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Are the Mission Statements of Two Large U.S. Public Business University Systems Inspiring? You Decide!

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ABSTRACT

Mission statements have become increasingly important for the accreditation of business universities and colleges. Thus, understanding similarities and differences in the content of business school mission statements is especially timely. The mission statement is also the first component of the strategic management process. It provides the framework or context within which strategies are formulated. This descriptive/informative study aims to present a background that describes and explains institutional mission statements and removes the so-called uncertainty encompassing the foci while preserving exceptional quality—a necessary quality for a compelling mission statement. We question whether all California State University (CSU) and The State University of New York (SUNY) business colleges/schools have developed enduring and inspiring mission statements for their employees and students. While no specific rule regarding length exists, we examined the word count length of these two school system mission statements. Institutions must not make their mission statements too long or too short, or they will risk losing focus and missing essential elements to guide their organization. The mission statement must be long enough to achieve its purpose. Based on our findings, we recommend that all CSU and SUNY campuses embrace a more straightforward, easy-to-understand, hard-hitting, lasting, and inspirational mission statement for their business colleges/schools, one directly relevant to faculty, staff, students, and their families.

Keywords: AACSB, California State University (CSU), colleges/schools, mission, mission statements, The State University of New York (SUNY)

According to Taylor and Morphew (2010) and Morphew and Hartley (2006), colleges and universities are determined to camouflage their (mission statement) distinctiveness via the use of ambiguous and ubiquitous terms. In addition, mission statements are the kind of ceremonial documents Meyer and Rowan (1977) famously posited as essential to an organization that seeks to maintain widespread confidence in its operations. So long as mission statements reliably serve as public reminders that these colleges are functioning as they “ought” to, their documents will achieve the pragmatic purpose of deepening confidence. Taylor and Morphew also suggested that mission statements may not always serve this function. As teachers of (strategic) management courses, we agree. As faculty members and researchers in a well-known business college at the undergraduate and graduate levels, we wanted to

understand the origins of some current mission statements. With that in mind, we initially developed a 23-question, Likert-scale mission statement response survey to be completed by the deans of two extensive United States business school systems, but to no avail. As a result, we changed our strategy and developed this paper using a more descriptive/informational study approach.

California State University Background Information

The California State University (Cal State or CSU) is a public university system in California. With 23 accredited campuses, CSU is the second-largest 4-year public university system in the United States (see Table 1). It is one of three public higher education systems in the state, along with the University of California and California Community Colleges systems. The CSU system is incorporated as The Trustees of the California State University with headquarters in Long Beach, California. In Fall 2022, the CSU system enrolled 375,566 baccalaureate/graduate students (Calstate.edu/csu-system/about-the-csu/facts-about-the-csu/enrollment, 2023).

Table 1

List of the 23 Accredited California State University 4-Year Business Colleges/Schools

1. California State University, Bakersfield	2. California State University, Channel Islands	3. California State University, Chico
4. California State University, Dominguez Hills	5. California State University, East Bay	6. California State University, Fresno
7. California State University, Fullerton	8. Humboldt State University	9. California State University, Long Beach
10. California State University, Los Angeles	11. California State University Maritime Academy	12. California State University, Monterey Bay
13. California State University, Northridge	14. California State Polytechnic University, Pomona	15. California State University, Sacramento
16. California State University, San Bernardino	17. San Diego State University	18. San Francisco State University
19. San José State University	20. California Polytechnic State University, San Luis Obispo	21. California State University, San Marcos
22. Sonoma State University	23. California State University, Stanislaus	

Source: (calstate.edu/attend/campuses, 2023)

According to their website, the overarching mission of the California State University system is the following:

- To advance and extend knowledge, learning, and culture, especially throughout California.
- To provide opportunities for individuals to develop intellectually, personally, and professionally.
- To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
- To encourage and provide access to an excellent education to all prepared for and wish to participate in collegiate study.

- To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
- To prepare students for an international, multicultural society.
- To provide public services that enrich the university and its communities (109 words).
Source: "The Mission of the California State University," 2023.

The CSU system was created in 1960 under the California Master Plan for Higher Education as a direct descendant of the system of California State Normal Schools. With nearly 100,000 graduates annually, CSU awards the most bachelor's degrees in the country. The university system also sustains more than 150,000 jobs within the state, and its related expenditures reach more than \$17 billion annually. Furthermore, the CSU system is among the top U.S. producers of graduates earning doctorate degrees in a related field.

Since 1961, nearly 3 million alumni have received their bachelor's, master's, or doctoral degrees from the CSU system. CSU offers more than 1,800 degree programs in some 240 subject areas.

In 1972, the system became the California State University and Colleges, and all campuses were renamed to insert "California State University" into their names. It was unpopular at specific campuses, and as a result, former San Diego State University Student Body President Calvin Robinson wrote a bill (signed into law by Governor Ronald Reagan) that gave every CSU campus the option to revert to a former name (e.g., San José State, San Diego State, San Francisco State). In 1982, the CSU system dropped the word "colleges" from its name.

During the 2011–12 academic year, CSU awarded 52% of newly issued California teaching credentials, 47% of the state's engineering degrees, and 28% of the state's information technology bachelor's degrees; it had more graduates in business (50%), agriculture (72%), communication studies, health (53%), education, and public administration (52%) than all other universities and colleges in California combined.

Today, the campuses of the CSU system include comprehensive universities and polytechnic colleges along with the only maritime academy in the western United States—one that receives federal aid from the U.S. Maritime Administration, said an agency of the United States Department of Transportation ("California State University, 2023").

SUNY Background Information

SUNY is the nation's most extensive comprehensive public university system in the United States and was established in 1948. According to its website:

Since its founding, the SUNY system has evolved to meet the changing needs of New York's students, communities, and workforce. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers' colleges. All these colleges, with their unique histories and backgrounds, united for a common goal: To serve New York State.

Today, the system includes 64 schools, a mix of 29 state-operated campuses, and five statutory colleges—including research universities, liberal arts colleges, specialized and technical colleges,

health science centers, land-grant colleges—and 30 community colleges. These institutions offer programs as varied as ceramics engineering, philosophy, fashion design, optometry, maritime studies, law, medical education, etc. The University also operates hospitals and numerous research institutes (“History of SUNY,” 2023).

The SUNY 4-year university system has 27 accredited business schools (Table 2). In the fall of 2022, the SUNY (overall) university system enrolled 363,612 baccalaureate/graduate students (<https://www.suny.edu/about/fast-facts/2023>).

Table 2
List of the 27 Accredited SUNY 4-Year University Business Colleges/Schools

1. University at Albany	2. Maritime College	3. New Paltz
4. SUNY Brockport	5. SUNY Buffalo	6. SUNY Polytechnic
7. Stony Brook University	8. SUNY Morrisville	9. SUNY Cortland
10. Binghamton University	11. SUNY Cobleskill	12. Fredonia
13. University of Buffalo	14. Alfred State College	15. Cornell University
16. Purchase College	17. SUNY Empire State College	18. SUNY Canton
19. SUNY Delhi	20. SUNY Old Westbury	21. Farmingdale State College
22. Geneseo	23. Oswego	24. SUNY Oneonta
25. Plattsburgh	26. SUNY Potsdam	27. FIT State University

Source: [suny.edu/attend/visit-us/complete-campus-list](https://www.suny.edu/attend/visit-us/complete-campus-list), 2023

The all-encompassing mission statement of SUNY is the following:

To provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional, and vocational postsecondary programs, including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses, which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students, and to address local, regional, and state needs and goals (104 words).

Source: “Mission Statement,” 2023.

SUNY is embedded in virtually every community in New York State: Remarkably, 93% of New Yorkers live within 15 miles of a SUNY campus, and nearly 100% live within 30 miles. In many communities, SUNY is also the region’s largest employer. While SUNY students are predominantly New York State residents from 62 counties, the University also draws students from every other state in the United States, the District of Columbia, four U.S. territories, and 160 nations worldwide. One out of three New York State high school graduates choose SUNY, and the total enrollment of nearly 445,000 full-time and part-time students represents 37% of New York State’s higher education student population. SUNY employs 88,000 faculty and staff and has over 3 million living alumni residing in New York State and worldwide.

SUNY attracts the best and brightest scholars, scientists, artists, and professionals and boasts nationally and internationally recognized faculty in all major disciplines. Faculty are regular recipients of prestigious awards and honors.

The State University of New York is committed to serving as the state's most vital economic and quality-of-life driver and providing quality education at an affordable price to New Yorkers and students from across the country and the world ("History of SUNY," 2023).

Overview

The current thought on mission statements is mainly based on guidelines outlined in the mid-1970s by Peter Drucker, a preeminent management thinker often called "the father of modern management." Drucker said that asking the question "What is our business?" is synonymous with asking the question "What is our mission?" (David & David, 2014, p. 43).

Every mission statement should be as distinctive as possible. Several guidelines have been introduced over the years about which key components should be included. They vary in numbers or names; however, the content is still more or less the same (Pernica & Tyll, 2018).

Mission statements have become an increasingly important component for the accreditation of universities and colleges of business, with institutions of higher education devoting considerable attention to them, so understanding similarities and differences in the content of mission statements is especially timely. Institutions of higher education devote significant attention to their strategies and mission statements. Additionally, mission statements help unify internal stakeholders, such as faculty and, more importantly, students, and help shape external stakeholders' perspectives (Palmer & Short, 2008).

According to Oertel and Söll (2017), university mission statements have become more common. In response to the increasing coverage of mission statements across institutions of higher education worldwide (Krücken & Meier, 2006), many studies have focused on the contents and structures of such mission statements (Ayoubi & Massoud, 2007).

These academic institutions now face conflicting objectives, such as a primary focus on schooling or research. As a result, effective strategic planning, in which the mission statement acts as a driver of the institution's direction, is a crucial management tool (Haberkamp et al., 2018).

Creating mission statements articulating espoused goals, aspirations, and values is one of many corporate practices that have become standard in higher education. While scholarly discourse on mission statements in higher education has increased over the last few decades, limited research has examined the role these documents play in institutional action and decision-making, with many studies arguing that they are just symbolic gestures with little influence on day-to-day operations. Given their potential to influence institutional action and guide organizational change, a better understanding of institutional leaders' use of these statements is necessary (McNaughtan et al., 2019).

AACSB Accreditation

Accreditation by the Association to Advance Collegiate Schools of Business (AACSB, 2020) represents the highest standard of achievement for business schools worldwide. It means an institution has met these rigorous standards of excellence in business education. Institutions that have earned the AACSB accreditation seal demonstrate that they are committed to upholding and advancing the quality of their academic programs at both the undergraduate and graduate levels.

According to Lopez (2018), AACSB requires that the “accreditation review focuses on a member’s clear determination of its mission” and, therefore, “each institution must achieve and demonstrate an acceptable level of performance consistent with its (own) mission” (p. 343).

Currently, the CSU system has 19 colleges/schools that are AACSB accredited, with one more school seeking AACSB accreditation. Three other CSU business colleges/schools are the Western Association of Schools and Colleges accredited by the Western Association of Schools and Colleges (see Appendix A). Meanwhile, the SUNY school system includes 13 colleges/schools that are AACSB accredited and 14 that are not (see Appendix B). That said, both school systems have regional accreditations.

Six Textbook Definitions of Mission Statements

To better understand the characterization and meaning of a mission statement, rather than reference just one scholarly source, we wanted to present what six “well-known” textbook authors and researchers have concluded about this term over the last ten years.

Hitt et al. (2013) stated: “that a mission statement specifies the businesses in which the organization intends to compete and the customers it intends to serve. However, like the vision assertion, a mission statement should establish an organization’s individuality and be inspiring and relevant to all stakeholders” (p. 18).

As specified by Keffer (2014), “the mission statement is a short sentence that explains why an establishment exists. The mission statement also describes the overarching purpose of the organization. In the simplest form, the mission statement answers three key questions: a) why do we exist, b) who do we serve, and c) what do we produce” (p. 14)?

Wheelen et al. (2018) view “A well-conceived mission statement as one that defines the fundamental, unique purpose that sets a business apart from other organizations of its type” (p. 16). “It also must be short so that every employee can remember the statement, and the design must be simple so that everyone can understand what the senior leadership team desires. The statement should let employees know exactly what the organization does” (p. 175).

Thompson, Jr. (2020) states that a mission statement is “who we are, what we do, and why we are here. To be worded well, an organization’s mission statement must employ language specific enough to distinguish its business makeup and purpose from those of other enterprises and give the firm its identity. However, suppose a mission statement is largely a collection of high-sounding words and (long) phrases and fails to convey the essence of a company’s business activities and purpose. It has no clear utility” (p. 18-19).

According to Dess et al. (2021), “A mission statement is a set of organizational goals that identifies the purpose of the organization, its basis of competition, and its competitive advantage. More importantly, effective mission statements incorporate the concept of stakeholder management, suggesting that organizations must respond to multiple constituencies. Furthermore, a good mission statement must communicate why an organization is special and different” (p. 27-28).

Finally, Gamble et al. (2023) said, “A mission statement describes the organization’s present business scope and purpose. It is purely descriptive. It identifies the establishment’s products and services, specifies the buyer's needs, and gives the enterprise its own identity” (p. 20).

Review of the Current Literature

The following literature review includes a condensed series of top-level scholarly efforts on mission statements, a crucial part of strategic management concepts. These works, certainly limited in nature, are here presented chronologically, starting in the mid-1990s, to highlight the development of the thinking of various critics about this stimulating and debatable topic over the past 25 years. We chose this method instead of a content-oriented tactic so that the reader can understand the thinking and evolution of the various scholars and researchers over this period.

Mission statements seem imperative for modern higher education governance; however, in the internal managerial administration of universities and compared to other strategic management tools, mission statements are perceived as weak instruments, if only partially ineffective. Furthermore, they are criticized for their bland sameness and for being no more than a façade (Peeke, 1994; MacKay et al., 1996; Davies & Glaister, 1996; Stearns & Borna, 1998). Meyer and Rowan (1977) called mission statements an excellent example of the formal structure of an organization, which is hardly connected to its activity structure and mainly serves as a disguise for stakeholders outside the organization.

According to Morpew and Hartley (2006), the literature on mission statements is rife with articles that praise mission statements but is undoubtedly short on evidence of their efficacy, explorations of the mission statement as a cultural symbol, as discourse, or descriptions of how mission statements function in the day-to-day performance of tasks.

Velcoff and Ferrari (2006) noted that a mission statement is the foundation upon which an institution's vision and strategic plans rest. A clear mission statement also prevents employees in the organization from developing competing missions or using resources in ways that are contrary to the mission. Finally, a mission statement can serve as a source of inspiration for critical stakeholders (p. 329).

Hitt, Ireland, and Hoskisson (2013) state that some believe mission statements provide little value. Mission statements that are poorly developed (i.e., too wordy) do not give the direction an organization needs to take appropriate strategic actions.

David and David (2014) stated, "Mission statements should be reconciliatory and enduring. They also need to appeal to an organization's diverse stakeholders. Moreover, these statements must be inspiring and dynamic in orientation" (p. 48-49).

As per Gamble et al. (2015), a mission statement needs to be sufficiently descriptive regarding the following:

- Organization's products or services;
- Buyer needs it seeks to satisfy;
- Customer groups or markets it is endeavoring to serve;
- Approach to pleasing customers; and
- organization identity (p. 20).

Universities establish mission statements for various reasons. Mission statements are foundational and voice the institution's reason for existence, its purpose, and what it wants to achieve (Trybou et al., 2017). The mission statement echoes the beliefs and actions of the university. While the mission

statement is not the only document that guides the vision and reason for the school's existence, it is the most visible, permanent, and esteemed (Meacham & Gaff, 2005, as cited by Carver, 2020, p. 20).

Jungblut and Jungblut (2017), noted one perspective of mission statements in higher education follows the neo-institutional idea that universities are exposed to pressures from their organization's field of higher education (DiMaggio & Powell, 1983). Therefore, mission statements tend to be generic and full of obvious (outdated) claims that do not represent attributes of a specific institution but highlight general characteristics commonly accepted as mainstream ideas about higher education.

Most of the colleges' mission statements include aspects related to the education offered because their objectives do not feature the development of research and social and cultural projects. However, colleges' mission statements emphasize the provision of quality education, and those of universities include aspects related to the production and dissemination of knowledge, integrating education research, and social and cultural projects. Predictably, general mission statements reflect academic categories (Haberkamp et al., 2018).

As specified by Sidhu (2003); Desmidt and Prinzie (2008), and Bartkus et al., (2006), and cited by Giusepponi and Tavoletti (2018), although mission statements are widely used management tools, there is little evidence in the literature about their effectiveness in producing higher performance. What is more, their content may be generic (Finley et al., 2001) or rhetorical, being "amazingly vague, vapid, evasive, or rhetorical, lacking specificity or clear purpose ... full of honorable verbiage signifying nothing" (Newson & Hayes, 1991, p. 29).

Per McNaughtan et al. (2019), institutional leaders and intellectuals argue that mission statements are essential university documents that outline broad strategy and institutional goals. Sadly, some scholars also argue that these documents are "understood as an artifact (i.e., or just an object) of broader institutional discussion about its purpose," with the description of mission statements as artifacts illustrating symbolic, as opposed to functional, importance (McNaughtan et al., p. 155).

As indicated by Olsen but cited in Carver (2020), many experts believe that mission statements should be short, memorable, and contain arousing jargon to the customer. A well-crafted mission statement should inspire, motivate, and guide the institution. In other words, it should be about the institution and what is essential to it (Bart, 1997).

Elwick (2020) argued that higher education institutions' mission (value or diversity) statements are often portrayed as opportunities for organizations to meet diversity goals and introduce them into their core strategy.

Fiset and Hajj (2022, pp. 189-191) said, "Mission statements represent the enduring purpose of the organization. The content of these missions provides important insights into institutional motivations by clarifying what goals they wish to address and the decision-making processes by which these goals are pursued. Furthermore, given their function and widespread adoption, there has been growing interest in how the content of higher education mission statements influences key performance outcomes. Consistent with the AACSB process, Fiset and Hajj noted that mission statements also represent an essential first step in developing objectives and strategies that contribute to the long-term sustainability of the business school" (pp. 189-191).

Lastly, Aib and Shehzad (2022) stated that university mission statements are undergoing modification in both content and purpose due to academic entrepreneurship as well. It encompasses academic activities undertaken specifically to improve national or regional economic performance and the respective universities' financial status. On the other hand, critics like Swales and Rogers (1995) opined that missions are not necessarily an established genre because they incorporate culture, ideologies, and ethos (i.e., which do not necessarily reflect the specific intent of the mission statement), which may hinder the recursive process that produces institutions and their associated customs.

Purpose of the Study

This descriptive/informative study aims to present a background that describes and explains institutional mission statements and removes the uncertainty encompassing the foci of these two major state public universities/colleges while preserving the unique quality needed for an exciting mission statement. Further to this point, we focused our mission statement study on the business colleges and business schools within these two university systems. We selected these two university structures because they are the largest public university organizations in the United States. In addition, we looked specifically at the mission statement word counts of all these schools to determine if the mission statements were easy to understand, exciting, and, most importantly, memorable.

Research Question

The main research question we asked for this study is whether all 23 CSU and 27 SUNY 4-year business colleges/schools developed easy-to-understand and inspirational mission statements.

Basic Assumption

Based on the research question and a review of the current literature on this topic, we have developed a basic assumption that the mission statements of all CSU and SUNY business colleges/schools have created, on average, far too many high word counts. Knowing this and based on the information provided in the literature review, these stakeholders (i.e., faculty, staff, and students) need to understand and comprehend the significance of their mission statements fully.

Design and Methods

We selected all 23 CSU and 27 SUNY four-year business colleges/schools' mission statements for this study (see Tables 1 and 2), taking from two of the largest public U.S. school systems. Second, from a methods perspective, we listed all the current mission statements from these two school organizations. Third, we designed our set of tables to show the mission statement word counts for these two collegiate school systems in word-count format and order (from lowest to highest).

This descriptive, factual, and informative investigation intended to determine if there were any biases, ambiguities, or irrelevant mission statements listed by these two school systems, as well as establish the face validity of this study.

Findings

The strategic management literature has long argued that mission statements are essential in defining organizational purpose by differentiating the (educational) institution from its competitors, thus motivating stakeholder engagement (Fiset & Hajj, 2022). Our results, however, indicate the mission

statements of these 50 schools strictly pretend to act as a vital means of gesticulating quality in high-noise competitive surroundings—nothing more.

Our illustrative analysis also shows decisive differences between the 50 mission statements of these two school systems. They vary according to the number of words per document and the number of coded terms in all categories. This is visible when reviewing our findings' median of concept occurrences (see Appendices A and B).

Concerning the length of these mission statements, five schools' mission statements are significantly shorter than the other 45 (see Appendices A and B). At this point, the questions remain open: how much do the mission statements (i.e., 13 words or less) represent the colleges or schools of business attempts to differentiate themselves, and “how much are they instead based on window-dressing strategies that try to align the external demand for differentiation with the institutions' culture and values while appeasing internal opponents of a more elaborate mission” (Jungblut & Jungblut, 2017, p. 542).

Using the Internet to gather our evidence, the average mission statement word count for each CSU business school system was 37.37 words (see Appendix A). The average mission statement word count per school for the SUNY business school system was 39.1 words (see Appendix B). Included in our data search, we found that only two CSU schools had standard-length or easy-to-read sentences. All the rest of the schools (i.e., 21 out of the 23) had difficult-to-read, fairly difficult-to-read, and very difficult-to-read sentences.

In the SUNY school system, 11 schools had standard-length or easy-to-read sentences. All the rest of the schools (i.e., 16 out of the 27) had difficult-to-read, fairly difficult-to-read, and very difficult-to-read sentences.

Implications and Concluding Remarks

From a practical standpoint, this study adds to the literature on the interplay of educational mission statements. Specifically, we found that business school mission statements only serve as rhetorical signal sets bolstered by substantive third-party assurance (i.e., via AACSB accreditation; Drover et al., 2018). This interplay between the institution and its accreditor is essential because mission statement content, due to its rhetorical nature, is perceived as equally costly (i.e., financially and morally) for high-quality and low-quality institutions (Bergh et al., 2014). In addition, “universities develop mission statements with the mindset of producing a document that will lead the school in a forward direction, clearly setting the tone for its faculty, staff, and students” (Carver, 2020, p. 23).

As mentioned earlier, the mission statement defines an organization's core purpose, such as a college or school of business. A well-crafted mission statement can provide an organization's focus and motivation to advance to the next level (e.g., higher student enrollment levels). As a first criterion, it should be easy to remember. Second, it should unquestionably inspire and motivate its intended audience. Third, it should be compelling. Fourth, it should anchor the institute's brand promise and value. If it follows these four requirements, a mission statement can be an essential tool for any organization. Additionally, it should play a significant role in the daily operation of the institute. It should be used for strategic planning, problem-solving, decision-making, and promoting the organization's objectives. The mission statement should be well-distributed and visible. Finally, everyone in the organization should know and understand the mission statement (O'Hallaron & O'Hallaron, 1999).

Based upon a review of the literature and the six definitions of mission statements provided by well-known textbook authors, a mission statement should be short and to the point. Taking this perspective into account and examining all CSU and SUNY mission statements, not one has a mission statement word count of fewer than ten words with an average word count, as mentioned above, of 37.7 for CSU and 39.7 for SUNY (see Appendices A and B).

While there is no specific rule regarding the proper length for a mission statement, as determined by our literature review, academic institutions of higher learning must be careful not to make their mission statements too long or generalized. If they do, they lose focus, missing important elements that guide their organization (Bart, 2006). The mission statement needs to be tightly focused with an easy-to-understand and memorable theme. Moreover, the mission statement must generally be long enough to achieve its specific purpose without including superfluous information (Abrahams, 2013).

In Fugazzotto's (2009) article, this researcher states that several empirical studies have examined mission statement usefulness based on how well they communicate. Morpew and Hartley (2006) suggested that a "lack of exaggerated language contributes to communication effectiveness, which in turn serves as a measure of a statement's usefulness Fugazzotto's" (2009, p. 288).

While this study is not explicitly about how long a mission statement sentence should be, we feel it worthwhile to call attention to sentence length. According to Wylie (2009), the longer the sentence is, the less the employee, customer/student, or reader will understand it.¹ Wylie's study shows the following:

- When the average sentence length in a piece was fewer than eight words long, readers understood 100% of the story.
- Even at 14 words, the reader could comprehend over 90% of the information.
- However, in 43-word sentences, comprehension dropped below 10. Bottom line: Break sentences up into shorter sentences—condense them.

According to Datchuk and Kubina Jr. (2017), constructing simple sentences is an important and foundational skill for continued writing growth. Creating simple sentences allows writers to combine sentences into more complex types, such as compound sentences, and compose multiple related sentences into paragraphs and extended compositions (p. 304).

Cardon (2021), found that when "sentences had ten words or fewer, readers had nearly 100% comprehension. Once sentence lengths reached around 20 words, comprehension dropped to about 80%. Sentence lengths of 28 words resulted in just 30% comprehension. Therefore, for routine messages, it is best to aim for an average sentence length of 15 or fewer words" (p. 178-179).

¹ Ann Wylie runs a company called Wylie Communications Incorporated, where she works with communicators who want to reach more readers and with organizations that want to get the word out. Ann Wylie is the author of over a dozen learning tools that help people improve their communication skills, including RevUpReadership.com, a toolbox for writers. Her manual *Planning Powerful Publications*, published by the International Association of Business Communicators (IABC), has been called "the bible" of publication planning. Before starting her firm, Ann was editor of the Hallmark Cards' employee magazine, *CROWN*. Under her leadership, *CROWN* was named the best publication of its kind in the nation by Women in Communications (WIC) and the best in the world by IABC.

According to Nirmaldasan (2012), a sentence is easy or difficult to read based on the following:

- Eight words or fewer, the sentence is very easy to read.
- At 11 words, the sentence is easy to read.
- At 14 words, the sentence is relatively easy to read.
- At 17 words, the sentence is standard and generally easy to read.
- At 21 words, the sentence is difficult to read.
- At 25 words, the sentence is pretty difficult to read.
- At 29 words or more, the sentence is very difficult to read.

Using Nirmaldasan’s (2012) data, the following mission statement word counts, as shown in Tables 3, 4, 5, and 6, can be extrapolated from our study.

Table 3
Readability of the CSU Business Colleges/Schools Mission Statements

No. of CSU Colleges/Schools	Name of CSU Business College/School	No. of Mission Statement Words	Readability (as defined by Nirmaldasan)
11	Chico, San Diego, San Bernardino, Bakersfield, San Marco, Monterey, San Jose, Dominguez Hills, San Francisco, Sonoma, and Fullerton	32, 32, 34, 35, 35, 39,42, 43, 44, 83, 207	Very difficult to read
4	Stanislaus, Fresno, Long Beach, and San Francisco	25, 26, 28, and 28	Fairly difficult to read
3	East Bay, Humboldt, and Northridge	22, 22, 22,	Difficult to read
2	Sacramento and Los Angeles	17 and 18	Standard sentence
3	Pomona, San Luis Obispo, and Maritime	10, 11, 13	Fairly easy to read

Table 4
Mission Statement Word Counts of the CSU Business Colleges/Schools

Mission Statement Word Counts	No. of CSU Business Colleges/Schools	Percent of Total
10 to 20 words	5	21.7
21 to 30 words	7	30.4
31 to 40 words	6	26.1
41 to 50 words	3	13.0
51+ words	<u>2</u>	<u>8.7</u>
Total	23	100

Table 5

Readability of the SUNY Business Colleges/Schools Mission Statements

No. of SUNY Colleges/Schools	Name of CSU Business College/School	No. of Mission Statement Words	Readability (as defined by Nirmaldasan)
4	University at Albany, Plattsburgh, SUNY Potsdam, FIT State University	58, 67, 97, 109	Very difficult to read
5	SUNY Delhi, SUNY Old Westbury, Farmingdale, Oswego, Geneseo	41, 41, 49, 49, 50	Fairly difficult to read
7	University of Buffalo, SUNY Buffalo State, Cornell, Purchase, SUNY Empire, Binghamton, SUNY Canton	31, 32, 34, 37, 38, 39, 40	Difficult to read
8	New Paltz, Alfred State, SUNY Polytechnic, Stony Brook, SUNY Morrisville, SUNY Cortland, Fredonia, SUNY Cobleskill	21, 21, 22, 23, 26, 28, 29, 30	Standard sentence
3	Maritime College, Oneonta, SUNY Brockport	10, 13, 20	Fairly easy to read

Table 6

Mission Statement Word Counts of the SUNY Business Colleges/Schools

Mission Statement Word Counts	No. of SUNY Business Colleges/Schools	Percent of Total
10 to 20 words	3	0.111
21 to 30 words	8	0.296
31 to 40 words	7	0.259
41 to 50 words	5	0.185
51+ words	4	0.148
Total	27	1.000

Mission statements are often regarded as superfluous—gratuitous. However, the strategic management and business ethics literature considers mission statements important, clearly defining the institution's purpose and establishing an ethical compass (Lopez, 2018). Given this importance, mission statements are also essential for modern universities with strategic actorhood (Krücken & Meier, 2006) that devote considerable effort to crafting a proper statement (Palmer & Short, 2008). Accordingly, higher education professors have increasingly focused on mission statements (Seeber et al., 2019). Based on our study of empirical and observed analysis and the literature, mission statements are indeed important.

Recommendations

Conceptually, mission statements, within the context of the strategic management process, represent a long-term articulation between organizations' internal and external stakeholders (Fitzgerald & Cunningham, 2016). In addition, the benefits of mission statements are intertwined with the

institution's impact (Teles & Lunkes, 2009). Nevertheless, according to Fitzgerald and Cunningham (2016), the academic literature on this topic still needs to be improved despite the importance of this all-important subject.

It has been widely established that broad mission statements are relatively useless, whereas narrow statements provide direction and value to an organization (Wheelen et al., 2018). Good mission statements also reflect customers' anticipations—in this case, students (David & David, 2014). As such, and based on our findings, especially the definitions of mission statements provided in the literature, especially what Giesepponi and Tavoletti (2018) stated “amazingly vague, evasive, or rhetorical, lacking specificity or clear purpose ... full of honorable verbiage signifying nothing, and the sheer length of the mission statement word counts (p. 328), we propose that all CSU and business schools embrace a simple, harder-hitting, easier-to-understand, longer lasting, and inspiring mission statement—one that is directly relevant to the most important stakeholders. In addition, the mission statements of these two school systems should be contracted—with a minimum word count length and easy-to-understand, actionable, and genuinely motivational (see examples below). Furthermore, each school system, along with its accompanying universities/colleges, should use just one of our examples for their entire business school system—not a separate one for each university or college:

- To provide world-class education to our diverse students so that they will become successful business professionals (16 words) or
- To deliver topnotch instruction to our diverse students so that they will become successful business professionals (16 words) or
- To present high-quality education to our diverse students so that they will become successful business professionals (16 words), or
- To convey excellence in instruction to our diverse students so that they will become successful business professionals (17 words), or
- To offer the best education possible to our diverse students so that they will become successful business professionals (18 words), or
- To dispense the finest teaching possible to our diverse students so that they will become successful business professionals (18 words).

Our suggestion considers that the CSU school system mission statement is 109 words and that the SUNY school system mission statement is 104 words, which are both next to impossible to understand truly. Therefore, our recommendations consider at least six popular words in the current CSU and SUNY business college/school mission statements (see Tables 7 and 8).

It also needs to be noted that our suggestion for a more simplified and easy-to-understand mission statement, one that can be memorable, as mentioned above, does consider that both university systems are located in two large states where there are undoubtedly significant differences in the demographics of the schools' populations and the diversity of their student body, as well as the possibility of unique needs to the various stakeholders or contributions of their faculty. Still, our proposed mission statements can also be used as “recruitment vehicles,” as mentioned in Taylor's and Morphew's study (2010). Lastly, in a study by Morphew and Hartley (2006), their research suggests, which supports our

findings, that colleges and universities are determined to camouflage their distinctiveness via the use of ambiguous and ubiquitous (mission statement) terms.

Table 7

Most Popular Words Used in the Mission Statement for the 23 CSU Business Colleges/Schools

Word	No. of Times Used
Business	49
Student	22
Education	14
Learn	10
Diverse	9
Professional	7

Table 8

Most Popular Words Used in the Mission Statement for the 27 SUNY Business Colleges/Schools

Word	No. of Times Used
Student	28
Business	19
Learn	13
Commit	7
Diverse	6
Professional	6

According to Nirmaldasan (2012), a reasonably easy sentence to read and understand is 15 - 16 words long. According to Wylie (2009), the reader should comprehend at least 90% of the information in a sentence of that length.

As stated by the Public Works and Government Services of Canada (2020), we tend to write lengthy and complicated sentences with commas and other punctuation marks without realizing it. If universities want to write for their readers (i.e., faculty, staff, and students), they need to write shorter and simpler sentences. A target to aim for is 15 - 20 words. That length is usually long enough to get the point across without losing the reader. Sentences of more than 25 words are often difficult to understand on a first reading, and even the most seasoned reader will typically struggle to make sense of sentences longer than 30 words.

Kosmützky and Krücken (2015, p. 143) said that:

“All mission statements are the same: among other things, they state that universities teach, research, promote education and innovation, develop young scientists, and provide equal opportunities for men and women” (p. 143).

Our own observational and descriptive research leads us to disagree. One of CSU’s mission statements (*We develop engaged leaders and foster their professional and social mobility to the greater Los Angeles area and the world.*) is quite different from what these authors described. Knowing this is why we recommend writing a mission statement that is “more of the same.” For example, “We provide *high-*

quality education to our students in hopes that our students will become successful business professionals.”

According to David and David (2014), an overly general mission statement that does not exclude any strategy alternatives could be dysfunctional. Mission statements should be clear, concise, and even intense (Özdem, 2011). Based on these two statements, we theorize that we have presented a much more accessible, comprehensible, persuasive, inspiring, and motivating mission statement. Furthermore, it arouses positive feelings and emotions about the institution—the CSU and SUNY systems (i.e., as one overarching organization). It provides a specific direction, a positive image and tone, and a clear-cut philosophy to guide the CSU and SUNY institutional systems in the right direction. It also clearly reflects the anticipations of the students. A great mission statement simply, persuasively, and eloquently defines the institution’s business and suggests an unambiguous future goal. Lastly, scholars who have studied mission statements have pointed out their multi-faceted strategic functions. Missions are a fundamental tool directing the formulation and implementation of strategic planning while guiding the organization and its members on activities that conform to the organizational imperative and goals (Seeber et al., 2019). To this point, our suggested mission statements, as mentioned above, are much more understandable, exciting, easy-to-understand, and motivational.

In a study performed by Taylor and Morphew (2010), these researchers’ findings suggested that the communication patterns of baccalaureate colleges (i.e., their mission statements) are vague and idiosyncratic.

Knowing this, we are deeply passionate about our mission statement assertion because it is enduring and should help student enrollment, if implemented, within the CSU and SUNY business college/school systems. In addition, we have presented elements for an effective mission statement. Our objective here was not necessarily to establish an ideal model, mainly because there is no consensus in the literature regarding what should be included in a precise and provocative mission statement, but to present an easy-to-understand, informative, and captivating assertion.

Limitations

As with any research, our study has its limitations. First, the work of this research is limited explicitly to the analysis of mission statements at only 23 CSU and 27 SUNY public business colleges/schools, so the results cannot be generalized for all public and private business colleges/schools across the country. Second, the inherent subjectivity of the codification process should be considered a limitation. Thus, even using the same data, other researchers may obtain different results from ours. Third, the results of this study must be interpreted with specific cautions in mind—we only analyzed two (major) university business school systems. Fourth, the data came from the Internet and are prone to errors of leniency, acquiescence, and halo effects (Brownell, 1995). Biases related to such errors may undoubtedly be present in the data. Fifth, the CSU and SUNY schools were not randomly selected but chosen. Last, despite the exciting results, our cohort has been a small target market.

In closing, this topic opens up countless possibilities for further research. That said, for future studies on mission statements, we suggest the selected academic institutions cover a larger geographical area. These studies might provide greater consistency, further identifying possible geographical and institutional differences.

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Appendix A

List of all 23 Public California State Universities, Accreditation Level, and Mission Statements (i.e., in word count order [lowest to highest])

No.	CSU Business College/School	Level of Accreditation	Mission Statement	No. of Words
1	California State Polytechnic University, Pomona College of Business Administration	AACSB	We cultivate success through diversity, experiential learning, discovery, and innovation.	10
2	California Polytechnic State University, San Luis Obispo, Orfalea College of Business	AACSB	We prepare career-ready, global business leaders through hands-on discovery and application.	11
3	California State University Maritime Academy, Loeb-Sullivan School of International Business and Logistics	WASC	To graduate students who are readily employable and highly qualified for further education.	13
4	California State University, Sacramento, College of Business Administration	AACSB	The Sacramento State College of Business Administration develops engaged, responsible, and inclusive leaders who enrich our communities.	17
5	California State University, Los Angeles, College of Business and Economics	AACSB	We develop engaged leaders and foster their professional and social mobility to Greater Los Angeles and the world.	18
6	California State University, East Bay, College of Business & Economics	AACSB	CSUEB provides quality business education to inspire students from diverse backgrounds to become successful business professionals and pioneers in a changing environment.	22
7	Humboldt State University, School of Business, College of Professional Studies	WASC	The School of Business promotes an inclusive and rigorous educational environment that focuses on ethics, active learning, entrepreneurial thinking, and strategic sustainability.	22
8	California State University, Northridge, David Nazarian College of Business	AACSB	To be a leader in educating a diverse student population to achieve career access and be a force for a better future.	22
9	California State University, Stanislaus,	AACSB	Our mission is to deliver a professional business education that offers our student	25

	College of Business Administration		the knowledge and skills to succeed in their careers and in society	
10	California State University, Fresno, Craig School of Business	AACSB	We create and apply knowledge that transforms student lives, develops business leaders who shape the regional economy and advances the intellectual capital of our diverse region.	26
11	California State University, Long Beach, College of Business	AACSB	COB is committed to promoting social mobility by providing our diverse student population an affordable, relevant, and high-quality education and to creating and disseminating knowledge through impactful research.	28
12	San Francisco State University, Lam Family College of Business	AACSB	Our mission is to prepare students for professional success through high-quality teaching, innovative and relevant courses, discipline-based and pedagogical scholarship, and engagement with the academic and business communities.	28
13	Sonoma State University, School of Business and Economics	AACSB	The mission of Sonoma State University's School of Business and Economics is to create extraordinary learning experiences for our students, and to advance best business practices in the North Bay and beyond.	32
14	California State University, Dominguez Hills, College of Business Administration and Public Policy	AACSB	The mission of CSUDH CBAPP is to educate the leaders who shape the future. This is accomplished by providing an opportunity to acquire a nationally accredited professional education for a successful career.	32
15	California State University, Dan Bernardino, Jack H. Brown College of Business and Public Administration	AACSB	The Jack H. Brown College of Business and Public Administration is committed to nurturing a high quality education environment that ensures student, faculty, and staff success in its pursuit of academic excellence and achievement.	34
16	San Diego State University, Fowler College of Business	AACSB	The mission of the Fowler College of Business is to foster economic development for our region, impact business practices through research and service innovations, and empower students from diverse backgrounds to achieve upward socioeconomic mobility.	35
17	San José State University, Lucas	AACSB	We are the institution of opportunity in Silicon Valley, educating future leaders	35

	College and Graduate School of Business		through experiential learning and professional development in a global business community and by conducting research that contributes to business theory, practice, and education.	
18	California State University Channel Islands, Martin V. Smith School of Business & Economics	WASC	To cultivate a learning environment that fosters excellence in business and economics education to prepare students to effectively engage with the ever-changing dynamics of organizational landscapes and develop lifelong learners who remain committed to giving back to their communities.	39
19	California State University, Monterey Bay	Seeking AACSB Accreditation	To inspire the practice of responsible business, balancing profit, people, ethics, equity, and planet, we promote the success of our ethnically and economically diverse students by facilitating engaged learning involving real-world challenges, conduct practice-relevant research and collaborate with community and regional partners.	42
20	California State University, San Marcos, College of Business Administration	AACSB	We are committed to providing rigorous and relevant educational programs using a balance of theoretical, experiential, and applied learning to educate a diverse body of students to become responsible, engaged citizens with a global mindset who contribute positively to their communities and organizations.	43
21	California State University, Bakersfield, School of Business and Public Administration	AACSB	To prepare graduates to effectively contribute to their organizations and develop into our community's next generation of innovators, managers, and leaders. Our methods include delivering curriculum and programs supporting student success, conducting applied and pedagogical research, and engaging the community in impactful ways.	44
22	California State University, Chico, College of Business	AACSB	Through innovative curricula that emphasize thinking and experiential learning, we prepare graduates to achieve early career success and contribute to the ethical stewardship of environmental, social, and economics resources. The College of Business is an engaged and collegial learning community that values	83

			<p>practice-relevant, high faculty interaction teaching, and applied scholarship. Our college is student-centered, interdisciplinary, committed to continuous improvement, and tightly integrated with our business and community partners. We produce collaborative graduates valued for their practical orientation, critical insight, integrity, and adaptability.</p>	
23	<p>California State University, Fullerton, Mihalyo College of Business and Economics</p>	AACSB	<p>We create and apply knowledge that transforms student lives, develops business leaders who shape the regional economy and advances the intellectual capital of our diverse region. Mihaylo College’s educational program instills in our vast corps of graduates core business knowledge and flexible critical thinking and motivation, thereby putting our students in a position to contribute to the success of regional business. As the only Orange County business school with AACSB accreditation in Business Administration and Accounting at both the undergraduate and graduate level, we provide:</p> <p>A practical and applied curriculum. When students receive their diplomas, they will be able to quickly translate their education into a good job and success in the workplace. Students and alumni of our program are “ready to work” and prepared to make contributions to their organizations from their first days on the job.</p> <p>A global perspective. Students gain an international perspective from a culturally and ethnically rich student body, a diverse faculty and global academic and business community partners.</p> <p>State-of-the-art technology. Students will keep pace with e-commerce and evolving business information systems through a mix of educational tools, instructional technology and technological partners.</p> <p>Value. By being affordable, accredited and practical, Mihaylo College defines value in education and keeps pace with today’s economy.</p>	207

Source: (csu.edu/busecon/mission-vision,and.goals, 2023)

Notes:

- 1 Median - mission statement word counts: 37.7
- 2 Lowest word count: 11.0
- 3 Highest word count: 207.0
- 4 Total number of CSU AACSB accredited business colleges/schools: 19 out of 23
- 5 The above-mentioned mission statements could have changed since this research was published.

Appendix B

List of all 27 Public SUNY State Universities/Colleges, Accreditation Level, and Mission Statements (i.e., in word count order [lowest to highest])

No.	SUNY Business College/School	Level of Accreditation	Mission Statement	No. of Words
1	Maritime College, The School of Business, Science, and Humanities	MSCHE	Maritime College educates dynamic leaders for the global maritime industry.	10
2	SUNY Oneonta, School of Liberal Arts and Business	AACSB	We nurture a community where students grow intellectually, thrive socially and live purposefully.	13
3	SUNY Brockport School of Business and Management	AACSB	We provide an engaging and innovative educational experience in business and public administration advancing student growth, engagement, transformation, and success.	20
4	New Paltz School of Business	AACSB	We educate our students to be ethical professionals and leaders, who can meet the demands of a changing global business environment.	21
5	Alfred State College of Technology	MSCHE	Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community.	21
6	SUNY Polytechnic Institute College of Business	AACSB	SUNY Poly College of Business develops principled and insightful business leaders and professional through our emphasis on emerging technology, entrepreneurship, and innovation.	22
7	Stony Brook University, College of Business	AACSB	Prepare students for leadership roles and create and disseminate business knowledge. Emphasize research and practice, experiential learning for	23

			problem-solving, and opportunities to collaborate.	
8	SUNY Morrisville, School of Agriculture, Business & Technology	MSCHE	SUNY Morrisville works to offer diverse learning experiences so that graduates may pursue rewarding lives and careers, become engaged citizens, and contribute to our collective future.	26
9	SUNY Cortland, Business, Management & Marketing	CAEP	SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service.	28
10	Fredonia, School of Business	AACSB	To integrate excellence in instruction, relevant faculty scholarship, and proactive community service in order to prepare students from differing backgrounds to be successful, ethical, and globally aware business professionals.	29
11	SUNY Cobleskill, School of Business and Liberal Arts	MSCHE	NY Cobleskill sets the standard for applied education that extends theory into practice. We cultivate our students to positively affect the cultural, economic, natural, and technological forces in their lives.	30
12	University of Buffalo, School of Management	AACSB	To discover and deepen our understanding of management concepts and applications that drive effective organizations and use them to produce principled and insightful leaders who create positive change in the world.	31
13	SUNY Buffalo State College	MSCHE	We are a school of opportunity providing a diverse student-centered environment with a specialized business program both in and outside of the classroom. Our faculty maintain expertise through applied and pedagogical research.	32
14	Cornell University – The ILR School	AACSB	We are a school of opportunity providing a diverse student-centered environment with a specialized business program both in and outside of the classroom. Our faculty maintain expertise through applied and pedagogical research.	34
15	Purchase College	MSCHE	Purchase College, SUNY embraces its public mission by bringing together students in the liberal arts, sciences, and	37

			conservatory arts programs in a vibrant, creative community where in-depth knowledge grows from open-minded engagement, questioning boundaries, and inspiring possibility.	
16	SUNY Empire State College, School of Business	MSCHE	The SUNY Empire State College Business, Management and Leadership Programs provide students with opportunities to pursue their graduate degrees through an innovative, student-centered, and flexible learning environment that transcends traditional boundaries of time, place, and modes of learning.	38
17	Binghamton University, School of Management	AACSB	The mission of the Bass Center for Leadership Studies is to generate, conduct and disseminate basic and applied research for the advancement of leadership effectiveness of individuals, groups and teams, and various collectives such as organizations, communities and networks.	39
18	SUNY Canton, School of Business and Liberal Arts	MSCHE	The School of Business and Liberal Arts is committed to providing students learning experiences which foster individual growth and prepare them for success in the workplace, in life, and which promote social responsibility in campus, regional, national, and global communities.	40
19	SUNY Delhi School of Business and Hospitality	MSCHE	Our philosophical anchor supports a student-centered institution where the student is the most important person at SUNY Delhi. SUNY Delhi's mission catalyzes this belief by: Focusing on grit and determination, SUNY Delhi engages its inclusive community through hands-on teaching and learning.	41
20	SUNY Old Westbury School of Business	MSCHE	The School of Business provides access and support to empower our learners (students and alumni) with the knowledge, skills, and values to think critically, communicate effectively, and act responsibly achieved through a committed faculty devoted to teaching excellence and relevant scholarship.	49

21	Farmingdale State College School of Business	AACSB	Dedicated to student success, Farmingdale State College delivers exceptional academic and applied learning outcomes through scholarship, research, and student engagement for Long Island and beyond. FSC's commitment to student-centered learning and inclusiveness prepares graduates to be exemplary citizens equipped to excel in a competitive, diverse, and technologically dynamic society.	49
22	Oswego, School of Business	AACSB	The mission of the School of Business is to prepare students as competent and ethical professionals; to produce scholarly research that advances knowledge and contributes to learning and the practice of business and its related disciplines; and to serve as a resource for the local, regional and global community.	49
23	Geneseo	AACSB	The School of Business at SUNY Geneseo is committed to the highest quality in business education within the context of a strong liberal arts tradition. We offer baccalaureate programs in accounting, business administration, and economics as well as a master's in accounting program that serves students preparing for CPA licensure.	50
24	University of Albany	AACSB	We provide high quality business education and advance knowledge through scholarly and applied research, and by engaging effectively with alumni and the business and academic communities. We also offer innovative and distinctive niche programs and experiential learning opportunities, in collaboration with campus and corporate partners. These programs provide our students with a competitive edge in the job market.	58
25	State University of New York Plattsburgh, School of Business and Economics	AACSB	SUNY Plattsburgh provides outstanding liberal arts and pre- professional programs along with a college experience that prepares students for their professional and civic futures. We recognize our unique location and	67

			<p>commitment to social and environmental responsibility as integral to our identity. We maintain a nurturing, accessible campus climate for a diverse student body where each student is valued and supported in the pursuit of their educational goals.</p>	
26	SUNY Potsdam, School of Education and Professional Studies	MSCHE	<p>The State University of New York at Potsdam prepares students to act as engaged global citizens and to lead lives enriched by critical thought, creativity and discovery. As an inclusive scholarly community, rooted in our historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience.</p>	97
27	FIT State University of New York, School of Business and Technology	ACBSP	<p>We are committed to leading the creative industries worldwide with socially conscious solutions that leverage innovation and entrepreneurial drive to have a positive impact on the world. Through a culture of creative leadership, we leverage our combined strengths in design, science, business and technology to create purpose driven solutions for the new creative economy across the industry spectrum from the entrepreneur to the enterprise. Through transdisciplinary and collaborative research projects, we create unconventional solutions to economic, environmental, and human challenges. Through transdisciplinary and collaborative research projects, we create unconventional solutions to economic, environmental, and human challenges. Through high-impact experiential learning environments, we launch the next generation of innovative leaders.</p>	109

Source: (suny.edu/about/mission, 2023)

Notes:

- ¹ Medium - mission statement word counts: 39.1
- ² Lowest word count: 10.0
- ³ Highest word count: 109.0
- ⁴ Some of the mission statements are from the university in general, while others are the business schools specifically.
- ⁵ The above-mentioned mission statements could have changed since this research was published.