Purpose of Study The purpose of this study is to examine the relationships of culture formation within a major division one athletic program, their home institutions, and the communities in which they reside. Theoretical framework and rationale This study will explain how Scott's (1998) three pillars of institutions-normative, regulative, and cognitive-cultural categories within an athletic program helps connect an institution to its surrounding community and how the athletic culture affects the community at large. The research tradition driving this study is the interpretive approach. "Interpretive methods are based on the presupposition that we live in a social world characterized by the possibilities of multiple interpretations" (Yanow, 2000, p. 5). Using the idea that institutions consist of regulative, normative, and cognitive structures will offer meaning to the social behavior of organizations. Within the three pillars, regulative pillar emphasizes rules, laws, and sanctions. North (1990) said that institutions have formal written rules and unwritten codes, which, if broken, are followed up by sanctions and punishments. The normative aspects include values and norms. "Norms specify how things should be done; they define legitimate means to pursue valued ends" (Scott, 1998, p. 37). Scott also said that norms limit social behavior but simultaneously promote social action. According to March and Olsen (1989) "... behavior we observe in ... institutions reflects the routine way in which people do what they are supposed to do" (p. 21). The cognitive element of institutions constitutes the nature of reality and how meaning is made of things. "Mediating between the external world of stimuli and the response of the individual ... is a collection of internalized symbolic representation of the world" (Scott, 1998, p. 40). D'Andrade (1984) also supported Scott by indicating that what a person does is mostly a representation of his environment.

Through the three pillars outlined by Scott (1998), culture formation can be examined. Although each pillar represents a specific area of organizational knowledge, it is the relationship between the pillars that outline the creation of culture. For athletic programs and the surrounding communities, this culture creation is individualized to the type of institution, program history and tradition, location, and athletic affiliation. Methodology & Data sources The research has three basic guiding questions: What are the internal and external factors that affect culture formation within an athletic program? Second, what is the impact of the cultural relationships between major division one athletic program and the community in which it resides and third, what is the economic impact of major division one athletic program on the community in which it resides?

To answer these questions the researchers will conduct a case study analysis by exploring the revenue producing athletic programs at Clemson University. The case study will utilize interviews and document analysis. Using Seidman's (1998) approach to in-depth interviewing, the researchers, as the interviewers, will use "primarily, open-ended questions" (p. 9) that will allow us to "explore the [sic] participants' responses to those questions. The goal is to have the participant reconstruct his or her experience within the topic study" (p. 9). Also, because the researchers want to develop a contemporary understanding of culture formation within a major division one athletic program, internal and external factors of the institution must be addressed. According to McKelvey (1982), organizations in the same population have elements of dominant competence, or comps, taken from the same compool, or collection of elements.

This study will use the native commonsense categories described by Scott (1998) as proposed by Parsons (1967) to define the organizational population. Therefore, in order to develop categories, the researchers will examine this division one athletic program by accessing institutional web sites, conference websites, relevant literature and personal experience to explore the concept of athletic culture formation. The researchers will develop an athletic taxonomy to categorize the dominating internal and external factors of culture development of major division one athletic programs. The athletic taxonomy will help the researcher lay out the data, see what was there, and draw some initial conclusions about patterns, themes, comparisons, contrast, and clustering (Miles & Huberman, 1994). Through this process, the researcher will break down the data, make comparisons, and recategorize the data according to general similarities and differences. During this stage of analysis, the researchers may develop some initial categories that are abstract enough to include all the data. Strauss and Corbin (1990) indicated that when discovering categories, the conceptual name given must be more abstract than the concepts grouped under it.

This study will contribute to the literature on athletic programs by offering a new base of knowledge concerning cultural development, athlete responsibilities, and athlete community expectations among a major division one athletic program. Within the current system of categorization there is an error in logical type. Moreover, there is very little literature that explores the interconnected relationships athletic programs, institutions, and communities have on each other. This study will provide a knowledge base for the impacts of cultural development within the institution and how this culture affects the local community.
This study is also significant because by examining the relationships we can begin to truly understand the phenomena we call intercollegiate athletics.