

ABSTRACT

A STUDY OF THE ROLE OF THE DIRECTORS OF PUBLIC RELATIONS AT SELECTED MICHIGAN PRIVATE COLLEGES

by Peter R. Ellis

The purpose of this study was to discover and describe roles performed by directors of public relations, to identify and describe preparation patterns through formal study and prior experience, to compare role(s) performed with selected indicators of public relations personnel performance of the directors of public relations in seventeen Michigan private colleges. The instruments employed were developed through a survey of the pertinent literature and through discussion and interaction with a panel of consultants and experts in the public relations field.

A check-list questionnaire with open ended questions to permit additional commentary by the respondent was submitted to directors of public relations in seventeen Michigan private colleges. As a follow-up measure, each participant was personally interviewed by the researcher to validate the findings and to provide an opportunity to ask questions regarding that person's perception of the public relations program within his institution's structure.

The study reveals that these directors consider judgment, integrity, sensitivity to and interest in other people, organization and

planning skill, and leadership and maturity as vital personal characteristics needed by a public relations director to be effective within his institution and with its external publics.

A significant number of the respondents expressed concern over the lack of adequate position statements outlining the objectives of the institution as well as the role of the director of public relations. Less than one-third of the directors maintained they had sufficient staff and funds to meet the increasing demands being placed upon their offices.

The directors believed that membership in the American College Public Relations Association would be of immense help to the practitioner through the services that the organization offers and that this affiliation would continue to help establish the field as a profession. They apparently had little opportunity to participate in practical experiences that were directly related to their present role during the course of their formal education but appear to be well prepared for their duties and responsibilities from an experiential standpoint. A number of public relations directors in this study seem to be burdened with too many miscellaneous tasks or engage in the activity on a part-time basis thus limiting the opportunities to help plan and become more intimately involved in long range programming and policy development for the institution. A role change, as viewed by these respondents, occurs after a successful period of performance.

The respondents believe that tomorrow's important questions in public relations include institutional financing and fund raising,

improving the quality of the graduates of the institution, the role of the federal government in higher education, and the image of the institution. It was also apparent that fund raising continues to be a main thrust in the public relations program of colleges and universities.

Further research should be conducted in the role analysis of a director of public relations as perceived by the institution's internal and external publics and the practitioner. It is also clear that more attention should be given by all parties concerned to the establishment and strengthening of in-service training programs for the public relations director of the future. The results of this descriptive study were narrated in such form as to expedite additional research in the field.

A STUDY OF THE DIRECTOR
OF PUBLIC RELATIONS AT SELECTED
MICHIGAN PRIVATE COLLEGES

By
Peter R. Ellis

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is twofold: (1) to ascertain the role of the public relations director in selected Michigan private colleges; the nature of their tasks, their diverse backgrounds, and the extent to which their role is changing as they perceive it; and (2) to compare this role with selected indicators of successful public relations personnel performance in the field and in consultation with public relations experts. Recommendations will be made in the light of the analysis of the data.

Introductory Statement

Generally speaking the university (college) has two great objectives. In the first place it exists to increase the store of human knowledge . . . and secondly, it must develop men and women of character and capacity who are prepared to bring wisdom to the problems which confront the world.¹

It is to these objectives that the "new breed" of public relations directors in higher education exert their best efforts. The term "public relations" in the educational field is not new, yet there is wide variance

¹David Weaver, Builders of American Universities (Inaugural addresses by Presidents, Shurtleff College Press, Alton, Illinois, address by Robert Clarkson Clothier, President, Rutgers University), p. 20.

among educators as to its precise meaning. Reck, one of the pioneers of educational public relations, considers public relations "as a way of life for the entire university . . . not just the role of a single individual,"² while Schoenfield suggests that "public relations, in the proper sense of the term, is primarily a matter of institutional conduct and only secondarily a matter of publicity."³

Cutlip and Center narrow the meaning even further and state that "public relations consists of doing the right thing and getting credit for it."⁴ Groves asserts that "the difficulty in higher education public relations is that the things that count the most are the things that you cannot count."⁵

Reck also writes that

Publicity and public relations are not synonymous--publicity is anything that serves to gain public attention for an individual or institution and is merely a means toward the end of improved public relations. For public relations is any situation, act, or word that influences people.⁶

In more academic terms public relations has been defined as "the communication of an individual's or an institution's policy, internal and external, with a view toward establishing a meaningful rapport with

²W. Emerson Reck, Public Relations: A Program for Colleges and Universities (New York: Harper and Brothers, 1946), p. 17.

³Clarence Schoenfield, The University and Its Publics (New York: Harper and Brothers, 1952), p. 6.

⁴Scott Cutlip and Allen Center, Effective Public Relations (New York: Prentice-Hall, Inc., 1952), p. 6.

⁵Dr. Ernest R. Groves, Professor of Sociology, University of North Carolina, in various public addresses.

⁶Reck, op. cit., p. 201.

its various publics."⁷ To further complicate the issue, Schoenfield notes that, "rightly or wrongly, the term public relations has yet to be accepted in university circles as being sufficiently clothed in academic responsibility."⁸ This view perhaps prompted the following statement by a college president: "College public relations glorifies all that does not matter."⁹

Bernays states that there have been four main periods of development in public relations in the United States since 1900, but points out that in the period from 1919 to date public relations as a profession has developed with considerable acceleration.¹⁰

Unfortunately the original concept of the public relations function as that of a news bureau has present day ramifications, for many critics are prone to regard public relations as still being primarily publicity about an institution's activities. To offset this false impression, the Association of Governing Boards of State Universities and Allied Institutions expressed itself

. . . as favoring increased emphasis on public relations and public information programs for higher education to the end that the public may be fully and properly informed on the objectives, programs, and accomplishments of higher education institutions.¹¹

⁷Committee on Modern Journalism, Modern Journalism (New York: Pitman Publishing Company, 1963), p. 9.

⁸Schoenfield, op. cit., p. 79.

⁹Stewart Harral, Public Relations for Higher Education (Norman, Oklahoma: University of Oklahoma Press, 1942), Preface.

¹⁰Edward Bernays (ed.), The Engineering of Consent (Norman, Oklahoma: The University of Oklahoma Press, 1945), p. 10.

¹¹Newsletter, American College Public Relations Association, Dec. 5, 1949, p. 2.

Need for Public Relations Directors

The need for competent public relations directors has repeatedly been emphasized. Little suggests that "public relations experts are needed who can help supply educational statesmanship and social vision, as well as imaginative technique and ingenious device."¹² According to Horn,

The public relations director must be an effective interpreter of his college and higher education both within the institution and to the public outside He must be as ubiquitous and as versatile as the President whose good right arm in truth he should be.¹³

Former Chancellor Litchfield of the University of Pittsburgh has stated that "in the academic world, the senior public relations person should sit at the right hand of the management of the institution and be as integral a part of it as any academic dean or as anyone else in the organization."¹⁴

A parallel can be drawn here with the business world to further emphasize the need for competent public relations personnel. Bird and Yutzey write that

If the full price of public relations mismanagement could be segregated and identified on the books, top management would make sure it had the best public relations director it could find and then would give him the authority, organization,

¹²J. Kenneth Little, "Higher Education Needs Interpretation," College Public Relations Quarterly, Vol. I, No. 3, April, 1950, p. 6.

¹³Francis H. Horn, "Current Problems in Higher Education, Some Implications for Public Relations," College Public Relations Quarterly, April 1, 1953, pp. 8-9.

¹⁴Edward H. Litchfield, "What an Educator Expects from Public Relations," Campus America 1965-1975 (Washington, D.C.: American College Public Relations Association, 1965), p. 32.

and freedom needed to hold him responsible for the public understanding of the company.¹⁵

To further emphasize the importance of the study of public relations, W. Howard Chase, President of Communications Counselors, Incorporated, has stated that

It is possible that in no other area of fund expenditure is so much being spent so uncertainly and with so little precise and objective validation of results. Yet the target--social and economic approval through successful idea communication--is important enough to justify even larger investments.¹⁶

Numerous problems now face our institutions of higher education. Mushrooming student enrollments, limited finances and facilities, curriculum changes, student unrest, lack of qualified faculty and administrators, rising college costs, the necessity of appealing to the institution's "publics" for support, are all legitimate concerns of every college or university. If the comments quoted previously, accurately portray the role of the public relations director, one of his most important tasks has come to be the articulation of these concerns for the various publics and for the academic community. The public relations director, therefore, plays a key role in relating the university to the world in which it must function. He must be an interpreter of specific details and at the same time visualize the interrelationships that constitute the "big picture" as far as his university is concerned.

¹⁵Caroline Bird and Thomas D. Yutzey, "You Have to Manage Public Relations," Harvard Business Review, November-December, 1957, p. 65.

¹⁶James R. Jordan, "The Conference for the Advancement of Understanding and Support of Higher Education," Pride, April, 1958, p. 8.

A definite study of the college and university public relations director, in terms of his personal background, his academic training, his professional duties, conditions of present employment, etc. is much needed.¹⁷

Growth of the American College Public Relations Association

The American College Public Relations Association was founded in Chicago, Illinois, on April 6, 1917. Twenty-five institutions of higher education were represented at this initial conference and their representatives selected the name "The American Association of College News Bureaus."¹⁸ From this rather modest beginning, the Association increased its membership to over 1,000 institutions by 1965. Its present title, American College Public Relations Association, was selected at the 1946 Convention, and it was at this time that the Association focused its major interest on the theme, public relations, rather than on publicity. A central office was established in 1950 which created a channel for communication between the ACPRA and the general public as well as among the ACPRA members themselves. The central office has also given the Association new stature, and provided the means to bridge the gap between organizational infancy and the full maturity that has come as a consequence of steady increases in membership. The growth of the Association is further proof of the increased emphasis on public relations in higher education, a fact which would seem to indicate that need for qualified public relations personnel in the future will be even greater than at present.

¹⁷Robert V. Esmund, Unpublished doctoral dissertation, "Identification and Exploratory Analysis of the Problems of Selected College and University Public Relations Directors," Indiana University, 1959.

¹⁸M. Charles Seller, "The History of ACPRA: 1915-1950," College and University Journal, Fall, 1964, p. 43.

Value of the Study

Institutions of higher education have acknowledged the need for public relations directors by establishing directorships within their internal administrative structure. The continual growth of the American College Public Relations Association, as already noted, also indicates a steady increase in the number of directors. The establishment of many new two and four year colleges which will need competent personnel in this area serve as further evidence that the role of the public relations director in the higher education scene is one that demands further exploration and clarification. This study will describe the activities of public relations directors in selected private colleges; their present tasks, educational training, professional background, and their future role, as they see it, within the institution. Descriptive research such as this is particularly valuable as indicated by Van Delen who feels that it is essential for making improvements in many areas of education. He comments as follows:

Before much progress can be made in solving problems, men must possess accurate descriptions of the phenomenon with which they work To solve problems about children, school administration, curriculum, or the teaching of arithmetic, descriptive researchers ask the initial questions: What exists--what is the present status of this phenomena? Determining the nature of prevailing conditions, practices, and attitudes--seeking accurate descriptions of activities, objects, processes and persons--is their objective. They depict current status and sometimes identify relationships that exist among phenomena or trends that appear to be developing. Occasionally, they attempt to make predictions about future events.¹⁹

¹⁹Deobald Van Delen, Understanding Educational Research, (New York: McGraw-Hill Book Co., Inc., 1962), p. 184.

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Basis of Problem Study

The complexity and growing importance of public relations in higher education is becoming apparent, and it is just as apparent that the various tasks of the director and his role within the academic community remain unspecified and in many cases unclear.

A study such as outlined in the opening paragraph will

(1) provide a comprehensive survey of the actual duties and characteristics of public relations directors in comparison to indicators of successful public relations personnel performance, (2) present data for any institution which may wish to establish such a position or to compare its present program with the programs of other similar institutions throughout the state, (3) aid the academic community in further understanding and accepting the function of public relations directors, and (4) provide further detailed information on a rapidly growing profession in higher education.

Delimitations

This study will consider seventeen selected private colleges in Michigan whose student bodies reflect some diversity of cultural background, but which possess some similarity in curricular objectives, and which have public relations directors or some person designated with that responsibility.

The questionnaire used to survey the public relations directors will be delimited to the following areas: personal data, educational background, experience background, nature of the position, job qualifications as perceived by the incumbent, and the incumbent's perception of

his changing role within the institution. The data is drawn only from the directors of public relations in the selected Michigan private colleges.

Assumptions

There are five assumptions that comprise a basis for this study:

- (1) That the role of the public relations director in colleges and universities is becoming increasingly important.
- (2) That the public relations activity has become an essential part of each institution's program.
- (3) That the activities of a director of public relations contribute to the degree of overall support enjoyed by a private college.
- (4) That the role of the public relations director is undergoing change.
- (5) That the role of the director of public relations can be described by those occupying the role.

Methodology

The procedure followed included these points: (1) The pertinent literature was reviewed to secure a background of public relations activity in institutions of higher education and to aid in the development of the indicators of successful public relations personnel performance. (2) A pilot study which drew upon public relations experts in the field was conducted to refine the questionnaire for gathering data. (3) The researcher visited seventeen selected private colleges in Michigan and interviewed the public relations director, or the person assigned this responsibility. From these findings a description of the role of the director of public relations was developed. (4) Recommendations for

improving the role of the public relations director in the field of higher education.

Definitions of Terms Used

College-university

For the purpose of this study, a selected private institution in the state of Michigan which is approved by the Department of Public Instruction and grants a four year baccalaureate degree.

Public Relations Director

The individual within the institution who has been charged with the principal responsibility of developing, maintaining, and directing a program of public relations for that institution.

Public Relations

The public relations of any institution can be defined as "the sum total of all the impressions made by the institution itself and the various persons connected with it."²⁰

Role

The actions or functions of the Director in executing his duties and responsibilities.

Types of Source Material

The various types of source material employed by the researcher are as follows: (1) Data compiled from the completed questionnaires. (2) Books, articles, periodicals, relating to the topic under scrutiny.

²⁰Reck, op. cit., p. 8.

(3) Personal interviews with the public relations directors of the selected private colleges. (4) The personal observations and experiential background of the researcher. (5) Consultation with selected public relations experts in the field.

Selection of Population

Seventeen private colleges in Michigan were selected as the population for this study. Each of the colleges is licensed by the State Department of Public Instruction to grant a four year baccalaureate degree. Each college has a public relations director, or an administrator who holds this responsibility, operating within its administrative structure. The selected colleges have in common their dependence on private support for continued existence. These colleges appear to have a commonality of structure, organization, and problems, and these facts allow for a more penetrating analysis of the data.

Development of the Questionnaire

The survey instrument employed in this study was created through (1) surveying the literature dealing with the role of the public relations director in higher education and the basic characteristics he should possess, (2) through discussion and interaction with recognized consultants in the public relations field both from within higher education and from the business world, and (3) through a pilot study using a selected sampling of public relations directors within higher education, not necessarily connected with private colleges.

Survey of the Literature

The authors in the following paragraphs provided sufficient background material to help describe the role of the public relations director within his institution as well as with its external publics.

The responsibility for proposing a set of goals for the public relations department rests with the director of public relations, who seeks the counsel of others, and obtains the president's endorsement of these objectives; the goals will vary from institution to institution and should be realistic and within the framework of the public relations responsibility; and these objectives may change and it will thus be necessary to update them periodically for these goals are useful only if they are utilized.²¹

Wild, employing the words of J. R. Morrill, former President of the University of Minnesota, believes that

The basic ingredient of any public relations program is the establishment and maintenance of good, sound relationships between administration and staff. It is imperative that all participants be continually informed of the university's problems and the direction in which the institution is attempting to move. All must be of the opinion that they are an integral part of the university life.²²

Fink believes that it is essential for the public relations man of today "to know the past so that he can grapple with the present". To those who clamored that this is not essential for the public relations man of this era, he replied that "to escape the tag of being nothing more than "pitchmen", they must represent the finished product of a liberal

²¹Victor J. Danilov, "Public Relations Objectives," Pride, 2, Sept. 1958, pp. 8-11.

²²R. W. Wild, et. al., "Inside Information," Pride, 1, Dec. 1957, pp. 8-13.

education believing that all professional practitioners should be schooled in theoretical disciplines."²³

Douglas is convinced that public relations directors should have a hand in developing programs to train their own successors and to encourage others to enter the field. He proposes that these newcomers should have the ability to communicate clearly and effectively, possess a breadth of outlook and depth of intellectual curiosity, and have independent judgement. He indicates that if the concern of public relations activity is as broad as we would like to think it is, sound training in a wide variety of problems is what the newcomers will need.²⁴

Gould maintains that the primary function of the public relations person in an educational institution is to reflect and interpret the seriousness of educational purpose in the new age. His view is that it is essential to communicate this material to all publics who are interested or concerned. Everything else he asserts is mechanic and technique, applied with skill, imagination and persuasiveness. He believes that too much emphasis has been placed on fund raising, publicity, and other short term aspects. The director must have a sensitive awareness to the public relations needs of his institution and its educational philosophy, and a firm belief in that philosophy.²⁵

²³Jerome S. Fink, "Public Relations Personnel in the Groves of Academe," Pride, 2, Dec. 1958, pp. 12-13.

²⁴Paul M. Douglas, "The Tidal Wave and Education for PR.," Pride, 1, Sept. 1957, pp. 9-10.

²⁵Samuel B. Gould, "Broader Horizons for Interpreting Education," Pride, 3, March 1959, pp. 5-8.

A survey report of public relations activities in seventy-three midwestern colleges, provides excellent resource material on the multi-purpose tasks of the public relations director with the primary emphasis being placed on the various aspects of reporting and publications.

Several conclusions can be drawn from this study which include: (1) a wide divergence of thinking regarding the personnel to be considered in staffing the office of public relations; (2) a similar lack of clarity regarding the current ideas of delineation of areas of responsibility, lack of agreement as to which activities should be specifically responsible to the public relations effort; and (3) that the confusion might be attributed in part to the widely varying academic and work experience backgrounds of those directing the public relations program.²⁶

Esmund, from his study, enumerated several of the basic problems facing the public relations directors by indicating (1) that they had too much to do, too little time to do it in with too few assistants, (2) that faculty members cause more problems than any other constituency because of a basic lack of knowledge of their role in public relations, (3) lack of an adequate budget, (4) the need for professional acceptance by the academic community, and (5) the difficulty of effective communication with the faculty.²⁷

Johnston suggests that an organizational chart for the public relations department in higher education should not be an end in itself

²⁶E. Paul Harvey, "The Organization and Practice of College Public Relations," Pride, 1, Dec. 1957, pp. 14-16.

²⁷Robert V. Esmund, "A Study of Problems Facing College Public Relations Directors," Pride, 3, Dec. 1959, pp. 17-18.

but a beginning; that the functions of good institutional relations cannot be separated; good public relations, good alumni relations, and good development efforts are all part of the same package; and it is a basic essential to recognize the interdependence of these functions as by doing this, the directors will reap greater rewards both in terms of satisfaction and status.²⁸

Pray believes that several of the basic steps in building public support of the program of higher education include the formation of a single clear definition of purpose by the central administration of the institution's goals and to relate each of the activities within the institution to that goal. He contends that another basic step is the interweaving of the faculty, the trustees, the students, and the alumni to support, understand, and nourish these objectives. Furthermore, he believes that such a concentration can be a positive force for the support of the institution.²⁹

Scarlett contends that four ingredients are basic as to why college public relations men should have higher status within the institution's framework. Much of his success will depend upon the cooperation and support of faculty members; second, he will be less hampered by fear of being accused of promotional motivation; third, that since most of his functions are interpreting of the reactions of the various publics to the policies and actions of the college, his viewpoints would be more

²⁸W. Noel Johnston, "Teamwork for Institutional Public Relations," Pride, 2, March 1958, pp. 16-19.

²⁹Francis P. Pray, "Nine Steps Toward Understanding and Support," Pride, 2, June 1959, pp. 5-8.

accepted if he were higher up the ladder; and fourth, the same premise would be appropriate for developing effective relationships with the student body.³⁰

Wimpress describes the basic organizational chart and objectives of the small college public relations office, including the objectives, staffing and personnel, physical equipment, emphasizing the distinctions between a small college public relations office and those of their counterparts in larger universities, and emphasis is placed on the importance of the President establishing and maintaining the prestige of the director on and off the campus.³¹

McPhee points out the blind spots in educational public relations and itemizes the following: the failure of educators and educational public relations people to drive home to the public the basic purposes of their institution, the lack of clarity and conciseness that appears to surround the objectives and purposes of any institution's public relations program and the functions of the office, and the vitalness that the President of the institution accept and support the public relations function at the institution.³²

Pettit asserts that colleges and universities have been slow in grasping the significance of tradition and its effect on educational public relations. Until recent decades, the public relations function

³⁰Melvin G. Scarlett, "Who is Responsible for College Public Relations?," College Public Relations Quarterly, 7, April 1956, p.31.

³¹G. Duncan Wimpress, "Organizing the Small College Public Relations Office," College Public Relations Quarterly, 2, July 1951, pp.13-18.

³²Julian McPhee, "Blind Spots in Educational Public Relations," College Public Relations Quarterly, 3, April 1952, pp. 32-35.

had been handled by the President. Until the public relations directors are able to win the confidence of the scholars, they will not be admitted to the sanctum sanctorium where the public relations effort can be coordinated; and it is imperative that the public relations man know what is honest, conscientious, and satisfactory service on the part of a college or university, and he must be able to speak the language of the scholars if he is going to have any influence as a teacher of those working in his organization.³³ These men must measure up to the caliber of college presidents who practiced public relations in the past.

Discussion

From the initial stages in the preparation of the questionnaire, discussions were held with public relations directors now practicing in the field, college presidents, and public relations experts in private fields to help crystallize the director's responsibilities, the pertinent problems within the field, the varieties of techniques utilized to implement a successful public relations program and to provide information regarding the indicators of successful public relations personnel performance.

Pilot Study

With the help of the Committee chairman and others, a selected sample of public relations directors was chosen from several colleges within the state of Michigan and from adjacent states to participate in the pilot study. In addition, the education director of the Public

³³George A. Pettit, "Public Relations in Academe," Public Relations Journal, 3, Feb., 1947, p. 17.

Relations Society of America and the Executive Vice President of the American College Public Relations Association were surveyed for their reactions. The following people served on the panel.

James Denison
Asst. to the President
Michigan State University
East Lansing, Michigan

Arthur O'Connor
Director of University Information
Western Michigan University
Kalamazoo, Michigan

John Leslie
Executive Vice President
American College Public
Relations Association
Washington, D. C.

W. Emerson Reck
Vice President
Wittenberg University
Springfield, Ohio

John Marston
Professor of Communications
Michigan State University
East Lansing, Michigan

Samuel H. Saran
Director of Public Relations
Northwestern University
Evanston, Illinois

James E. Murphy
Director of Public Information
University of Notre Dame
South Bend, Indiana

Frederick H. Teahan
Education Director
Public Relations Society
of America
New York, New York

The panel suggested a number of revisions and deletions to tighten the questionnaire in order to gain more specific information. The purpose of the pre-test was to get the reactions of recognized leaders in the public relations field as to the appropriateness of the study and the validity of the survey instrument.

Reporting of Data

The findings of the entire study are reported in six chapters as follows:

CHAPTER I Introduction

Introduction to and statement of the problem with the purposes of the study and its significance on the higher education scene; the delimitations of the study, the definitions of terms, the assumptions, and the

methodology employed to achieve the objectives prescribed for the study.

CHAPTER II Higher Education Public Relations in Retrospect

Review of the literature to determine the background of public relations work in higher education. Discussion of the emerging role of the public relations director in the administrative structure of higher education.

CHAPTER III Indicators of Successful Public Relations Personnel Performance

The development of basic indicators for the Public Relations Director as gleaned from the literature and through consultation with public relations experts in the field.

CHAPTER IV Personal Data About Respondents

A report on the findings of the questionnaire as it pertains to the respondents' educational and experiential background, nature of the position, job qualifications as seen by respondent, kinds of work tasks involved and how skill development of the respondent was achieved.

CHAPTER V Findings from Personal Interviews

Personal comments indicating the respondents' perceptions of the changing character of their positions within their institutions, the significant problems faced by the directors in the performance of their duties, their observations on the desirable education and experience conditions in the development of their successors and the nurturing of newcomers to the field, and their comments in general regarding public relations in higher education.

CHAPTER VI Comparing the Actual Against the Basic Indicators of Successful Public Relations Personnel Performance

Comparisons of the role of actual public relations directors with the basic indicators of successful public relations personnel performance

and suggestions for improving the role of those within the field of higher education.

Summary

Within the last decade, institutions of higher education have become increasingly aware of the importance of their public relations activity. The director of public relations, whose original duty was to be a reporter, now finds himself thrust into the inner circle of administrative power within his institution.

This shift in position relative to the area of policy formation has of necessity often been accompanied by a change in role. The purpose of this study was to discover and describe roles performed by directors of public relations, to identify and describe preparation patterns through formal study and prior experience, and to compare role(s) performed with selected indicators of public relations personnel performance and with experts.

CHAPTER II

HIGHER EDUCATION PUBLIC RELATIONS IN RETROSPECT

Origins of Public Relations

Colleges and universities must continually examine their communication techniques to determine whether they are effectively reaching their many external and internal publics. It is abundantly clear that in the last decade the public relations program of their institutions have reached an importance never dreamed of previously. Though it is logical to assume that their future public relations programs must do more than merely enlarge upon present or past activities, a review of higher education public relations activities will provide us with a basic understanding of what has been done to enable us to better plan for the future.

According to Bernays, generally reputed to be one of the outstanding public relations experts of modern times, the area of public relations has not been researched in depth as have other important fields, some related, such as public opinion.¹ Cutlip's comprehensive survey uncovers few leads as to any thorough study pertaining directly to higher education public relations.² However, there have been several short studies regarding historical aspects

¹Edward L. Bernays, Public Relations (Norman, Oklahoma: University of Oklahoma Press, 1952), p. 11.

²Scott M. Cutlip, A Public Relations Bibliography (Madison, Wisconsin: University of Wisconsin Press, 1965).

such as "Shifts in Public Relations," by Gras which discusses the business evolution in this field,³ and Goldman's comments describing the activities of Ivy Lee, another public relations pioneer, and those of Bernays.⁴ Davidson's study of the growth of college public relations through 1955 provides an overview of higher education public relations activities, and he stresses that further exploration in this area should be conducted.⁵ These, along with Seller's study of the development of the American College Public Relations Association,⁶ represent examples of the limited research that has been undertaken on the subject.

Bernays states that public relations goes back to earliest times as the three main elements of public relations are practically as old as society: informing people, persuading people, or integrating people with people . . . of course the means and methods of accomplishing these ends have changed as society has changed . . . although it has been called the newest profession, public relations literally began when individuals banded into groups to form a society or a community of interest.⁷

In ancient Egypt, priests were experts in public opinion and persuasion and much of the art and literature was devoted to impressing upon the public the greatness and the importance of kings, priests, nobles, scribes, and other leaders.⁸

³N.S.B. Gras, "Shifts in Public Relations," originally published in the Bulletin of the Business Historical Society, Inc. (Boston), for October, 1948.

⁴Eric Goldman, The Two Way Street, The Emergence of Public Relations Counsel (Boston, Mass.: Bellman Publishing Co., Inc., 1948, out of print).

⁵Robert C. Davidson, Unpublished doctoral dissertation, "The Growth and Development of Public Relation Programs in American Colleges and Universities," University of Southern California, 1955.

⁶M. Charles Seller, Unpublished Masters Thesis, "The History of American College Public Relations Association," 1915-50, Pennsylvania State University, 1963.

⁷Bernays, op. cit., p. 12. ⁸Ibid., p. 13.

In Homeric Times, countless persons heard the speeches of itinerant teachers. Socrates taught in the market places. Thus the ancient Greek custom of lecturing to the people on the streets was one of the earliest instances of educators maintaining a close relationship with the public.⁹

Lasswell informs us that the antiquity of the practice of propaganda, as distinguished from its name, is apparent from the fact that much classical Greek and Roman literature is the more or less accidental residue of propaganda and the walls of Pompeii were found to be covered with election appeals.¹⁰ Further evidence of the antiquity of propaganda is provided by Fitzgerald who notes that the citizens of Rome assembled to read the Acta Diurna, the bulletin-board newspaper instituted by Julius Caesar when he became Consul in 60 B.C.¹¹ King presents a strong case for Julius Caesar as the first to thoroughly practice and execute the basic concepts and functions of a sound public relations program.¹²

Bernays offers further examples of the Romans' early interest in public relations, pointing out that they coined words which indicated their understanding of the general subject: Rumores (rumors), Vox Populi (voice of the people), and Res Publicae (public affairs), from which we get our term "republic".¹³

⁹Stewart Harral, Public Relations for Higher Education (Norman, Oklahoma: University of Oklahoma Press, 1942), p.12.

¹⁰Harold Lasswell, "Propaganda," The Encyclopedia of the Social Sciences.

¹¹Stephen E. Fitzgerald, Communicating Ideas to the Public (New York: Funk & Wagnalls Company, 1950), p. 22.

¹²C. Harold King, A History of Civilization (New York: Scribners), p. 39.

¹³Bernays, op. cit., p. 15.

Caesar's aspiration for political power, Machiavelli's devious activities, and Plato's political philosophy are illustrations of a public relations attitude and a sensitivity towards public opinion and its eventual effect on the population.¹⁴

Perhaps the first impact of public relations problems in higher education was felt in the 12th and 13th centuries. Administrative difficulties, especially in the area of discipline, arose at the University of Salerno (medicine-founded 9th century), the University of Bologna (law-founded 12th century), and the University of Paris (arts and theology) because of the thousands of students attending these institutions. In addition, almost constant friction existed between the University and the town.¹⁵

Education has always been big news. To quote W. A. MacDonald, former education editor of the New York Times: "News was made by John A. Milton and his academy, by Francis Bacon's inductive method, by Comenius and his great didactic, by Francke and his institutions, and by Pestalozzi, and Froebel and Herbert Spencer."¹⁶

From 1636-1850

Focusing our attention on higher education within the United States, news was made when Harvard College was established by the order of the Massachusetts General Court in 1636; when the College of William and Mary, which received its Royal Charter in 1693 under Anglican

¹⁴Ibid., p.14.

¹⁵E. E. Lindsay and E. O. Holland, College and University Administration (New York: The MacMillan Co., 1930), pp. 4-7.

¹⁶W. A. MacDonald, "Education as News," Journal of Adult Education, Vol. XII, No. 2, April 1940, p. 129.

auspices, was founded in Virginia; and again when Yale, the third college of the colonies, received its charter only eight years later in Connecticut. All of these institutions gave emphasis to the study of divinity although other courses were offered. A wider concept of education came in 1754 with the founding of Kings College (Columbia) in New York City.¹⁷

In fact, American College recognition of public relations techniques may be said to have begun about 1639 when the little school for Puritan ministers at New Town, Massachusetts Colony, called public attention to education as an object of private philanthropy by naming itself for the Reverend John Harvard, in sincere appreciation of a bequest to the institution consisting of 300 books and 779 English pounds.¹⁸

"Probably the first systematic efforts to raise funds on this continent was that sponsored by Harvard College in 1641 when that infant institution sent a trio of teachers to England on a begging mission."¹⁹

According to Brubacher and Rudy, these modest fund raising techniques rapidly took modern form because:

Public subsidies, however, were never enough to meet the limited budgets of even colonial days. Consequently, the colleges were constantly seeking subscriptions. The most handsome of these, of course, came from England. The famous "New England's First Fruits" from which so much is learned of early colonial life was really intended as a promotion pamphlet to solicit funds from the mother country. On one occasion, when agents of King's College and the University of Pennsylvania discovered that they were soliciting in

¹⁷Harral, op. cit., pp. 12-13.

¹⁸George A. Pettit, "Public Relations in Academe," The Public Relations Journal, Feb., 1947, p. 17.

¹⁹Samuel Eliot Morrison, The Founding of Harvard College (Cambridge, Mass.: Harvard University Press, 1935), p. 303.

England at the same time, they joined forces and divided the ultimate proceeds.²⁰

According to Alfred McClung Lee in The Daily Newspaper in America, colonial printers were newspaper publishers. A printing press was brought to Cambridge, Massachusetts as early as 1638 and there it was operated in connection with Harvard College. It furnished New England with sermons, broadsides, poems, Puritan Tracts, Catechisms, and copies of books published in England, some of the material being furnished by college officials.²¹

Davidson's analysis of the histories of colleges and universities also indicates that public relations problems, although not identified as such until the 1900's, have always existed.²²

Master Eaton, one of Harvard's first Presidents, was dismissed in 1639 for beating his assistant so severely with a stick that he was summoned to court for assault. As a result of his actions, he was fired as President, and the University suspended operations for a complete academic year. This could be rated as America's first serious public relations problem in American higher education.²³

Harvard was not alone in having to cope with public relations problems, especially those pertaining to student unrest. Princeton was the scene of a "Reign of Terror" during the years 1802-1828 with

²⁰The American College Public Relations Association, College and University Journal, Washington, D.C., Fall/1966, Vol. 5, No. 4, p. 3.

²¹Bernays, op. cit., p. 28.

²²Robert C. Davidson, "The Growth of College Public Relations," College Public Relations Quarterly, July 1956, p. 15.

²³Samuel Eliot Morison, Three Centuries of Harvard (Cambridge, Mass.: Harvard University Press, 1937), p. 10.

students burning college buildings, leading demonstrations in the local community, and rebelling against the faculty.²⁴ Harvard's turn came again in 1823 when the Senior class staged the "Great Rebellion". College authorities took firm and decisive action by dismissing forty-three students out of a class of seventy on the eve of their commencement.²⁵

Even at this early period, the communications media attacked some of the problem areas in higher education. An early study by Noah Porter of the relationship between colleges and the public indicates that many different types of criticism appeared in the newspapers during the 1870's; one an editorial which referred to the colleges as "venerable castles that have too long been objects of servile reverence, or as windmills which largely fill the public eye - and grind proportionately but little corn . . . "26 Porter was also one of the first to point out that even in colonial times the American colleges were being challenged by the American public to justify their existence.²⁷

During this period the press hurled other barbs at college officials. Dr. W. S. Johnson, Columbia University president in the late 18th century, was lauded because "during his tenure, Columbia escaped criticism from the press, remarkable for those days, since

²⁴Edwin M. Morris, The Story of Princeton (Boston, Mass.: Little, Brown and Company, 1917), pp. 110-141.

²⁵Morison, op. cit., p. 231.

²⁶Noah Porter, The American Colleges and the American Public (New York: Charles Scribner's Sons, 1878), p. 65.

²⁷Ibid., p. 9.

nearly all colleges, and especially Yale, were attacked by republicans as agencies of federalist propaganda."²⁸ However, Davidson's study reveals that newspapers also helped create a favorable image of colleges and universities in their infant years by publishing educational notices, commencement speeches, and other materials which assisted in student recruitment.²⁹

Perhaps it was Columbia University that first used the press release as a means of getting public notice. News announcements of the first commencement at King's College, as Columbia was then called, June 21, 1758, ran in all of the New York City Journals and all accounts were identical.³⁰

The Dartmouth College vs. Woodward Case in 1819 was a most important legal case for higher education and had public relations implications. The state of New Hampshire attempted to revoke and revise the charter under which the college was founded and the board of trustees quite logically resisted this action. The United States Supreme Court decision supported Dartmouth and this case has been used as a benchmark for many recent decisions.³¹

Generally speaking, a history of college public relations and its antecedents can be broken into three periods. The first period, (1636-1900) found the nine colonial colleges (founded between 1636-1776) using the word-of-mouth form of communication as their primary means of reaching their various publics. These publics were small enough, both in number and size, to allow the successful use of such techniques. They also were able to use the growing number of newspapers to good advantage as were the colleges during the latter part of this period (1776-1904). Most of

²⁸Horace Coon, Columbia, Colossus on the Hudson (New York: E. P. Dutton and Company, 1947), p. 56.

²⁹Davidson, op. cit., p. 16.

³⁰Scott M. Cutlip and Allen H. Center, Effective Public Relations (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 3rd printing, 1965), p. 19.

³¹John D. Hicks, The Federal Union (Boston, Mass.: Houghton-Mifflin Company, 1937), p. 345.

the public relations problems of this period centered around the task of getting a college started, the ability of the curriculum to meet the demands of society, and the relationship of students and faculty to the local community.³²

It was during this first period that a new regulation regarding educational reports was passed. In colonial times the medium for public reporting was the oral discussion at the town hall meeting. However, in 1835, a law was passed in Massachusetts that required a written report by educational officials to the annual town meeting on the conduct and condition of community schools, but the printing of the report was a voluntary matter.³³

Harvard College had published an annual report of the President as early as 1825. However, the report of 1871-72, after the inauguration of President Charles W. Eliot, detailed the institution's activities, set forth the financial condition of the University in its complete form, described its organization, instruction, and discipline, and listed the graduates of the institution in that academic year.³⁴ Horace Mann estimated that not more than a half dozen annual school reports were printed in 1846.³⁵ By 1850, Francis Wayland, President of Brown University, wrote the challenging "Report to the Corporation of Brown University on Changes in the System of Collegiate Instruction."³⁶

³²Davidson, op. cit., p. 16. ³³Harral, op. cit., p. 13.

³⁴Forty Seventh Annual Report of the President of Harvard College, 1871-72 (Cambridge, 1873).

³⁵M. G. Neale, School Reports as a means of securing additional support for education in American cities, Columbia, Missouri, 1921, p. 3.

³⁶John D. Millett, The Academic Community (New York: McGraw-Hill Book Co., Inc., 1960), p. 7.

From 1850 - 1945

In 1850 an event occurred in England that had great significance for those interested in interpreting higher education to the interested citizenry there, as well as in the United States.

William Sewell, Senior Tutor, Exeter College, Oxford, said that "though it may be impossible to bring the masses requiring education to the university, may it not be possible to carry the university to them." This represents the spirit of allowing the general public to share in the values of higher education.³⁷ Thus was born traveling libraries and their use was reported by Oxford University at their conference of representatives of the local committees on April 21, 1887.³⁸

The period after the Civil War in the United States witnessed a great transformation from the age of the college to the age of the university.³⁹ It was during this time that the American fund raising drive, a vitally important task in higher education public relations today, was born under the direction of Jay Cook who sold government bonds to help support the federal government during the Civil War.⁴⁰

The value of public image development did not go unnoticed by early academicians. As early as 1873, Edward Everett, a popular lecturer and former President of Harvard University, sent proof sheets

³⁷Alfred Lawrence, The University Afield (New York: Hall-Quest, 1926), p. 8.

³⁸W. H. Draper, University Extension, Cambridge, England, 1923, p. 38.

³⁹Millett, op. cit., p. 38.

⁴⁰Scott M. Cutlip, Allen H. Center, Effective Public Relations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 13.

of his lectures to the morning newspapers for publicity purposes.⁴¹
 There is some evidence that these early educators were perhaps following the footsteps of the early press agent and publicity men who were often referred to as the forerunners of public relations practitioners and who were usually found operating in the area of stage and circus.⁴²

To fully understand the effect that early colleges and grammar schools had on their community, one needs to view them in their proper context.

In a frontier region in 1883, there stood a little church and across the road from it, a log schoolhouse--these formed the center of a community, the axis about which community life revolved. All the children of the neighborhood attended the frontier school. The teacher boarded round. The schoolhouse was the scene of public meetings and elections. Lectures, spelling bees, ciphering matches, and cultural and social events were held there also. School affairs were matters of common knowledge. There was not a person in the neighborhood who could not name immediately the paltry wages of the schoolmaster. Likewise, other school costs were matters requiring direct knowledge and direct action. As to the work of the school--of course, everyone knew about that.⁴³

In the words of Harral,

Itinerant teachers . . . town meetings . . . catalogues . . . field representatives . . . advertisements . . . extension activities . . . news stories . . . yearbooks--these are but a few snapshots in the historical album which shows how education has performed its interpretative functioning. The cultivation and improvement of the partnership concept between the University and its publics will result in increased understanding and good will. In this direction alone lies hope for public approval and support.⁴⁴

⁴¹Bernays, op. cit., p. 59. ⁴²Ibid., pp. 37-38.

⁴³Teacher and Public, Eighth Yearbook, Department of Classroom Teachers (Washington: National Education Association, 1934), p. 11.

⁴⁴Harral, op. cit., p. 14.

According to Davidson, "the second period of higher education public relations was from 1900-1945. It was then that real steps were taken by colleges and universities towards developing public relations programs."⁴⁵

Brubacher and Rudy indicate that

The order in which subordinate higher education offices developed varied considerably from institution to institution, but the median decade for the appearance of deans was the 1890's, with the subdivision to deans of men and deans of women. Coming some time later . . . business officers, directors of public relations, directors of admissions, and many other posts were the product of the next century.⁴⁶

Broughton indicates that it was some time after the turn of the century that the public relations program as a conscious and planned activity was born.⁴⁷

There seems to be some confusion surrounding which college in the United States actually established the first publicity or news bureau. The initial emphasis in higher education public relations was on publicity. Some early milestones were as follows. Walters, a graduate student in Journalism at Louisiana State University, found that both the University of Kansas and Southwestern University claim 1900 as the date of origin of their publicity offices.⁴⁸

⁴⁵Davidson, op. cit., p. 17.

⁴⁶John S. Brubacher and Willis Rudy, Higher Education in Transition, An American History 1636-1956 (New York: Harper and Brothers, 1958), p. 66.

⁴⁷Averell Broughton, Careers in Public Relations, The New Profession (New York: E. P. Dutton & Co., 1943), p. 37.

⁴⁸John S. Walters, "College and University News Bureaus and the Newspaper," Unpublished Master's Thesis, Louisiana State University, 1941.

Hines and Jones contend that publicity as a separate activity did not arrive until 1902 when the Case School of Applied Science and James Millikin University began the circulation of publicity material.⁴⁹ However, Cutlip and Center indicate that in 1904, William G. Bleyer, pioneer journalism educator, organized what possibly might be the first press bureau in a university at the University of Wisconsin.⁵⁰

It was also during this era that a publicity firm first numbered among its clients a major American university. The nation's first public relations firm was founded in 1900 in Boston, was called the Publicity Bureau, and had a major client, Harvard University. George Vail Sheppard Michaelis, a Boston newspaperman, was the founder. Massachusetts Institute of Technology engaged the firm shortly thereafter. Harvard President, Charles Eliot, ultimately persuaded the Publicity Bureau that the prestige of handling the university's account was so great that it should do so free of charge.⁵¹ It is also at this time, the year 1908, that the President of American Telephone and Telegraph, Theodore Vail, was among the first to use the term "public relations" in a speech.⁵²

Benjamin Fine, the former education editor of the New York Times, found in a study of the growth of College News Bureaus in the

⁴⁹H. C. Hines and R. G. Jones, Public School Publicity (New York, 1923), p. 15.

⁵⁰Cutlip - Center, op. cit., p. 35.

⁵¹Education Abstracts, July, 1966 (Washington, D.C.: American College Public Relations Association), p. 4.

⁵²Bernays, op. cit., p. 70.

United States that only four were started between 1900 and 1909. From 1910 to 1919 an additional thirteen were organized and between 1920 and 1929 there were eighty-three others added to the list. One hundred thirty-four were founded between 1930 and 1938. Large private institutions, he learned, were the first to create news bureaus, public colleges were next, and the denominational ones were last.⁵³

The professional practitioners were generating further interest in higher education public relations by providing literature on the subject. There were eighteen books on public opinion, publicity, and public relations printed in all the years prior to 1917, but at least twenty-eight more were published between 1917 and 1925.⁵⁴ In 1923, Bernays taught a class in public relations at New York University. This marked the beginning of an era, as it was the first time that such a course was given at any college or university in the United States.⁵⁵

Harvard College continued to be in a vanguard of public relations development. At first, she limited her publicity to college catalogues, presidential reports and occasional public papers. It was in 1919 that a separate publicity department was created.⁵⁶ The same year, John Price Jones opened a public relations office in Boston, Massachusetts and developed techniques to raise funds for universities such as Harvard. He was one of the first higher education fund

⁵³Benjamin Fine, College Publicity in the United States, Bureau of Publications, Teachers College, Columbia University, New York, 1941, pp. 21-23.

⁵⁴Cutlip - Center, op. cit., p. 41. ⁵⁵Bernays, op. cit., p. 84.

⁵⁶Hines - Jones, op. cit., p. 13.

raisers. Northwestern University organized its development office in 1924.⁵⁷

The growing interest in higher education public relations led eventually to the development of the American Association of College News Bureaus in 1917 by those persons entrusted with the responsibility of handling publicity for their colleges. This group viewed themselves as reporters not as policy makers or interpreters. The fledgling organization, the forerunner of the present day American College Public Relations Association, changed its name in 1930 to the American College Publicity Association. It is interesting to note that at this time the AACNB was the only organized group of publicists in this country and claimed among its members people from outside the field of higher education public relations. In 1946, the Association again changed its name to the American College Public Relations Association and today its membership numbers over 1,000 institutions and close to 3,000 individuals.⁵⁸

At this point it is timely to interject commentary regarding the changing role of the American college president since 1930. A century ago he performed so many tasks and acted in so many capacities that it is no small wonder that his present-day counterpart should surround himself with a bevy of lieutenants who perform the various tasks which make an institution of higher education function.⁵⁹ Focusing this need on the present, Herman B. Wells, shortly before he retired as president of Indiana University, advised future presidents

⁵⁷Davidson, op. cit., p. 137. ⁵⁸Sellers, op. cit., pp. 4-8-18.

⁵⁹George R. Schmidt, The Old Time College President, Columbia University, New York, 1930.

to "find a public relations director who has the courage, perception, and ability to tell you when you are wrong."⁶⁰

The depression years placed a great strain upon institutions of higher education and their leaders. At a time when the highest quality of public relations leadership was needed, it was frequently absent. In the words of Harlow, college administrators of the depression years were men "faced with the pressing need of recapturing the interest and good will of a public whose former active support, affected by the disturbing events of the depression, has become changed into cold criticism of virtually everything bearing the label of higher education."⁶¹

Another event occurred in this decade which had far reached implications for higher education public relations. The foundation for corporate aid to colleges was laid in 1936 when Congress voted to allow as deductions from taxable income gifts to charity and education up to 5% of a corporation's net profits.⁶² This piece of legislation provided the cornerstone for financial support to higher education from the Ford, Rockefeller, Sloan, Mott, and Kettering foundations and other industrial corporations. Generous corporate contributing was a sharp departure from the practice of only a few years before.

⁶⁰James R. Gordon, Unpublished Master's Thesis, "Public Relations, Policies, Personnel and Procedures at the Seven Mid-American Conference Universities," Ohio State University, 1966.

⁶¹Rex F. Harlow, "Public Relations Gaining Increased Recognition," Journal of Higher Education, May, 1939, p. 263.

⁶²Public Relations Handbook, Aspley and VanHousten, Editors, The Dartnell Corporation, p. 709.

In 1937 Bernays surveyed public relations training in American colleges and universities and reported that institutions were offering a wide variety of courses in public relations and allied subjects. Cornell University, the University of Minnesota, Bucknell University, Brooklyn College, Ohio State University, all gave courses in public opinion, the press and public opinion, etc., and college textbooks were also discussing public relations. These results were reported in a pamphlet entitled University - Pathfinders in Public Opinion. In 1938 both the University of Virginia and Bucknell devoted sessions to public relations.⁶³ In 1940 Stanford University employed the first full-time professor of public relations in a major university.⁶⁴ Boston University was the first institution to give a degree in this field.⁶⁵

The United States participation in the Second World War quite naturally slowed the growth of college public relations. Its flame was kept alive, however, by many and their attitude was best summed up by Lyons, a leading college publicist who wrote that "public relations in education is still in the germ stage, and it is certain to emerge in a more highly developed form with a much larger role in education in the post-war period."⁶⁶

⁶³Bernays, op. cit., pp. 108-109-155.

⁶⁴Rex F. Harlow, "The Changing Scene," Public Relations Journal, May, 1957, p. 12.

⁶⁵Bernays, op. cit., p. 145.

⁶⁶Louis M. Lyons, "Interpretation, Publicity's Next Goal," Publicity Problems XXV, November, 1942, p. 3.

From 1945 to the Present

A study made by Alfred McClung Lee reveals that "in 1945, twenty-one universities offered courses in public relations; in 1947, thirty universities offered a total of forty-seven public relations courses; in 1948, sixty-two offered such courses, while twenty offered courses in publicity."⁶⁷ It is quite apparent that American higher education was attempting to provide some training for the benefit of public relations personnel to meet the growing demand for competent people.

While colleges and universities were focusing attention on public relations, they were not without their internal staff problems. Reck conducted a study in 1937 for the American College Publicity Association and found that well over half the directors were doing some teaching, coaching, or some additional administrative work in connection with their public relations activities.⁶⁸ This study, in essence, indicated that not too much progress had been accomplished since 1927, for in that year Deakins reported that college publicity directors were responsible for a vast number of campus tasks ranging from concert booking agents to motion picture projectionists.⁶⁹

The third period of higher education public relations development considered in Davidson's study (1945-55) reveals that several

⁶⁷Emerson Reck, Public Relations: A Program for College and Universities (New York: Harper and Brothers, 1946), p. 29.

⁶⁸Reck, op. cit., p. 29.

⁶⁹C. E. Deakins, "Report on Activities of Publicity Departments in Educational Institutions," American Association of College News Bureau, annual report for 1927, p. 7.

important events occurred which added impetus to the growth of the field itself: some public relations practitioners were placed on their institutions' policy making committees, the continuing growth of the ACPRA with its emphasis on public relations activities rather than on publicity, the utilization of improved communication techniques, and the broadening of curriculum offerings in public relations by colleges and universities.⁷⁰

Bagley followed up a Bernays statement made in 1948 which asserted that college presidents found their institutional public relations programs to be primarily a tool to persuade and to accomplish certain specific objectives such as fund raising, securing better students, and faculty, etc. A broader base was sought and at the 1948 American Association of Colleges Teacher Education Conference, the presidents in attendance voted and approved a proposition submitted by Bernays that public relations should embrace the entire relationship of higher education with its publics.⁷¹

During the late 1940's, the increasing financial problems of higher education were not going unnoticed by the American businessman. In 1947, Frank Abrams, Chairman of Standard Oil of New Jersey, took up the aid to education banner with the declaration that "American business is one of the largest absentee stockholders in higher education."⁷² Events such as these led to a growing determination by the corporate

⁷⁰Davidson, op. cit., p. 17.

⁷¹Henry L. Bagley, Unpublished doctoral dissertation, "Public Relations in State Colleges for Teacher Education in the United States," University of Colorado, 1959.

⁷²Public Relations Handbook, op. cit., p. 709.

community to assist worthy institutions of higher education which eventually led to such awards as a \$260 million dollar grant from the Ford Foundation to qualified colleges and universities. The total corporate giving in 1948 was \$24 million; in 1950, it was \$43 million.⁷³

After the Second World War, public relations directors were making inroads into higher education policy making circles. They were being asked by college administrators for advice in evaluating public opinion and restudying institutional objectives. The period presented an opportune moment to practitioners to become advisors to the men who make educational policies, rather than merely their mouthpieces.⁷⁴ C. E. Persons suggested their growing importance when he pointed out in 1946 that at that time colleges were working harder at public relations than any other kind of organization outside of politics.⁷⁵

The role of the public relations director did not have complete support throughout higher education however. As late as 1952 Bernays surveyed the attitudes of the presidents of leading Eastern colleges and universities in regards to the importance of public relations. He found that not too much was said about the public relations man and that there was a complete lack of understanding of just what public

⁷³Ibid., p. 705.

⁷⁴Frederick S. Osborne, "Committee Action in Case of War," Annual ACPRA Reports (Washington D.C.: American College Public Relations Association, 1941), p. 60.

⁷⁵Christopher E. Persons, Public Relations for Colleges and Universities - A Manual of Practice Procedures (Palo Alto, Calif.: Stanford-Stanford University Press, 1946), p. 9.

relations is and what it can do for higher education.⁷⁶ It seems incredible that at a time when the power of public opinion was taking on greater dimensions within our society, leading educators were ignoring its potentiality in helping solve institutional problems.

Many people regard as a valid measure of a new profession the amount of scholarly research that has been devoted to it. According to Simon, in the period from 1950-59, twelve doctoral dissertations and one hundred fifteen master's theses were written on topics pertinent to the public relations field.⁷⁷

Another aspect of professionalization is the further emergence of curricular offerings by colleges for those already practicing in the field. From a study conducted by the Public Relations Society of America in 1959, 103 colleges and universities offered at least one course in public relations. In 1947, Boston University organized the first School of Public Relations and Communications in the country,⁷⁸ and the first Ph.D. in public relations was granted by Columbia University in 1950.⁷⁹ This growth is remarkable when one considers that only 21 courses in public relations were offered by colleges in 1946.⁸⁰

⁷⁶Bernays, op. cit., p. 288.

⁷⁷Raymond Simon, "Scholarly Research in Public Relations," Public Relations Journal, May 1961, p. 14.

⁷⁸Harold A. Smith, "How Colleges Prepare People for Public Relations," Public Relations Journal, November, 1959, p. 38.

⁷⁹Edward Bernays, Your Future in Public Relations (New York: Richard Rosen Press, Inc., 1961), p. 80.

⁸⁰Stewart Harral, "Practitioners Prefer Journalism Courses," Pride, June 1957, p.14.

One of the most significant developments in educational public relations since the end of the Second World War is the attention paid to the institutional publics. MacLeod gives a succinct appraisal by stating that

The old notion of a single mass public, receptive only to the mass media, is totally inadequate as a model for higher education public relations. It is more useful to think of many separate and specialized sub-publics. The assumption is that each of these sub-publics has, at least in part, its own values and its own pattern of influence.

Present programs for higher education public relations bear faint resemblance to programs of twenty years ago which relied almost entirely on publicity releases.⁸¹ Sellers also speaks to this point, noting that since 1950 enlarged and dynamic public relations programs have emerged on college campuses in a serious effort to gain public understanding and support.⁸² Cutlip and Center state as further proof of the need for those programs that when colleges and universities were caught in a web of financial problems, they turned to public relations to help win contributions and recruit students.⁸³

Another recent facet of educational public relations is the heavy emphasis on institutional development work. In 1950, over one-half of the American College Public Relations Association's twenty-seven hundred members were directly involved in management or financial support programs rather than communications programs, and over five hundred were either the presidents of their institutions or held the rank of a vice president.⁸⁴

⁸¹Jack M. MacLeod, "The Public Looks at Higher Education," Pride, April 1960, p. 5.

⁸²Sellers, op. cit., p. 1. ⁸³Cutlip-Center, op. cit., p. 44.

⁸⁴Sellers, op. cit., p.1.

The pressing need for a closer scrutiny of higher education public relations at this time resulted in the formation of a committee by the American College Public Relations Association to take a long, hard look at the coordination of public relations, alumni relations, and fund raising. The Association secured a grant from the Ford Foundation and scheduled a conference in White Sulphur Springs, West Virginia, in March of 1958. Those in attendance included college and university presidents, members of boards of trustees, representatives from business and industry, members of the ACPRA, the American Alumni Council, and others. This meeting was another indication of the increasing attention being paid to public relations by top level higher education administrators and by philanthropic organizations. Some seventy plus conferees focused their attention on a problem, the dimensions of which were outlined in their introductory statement:

In the years since the end of the Second World War, a new administration area in higher education clearly has emerged. It is an area which does not even have a commonly understood name, at yet, it is sometimes called development, sometimes called university (or college . . . public) relations, and sometimes a man, rather than the job, is given a title and simply called assistant to the president.

The precise dimensions of this new area also lack definition. It may include more than a dozen functions, ranging from student recruitment to the management of research contracts. Operationally, it sometimes is defined in terms of what it is not; it may be almost everything that is not teaching, research, student services, or business-plant operations. Some of its components, however, are clear at first glance; it obviously includes public relations, alumni relations, and fund raising.⁸⁵

While one can fairly accurately describe the objectives of a public relations program in the business world it is not so simple a task in higher education public relations. E. M. Gemmel spoke to

⁸⁵The American College Public Relations Association, "The Advancement of Understanding and Support of Higher Education," p. 1.

this point by asserting that a strong case might be made for the claim that "the true public relations function, as it is recognized today, was first grasped by the diligent practitioners of the art in colleges."⁸⁶

It would be advantageous if this analysis were correct, for public relations directors in higher education will continue to meet many severe tests. As Cutlip and Center see it,

For years ahead institutions of higher learning must continue to grapple with a host of thorny problems. Funds must be raised to pay professors and build buildings. Emotional attacks on teachers and doctrines must be beaten back. There will be the squeeze of doing more and more research and public service . . . particularly adult education. American education and science must match the accomplishments of our potential enemies. An increasing number of applicants will be denied admission to colleges, especially private ones. Their parents must be dealt with. This adds up to a need for all the confidence and support that can be mustered through effective public relations.⁸⁷

The pioneering era in higher education public relations in this country has now ended. In the preceding pages we have traced the pattern of development for this new area of educational administration for American colleges and universities. From an embryonic stage, public relations activities have not become an integral part of every institution's operation. As James Denison, past President of the American College Public Relations Association has stated, "the American people have bought higher education, and public relations practitioners have a right to a modest claim to having helped close the deal."⁸⁸

⁸⁶Edgar M. Gemmel, "Consolidation for Minimum Budgets," Public Relations Journal, XII Feb., 1956, p. 8.

⁸⁷Cutlip-Center, op. cit., p. 424.

⁸⁸James H. Denison, "Address to the American College Public Relations Association," Cincinnati, Ohio, July 5, 1965, p. 2.

While many of the early struggles have now been overcome, the future does not appear to be serene for higher education and most importantly not for the main figure in this study. We need but focus on the central theme of the 1965 ACPRA Convention, "Campus America, Its Character, Its Concerns, Its Consequences" to take a brief glimpse at several of the complex problems facing the leaders of colleges and universities today. As Denison so aptly put it:

Not to argue the merits of their case, groups of students in various parts of our country have developed a technique whereby a well-organized, committed minority can exert upon central authority an influence out of all proportion to its numerical strength. This procedure is outside of the commonly-accepted American design for the accommodation of dissent and protest and is potentially of tremendous political significance. I wish the political scientists would get to work on their analysis of it.

But its significance to us in public relations and development work is immediately evident. How do you explain sit-ins and lie-downs by students to a public conditioned by long experience to think of students as young people who go to college to study and learn? How do you convince a legislature to go on voting adequate support to a university in which a vocal minority defy authority and challenge the very system under which their studies are subsidized? How do you persuade a potential donor to support a campaign for higher faculty salaries when faculty members are carrying banners of protest and marching in picket lines? These and many other questions have been posed to you already, I am sure.

Now public attention is beginning to focus slowly upon new areas--human relations, the social compact, the plight of the underprivileged, the blight of poverty, civil rights. These, in contrast, are fraught with controversy. Our colleges and universities will be, must be, deeply involved.⁸⁹

The reasons that gave birth to educational public relations are appropriate for review at this time. It is Steinberg's opinion that public relations has stemmed directly from the growing remoteness of direct contact with its publics by the institution, the rapid development of communication media which provide more sophisticated means of

⁸⁹Ibid., p. 4.

transmitting messages, the rise of large corporations and the bitter criticism of muckrakers and informers, the keen competition and need for public support, and the increasing demand for more information on the part of the public.⁹⁰ The growing power and importance of public opinion and an institution's constant effort to understand it is another prime reason for the growth of public relations.⁹¹

The future augurs well for public relations in higher education. An activity which once was regarded with indifference, skepticism, and perhaps even annoyance by the public and professional educators has now gained a level of acceptance. A two way flow of information and support between a college and its publics is of paramount importance and has repeatedly been emphasized in this chapter. A public relations director is a special kind of "salesman" for higher education and must perform a key role in helping establish the proper environment for the true learning process. Marston sums up the critical aspect of higher education public relations in our present decade by stating, "One thing is certain: The 1960's may well go down in history as the decade of the communications revolution, for never have so many been so busy trying to say so much to so many. The prize for success is the right to shape the future organization of the world."⁹²

In this chapter we have attempted to present a brief review of higher education public relations activities and problems within this

⁹⁰Charles Steinberg, The Mass Communicators (New York: Harper & Brothers, 1958), p. 18.

⁹¹Cutlip-Center, op. cit., p. 19.

⁹²John Marston, The Nature of Public Relations (New York: McGraw-Hill Book Company, 1963), p. 7.

country. We do not purport that this historical resume is comprehensive, but that it does help establish the proper setting for a more penetrating study into the role of the public relations director and the necessary experiential background and the personal characteristics he should possess to help meet the complex problems and the growing challenges within higher education today.

CHAPTER III

INDICATORS OF SUCCESSFUL PUBLIC RELATIONS

PERSONNEL PERFORMANCE

Review of the Literature

A study of the literature reveals some similarity and yet some wide differences of opinion as to what constitutes the necessary experiential and educational background and the desirable personal characteristics that a public relations director in higher education should possess. This is to be expected for the post is a relatively new one and its dimensions have not been consistently defined. Therefore, the director often must maneuver between the academic community and the administrative echelons of higher education, but still not be accepted as a bona-fide member of either. "Essentially, the educational public relations man often seems nobody's colleague: The faculty member regards him primarily as a salesman, the salesman regards him as an educator and both groups leave him out of the club."¹ This unusual status naturally creates a variety of opinions as to what kind of a man he should actually be.

Robinson believes that,

The long past of public relations is easy to substantiate. The short history of public relations is also

¹The American College Public Relations Association, "The Advancement of Understanding and Support of Higher Education," Washington, D. C., 1958, p. 28.

easily demonstrated. For one thing, an exceedingly high proportion of present day public relations practitioners come from a variety of other fields. Predominant among these fields are journalism, advertising, and publicity. In this sense most public relation practitioners today have one thing in common, they really didn't intend to go into the field--at least when they were young and obtaining their formal education . . .²

In 1960, the Public Relations Society of America attempted to answer the question by running a survey on its membership as to "what manner of man really is engaged in public relations." Their answer, based upon an analysis of every fourth biography of the 4,200 contained in Who's Who in Public Relations is as follows:

The "typical", or average, public relations practitioner is 44 years old and a college graduate. He has been in his present position a little under 7 years and started in public relations work or an allied field 15 years ago. He reports directly to the president of his company (or client company).

84% are college graduates (top 3: Northwestern, Columbia, Harvard).

17% hold Doctor's or Master's degrees.

42% started their careers in journalism.

14% in publicity or public relations.

10% in advertising, radio, or television.

6% in teaching (mostly Journalism, English, Speech).

28% in farming, accountancy, religious work, finance, engineering, selling and numerous other pursuits not related to public relations.

5% in free lance writing.

93% of this group belong to one or more of the national public relations organizations.³

According to the Education Director of the Public Relations Society of America, the details referred to in the preceding paragraph

²Edward J. Robinson, Communication and Public Relations (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966), pp. 40-41.

³Public Relations Society of America, Public Relations Blue Book of 1960 (Meriden, New Hampshire: Public Relations Publishing Company, 1960), p. 31.

have not materially changed since that time.⁴ We refer to this study because of the similarity between the role of the public relations director in private business and his counterpart in higher education.

Another similar study was conducted by the American College Public Relations Association in 1953 in which the following question was included: "Books could be written on the subject, but would you describe briefly the education and background you consider most important to a good college Public Relations Practitioner?" The respondents, many of whom were leading administrators in higher education, answered as follows:

	<u>Number</u>	<u>Per Cent</u>
College education: in liberal arts; bachelor's degree; general college education	145	37%
Advanced degree: M.A.; Ph.D.; Graduate work	49	13
College education with emphasis on:		
Journalism	32	8
Social Sciences	22	6
English	18	5
Public Relations	17	4
Psychology	16	4
Economics and Business Relations	14	4
History	7	2
Experience in journalism	110	28
Familiar with problems of education institutions	88	23
Business experience	49	13
Good administrator	43	11
Experience in promotion	41	11
Public Relations experience	37	9
Experience in radio and TV publicity	27	7
Interest in civic affairs	13	3
Well developed personality	69	18
Ability to deal with people	58	15
Ability to speak and write fluently	41	11
Imagination	17	4
Intelligence	15	4
Sound judgment	9	2
Others	20	5
No answer	90	23

(Percentages add to more than 100 because of multiple answers.)⁵

⁴Letter from Dr. Frederick H. Teahan, Education Director, Public Relations Society of America, to Peter R. Ellis, dated December 20, 1965.

⁵Letter from John W. Leslie, Executive Vice President, American College Public Relations Association, to Peter R. Ellis, dated June 29, 1965.

It is interesting to note that less than five per cent of the respondents at this time (1953) checked imagination, intelligence, and sound judgment as key personal qualities. This coincides with the attitude in the early 1950's that public relations directors were primarily regarded by their superiors as "publicity agents" and not as "policy developers." Most colleges were still viewing public relations as a one-way street. They were attempting to communicate to their publics but were really not interested in the other very important aspect of effective public relations, that of listening to what the publics have to say, i.e. the feedback.

Reinert believes that an effective public relations director should have seven personal characteristics to be effective in his role:

1. He must possess the techniques which can give the needed services--writing and communication skills, organizational abilities, and knowledge of the community.
2. He must have a deep, genuine understanding of the educational process and of its ultimate objectives.
3. He must know the special problems of his institution.
4. He must be willing to be admitted to membership in the educational family on the basis of merit, not by reason of title or by executive legislation.
5. He must remember an important aspect of his role is not so much what he does, but what he can get others to do.
6. He must cultivate his own unbounded patience and personal humility.
7. He must remember that he is a unique kind of salesman for higher education and he must have the highest personal integrity.⁶

⁶Paul C. Reinert, "Modernizing Mark Hopkins," The Advancement of Understanding and Support of Higher Education (Washington, D.C.: The American College Public Relations Association, 1958), pp. 64-67.

Denison, a veteran in higher education public relations, views anonymity as a basic ingredient in effective public relations work.

In public relations, the practitioner tries hard not to let his guiding hand be seen. In a skilled performance, he is inconspicuous. In a superlative performance, he is invisible. It must be enough for him to know that all went as he had planned.⁷

Other important qualities for the public relations director, as viewed by Denison, are a dedication to the cause of higher education, a desire to improve his technical qualifications, and a certain blitheness of spirit. Denison maintains that with the intense professionalization in higher education, the earned doctorate will soon be a minimum qualification for entrance into the field. In his opinion, it will be impossible for public relations people to maintain a position of influence in relation to their faculty colleagues unless a substantial number possess educational qualifications of a kind respected by academicians. He believes that the specialist is coming to the forefront in higher education public relations and that specialization, of course, demands professional education.

Bernays devotes an entire chapter in his book, Public Relations, to the development of the "ideal public relations man". Though he is primarily discussing public relations as it pertains to private industry, many of the attributes that he lists are just as necessary to those involved in higher education public relations. His credentials, as a pioneer in the field, demands that we examine his thinking on what should constitute the best possible background and the necessary personal characteristics of an ideal public relations director. It is his opinion that

⁷James H. Denison, address to the American College Public Relations Association, Cincinnati, Ohio, July 5, 1965.

the basic ingredients for the individual are character and integrity, and he goes on to say that since public relations as a profession is still in the embryonic stage, the conduct of those engaged in its practice is somewhat unlicensed and thus the individual practitioner is too often left to his own devices as to how he shall conduct himself.⁸

Bernays goes on to write that the ideal public relations man should be one

. . . who has acquired a sense of judgment and of logic without having lost the ability to think creatively and imaginatively. He should be truthful and discreet; he should be objective, yet possessed of a deep interest in the solution of problems. From his broad cultural background, he should have developed considerable intellectual curiosity; and he should have effective powers of analysis and synthesis along with the rare quality of intuition. And with all these characteristics, he should be trained in the social sciences and in the mechanics of public relations.⁹

Bernays emphasizes that a broad cultural background is necessary if the practitioner is to fully understand the working of the society in which we now live. He must also grasp the intricacies of mass communication to be able to express effectively the messages that his institution wants to distribute to its various publics. The social sciences are important too, for they explain man's behavior from many different angles.¹⁰

Bernays also points out that practical public relations experience is a major factor in attaining ability, but that because the field is so new one might have to train himself. Interestingly enough, Bernays was one of the first to say that outstanding writing ability was not the first pre-requisite for public relations practitioners. Rather, he looked for

⁸Edward L. Bernays, Public Relations (Norman, Oklahoma: The University of Oklahoma Press, 1952), p. 127.

⁹Ibid., p. 126. ¹⁰Ibid., p. 129.

individuals who could think creatively and imaginatively, who could look beyond the day to day operations and visualize tomorrow's horizons. He discards extensive educational training as being absolutely necessary, believing that "college training or its equivalent" will suffice. He maintains that one can reach this "equivalent" with a well planned reading program.¹¹ However, even if it were possible to get into a university under those circumstances, the practicing public relations director in higher education would in all probability not be fully accepted by his professional colleagues within the institution if he did not possess at least the Bachelor of Arts degree.

Scott M. Cutlip, one of the first to regard the field of public relations in higher education as an advancing profession, has a critical eye for rigid educational training as the main requirement of public relations practitioners. His viewpoint is as follows:

At Wisconsin we flatly reject this idea of tailor-made courses in history, political science, sociology or public relations for three reasons. First, the idea smacks too much of indoctrination, too little of education, the business of the university is to educate not to indoctrinate. Second, no university can afford nor will be able to afford in the foreseeable future sufficient topflight talent to offer duplicate courses in the Social Sciences. Third, we do not believe this matter of specifically slanted courses at the college level is as important as fashioning the wisdom and knowledge a public relations man needs in counseling clients (colleges) as is sometimes assured. This must come from a basic liberal arts education, native intelligence, and the wisdom that experience brings. Such knowledge will not be found in any ready made curriculum.¹²

Bernays sums up his remarks regarding the "ideal public relations man" by comparing him to the practicing lawyer. In his words

¹¹Ibid., pp. 134-135.

¹²Scott M. Cutlip, "Where Your Successor will Learn about Public Relations," Public Relations Journal, August 1952, p. 17.

. . . The activities of the public relations counsel resemble those of an attorney, except that he practices in the court of public opinion instead of a court of law. He advises individuals and groups. He acts as counsel to his client, aids the client to plead his case before the court or public(s) opinion; using the ideal of public interest as a base. He interprets the client to the public and the public to the client. His yardsticks are those of the coincidence of private and public interest.¹³

In many colleges and universities it is a common practice to have the public relations director's role parallel to that of the institution's development officer, thereby obviously making it necessary that they possess similar characteristics. Christ-Janer refers to this similarity in stating that

The effective practitioner must have a succinct grasp of the whole educational mission, must know his college well, must accept and believe in its educational objectives, and must have the ability to articulate his school's philosophy and its objectives. He must understand and accept educational jargon to equip him to speak persuasively on the future of higher education. He must be in continual contact with the faculty to be able to grasp their attitudes toward the university and to give them the opportunity to understand him and his role within the college. Finally, he must like human beings, and have a sincere interest in their well being, their concerns, and their future goals.¹⁴

Hill believes that the qualities needed by an effective public relations director include the talent for understanding and for telling.

He should be a debater and have a persuasive talent and an aptitude for expression. He should be a good writer or speaker as well as being sensitive to people's responses. Perhaps most important of all, he must know people, how and why they react, so that he can determine the right timing for presenting his message.¹⁵

¹³Ibid., p. 136.

¹⁴Arland F. Christ-Janer, "The Recruitment and Training of Development Directors for Institutions of Learning," address to the Conference on Fund-Raising for Educational and Philanthropic Institutions, July 22, 1965, New York City.

¹⁵John W. Hill, Should You Go Into Public Relations (New York: New York Life Insurance Company, 1960), p. 5.

In the area of training, Hill believes that a college degree in liberal arts is highly desirable with particular emphasis on the social sciences and in agreement with most of the veterans in the public relations business, asserts that one who aims to go into the field should have some training in the newspaper or magazine field.¹⁶

Jones writes that the public relations man should have an open, friendly personality.

He has to be sincere and have an absolute belief in his institution and the objectives that it is pursuing. He has to project this conviction with a high degree of tact and diplomacy. He has to have a tenacity of purpose to be able to stick to the problem until it is solved.¹⁷

Harlow reveals that the most widely used tool in the public relations man's kit is persuasion, for if he cannot persuade, he is not truly a public relations man.

Other necessary personal qualities, in his opinion, would include drive, ambition, willingness to make sacrifices, a spirit of adventure and risk taking, a high frustration tolerance, spirit of participation, willingness to question oneself, capacity to express hostility tactfully, ability to accept victory with controlled emotions, and the ability to work through people to achieve success.¹⁸

It is Harlow's thesis that the above qualities are the component parts of effective leadership in public relations circles.

In Armsey's viewpoint, the ideal public relations practitioner should have three basic pre-requisites.

¹⁶Ibid., p. 8.

¹⁷Howard L. Jones, "The Recruitment and Training of Development Directors for Institutions of Learning," address to the Conference on Fund Raising for Educational and Philanthropic Institutions, July 22, 1965, New York City.

¹⁸Rex Harlow, Social Science in Public Relations (New York: Harper & Brothers, 1957), pp. 20-27.

First, he should be a respectable, knowledgeable, and dynamic member of the educational community. Second, he should participate in the formulation and execution, as well as interpretation, of his institution's educational policies and programs. Third, he should be equally skilled in analyzing problems, people, and ideas and in communicating his own thoughts to others. His reputation should be unimpeachable and he should always remember that reputation is the reflected image of the institution's character. In performing his duties he should always strive for excellence.¹⁹

The Public Relations Society of America regards the "ideal" in this field as a highly articulate and imaginative individual with more than a little salesmanship in his makeup. The Society places particular emphasis on judgment along with imagination, a necessary attribute to cope with new problems and verbalizing skills, which underlie competence in writing and speaking. The ideal should be extroverted in sufficient force to make possible successful face-to-face contacts with other individuals and groups and have a sincere sensitivity to the needs and problems of other people, in other words, to be able to see himself in another's shoes. The ability to organize, plan and lead, and the administrative know-how are all necessary assets to be successful in higher education public relations.²⁰

Many writers in the public relations field state that the effective public relations person must be a man of unimpeachable integrity. Dye writes "Today, character is important, both in the philosophy and the practice of public relations. As we go about the work of building and

¹⁹James W. Armsey, "If I Were A College Public Relations Man Again," Pride, June 1958, p. 9.

²⁰Public Relations Society of America, An Occupational Guide to Public Relations (New York: PRSA, 1963), pp. 16-17.

improving the character of our clients (institutions) we must employ for ourselves the qualities of character and integrity."²¹ In the words of Black,

There is no mystery about public relations when practiced as it always should be, with integrity and with an honest presentation of the facts. To a great extent it is advocacy based on the intelligent use of the media of communication to promote mutual understanding and to enable the public(s) to have an informed public opinion.²²

A study conducted by John E. Sattler in the early fifty's analyzed the opinions of one hundred and four public relations executives regarding their formal training. The findings indicate that the college level training provides no more than basic orientation, a good background in theory and case study review, a workable public relations vocabulary, familiarity with mechanics and techniques and an excellent foundation on which to build the planned career.²³ A more recent study by Harral indicates that a big majority of the practitioners in public relations regard public relations courses in journalism school as being helpful but not necessarily the sine qua non of the public relations practitioners.²⁴

Fink, while not endorsing a rigid and highly structured public relations training, nevertheless emphasizes the importance of a basic

²¹"Public Relations for the Modern College," Proceedings of the 1940 Convention of the American College Publicity Association, p. 16.

²²Sam Black, Practical Public Relations (L & D, London: Sir Isaac Pitman and Sons), Forward, 1962.

²³Bernays, op. cit., p. 78.

²⁴Public Relations News, January 14, 1963, p. 3.

liberal arts education. In his words,

. . . When college public relations personnel do not prepare themselves with a sound intellectual foundation for the work they are doing, they are in danger of becoming nothing more than pitchmen, gaining acceptance for themselves . . . College public relations people, in fact, should be the very quintessence of what a liberal education represents.²⁵

The lack of suitable benchmarks as to what might constitute the proper educational background for public relations directors has often led to a dependence upon previous experience as the necessary badge to advance within the field. However, the practitioner who possesses only the technical skills falls far short of the mark in having the necessary background to meet the strains and stresses placed upon the public relations man in higher education today. The 1958 Greenbriar Conference attacked the problem of the necessary qualifications for the public relations director. The conference report indicates

. . . the first quality he must have is an honest, predominant interest in education and the educational institution which he serves; in other words, he must think and feel as an educator. Secondly, he must have a complete and thorough knowledge of the institution. He must be intimately connected with every aspect of the institution's operation in order to be able to explain the overall operation with accuracy. Thirdly, he must be competent in his performance through a blending of the necessary personal and educational qualifications as well as the technical skills. This blending makes more than just the "professional soldier"; it makes a person who is personally and professionally committed to the goals of higher education. Finally, he must have personal confidence and self respect, to gain not only stature with the academic community, but to convince his superiors of the legitimacy of his role. Their image of him helps shape his role.²⁶

²⁵Jerome S. Fink, "Public Relations Personnel in the Groves of Academe," Pride, December 1958, p. 13.

²⁶The American College Public Relations Association, op. cit., pp. 21-22.

Reck, a practicing public relations director in higher education for many years, believes that the modern public relations man should be, in a sense, an educational statesman, and therefore, a general cultural background is of extreme importance. He should have a sound knowledge of English, History, Science, Sociology, Economics and Psychology. In addition, he must constantly replenish his knowledge of world and cultural affairs through reading, observation, and conversation.²⁷ Reck goes on to say that the most important of all the personal qualifications is integrity. Reck also maintains that "the so called public relations man who operates without honesty and integrity will soon ruin himself. Honesty and integrity are the basis of public relations." He points out that it is the principal duty of the public relations man to help his institution through every honorable means and to retain the good will of its public.²⁸ Other vital qualifications include maturity, broad general culture, logical and objective mind, reliability, ability as a writer and an editor, well developed business sense, news sense, and an interest in people.²⁹

An editorial in the Public Relations Journal, the official publication of the Public Relations Society of America, addressed itself to the question, "How Best to Enter Public Relations?" The advice given was to go through the best liberal arts college possible, specialize in the fields of history, English, literature and the social sciences, take a graduate

²⁷W. Emerson Reck, Public Relations, A Program for Colleges and Universities (New York: Harper & Brothers, 1946), p. 25.

²⁸W. Emerson Reck, Public Relations News, March 11, 1963, p. 4.

²⁹Letter from W. Emerson Reck to Peter R. Ellis, dated June 28, 1966.

course in public relations, and then get a job on a newspaper.³⁰ The author of a similar article in the same publication presented an eight point check list for those interested in public relations endeavors. The list includes a need for a journalistic background to help provide a human reaction to a situation, a prime quality judgment to look objectively at a situation, an ability to write, thoughtfulness, courage, independence of thought, conviction, and a clear and forceful expression.³¹

Bliss called the pre-profession vineyards of public relations the areas of free lance or publication work, selling services or ideas, perhaps even retail experience, newspaper work, research, educational institutional training, or trade group activity, and certain of the larger-ranged specialized government information areas.³² It is evident from the literature that there are many who feel that a journalism background is one of the best preparations for public relations work.

Broughton maintains that the professional public relations people with a background in psychology will grasp the vital aspects of public relations quickly.³³ He feels that no man will be successful in a public relations operation unless he has developed an independent, sincere and essentially well-balanced personality, which reflects outwardly those

³⁰Editorial, Public Relations Journal, September, 1956, p. 2.

³¹Anonymous, "So You Want To Be In Public Relations," Public Relations Journal, July, 1955, pp. 14-19.

³²Editorial, Public Relations Journal, April, 1952, p. 4.

³³Averell Broughton, Careers in Public Relations, The New Profession (New York: E. P. Dutton & Company, 1943), p. 23.

principles and concepts which he will practice for his employer (institution).³⁴ In addition, he should be evaluating himself by raising such questions as: Does the field interest you? Do you have the gift of expression? Is anonymity a reward in itself? and, Do you have sound judgment?³⁵

Another perspective of the ideal qualities of a public relations man is introduced by Baus. He believes that the individual must have the basic qualities of man himself, a balanced composition of intelligence, common sense, love of people, judgment, objectivity, balance under pressure, capacity to cooperate and aptitude to quickly grasp a situation and attack it with effective action.³⁶

Before one believes that perfection must be attained in order to develop effective public relations practitioners we must point out again just what constitutes an institution's public relations program.

It is a truism in public relations that eighty to ninety per cent of an institution's public relations are the consequence of what an institution is, what it does, and how well it does what it does. In other words it is the quality of the overall institutional performance day in and day out.³⁷

The public relations director plays an important role in the interpretation of these daily activities to the various publics and must have the proper background to be effective in carrying out his assignments.

³⁴Ibid., p. 81. ³⁵Ibid., pp. 143-145.

³⁶Herbert M. Baus, Public Relations at Work, Public Relations Society of America (New York and London, England: Harper & Brothers, 1948), pp. 201-202.

³⁷Everett H. Hopkins, "A Philosophy of Institutional Advancement," College and University Journal, Winter, 1962, p. 6.

Boston University was the first to organize a School of Public Relations in 1947 and thus she was in the vanguard of curriculum development. According to Stephenson, a professor of communications, undergraduates in public relations enter the school after two solid years of liberal arts training. Their third year courses are in writing, public speaking, publicity, history of communications, major economies of the world, and studies of human behavior. Nine additional hours are taken within a wide range of electives. Their senior year is built around a six hour sequence in field courses. Other courses include opinion attitude, research methods, politics and government, law of communications, editing and the human factor in public relations.³⁸ They attempt to give their students the broadest possible background in public relations. Stephenson also believes that it is imperative for the public relations director to understand society and its institutions and that he cannot have too much background and training in communications. It is basic truth that in order for a public relations program to be effective it must have a sustaining influence.³⁹

Link asserts that the ideal educational background beyond that of a liberal arts basis must stress techniques.

The practitioner must have a command of the English language (the ability to write); be an effective public speaker (expert articulator); understand and be able to utilize the communication media; and be well grounded in research techniques. His formal course content should include the economics of free enterprise and its

³⁸Dr. Howard Stephenson, "Can Public Relations be Taught in Schools," Public Relations Journal, March, 1957, pp. 4-5-16.

³⁹Dr. Howard Stephenson, Melva Chessrown, "Building Better Public Relations People," Public Relations Journal, January, 1955, p. 18.

philosophic differences, the examination of political science and the theories of government, and a thorough analysis of American History and the uniqueness of the American social structure. The study of ethics and philosophy must not be ignored either, since public relations is an activity in human relations.⁴⁰

Nelson believes that all public relations careers should be based upon the first two years of a liberal arts college education and must emphasize the best in public relations theory and techniques. It is his opinion that tomorrow's public relations man must possess the discernment, perspicacity and abilities that can focus upon the long range objectives of his enterprise and to handle those areas he must look to his basic grounding in academic theory, education, and communication skills.⁴¹

Personality characteristics cannot be overlooked in the formulation of a public relations director. Nothing is more important to effective public relations results than enthusiasm and keen observation.⁴²

He must have a knowledge of his job, have sincere interest in people, imagination, and have a real pride in his institution. He must know his publics, his institution, his messages, and his institution's communication channels, both formal and informal.⁴³

A word of caution for those who do not control their enthusiasm and aggressiveness. "The sooner public relations specialists realize that their

⁴⁰Henry C. Link, "The Education of Public Relations Men," Public Relations Journal, Feb., 1952, pp. 5-6.

⁴¹Hale Nelson, "Training for Public Relations," Public Relations Journal, September, 1956, pp. 16-20.

⁴²Dwight Hillis Plackard and Clifton Blackman, Blue Prints for Public Relations (New York and London, England: McGraw-Hill Book Company, Inc., 1947), pp. 41-46.

⁴³Institute of Public Relations, A Guide to the Practice of Public Relations (London, England: Newman Neame Limited, 1958), p. 10.

special area is not always overriding, the closer they will come to a professional status for their tentacles do not necessarily have to cover everything.⁴⁴

Public relations has been called the "wonder child" of the twentieth century. Sockman points out that

An effective public relations director must have certain keys of confidence if he is to carry out his role with dispatch. These keys include integrity, for truth is basic to all social relations; imagination, to see how facts look in other people's eyes; interest to secure attention; and service, to give of ourselves and convince people that this is our real motive.⁴⁵

The college public relations director must continually nourish the courage of his institution's convictions and his personal tact and diplomacy in doing this are essential up to a point, the combustion point.⁴⁶

The practice of effective public relations requires judgment (uncommonly good sense is another way to put it) and a capacity for very hard work. The practitioner needs the qualities of a diplomat combined with a high standard of ethics. It is mandatory for him to keep up with the ever-changing societal patterns.⁴⁷

Harlow, a veteran in higher education public relations, feels that judgment is the most important quality of all.

⁴⁴William Safire, The Relations Explosion (New York: The MacMillan Co., 1963), p. 70.

⁴⁵Dr. Robert W. Sockman, "Keys of Confidence," Public Relations Journal, February, 1955, pp. 3-4-30.

⁴⁶Edgar M. Gemmel, "Consolidation for Minimum Budgets," Public Relations Journal, February, 1956, p. 9.

⁴⁷Public Relations News, May 6, 1963, p. 1.

However, the public relations man should be well-oriented in the social sciences, public opinion, political economics, in psychology, and in the techniques of idea discrimination. He must have a knowledge of his institution and its public's attitude toward it. He must possess ingenuity in interpreting the institution to its public and the public to the institution, and the flexibility to adjust to that interpretation and act in accordance with it.⁴⁸

Dr. Edward Robinson, a public relations educator from Boston, issued a warning to those who are lethargic to the idea of development of a public relations curriculum. He charges that the progress of public relations will depend on the special training of the practitioners and that the public relations director will have to be an approved social scientist. If this doesn't happen, other disciplines will take over the curriculum function.⁴⁹

A leading occupational guidance firm offers a comprehensive picture expressing their viewpoint on the wide range of personal qualifications that public relations personnel should have.

Public relations personnel are dealing with ideas and people all of the time. They must have good nerves, physical and mental stamina, and should be able to take the pressure of long hours and to work with all kinds of temperaments. They should enjoy the challenge of competition, argument, and varied opinions and ideas.

A good public relations man is creative, imaginative, ingenious, and must be able to conceive original ideas. He must be patient but aggressive enough to hold his own. He should be sympathetic and understanding of the needs and interests of people, and have insight into human nature. He must, above all, like people in order to work closely with them. He must have integrity and must believe in what he is representing.

In many assignments, he may need to meet and mix well socially. He will need good manners, should be able to converse on a wide variety of subjects, must be a good listener, be

⁴⁸Harlow, op. cit., pp. 174-175.

⁴⁹Public Relations News, June, 1963, p. 1.

outgoing, and should be able to evaluate people and situations. He will need good judgment, enthusiasm, and curiosity.

A public relations man must think fast and learn fast. He also needs to think creatively, analytically, and objectively. He must be able to put his thoughts and ideas into good written and spoken form. Practical experience in a variety of jobs is an asset, also special knowledge on several subjects, experience in volunteer work and in any kind of writing experience.

He must have leadership qualities in order to be able to influence others' thoughts and to inspire and teach his fellow workers and his publics.⁵⁰

Noted is the repeated emphasis on at least a minimum journalistic background for directors to be successful in higher educational public relations. "The terms publicity and public relations are often used as meaning the same thing. This is a confusion, but a natural one, because public relations as practiced today grew out of publicity, and contains publicity as one of its primary components."⁵¹

Many of the practicing public relations directors in higher education have a modest journalism background. Denison touches on this point in his farewell address as the President of the American College Public Relations Association.

. . . the day of the pioneer inevitably ends and sentiment will not delay the setting of the sun. If you will allow me a personal allusion, may I say that I suspect I may be one of the last newspaper types to hold the office I shall yield up tomorrow. My successor is obviously far better qualified by education than I to give leadership to an educational association . . . one development alone justifies their call to duty and that is the intense professionalization in higher education.⁵²

⁵⁰Chronicle Guidance Publications, "Public Relations Man," Monrovia (New York: Chronicle Occupational Briefs), p. 3.

⁵¹Howard Stephenson and Wesley Fiske Pretzner, Publicity for Prestige and Profit (New York: McGraw Hill Company, 1953), p. 4.

⁵²Denison, op. cit., p. 3.

The public relations director cannot afford to place undue emphasis on publicity, regardless of his background, for a program which is allowed to deteriorate to the level of publicity alone will not merit the title of public relations in action.⁵³ Horn firmly believes that "the director of the future must shift his role from that of a publicist to that of an interpreter who is dedicated to achieving the objectives of higher education in shaping a better world."⁵⁴

The higher education institution has a responsibility to provide the necessary environment in which a public relations director can operate. A competent person, possessing all of the ideal characteristics, and with the proper professional attitude, could not execute his tasks satisfactorily if his institution did not create the necessary structure for him. Fine stresses the importance of this by indicating that

The director must be given status and rank within the institution to gain the acceptance and respect of the entire community. It is mandatory that he be given the financial support, both administrative and executive, that will allow him to gain the respect and attention among his peers, and he must be placed within the inner circles of the college governing body.⁵⁵

But there is more to the proper setting for the director. According to McPhee, the President of the institution must place the director in

⁵³Rex F. Harlow and Marvin M. Black, Practical Public Relations (New York: Harper & Brothers, 1947), p. 52.

⁵⁴Francis H. Horn, "Current Problems in Higher Education - Some Interpretations for Public Relations," College Public Relations Quarterly (Washington, D.C.: American College Public Relations Association, April 1953), p. 5.

⁵⁵Benjamin Fine, Educational Publicity (Revised Edition, New York: Harper & Brothers, 1951), p. 147.

the policy making level, provide him with a good system of internal communication, and help him establish and carry out a program in interpreting the real educational purpose of the college.⁵⁶ The college President cannot abdicate his responsibility here for if he does not view the director's role with this perspective the director will be nothing more than an institutional "mouthpiece". Because there are no pat answers to hard questions in public relations, the director must constantly emphasize the quality of the institution's performance. To do this effectively, he must be more than a "yes man". He must be able to speak to the institution's public with candor and with the full confidence of the institution's President. Public relations experts know from experience that the best basis for the development of an effective public relations program is an enthusiastic and energetic attitude by the President and his top level administration toward the institution's internal and external publics.

The college president must provide the director with the institution's best talent to help in the articulation of the institution's educational program. The principal officers of the college, the vice presidents, provosts, deans, and senior professors, are all acutely aware of the institution's needs and problems, and they must understand the need for public persuasion and support as a means to help solve these problems.⁵⁷

A public relations director's success will be measured by the extent to which he is able to build up, in the minds of his constituency,

⁵⁶Julian A. McPhee, "Blind Spots in Educational Public Relations," College Public Relations Quarterly, April 1952, p. 34.

⁵⁷Gemmel, op. cit., p. 8.

a true picture of the institution he serves, and the degree of accuracy . with which he is able to judge what programs a constituency can be brought to support when placed in the possession of the facts.⁵⁸ The simple fact is, the eventual image of the public relations director will be determined by the objectives that he strives for and not always the techniques that he employs. His greatest support in achieving this objective will come from the college president who in the words of Wampler, "exerts the greatest single influence in the public relations activity of an institution for in a large part he is the institution's conscience."⁵⁹

To cope with our complex and sophisticated society, the public relations director cannot be expected to provide the answer to all the institutions problems. He must have the support of his institution, for the objectives of his department cannot be different from those of the college itself. The greatest challenge facing him today is the achieving of public support for, and the recognition of, basic research, for scholarship, for the independent search for truth and other intellectual activities, and for the basic educational objectives of the institution.⁶⁰

The objectives of the university's public relations program must be made clear to the institution's internal publics. This program cannot be considered the panacea to cure all of the institution's ills. If these objectives are not clearly understood by all parties concerned, misunderstandings will arise and the expectations regarding the program will be too great. The institution's chief executive must place the proper amount

⁵⁸The College or University Public Relations Officer, Proceedings of the 1930 Convention of the American College Publicity Association, p. 60.

⁵⁹Cloud Wampler, "The Board Chairman Looks at Public Relations," Public Relations Journal, December 1956, pp. 6-7.

⁶⁰Francis C. Pray, "Public Relations on the Campus," Public Relations Journal, October 1955, p. 120.

of attention on public relations in order that the program can be accepted and supported by the institution, internally and externally.

Indicators of Public Relations Personnel Performance

Academic Preparation

In terms of training the primary prerequisite is a bachelor's degree.⁶¹ An increasing number of practitioners in public relations in higher education are entering the work with a master's degree or a doctorate. For the purposes of this study advanced training beyond a bachelor's degree in communication, education, or a related field will be mandatory. He should have courses in English, public relations, the Social Sciences, creative writing, journalism, with particular emphasis on studies that provide a broad liberal arts background. The opportunities for graduate training in public relations have increased considerably over the past decade and it is essential for the practitioner to have some post bachelors education to help him "tool" up to meet the ever increasing demands being placed upon his office.

ACPRA Membership

Another basic indicator for our practitioner will be for him to hold active membership in the American College Public Relations Association, which is his professional organization. It is Davidson's premise that "College and university public relations practitioners can best achieve full professional status through the continued efforts of the ACPRA to bring the

⁶¹Public Relations Society of America, op. cit., p. 15.

practice of public relations to the professional level."⁶² Through membership in the ACPRA, our practitioner will avail himself of the latest trends in higher education public relations, including ideas and techniques and it will provide him numerous opportunities to develop further personal contacts within the field. He must bear testimony to the fact that there is a growing professionalism among the higher education public relations personnel.

Formal Education

The duties of a public relations director vary from institution to institution, and a review of the literature reveals few boundaries as to what his specific responsibilities may be. However, the panel of experts who have responded to the pilot study indicate that all of the experiences listed in the questionnaire (B7 - B8) found on pages 145-46 of the appendix, would be extremely beneficial to any public relations aspirant. For the purposes of this study, he will be expected to have had activity in and exposure to most of the experiences listed under B7 with no special weight attached to the degree of involvement. The practitioner will be expected to have educational training in the bulk of the areas listed under B8.

Experience Background

This chapter has revealed that public relations directors in higher education come from a variety of occupations. Our practitioner should come to his present position from an educational setting with a strong emphasis

⁶²Robert C. Davidson, "The Growth of College Public Relations," College Public Relations Quarterly, July, 1956, p. 18.

on communications work. Noted in the literature is the repeated emphasis which is reinforced by our panel of experts, on the need for the director to have a strong personal commitment to the field of higher education. The corner-stone for such a commitment will be best laid in one who initially subscribes to education as a career. It is mandatory for the practitioner to work and be associated with the faculty and other staff members, and there must be a common understanding between the groups. One who speaks the language of the educators will enjoy an obvious advantage. This commitment includes a maximum personal effort to achieve the educational objectives of his institution. In getting practitioners from this type of background, an institution will minimize the risk of employing "occupational nomads" in a key position within the university.

Qualifications

In this study, the vital personal characteristics for a public relations director to possess are judgment, integrity, leadership, imagination, organizing and planning skill, and sensitivity to and interest in other people. These are not ranked in any particular order, but the directors surveyed in this study will be expected to list these qualifications as the leading six in F1 of the questionnaire. The review of the literature implied that these characteristics are the fundamental ones needed by the director. The panel sampled in the pilot study reinforced their premise.

University Setting

The institution has a basic obligation to provide the director with the proper environment in which to carry out his responsibilities.

First, a clear and concise statement of the educational objectives of the institution is needed to help determine what are the primary goals. The statement must not be a series of "pious platitudes", but a crystallized statement of purposes which must be constantly reviewed and updated.

A second vital condition for effective public relations in higher education is in the language of the business, a sound product. This product, academically speaking, requires properly educated faculty, an appropriate student body, and adequate facilities. It should be observed that the adjectives here are not synonyms for "high quality"; they refer rather to appropriateness. Within the diversity of American higher education, there are many kinds of integrity and adherence to standards, and there are many measures of soundness.⁶³

The third necessary condition is an adequate financial budget to operate the public relations program. This calls for more than an outlay of funds and while no minimum budget figure can be established it should be remembered that a public relations program is related to the institution's constant search for new funds. Coupled with the necessary financial support is the need for adequate staff. The director cannot function effectively if he is forced to wear "too many hats" and shoulder the burden virtually alone. The need for adequate financial support and sufficient staff are paramount if the institution is to operate effectively within the public relations field.

Fourth, the place of the public relations program within the organizational structure is equally important. It has been previously pointed out that the institution's president is really its number one public relations officer. His chief lieutenant in this area, the public relations director, occupies a staff function within the university. This is important, for the institution's many publics and its internal staff must view the

⁶³The American College Public Relations Association, op. cit., p. 27.

director in the proper perspective. His role must be clearly defined for all those who will be involved with the director.

Summary

Leaders in higher education are becoming increasingly concerned about their public relations programs. The boards of control of the institution and their chief administrative officers continually look to the public relations director to plan effective programs and to help find solutions to the ever increasing number of problems facing higher education today. These concerns have fostered the need for public relations directors within higher education today. In this chapter we have attempted to develop indicators of successful public relations personnel performance from a review of the literature and through the reactions of a panel of experts in higher education public relations. The directors surveyed in this study will be measured against these indicators.

The indicators include the following elements. The practitioners surveyed in this study would be required to have advanced training beyond a bachelor's degree in communications, education, or a related field, with special emphasis placed on those studies that provide a liberal arts background. They would be expected to be an active member of the American College Public Relations Association. It will be mandatory for them to have been involved with the majority of the experiences and course work listed in B7 and B8 of the questionnaire during the course of their formal education to help provide proper background and to develop technical competency for the position. He should have come to his present post from an educational environment with a strong emphasis on communications work. He

is expected to indicate that the vital personal characteristics for a public relations director to have are judgment, integrity, leadership, imagination, organization and planning skill, and sensitivity to and interest in other people.

The institution has several basic obligations to assist the director in the performance of his duties. These would include: (1) a statement of its educational objectives; (2) an academically sound program; (3) adequate financial budget and staff to operate the program; and (4) a clear and concise statement regarding the role of the director of public relations within the institution.

CHAPTER IV

PERSONAL DATA AND EDUCATIONAL BACKGROUND

Introduction

This chapter is divided into two sections, Personal Data and Educational Background. The personal data that were requested were those considered to be important to the role of a director of public relations in higher education.

Personal Data

Ages

The present ages of the directors of public relations are of interest as well as the year and age when they first entered the field of higher education public relations. The ages of the directors ranged from twenty-eight to sixty, the median being forty-five and the mean 46.1 years of age as portrayed by the findings in Table 1.

The respondents entered the field of higher education public relations at various ages; the range was from twenty-five to forty-eight. It is interesting to observe in Table 2 that ten of the directors entered the field prior to the age of thirty-nine.

TABLE 1.--Present ages of public relations directors by decades

Age Ranges	Number	Percentages
20-29	1	5.9
30-39	4	23.5
40-49	4	23.5
50-59	7	41.2
60-69	1	5.9
Total	17	100.0

TABLE 2.--Ages of public relations directors upon first entering the field of higher education public relations

Age	Number	Percentage	By Decades	Percentage
25	1	5.9	(20-30) 7	41.2
26	2	11.7		
27	3	17.6		
28	1	5.9		
29	-	---		
30	-	---	(30-40) 3	17.6
31	1	5.9		
32	1	5.9		
33	-	---		
34	-	---		
35	-	---		
36	-	---		
37	-	---		
38	1	5.9		
39	-	---		
40	1	5.9	(40-50) 6	35.4
41	1	5.9		
42	-	---		
43	1	5.9		
44	-	---		
45	1	5.9		
46	-	---		
47	1	5.9		
48	1	5.9		
No response	1	5.9	1	5.9
Total	17	100.0	17	100.0

Sex

Of the 17 respondents participating in the study, only one was a woman. It would appear that the directors of public relations in higher education are predominantly male.

Age and Education

Table 3 indicates the present ages of the respondents by their ages of entry into the field of higher education public relations, and Table 4 reveals their present ages by highest degrees held.

A perusal of the data shows that the educational level as represented by highest degrees held is highest in the older age ranges. There appears to be an earlier entry into the field as indicated by the data in Table 3. Only two of the respondents have doctoral degrees. In terms of specific educational level, the respondents are fairly evenly divided; eight possessing a bachelor's degree or less and nine achieving a master's degree or higher. There was no attempt to ascertain interim levels between degrees.

TABLE 3.--Present ages of public relations directors by ages of entry into the field

Present ages	Ages of Entry						Total
	20-29	30-39	40-49	50-59	60-69	No Response	
20-29	1						1
30-39	4						4
40-49	2	1	1				4
50-59		1	5			1	7
60-69		1					1

TABLE 4.--Present age of public relations directors by highest degrees held

Present Ages	Highest Degrees Held						Total
	None	Bachelors	Masters	6 yr.	Doctors	No Response	
20-29			1				1
30-39	1	1	2				4
40-49		2	1		1		4
50-59	2	1	3		1		7
60-69		1					1

Membership in Professional Organizations

The respondents were asked to indicate those organizations of which they were members. Not all were members of the American College Public Relations Association (ACPRA) which is considered to be the prime organization in the higher education field. There were nineteen organizations mentioned and they are listed in Table 5. Outside the ACPRA, to which 13 directors belonged, there was a wide range of membership with the Public Relations Association of Michigan, the American Alumni Council, and the State Education Association ranking second in frequency. There were ten other organizations referred to at least once. The divergent organizational affiliation suggests a lack of a consistent membership pattern for those working in the field.

Years When First Positions Were Taken

Another source of evidence for the embryonic stage of higher education public relations is that the year 1937 represents the starting point in higher education public relations for the directors surveyed in this study. The next year mentioned is 1945 which reveals that of these

respondents, only one has more than twenty-five years of direct experience in the field of higher education public relations.

TABLE 5.--Professional organizations to which public relations directors belonged

Organization	Number	Percentage
American College Public Relations Association	13	76.4
American Alumni Council	3	17.6
Public Relations Association of Michigan	3	17.6
State Education Association	3	17.6
Public Relations Society of America	2	11.7
National Education Association	2	11.7
Phi Delta Kappa	2	11.7
Press Club of Detroit	2	11.7
Phi Kappa Phi	2	11.7

TABLE 6.--Years when first positions were taken

Year	Number of Respondents	Year	Number of Respondents
1937 . . .	1	1954 . . .	1
---- . . .	-	1955 . . .	1
1945 . . .	1	---- . . .	-
---- . . .	-	1957 . . .	1
1948 . . .	1	---- . . .	-
1949 . . .	1	1963 . . .	1
1950 . . .	1	1964 . . .	2
---- . . .	-	---- . . .	-
1952 . . .	2	1966 . . .	1
1953 . . .	1	No Response	1

Educational Background

Educational Levels

The directors were asked to indicate the highest degree held. Only two of the respondents hold the doctorate, none hold the six year diploma or equivalent certificate, while seven possess the master's degree. Table 7 reveals the educational levels of those surveyed.

TABLE 7.--Educational levels of responding directors

Degree	Number	Per Cent
Ph.D.	2	11.7
Master's	7	41.2
Bachelors	5	29.4
No Degree	3	17.6

The educational levels of the respondents were scattered throughout the age range. For example, one of the youngest participants by age within the study does not possess a college degree. It is significant that eight of the seventeen respondents in this study hold a bachelor's degree or less. Presently, it would not appear that a high premium is placed upon the educational level of those holding responsible positions in higher education public relations.

Universities and Colleges Granting Highest Degrees

As indicated in Table 8, eleven different institutions granted baccalaureate, master's, or doctoral degrees to respondents in this study, Michigan State University and Wayne State University led in the number of

degrees granted. The only two doctoral degrees were earned at Michigan State University. With the exception of Columbia University, New York City, and St. Lawrence University, Olean, New York, the institutions are concentrated in the mid-west with particular emphasis on the state of Michigan.

TABLE 8.--Universities and colleges granting degrees held by directors of public relations

University or College	Doctorate	Masters	Bachelors	No Degree	Total
Albion			1		1
Alma			1		1
Columbia University		1			1
Eastern Michigan University		1			1
Indiana University			1		1
Loyola University (Chicago, Illinois)		1			1
Michigan State University	2	1			3
St. Lawrence University		1			1
University of Detroit		1			1
Wayne State University		1	1		2
No Degree				3	3

Majors and Minors

Baccalaureate degree.--The public relations directors were asked to reveal their major and minor field of study at all levels. Thirteen different majors were listed at the undergraduate level, showing again the variance in the educational background of directors of public relations in higher education. Thirteen minors reported by the respondents are recorded in Table 9. The fields of undergraduate study pursued by the respondents appear to have little direct relationship with higher education public relations.

TABLE 9.--Undergraduate majors and minors

Major	Frequency	Minor	Frequency
English	4	History	4
Business Administration	2	Journalism	3
Economics	2	Education	2
History	2	Psychology	2
Philosophy-Religion		Art	1
Education	2	Composition	1
Speech	2	Economics	1
Literature	1	Government	1
Marketing	1	Management	1
Mechanical Engineering	1	Math	1
Pre Medical	1	Music	1
Political Science	1	Physics	1
Psychology	1	Political Science	1
Sociology	1		

TABLE 10.--Master's degree majors and minors

Major	Frequency	Minor	Frequency
Counseling-Guidance	5	Educational Admini-	
Educational Admini-		stration	1
stration	2	English	1
Industrial Relations	1	History	1
Speech	1	Personnel Management	1

Doctorate Degree.--Two respondents have achieved the doctorate. Their majors are administration of higher education and speech. One of the minors in Table 11 emphasized communication arts.

TABLE 11.--Doctoral majors and minors or cognates reported

Major	Frequency	Minor or Cognate	Frequency
Administration of Higher Education	1	History	1
Speech	1	Radio-T.V.	1
		Sociology	1

Type of Institution Granting Degrees

The bulk of the respondents in this study received their training at private institutions as reported in Table 12. This might be expected as the population surveyed in this study is restricted to private institutions. An observation might be that directors of public relations in private institutions usually come from a similar educational background, i.e., private institutions.

TABLE 12.--Types of degree granting institutions

Degree	Private	Public
Undergraduate	11	3
Master's	5	4
Doctoral		2
No Degree		3

Experience Through Formal Education

This study sought to identify those experiences gained while in college that appeared to be helpful to directors of public relations. From a list of experiences, the respondents checked those that they had participated

in and indicated those they believed they should have participated in.

Table 13 informs us that the ones most regularly checked by the respondents were: (1) public speaking engagements, (2) writing articles for newspapers or magazines, (3) speech writing, (4) community relations activities, (5) creative writing, (6) editing publications, and (7) the promotion of special events.

The directors also noted those items which they believed they should have had experienced through their formal education or in the course of their formal education. The most regularly indicated were:

1. Determining the public relations needs of an actual institution.
2. The development of photography skills.
3. Observing board of regents (trustees) actions regarding a public relations program.
4. Editing publications.
5. Alumni relations activities.
6. Production of institution publications.
7. Planning objectives of a publications program.
8. Making a financial study of an institution's needs.
9. Planning dedication ceremonies for a new building.

The study reveals that over three quarters of the respondents had **some** experience in public speaking engagements or in preparing articles **for** newspapers or magazines. Over one-half gained experience in speech **writing**, community relations activities or in creative writing.

TABLE 13.--Types of experiences gained through formal education or in the course of formal education

Experiences	Frequency
Determining the Public Relations needs of an actual institution	2
Planning an actual fund raising drive	2
Observing Board of Regents (trustees) actions regarding a public relations program	2
Writing articles for newspapers or magazines	13
Editing publications	8
Public speaking engagements	13
Community relations activities	9
Alumni relations activities	5
Promoting of special events	8
Production of institutional publications	3
Placement of news releases	7
Development of photography skills	2
Internal institution relations work (staff-faculty-student, etc.)	6
Speech writing	10
Legislative agent (lobbying)	3
Community organization work (Rotary, J.C.)	5
Work within University Speakers Bureau	2
Planning objectives of publications program	2
Creative writing	9
Making a financial study of an institution's needs	3
Plan dedication ceremony for new buildings	2

The respondents had limited formal experience in determining the public relations needs of an actual institution, planning a fund raising drive, observing the board of regents in action, engaging in the activities of a legislative agent, and planning the objectives of a publications program. These activities were regularly checked by the directors as ones they should have experienced in the course of their formal education.

Table 14 indicates the number of responses to the items that the public relations practitioners believed they should have been exposed to during the course of their formal education.

TABLE 14.--Types of experiences public relations directors wish they had experienced through formal education

Experiences	Frequency
Determining the Public Relations needs of an actual institution	4
Planning an actual fund raising drive	2
Observing Board of Regents (trustees) actions regarding a public relations program	3
Writing articles for newspapers or magazines	2
Editing publications	3
Public speaking engagements	1
Community relations activities	1
Alumni relations activities	3
Promoting of special events	2
Production of institutional publications	3
Placement of news releases	2
Development of photography skills	4
Internal institution relations work (staff-faculty-student, etc.)	2
Speech writing	1
Legislative agent (lobbying)	2
Community organization work (Rotary, J.C.)	2
Work within University Speakers Bureau	2
Planning objectives of publications program	3
Creative writing	2
Making a financial study of an institution's needs	3
Plan dedication ceremony for new buildings	3
Planning department budget	1
Setting up public planning	1

Helpful Related Courses

In an effort to determine the type of courses that public relations directors were exposed to in higher education and to indicate those they

considered helpful, the respondents were asked to check these courses if, in their opinion, they were related to public relations. Of the twenty-three courses mentioned, the following were most frequently checked: (1) Psychology, (2) Public Speaking, (3) English, (4) Communications, (5) Creative Writing, and (6) Sociology.

Table 15 notes all courses checked by the respondents and the frequency of checking.

TABLE 15.--Subjects listed as being helpful to positions now held by directors of public relations

Name of Course	Frequency	Name of Course	Frequency
Psychology	14	History	2
Public Speaking	14	Student Personnel	2
English	13	Advanced Testing	1
Communications	11	Church-State Relations	1
Creative Writing	11	Dept. Organization	1
Sociology	10	Discussion	1
Education	9	Executive Technology	1
Journalism	9	Fund Raising	1
Advertising	8	Management	1
Broadcasting	7	Parliamentary Procedures	1
Public Relations	4	Shorthand-typing	1

Experiential Background of Respondents

A perusal of Table 16 indicates that the respondents come from a wide variety of occupations and backgrounds. This is expected after reviewing the literature. We note that most of the position incumbents started their public relations careers in the newspaper or advertising field.

TABLE 16.--Experiential background of respondents

Type of Position Previously Held	Frequency	1st in order held	Average number of years in position by respondents
Public Relations Director (college)	9	-	6.67
Director of Development	9	2	3.22
Newspaper-Publishing Field	7	4	7.14
Publicity-Information Director	6	-	6.50
Radio-T.V. Field	4	3	3.00
Teacher-College	4	1	7.25
Public Relations Director (private business)	3	1	8.00
Public Relations Director (Ed. Trade Association)	3	-	1.00
Advertising Agency	2	-	9.00
Director of Admissions	2	1	----
Free Lance Writer	2	-	4.00
Minister	2	-	19.50
Teacher (Secondary-Elementary)	2	1	13.00
Alumni Director	1	-	----
Annual Fund Director	1	-	----
Dean of Students	1	-	----
Director of Placement	1	1	----
Editor-House Publications	1	-	----
Field Representative-- Public Relations Dept.	1	-	----
Industrial Relations Asst.	1	1	----
Insurance Investigation	1	-	----
Printing Plant Manager	1	-	----
U. S. Army	1	1	----
U. S. Navy	1	1	----

The diverse backgrounds of the respondents suggest that an institution usually identifies a candidate with a particular set of skills and experiential training to meet the obligations and strains of a certain role, rather than depend on a precise educational or experiential background to serve as the criteria of selection.

Respondents Strongest Areas in Public Relations

Each director was asked to indicate those professional areas which he considered to be his strongest. Table 17 records the responses to this question. There is again represented a varied set of designated activities with the following leading the field: (1) fund raising, (2) publications, (3) institutional planning, (4) community relations, and (5) writing. It is apparent that fund raising has emerged as a significant part of the Director of Public Relations responsibilities as it is the activity most often checked by the respondents.

TABLE 17.--Strongest areas in public relations as checked by respondents

Activity	Frequency	Activity	Frequency
Fund Raising	11	Alumni Promotion	1
Publications	9	Coordinator--Charge	
Institutional Planning	4	Building Activities	1
Community Relations	3	Cultural Planning	1
Writing	3	Hospitality	1
Editorial Work	2	Individual Contacts	1
Planning	2	News Releases	1
Promotion Special Events	2	Program Development	1
Public Relations	2	Public Speaking	1
Administration	1		

When queried as to how these particular skills were developed, the directors replied unanimously that it was through "experience on the job". The second category was through participation in the activities of a professional organization. This is meaningful in that it suggests that the professional public relations organizations in higher education play a

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leading and vital role in providing training experiences for directors of public relations. The third most often checked area is through formal education.

TABLE 18.--How respondents developed professional skills

Activity	Frequency
Experience on the job	17
Through participation in activities of a professional organization	8
Through formal education	7
Research in connection with a particular project	3
Newspaper reporter	1
Private business	1
Promotion of organizations and individuals	1
Radio news editor	1
Radio station promotion director	1

Hiring Institutions in Which Respondents are Employed

This study was restricted to seventeen private institutions within the state of Michigan. The size of the institutions ranged from 575 full-time students to over 4,000 full and part-time students. Eleven of the colleges are under private control, not directly church related, and the remaining six are under the aegis of parochial interest. The enrollment categories and the number of institutions in each are as follows: over 4,000 (1); 3,000 - 3,900 (1); 2,000 - 2,900 (2); 1,000 - 1,900 (7); under 1,000 (6). In addition, the respondents stated that their institution's have placed a ceiling on future student enrollments. Thirteen of those interviewed in this study come from institutions with enrollments of less than 1,900 students.

Titles

There was considerable variety in the occupational titles of the respondents. Twelve different titles were mentioned, with Director of Public Relations and Director of College Relations each being reported three times. The only other title noted more than once was Director of Public Affairs, that being reported twice. Twelve of the seventeen respondents indicated that their position was a newly created one at the time of their appointment. The span of time that each respondent had been in the position ranged from a maximum of thirty years down to five months. The average time spent in the position was 6.5 years. Table 19 lists the many different titles for those entrusted with the responsibility for Higher Education Public Relations.

TABLE 19.--Position titles of respondents

Title	Frequency
Director of Public Relations	3
Director of College Relations	3
Director of Public Affairs	2
Vice President for Academic Affairs	1
Director of Public Relations, Alumni Relations	1
Administrative Assistant to President	1
Vice President for College Relations	1
Director of Development	1
Director of High School Relations	1
Assistant to President in Public Relations and Development	1
Vice President for Development	1
Director of Development - Acting Head of Public Relations	1

Responsibility Patterns

Each respondent was asked to indicate who his immediate superior was. Fourteen of the directors are directly responsible to the President of their institutions. The three other designated administrators were Vice President for Public Affairs (1); Dean of the College (1); and Director of Development (1). The respondents stated without qualification that accessibility to their superior was immediate and regular.

The directors were asked to indicate the positions that were responsible to them, with the number of personnel involved. There were a number of positions and occupations reported but as Table 20 points out, the primary emphasis continues to be on publications and related activities. A wide range of administrative responsibilities is entrusted to the respondents. On the surface, several of the designated areas appear to have little, if any, direct connection with the field of higher education public relations.

Two of the respondents had only one person responsible to them. Two directors had eleven technical assistants available to them. In terms of total number of professional staff, a vice president for academic affairs had forty-three staff people under his jurisdiction, but he is entrusted with a dual responsibility at his institution.

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TABLE 20.--Number of employees responsible to respondents

Title	Frequency	Average Number of Employees
Alumni Relations	11	2.45
Public Information	5	2.20
Information Director	6	1.50
Development-Annual Fund	3	2.00
Director Publications-Editor	2	2.50
Placement	2	2.00
Community-Church Relations	2	1.00
Admissions	1	4.00
Staff Artist	1	1.00
Statistician	1	1.00
Copy Writer	1	2.00
Faculty	1	43.00
Counseling	1	2.00
Campus Receipts-Switchboard	1	2.00
Printing-Mailing	1	4.00
Speakers Bureau-Weekly Calendar	1	9.00
Secretarial Service-Personnel	8	1.50
Part-Time Positions - Student Help	11	3.63

Time Allocation by Respondents

As indicated by Table 21, eleven of the seventeen respondents spend over fifty hours a week in the field of public relations. Three of the directors spend between ten and twenty hours a week performing these duties, while the remaining two devote between twenty and thirty hours a week. Of the respondents, 29.5 per cent spend less than thirty hours a week in carrying out their public relations assignments.

If the respondent indicated that he was not a full-time director of public relations, he was asked to list his other responsibilities. The duty most frequently mentioned was that of fund development. Other cited areas included Planning Coordinator, Director of Academic Program, Director

of Admissions Program, Student Recruitment, College Chaplain, Information Director, and Athletic Director. The scope of these activities indicates that the actual role of the director has much variance from one institution to another.

TABLE 21.--Amount of time spent per week in the field of higher education public relations by respondents

Hours Per Week	Number of Respondents	Per Cent
10-20	3	17.6
20-30	2	11.7
30-40	-	----
40-50	1	5.9
Over 50	11	64.8

Duties Performed by Respondents

As one might expect, based upon our previous information, there is considerable variation in the kinds of tasks performed by the directors surveyed in this study. Twenty-five different tasks were enumerated in the survey instrument and the respondents listed six additional duties.

The activity most often mentioned by the respondent was institutional programming. This was followed in order by internal institutional relations and community relations; community (civic) organization and public speaking engagements; general college development (fund raising); alumni relations; promotion of special events; production of institutional publications, and institutional advertising. Table 22 tabulates the results.

TABLE 22.--Duties performed by respondents

Duty	Total	Percentage
Institutional Programming	16	94.1
Community Relations	15	88.2
Internal Relations (staff, etc.)	15	88.2
Community Organization Work	14	82.3
Public Speaking Engagements	14	82.3
Alumni Relations	13	76.4
General College Development (fund)	13	76.4
Institutional Advertising	13	76.4
Production of Institutional Publications	13	76.4
Promotion of Special Events	13	76.4
Writing news releases	12	70.5
a. General college information (11)		
b. Alumni publications (9)		
c. Sports information (6)		
Advisor to President	11	64.7
Photography	11	64.7
Placement of institutional news	11	64.7
Committee Service	10	58.8
Editing institutional publications	10	58.8
a. Admissions brochure (10)		
b. Alumni publications (9)		
c. College catalog (9)		
d. Yearbook (3)		
Responsible for Speakers Bureaus	10	58.8
Speech writing	9	52.9
Church relations	8	47.0
Advisor, employee relations	6	35.2
Advisor, students	6	35.2
Advisor, student publications	5	29.4
Legislative agent, lobbying	2	11.7
Secretary to Board of Trustees	2	11.7
Teaching classes	2	11.7
Assist in developing research proposals for foundations	1	5.9
College Relations	1	5.9
Celebrity series	1	5.9
High School relations	1	5.9
Travelogue series	1	5.9

Staff Involvement When Planning a New Activity

A director of public relations is regularly faced with the necessity of creating and developing new public relations activities. The respondents were asked to indicate the people they would be involved with when planning a new venture. Without exception, the directors as indicative of their close liaison with the President of the institution revealed that he would be one intimately involved in the planning stages of any innovations. Other professional staff are ranked as follows: Faculty (staff); Vice President for Finance and Director of Alumni Activities; and the Vice President for Academic Affairs. Faculty (staff) involvement is ranked second in priority for consultation regarding any new activity. Table 23 portrays these findings.

TABLE 23.--Staff people with whom directors are involved with planning a new public relations activity

Professional Person(s)	Frequency	Percentage
President	17	100.0
Faculty	12	75.8
Vice President for Finance	11	64.8
Director of Alumni Activities	11	64.8
Vice President for Academic Affairs	9	52.9
Representative - Student Government	8	47.0
Director of Development	7	41.2
Board of Trustees - Regents	7	41.2
Immediate Superior	7	41.2
Director of Institutional Foundation Program	1	5.9
Director of Public Information	1	5.9
Administration - Faculty Committee	1	5.9

Personal Qualifications

Of special interest to this study is the respondents perceptions of the most important personal characteristics needed by a public relations director to be effective within his institution and with the external publics. Table 24 indicates those qualities as perceived by the respondents ranked as being selected within the top six characteristics. Those given top priority in total points were: (1) judgment; (2) integrity; (3) sensitivity to and interest in other people; (4) organizing and planning skill and imagination were ranked next; (5) followed by leadership and maturity. Points were granted for the positions in reverse order for purposes of identification. No other weight was attached. Judgment, integrity, and imagination were the characteristics most often cited within the first three choices.

The respondents believed that the following characteristics were of secondary importance to the director: (1) extroverted traits; (2) ability to interpret public opinion; (3) verbalizing skills; and (4) sensitivity to public opinion. A few comments seem appropriate here. As viewed by these respondents, an extroverted personality with an ability to articulate are not necessarily prerequisites for a person to be successful in public relations work. In contrast to the private business public relations practitioner, these respondents appear to attach less significance to the various aspects of public opinion.

TABLE 24.--Personal characteristics needed by a public relations director to achieve an effective public relations program

Quality	Rank						Total Points
	1	2	3	4	5	6	
Judgment	3	5	1	3	2	-	60
Integrity	6	1	1	2	-	-	51
Verbalizing skills	1	-	-	1	-	1	10
Extroverted traits	-	-	-	-	-	-	--
Sensitivity to and interest in other people	2	2	2	1	1	3	38
Organizing and planning skill	2	1	2	2	2	1	36
Imagination	1	4	-	2	1	2	36
Leadership	1	2	2	-	1	1	27
Maturity	1	1	1	1	4	1	27
Logical mind	-	-	3	3	1	3	26
Sensitivity to public opinion	-	1	1	1	1	1	15
Ability to interpret public opinion	-	-	1	-	1	1	7

Desirable Education and Experience Conditions

An important aspect of this study is to indicate the respondents attitudes and beliefs regarding optimum education and experiential conditions for one going into college or university public relations work. This is not to suggest that such a program exists, but the remarks and opinions of the practitioners in the field, those on the firing line, will be of value to present as well as future researchers. As we have previously noted, the respondents here have come from widely divergent educational and experiential backgrounds and not unexpectedly their comments reflecting the most desirable experiences and training in these areas are equally divergent.

In the follow-up interview with each director, several remarked on the difficulty in endeavoring to select "a" course of training or experience as the best to follow to secure the proper background to assume the role. It has been pointed out that the bulk of these directors entered the field through a number of different pathways. Their thoughts on the ideal conditions still reflect a heavy emphasis on the experience factor as the real incubator for the training and development of directors of public relations.

Educational Program

Each respondent was asked to indicate the ideal educational background in terms of majors and minors at each degree level for directors of public relations as they perceive it.

Undergraduate degree.--The directors in this study cited English and Communications as the ideal majors for one preparing to go into higher education public relations. Business Administration, Journalism, and Psychology followed in that order. All respondents filed an answer to this question. The minors most frequently enumerated were English and Speech, followed by Education and History. Two respondents attached little significance to the undergraduate minors.

TABLE 25.--Undergraduate majors and minors cited as ideal

Major	Fre- quency	Per Cent	Minor	Fre- quency	Per Cent
English	5	29.4	English	3	17.6
Communications	4	23.5	Speech	3	17.6
Bus. Administration	2	11.7	Education	2	11.7
Journalism	2	11.7	History	2	11.7
Psychology	2	11.7	Fine Arts	1	5.9
Liberal Arts	1	5.9	Journalism	1	5.9
Science	1	5.9	Philosophy	1	5.9
Speech	1	5.9	Political Science	1	5.9
			Psychology	1	5.9
			No Response	2	11.7

Master's Degree.--Specific interest is being placed here upon Higher Education--Administration as a prerequisite in post bachelors training. Communications is again ranked second as on the undergraduate level followed by Journalism and Development. A number of different minors were suggested with English and Speech leading the field, followed by Education and Public Relations. In all, ten different minors were named and two directors did not respond to the master's degree question. Table 26 indicates these findings.

Doctoral Degree.--Fewer than one half indicated a preference in a doctoral degree as the optimum educational experience for directors of public relations. This might be related to the fact that only two of the respondents in this study presently hold the doctorate. Note in Table 27 that Educational Administration and Communications were checked most frequently as a major field of interest. Throughout the survey on optimum educational levels, repeated emphasis is placed upon Communications. In terms of the cognate, six different areas were mentioned representing a

smattering of fields in higher education.

The respondents were also asked as to what value training in a discipline other than their major field would be. Nine (9) of the directors believed that it would be highly desirable, seven (7) maintained that it would be desirable but not necessary, while one (1) expressed an opinion that it would make little difference in job performance. In response to the types of disciplines, the directors indicated Psychology (3), Communications (2), Sociology (2), Business Administration (1), Economics (1), and English (1). These are consistent when compared with the previous responses.

TABLE 26.--Master's degrees majors and minors cited as ideal

Major	Frequency	Per Cent	Minor	Frequency	Per Cent
Adm-Higher Education	5	29.4	Education	3	17.6
Communications	4	23.5	Communications	2	11.7
Development	2	11.7	Public Relations	2	11.7
Journalism	2	11.7	Couns. Guidance	1	5.9
Business	1	5.9	English	1	5.9
Science	1	5.9	History	1	5.9
No Response	2	11.7	Inst. Planning	1	5.9
			Philosophy	1	5.9
			Radio-T.V.	1	5.9
			Speech	1	5.9
			No Response	3	17.6

TABLE 27.--Doctoral majors and cognates cited as ideal

Major	Fre- quency	Per Cent	Cognate	Fre- quency	Per Cent
Ed. Administration	3	17.6	Personnel Adm.	2	11.7
Communications	3	17.6	Higher Ed. Adm.	1	5.9
Higher Ed. - Adm.	1	5.9	Journalism	1	5.9
Psychology	1	5.9	Philosophy	1	5.9
No Response	9	52.9	Sociology	1	5.9
			Social Sciences	1	5.9
			No Response	8	47.0

Necessary Specialized Courses

In response to the question "What specialized courses and other suggestions would you consider absolutely necessary for the public relations director of the future?", the practitioners indicated twenty-one different courses and areas. Journalism, Creative Writing, Communications, Fund Development, Institutional Planning, and Public Relations in Higher Education, being most frequently mentioned.

TABLE 28.--Specialized courses and suggestions considered to be absolutely necessary for the director of public relations for the future

Courses	Fre- quency	Per Cent	Courses	Fre quency	Per Cent
Journalism	5	29.4	Broadcasting Writing	1	5.9
Creative Writing	4	23.5	Bus. Economics	1	5.9
Communications	3	17.6	Computer Training	1	5.9
Fund Development	3	17.6	Eval. of Advance- ment	1	5.9
Institution Planning	3	17.6	International Studies	1	5.9
Public Relations in Higher Education	3	17.6	Printing	1	5.9
Liberal Arts	2	11.7	Sociology	1	5.9
Public Speaking	2	11.7	Speech	1	5.9
Radio-T.V.	2	11.7	Test & Measurements	1	5.9
Reporting	2	11.7	T.V. Production	1	5.9
Social Psychology	2	11.7			

Sequence of Positions

In an effort to determine the proper sequence of positions as a training experience for directors of public relations, the respondents were asked the sequence of positions they believed to be most desirable and the ideal time to spend in each. Twenty different positions were listed with the following leading the field: (1) Journalism-Newspaper and Fund Raising; (2) Development; (3) Teaching and Information Services; and (4) Alumni Work - Public Relations. A distinction is raised here between Fund Raising and Development. Heavy emphasis continues to be placed upon practical journalistic experiences as being a prerequisite for advanced public relations work. Table 29 presents the findings.

TABLE 29.--Sequence of positions and time to spend in each

Experience	Frequency	Per Cent	Number of Years Indicated
Journalism-Newspaper Reporting	7	41.1	25
Fund Raising	7	41.1	20
Development	6	35.2	17
Information Services-Editorial	4	23.5	13
Teaching	4	23.5	12
Public Relations	3	17.6	9
Alumni-Special Events	3	17.6	8
Broadcasting	2	11.7	3
Admissions	1	5.9	3
Business Marketing	1	5.9	3
Higher Education	1	5.9	3
Ministry	1	5.9	3
College Relations	1	5.9	2
Community Programs	1	5.9	2
Private Business	1	5.9	2
Travel Agent	1	5.9	2
Advertising	1	5.9	1
Association Activity	1	5.9	1
Legislative	1	5.9	1

Valuable Outside Experiences

The respondents were surveyed as to what experiences would be particularly valuable to a public relations director that might be outside his formal education or position. The results were: (1) newspaper-magazine writing; (2) Radio-T.V. work; (3) public relations firm; and (4) advertising. For the first time radio and television work emerges as a communication field which should demand some attention from public relations practitioners. Again, newspaper-magazine writing is in the top priority. Table 30 summarizes this data.

TABLE 30.--Experiences valuable to a public relations director outside his formal education or experiences

Experience	Fre- quency	Per Cent	Experience	Fre- quency	Per Cent
Newspaper-Magazine writing	12	70.5	Finance	1	5.9
Radio-T.V. Work	7	41.1	Fund Raising	1	5.9
Public Relations Firm	5	29.4	Government Work	1	5.9
Advertising	3	17.6	Higher Ed. Adm.	1	5.9
Business or Indus- trial Concern	2	11.7	Journalism	1	5.9
College Development	2	11.7	Planning	1	5.9
Communication Service	2	11.7	Printing	1	5.9
Internships	2	11.7	Professional Fund Raising	1	5.9
Teaching	2	11.7	Religion	1	5.9
Assn. Work	1	5.9	Traveling Widely	1	5.9
Culture and Art	1	5.9			
Estate Planning	1	5.9			

Summary

In this chapter we have examined the background of a practicing director of public relations from a wide perspective. This includes a perusal of his personal data, educational background, formal educational experiences, experiential background, the nature of his position, his college or university structure, the personal characteristics needed by a public relations director, and the desirable education and experience conditions for proper training in the public relations field as perceived by the respondents.

CHAPTER V

FINDINGS FROM PERSONAL INTERVIEWS

Introduction

To help authenticate the results of the questionnaire and to eliminate any misunderstandings regarding the specific information requested in the survey instrument, the writer conducted personal interviews with each of the respondents represented in this study at their campus location. During the interview, the directors were asked six questions pertaining to their operation. The basic purposes were to attempt to determine the respondents' perceptions of the possible changing character of their position, the significant problems faced by the directors in the performance of their duties, and their comments in general regarding public relations in higher education.

The questions asked were:

1. What are tomorrows important questions in higher education public relations as you see them?
2. What do you consider to be the most significant recent development in your institution's public relations program?
3. Has your role undergone any change within the institution?
4. What do you consider to be your institution's most effective public relations activity?
5. Are the objectives of your public relations program clearly outlined?
6. In your opinion do you have adequate staff and financial backing to carry out the functions of your office?

The questions are open ended and their answers and other pertinent findings are reported in this chapter.

What are tomorrows important questions in public relations as you view them?

The directors responses to this inquiry were quite varied in that twenty-four different areas of concern were listed. It was difficult to distinguish between what the respondents viewed as immediate personal operational problems or what might be more appropriate to the larger field of public relations. The question implies the broader meaning.

The respondents reported the following as being particularly sensitive problem areas: (1) institutional financing particularly as it pertains to fund raising; (2) the maintenance of the high quality of the product that the institution turns out, i.e. its graduates; (3) the increasing anxiety over the impact of federal programs and the possible encroachment by the federal government on the institutions' authority; (4) a continually rising concern over the institutions image; (5) to continually emphasize the teaching function of the college and what the objectives of a general education are; (6) the relentless search by the student body to find its identity on collegiate campuses; (7) student recruitment; (8) the relation of college activities to the community; (9) student admission requirements; and (10) the training of future public relation leaders.

From these rankings, two impressions appear to demand additional comments. First, this is an era when the federal and, more recently, the state governments are appropriating larger sums of money to higher education

through research grants, student financial aid, and building loans, etc. These funds are of prime importance to many institutions for their continued existence. However, approximately one fourth of the respondents in this study expressed real anxiety over the prospect of more and more federal control over their institutions. Boards of trustees of several of the institutions surveyed have taken official action not to accept or apply for additional funds and censuring the federal government for its attempts to usurp institutional authority. Secondly, students on American campuses are continually exhibiting visible signs of their tensions and dissatisfaction with our society and the imposed institutional structure. However, only three of the directors of public relations interviewed in this study ranked this problem as being a delicate and/or sensitive one. In contrast, they reflected concern over the image of their institutions. The interrelationships of these two issues seem obvious especially in view of the ease with which the nation's communication media are able to focus on a college that faces an acute problem with its student body. Table 31 presents the data compiled for this question.

TABLE 31.--Tomorrows important questions in public relations as perceived by respondents

	Frequency	Percentage
Institutional financing and fund raising	9	52.9
Improving the quality of graduates	7	41.2
Role of federal programs	4	23.5
Institutional image	4	23.5
Objectives of general education	3	17.6
Relating campus activities to community needs	3	17.6
Emphasizing of teaching role of collegiate institutions	3	17.6
Role of students on campus	3	17.6
Student recruitment	3	17.6
Admission requirements	2	11.7
Training of future public relations leaders	2	11.7
Legislative activity	1	5.9
Striving for institutional maturity	1	5.9
Innovations in communications media	1	5.9
Good relationships with Board of Regents	1	5.9
Size of institution	1	5.9
Others	8	47.0

What do you consider to be the most significant development in your institution's public relations program?

As one might surmise after reviewing Table 31, a reshaping and refining of the development function at each institution is cited as the most significant happening in their public relations activity. Ranking second in order of frequency were: methods employed to regain the community's respect and support; the establishment and broadening of the public relations post within the institution; and upgrading the quality of the institution's publications.

Few people will dispute the critical financial problems facing higher education in the immediate future, particularly by private institutions. It is understandable that a careful appraisal of the role of the

development office within these institutions is given top priority. It is noteworthy, too, that several of these colleges have recently established the post of Director of Public Relations and regard this as a significant step in their programs. Cementing and improving relations with their local community is another vital aspect. Many of these colleges reside in relatively small communities and their activities have considerable impact on the local scene in a variety of ways, both visible and invisible.

TABLE 32.--Significant developments in institutions' public relations programs

Action or Event	Frequency	Percentage
Reshaping, organizing fund raising/ objectives-techniques	8	47.0
Regaining community's respect and support	2	11.7
Establishment and enlarging institution's public relations position	2	11.7
Upgrading quality of institutional publications	2	11.7
Administrative leadership and role of board of trustees	1	5.9
Institutional extension program	1	5.9
Institutional cooperative program between college and business plant	1	5.9
Institution athletic teams	1	5.9
Move to a new campus site, impact on community	1	5.9
Recruiting federal help in attaining institutional objectives	1	5.9
Student recruitment techniques	1	5.9

Several of the remaining actions or events revealed by the respondents appear to be short range in nature. For example, the upgrading of the institutions publications, the concern about the college's athletic teams, and student recruitment techniques, to cite several, indicate that attention and interest are apparently being focused on the more immediate

problems. These answers tend to indicate that the short range efforts are being employed by some institutions to resolve their public relations anxieties.

Role Change Within the Institution

To determine the respondents view of their image within the institution, as well as to gain insight into the role of the director of public relations, each person surveyed in this study was asked, "Has your role undergone any change within the University?"

Thirteen of those interviewed indicated that their role had undergone some change, three believed that it was the same as at the time of their initial assignment, and one indicated that because he had been in the position such a short time, he did not feel qualified to answer. A brief review of several of their comments follows.

Of those who answered affirmatively, several of the following remarks appear to be characteristic. One respondent believed that he now could accurately reflect the president's personality and philosophy of administration and that he was viewed in a completely different perspective by the institution's administrative council. A corollary aspect was that another director considered his role was being expanded from the field of fund raising to that of being directly responsible to the President in the broader area of public relations. An additional facet is indicated by a respondent's comments regarding a change in top level administration with the advent of a new President who is quite enthusiastic about public relations concepts and activities and encourages the new programs and activities of this department. Another remarked that he was

now given virtual "carte blanche" acceptance within the institution as contrasted with his initial assignment and was enjoying a close affiliation with the President and because of this relationship, his image had improved considerably within the academic community. Similar comments were suggested by a director who, as evidence of his growing importance, was recently elevated to the President's cabinet. In more general terms, one respondent believed the change in his role was repeatedly being emphasized with the institution's internal and external publics by the President and, therefore, the public relations office was being viewed in a new perspective by the central administration.

Role changes in other areas include the following. One respondent suggested that his role now was being switched away from a maximum fund raising effort to other duties such as publicity programs, student personnel activities, and being the campus minister. Another occupational change emphasized by a respondent who had student recruitment added to his duties. One director revealed that his office was intimately involved in the overall planning phase for the institution. A tangible piece of evidence was listed by a respondent who said that his department had been given division status and now receives a measure of acceptance from the academic community. A director suggested a role change because of his own personal growth and that the institutional objectives have changed thus placing more extensive demands upon the public relations office.

Three respondents indicated a negative response to this question. Two asserted they had assumed a top level position at the outset and their activities were primarily designed to solidify and enhance their position. One believed that he had no specific change in stature or job

assignment but said that he had achieved considerable on-the-job training. Another respondent replied that his was a newly created position and too short a period had elapsed to provide an accurate assessment of his role.

It is clear that the majority of the directors surveyed in this study maintain that their role has undergone change within the college structure, and in their opinion, has improved. The pressures on the director of public relations will continue and because of these, role changes will occur. He must develop new and imaginative techniques to cope with these pressures and improve his effectiveness.

What the Respondents Consider to be Their Institution's Most Effective Public Relations Activity.

Six directors interviewed in this study believe that the quality of their graduates, the finished product, is the commodity that speaks most effectively for their institution. Whether it be in the business world, the educational arena, or across many occupations, their performance, as related by the respondents, is the best representative of the caliber of the institution.

Several other activities mentioned are related to the students performance. One director asserted that their most effective activity was to have students serve as tour guides for groups visiting the campus. This accomplished two things in that it provided the visitors with a visible appraisal of the type of young person attending the college, and also afforded them an excellent opportunity to view campus growth and to have it explained by the students. Another director indicated that the

performance and record of his institution's athletic teams did much to present a proper image regarding his college and to keep it in the public's eye.

Similar commentary was given by a director in describing the development and operation of a leadership center which involved students, faculty, and outside lay groups, discussing issues pertinent to society. This center has helped cement the institution's relationships with the community and provided the students with a showcase to exhibit their talents. A related activity involving students was referred to by a director in pointing out that his institution invited key people, interested alumni, and foundation officials back to the campus for conferences with student leaders and faculty on a particular theme. The development and training of competent people to serve society was cited by a respondent as his institution's most meaningful public relations activity. Of the seventeen replies provided to the researcher, eleven were directly or indirectly related to student involvement in one capacity or another. It is important to note that during an era when student unrest appears to be gaining momentum on our campuses and brings with it a series of delicate public relations problems, the majority of the respondents surveyed maintain that their students represent their most effective public relations element.

Other responses were: the gearing of the institution's publications program to the specific needs of its constituency which included newsletters, catalogues, pamphlets, and other items was rated by a respondent as an extremely valuable activity; the implementation of a series of evening cultural-educational programs which provided rich intellectual experience

for the participants and represents a focal point for the institution's staff and student body to interrelate with the citizens of the community. Another respondent believed that the faculty's performance was his institution's best activity for it is the staff that inspires students and nourishes their talents to reach new horizons. Two operational aspects mentioned by the directors included the creation of a public relations master plan for the institution and the drafting of an overall building program as a significant breakthrough in crystallizing the institution's long range goals. These were interpreted by one respondent as an extremely valuable public relations activity.

It was in response to this question that the directors seemed to be able to escape from their daily operation routine and comment about the philosophical goals their institution was striving to attain and how to provide their student body with powerful educational experiences.

Are the Objectives of the Public Relations Program Clearly Outlined?

One of the perplexing aspects surrounding a college public relations program is that oftentimes its basic objectives are not concise, written down, nor clearly understood by the institutions' publics. This lack of specificity makes it extremely difficult to find handholds to initiate discussion regarding the institution's activities. This question was asked each respondent, "Are the objectives of the public relations program clearly outlined?"

A tabulation of the replies gives evidence that this still remains an acute problem with institutions. Ten directors answered negatively

while the remaining seven answered affirmatively with further elaboration.

Examining the affirmative replies first, only three of the respondents believed that the goals of their public relations program are written down and clearly understood by the institutions internal and external publics. Another respondent indicated they were not easily accessible to the various publics nor condensed in a compact form; the implication being that the actual goals are subject to widespread verbal interpretation. Another public relations practitioner replied that while they are not written down, excellent rapport exists between the college president and himself, suggesting perhaps that if the institution's president is satisfied, the program might be considered successful and its goals clearly enumerated. In a somewhat similar context, a respondent showed vividly that his program objectives were very concise, well formulated, and written down but he was doubtful if their import was clearly understood by the institutions' publics. Another viewpoint was expressed by a respondent who asserted that his program goals were understood and accepted by the administration but was dubious about the academic community's attitude. Even before we examine the negative replies, we candidly suggest that limited progress has been made in explaining the functions of a cogent, well organized public relations program and the role of its administrative head.

Ten directors answered in a negative fashion. In more meaningful statistical terms, 58.8 per cent of the respondents, key public relations people within the institution, reveal that the objectives of their institutions' programs were not clearly outlined.

One respondent suggested that while the objectives are not clearly outlined, they are understood by all immediate participants such as the board of trustees, the President, and the director. He went on to say that the field is "an art, not a science" and that a codification of the objectives as suggested here were not really necessary. On the same tack, another director proclaimed that they were not outlined and in his opinion it was not really essential to do this either. A rather terse "no" was supplied by a practitioner with attempts at further questioning by the researcher being thwarted.

Several respondents answered that they recognized this void in their program and that committees were presently at work on developing statements regarding program objectives. They went on to state that the basic concepts were grasped by the immediate participants. Two respondents indicated real concern over the issue for they stated that they not only lacked public relations program statements, but that the institution did not have a statement of institutional objectives or philosophy. A director indicated his institution did not possess a program statement but that the staff is aware of the objectives; however, he admitted that they were not completely accepted or understood by the academic community. The final respondent revealed a lack of policy statements but pointed out that his post had been recently established and one of his immediate tasks was to help prepare a set of program objectives.

Much has been written regarding this problem but this survey provides further evidence that little progress has been made in defining the specific objectives of a public relations program and this quite naturally casts a shadow around the role of the director.

Adequate Resources to Carry Out the Functions of the Office

One of the prime conditions necessary to have an effective public relations program is to have adequate staff and financial resources available to carry out the functions of the office. To get an appraisal of their current circumstances, each respondent was asked, "In your opinion, do you have adequate staff and financial backing to carry out the functions of your office?"

Only five of the directors, 29.4 per cent of the sample, believed they had sufficient staff and funds to adequately meet the demands being placed on their office. One reported that he was faced with a possibility of being overstaffed. Two directors believed that their total resources permitted meeting minimum expectations but expressed grave concern over future commitments. Another indicated that his present resources were barely adequate but that the whole public relations program of the institution was being reorganized at this time. Two respondents pointed out that they enjoyed adequate financial support, but were woefully lacking in staff.

Two other respondents verbally resisted the use of the word adequate in describing their resource picture but they did not choose to say for the record that they were insufficiently funded either. They preferred to state that they were getting along, meeting their obligations, and managing as best they could.

Three directors bluntly said they had insufficient staff and funds to meet the expectations of the board of trustees and the administration. They were also quite pessimistic about their chances of reversing this picture in the near future. Two directors said they were becoming frustrated

over the budget problems and lack of staff because of the rapid growth of the program. They visualized some relief and mentioned the possibility of depending upon free lance help to survive. The final respondent suggested he had an adequate budget but had limited professional help, presenting the case of a small professional staff spread over a too vast area.

A close examination of the respondents' replies gives an impression that the respondents are growing increasingly concerned over having adequate financial resources and staff to meet their present program commitments and future ones.

The central purpose of this study is to examine the director of public relations and his role within the institution. No attempt was made to conduct a penetrating analysis on the directors resource picture and weigh it against a set of program objectives. Particularly as was quite evident in a previous portion of this chapter, consensus on the program objectives among the institutions publics, appears to be questionable.

Summary

In this chapter we have attempted to record the personal observations of the respondents in the following categories: Tomorrows important questions in higher education public relations; significant developments in an institution's public relations program, role changes, if any, within the institution; their most effective public relations activity; the status of their public relations program objectives; and the adequacy of their department resources. Their perceptions, appraisal, and replies provide a basis for the conclusions and recommendations in the next chapter.

CHAPTER VI

COMPARISON, OBSERVATIONS, AND RECOMMENDATIONS

In this chapter, a comparison of the role and characteristics of the directors of public relations surveyed in this study will be made with that of the basic indicators. From this comparison and from the observations and experiences of the researcher making this study, we will make suggestions for improving their performance.

Admittedly, the available evidence as to the connection between the indicators and the adequacy of performance of those involved in the administering of higher education public relations programs is very limited. The indicators were developed through a review of the literature drawing heavily upon those publications within the field and reinforced by a panel of public relations experts. These indicators are tentatively associated with a certain kind of behavioral consequence for the directors of public relations surveyed in this study.

Academic Preparation

The basic indicators for evaluating public relations personnel performance were developed in Chapter III. For the purposes of this study, the respondents will be expected to have significant advanced training beyond a bachelor's degree in communications, education, or a related field. Of the directors surveyed, nine, or 52.9 per cent of the population, would meet this qualification in that seven have a master's degree and two have

achieved the doctorate. Of the remaining eight, five have a bachelor's degree and three have considerable college training but not a degree. The respondents who have the master's degree or the doctorate indicated the following major areas of study: Guidance and Student Personnel (5); Educational Administration (2); Education (1); and Speech (1). The two doctoral fields specified were Administration of Higher Education (1) and Speech (1). These majors would be compatible with that of the indicators suggested in Chapter III. Eight respondents, or 47.1 per cent of the population surveyed, do not meet the minimum specifications.

By possessing this advanced training, a director would accomplish the following: (1) give evidence of his personal commitment to further his training and to the higher education concept; (2) maximize the possibilities of his role acceptance by the academic community which places a high premium on the degree status of individuals, particularly those who work in administrative echelons; and (3) help complement his public relations skills and techniques.

American College Public Relations Membership

Thirteen, or 76.4 per cent, of the respondents revealed they were active members of the American College Public Relations Association, leaving only four who were not members. In affiliation with the ACPRA, the directors will be helped to gain professional status, become acutely aware of the latest trends in higher education public relations through the Association's workshops and publications media, and develop many valuable professional relationships with colleagues in the field. Many of the respondents in this study reported that the ACPRA was of great value in providing worthwhile training experiences for practitioners.

One of the depressing factors in higher education public relations is the dearth of programs designed for developing and improving skills and techniques for those going into the field. This gap cannot and should not be filled entirely by the ACPRA; but in the absence of adequate curricular and training offerings, the organization can and does provide many valuable services to its membership. Failure to join the organization indicates a lack of faith by some directors in the objectives and the overall value of the Association.

Formal Education

It has previously been established that the great majority of the respondents under study here have drifted into higher education public relations through many paths. Much of their formal training was not specifically related to this field. The panel of experts have stated that all of the experiences listed in the questionnaire under sections B7 and B8 would be extremely helpful to a director of public relations. The respondents will be expected to have been involved in or exposed to the majority of the experiences suggested in these two categories.

Only two of the seventeen respondents meet the suggested participation or exposure pattern. The remaining fifteen, or 88.2 per cent, had limited involvement in these activities. This study would support the belief that many of the present public relations incumbents in higher education have had little, if any, specific training for these roles during their formal education. More specifically, seven directors reported that they had limited contact with four or less of the activities enumerated in B7, "Experiences in Formal Education". Three of the respondents reported no exposure to any of the items in this category.

In section B8 entitled, "Areas in Which the Respondents Revealed Their Formal Training", the directors fared somewhat better. Eight directors surpassed the suggested participation or exposure pattern. The remaining nine fell short of this figure, but their overall frequency ratio indicated some involvement. Eleven items were listed for the directors in B8; their highest frequency ratio being fourteen and the lowest, seven. It is evident that the respondents are more adequately prepared in the formal education aspects of their training than in the activity sections as it pertains to public relations.

Experience Background

The directors assumed their present roles in higher education public relations from an experiential position stronger than a curricular one. All of the seventeen respondents had rich backgrounds in communications work, including newspaper, magazine, publication activities, teaching in the classroom, and several had extensive careers in the ministry. In short, the respondents appear to have sufficient experience in the field of communications to adequately perform their role.

Initially, however, the majority of the respondents, eleven, entered their present position from a post outside the field of education. The following occupations were listed: newspaper-advertising(4); church activities-minister (3); radio-T.V. field (2); and private business (2). While several of these respondents had considerable undergraduate training in education or communications, their first professional position was in a role somewhat remote from the field. Six directors came from associated fields of education, four emerging from teaching positions, and the remaining

two went directly into higher education public relations work. Apparently institutions continue to look outside their own community to locate directors of public relations. Perhaps it is because of a belief that a successful public relations practitioner from private business would be able to successfully cope with the requirements of a similar role in higher education. The questions of his educational commitment and role acceptance by the institution's publics are ones that can only be answered by the passage of time.

Personal Qualifications

A review of the literature and the reactions of the panel surveyed in the pilot study suggested the following personal characteristics as being of importance to the director of public relations. They are judgment, integrity, leadership, imagination, organizing and planning skills, and sensitivity to and interest in other people. The respondents in this study are in agreement. According to them, judgment, integrity, sensitivity to and interest in other people, organizing and planning skills, imagination, leadership, and maturity, are prime ingredients in successful public relations work. A modest indication of role compatability is evident here between the actual characteristics and the indicators for evaluating public relations personnel performance.

University Environment

The institution should provide the director with the following to help create the proper atmosphere in which to conduct a sound program:

(1) a clear and concise statement of the educational objectives of the institution and its public relations goals; (2) a sound, academic product,

i.e., the quality of its graduates; and (3) an adequate budget and staff in order to permit the director to operate effectively.

Ten respondents, or 58.8 per cent of the sample, expressed the opinion that the institution lacked an adequate position statement covering the objectives of the institution and a position statement describing the role of the director of public relations and his department. There were varying responses by the directors, but this is a grave indictment. It suggests a lack of concern by the institution for the appropriateness of the role of the director of public relations with the institutions publics. Lacking specificity, his role will continue to be vague and muddled in the eyes of many of his constituents.

The second ingredient, an academically sound product, was not investigated by the researcher. The respondents speak well of their students across a wide spectrum of activities and in general, are quite satisfied with the performance of their graduates.

Regarding the necessary financing and adequate staff to help the director meet the tasks at hand, the institutions are failing in their obligations to the directors of public relations. Only five of the respondents, 29.4 per cent of the population surveyed, maintained that they had sufficient staff and funds to meet the ever increasing demands being placed upon their office. This is a serious charge for it suggests role strain for the incumbent as it appears that he has inadequate resources and tools available to perform his duties in a competent fashion.

Observations

A comparison of the indicators as developed in this study with the actual situation permits the following observations.

(a) That directors of public relations in higher education apparently lack the educational qualifications to be fully accepted by the institutions publics, particularly the academic community.

(b) That active membership in the American College Public Relations Association (ACPRA) can be of immense help to the public relations practitioner through the services that the organization offers. It will also add considerable impetus to the movement to establish this career as a professional one.

(c) That directors of public relations generally have little exposure to or participation in practical activities that are related to their future role during the course of their formal education. The development and refinement of these skills occurs primarily during actual "on-the-job training".

(d) That the respondents seem to be adequately prepared, in formal curricular content related to their specific role, with considerable emphasis on the communication skills.

(e) That directors of public relations are well prepared from an experiential standpoint in communication skills.

(f) That directors of public relations are satisfied with the quality of their institution's academic product.

(g) That institutions are generally failing to provide their directors with the necessary statement of objectives pertaining to the operation of a public relations department and the role of its director within the institution.

(h) That institutions as a rule are not providing adequate staff and financial assistance to permit the director of public relations to meet his role expectations and for the department to meet its charge.

(i) That the respondents seem to have group consensus regarding the essential personal characteristics needed by a director of public relations to maximize his chances of satisfactory role performance. These characteristics are judgment, integrity, leadership, imagination, organization and planning skill, and sensitivity to and interest in other people.

(j) That the public relations directors are concerned with too many miscellaneous tasks, thereby depriving themselves of opportunities to help plan and become more intimately involved in long range programming for the institution.

(k) That several institutions view the role of their public relations director as a part-time activity as five, or 29.4, of the respondents surveyed spend less than twenty hours a week executing public relations assignments.

(l) That a role change occurs for the respondents after a successful period of performance.

(m) That the field of fund raising or development is becoming an important activity in any private institution's public relations program.

Recommendations

The purpose of this study was to examine the educational and experiential characteristics of the director of public relations and their programs at seventeen selected private institutions in Michigan. These findings were compared against criteria as developed from a review of the literature and through consultation with a panel of established public relations experts in the field.

The study should have impact on some existing patterns of public relations activities by institutions of higher education. The following recommendations are submitted by the researcher in the hope that they will provide information for institutions to consider when implementing, establishing, or studying their public relations programs and the responsibilities of their directors. The recommendations are based on the results of this study and in part on the observations and experiences of the researcher during the course of completing this problem. (These are not ranked in order of priority.)

(a) That institutions determine their educational objectives and then proceed to develop public relations program statements describing the place of the department within the administrative structure and adequately explain the role of its director.

(b) That institutions recognize the importance of establishing a public relations division with an appropriate administrator at the top level of the university hierarchy. Leaders in higher education must recognize that traditional approaches to meet present public relations problems are simply not effective in meeting the needs of our colleges and universities today and in the future. Higher status and recognition must be given directors of public relations to help eliminate the confusion and misunderstanding which surrounds their profession.

(c) That future directors of public relations at institutions of higher education be selected from the field of education with a strong emphasis on communications. Such individuals would be able to blend in technical competency with an educational commitment and thus be able to speak the language of the educational profession.

(d) That presidents study very carefully the interpersonal relationship between themselves and their director of public relations to ascertain, if possible, role conflicts or lack of agreement existing regarding program objectives.

(e) That higher education institutions and the American College Public Relations Association carefully study ways to provide in-service training programs for the public relations directors of the future.

(f) That additional research be conducted on just what is the specific job responsibilities of the director of public relations, his role in policy development, and the interrelationship of the two.

(g) That further research be conducted into the role analysis of a director of public relations as perceived by the institution's internal and external publics and the practitioner.

(h) That a study be conducted on the role of the institutions public relations program to determine its function in the institution's campaign to achieve its eventual objectives in higher education.

(i) That a careful study of the role of the public relations department and the development (fund raising) office be conducted to determine the interrelationship between the two.

Summary

This study was designed to gather and discuss information pertinent to the directors of public relations in higher education. The results of this descriptive study were narrated in such form as to help expedite additional research in the field.

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APPENDIX

June 13, 1966

Mr. John Leslie
Executive Vice President
American College Public Relations Association
1785 Massachusetts Avenue
Washington, D. C. 20036

Dear Mr. Leslie:

My doctoral dissertation at Michigan State University delves into the activities of a higher education public relations director. I am attempting to determine the role of the public relations director in various private colleges and to compare his role with that of basic criteria for evaluating Public Relations Personnel Performance as determined from available literature and experts in the field. The literature has been surveyed in developing the questionnaire, and you are being asked to serve as a member of the panel in reviewing this instrument.

I hope that the attached questionnaire is self-explanatory. I would appreciate it very much if you would react to it in terms of developing the ideal for a director of public relations in higher education in the areas of education, necessary background experience, personal characteristics, etc. There may be additional areas which you would wish to see included. Please indicate the necessary additions and corrections.

I am hopeful that you will find the time in your own demanding professional and personal schedule to assist me in this project. The enclosed stamped, self-addressed envelope is for your convenience. I deeply appreciate your cooperation. Thank you.

Sincerely yours,

Peter R. Ellis
Coordinator of
Student Financial Aid

PRE:psw

Encl.

September 29, 1966

Director of Public Relations
Sienna Heights College
Adrian, Michigan

Dear Friend:

I am presently doing my thesis in the area of higher education public relations through Michigan State University. I would like to invite you to be a participant in this study which delves into the background and activities of a public relations director in higher education or one entrusted with that responsibility. I hope that you will be able to find time from your busy schedule to join with me in this survey.

The enclosed questionnaire is self-explanatory. Please answer it as it pertains to you and retain the document. The second phase of the study is a brief, personal interview at which time I will ask you several questions regarding the current trends of public relations activities in higher education and pick up the questionnaire. I will be contacting you within the next few weeks to arrange for an appointment at your convenience. Your anonymity as well as the institution you represent will be protected.

I appreciate very much your taking the time to assist me in collecting the data. If you have questions or comments regarding the answering of the questionnaire, they can perhaps best be answered at the time of our personal interview. The questionnaire should be answered prior to this appointment.

Thank you for the kind assistance.

Sincerely yours,

Peter R. Ellis
Assistant to the Vice President
for Student Services

PRE:psw

Encl.

Q U E S T I O N N A I R E

The information requested on this survey instrument will be handled in a confidential manner. Please answer each item with thought and accuracy. Most items can be answered with a check, circle, or brief phrase, but additional comments are encouraged.

PERSONAL DATA

- A/1 Age
- A/2 Male
 Female
- A/3 Age at which you first entered the field of higher education
public relations
- A/4 19 Year when you first entered the field of higher education
public relations
- A/5 Check those professional organizations to which you belong:
- ☐ 1. American College Public Relations Association
 - ☐ 2. Public Relations Society of America
 - ☐ 3. Public Relations Association of Michigan
 - ☐ 4. Michigan Education Association
 - ☐ 5. National Education Association
 - ☐ 6. Sigma Delta Chi
 - ☐ 7. Phi Delta Kappa
 - ☐ 8. Local Public Relations Association
 - ☐ 9. Other (Please specify) _____
 - _____
 - _____

EDUCATIONAL BACKGROUND

- B/1 Please indicate the highest degree you hold.
- ☐ 1. Ph.D.
 - ☐ 2. Ed.D.
 - ☐ 3. Six-Year Diploma (or equivalent certificate)
 - ☐ 4. M.A.
 - ☐ 5. A.B. or B.S.
 - ☐ 6. Non-Degree
 - ☐ 7. Other (Please specify) _____
- B/2 University granting highest degree: _____
- B/3 Undergraduate major: _____ Minor: _____
- B/4 Masters major: _____ Minor: _____
- B/5 Doctoral major: _____
- Cognate area (Minor): _____

B/6 Type of institution granting degrees (e.g. private, public, technical, etc.)

a. Undergraduate: _____

b. Masters degree: _____

c. Doctorate: _____

B/7 Please check those items which you experienced in your formal education or in the course of your formal education. Also, indicate by checking in the second column those items you feel you should have experienced in this period in addition to those you did experience:

	<u>I HAD THESE</u>	<u>I SHOULD ALSO HAVE HAD THESE</u>	<u>EXPERIENCE</u>
1.	_____	_____	1. Determining the public relations need of an actual institution
2.	_____	_____	2. Planning an actual fund raising drive
3.	_____	_____	3. Observing Board of Regents (Trustees) actions regarding a public relations program
4.	_____	_____	4. Writing articles for newspapers or magazines
5.	_____	_____	5. Editing publications
6.	_____	_____	6. Public speaking engagements
7.	_____	_____	7. Community relations activities
8.	_____	_____	8. Alumni relations activities
9.	_____	_____	9. Promoting of special events
10.	_____	_____	10. Production of institutional publications
11.	_____	_____	11. Placement of news releases
12.	_____	_____	12. Development of photography skills
13.	_____	_____	13. Internal institution relations work (Staff-Faculty-Student, etc.)
14.	_____	_____	14. Speech writing
15.	_____	_____	15. Legislative agent (Lobbying)
16.	_____	_____	16. Community organization work (Rotary, J.C.)
17.	_____	_____	17. Work within University Speakers Bureau
18.	_____	_____	18. Planning objectives of publications program
19.	_____	_____	19. Creative writing
20.	_____	_____	20. Making a financial study of an institution's needs
21.	_____	_____	21. Plan dedication ceremony for new buildings
22.	_____	_____	22. Other (Please specify) _____
23.	_____	_____	23. _____
24.	_____	_____	24. _____

B/8 Please check those areas in which you have had some formal training for public relations work.

- | | |
|--|---|
| <input type="checkbox"/> 1. Communications
(including media training) | <input type="checkbox"/> 8. Creative writing |
| <input type="checkbox"/> 2. Journalism | <input type="checkbox"/> 9. Advertising |
| <input type="checkbox"/> 3. Sociology | <input type="checkbox"/> 10. Broadcasting |
| <input type="checkbox"/> 4. Psychology | <input type="checkbox"/> 11. Education |
| <input type="checkbox"/> 5. Public relations | <input type="checkbox"/> 12. Other (Please specify) _____ |
| <input type="checkbox"/> 6. Public speaking | <input type="checkbox"/> 13. _____ |
| <input type="checkbox"/> 7. English | |

B/9 What other related courses do you feel have been of help to you? _____

EXPERIENCE BACKGROUND

C/1 Please check those positions which you have held. If you have held a position not listed, please fill in the blanks provided.

Indicate by number the order in which these were held	Number of years in position	<u>Types of Positions</u>
1. <input type="checkbox"/>	<input type="checkbox"/>	1. Director of Development (includes fund raising)
2. <input type="checkbox"/>	<input type="checkbox"/>	2. Public Relations Director (College)
3. <input type="checkbox"/>	<input type="checkbox"/>	3. Public Relations Director (Private business)
4. <input type="checkbox"/>	<input type="checkbox"/>	4. Public Relations Director (Educational or Trade Assn.)
5. <input type="checkbox"/>	<input type="checkbox"/>	5. U.S. Office of Education
6. <input type="checkbox"/>	<input type="checkbox"/>	6. Advertising Agency
7. <input type="checkbox"/>	<input type="checkbox"/>	7. Publicity or Information Director
8. <input type="checkbox"/>	<input type="checkbox"/>	8. Principal (Elementary)
9. <input type="checkbox"/>	<input type="checkbox"/>	9. Principal (Secondary)
10. <input type="checkbox"/>	<input type="checkbox"/>	10. Superintendent
11. <input type="checkbox"/>	<input type="checkbox"/>	11. Assistant Superintendent
12. <input type="checkbox"/>	<input type="checkbox"/>	12. Teacher (College)
13. <input type="checkbox"/>	<input type="checkbox"/>	13. Teacher (Secondary-Elementary)
14. <input type="checkbox"/>	<input type="checkbox"/>	14. Newspaper or Publishing Field
15. <input type="checkbox"/>	<input type="checkbox"/>	15. Radio/TV Field
16. <input type="checkbox"/>	<input type="checkbox"/>	16. Free lance writing
17. <input type="checkbox"/>	<input type="checkbox"/>	17. Other (Please specify) _____
18. <input type="checkbox"/>	<input type="checkbox"/>	18. _____
19. <input type="checkbox"/>	<input type="checkbox"/>	19. _____

C/2 What do you consider to be your strongest areas in the field of public relations? (e.g. institutional planning, publications, editorial work, writing, fund raising, etc.)

C/3 How were these particular skills developed? (Check as many as apply)

- ☐ 1. Through formal education
☐ 2. Experience on the job
☐ 3. Research in connection with a particular project
☐ 4. Through participation in activities of a professional organization
☐ 5. Other (Please specify) _____

☐ 6. _____

COLLEGE OR UNIVERSITY STRUCTURE

D/1 Please check the type of private institution in which you are presently employed:

- ☐ 1. College (Parochial-control)
 (How many full-time students enrolled? _____)
☐ 2. College (Private-control)
 (How many full-time students enrolled? _____)

NATURE OF THE POSITION

E/1 Position title: _____

E/2 At the time of your appointment was this a new position?

- ☐ Yes
☐ No

E/3 How long have you been in your present position? _____

E/4 Who is your immediate superior? (Title) _____

E/5 Do you have direct access to him?

- ☐ Yes
☐ No

E/6 What positions are directly responsible to you?

<u>Position</u>	<u>Total number of personnel in each category (including clerical)</u>
_____	_____
_____	_____
_____	_____
_____	_____

E/7 How many part-time positions under you on public relations?
(Include student help)

E/8 Approximate number of hours spent per week in the field of public relations (by respondent)

- ☐ 1. Less than 10
- ☐ 2. Between 10 and 20
- ☐ 3. Between 20 and 30
- ☐ 4. Between 30 and 40
- ☐ 5. Between 40 and 50
- ☐ 6. Over 50

E/9 If you are not a full-time public relations director, what are your additional duties? _____

E/10 Please check those tasks which are part of your public relations job. If there are other tasks which are not listed, please use the spaces provided.

- ☐ 1. General college development (fund raising)
- ☐ 2. Internal relations (staff, faculty, students, etc.)
- ☐ 3. Institutional programming (defining institutional goals, recommending steps to carry out the project)
- ☐ 4. Advisor to the President
- ☐ 5. Secretary to the Board of Trustees
- ☐ 6. Speech writing
- ☐ 7. Community (civic) organization work
- ☐ 8. Writing news releases
 - ☐ a. General college public information
 - ☐ b. Sports information
 - ☐ c. Alumni publications
- ☐ 9. Editing institutional publications
 - ☐ a. Yearbook
 - ☐ b. College catalog
 - ☐ c. Admissions brochure
 - ☐ d. Alumni publications
- ☐ 10. Placement of institutional news information
- ☐ 11. Community relations
- ☐ 12. Alumni relations
- ☐ 13. Responsible for Speakers Bureau
- ☐ 14. Photography
- ☐ 15. Promotion of special events (press parties, exhibits, commencements, open houses, etc.)
- ☐ 16. Public speaking engagements
- ☐ 17. Production of institutional publications
- ☐ 18. Institutional advertising
- ☐ 19. Employee relations
- ☐ 20. Legislative agent (lobbying)
- ☐ 21. Teaching classes
- ☐ 22. Advising students
- ☐ 23. Church relations
- ☐ 24. Committee service
- ☐ 25. Advisor, student publications
- ☐ 26. Other (Please specify) _____
- ☐ 27. _____
- ☐ 28. _____

E/11 Please check those with whom you are usually involved in planning a new public relations activity.

- ☐ 1. President
- ☐ 2. Vice President for Academic Affairs
- ☐ 3. Vice President for Finance
- ☐ 4. Faculty (Staff)
- ☐ 5. Board of Trustees or Regents
- ☐ 6. Director of Institutional Foundation Program
- ☐ 7. Director of Alumni Activities
- ☐ 8. Immediate superior
- ☐ 9. Director of Development
- ☐ 10. Union Director
- ☐ 11. Representative-student government
- ☐ 12. Other (Please specify) _____
- ☐ 13. _____
- ☐ 14. _____

QUALIFICATIONS

F/1 Please rank the following personal characteristics needed by a public relations director to achieve an effective public relations program in order of importance. (Your own personal opinion) (Order 1-14)

- | | |
|---|--|
| <input type="checkbox"/> 1. Judgment | <input type="checkbox"/> 9. Maturity |
| <input type="checkbox"/> 2. Integrity | <input type="checkbox"/> 10. Logical mind |
| <input type="checkbox"/> 3. Verbalizing skills | <input type="checkbox"/> 11. Sensitivity to public opinion |
| <input type="checkbox"/> 4. Extroverted traits | <input type="checkbox"/> 12. Ability to interpret public opinion |
| <input type="checkbox"/> 5. Sensitivity to and interest in other people | <input type="checkbox"/> 13. Other (Please specify) _____ |
| <input type="checkbox"/> 6. Organizing and planning skill | <input type="checkbox"/> 14. _____ |
| <input type="checkbox"/> 7. Imagination | |
| <input type="checkbox"/> 8. Leadership | |

DESIRABLE EDUCATION AND EXPERIENCE CONDITIONS

Please answer the following questions in terms of optimum conditions for one going into college or university public relations work--what should be rather than what it is.

H/1 What courses of study (majors and minors) do you feel would be ideal for the person filling a position in higher education public relations?

- a. Undergraduate major: _____ Minor: _____
- b. Masters major: _____ Minor: _____
- c. Doctorate: _____ Cognate: _____

H/2 Do you feel training in depth in a discipline other than your major (e.g. communications, journalism, education, English, philosophy, psychology, etc.) is:

- ☐ 1. Highly desirable
- ☐ 2. Desirable, but not necessary
- ☐ 3. Would make little difference in job performance
- ☐ 4. Not desirable
- ☐ 5. Other (Please specify) _____

H/3 If you feel such training in a discipline other than your major is desirable as a cognate area in the doctoral level, what discipline would be most helpful to a person filling a position similar to yours? _____

H/4 What specialized courses would you consider absolutely necessary for the public relations director of the future?

H/5 What other suggestions would you have for the ideal public relations preparation program? _____

H/6 What sequence of positions would you feel to be most desirable for the person filling a position similar to yours, and what would be the ideal time to spend in each?

_____	Time: _____
_____	Time: _____
_____	Time: _____
_____	Time: _____
_____	Time: _____

H/7 What experiences would be particularly valuable to a public relations director that might be experiences outside his formal education or positions? (e.g. writing for a newspaper, internship with public relations agency, etc.)

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part outlines the various methods and tools used to collect and analyze data. It mentions the use of surveys, interviews, and focus groups to gather information from stakeholders. Additionally, it discusses the application of statistical software to process and interpret the collected data.

3. The third part describes the results of the data analysis. It highlights the key findings and trends observed, such as the increasing demand for certain services and the declining interest in others. These insights are used to inform strategic decisions and guide the organization's future direction.

4. The fourth part provides a detailed breakdown of the financial performance. It includes a comparison of actual results against the budget and identifies areas where costs were exceeded or savings were realized. This section is crucial for understanding the organization's financial health and identifying opportunities for improvement.

5. The fifth part discusses the overall impact of the project and the lessons learned. It reflects on the challenges faced during the implementation phase and the strategies used to overcome them. This section serves as a valuable resource for future projects and helps to build organizational knowledge.

6. The final part of the document concludes with a summary of the key points and a call to action. It encourages the organization to continue monitoring and evaluating its performance to ensure ongoing success and growth.

Date _____

1. What are tomorrow's important questions in higher education public relations as you see them?
2. What do you consider to be the most recent significant development in your institution's public relations program?
3. Has your role undergone any changes within the University?

4. What do you consider to be your institution's most effective public relations activity?
5. Are the objectives of your public relations program clearly outlined?
6. In your opinion do you have adequate staff and financial backing to carry out the functions of your office?

PRIVATE COLLEGES PARTICIPATING IN THIS STUDY

1. Adrian College, Adrian
2. Albion College, Albion
3. Alma College, Alma
4. Andrews University, Berrien Springs
5. Aquinas College, Grand Rapids
6. Calvin College, Grand Rapids
7. Cleary College, Ypsilanti
8. Detroit College of Business, Detroit
9. General Motors Institute, Flint
10. Hillsdale College, Hillsdale
11. Hope College, Holland
12. Kalamazoo College, Kalamazoo
13. Lawrence Institute of Technology, Southfield
14. Marygrove College, Detroit
15. Olivet College, Olivet
16. Siena Heights College, Adrian
17. Spring Arbor College, Spring Arbor



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