgetary resources or made decisions for something not tied to your mission? How did you justify your action(s)?

10. (to support research question 4): Please think about the people you work with, thinking or supervisors, advisors/budget officers/other constituents, etc. - who do you think expects you to use your mission most when you are in a place to make a budget or financial planning decision for your organization

11. (to support research question 4): Please describe the most important components of your work that help you to determine if you will consider or not consider your mission when making budgetary decisions?

12. (to support research question 2): How often do you talk about or refer to your mission in staff discussions or meetings that require budget decisions?