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Vincent Salvatore Ialenti
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A STUDY OF THE ROLE OF MASSACHUSETTS COMMUNITY COLLEGE
FACULTY IN INSTITUTIONAL IMAGE BUILDING

A Dissertation Presented

By

Vincent Salvatore Ialenti

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1983

School of Education

Vincent Salvatore Ialenti

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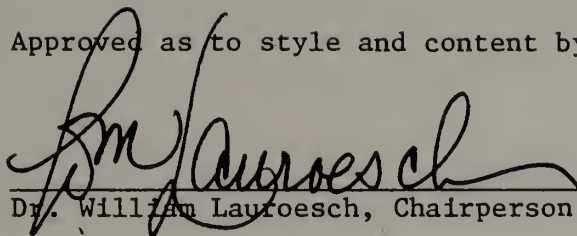
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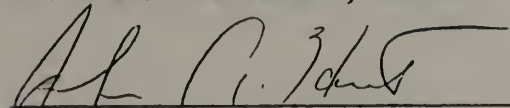
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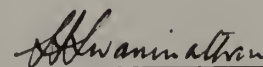
Dr. William Lauroesch, Chairperson of Committee



Dr. Charlotte Rahaim, Member



Dr. John Hunt, Member



Dr. H. Swaminathan, Acting Dean
School of Education

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ABSTRACT

A Study of the Role of Massachusetts Community College Faculty
in Institutional Image Building

May 1983

Vincent Salvatore Ialenti

B.A., Providence College
M.S., Syracuse University
Ed.D., University of Massachusetts

Directed by: Dr. William Lauroesch

This is a study of factors related to image building in Massachusetts community colleges, undertaken with the intent of making recommendations for public relations and marketing efforts of the community colleges.

Using a survey instrument designed by Nagel for a national poll of two-year college presidential views on a range of image-building activities, this researcher gathered similar data from 293 faculty at the 15 Massachusetts community colleges. Ten items were added to Nagel's 39 factor instrument for the replication in Massachusetts. Separate demographic data were collected by the researcher, which established the extent and nature of faculty participation in image-building activities and faculty attitudes regarding such practices.

Difference-of-means tests showed agreement in the manner in which the Massachusetts faculty and Nagel's sample evaluated the general impact of 18 factors, including the first three highest ranked items.

Based on mean scores, both groups rated the factors of student word-of-mouth, faculty relationships with students, student success after graduation in obtaining positions for which the college trained them, and performance in such positions to be the main influences on college image, as well as the most helpful factors in contributing to positive institutional image.

The findings show a strong faculty distrust and minimal participation in such conventional image-building activities as public relations and marketing. Throughout the study faculty consistently echoed the theme that activities directly related to teaching responsibilities are the most effective, desirable, and practical manner for faculty to contribute to institutional image. The background variables of tenure, years taught, and original job descriptions were found to have some relationship in varying degrees to faculty involvement in specific image-building activities and on opinions as to whether such activities should be contractually required and rewarded.

The results of this study suggest that faculty unwillingness to become actively involved in image building needs to be modified by contractual reward and recognition as well as through internal information campaigns. Further research needs to be conducted to determine the source of faculty distrust of institutional image building.

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C H A P T E R I

INTRODUCTION

Purpose of the Study

The purpose of this study was to identify and better understand the factors related to building and maintaining the public image of the community college as a viable and vital academic institution.

Nagel (1980) conducted a study which asked a national sample of 337 community college presidents to indicate how important 39 items were to their institutions' local external image. The first component of this study asked a sample of Massachusetts community college faculty to respond to Nagel's 39 items to determine if there was a significant difference in the two groups' perceptions. Research by this author identified 10 additional factors which may be perceived by faculty as major contributors to local image. These items were included in the survey to determine if they had a significant effect on the rankings of the first 39 items.

The second major component of this study was to determine what role Massachusetts community college faculty were playing and believed they should play in the activities specifically designed by their colleges to foster institutional image.

Specifically, the study sought to discover the following:

(1) What are the factors which contribute to the image of a community college?

(2) Which factors do faculty consider to be the most influential on local image formation?

(3) Do Massachusetts community college faculty perceptions of image factors differ from those of a national sample of two-year college presidents?

(4) What role are Massachusetts community college faculty currently playing outside of the classroom in efforts designed to contribute to institutional image?

(5) What factors and influences motivate faculty to become involved with or avoid participating in a college's image-building activities such as public relations and marketing?

(6) Do collective bargaining agreements, budget cuts, and reduced chances for professional advancement impact on faculty involvement and interest in specific image-building activities?

The Problem

There is a strong consensus among many observers of academia (Davidson, 1980; Ihlanfeldt, 1980; D. L. Johnson, 1980; Slocum & Johnson, 1977) that the fate of higher education today is endangered by the declining number of college age students, a growing public disillusionment with higher education, and shrinking state and federal financial support. These factors threaten the survival of many institutions. As a result, competition has intensified between the

public and private sectors and among the universities, and four- and two-year colleges.

Bender (1977) writes that in its search for support, the community college is beginning to realize that the institution needs to initiate activities specifically intended to improve the college's image if it is to fulfill its mission and purpose. Harper (1977b) stresses that the public relations and marketing efforts can create for the community college "understanding and appreciation of the mission of the college that will result in ongoing commitment and support If an institution's programs and purposes are not well understood, then there is little likelihood that it will be appreciated. Without appreciation there is little hope for necessary sustenance" (p. 1).

Competition among all sectors and between public and private education has forced most institutions to see the need for expanding and escalating their public relations and marketing efforts. For the Massachusetts community colleges, this realization comes at a time of budget cutbacks and the lack of enrollment growth. Therefore, the addition of new staff members for the purpose of increased public relations and marketing efforts is virtually impossible. How these important activities can be supervised, delegated and executed by the present college staff is a question that each of the Commonwealth's community colleges will have to face in the 1980's.

Public relations and marketing are the catch-all terms used to describe the college's efforts to communicate with its publics.

Because of past abuses by government and industry and a general misunderstanding of public relations and marketing, some educators associate these terms and the activities that they suggest with images of hucksterism, fast-pitch artists, and flacksterism (Bender, 1977; Davidson, 1980; Finn, 1976; Leach, 1977). Keim (1977) admits that "In the past the term public relations has had onerous connotations for the average administrator of the publicly supported community college" (p. 19). He believes, however, that this attitude should change as the institutions realize the important role that the process can play in helping the public to understand and support the college. This attitude is partially responsible for the conflicting terminology that one encounters when discussing public relations and marketing in general and particularly in the field of higher education. Terms such as public information, community relations, community information, community service, promotion, and recruitment are often used interchangeably to describe the college's activities specifically intended to improve institutional image (Harper, 1977b; Kotler & Goldgehn, 1981; Murphy & McGarity, 1978; Slocum & Johnson, 1977).

The hesitancy on the part of some educators to embrace public relations and marketing also stems from the philosophical belief that it is "unethical" (Leach, 1977, p. 38) and "unprofessional" (Kotler, 1979, p. 38) to sell education (Keim & Keim, 1981, p. 1). This concern can be dispelled by the awareness that the proper implementation of public relations and marketing can create positive changes for the institution by making it more attuned to community

needs and, at the same time, ensuring survival in the "student wars" by assisting in student recruitment and retention.

Strong direct and indirect support for public relations and marketing at the community college has come from the American Association of Community and Junior Colleges. In 1973 the Association's Board of Directors adopted a mission statement for the organization which is related closely to the purpose of public relations and marketing. The AACJC stated that its goal was to provide national leadership "to promote the growth, acceptance, and effective practice of the concepts of community-based, performance-oriented, post-secondary education" (Yarrington, 1975, p. 9).

AACJC Vice President Roger Yarrington (1975) defines the concepts of "community-based, performance-oriented" education in the following manner:

Community-based: The institution has demonstrated commitment and skill in assessing post-secondary educational needs and resources in its community and developing needed services.

Performance-oriented: The institution has demonstrated commitment and skill in evaluating its responses to identified community needs and reporting findings in terms citizens can easily understand. (p. 10)

Edmund J. Gleazer Jr. (1974), President of the AACJC, defines the community-based, performance-oriented institution as a college which will have the following four, basic, continuing objectives.

1. Current, accurate, and comprehensive information about the community and how the institution is serving its community.
2. Access to information that enables the college to develop its human resources consistent with national needs and trends.
3. A comprehensive plan expressed in terms that can be understood and supported by the community.
4. The ability to justify its needs for resources and to demonstrate that they have been used effectively. (p. 10)

A comparison of the elements of public relations and the community college's goals of community-based, performance-oriented education demonstrates several striking similarities. Attempts to find common definitions of the process and function of public relations and marketing reveal that the experts place varying degrees of emphasis on certain elements. After an evaluation of the various definitions of public relations, Simon (1980) concludes that there is a consensus that public relations involves the following:

1. A planned effort or management function.
2. The relationship between an organization and its publics.
3. Evaluation of public attitudes.
4. An organization's policies, procedures, and actions as they relate to said organization's publics.
5. Steps taken to ensure that said policies, procedures and actions are in the public interest and are socially responsible.
6. Execution of an action and/or communication program.

7. Development of rapport, goodwill, understanding, and acceptance as the chief end result sought by public relations activities. (p. 9)

Both the community college mission and the public relations and marketing campaign can be broken down into four similar phases. The first step for both is the analytic process of gathering information. The second phase evaluates the data and tries to interpret what it may mean to the institution or the campaign. Implementing the plan is phase three, which may require that new programs be developed to meet the assessed need or to modify current practices or programs. The fourth phase, the one most often equated with public relations and marketing activities, is the design and execution of a plan to earn public understanding and acceptance.

Simon (1980) points out the increasing difficulty of distinguishing between public relations and marketing because of the overlap of their functions in both profit and nonprofit organizations. He also concludes that the definition of the terms and their implementation vary from institution to institution which further adds to the confusion (p. 13). Delozier's (1976) definition of marketing communications is very similar to the functions of public relations which were outlined above:

1. The process of presenting an integrated set of stimuli to the market target with the intent of evoking a desired set of responses within the market, and

2. Setting up channels to receive, interpret and act upon messages from the market for purposes of modifying present company messages and identifying new communicators' opportunities. (p. 168)

Wagner's (1978) discussion of the relevance of marketing to nonprofit organizations also lends support to marketing's similarity to public relations' goals and the community-based, performance-oriented mission of the community college:

Marketing has been identified as the cutting edge for growth and profit in a dynamic economy because it has a way of recasting the shape of corporate resources to meet new developments in the marketplace. The same dynamism is even more needed in those organizations that deal with social change, for the evaluation of the marketing function is not intended merely for self-interest or self preservation, but rather as a way of ensuring that the services of the NPO [nonprofit organization] will be the most relevant to the actual needs of a fast-changing society. (p. 39)

Dennis L. Johnson (1980) also reinforces Wagner's point with his belief that

Nonprofit marketing is, in some ways, returning to community college "basics." Too many community colleges have neglected or forgotten their original commitment to be responsive to the needs of their communities. The marketing concept increases the ability of an institution to recognize change, and make changes itself. (p. 32)

Bender (1977), Johnson (1980), Ihlanfeldt (1980), and Vaccaro (1976) have all suggested that faculty can play an important direct and indirect role in the college's recruiting and marketing process. Traditional definitions of public relations refer to it as "90% doing good and 10% telling people about it." The above authors stress that faculty must be made to realize that they are vital to the college's "doing good" and that they are critical to any successful public relations and marketing campaign. Dennis L. Johnson (1977/1978), one of higher education's major marketing consultants, writes that

The served and satisfied student is the key to long range marketing. Faculty members cannot divorce themselves from the realities of cause/results relationships with students. Their professional futures will be dictated by the satisfied student. Satisfied students are the life line to institutional stability. . . . Faculty members can be allies in the response and serve function, but only if they understand marketing and see it in their self interest to do so. (p. 17)

Wygall (1977) believes that the concerned community college faculty member who earns the students' respect in the classroom and helps them to gain new insights "is doing more for public relations than any news release or TV spots. . . . [and] . . . gains more lasting support and defense of the college than any glossy catalogue or public testimony" (p. 86-87).

Few faculty members would deny that their classroom performance is most important to the institution in terms of building a sound

reputation and gaining respect for their college, but they generally do not think of it in terms of being a public relations and marketing effort. Community college teacher James Norris (1975), writing in the Community and Junior College Journal, urges his peers to begin changing their attitude toward the college and the community:

For many of our academically-oriented staff this may not be so easy. Probably few of us equate ourselves with Mr. Chips but probably not many of us in the community colleges have thought about ourselves in terms of, say, the general sales manager of Harcourt, Brace, Jovanovitch. But we may have more in common with the latter than the former. We've got to face up to the fact that we have an interesting, complex commodity for sale and that we are not exempted from the laws of the marketplace. The next step, having faced the realities of the situation, is to begin applying well-tested marketing techniques which will help us to move our product. (p. 14)

Ihlanfeldt (1980) contends that a positive change in faculty attitudes toward public relations and marketing should be enough to arouse faculty interest and encourage their participation in the college's overall direct marketing efforts.

Davidson (1980) advocates that faculty should take an active role in higher education's promotion for different reasons. Ever distrustful of public relations and marketing professionals, he feels that faculty must participate to ensure that the communications activities are in the best interest of the college and its faculty.

He maintains that academic policy decisions should be made by the faculty and not solely based on the marketing research of non-academics. Davidson expresses concern that

Resentments or skepticism that reduces faculty participation markedly will leave only the most superficial parts of the university in contact with the public Faculty withdrawal from promotional efforts, administrative withdrawal from consultative procedures, and proliferation of promotional offices combine to widen the gap, leaving the presentation of the picture of the whole institution increasingly to those offices least able to guarantee the accuracy of their view. (p. 48)

In addition to the philosophical debate of the faculty's role in the public relations process, budget cutbacks, lack of concern, and collective bargaining agreements have also confused the Massachusetts community college faculty's role in the institutional communications process.

In 1979, the Director of Media Services at Mount Wachusett Community College, Frank K. Hirons, suggested to Massachusetts Board of Regional Community Colleges Acting President John Buckley that a state-wide meeting of community college faculty and staff who were involved in public relations and marketing should be called. Seven colleges chose to send representatives to the first meeting in April 1979; 13 were represented at the second meeting in October 1979. The group which dubbed itself the "Public Information Task Force" sent to

the Board a memo urging it to hire a Public Information Director (Note 1).

In the same year, President John Dimitry (Note 2) of Northern Essex Community College convinced his colleagues on the Presidents Council to recommend to the MBRCC that it establish an Office of Public Information. Dimitry stated the following facts as documentation for the need for such an office:

1. There is no single liaison, from the Board Office, with the media.
2. There is no centralized resource for public information which individual colleges can use.
3. There is no readily identifiable office to which the individual colleges can refer information requests.
4. There is no single centralized marketing resource for the individual colleges.
5. There is no comprehensive plan for public information, publicity or promotion of the system. (p. 1)

A public information director and a staff assistant were hired by the Board in the Spring of 1980. The Public Information Office did not have much of an opportunity to impact upon the system since it was phased out just about a year later as a result of the Reorganization of Higher Education Act which went into effect in March 1981.

A summer 1980 survey (Note 3) by the Public Information Office revealed that there was little consistency in the system's public relations efforts. Nine of the 15 community colleges responded in the

survey that they had appointed a faculty member or administrator to a public information officer position. The four colleges that did not respond were phoned, and their lack of participation was explained by the cryptic reply that "no staff member was available to answer the questions at that time" (p. 4).

Two of the nine officers spent 80% to 100% of their time on public information. Three spent less than 20%; and four spent approximately 50% of their effort on public relations. Since the survey was taken, one of the community colleges was forced to let its "80% to 100%" public relations officer go because he was occupying a faculty slot which was needed to staff a high-demand academic program.

The Massachusetts community colleges are faced with a dilemma. There is an increased need for more public information and marketing activities and there is little promise on the horizon that they will get funding for such positions. Although there appears to be substantial agreement that the management of public relations and marketing is an administrative function, the Massachusetts community colleges traditionally have relied on faculty support and control for the performance, planning and execution of these tasks.

Prior to the first community college collective bargaining contract and the unionization of community college faculty in 1974, it was common practice for college administrators to ask faculty members to undertake direct public relations and marketing activities in addition to their teaching. For example, faculty wrote press releases and monthly newsletters, visited high schools, hosted meetings of high

school guidance counselors, spoke before civic groups, produced slide shows and college radio and cable TV programs.

In September 1974, the community college system's first three-year contract went into effect. The agreement stipulated that one of the five areas that faculty would be evaluated on by their division chairperson was "involvement as appropriate with the community and the region it serves" (MBRCC 1973). This provision gave a faculty member at least a modicum of incentive to take on extra duties in the public information area. In some cases it was possible to give faculty members with light teaching loads specific public information responsibilities in place of teaching hours.

The 1977-1980 contract set a precedent for discouraging faculty member participation in public relations and marketing activities. Under this bargaining agreement the typical faculty member had two preparations, taught four three-hour courses per semester and advised 20 to 25 students. The formula which evaluated the faculty members' specified 37 hour work week was based on the stipulation that each teacher "shall provide eight (8) hours per week or equivalent on a semester basis or its annual equivalent in student advisement and/or college and/or community services as determined by the President" (MBRCC, 1977, p. 10). The 20 to 25 advisee assignment took up four of the eight-hour, non-instructional work load. Many faculty, however, had more than 25 advisees, and thus one hour of non-instructional credit was subtracted from the eight-hour work load for each extra increment of six advisees. Another half hour of the eight-hour block

was accounted for by attendance at faculty, department, and division meetings.

Under the 1977-1980 agreement, the typical Massachusetts community college faculty member had 2-1/2 to 3-1/2 hours left of his work load for allocation to college or community service. Committee membership and student club advisement were also subtracted from the remaining hours. Obviously there was very little work load time left for a faculty member to receive credit for his participation in the college's communication activities. Because of this factor the contract did not specify what role or percentage college/community service should play in the faculty member's annual evaluation.

The 1980-1983 agreement was implemented for the first time in September 1981. This contract specifies that each faculty member will teach an average of 24 units of instruction per year. An instructor's teaching performance is 80% of his annual evaluation and 10% is based on student assistance and advisement. The remaining 10% of the evaluation is determined by the instructor's "college service". (p. 13-4). Although one of the five elements which are used to describe community service is "participation in the improvement and development of academic programs and resources, including recruitment" (p. 12-1), it is in competition with the more traditional faculty responsibilities such as student club advisement, attendance at faculty and division meetings, and serving on college committees. Again, this contract gives very little tangible reward or motivation

to faculty who become involved in the college's public relations and marketing process.

Another factor which may impact on the Massachusetts community college faculty's participation in the public relations and marketing process is the large number of instructors in the system with a substantial degree of job security. A 1979 Massachusetts Board of Higher Education survey for the State legislature revealed that an average of 78% of the community college faculty was tenured (Note 4). The majority of this group have reached or are about to reach the limit of their professional growth and job development, and there is little contractual or job advancement motivation to work beyond the rule of the contract.

The conservative funding for state colleges and universities leaves little hope for the addition of new employee slots in any of the Commonwealth's institutions of higher education. Most institutions are facing the dilemma of having to staff their high-demand programs with the positions of faculty let go in less demanded disciplines. Administrative slots are equally as tight. In the foreseeable future it is highly unlikely that a community college will be able to receive approval for the addition of a public relations officer's slot to its payroll. Even if such a slot is appropriated, it is even more unlikely that the individual would be given support staff to conduct the activities of the office. Therefore, if activities specifically intended to improve the image of

the college are to be expanded, it appears that they must be implemented with the present staff.

Definition of Terms

Image

"The result of all the experiences, impressions, feelings, and knowledge that people have of an institution" (Bevis, 1974, p. 4-206).

External local image

Refers to the impressions held by those individuals living in a college's service area who are not formally connected with the institution. Almost all of a college's activities contribute to its image in some manner. The institution's specific endeavors to improve its image are given many labels. The most common terms are "public relations" and "marketing." Although the terms are often used interchangeably and have a great deal of similarity, it is generally agreed that they do have shades of distinction.

Public relations

"The management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest and plans and executes a program of action and communication to earn public understanding and acceptance" (Simon, p. 9).

- "It is the communications process whose goal is to create among a college's various publics an understanding and appreciation of the mission of the college which result in ongoing support" (Harper, 1977b, p. 1).

Marketing

"(1) the process of presenting an integrated set of stimuli to the market target with the intent of evoking a desired set of responses within the market target, and (2) setting up channels to receive, interpret and act upon messages from the market for the purposes of modifying present company messages and identifying new communications opportunities" (Delozier, p. 168).

- The process of encouraging consumers through communications directed to a target public to choose a particular college and to take advantage of its services rather than go without or to select a competitor (Slocum & Johnson, 1977, p. 73).

- "It relies heavily on designing the organization's offerings in terms of the target markets' needs and desires, and on using effective . . . communication . . . to inform, motivate and service the markets" (Kotler, 1975, p. 5).

Activities specifically intended to improve the college image

It is a collective term used to encompass all aspects of an academic institution's communications efforts which are directly and indirectly designed to improve its image and foster public support.

It includes such activities commonly known as public relations, marketing, promotion, advertising, publicity, personal contact, and recruitment. In addition, the term includes the institution's "atmospherics" which has been defined by Kotler and Goldgehn (1981) as "all those aspects of the college that set the tone and make up the institutional climate" (p. 10).

Delimitations

The study was delimited to a population sample of a size that can be managed by a single researcher. To the extent that the sample was only regionally representative, it follows that generalizability is bounded.

Basic Assumptions

Three basic assumptions are pertinent to this study. First, a college's activities specifically intended to improve its local external image, such as public relations and marketing, can play a significant role in the community college's efforts to live up to its mission of being a community-based, performance-oriented institution. Both the public relations and marketing process and the college's mission require an ongoing assessment of community needs, designing and implementing programs to fulfill those needs, informing the public about the programs, evaluating the public response and the success of the programs.

Second, it is assumed that a faculty member's involvement with image-improvement activities such as public relations and marketing will be influenced by: (a) the individual's understanding and support of the community college's mission and programs, (b) the individual's perception of the importance of public relations and marketing to the institution, (c) the individual's understanding of the process and functions of these activities, (d) the individual's length of tenure at the institution, (e) student enrollments in the individual's academic discipline, and (f) the individual's commitment to faculty unionization.

Third, it is assumed that the community college faculty's contact with students and members of the college's external public gives them an opportunity to appraise the public's images of the institution and the factors which contribute to these attitudes.

Need For and Significance of the Study

From 1960 to 1973, 15 community colleges were founded in Massachusetts. During this growth period, the post-war baby boom kept classrooms full, and a pre-Proposition 2-1/2 legislature provided adequate college budgets. Few, if any, activities specifically intended to improve the image of the college such as public relations and marketing were needed to ensure institutional growth and survival. By 1983 circumstances had changed. As the Editor of the Chronicle of Higher Education, Corbin Gwaltney (1972) phrases it, "the effectiveness of communications often is the difference between strong

and public support and, in recent years antagonism; between adequate appropriations in the state legislature and stringent, almost punitive funding and legislation" (p. 13). Berry and George (1978) point out "The relevant question is not whether the organization will or will not practice marketing, but whether it will practice it well or poorly" (p. 13).

The relationship of such image-building activities as public relations and marketing to the support and survival of the Massachusetts Community College System seems to be without question. There are two major issues that need to be investigated. The first is what factors most influence the image of the community college and where should the institution focus its efforts? Decisions in this area generally have been made not on data but on the "instinct" of a few decision makers. This study expanded the data base contributed by Nagel by allowing a comparison of faculty perceptions of the factors which most influence a community college's local external image with those of a national sample of community college presidents.

The second issue that needed to be addressed is what direct and indirect roles do community college faculty play in the image-building process? If the faculty is to play an indirect role, it must realize the importance of academic activity to institutional image. If the faculty is to broaden its activities beyond the classroom to include those specifically intended to improve the image of the institution, it must accept and be committed to this new role. The faculty must understand that the creation of institutional awareness among the

college's public is not an unrelated and unprofessional burden but an integral part of the college's mission and the performance of their job.

Participation and concern with the community college's public relations and marketing efforts is not part of the traditional role of the faculty member. A lack of understanding of these communications processes, their newness to higher education, and their past misuse by business and government may contribute to some faculty's unwillingness to participate and embrace public relations and marketing as a means to institutional survival and development.

Before staff development programs can be designed for faculty on the importance and implementation of activities specifically intended to improve institutional image, an assessment must be made of faculty perceptions and attitudes. Is participation in these areas repulsive or not understood? Must contractual obligations and work loads be rethought, restructured and renegotiated to promote faculty participation? Are the indirect public relations and marketing activities of the concerned and devoted teachers sufficient contributions to the community college's efforts to gain support and ensure survival?

This study was designed to generate some insight into the above questions. This information should provide direction for the community college's activities intended to improve institutional image and should help the colleges to marshal faculty understanding, support, and participation in the public relations and marketing process.

C H A P T E R I I

REVIEW OF THE LITERATURE

As a result of a phenomenal post-World War II expansion of higher education, a new community college opened its doors to students on an average of one per week until the mid 1970's (Zwerling, 1980, p. 93). This development has been interpreted by some observers (Monroe, 1972; Cohen & Brawer, 1972; Cohen & Lombardi, 1979) as a convincing argument for the community college's worth and an indication of public acceptance and understanding. According to Cohen (1980), growth for the community college became the "'sine qua non' . . . and the truly successful community college . . . [was] . . . the one that had aggregated unto itself all of the occupational, adult, lower division, and remedial education in the district along with a full complement of community services" (p. 36).

As the growth period slowed down in the 1970's, the community college was faced with problems stemming from increased competition for students, the duplication of programs by baccalaureate institutions, and shrinking public and financial support (Bender & Wygal, 1977; Eaton, 1982). These problems were attributed to the fact that the college's publics did not fully understand the institution and were not aware of its services. This communications gap was

interpreted as preventing large numbers of people from participating in the college's offerings and from giving it their support.

A body of literature grew out of the community college's need to improve its communications with its publics. Kotler's Marketing for Nonprofit Organizations (1975) and Montana's Marketing in Nonprofit Organizations (1978) were major factors in a movement which advocated the adoption of the successful communication techniques of industry to the academic institution. In the late 1970's articles dealing with public relations and marketing began appearing with regularity in the Community and Junior College Journal and dealt with such specific communications issues as student recruitment and retention, generation of public and legislative support and the creation of a favorable institutional image.

In 1977 the American Association of Community and Junior Colleges' Vice President for Communications William A. Harper (1977a) wrote the first higher education public relations book addressed to the two-year college. In that same year, the quarterly New Directions for Community Colleges series sponsored by the ERIC Clearinghouse for Junior Colleges devoted an issue in its series to improving relations with the publics. A companion volume devoted to marketing the community college was published in December 1981.

In response to higher education's need to better communicate with its publics, there has been a rapid rise of public relations and marketing firms which cater to colleges and universities (Larson, 1980; Pierce, 1981). At least two national conferences on community

college public relations and marketing were held in the first six months of 1981 which promised to help administrators in such areas as increasing community support and understanding of the institution and planning more effective public relations and marketing activities (Council for the Advancement and Support of Education, Note 5). Workshops at these conferences were offered on such topics as "The President as Friendraiser," and "Trustee Involvement in Public Relations" (National Council for Community Relations, Note 6).

In 1980 the American Association of Community and Junior Colleges initiated a national campaign to increase the visibility and understanding of the two-year institutions. The organization produced a series of television public service announcements, a film documenting the community college's contributions to American life as well as a radio and magazine public service advertising campaign (Yarrington, 1980). In the same year, the California Community and Junior College Association received grant funding from the W. K. Kellogg Foundation to conduct a statewide public relations program designed to create understanding of the two-year institutions. The grant was awarded with the provision that the campaign be "transportable" and used by other states to achieve the same ends (Zoglin, Messersmith, & Luskin, 1981).

The community college's most established and common form of evaluating its interaction with its public is the community ascertainment survey. This type of research takes many forms and is conducted both formally and informally by the college in its attempt

to fulfill its role of being a "community-based, performance-oriented institution." Luna's 1979 survey of 363 community colleges found that 78.5% had conducted a recent survey project to determine how the institution was accepted by the public and what educational needs existed that were not being served by the college (p. 3). The results of the community ascertainment studies have generally indicated widespread support among those who know of the college and its programs but also showed disturbing evidence that a number of individuals are confused or unaware of the college and its mission.

The most extensive community ascertainment study ever conducted by a Massachusetts community college was commissioned by North Shore Community College in 1980. The major results of the research are indicative of studies done by other institutions which reinforce the community college's belief that it is performing an important service but that it has difficulty getting its message to the people. The Gallop Research Organization which conducted the study reported that North Shore residents who were aware of the college's programs and services rated them highly. However, after 15 years of the college's existence, in responses to a significant number of questions, more than 50% of those sampled had little or no knowledge of North Shore's programs and services (NSCC, 1980, Note 7).

During the fall of 1980 a major effort was conducted by the Public Information Office of the Massachusetts Board of Regional Community Colleges to receive funding for the implementation of "a statewide statistically valid opinion poll to assess public perception

of the community colleges and their role in meeting the educational needs of people in the Commonwealth of Massachusetts" (Haney, Note 8). The MBRCC, which was to be phased out in March 1981, refused to fund the project.

In an attempt to help higher education better tell its story to its publics, the professional college marketing firms have borrowed the concept from the commercial advertising world that each college must understand its "positioning"--what are the institution's unique selling points? What is its image? (Pierce, 1981, p. 52) Public relations and marketing literature have long advocated the importance of a strong, positive image. Ideally this image can lead to the publics' support and involvement, to the publics' encouraging others to share their enthusiasm, and to influence the publics to pay attention to and believe the college's communications (Bevis, 1974, p. 4-206).

Pierce (1981) has concluded that the philosophy of some college public relations and marketing consultants is to determine the unique selling points of the institution's image "and then go out and merchandise like mad" (p. 52). Supporters of this approach to public relations and marketing are adherents of what is known as the "object-determined" theory. The theory maintains that the community college would have a favorable image and the support of its publics if it meets two conditions: (1) the college must succeed in fulfilling a part of society's educational needs, and (2) it must utilize an

effective public information campaign to inform the public about the institution (Kotler, 1975, p. 138).

Kotler (1975) and Montana (1978) support the view that positive image formation requires more than just offering a quality product. They believe an image is "person-determined." Traditionally, image is defined as "the result of all the experiences, impressions, feelings and knowledge that people have of an institution" (Bevis, 1974, p. 4-206). Kotler (1975) points out that images about an institution may vary greatly from person to person and differ in their clarity and complexity because the images are based on the individual's unique ideas, experiences, needs, background, impressions and contact with the institution (p. 131). It is believed that no two individuals form an image of a community college in exactly the same manner, and two individuals may process the same information about an academic institution in two very different ways depending on their past experiences.

The "person-determined" theory is consistent with the writings of cognitive learning theorists, such as Frank Smith (1975), who believes that "individuals perceive the world and respond to events in the manner that makes the most sense to them personally at the particular time, in terms of their past experiences and current predilections" (p. 3). The fact that the inseparable mental activities of comprehension and learning take place in the cognitive structure by the individual relating what is unfamiliar to what is already known or

believed sheds some light on the community college's difficulty in being understood and the ambivalence that surrounds its image.

The community college has long been aware of the fact that it is viewed by some as a "second-class citizen" (D. L. Johnson, 1978, p. 4) and "second best" (Zwerling, 1976, p. 105) in the post-secondary scene. Harper (1977a) believes "that the community college remains one of the most misunderstood arms of post-secondary education in America. Many of the clients aren't really sure whether they ought to be there--and their misgivings are fed by the deprecatory views of others who aren't there" (p. 3).

The community college variously has been called "the wastebasket of higher education" (O'Banion, 1972, p. 9), and "a leader in the development of systems for improving the quality of American life" (Bass, 1974a, p. 2). Some have referred to it as a "high school with ashtrays" (Priest, 1974, p. 3), and others see it as "the fulfillment of the American promise to its citizens for universal education . . . [and] . . . a unique and innovative educational agency " (Monroe, 1972, p. 25).

The community college's concern about its difficulties in generating a positive image has increased during the past 10 years due to the shrinking of the college-age student pool and budget appropriations. Other than superficial community ascertainment studies, a review of the literature revealed a dearth of studies that were designed to narrow down the source of the college's communication problems. One reason for the lack of interest in this type of

research may be that the few theories that have been proposed to explain the image problems do not place the blame on the quality of the college or its mission.

Gleazer (1973) explains that the community college's confused image is the result of the fact that

there still exists a stereotype of "college" which leaves the community colleges looking ill-formed by comparison. But that stereotype does not fit, and there is a need to see the community college for what it is--a community institution serving its people. That is the pattern against which the institution needs to be measured, and then the results are quite different. (p. 239)

In 1981 Gleazer expressed the fact that he felt it was remarkable "that an institution perceived by many to lack something in public understanding continues to represent the growth sector in American education" (p. 13). He also exhibited less patience than he did earlier with those who did not understand the college's image:

For 25 years I have been hearing plaintive descriptions of community colleges as institutions of higher education with the least prestige. All I have to say is that I am tired of that fuzzy thinking and believe it surely is time that those who see community colleges in that light learn to distinguish between apples and oranges. Don't judge us on the basis of our apple sauce. Our product is orange juice. (p. 12)

Harper's (1977a) explanation is that the root of the communications difficulty may stem from the confusion and

misunderstanding of the very principles upon which the community college is founded and those missions of which it is most proud: its innovative nature; freedom from tradition; service to previously unserved student populations; and its egalitarian and democratic nature.

An examination of the factors referred to by Harper and Gleazer can provide insight into the community college's communication difficulties. These elements also lend support to Pappas' (1976) conclusion that the community college "offers the public relations director the greatest challenge any public relations director has ever faced" (p. 15).

The first contributor to the community college's problems is that it is the newest sector of higher education and drastically differs in structure and purpose from the public's traditional concept of college (Gleazer, 1974). Secondly, the community college exists in the "twilight zone"--between high school/vocational schools and four-year colleges, and exhibits characteristics of each (Cohen & Brawer, 1972, p. 213). Thirdly, the community college's mission and position in the hierarchy of higher education escapes precise definition because of the diversity and comprehensive nature of its program offerings and its ongoing attempts to adapt itself to meet the needs of its publics (Cohen & Associates, 1971).

The problems generated by this third factor are emphasized by the difficulty several of higher education's major spokesmen have in describing the college's mission. In 1974, 72 years after the

foundation of the first community college, no less a figure than the President of the American Association of Community and Junior Colleges, Edmund J. Gleazer, Jr., still found it difficult to define the community college's mission: "What does the name stand for? No issue presses more heavily upon people in the field than this one. What is the mission of the community college? Who is it to serve? Is it to be defined in terms of the conventional academic model or is it something different" (p. 7)?

Clark Kerr, the Chairman of the Carnegie Council on Policy Studies in Higher Education, admitted in 1980 that he had read much of the literature on the community college's functions and found it to be "contradictory and confusing" (p. 8). And by 1980 Gleazer had concluded that "there are few compelling threads of broad agreement, none strong enough to suggest this or that is the community college mission" (p. 2).

Despite the lack of unanimity and precise definitions, the literature of the community college generally classifies the college's purpose into five diverse and comprehensive missions: "(a) academic transfer programs, (b) technical training, (c) terminal general education, (d) community service programs (instruction in nonacademic, nonvocational subjects as requested by members of the community), and (e) community based programs (such as conferences and cultural events)" (Carnegie Council on Policy Studies, 1979, p. 25). There is no lack of suggestions for change and expansion of the mission. For example, the Carnegie Council on Policy Studies (1979) suggests that

the community college should make residual responsibilities for youth service functions its sixth role. Gleazer (1980a) thinks that the college should refocus and redefine its social service functions to assist those in the community to secure their rights to such basic necessities as housing, health, employment and legal rights.

Because of the community college's broad mission, Pappas (1976) concludes that "community colleges are not ivory towers. They are part of the community and that includes every segment. There is not a single facet of the American community which cannot be served by the community college" (p. 15). The community college serves a student body which varies greatly in its academic aptitude and achievement as well as its financial and social status (Cohen & Associates, 1971). This diversity of programs and student body has, in a sense, democratized higher education and, in turn, subjected the institution to criticism.

A number of critics, which Vaughan (1980) labels as "an extremely small group of university scholars," (p. 10) have charged that "the institution's unstated social functions maintain tensions and not only subvert its educational functions but are in conflict with them" (Cohen & Associates, 1971, p. 176). Burton R. Clark's 1960 book The Open Door College and a companion article "The 'Cooling-Out' Function in Higher Education" were the beginning of the development of a body of criticism which suggested that the community college's concept of equal access to post-secondary education does not result in equal educational opportunity. These critics have concluded that "since a

community college education is an inherently inferior education in terms of providing real upward mobility, community colleges are promoting educational inequality" (Vaughan, 1979, p. 10).

It appears that most community college leaders have dismissed the bulk of this criticism because they interpret it as being biased by a radical socio-political viewpoint (Monroe, 1972, p. 37). In addition, few, if any, major solutions to the community college's class-serving political role have been offered by the critics (Zwerling, 1976). The majority of the minor changes in the community college's function that have been suggested by the critics accept the reality that the current American social system is the ultimate cause of the college's problems (Karabel, 1972, p. 558; Zwerling, 1976, p. 282). The resignation expressed by even the most radical critics is summed up in Kenneth B. Clark's (1973) remarks that the equality and inequality of opportunity in higher education "will not be rectified except in the context of a total pattern of economic and political reorganization . . . probably by magic" (p. 119).

It has not been determined if or to what extent the criticisms evolving from the community college's democratization of education are shared among its publics. The nature of image formation indicates that the factors upon which the criticisms are based must impact in some manner on an individual's image of the community college. Monroe (1972) and Vaughan (1979, 1980) have pointed out that the criticisms may ultimately be of value to the community college. By examining the critics' comments, the college may be able to find new insight into

the institution and the problems that it faces. By answering the critics, Vaughan (1979) believes that the community college leaders will "further enlighten scholars, community college professionals, and the public regarding the contributions community colleges have made to society, including that of providing an avenue of educational opportunity and upward social mobility for many Americans" (p. 11).

Individually the major criticisms of the community college can be summarized as follows:

- The "open door" admissions policy makes the community colleges far less selective than the other levels of higher education; thus the community colleges and their students are placed automatically at the bottom of the educational social strata (Astin, 1975; Karabel, 1972; Zwerling, 1976).
- The community college's heavy emphasis on career education only prepares students for lower level positions in the workforce, therefore eliminating the student's chance for upward social mobility (Bowles & Gintes, 1976; B. R. Clark, 1960a, 1960b; Karabel, 1972; Wilms, 1980; Zwerling, 1976).
- The career education emphasis is unnecessary because industry can do a superior job of training its employees in substantially less time than do the community colleges. Without this career function, there may be little need for the community colleges (Berg, 1971; Bowles & Gintes, 1976).
- The community colleges have added to the increased numbers of students receiving post-secondary education. Graduates of the

two-year schools feel that they have a better chance to achieve social mobility; but in reality they are merely fulfilling job functions for which a high school diploma was once sufficient. Thus, the community colleges are major contributors to educational inflation (Bowles & Gintis, 1976; Jenks & Reisman, 1968; Sennett & Cobb, 1972; Wilms, 1980).

- The community colleges do provide opportunities for students with poor social and academic backgrounds to improve their skills; yet these students are often "cooled out" or discouraged to lower their aspirations and are directed into career courses (Clark, 1960a, 1960b, 1980; Zwerling, 1976).

Still one more major problem affecting the community college's public relations and marketing process is the fact that it may be impossible for the college to project a single, well-defined image. The college's programs and the types of students it serves are very often conflicting and academically opposed to each other.

No matter how positive the college's image is, it still may project various impressions to different people. For example, the college may accept the top three students in a particular high school class into its excellent nursing, liberal arts and engineering programs. At the same time the lowest ranked student in that high school class may also be accepted by the same college where he will take a series of fundamental courses until he is academically prepared to enter one of the college's curricula. To some people the title "college" conflicts with the community college's policy of offering

noncredit courses or programs to help prepare students without high school diplomas to take graduate equivalency degrees. O'Connell noted this problem in the citizens of Massachusetts in 1968 when he wrote "it is hard for people . . . to accept a changing definition of 'college' as including something other than a place where one gets a bachelor's degree" (p. 36).

In a society where one has been conditioned to accept the "more is better" philosophy, some citizens may question how good an education that costs \$325 per semester can be in comparison to private schools charging at least \$4,000. Others may be puzzled by the contradiction that in some instances the college does not have a campus and holds its classes in a vacated high school or store front.

If the above contradictions do not confuse the image problems enough, the "community" involvement of the community college brings it into contact with nearly every citizen in its service area. The college's success depends to a great extent on the image the individuals have of the college and in turn the support that they give. O'Banion (1972) maintains that "The community orientation which categorizes the strongest, most vital community-junior colleges in the nation, . . . is a commitment which permeates all of its programs and which 'in toto,' is greater than the sum of its parts" (p. 19).

Because of this commitment, Harper (1977a, p. 12), Kubala and Butler (1981, p. 11), and the National Center for Higher Education Management Systems (Armijo, Micek & Cooper, 1978, p. 9) have all emphasized that more than any other segment of higher education, the

community college must respond to cries of fiscal and educational accountability from its publics.

NCHEMS' handbook for conducting community ascertainment studies points out that due to the comprehensive nature of the community college's mission, it is reasonable to assume that the entire population of a state or a service area should be part of one or more of a college's publics (p. 2). Kotler (1975) defines a "public" as "a distinct group of people and/or organizations that have an actual or potential interest and/or impact on an organization" (p. 32). Kotler has identified 16 publics of a university (p. 18). With slight modification and expansion to 18 elements, Kotler's model can serve as a good illustration of the varied publics of the community college (see Appendix A).

Kotler points out that not all of the publics are equally important to the institution but that each public has a distinct image and relationship with the institution. He adds that "the publics are related not only to the organization but also to each other in many important ways. A particular public may have a great deal of influence on the attitudes and behavior of other publics toward the organization (p. 20).

Three of the community college's publics--current students, administration, and staff--are located within the institution. It is often forgotten that the internal or family publics must also be informed constantly about the institution. Harper (1976) believes

that "the first line of offense in the public relations campaign consists of the immediate college family" (p. 3).

The ultimate importance of directing public relations and marketing programs to the internal publics is concisely described by Harper (1977a):

If the employee, who is close to what is going on, does not understand what is happening, then it is not likely that other publics will find it easy to comprehend campus situations and the prevailing atmosphere. Lack of understanding on the part of employees may lead to problems far more difficult than the effort to insure proper communication and open channels for dialog (pp. 55-56).

The importance of the institution communicating with the faculty is further emphasized by the fact that it cannot be assumed that the community college faculty member will have a great deal of devotion and loyalty to the institution (Harper, 1977a, p. 114). A suspicion appears to exist that even veteran faculty members disagree with, are not aware of, or do not understand the mission and philosophy of the community college. Bender (1977) believes that this situation will impact negatively on the image the community college is trying to project and the understanding that it is trying to create. This faculty disagreement and inability to accept the college's mission lends support to the studies reported on by London (1978), Monroe (1972), and Zwerling (1976) which demonstrate the dissatisfaction of a substantial number of faculty who are not committed to the community

college or its philosophy and who would prefer the prestige of teaching at a four-year institution.

It is not unreasonable to suggest that the placement of the community college in the hierarchy of higher education and the role that it has been chosen to serve conflict with the traditional academic experience of most two-year college faculty. Cohen and Lombardi (1979) note that "There is a certain paradox in an institution seeking to provide basic studies for the masses while its employment policies mean it must attract instructors from traditional graduate school programs and its work load measures remain based on hours spent in the classroom" (p. 26). The criticisms of the community college, which were discussed earlier, may very well impact on the attitude of the two-year college faculty member who is not committed or convinced of the community college's mission.

Brookes noted in a 1980 study of Massachusetts community college faculty who were employed at their colleges for over 10 years that tightened budgets and declining enrollments have contributed to an environment in which faculty perceive little chance for upward mobility and advancement. Such circumstances have caused some faculty to exhibit the characteristic of "stuckness." These faculty are disillusioned with their institutions, have lowered self-esteem, and are less involved with their students and teaching. Another faculty group was identified as "generative" and were found to be productive and active in the institution and would be, regardless of the environment. The largest group of faculty were categorized by Brookes

as being "isolated." This cohort, he found, needs "support and reinforcement from their college . . . [and] . . . to be assured that they are respected, valued professionals" (p. 80).

Lowered faculty morale, an effect of isolation and stuckness, became a concern of the California Community and Junior College Association after the passage of the tax cutting Proposition 13. In 1980 the CCJCA embarked on "Project People," a year long internal and external public information campaign. One of the main purposes of the project was to reach the internal publics of faculty and staff in order to "raise morale within the colleges by increasing their understanding of the college's accomplishments and of their potential for service in a rapidly changing society" (CCJCA News, 1979, p. 1). As a result of "Project People" its organizers feel

The colleges are better prepared to serve their constituents in the 1980's, if only because their staffs now know more about their history, their current effect on the life of the state, and their potential role in the future of society Insofar as increased pride in work leads to better work, the colleges are indeed in a strong position to enter the decade of the 1980's (Zoglin, Messersmith & Luskin, 1981, p. 31).

The "Project People" philosophy of creating faculty awareness and pride is consistent with the approach that is taken in much of the literature on higher education public relations and marketing. Other than Davidson's (1980) and Ihlanfeldt's (1980) suggestions as to how faculty can participate in the recruitment process, few have found it

necessary to outline what the faculty's specific role should be in the communications process. The challenge is how to get the faculty involved and what their role should be. Bender (1977) emphasizes the fact that

public relations is as much a state of mind as it is a cleverly designed strategy of activities and procedures which attempt to generate community acceptance of the college, defense of the college or any other end. In reality, the community college itself may be said to be a state of mind! Those who serve within the college--by their state of mind--are the college. (p. 86)

Horvath (1969) suggests that faculty involvement in public relations and marketing can be encouraged not only by faculty agreement on the college's programs but also by the faculty's dedication and belief in the institution's mission. D. L. Johnson (1978) emphasizes that faculty participation can be generated if they realize that they are critical to the college's communications effort and that such activities are in their own best self-interest.

The creation of this positive state of mind can be interrupted, Ihlanfeldt (1980) warns, by deficiencies in communications between the administration and the faculty and faculty members with each other. This can lead to poor understanding of the needs of the student body and the institution. Faculty perceptions of the college, he continues, are "often based on hearsay, misleading press, or criticisms that have passed from one generation of students and faculty members to another" (p. 61). Such communication problems may

partially explain the faculty disagreements which exist on many campuses over such areas as liberal arts versus career programs, the existence of remedial skills centers on campus, and what the purpose and mission of the college should be. Cohen and Brawer (1972) have reasoned that

whether or not the instructor subscribes to the basic belief systems of his institution, they affect his work and sense of well-being. If his own values counter those of his institution and his colleagues, he tends towards either fight or flight-- finding himself in frequent overt conflict with his peers or in a shell of his own making (p. 192).

Harper (1977a), Kobre (1972), Kotler (1975, 1979) and Yarrington (1980) have all emphasized the importance of appointing a public communications director who is part of the top administrative staff to coordinate all public relations and marketing activities at the academic institutions. Because of a failure to truly understand the communications process, Kotler (1975) notes that most nonprofit organizations try to operate on the premise that there is no need for a special staff to handle the public relations and marketing activities. It is assumed that these functions can be performed by the staff as part of their normal activities. The realities of budget limitations also contribute to the nonprofit organization's decision in this matter.

In the Commonwealth of Massachusetts, Massasoit Community College was the only one of the 15 community colleges that employed a full-

time public relations and marketing director during the 1980-81 academic year. Without a communications director, strong administrative support is needed to stress the importance and intrinsic value of a sound public relations and marketing program to the college's staff members. For the above to take place, the college's administration must have a strong understanding of the philosophy and implementation of the communication process.

D. L. Johnson (1980) has described the efforts of four community colleges to adapt commercial marketing skills as outlined in Kotler's Marketing for Nonprofit Organizations. Johnson says that the college learned that one of their first steps had to be to "educate the educators" about marketing skills through seminars and training sessions. He advises that the colleges must:

Bring faculty into marketing from the very beginning. They improve their teaching, exhibit greater concern for attrition causes, become more student-centered, and become support persons for total marketing. Without faculty members understanding the relationship that exists between their profession and the institution as a whole, the marketing effort will fail." (p. 32)

Ihlanfeldt (1980) also believes that "through proper cultivation faculty can become an effective part of the marketing team" (p. 13). They should be informed by the college staff of such problems as enrollment decline and admissions procedures so that they can be more responsive to the problems of recruiting students. The Dean of Faculty, Ihlanfeldt further suggests, can play an important role in

the college's communication process by urging the faculty to increase their commitment to improving the quality of the student experience within and outside of the classroom which, ideally, will lead to increased student satisfaction with their educational experience.

Even if faculty are not directly involved in the conventional public relations and marketing efforts, it is crucial that they understand the importance of the two concepts as they affect the institution's success. In addition, faculty should be aware, as Harper (1977a) concludes, that along with the students, the faculty are the "chief public relations emissaries of the institution. They live and work in the community, they carry whatever impressions or perceptions they have of it--good, bad or indifferent--to the other people" (p. 102). What the faculty do or say in their interactions and life within the college's service area, Harper continues, can also have a major impact on the institution. "The college's worth may be judged on their worth, their reputations, their actions" (p. 111).

Nagel's pioneering study helped to confirm the positions of Johnson, Ihlanfeldt and Harper described above. Nagel (1980) attempted to pinpoint the sources of local external image from the perspective of a national sample of 337 community college presidents. Out of a list of 39 items, the most often selected by the presidents as contributing to the positive local image of their institutions were five factors to which faculty are primary contributors: "Student Word-of-Mouth"; "Faculty Relationships with Students, Who in turn Influence Local External Image"; "Student Performance, After

Graduation, in Positions for which the College Prepared Them"; "Student Success Rate in Obtaining Positions for which the College Prepared Them"; and "Student Performance, After Graduation, in Four-Year Colleges and Universities."

Nagel's study and much of the literature appear to indicate that through their classroom activities, faculty are major participants in a college's image-building activities. Many community college public relations and marketing practitioners are advocating that faculty should increase their involvement in activities specifically intended to improve institutional image. What the balance between teaching and public communications activities should be for Massachusetts community college faculty must be determined by the system in the near future. Richardson and Doucette (1981) warn that as community college faculty become more involved with activities specifically intended to improve college image, the faculty members have less time to devote to educational services. In addition, the Massachusetts community colleges must also determine which image-building activities are the strongest contributors to local image and upon which activities most emphasis should be placed.

There is a dearth of information in the literature which can assist Massachusetts Community College administrators to make the above decisions. The purpose of this study was to bridge the above gap by addressing the Massachusetts community college faculty's current involvement and attitudes towards participation in activities specifically intended to improve local college image and to gauge

which factors faculty perceive as impacting on their college's local external image.

C H A P T E R I I I

METHOD

Design

The basic hypothesis of the first element of this study was that there should be no difference in the rating and overall ranking of the elements which impact on local institutional image by a national sample of two-year college presidents and a sample of Massachusetts community college faculty members. Nagel's study of the presidential rankings of 39 factors influencing image was compared with those of this study.

The second element of this study sought to determine what, if any, effect selected background and attitudinal variables have on Massachusetts two-year college faculty's attitudes and participation in activities specifically designed to improve the image of the college.

Instrumentation

The survey instrument used for this study was divided into five parts (see Appendix B). Part I, "Identifying Information," requested the community college faculty member to list his or her college and the number of years taught at the institution. In addition, the

respondent was asked to indicate the subject area which he or she primarily taught and whether or not the individual considered declining enrollment to be a problem in the courses for which he or she was responsible.

Part II, "Factors that May Influence your Institution's Local External Image," consisted of 49 factors that the respondent was asked to evaluate. The first 39 items in Part II were reproduced with the permission of Nagel. Nagel's 39 items were developed for his study of community college presidents and are a synthesis of 122 items which were generated from his conversations with community college personnel and a study of the literature.

Based on this author's research, he found it necessary to add 10 factors to Nagel's instrument. The additions were discussed with Nagel and he agreed that they are valid additions to his original list. These items dealt with the intrinsic characteristics of the community college and faculty civic involvement within the local community.

The faculty member was asked to evaluate each of the 49 items according to "the importance of each factor, whether it helps or hinders your institution's overall local image from a low of one to a high of five . . ." based on the following scale: "1=no importance, 2=little importance, 3=moderately important, 4=very important, and 5=extremely important.

Part III and Part IV of this instrument were also developed and used by Nagel. "Additional Factors," Part III, asked the respondent

to list any "extremely important" factors that influence, either positively or negatively, the institution's image that may have been omitted in Section II. Part IV was "Main Builders of your College's Local External Image" and asked the respondent to record the three most important factors from Parts II and III that are the most helpful in building a positive image for the institution.

Part V, "Faculty Participation in Activities Specifically Intended to Improve the Image of the College," contained six components. The first four were questions that could be answered by checking off a "yes" or "no" response. Question 56 asked, "Were you informed by your community college when you were hired that participation in activities specifically intended to improve the image of your institution, such as public relations and marketing, would be part of your job description?"

Question 57 asked, "Do you currently consider participation in activities specifically intended to improve the image of your college to be part of the fulfillment of your job responsibilities?" Question 58 asked if participation in image-building activities should be required of faculty in collective bargaining work load arrangements.

The last "yes" or "no" question on the instrument, 59, asked, "If it were not part of the designated work load, would collective bargaining agreement provisions for rewarding and recognizing faculty participation in activities specifically intended to improve the image of your community college increase faculty involvement?"

Question 60 asked the respondent, "Are there any factors other than the lack of recognition in the collective bargaining agreements that you think inhibits faculty participation in activities specifically intended to improve the image of your community college?"

Question 61 asked the faculty member to estimate " . . . what percentage of your total college employment is spent on activities specifically intended to improve the image of your college?" The final item on the instrument asked the faculty member to list the activities that he or she has participated in over the last two academic years which he or she considers to be specifically intended to improve the image of his or her institution.

Sampling

The data for this study was obtained from a stratified random sample of 600 of the 1316 full-time Massachusetts community college faculty. Faculty rosters were obtained from the Deans of Academic Affairs of the 15 colleges. The number of faculty surveyed from each college was determined by the percentage of faculty employed by a particular community college as compared to the entire Massachusetts two-year college system. After the appropriate number to be sampled from each college was calculated, the corresponding number of participants were selected using a random number table.

Data Collection

The survey, a cover letter, and a stamped, addressed envelope were mailed to each of the 600 faculty at his or her college address. The cover letter explained to the respondents the nature of the study, the fact that the information was to become the basis of a doctoral dissertation, and that the information gathered may have value to the community college system in its future planning (see Appendix C).

In addition, the cover letter assured the respondents that their anonymity was guaranteed; the letter explained, however, that each return envelope was coded to enable the researcher to send reminders out to those who did not return the instrument after three weeks.

The survey was printed on green paper to help it stand out from other papers on the faculty member's desk. For the same purpose, a colorful commemorative stamp was used on the addressed return envelope. The researcher's address also was prominently placed on the questionnaire to better ensure the return of the instrument if it became separated from the return envelope.

Data Analysis

The data gathered for this study were processed in the following manner. In order to determine the perceived overall importance of the first 39 factors which duplicated those of Nagel's study, the items were ranked by their means. The standard deviation for each item and the number of responses were calculated. The means, standard

deviation, and the number of responses to the items in Nagel's survey had been obtained from the author. A difference-of-means test for independent groups was used to determine if a statistical difference existed, too great to be attributed to sampling, in the manner in which the two groups of respondents replied to each of the 39 items. This procedure also tested the null-hypothesis that the evaluation of the 39 factors by two-year college presidents would be similar to those of a cross section of Massachusetts community college faculty.

The means of the 10 additional items added to Nagel's 39 factors were calculated and all 49 items were ranked in order of means. This indicated how these factors fit overall into the faculty members' perceptions and demonstrated whether they significantly changed the rankings and the comparison with Nagel's presidential results.

Part III asked the respondents to list any "extremely important" items which were omitted from the list of 49. These responses were listed, categorized, and discussed.

Part IV asked the respondents to select from the items listed in Parts II and III the three most important factors which they thought best contributed to the building of a positive image for their college. The responses were collated and the results analyzed.

The first section of Part IV consisted of four "yes" or "no" questions which dealt with faculty participation in activities specifically intended to improve college image. Chi square tests were used to test the degree of relationship between Part I's specific background variables and the information gathered in this section.

This investigation sought to establish if a relationship existed between enrollment problems in a faculty member's discipline and whether or not he or she considered marketing activities to be part of the fulfillment of his or her job responsibilities. Secondly, the relationship of tenure to a faculty member's participation in the college's communications efforts was examined.

The percentage of those who were informed that participation in activities specifically intended to improve the image of the college was broken down by years of college service, academic discipline, and enrollment problems in the subject area in order to discover if a pattern existed and to determine if insight into the following areas could be generated.

Has faculty participation in public information activities become a more important factor in college faculty hiring during recent years? Were faculty involved with particular academic disciplines and in programs with enrollment declines more concerned with participation in institutional information activities than were faculty involved in other disciplines and with programs with full enrollments?

Also, it was determined what percentage of faculty work load time was spent on activities specifically intended to improve the image of their college. The information was broken down in the following manner: 0%; 1% to 5%; 6% to 10%; 11% to 15%; 16% to 20%; 21% to 25%; 26% to 30%; and over 30%. The above information was analyzed to determine if the time pattern varied for those who considered participation in activities specifically intended to improve the image

of their community college to be part of the fulfillment of their college responsibilities and those who did not. It was also determined if a relationship existed between the variables of tenure, years at the institution, job responsibilities, and the amount of time spent on college informational activities.

In order to determine if rewards and recognition may foster faculty involvement, the percentage of those who did not currently consider participation in activities specifically intended to improve institutional image to be part of their work load was compared with their responses to a question which asked if collective bargaining agreement recognition would increase faculty involvement.

The responses to the two open-ended questions in this section were listed, categorized, and discussed. The first question asked the respondent to list any factors other than lack of recognition in collective bargaining agreements which they felt inhibited faculty participation in activities specifically intended to improve the image of their college. The second question asked those sampled to list the college image-building activities that they had been involved in over the last two academic years.

The responses to these questions provided insight into the attitudes of the faculty and suggested directions for future studies.

C H A P T E R I V

RESULTS

Response to the Mailing

To identify and better understand the factors perceived by the Massachusetts community college faculty to be the primary builders and maintainers of their institutions' public image, the researcher mailed questionnaires to 600 faculty. Nearly half, 299 (49.8%), of the questionnaires were returned over an eight-week period. Three of the surveys were mailed back blank with notations that the respondents did not have time to fill out the instrument, and three of the responses arrived after the data had been analyzed. Usable returns, then, numbered 293.

Background Factors

The surveys used for this study were representative of the Massachusetts community college system, with faculty from all 15 colleges responding. The number of faculty sent surveys at each college was based on the percentage of the 1316 faculty in the system employed by that college. Usable faculty responses from six colleges made up a larger proportion of the 293 survey sample than those colleges' proportion of the total system faculty population. The

usable returns from two colleges were equal to their colleges' proportion of the total system faculty population, and the returns from seven colleges were slightly below this proportion. One respondent did not designate college affiliation (see Table 1).

It should be noted that not all faculty chose to answer every question. This accounts for the varying totals of the responses to each item.

The faculty who participated in the study have taught from one to 21 years. The average respondent has taught full time at a Massachusetts community college for 9.39 years. Twelve years was the mode for the group and 9.93 years the median. When asked about tenure, 155 (53.3%) of the 291 faculty responding stated that they had tenure, and 136 (46.7%) replied that they did not. The vast majority of respondents, 225 (80.6%) out of the 279 who answered, did not consider declining enrollment to be a problem in the courses that they taught. Fourteen faculty did not respond to the question, and 54 faculty (19.4%) of the respondents considered enrollment to be a problem.

Confusion on the part of some of those surveyed was observed in their responses to Question C in Part I, which asked faculty to circle one of the 15 subject areas in which they primarily taught. The researcher underestimated the difficulty of categorizing the broad range of programs offered by the Massachusetts community colleges, causing a dilemma for the respondents. For example, should dental assistant programs be categorized as "health science," "vocational

Table 1
 Summary of the Number and Percentage of Faculty
 Responding from Each College

College	Faculty Employed	Percentage of all Faculty in System	Faculty Sampled	Usable Returns	Percentage of all Samples Used
Berkshire	68	5.2	31	20	6.8
Bristol	89	6.8	41	26	8.9
Bunker Hill	80	6.1	36	18	6.1
Cape Cod	74	5.6	33	19	6.5
Greenfield	59	4.5	27	12	4.1
Holyoke	122	9.3	56	23	7.8
Mass Bay	68	5.2	31	13	4.4
Massasoit	107	8.1	49	25	8.5
Middlesex	61	4.6	28	11	3.8
Mt. Wachusett	61	4.6	28	27	9.2
N. Essex	120	9.1	54	17	5.8
North Shore	130	9.9	59	30	10.2
Quinsigamond	80	6.1	37	18	6.1
Roxbury	27	2.0	12	2	.7
Springfield	170	13.0	78	31	10.6
Not Designated	--	--	--	1	.03
Total	1316	100	600	293	100

training programs," or "other"? The researcher took the liberty of placing some subject areas listed in the "other" category into one of the categories he considered to be appropriate. Because of these problems, the usefulness of this item as a means for comparing subgroups is open to question.

Influences on Local External Image

In Section II, the faculty were asked to rate how influential 49 factors were in helping or hindering their institution's local external image on a scale consisting of a low of 1 to a high of 5 (see Table 2). The results of this study were compared to those of Nagel's study of college presidents to test the hypothesis that two-year college presidents and two-year college faculty agree on the items' importance to their institution. Difference-of-means tests for independent variables reveal that significant differences did not exist at the .05 level among 18 of the 39 items. Twelve of the similar responses were found in the first 20 items ranked by the faculty (see Table 3).

Underlying the faculty responses in this part of the study seems to be the strong belief that quality education and student performance are the most dominant factors in a college's external image-building process. When Nagel's study of two-year college presidents and this study are compared by the rank ordering of the means of the ratings according to whether the factor helps or hinders local institutional

Table 2
Mean Response to Each Item Listed on the Instrument

Order	Item Number	Item	Mean
1	3	Student word-of-mouth	4.656
2	4	Faculty relationships with students who, in turn, influence external image	4.567
3	15	Students' performance after graduation in positions for which the college prepared them	4.486
4	14	Students' performance after graduation in obtaining positions for which the college prepared them	4.456
5	39	Accreditation of programs at the college	4.397
6	43	Broad spectrum of courses offered by your community college	4.344
7	8	Presidential relations with other community leaders	4.220
8	19	College's admission and recruitment personnel	4.175
9	16	Students' performance after graduation in four-year colleges and universities	4.172
10	38	Regional accreditation	4.130
11	23	Geographic accessibility of main campus	4.090
12	29	Local newspaper coverage	4.066
13	44	Massachusetts community colleges' strong emphasis on career and vocational education	4.024
14	5	President in relationships with internal publics	3.959
15	31	Press releases	3.941

Table 2 (continued)

Order	Item Number	Item	Mean
16	24	Events that bring local publics to the campus	3.896
17	6	Presidential activities in local community directly connected with the college	3.872
18	30	Local radio coverage	3.858
19	33	Written materials about the college	3.845
20	21	Local high school personnel	3.818
21	13	Formal student activities reaching off-campus publics	3.800
22	22	The physical campus (architecture, landscape, etc.)	3.697
23	40	The Massachusetts community colleges' "open door" enrollment policy	3.673
24	9	Letters from the president to private citizens in local community	3.550
25	34	Audio-visual promotions of college	3.507
26	45	The socio-economic backgrounds of community college students	3.470
27	28	Non-professional staff	3.455
28	12	Students' social conduct off-campus	3.410
29	32	Paid advertisements	3.363
30	17	Activities of administrators, other than the president, in the local community	3.267
31	7	Presidential activities in local community not directly connected with the college	3.266

Table 2 (continued)

Order	Item Number	Item	Mean
32	37	Trustees, in their formal and informal relationships with local leaders, groups, and private citizens	3.266
33	49	Faculty members' relationships with other community leaders	3.265
34	47	The constantly evolving and changing mission of the community college	3.144
35	11	Membership of college in professional associations	3.084
36	25	Off-campus centers in local community	3.051
37	36	Professional reputations of trustees	3.050
38	41	The traditionally high drop out rate of community college students	3.049
39	26	Faculty speakers' bureau	3.011
40	18	Activities of administrators, other than the president, outside local community	2.902
41	42	The fact that community colleges are the newest sector of public higher education in Massachusetts	2.875
42	27	Faculty members' activities outside local community	2.869
43	48	Faculty members' activities in local community that are not directly connected with the college	2.812
44	2	College's alumni association	2.809
45	10	Presidential activities outside local community	2.801

Table 2 (continued)

Order	Item Number	Item	Mean
46	35	Coverage of college or its personnel in journals circulated mainly beyond local community	2.707
47	46	Faculty disagreement over what the role of the community college should be	2.664
48	1	Percentage of college's faculty that hold doctorates	2.234
49	20	Private marketing firms responsible for student recruitment	2.210

Table 3

Comparison of the Faculty and Presidents' Studies by
the Rank Ordering of Means and \underline{T} Test Scores

Order	Faculty Item Order	Faculty Means	Presidential Item Order	Presidential Means	\underline{T} Test Score
1	3	4.66	3	4.69	.8025*
2	4	4.57	4	4.59	.5073*
3	15	4.46	15	4.42	-.6399*
4	14	4.45	14	4.33	-2.1024
5	39	4.40	19	4.29	-5.8936
6	43	4.34	38	4.27	--
7	8	4.22	29	4.26	0.0000*
8	19	4.18	16	4.25	1.6630*
9	16	4.17	8	4.22	1.2317*
10	38	4.13	5	4.13	1.6909*
11	23	4.02	6	4.05	-1.6323*
12	29	4.07	31	4.03	3.0437
13	44	4.02	21	3.99	--
14	5	3.96	23	3.98	2.3945
15	31	3.94	30	3.964	1.2863*
16	24	3.90	24	3.964	1.0159*
17	6	3.88	33	3.958	2.4501
18	30	3.86	28	3.955	1.4153*

* $\underline{T} \leq |1.96|$

Table 3 (continued)

Order	Faculty Item Order	Faculty Means	Presidential Item Order	Presidential Means	T Test Score
19	33	3.85	39	3.91	1.7549*
20	21	3.82	22	3.89	2.4318
21	13	3.80	37	3.75	-4.3349
22	22	3.70	17	3.70	2.9380
23	40	3.69	9	3.59	--
24	9	3.55	7	3.58	1.2317*
25	34	3.51	13	3.48	-.3714*
26	45	3.47	34	3.479	--
27	28	3.46	25	3.470	6.5536
28	12	3.41	36	3.46	-2.3803
29	32	3.36	32	3.35	-.1602*
30	17	3.267	12	3.23	6.5402
31	7	3.266	26	2.897	3.9928
32	37	3.266	18	2.893	5.4432
33	49	3.265	27	2.74	--
34	47	3.14	11	2.70	--
35	11	3.08	10	2.58	-4.6970
36	25	3.051	35	2.51	4.5681
37	36	3.050	1	2.38	4.4283
38	41	3.049	2	2.30	--
39	26	3.01	20	1.49	-1.5719*
40	18	2.90	--	--	.1180*

Table 3 (continued)

Order	Faculty Item Order	Faculty Means	Presidential Item Order	Presidential Means	T Test Score
41	42	2.88	--	--	--
42	27	2.87	--	--	-1.6792*
43	48	2.812	--	--	--
44	2	2.809	--	--	-5.8191
45	10	2.80	--	--	-2.8456
46	35	2.70	--	--	-2.3694
47	46	2.66	--	--	--
48	1	2.23	--	--	2.2446
49	20	2.21	--	--	-8.7470

image, eight of the first 10 items ranked by the presidents were ranked in the first 10 by the Massachusetts faculty. The responses to seven of these eight items proved to be similar at the .05 level of confidence.

The first four items--student word-of-mouth, faculty relationships with students, student success after graduation in obtaining positions for which the college trained them, and performance in such positions--were ranked in the same order by both studies. The means of the first three items are not significantly different. Further similarity between the two studies is shown by the fact that a total of 18 of the top 20 items ranked by their means in Nagel's study appear in the first 20 faculty responses (see Table 3).

The variation between the two studies' first 20 items is in part accounted for by the high faculty ranking given to two of the 10 image factors added by this researcher to Nagel's 39 items. The faculty ranked "The broad spectrum of courses and programs offered by your community college" sixth and "The Massachusetts community colleges' strong emphasis on career and vocational education" 13th. In the Presidents' study these items were replaced in the first 20 rankings by the non-professional staff's interaction with the outside publics and the impression conveyed by the physical campus.

Conventional image-building concepts fared well below the role of good teaching and education. Item 19, "Your college's own admissions and recruitment personnel," is the only one of the first 10 mean-

ranked items evaluated by the faculty which is associated in some manner with conventional public relations and marketing concepts.

The other conventional public relations and marketing activities described in the factors were not ranked particularly high by faculty. Based on the mean score of its ability to help or hinder overall institutional image, local newspaper coverage was ranked 12th; press releases, 15th; campus events for the public, 16th; radio coverage, 18th; and college catalogs, flyers, and mass mailings, 19th. The presidential study also did not place a great deal of importance on the traditional public relations and marketing area. Although the presidents ranked the items slightly higher than did the faculty, the overall order of the conventional image-building activities in both studies was exactly the same (see Table 4).

Significant differences were detected in nine items ranked by the two samples on the basis of T tests resulting in scores $> |4|$ or a variation of .4 or more in the mean scores. As could be expected, factors in which faculty members were directly involved or had influence were ranked higher by the group, and, conversely, factors in which the presidents participated were ranked higher by that group (see Table 5).

Additional Items that Influence Image

Part III asked the faculty to describe any additional items that they considered to be extremely important in influencing local institutional image and which were omitted from the list of factors in

Table 4

Rank Ordering of Conventional Image-Building Activities by Means

Item Number	Item	Faculty Order	Presidential Order
29	Newspaper coverage	12	7
31	Press releases	15	12
30	Local radio coverage	18	15
33	Written materials	19	17
34	Audio-visual promotions	25	26
32	Paid advertisements	29	29
35	Coverage of college in journals outside of community	46	36

Part II. A total of 104 factors were added. Seventy faculty listed one item, 13 added two items, and two faculty recorded four additional factors.

Many of the added factors appear to be related to the items in Section II. However, some of the responses offer insight into factors which may have impact on external image, such as internal college conflicts, faculty and administrative disagreement in the areas of union activities, and perceptions of college mission (see Table 6).

Table 5

Major Variances Between Faculty and Presidential Means or T Tests*

Item Number	Item	Faculty Means	Presidential Means	<u>T</u> Test
2	College's alumni association	2.809	2.30	-5.8191
13	Formal student activities reaching off-campus	3.800	3.48	-4.3349
17	Activities of administrators, other than president, in local community	3.267	3.70	6.5402
20	Private marketing firms responsible for student recruitment	2.210	1.49	-8.7479
25	Off-campus centers in local community	3.051	3.470	4.5681
28	Non-professional staff	3.455	3.955	6.5536
36	Professional reputations of trustees	3.050	3.46	4.4283
37	Trustees in their formal and informal relationships with local leaders, groups and private citizens	3.266	3.75	5.4431
39	Accreditation of programs at the college	4.397	3.91	-5.8936

*T > |4|

Table 6
Additional Factors that Influence Image

Order	Item	Number	Percentage of Responses
1	High quality of community college faculty and education	23	22.11
2	Varying quality of faculty/administrator relationships	14	13.46
3	Criticisms of community college offering remedial courses and serving unprepared students	12	11.53
4	Availability and accessibility of courses	11	9.45
5	Low cost of tuition	6	5.76
6	Adequacy of legislative funding	5	4.80
7	Athletics and college sponsored activities	4	3.85
8	Parking facilities	3	2.88
8	Physical state of campus	3	2.88
8	Community and college interaction	3	2.88
8	College relationship with high school students	3	2.88
13	Negative view of community colleges fostered by state college staffs	2	1.92
13	Manner in which college follows up its graduates	2	1.92
13	Image of the community in which the college is located	2	1.92
--	Miscellaneous	8	7.69

Main Builders of Image

In Part IV, faculty were asked to record three factors from Parts II and III which they considered to be the "most helpful in building a positive image" for their institution. Blanks were provided for three responses, but in some instances four items were listed. All four items were included in the data analysis in order to avoid any bias towards lower numbered items on the survey created by those who listed their selections in the order in which they appeared in the questionnaire.

There were 718 factors listed in Part IV, an average of 2.5 image builders for each of the 293 respondents. Two hundred and forty-four faculty (83.3%) listed at least one image-building factor; 234 respondents (79.9%) listed two; 213 (72.7%) listed three; and 25 (8.5%) listed four. Twenty-one (2.9%) of the 718 items recorded were added to the original list by the participants.

Table 7 lists the 16 items receiving mention by at least 5% of the 244 faculty responding to the question. Item 3, "student-word-of-mouth," was the most frequently mentioned local image-building factor, with 95 faculty (38.9%) selecting it. Item 4, "faculty relationships with students who in turn influence image," was the second most frequently mentioned, with 77 (31.6%) of the faculty listing it. Item 15, "student's performance, after graduation, in positions for which your college prepared them," was ranked third. Seventy-four (30.3%) of the respondents listed it as an important image-building factor. The fourth most often listed item was number 14, "students' success

Table 7

Main Builders of Image

Order	Item Number	Item	Faculty	
			<u>N</u>	%
1	3	Student word-of-mouth	95	38.9
2	4	Faculty relationships with students, who in turn influence image	77	31.6
3	15	Student performance, after graduation, in positions for which the college prepared them	74	30.3
4	14	Student performance, after graduation, in obtaining positions for which the college prepared them	62	25.4
5	43	Broad spectrum of courses and programs offered by your community college	43	17.6
6	16	Student performance, after graduation, in four-year colleges and universities	36	14.8
7	8	Presidential relationships with other community leaders, who in turn influence external image	34	13.9
8	5	Presidential relationships with internal publics, who in turn influence external image	28	11.5
9	23	Geographical accessibility of your college's main campus	27	11.1
10	39	Accreditation of programs at your college	26	10.7
11	19	Your college's own admissions and recruitment personnel	21	8.6

Table 7 (continued)

Order	Item Number	Item	<u>Faculty</u>	
			<u>N</u>	<u>g</u>
12	44	Massachusetts' community colleges strong emphasis on career and vocational education	19	7.8
13	6	Presidential activities in local community directly connected with the college	16	6.6
14	29	Local newspaper coverage	15	6.1
15	22	Physical campus (architecture, landscape, etc.)	14	5.7
16	24	Events that bring local publics to campus	14	5.7

rate, after graduation, in obtaining positions for which your college prepared them," with 62 (25.4%) of the faculty listing it.

One of the 10 factors added to Nagel's list for faculty evaluation was the fifth most often mentioned image-building item, "the broad spectrum of courses and programs offered by your community college." Forty-three (17.6%) of the faculty respondents listed it.

The first four most often mentioned items, as well as the sixth--item 16, "students' performance, after graduation, in four-year colleges and universities"--deal with student performance and faculty-student relationships. The seventh and eighth most often listed factors deal with the college president's relationships with his institution's internal and external publics, "presidential relationship with other community leaders (i.e., legislators, hospital administrators, reporters, etc.)," and "president (i.e., chief executive officer) in relationships with internal publics (students, staff, faculty, etc.) who in turn influence external image." "Geographical accessibility of your college's main campus," was listed the ninth. The 10th most often mentioned image-building factor was "accreditation of programs at your college (i.e., nursing, marketing, etc.)."

Seven of the first 10 items listed by the faculty as being most helpful in building local college image were also listed in the first 10 by the two-year college presidents in the corresponding section of Nagel's study. The first four items--3, 4, 15, and 14--which deal with student performance and faculty relationships, were ranked in the

same order in both studies. In addition, these first four items correspond exactly with the ranking of the 49 items in this study and the 39 items in Nagel's study by their "helping or hindering" mean score (see Table 8).

Faculty Attitude and Involvement in Image-Building Activities

Part V sought to investigate the degree of faculty participation in and attitudes toward activities specifically intended to improve institutional image. In Question 56, 230 (83.6%) of the 275 faculty responding stated that they were not informed when hired that participation in activities specifically intended to improve institutional image was part of their job description. The remaining 45 (15.4%) replied that they were told of this addition to their teaching role when they were hired.

Of the 277 faculty responding to Question 57, 165 (59.6%) stated that they currently consider participation in activities specifically intended to improve institutional image to be part of their job responsibilities. One hundred and twelve (40.4%) do not.

When asked in Question 58, "Should participation in activities specifically intended to improve the image of your community college be incorporated in collective bargaining agreement work arrangements?" 107 faculty members (40.1%) responded positively and 160 (59.9%) negatively.

By more than a 2-to-1 margin the faculty responded affirmatively in Question 59 that collective bargaining agreement provisions for

Table 8

Comparison of the Faculty and Presidents' Evaluation of
Positive Image-Building Factors and the Main
Contributors to Institutional Image

Order	Faculty Positive Image- Building Rank	Faculty Contributor to Image Rank by Means	Presidents' Positive Image- Building Rank	Presidents' Contributor to Image Rank by Means
1	3	3	3	3
2	4	4	4	4
3	15	15	15	15
4	14	14	14	14
5	43	39	16	19
6	16	43	5	38
7	8	8	8	29
8	5	19	29	16
9	23	16	38	8
10	39	38	24	5
11	19	23	19	6
12	44	29	6	31
13	6	5	22	21
14	29	31	21	23
15	22	24	--	30
16	24	6	--	24

rewarding and recognizing participation in image-building activities would increase faculty involvement. One hundred and sixty-nine (67.3%) said yes to the question, and 82 (32.7%) said no.

In Question 60, 136 respondents (46.6%) provided insight into the issue of whether there are factors other than lack of recognition in the collective bargaining agreement which inhibit faculty participation in activities intended to improve the image of the college.

Lack of time was the most frequently mentioned issue listed by the 40 faculty (29.4%) who commented that their teaching workload was so great that there was little time left for other activities. The respondents indicated that they lacked the time to become involved, making such comments as, "Faculty are often overworked with not only teaching and grading but too much paperwork of a non-teaching nature," "Lack of time, full teaching load, plus counseling, clinical supervision and being one's own secretary," "Time and fatigue factor," and "It requires time and energy."

A second time-related issue was mentioned by 19 (13.9%) of the faculty who responded that they did not have time to become involved in image-building activities because their low teaching salary forced them to supplement their income through extra teaching or second jobs. This group of responses can be categorized by such comments as "No time--most teachers have second jobs to increase their income so that they can live at a middle class level," and "Lack of time because so many of us are involved in second jobs to make ends meet."

The dulling impact of administrative failure to recognize a faculty member's image-building activity contributions was pointed out by 13 (9.6%) of the respondents. A slightly smaller number, 12 (8.8%), attributed the lack of faculty participation to the "faculty's primary lack of interest in any activity beyond classes," and "general disinterest in PR and marketing."

Nine faculty (6.6%) took the lack of interest in image building a step further and blamed it on such related concepts as the existence of faculty "selfishness," and the "general malaise and low morale" which exist in the academic institution. Another nine respondents stated that a lack of understanding and appreciation of image-building activities prevented some faculty from becoming involved in the process. Categorizing this group were such responses as "Many committed teachers find the application of marketing concepts to the academic endeavor repugnant," "Fear of being a phoney salesman," and "No tangible proof that such activities help."

Another group of respondents, six (4.4%), stated that the reason that faculty do not feel a need to become involved in specific image-building activities is that they consider all aspects of their teaching role to be direct contributors to the local external image of the institution.

"Distance from the college" was the reason given by five (3.7%) of the faculty for not becoming involved with the college image-building activities. Another five responses expressed the concern

that not all faculty have the talents and skills to become involved in activities specifically designed to build institutional image.

The lack of faculty participation in image-building activities was blamed by four (2.9%) respondents on the union contract. This position is defined by such comments as "Faculty feel that with a contract all our duties are now fully spelled out and the desire to do more is nil," and "The rigid structuring of the contract implies this is no longer the function of the faculty." Another four (3.9%) of the faculty attributed lack of administrative leadership as the root of the problem, and three respondents (2.3%) stated that participation in activities specifically intended to build local external image was discouraged by college administrators.

A total of seven (5.1%) of the responses could not be easily categorized into the above decisions and have been labeled as miscellaneous responses: "Activities are designed mainly to enhance President's image and impress families, not prospects"; "Only pets are chosen to do PR work for college"; "The need for students to save faculty jobs removes all inhibitions"; "Many issues are too controversial"; "Public should not be exposed to some faculty"; and "Faculty are not proud of their institutions."

Question 61 asked the faculty "Approximately what percent of your total college activities, if any, is spent on activities specifically intended to improve the image of your college?" The question appeared to pose a great deal of difficulty. Over one quarter of those surveyed, 81 (27.6%) left the question blank or responded with a

question mark. An assessment of 100% was made by 10 faculty, and in several cases a comment was written addressing the fact that everything the faculty member did contributed to the image of the college. Since the question requested an estimation of time spent on "activities specifically intended" to improve institutional image, the 100% responses were not included in the data. The remaining responses were transposed to an 8-part scale.

All of the 212 responses were used to compute the data. Nearly one fifth, 41 (19.3%), of the respondents to this question replied that they did not spend any time on specific image-building activities. Faculty who spent 1% to 5% of their time on image building made up the largest category of 62 (29.2%) of the respondents. This group was closely followed by the 61 (28.8%) of the faculty who spend 6% to 10% of their time on image building. The 11% to 15% of faculty time category was checked off by 13 (6.1%) of the respondents; eleven (5.2%) of the faculty spent 16% to 20% of their time on image building; and eight faculty (3.8%) answered that 21% to 25% of their total college involvement is spent on activities specifically intended to improve college image. The 26% to 30% of faculty time category was checked off by six (2.8%) of the respondents. The last classification breakdown was the catch-all 30% to 100% range to which 10 (3.4%) of the respondents assigned themselves.

Question 62 asked the faculty to list the specific image-building activities, if any, that they had participated in during the current

and past academic year. Analysis of the 318 activities that were listed by 182 (62.1%) of the 293 faculty responding to the survey seems to indicate that either the faculty did not understand the question or once again the faculty were affirming the belief that all of their teaching-related activities are direct and most important contributors to the college's local external image (see Table 9).

The reason for the concern is that the vast majority of the responses fall far outside of the realm of conventional specific college public relations and marketing activities and would generally be considered as offshoots of the traditional teaching role. Still another factor causes concern and questions the reliability of Question 61. Faculty members consistently listed participation in a single event, such as attendance at a college open house, as the sole activity specifically intended to improve institutional image in which they participated over a two-year period, but incongruously listed the amount of time spent on such activities as taking up 10% of their total college service.

The data gathered on the background section of Part I of the instrument and the opinion section of Part V are categorical or nominal in nature. Chi-square tests with a .05 level of confidence were used to determine whether the distribution of answers in a comparison of two questions is the result of a sampling error or whether an apparent relationship exists between the factors. The chi-square tests show no apparent relationships between the variable of years taught and any other factor in the study. The researcher

Table 9

Faculty Activities Specifically Intended to Improve College Image

Rank	Activity	Number of Faculty Involved	Percentage of Total Responses (318)
1	Community involvement	28	8.80
2	High school student recruitment	28	8.80
3	Participated in college "open house"	24	7.54
4	Speeches to community groups	22	6.92
5	Supervised internships and visited potential employers	19	5.97
6	Visited local high schools	18	5.66
7	Participated in college health fairs and clinics	13	4.09
7	Involvement in student activities	13	4.09
7	Participated in mall and shopping center presentations	13	4.09
10	Sponsored college activities aimed at the general public	11	3.46
11	Worked on legislative information campaigns	8	2.52
11	Presented workshops for the community	8	2.52
11	Student counseling	8	2.52
11	Membership on community committees	8	2.52
15	Membership in professional organizations	7	2.20
15	Wrote articles for local paper	7	2.20

Table 9 (continued)

Rank	Activity	Number of Faculty Involved	Percentage of Total Responses (318)
17	Developed a course for the college/ community	6	1.89
17	Attended workshops and seminars	6	1.89
19	Participated in a public TV station's auction	5	1.57
19	Participated in college anniversary celebration	5	1.57
21	Built college St. Patrick's Day Parade float	4	1.26
21	Member of a college committee	4	1.26
21	Enrolled in graduate courses	4	1.26
24	Involved in college athletics	3	.094
24	Member of college marketing committee	3	.094
24	Member of new student orientation committee	3	.094
24	Involved in United Way Campaign	3	.094
24	Attended a college night	3	.094
24	Member of a college advisory group	3	.094
30	Served on a high school advisory group	2	.063
30	Member of an alumni committee	2	.063
30	Attended career fair	2	.063
30	Member of an accreditation team	2	.063
30	Taught evening courses	2	.063

Table 9 (continued)

Rank	Activity	Number of Faculty Involved	Percentage of Total Responses (318)
30	Contributed to college flyers and catalogs	2	.063
30	Involved with commencement and convocations	2	.063
30	Worked on grants	2	.063
30	Recruited friends	2	.063
39	Wrote for college paper	1	.031
39	Prepared for a teacher exchange program	1	.031
39 *	Participated in college staff development	1	.031
39	Participated in a curriculum advisory committee	1	.031
39	Public relations director for college	1	.031
39	Member of college retention committee	1	.031
39	Attended a parent's night	1	.031
39	Attended a freshman "get acquainted" social	1	.031
39	Produced media materials	1	.031
39	Appeared on a radio talk show	1	.031
39	Member of recruitment committee	1	.031
39	Judged a science fair	1	.031
39	Consulting	1	.031

hypothesized that there would be a statistical relationship between the number of years taught at a Massachusetts community college and whether the individual was told when hired that image-building activities would be part of his or her responsibilities.

Statistically, this did not prove to be true. However, since interest in college image-building activities is a fairly recent concern, it is interesting to note that 25 (60%) of the faculty who answered affirmatively to having been given image-building responsibilities when they were hired responded that they were employed by the community college for seven years or less. Nine (20%) who were required to do image building were hired between 8-14 years ago and another nine (20%), 15-21 years ago.

The only item on the survey whose results cannot be attributed to chance when compared to the factor of the faculty member's college was the question that asked if participation in activities specifically intended to improve the image of the college should be incorporated into collective bargaining agreement workload arrangements (see Table 10). The variation in responses can partially be explained by the level of faculty support for college leadership--which differs greatly among the 15 campuses in the state--and degree of faculty satisfaction with the manner in which the administration handles personnel matters.

Whether or not a faculty member holds tenure has an apparent relationship on his or her responses in several areas. Since tenure is granted to those who have been employed for at least seven years, and the interest in image-building activities is a fairly recent

Table 10

Division of Opinion on the Issue of Participation in
Image Building as a Contractual Responsibility

Image Building as a Contractual Responsibility					
College	Faculty	Support		Do Not Support	
		N	%	N	%
Berkshire	17	4	23.5	13	76.5
Bristol	23	5	21.7	18	78.3
Bunker Hill	17	10	58.6	7	41.2
Cape Cod	18	13	72.2	5	27.8
Greenfield	11	3	27.3	8	72.7
Holyoke	20	9	45.0	11	55.0
Mass Bay	12	4	33.3	8	66.7
Massasoit	23	7	30.4	16	69.6
Middlesex	11	6	54.5	5	45.5
Mt. Wachusett	27	9	33.3	18	66.7
N. Essex	15	7	46.7	8	53.3
North Shore	27	10	37.0	17	63.0
Quinsigamond	17	3	17.6	14	82.4
Roxbury	2	2	100.0	0	0
Springfield	26	14	53.8	12	46.2
Total	266	106		160	

phenomenon, it is not surprising that tenured faculty report that they were not informed when hired that specific image-building activities were part of their job responsibilities (see Table 11). The issue of tenure also has an impact on whether the faculty member currently participates in image-building activities. The data show that slightly more than half of those with tenure consider image building to be part of their job, and nearly 70% of those without tenure also consider activities such as public relations and marketing to be part of the fulfillment of their job responsibilities (see Table 12).

As can be expected from human nature, more of those without than with tenure feel that some sort of reward and recognition would foster image-building activities. At the .05 level of confidence it can be projected that nearly 3/4 of those without tenure think reward would help, while only 60% of those with tenure think the same way (see Table 13).

Table 11

Division of Public Relations Responsibilities When
Hired According to Tenure/Non-Tenure Status

Image-Building Responsibilities When Hired	Faculty	Tenure		Non-Tenure	
		<u>N</u>	%	<u>N</u>	%
Yes	45	17	37.8	28	62.2
No	228	128	56.1	100	43.9
Total	273	145		128	

Table 12

Division of Current Image-Building Responsibilities
According to Tenure/Non-Tenure Status

Current Image-Building Responsibilities	Faculty	Tenure		Non-Tenure	
		<u>N</u>	%	<u>N</u>	%
Yes	163	74	45.4	89	54.6
No	112	72	64.3	40	35.7
Total	275	146		129	

Table 13

Division of Faculty Who Think Reward Would Increase Image-Building
Participation According to Tenure/Non-Tenure Status

Reward Would Increase Faculty Participation	Faculty	Tenure		Non-Tenure	
		<u>N</u>	%	<u>N</u>	%
Yes	167	76	45.5	91	54.5
No	82	49	59.8	33	40.2
Total	249	125		124	

Comparing the factor of tenure with the amount of time spent on image-building activities shows that 29 (70%) faculty out of the 41 who said that they spent no time on public relations and marketing have tenure (see Table 14). The remaining 81 (73.6%) of those with tenure were involved with specific image-building activities to some extent. Only 12 (11.9%) of the faculty without tenure stated that they did not get involved in activities specifically intended to improve the college.

Table 14

Division of Faculty Time Spent on Image-Building Activities
According to Tenure/Non-Tenure Status

Percentage of Time Spent on Image- Building Activities	Faculty	Tenure		Non-Tenure	
		<u>N</u>	%	<u>N</u>	%
0	41	29	70.9	12	29.3
1-5	62	34	54.8	28	45.2
6-10	61	29	47.5	32	52.5
11-15	13	4	30.8	9	69.2
16-20	11	7	63.6	4	36.4
21-25	8	3	37.5	5	62.5
26-30	6	1	16.7	5	83.5
31-100	9	3	33.3	6	66.7
Total	211	110		101	

A closer look at the results shows that more than twice the number of tenured compared to non-tenured faculty responded that they were not involved in college image-building activities. It also appears that faculty without tenure are more likely to become more heavily involved in activities designed to enhance college image. The study shows that 28% of non-tenured faculty report spending 11% or more of their time on specific image-building activities and only 16.3% of the tenured faculty are involved in a similar capacity more than 11% of their time.

A comparison of the subject area breakdowns with the other factors showed its relationship only in areas of enrollment problems. The study indicated enrollment problems in foreign languages and in the history and government area. It is interesting to note that the results showed that only one out of the six language teaching respondents and none of the 14 history and government instructors were told image building was part of their job responsibilities when they were hired. Notwithstanding, concern with the enrollment problem and ultimate job security appears to have had an effect, and the data show that all six of the language teachers and seven of the 14 history and government faculty now consider participation in the image-building activities to be part of the fulfillment of their job responsibilities.

An extremely strong correlation appears to exist between those that were told that they had image-building responsibilities when they were hired and those that still considered such activities to be part of their job responsibility. As should be expected, the 43 (95.6%)

faculty who were told originally image building was a job responsibility were still doing it (see Table 15). Approximately half (52.7%) of the 226 faculty who were not made aware of image-building responsibilities when hired were now involved in such activities.

A relationship appears to exist between the attitudes of one who was given image-building responsibilities when hired and the individual's thoughts on whether image-building activities should be included in the collective bargaining agreements (see Table 16). Over 2/3 (30) of the 44 faculty who were told that image building was a job requirement believed that such provisions should be included in collective bargaining agreement work load arrangements. Those who were not told that such activities were part of work load requirements were less likely to want it added to the contract. Nearly 2/3 (144 or

Table 15

Division of Faculty Currently Involved in Image-Building Activities
According to Those Given Such Activities When Hired

Current Image- Building Responsibilities	Faculty	Image-Building Responsibilities When Hired			
		Yes		No	
		<u>N</u>	%	<u>N</u>	%
Yes	162	43	26.5	119	73.5
No	102	2	1.8	107	98.2
Total	271	45		226	

Table 16

Division of Faculty Given Image-Building Responsibilities When
Hired According to Faculty Opinion Supporting/Not Supporting
Contractual Inclusion of Image-Building Responsibilities

Support Contractual Inclusion of Image-Building Responsibilities	Faculty	Image-Building Responsibilities When Hired			
		Yes		No	
		<u>N</u>	%	<u>N</u>	%
Yes	104	30	28.8	74	71.2
No	158	14	8.9	144	91.1
Total	262	44		218	

66.1%) of the respondents who were not given the responsibilities when hired did not want it added to the contract.

The chi-square tests show an apparent relationship between the image-building responsibilities given a faculty member when hired and the amount of time currently spent on such activities (see Table 17). All 39 faculty who responded that they are not involved currently in any image-building activities stated that public relations and marketing were not part of their assigned job responsibilities when they were hired. The vast majority, 132 (79.2%), of the 171 faculty not originally required to become involved in image building, still spent some part of their time on such activities. The majority of this group, 97 (73.6%), responded that 1% to 10% of their time was devoted to image-building activities.

The responses to the questions concerning current involvement in image-building activities and whether such participation should be required in the contract were highly significant (see Table 18). More than half, 86 (54.1%), of the respondents who were involved in image-building activities would like to see it included in the collective bargaining contract. This appears to serve as a means of legitimizing what they now consider to be extra work.

Table 17

Division of Faculty Given Image-Building Responsibilities When Hired According to Percentage of Faculty Time Spent on Image-Building Activities

Percentage of Time Spent on Image-Building Activities	Faculty	Image-Building Responsibilities When Hired			
		Yes		No	
		<u>N</u>	%	<u>N</u>	%
0	39	0	0	39	100
1-5	60	12	20	48	80
6-10	61	12	19.7	49	80.3
11-15	12	4	33.3	8	66.7
16-20	11	2	18.2	9	81.8
21-25	8	2	25	6	75
26-30	6	0	0	6	100
31-100	10	4	40	6	60
Total	207	36		171	

Table 18

Division of Current Image-Building Activity Participation According
to Faculty Opinion Supporting/Not Supporting Contractual
Inclusion of Image-Building Responsibilities

Support Contractual Inclusion of Image-Building Responsibilities	Faculty	Current Image-Building Responsibilities			
		Yes		No	
		<u>N</u>	%	<u>N</u>	%
Yes	107	86	80.4	21	19.6
No	158	73	46.2	85	53.8
Total	265	159		106	

Opposition to becoming involved in formalized image-building activities was strongly expressed by the 85 (80.2%) of the respondents who were not involved in image building and did not want it added to the contract. Twenty-one (19.8%) of the above group apparently would become active if the contract required it.

The 79 (79.8%) faculty who believe image-building activities should be in the contract think that if it were not part of the designated work load, collective bargaining agreement provisions for rewarding and recognizing faculty participation in activities specifically intended to improve institutional image would increase faculty involvement in such activities (see Table 19). Divergence of opinion is more evenly divided between the 81 (57%) who feel that image-building activities should not be included in the contract but

think that some sort of reward would encourage participation in image-building activities and the 61 (43%) who did not want image building required in the contract and who did not think rewards and recognition would encourage the participation. The latter group shows an existence of a hard-core group of faculty who are apparently philosophically opposed to their participation in image-building activities and who cannot be induced into participation.

Table 19

Division of Faculty Opinion Supporting/Not Supporting Contractual Inclusion of Image-Building Responsibilities According to Faculty Who Think Reward Would Increase Image-Building Participation

Reward Would Increase Faculty Participation	Faculty	Support Contractual Inclusion of Image-Building Activities			
		Yes		No	
		<u>N</u>	%	<u>N</u>	%
Yes	160	79	49.4	81	50.6
No	81	20	24.7	61	75.3
Total	241	99		142	

Nearly 90% of the 88 of those who said image-building activities should be included in the contract spent at least some of their time on such activities (see Table 20). The philosophical opposition to faculty participation in image-building activities was fairly strong, with 116 respondents claiming it should not be in the contract. All

but 31 (26.7%) of the above group, however, still spent at least some of their time on specific image-building responsibilities.

Table 20

Division of Faculty Opinion Supporting/Not Supporting Contractual Inclusion of Image-Building Activities According to Percentage of Faculty Time Spent on Image-Building Activities

Percentage of Time Spent on Image-Building Activities	Faculty	Support Contractual Inclusion of Image-Building Activities			
		Yes		No	
		<u>N</u>	%	<u>N</u>	%
0	38	7	18.4	31	81.6
1-5	60	28	46.7	32	53.3
6-10	58	25	43.1	33	56.9
11-15	13	11	84.6	2	15.4
16-20	11	7	63.6	4	36.4
21-25	8	3	37.5	5	62.5
26-30	6	3	50	3	50
31-100	10	4	40	6	60
Total	204	88		116	

C H A P T E R V
DISCUSSION OF FINDINGS

Summary

Through surveying 293 Massachusetts community college faculty and comparing the findings with Nagel's study of two-year college presidents, statistical similarities were demonstrated with reference to the manner in which the respective groups evaluated 18 of the 39 factors recognized as having impact on college image. From this comparison several cautious inferences can be made.

Both the faculty and presidents indicated that a high quality, well-designed academic program, accompanied by good student-faculty relationships, is the most important contributor to institutional image. Both groups rated the factors of student word-of-mouth, faculty relationship with students, student success after graduation in obtaining positions for which the college trained them, and performance in such positions to be the main influences on college image, as well as the most helpful factors in contributing to the positive image of the institution.

Faculty apparently do not consider the aspects of the community college philosophy, which have been attacked by some educational critics, to have much influence on institutional image. Of the 10

items relating to contemporary criticism which were added to Nagel's list of factors, the faculty only ranked one of them in the first 20 items which influence institutional image, viz., the broad spectrum of courses offered. This item, which is considered to be a negative aspect of community college education by some, was evaluated by the faculty as the fifth "most helpful" image-building factor.

The findings of this study also seem to indicate that most faculty have a low regard for, little interest in, and are rarely involved with non-teaching related activities specifically intended to improve institutional image, such as public relations and marketing. Through responses to questions, margin comments, and listings of activities, the study consistently showed that many faculty interpret the concept of "activities specifically intended to improve institutional image" not in terms of conventional public relations and marketing activities, but in terms of activities directly involved in the fulfillment of their teaching responsibilities. The faculty's low evaluation of the impact and the importance to the college of conventional image-building activities appears to be similar to the opinions expressed by the presidents in Nagel's study.

This study also showed that the variables of tenure, years taught, and original contractual obligations were found to have some relationship, in varying degrees, to faculty involvement in activities specifically intended to improve institutional image, on opinions as to whether such activities should be included in collective bargaining

agreements, and on whether contractually stipulated reward and recognition would foster faculty participation.

This study asked an internal public to judge the complex psychological processes that take place in the formation of local institutional image by the external publics. Since the concept of image is the sum of a person's beliefs, attitudes, knowledge, and experiences on a subject, this study undertook the difficult task of seeking to determine what specific factors contribute to the public's perception of a community college. The faculty's close daily contact with their college's external and internal publics should give them a unique perspective from which to evaluate the image-building process.

There were no right or wrong answers to faculty members' responses, just an individual evaluation of the situation as viewed by the instructor. However, the apparent consensus on several of the major factors and faculty attitudes allows several cautious inferences to be made in regard to how this important internal public perceives institutional image building and its role in the process. The results do not produce a definite blueprint for action, but strongly suggest a direction for future investigation and planning of specific institutional image-building activities.

Implications for Community College Image Building

Clearly, from the responses of the Massachusetts community college faculty sampled in this study, the faculty are in accord with Nagel's summary analysis of his study of two-year college presidents'

attitudes: "the best way to help image is to provide the best education possible Community Colleges can make their institution's value known best . . . by preparing their students well." (p. 69)

This study has shown that there appears to be little faculty interest or perceived need to become involved in conventional public relations and marketing image-building activities. The majority of the faculty are involved with what they consider to be the most important facet of institutional image building--providing a good quality of teaching and student relationships.

There is a considerable degree of agreement between the sample of Massachusetts community college faculty and the national sample of two-year college presidents concerning the factors which contribute to and have the most impact on a college's external institutional image. The first four image-influencing factors ranked by the faculty coincide exactly with Nagel's results and relate to student and faculty performance and interaction: "Student word-of-mouth," "Faculty relationships with students who in turn influence external image," "Students' performance, after graduation, in positions for which your college prepared them," and "Students' performance, after graduation, in obtaining positions for which your college prepared them."

Difference-of-means T tests showed the first three highest ranked responses in both studies to be similar at the .05 level of confidence. In addition, the first four most important image

influences also proved to be the four most selected positive image builders and were ranked in the same order by both the faculty and presidential samples.

Although it was expected that the faculty would rate the activities with which they were involved to be the most important to the image-building process, the impact of the college presidents' contribution to institutional image was not denied by the faculty. Item 8, "Presidential relationships with other community leaders," was ranked seventh by its mean as helping or hindering institutional image and as the seventh most mentioned helpful item for influencing a college's local external image. In addition, presidential relationships with internal publics, who in turn influence local image, was ranked by its means in respect to the factors that help or hinder image in the 14th position. The above items' ability to contribute to building a positive institutional image was ranked just after "presidential relationships with other community leaders" in ninth position. Presidential college-connected community activities was placed in 13th position on the same scale.

Notes made on the survey by the respondents indicated that the role of presidential influence in the image-building process is evaluated differently from campus to campus, depending upon personalities. Several comments were made praising a past president's success in image building and criticizing his successor for generating a negative image. Several other faculty made related suggestions such as "a more aggressive policy on the part of the President is needed

. . . to mingle with the 'hoi poloi' of the secondary schools in our area--grass roots recruiting is more important than socializing on the cocktail circuit."

Major disagreement between the two samples on the factors which impact on local image centered on items which one group was more concerned with and directly involved in than was the other. Generally, the strong variations in opinion came about in lower ranked items and were overshadowed by the strong agreement on the items ranked by both samples as most important.

Faculty regarded the importance of alumni associations higher than did the presidents. This may represent faculty closeness to the students and need for feedback and personal satisfaction gained from seeing the results of their teaching efforts.

Membership of the college in professional associations and accreditation of individual programs were two items ranked higher by faculty than by the presidents. This evaluation may result from professional pride and reflect the faculty's concern for professional competence and the quality of their programs.

The presence of off-campus centers was ranked considerably higher by the presidents. It is probable that this group has a much greater awareness of such centers and the effect that the satellite campuses have on enrollment and general college operation.

The presidents' higher ranking of the non-professional staff's contact with external publics probably was influenced by the presidents' more frequent interaction with the group and their role as

ultimate supervisor of staff activities. Also, it can be speculated that the presidents' close association with college trustees probably led them to rank the factors of the professional reputations of the trustees and their interaction with the non-college community higher than did the faculty.

Faculty involvement in many of the activities which reached off-campus publics very often demonstrates faculty skills and professional competence, and these were thus ranked higher by the faculty sample than by the presidential sample.

The two samples disagreed over the importance of activities of administrators (other than the presidents) in the local community, with the presidents ranking the factor higher than did the faculty. The presidents' close association with that group undoubtedly has some bearing on that result.

The greatest disagreement shown by T test scores was over the factor which was ranked the lowest by means by both samples--the use of private marketing firms for student recruitment. Although the factor was rated on the average .72 higher by the faculty, the variance partially can be explained by the fact that the practice has not been implemented yet in Massachusetts and is still an extremely new concept nationally.

Compared to items relating to the impact on image of student performance and quality education, items relating to conventional public relations and marketing concepts were ranked substantially lower by the faculty and presidents on the general image impact of the

factors and their ability to improve institutional image. This result may be explained by the fact that well-planned and executed specific image-building activities are generally still a new concept to most Massachusetts community colleges and community colleges nationally. The general shortage of college staff to work on such activities may also suggest that if specific conventional image-building activities are being attempted, they may be performed by staffs that are too small and insufficiently financed to have much effect.

Still another factor woven into the samples' reasoning may be that most mass media coverage is based on the philosophy that bad news is more interesting and boosts circulation better than does the reporting of good news. Very often the news media spend more time on an institution's problems than on its contributions to the community. Both groups may be accustomed to the fact that the college receives media coverage primarily when there is news to report that does not place the institution in a favorable light.

Eight out of 10 factors added to Nagel's study for faculty evaluation were based on the issues seized upon by educational critics in their comments on the community college concept. One of these additions, "The broad spectrum of courses and programs offered by your community college," was given the sixth highest mean in faculty rankings of factors which help or hinder overall local external image. The only other addition which was ranked on the same basis in the top 20 items, item 44, was "The Massachusetts community colleges' strong emphasis on career and vocational education," in 13th position.

Although both of these additions deal with areas that have long been used by critics to show weaknesses in community college education, the faculty apparently do not view them as such. The broad variety of programs and the career and vocational education mission were selected as the fifth and 12th most important positive image builders, respectively. The eight other additions based on the contemporary criticisms discussed in the review of the literature were ranked by their means of helping or hindering institutional image in the 23rd, 26th, 33rd, 34th, 38th, 41st, 43rd, and 47th position.

It should be noted that some reference to the community college critics' comments was found in the "additional factors which help or hinder institutional image" section of Part III. Although 23 (22.1%) of the additions dealt with items which related to the faculty's pride in the quality of teaching and the learning experience provided to the student, 12 (11.5%) of the 104 responses mentioned the negative influence of the colleges' offering remedial courses and the unprepared and unqualified students which the faculty met in the classrooms.

Since neither this last item nor the 10 additions to the list were ranked highly as helping or hindering institutional image or as helpful in building institutional image, it appears that either faculty are not aware of the factors' impact on institutional image or the faculty, contrary to the critics, do not believe that the factors have much importance.

The vast majority of the activities listed by the sample as their means of participating in specific image-building activities are clearly extensions of their teaching responsibilities and in many cases are included in the collective bargaining agreement's outlining of faculty responsibility.

Only a small percentage of the activities mentioned by faculty when asked about "activities specifically intended to improve institutional image" relate to those conventionally associated with public relations or marketing. A plausible explanation for these responses is that faculty were echoing once again the recurrent message in this study that faculty consider good teaching and the extension of this role as their primary contributions to institutional image building. Indeed, a significant proportion of the sample feel that the teaching role fills so much of their time that little opportunity or energy remains to devote to activities specifically intended to improve institutional image other than those that are directly classroom related.

The strong faculty conviction that they play a vital role in the college's most important image builder, good education, and the distrust for public relations and marketing activities is demonstrated by some of the comments penned by the respondents in the margins and open-ended questions of this study:

- I am largely disinterested with the "image" of the college as it is an advertising device. "Image" translates into quality education. I am totally 100% involved with raising the quality

- of education but hardly at all with a communicable "image".
- This is a teaching institution and an advising one . . . our reputation rests entirely on the quality of those two functions, not on how charming the president is at the Rotary Club.
 - The best activity to improve the image of our college is to have professors qualified and dedicated to teaching. There is no substitute for a capable, informed, dynamic classroom teacher.
 - The best way we can improve the college image is by doing a superior teaching job! . . . Our image is damned good as is. We don't need to propagandize. We just need to keep on as we are.
 - I do think it folly to worry about "image." Do well a job that needs to be done, and you can safely junk all "surveys," "evaluations," etc., etc.
 - Either we have a good image or we don't. Artificially fixing the image is a waste of time. The image will take care of itself if we tend to business.

Although there appears to be an undercurrent of faculty lack of understanding and distrust of activities specifically intended to improve institutional image, there exists a trend towards participation in the process. Despite the fact that the Massachusetts community college system provides little or no contractual obligation to become involved in specific image-building activities and the

potential of administrative reward and recognition is severely limited, the faculty consider that substantial involvement in such activities takes place. Fewer than 17% of the faculty were told when they were hired that specific image-building activities would be part of their job description. Yet, close to 3/5 of the faculty now consider participation in specific image-building activities to be a fulfillment of their job duties and over 80% of the sample claimed that they spent some part of their total college responsibilities on activities specifically intended to improve the image of their college.

Tenure is one of the few rewards that the community college system offers, and 88.1% of those without tenure spent some part of their time on image building. Interest in reward for involvement in image building is demonstrated by the 57.7% of the respondents who believe that the negotiation of collective bargaining agreement provisions that reward and recognize image-building activities would increase faculty involvement.

Although contractually agreed upon reward and recognition may increase faculty involvement, there also appears to be a distrust of contractually requiring more job responsibilities in the collective bargaining agreement by a faculty body that already considers its teaching workload to be a great burden. Overall, just over 50% of the respondents did not want image-building responsibilities to be included in the contract. Moreover, 45.9% of those who are actively involved in public relations and marketing did not want it written into their agreement either. Strong opposition to a contractual requirement

notwithstanding, only a small group of faculty are philosophically opposed to faculty involvement in specific image-building opportunities. The opposition to specific image-building activities on the part of faculty appears to include those who do not understand or appreciate image-building activities as a deliberate function and/or those who believe that providing good education is the sole role of faculty. That their activities outside of the classroom may contribute to external institutional image is coincidental or subordinate, as is indicated by some of the marginal responses:

- I carry a heavy community service burden featuring the provision of clinical assistance to individual residents of the region and regular speaking engagements to particular groups. None of these are intended to improve the image of the college, though one hopes that all of them do just that.
- Since I am not a marketing and/or image-oriented salesperson for the college or otherwise, my participation in community affairs probably, at best is a latent image-enhancer, e.g., most of what I do is not "specifically intended" to promote the college's image. I have, however, recently developed an IDS program for our students which may lead to improved image of the community college elsewhere, particularly at transfer institutions.

Thus, some faculty involvement in the image-building process appears to occur whether or not contract requirements or rewards exist. It supports previous studies which demonstrate that generative

faculty will involve themselves in college activities despite the lack of rewards or recognition. It is their nature to go beyond the parameters of the union agreement.

Recommendations for Further Study

Results of this study and Nagel's reflect the attitudes of two internal publics closely involved with the operations, mission, and philosophy of the academic institution. Parts II and IV of the instrument could be applied in other studies to some of the college's more important external publics, such as current students, graduates of the two-year colleges, high school students, high school guidance staffs, parents of college students, and citizens of the immediate service area. The perceptions of the above groups may help verify or contrast with the faculty and presidential attitudes.

Now that faculty have expressed their perceptions of what influences college image in Massachusetts, it would be useful to know how successful those factors have been in creating a satisfactory positive image for the institutions. A study should be conducted of several of the colleges' important external publics to determine the congruence among groups.

This study suggests that additional research of an in-depth interview and cluster group nature needs to be done to determine what particular aspects of public relations and marketing generate the apparent reluctance of faculty to embrace it as a necessary component

of educational enterprise, which many suggest it should and will become.

Further psycholinguistic research needs to be conducted to determine if the public information activities themselves are objectionable to the faculty or if the faculty are unduly associating the language and practices of all image-building activities with their occasional misuse by the corporate and government sectors.

Also needing to be investigated is how administrators can best convey linguistically to faculty, without creating premature prejudice, that image-building activities are an integral part of fulfilling the community college's mission of reaching out to its publics. Are academic institutions creating problems for themselves by adopting without modification the corporate image-building model and its vocabulary? Can greater faculty cooperation and participation be generated by the description of image-building activities in more comfortable and familiar educational terminology than in the "buzz-words" of the public relations practitioner?

Another important subject for additional analysis is to investigate in greater detail what impact, if any, the components of community college education criticized by some educational observers actually have on institutional image. The faculty perceived that the vast majority of the areas criticized did not have much impact on the publics' view of the institution and in fact several of the criticisms were considered to be important, positive image builders. Studies of

the external publics' awareness of these criticisms and whether they indeed do have an impact on public attitudes need to be conducted.

Applications of this Study

It is encouraging that the faculty sample and that of the presidents placed a commitment to providing the best education possible as the primary image builder. That quality education is the major mission of the community college should be unquestioned. The faculty sample speculates that student word-of-mouth reports of satisfaction with the quality of their educational experience is the primary image-building factor. The majority of faculty respondents seem to indicate that their best contributions to the educational process are sufficient to enhance institutional image. The potential for more deliberate image-building activities, such as public relations and marketing, to promote the college was largely unrecognized by a significant number of the faculty group.

This study can partially serve as the research component which should be the first step for the planning of a public relations and marketing campaign. If informational campaign planners have been undecided about which approach they should take, the "unique selling point" of student performance and quality education clearly indicates a viable direction. The distrust of traditional image-building activities demonstrated in this study and the unwillingness to participate in the process on the part of some faculty may indicate the necessity to institute informational campaigns to inform the

faculty of the nature of academic public relations and marketing. If the faculty recognizes that informational activities can amplify the "word-of-mouth" factor so that satisfied students can communicate their success and satisfaction with a mass audience, the faculty may understand that their hard work can be appreciated and recognized by a larger audience. Ultimately, the recognition by more of the external publics can encourage more potential students to take advantage of the fruits of the faculty's efforts and of community college education in Massachusetts.

Faculty unwillingness and inability to take on direct informational campaign duties may be minimized by tying in the specific image-building activities as closely as possible to what faculty are now doing. Newspaper articles, radio advertising campaigns, public presentations, and faculty contacts should center on quality education and student success. The entire specific image-building activities concept can be enhanced by capitalizing on the two most closely associated symbols of quality education--faculty and students.

If an informational effort is made, the faculty should be made to realize that if they are proud of the job they are doing, making that fact known is an extension of the process. It is a means of sharing the benefits of their contributions and assisting others to take advantage of faculty concern and hard work.

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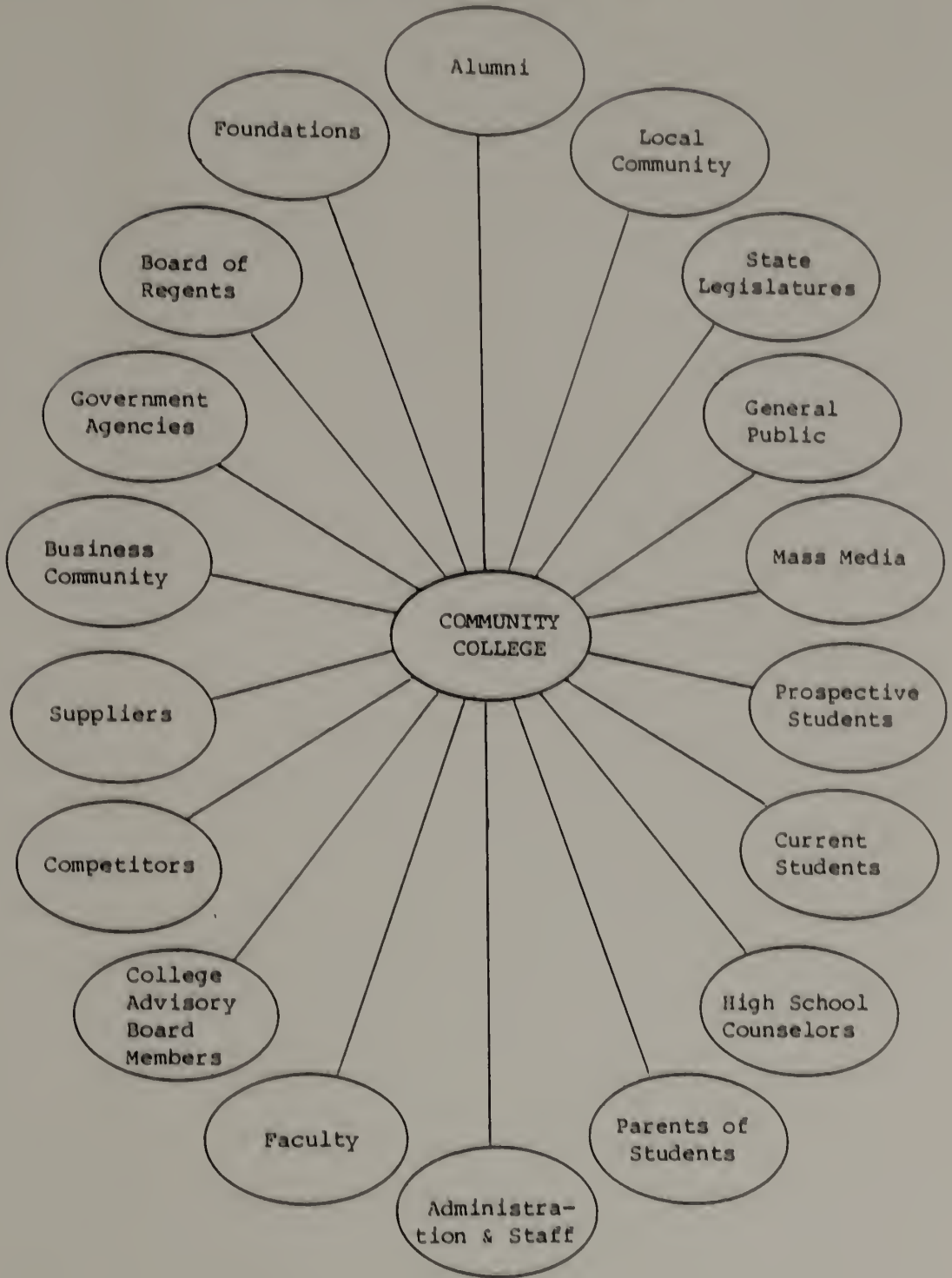
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APPENDICES

Appendix A
The Publics of the Community College



Appendix B

Copy of the Instrument

PART I

IDENTIFYING INFORMATION

- A. Name of College _____
- B. How many years have you taught full time at a Massachusetts community college? _____
- C. Do you have tenure? _____ yes _____ no

Please circle the subject area which you primarily teach:

- | | |
|------------------------|--------------------------------------|
| 1. Art and Music | 9. Health Sciences |
| 2. Behavioral Sciences | 10. History and Government |
| 3. Business | 11. Law Enforcement |
| 4. Communications | 12. Physical Sciences |
| 5. Data Processing | 13. Remedial/Learning Center Courses |
| 6. Electronics | 14. Vocational Training Programs |
| 7. English | 15. Other _____ |
| 8. Foreign Languages | _____ |

- D. Do you consider declining student enrollment to be a problem in the courses that you teach? _____ yes _____ no

PART II

FACTORS THAT MAY INFLUENCE YOUR INSTITUTION'S LOCAL EXTERNAL IMAGE

Below is a list of factors that may influence a two-year college's local external image. How important is each factor in contributing to your own institution's overall local external image? Please rate the importance of each factor, whether it helps or hinders your institution's overall local external image, from a low of one to a high of five considering that:

- 1 = No importance
- 2 = Little importance
- 3 = Moderately important
- 4 = Very important
- 5 = Extremely important

1. _____ Percentage of your faculty that holds doctorates
2. _____ Your College's Alumni Association
3. _____ Student word-of-mouth (i.e. what students say about your College to external publics such as prospective students and taxpayers)
4. _____ Faculty relationships with students, who in turn influence external image
5. _____ President (i.e. chief executive officer) in relationships with internal publics (students, staff, faculty, etc), who in turn influence external image
6. _____ Presidential activities in local community that are directly connected with the College (i.e. speeches about the College to Rotary Club, etc.)
7. _____ Presidential activities in local community that are not directly connected with the College (i.e. United Way leadership, service on civic committees, etc.)
8. _____ Presidential relationships with other community leaders (i.e. legislators, hospital administrators, reporters, etc.)
9. _____ Letters from the president to private citizens in the local community (i.e. personally answering their letters to the president, etc.)
10. _____ Presidential activities outside the local community (i.e. publications, attending or presenting papers at professional conferences, etc.)
11. _____ Membership of your College in professional associations
12. _____ Students' social conduct off-campus, when identifiable as your College's students
13. _____ Formal student activities reaching off-campus publics (i.e. internships, student newspaper circulating off-campus, athletic events open to external publics, etc.)
14. _____ Students' success rate, after graduation, in obtaining positions for which your College prepared them
15. _____ Students' performance, after graduation, in positions for which your College prepared them

16. _____ Students' performance, after graduation, in four-year colleges and universities
17. _____ Activities of your College's administrators, other than the president, in local community
18. _____ Activities of your College's administrators, other than the president, outside local community (i.e. publications, attending or presenting papers at professional conferences, etc.)
19. _____ Your College's own admissions and recruitment personnel
20. _____ Private marketing firms responsible for student recruitment
21. _____ Local high school personnel (i.e. guidance counselors, teachers, principals, etc.)
22. _____ The physical campus: the impression its architecture, landscape, etc. convey
23. _____ Geographic accessibility of your College's main campus
24. _____ Events that bring local external publics to the campus (i.e. continuing education courses, concerts, open house, general access to gymnasium, etc.)
25. _____ Presence of off-campus centers of your College in the local community
26. _____ Faculty speakers' bureau (i.e. faculty members speaking about your College, or in their own area of expertise, to local external groups)
27. _____ Faculty members' activities outside the local community (i.e. publications, attending or presenting papers at professional conferences, etc.)
28. _____ Non-professional staff (i.e. telephone operators, security guards, custodians, etc.) in contact with external publics: general efficiency, courtesy, and word-of-mouth comments
29. _____ Local newspaper coverage of your College or its personnel
30. _____ Local radio coverage of your College or its personnel
31. _____ Press releases about your College or its personnel

32. _____ Paid advertisements (i.e. in news media, telephone directories, etc.)
33. _____ Written materials about your College (i.e. catalog, flyers, mass mailings, etc.)
34. _____ Audio-visual promotions of your College, shown to campus visitors or groups off-campus (i.e. local high school seniors, Kiwanians, etc.)
35. _____ Coverage of your College or its personnel in journals circulated mainly beyond the local community (i.e. professional, trade, farm publications, etc.)
36. _____ Professional reputations of persons who serve as your College's trustees
37. _____ Your College's trustees, in their formal and informal relationships with local leaders, groups and private citizens
38. _____ Regional accreditation
39. _____ Accreditation of programs at your College (i.e. nursing, marketing, etc.)
40. _____ The Massachusetts community colleges' "open door" enrollment policy
41. _____ The traditionally high drop out rate of community college students
42. _____ The fact that community colleges are the newest sector of public higher education in Massachusetts
43. _____ The broad spectrum of courses and programs offered by your community college (i.e. nursing, electronics, remedial courses, vocational educational programs)
44. _____ The Massachusetts community colleges' strong emphasis on career and vocational education
45. _____ The socio-economic backgrounds of community college students
46. _____ Faculty disagreement over what the role of the community college should be
47. _____ The constantly evolving and changing mission of the community college

48. _____ Faculty members' activities in local community that are not directly connected with the College (i.e. service on civic committees, church organizations, United Way leadership, etc.)
49. _____ Faculty members' relationships with other community leaders (i.e. legislators, hospital administrators, reporters, etc.)

PART III

ADDITIONAL FACTORS

Have any factors been overlooked which you think are "extremely important" in influencing, positively or negatively, your institution's external image? Please list them below.

50. _____
51. _____
52. _____

PART IV

MAIN BUILDERS OF YOUR COLLEGE'S LOCAL EXTERNAL IMAGE

Of all the factors listed above, by you or by us, which you have rated No. 5 (as "extremely important") in influencing your College's local external image, which have been most helpful in building a positive image for your institution? Please record below the numbers preceding the factors that best help build your College's local external image.

53. _____
54. _____
55. _____

PART V

FACULTY PARTICIPATION IN ACTIVITIES SPECIFICALLY INTENDED TO IMPROVE THE IMAGE OF THE COLLEGE

56. Were you informed by your community college when you were hired that participation in activities specifically intended to improve the image of your institution, such as public relations and marketing, would be part of your job description?
- _____yes _____no
57. Do you currently consider participation in activities specifically intended to improve the image of your College to be part of the fulfillment of your job responsibilities?
- _____yes _____no
58. Should participation in activities specifically intended to improve the image of your community college be incorporated into collective bargaining agreement work load arrangements?
- _____yes _____no
59. If it were not part of the designated work load, would collective bargaining agreement provisions for rewarding and recognizing faculty participation in activities specifically intended to improve the image of your community college increase faculty involvement?
- _____yes _____no
60. Are there any factors other than the lack of recognition in the collective bargaining agreements that you think inhibit faculty participation in activities intended to improve the image of your community college? Please list.
- _____
- _____
61. Approximately what percentage of your total college activities, if any, is spent on activities specifically intended to improve the image of your college? _____

62. Please list the activities, if any, that you have participated in during the 1980-1981 and 1981-1982 academic years which were specifically intended to improve the image of your college.

THANK YOU FOR YOUR ASSISTANCE

FACTORS 1-39 IN PART II AND PARTS III AND IV OF THIS STUDY
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Appendix C



The Commonwealth of Massachusetts

Mount Wachusett Community College

Gardner, Massachusetts 01440

TELEPHONE: 832-6600

Dear Colleague:

I have been a faculty member at Mount Wachusett Community College for 12 years and currently I am a student in the University of Massachusetts Field Based Doctoral Program for Community College Personnel. Through the years I have become concerned about the public image of the community college. With declining numbers of students and the financial and organizational problems that higher education is facing in the 1980's, I believe that the image of our institutions is becoming more and more critical to their survival and growth.

I would like to ask you to take a few minutes of your time to fill out the enclosed survey on institutional image and return it to me in the enclosed envelope as soon as possible. The information gathered from the study will be used as the research basis of my doctoral dissertation. Obviously, complete anonymity is ensured. Each return envelope, however, is coded so that I will be able to send reminders to those of you whom I have not heard from by April 16.

Your opinions are important. The results should assist the Massachusetts community college system to develop image-building strategies which will most effectively contribute to the institutions' positive image. Your participation in this study is greatly appreciated. Thank you.

Sincerely,

Vincent S. Ialenti

Vincent S. Ialenti

Enc.

