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A COMPARISON OF A MODEL COLLEGE ADVANCEMENT  
PROGRAM WITH THE PUBLIC RELATIONS  
EFFORT AT SOUTH DAKOTA STATE  
UNIVERSITY

BY

JOHN W. WHALEN

A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Major in  
Journalism, South Dakota  
State University

1972

A COMPARISON OF A MODEL COLLEGE ADVANCEMENT  
PROGRAM WITH THE PUBLIC RELATIONS  
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UNIVERSITY

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This thesis is approved as a creditable and independent investigation by a candidate for the degree Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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and Mass Communication

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Date

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The investigation would have been impossible had not my wife, Peggy, assumed nearly the entire burden of household and young children.

J.W.W.



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## CHAPTER I

### INTRODUCTION

This paper is concerned with the management--planning, implementing and evaluating--of programs and activities designed to advance the understanding and support of colleges.

College efforts at wooing publics and winning their support have too often been limited to publicity. Since colleges opened their doors they have had public relations problems and have made efforts to court various publics--even if that effort was a single conversation each year by the president. The news bureau was called on as a panacea for public relations needs. Even then the public relations of the institution could be thought of as "the sum of all the impressions made by the institution" and when alumni relations and fund raising became recognized facets of a public relations program--indeed when public relations was recognized as a management function--there still was no formal total program for controlling the impressions the institution made by participation in policy-making.

This paper was written on the premise that any college public relations program that is organized without considering all publics and all impressions that accrue to the institution will fall short of what is needed today. Many studies have suggested such programs would be administratively awkward, hard to contain and to staff. This paper presents the advancement concept as an approach to planning,

implementing, and evaluating a complete program of that nature.

The institutional advancement program has never been spelled out or defined. This paper has been an effort to consider the public, the public relations director, planning, public relations objectives and principles, public relations evolution and how these factors have made the advancement concept necessary as the approach best-suited to today's public relations problems in higher education. The public relations effort at South Dakota State University is then spelled out and compared with the model.

#### Statement of the Problem

Advancement activities are ill-organized and ill-directed at many institutions. There is considerable overlapping of effort and many persons are performing functions without specific goals or purposes. There is a pronounced lack of coordination. Advancement duties add unnecessarily to the physical and mental burdens of the president at many institutions. There is a lack of understanding of the relationships between the various administrative areas concerned with public relations, alumni relations and fund raising. Because of these reasons and others there appears to be a definite need for a plan outlining sound organizational patterns for advancement programs.

#### Purpose

It is the purpose of this study 1) to outline the advancement concept as an administrative structure for achieving public relations goals; 2) to show how the advancement concept might serve to improve public relations administration at South Dakota State University.

### Importance of the Study

The advancement concept presented in this paper can remedy the two most serious problems in college public relations: a lack of central coordination and direction and the use of public relations in a remedial rather than a planned, on-going effort. The author feels that the advancement concept is a sound, efficient, and much-needed program for public relations administration that if more widely embraced could do much to further the understanding and support of higher education.

### Method of the Study

The method of this study was that of analysis. Webster's Third International Dictionary defines the term as: "separation or breaking up of a whole into its fundamental elements or component parts; a detailed examination of anything complex."

The study used existing data to reach its conclusions. A body of literature exists for tracing the development of the advancement program and for describing the present status of the advancement concept. This literature was used to describe and analyze the advancement concept as an approach to the administration of college public relations. In addition to this library research, personal interviews were used to describe advancement at South Dakota State University.

The term "institutional advancement program" (IAP) or "advancement program" is employed in this paper as a literary convenience and is meant to be applied to the total program implemented by the institution to advance the understanding and support of its educational objectives.

"Advancement" is the term used by the American College Public



Relations Association (ACPRA) as an umbrella to include public relations, alumni relations, fund raising and information services.

"College" was used synonymously with higher education and in lieu of "university" or the phrase "college and university."

"Development" was originally intended to describe the advancement concept, but through misuse and misapplication has tended to become synonymous with fund raising and is used in that context in this paper.

"Coordinator" is used to identify the administrative officer who supervises the activities of an advancement program.

## CHAPTER II

## EVOLUTION OF COLLEGE ADVANCEMENT PROGRAMS

Man for centuries has applied certain principles of public relations to particular situations to gain a better understanding with his publics. Public relations in colleges, however, has no claim to lengthy tradition. The formal administrative entity of college public relations dates only from the early part of this century.

Cutlip and Center point out that ". . . institutions of higher learning were among the first to set about winning public favor on a systematic basis."<sup>1</sup> Maienknecht doubts that it can be determined which college first established a publicity office. Studies he reported indicated that the University of Kansas and Southwestern University, Georgetown, Texas, opened separate offices for publicity in 1900.<sup>2</sup> Cutlip and Center suggest that possibly the first college press bureau was set up in 1904 by Willard G. Bleyer, pioneer journalism educator at the University of Wisconsin.<sup>3</sup>

There were efforts at publicity and public relations before these bureaus were formed, however. Harrel notes that King's College

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1. Scott M. Cutlip and Allen H. Center, Effective Public Relations, 3rd Ed., (New York: Prentice-Hall, Inc., 1964) pp. 410-411.

2. Gilbert O. Maienknecht, Organization, Functions, and Budgeting of College and University Public Relations Programs, Unpublished Ed.D. dissertation, Indiana University, 1952, p. 2.

3. Cutlip and Center, p. 16.



in New York was the first to use the press as a medium for publicity when it submitted an advertisement to New York papers about 1754. He says Harvard University published an annual report of the president as early as 1825, and the Case School of Applied Science and James Millikin University practiced a form of public relations in 1902 when they began the circulation of printed material.<sup>4</sup>

Organized in the first year of the 20th century, the nation's first public relations agency, the Publicity Bureau had both Harvard and Massachusetts Institute of Technology among its first customers, according to Cutlip.<sup>5</sup> Harvard was apparently the first institution to engage the services of a consultant to inform the public of its programs.

Formal communication between the campus and its community was slow in developing considering that Harvard University celebrated its 264th birthday when it engaged the Publicity Bureau. Most of the colleges in the United States did not accept the need for organized publicity offices until around 1918. By the 1930's the majority of small colleges began organizing publicity offices.<sup>6</sup>

One of the first organized activities of an advancement nature was frequently alumni relations. Pfau reported that in 1913 a group

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4. Marion B. Peavey, A Study of Public Relations as Practiced by Six Colleges and Universities in South Carolina, Unpublished M.A. thesis, University of South Carolina, 1967, p. 116.

5. Scott M. Cutlip, "The Nation's First Public Relations Firm," Journalism Quarterly, Vol. 43, (Summer, 1966), p. 269.

6. Maienknecht, p. 3.

of men and women employed as "alumni secretaries" formed the Association of Alumni Secretaries. In 1918 the organization of Alumni Magazine Editors followed, and in 1919, the Association of Alumnae Secretaries was formed. In 1927 the three organizations merged to form the American Alumni Council.<sup>7</sup>

On April 6, 1917, the day the United States entered World War I, the major national association for college public relations was formed in the corner of a room in Chicago's LaSalle Hotel. Although it seemed extemporaneous, the meeting was the result of more than two years of planning by Theodore T. Frankenberg, then associated with Western College for Women. "Few institutions of higher education had full-time publicists; most of those who handled publicity for colleges were teachers of journalism or administrators responsible for a variety of other tasks," according to Seller. "Frankenberg contacted some of these individuals through 1915 and 1916, and on April 6, 1917, at an annual meeting of the American Association of Teachers of Journalism (AATJ) he drew together 24 others with whom he established the American College Public Relations Association.<sup>8</sup> The AATJ had included sessions for college publicity workers since 1914. "The history of the development of our profession is reflected largely in the story of the progress of

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7. Edward Pfau, A Study of Alumni Relations in Selected Institutions of District VII, American Alumni Council. Unpublished Ph.D. dissertation, The University of Denver, 1955, p. 5.

8. M. Charles Seller, The American College Public Relations Association: A Study of Its Development During the Period 1915 to 1950, Unpublished M.A. thesis, The Pennsylvania State University, 1963, pp. 136-137.

this Association," said Arthur L. Brandon of the University of Michigan in 1947, after completing two terms as president of the ACPRA.<sup>9</sup>

Kummerfeldt divided the development of college advancement into four periods, closely tied with the development of the ACPRA. They were the "Journalism-News Concept--1904-1930"; "Publicity Concept--1930-1946"; "The Public Relations Concept--1946-1958"; "The Coordination Concept--1958 to the present".<sup>10</sup> The periods are related to the evolution of the ACPRA in that the association functioned until 1930 as the American Association of College News Bureaus (AACNB); from 1930 to 1946 as the American College Publicity Association (ACPA) and from 1946 to the present as the ACPRA. The association's "Greenbrier Report" was published in 1958 and was the starting point for Kummerfeldt's fourth period.

#### Journalism-News Concept--1904-1930

At this point administrators were beginning to realize public relations needs and were looking to publicity to solve the problems.

In this formative period, Kummerfeldt says, advancement personnel were concerned primarily with reporting news. Prime qualification of personnel was journalistic experience. "In the earliest years of this period, this basic qualification could be seen in the typical assignment of the news bureau directorship to a journalism instructor on a

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9. Arthur L. Brandon, "Reselling Education," College Public Relations Annual, 1947, p. 31.

10. Irvan Jepsen Kummerfeldt, From News Bureau to University Communications: A New Name, Definition, and Organization, Unpublished Ed.D. dissertation, Indiana University, 1968, pp. 55-56.

part-time basis. Function of the administrative area was seen as disseminating news to the primary carrier of information in that period--the newspaper."<sup>11</sup>

Kummerfeldt also notes that early in the period, the news bureau director had two superiors--his journalism department head for his teaching function and the president for his news dissemination function. "Later in this era of development, the news bureau achieved separation from the journalism department, creating direct administrative responsibilities to the president. However, this connection to the presidency did not develop into a close, two-way relationship until well into the next stage of evolution."<sup>12</sup>

That public relations practitioners were looking beyond the journalism department became evident when the 1925 AACNB convention was held separately from the AATJ convention. Public relations personnel were becoming independent of journalism departments possibly because of the expanding scope of their duties. The new duties, in turn, could be traced to the expansion of American communications media beyond the single outlet--the newspaper--to radio, a thriving motion picture industry and the addition of direct mail and advertising.

Newland observed that Frank R. Elliott, founder of the news bureau at Indiana University in 1921, rose in the 1923 convention and made a plea for greater use of media other than the newspaper. He specifically mentioned direct mail, exhibits, movies, radio, speakers'

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11. Kummerfeldt, p. 53.

12. Kummerfeldt, p. 53.

bureaus and similar public relations tools.<sup>13</sup> The members of the national association were inclined toward a name change to reflect some of these developments in attitude and functions within member institutions.

Nothing had changed at this point as far as institutional public relations needs were concerned but administrators and public relations practitioners were becoming increasingly aware of their responsibility to become involved with more publics and with more of the areas where impressions could be controlled.

Arthur G. Coons of Occidental College told the 1928 association meeting that his institution "views publicity as the whole field of public relations, seeking to develop the goodwill of the community, and the esteem in which we are held abroad."<sup>14</sup> Theodore Brameld told the same meeting that Ripon College "does not confine publicity to newspapers." He said Ripon's news department sponsored a high school music festival and also began a program recognizing high schools whose students attained academic excellence at the college.<sup>15</sup> The transition from simply reporting news to creating campus news events was underway. College public relations directors were beginning to move into the general administrative structure of their institutions.

"Growing pains continuously beset the organization," Newland

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13. John S. Newland, Changing Role of the College Public Relations Director Since World War I, Unpublished M.A. thesis, Indiana University, 1962, p. 37.

14. Kummerfeldt, p. 31.

15. Kummerfeldt, p. 31.

says, "causing Indiana's Elliott, in his presidential summary of 1926, to suggest that a new name for the organization be considered, one more befitting the aims and goals of the membership. Further discussions produced the term 'public relations', Elliott wrote later, but some feared that this would be presuming upon the duties of a college president and its trustees."<sup>16</sup>

The name American College Publicity Association was approved in a mail referendum and first used on the association newsletter of April 3, 1930. Kummerfeldt says that at this point "the official association view of the university public relations man had become that of an advisor-administrator."<sup>17</sup>

#### Publicity Concept--1930-1946

Kummerfeldt says that the central news function continued to be the most easily understood aspect of college advancement during this period.

The more abstract concept--that all contacts between an institution and its publics constituted the sum of its public relations--had yet to be fully formed or understood. The professional association had broadened its aims, but the members still found their institutional administrators mostly "uneducated" about the status to which public relations was aspiring in universities.<sup>18</sup>

Fine's study showed that 1930 to 1938 was the period of most

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16. Newland, p. 38.

17. Kummerfeldt, p. 32.

18. Kummerfeldt, p. 34.



rapid growth for campus public relations up to that time.<sup>19</sup> Only four college publicity bureaus were reported in the nation during the 20th century's first decade. Thirteen more were organized between 1910 and 1919, while 84 were started from 1920 to 1929. Then from 1930 to 1938, 104 campus publicity bureaus were formed, according to Fine.

During this era, the advancement coordinator on the nation's campuses moved closer to being a top administrator. Fine discovered that more than 90 percent of the publicity directors in his study were responsible to the president, dean, or board of trustees.<sup>20</sup> During this era the belief that public relations should serve both an advisory and policy-making function in colleges was born. Kummerfeldt said:

Administratively, the staff function of providing advice to the president grew in importance. This turned the communications between president and public relations head into a two-way process. However, the advisory role did little to clarify the nature of specific functions that should be the responsibility of public relations. Chief university public relations executives in this era were in charge of duties ranging from writing news releases to directing bands. The symptoms of a vague administrative description of the area's functions were beginning to be seen. The simple news concept of the first evolutionary era had been broadened, but without seeming understanding of limits. The period was marked by complaints from practitioners that they were assigned too many unrelated activities.<sup>21</sup>

#### The Public Relations Concept--1946-1958

As victory in the war became apparent, Seller says, so did a

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19. Benjamin Fine, College Publicity in the United States, (New York: Bureau of Publications, Teachers College, Columbia University, 1941), pp. 20-22.

20. Fine, p. 44.

21. Kummerfeldt, pp. 54-55.

realization that the intensive use of public relations and public opinion techniques during the war had attained for practitioners a level of respect and acceptance that had been lacking before. "Forecasts of sudden enrollment increases and the corresponding need for vast new physical and staff resources convinced college presidents and trustees that public relations men and women could serve in key administrative roles in higher education."<sup>22</sup>

Symbolic of the turning point was the change of the national organization's name at the 1946 convention. After two years of committee planning, ACPA became the American College Public Relations Association.

The public relations concept, Kummerfeldt says, saw the administrative area responsible for interpretation of the university to promote understanding and subsequent support by the public. The boundaries of public relations seemed to expand to coincide with the boundaries of the university itself.<sup>23</sup>

The umbrella of the expanding term was spreading to include under it the function of fund-raising. Discussions would propose the relationship of university planning and development to public relations. Alumni offices became more firmly related to the broad program. Concern was expressed that somehow all members of a university faculty and staff must be directed, counseled, or taught their relationship to the university's public relations program.<sup>24</sup>

The advancement concept and an appropriate administrative structure for it was becoming increasingly necessary. Practitioners seemed

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22. Seller, p. 140.

23. Kummerfeldt, p. 55.

24. Kummerfeldt, p. 40-41.



prepared to take the initiative in all relations with publics. The trend instead was toward public relations practices and structures that limited the public relations role and scope for the sake of administrative convenience.

This expansion of the advancement responsibility into every corner of the university upset practitioners who felt they were working without administrative limits. But the concern of some went beyond that. Suggesting that universities might "prostitute" themselves by adopting the new public relations philosophy, Monroe E. Deutsch, vice president and provost emeritus of the University of California, expressed concern that the "atmosphere of the market place" would threaten campus missions.<sup>25</sup>

He believed that public relations could threaten particularly the traditional and basic university rights of freedom to learn and freedom to teach. He pointed to the possibility that,

Fear and cowardice will govern all decisions, and an institution pledged to seek and teach the truth will sell its birthright in the hope of securing a mess of pottage. Scholarly ideals may well be subordinated to the bombastic, the striking, the noisy, or to political expediency. University publicity would then not seek to give a true picture of the work of the college, but to portray it in the way that is thought to be most appealing to the general public.<sup>26</sup>

During the 1950's another term entered the public relations picture. The origins of "development" in the university context are vague, but by the mid-1950's it had become a part of the language of

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25. Monroe E. Deutsch, The College from Within, (Berkeley, Calif.: University of California Press, 1952) p. 44.

26. Deutsch, p. 46.

the ACPRA. It seemed to be an attempt to draw together the public relations functions into one administrative entity. Zwingle said, "University development, properly defined, begins with university planning, moves into general university public relations (or self-interpretation), and then into fund-raising."<sup>27</sup>

A giant step was taken for the ACPRA during this period. A 12-year effort to secure financial support for the establishment of a central office and executive staff finally culminated in 1950, when assistance from the Association of American Colleges made it possible to set up an office in Washington, D.C.<sup>28</sup>

During this period, Kummerfeldt says, the advancement coordinator's position on advisory and policy-making councils was cemented. The coordinator had become a policy-maker, advisor, planner, fund-raiser, interpreter and guardian of the institution's social and moral duties. "Historically, all of these roles were part of the presidency's function. The evolution of public relations as an administrative area merely follows a 20th century pattern in higher education. Expansion of presidential responsibilities and a societal trend toward specialization combined to fragment the functions of the presidency."<sup>29</sup>

#### The Coordination Concept--1958 to the present

The Greenbrier Report was the result of a joint ACPRA-American

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27. J. L. Zwingle, "Some Fundamentals of University Development," College and University Journal, Vol. 6, (Spring, 1967) p. 29.

28. Seller, p. 141.

29. Kummerfeldt, pp. 47-48.

Alumni Council study entitled, The Advancement of Understanding and Support of Higher Education. The popular name came from the location of the final conference of the study at the Greenbrier resort in White Sulphur Springs, West Virginia. The report sought to give order to the area of college advancement by recommending a coordinator be appointed at each institution to direct the multiplicity of functions advancement had come to include. It focused its attention on public relations, alumni relations, and fund-raising as the most obvious components of the area that required coordination. Such a coordinator would provide form for the broad and almost limitless group of related administrative activities that had come to be known as public relations.

That the report was less than successful was pointed out by Newland in his discussion of recent dissonance among ACPRA members over the IAP's function.

Responses from some of its members imply that the guiding light of the Association may be dimmed in confusion. Subdivided into elements of communication, medical and health affairs, development (fund-raising) and administrative, the membership is officially classified as "public relations and development personnel representing more than 900 member institutions of higher learning." What previously had been only hints of confusion and dissatisfaction were bannered in 1960 when unsuccessful efforts were made to change the name of the Association to a more encompassing Association for the Advancement of Higher Education. Outright opposition, paired with uncertainty over where the development officers fit into the overall public relations pattern, wielded the defeating blow.

Marquette's Edmund S. Carpenter voiced the view of the opposition: "I view with alarm the all-out effort to snare the development workers into our association, and the dropoff of emphasis on communication."

Frank Ashmore, executive director of the Association, attempted to solve the riddle by proclaiming that "public relations is not a part of development and development is not

a part of public relations, but both are parts of a larger whole for which no satisfactory name has yet been found."<sup>30</sup>

Mills also pointed out that various factions within the ACPRA and the American Alumni Council had called in past years for a vote to merge. So far the proposal had failed at the ballot box. In 1967 the ACPRA convention also defeated a proposal to change the group's name to the Association for the Advancement of Colleges and Universities.<sup>31</sup>

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30. Newland, pp. 61-62.

31. Joe Lee Mills, The Organization of a University Relations Program Designed for East Texas State University, Unpublished M.S. Thesis, East Texas State University, 1967, pp. 15-16.

## CHAPTER III

## AN OVERVIEW OF INSTITUTIONAL ADVANCEMENT PROGRAMS TODAY

The first chapter introduced college advancement by providing an understanding of its evolution. An overview of what the IAP has become is necessary to fully appreciate the complexities, problems and importance of the organization and structure discussed in chapter four.

Seven areas seem basic to breaking down the whole of advancement activities: public relations foundations--1) public relations defined; 2) public relations principles; 3) public relations objectives; 4) the publics; 5) public relations planning; the public relations program--1) the advancement coordinator; 2) public relations responsibilities in colleges.

Public Relations Defined

William Ehling, director of information at Syracuse University, points to three main theories which attempt to establish the boundaries of public relations as a specialized activity:

1. Most prevalent is that public relations is a technical function, primarily concerned with influencing public opinion and attitudes through mass media.

2. More advanced is that it is an organizational function embracing all the relations between an institution and its publics because all have impact on public opinion.

3. The last is that it is an administrative function, thus carrying the organizational approach to its logical

conclusion: the impact different kinds of relations have on the public depends above all else on the formulation of sound policy.<sup>32</sup>

There is a correlation between these three theories of public relations and the periods of development that public relations went through as traced in the last chapter. The periods of development went from "publicity" to "public relations" to "coordination," just as the theories go from "publicity" to "public relations" to "administrative coordination." The correlation emphasizes the fact that public relations is defined by its practice, which in turn is what makes a precise definition so elusive. The trend today, according to Ehling, is for more and more public relations men in higher education to identify themselves with the last theory--the right to participate in policy-making decisions at top management level.<sup>33</sup>

For purposes of this paper the first theory above will be regarded as a definition of "publicity"--not of public relations; theory two defines public relations, and theory three defines the advancement approach to public relations.

The distinctions are obvious ones. The notion of ". . . influencing public opinion and attitudes through mass media" is the news bureau-publicity approach to solving public relations problems. Of course, the news bureau cannot solve all problems--it cannot even reach all publics. Because of this the second definition--that public

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32. William Ehling, "Publicity in Higher Education: A Problem in Administration," College Public Relations Quarterly, 1953, p. 9.

33. Ehling, p. 9.

relations ". . . is an organizational function embracing all relations between an institution and its publics"--is appropriate. Operating under this approach advancement personnel would look to all publics--students, alumni, faculty, donors, community, legislature, etc.--and would always be asking the question--what have we done for this public lately? A member of the staff would be put in charge of each public and would always keep this public's interests in mind when decisions were being made. The IAP coordinator would keep a file on each public with a list of services being provided each public and ideas on services and projects that could be provided or should be investigated.

The third definition then carries the advancement concept to its fullest extent: public relations will be easy if policy is always made in the public interest. It follows, of course, that policy that reflects the publics' wishes will also best serve the institution. The advancement concept then is actually a philosophy: a philosophy that holds that the best public relations is in service--not in news releases, film clips or arty publications.

There are as many other definitions of public relations as there are persons who have written about it. Some of them have relevance here as they helped form a base for Ehling's definitions. Perhaps one of the better definitions is a truism that public relations is simply "doing good and telling people about it."

Webster's Third New International Dictionary says this about public relations:

1. The promotion of rapport and goodwill between a person, firm, or institution and other persons, special publics, or



the community at large through the distribution of interpretive material, the development of neighborly interchange, and the assessment of public reaction.<sup>34</sup>

The following two definitions have special relevance to the advancement concept:

W. Emerson Reck describes public relations as the "sum total of all the impressions made by the institution and the various persons connected with it."<sup>35</sup> Reck says further: "Public relations is the continued process of keying policies, services, and actions to the best interests of those individuals and groups whose confidence and good will an institution covets; and the interpretation of these policies, services and actions to assure complete understanding and appreciation."<sup>36</sup>

The definition often quoted is that of Glenn and Denny Griswold, founders of Public Relations News. Their definition:

Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and executes a program to earn public understanding and acceptance.<sup>37</sup>

Reck's definition says it all so far as advancement is concerned even though it was written 25 years ago. His definition helped

34. Webster's New International Dictionary, p. 1836.

35. W. Emerson Reck, Public Relations: A Program for Colleges and Universities (New York: Harper and Brothers, 1946), p. 8.

36. Charles S. Steinberg, The Mass Communicators, (New York: Harper and Brothers, 1958), p. 342.

37. Glenn Griswold and Denny Griswold, Your Public Relations (New York: Funk & Wagnalls, 1948), p. 4.



introduce the "Public Relations Concept" that Kummerfeldt outlined in the last chapter. Although Reck probably didn't think of his definition in the broad sense that it is being treated here, the definition fits advancement very well.

The Griswold definition is important since it identifies public relations as a management function and begins with "evaluation" of public attitudes. That point is very important to any definition.

#### Public Relations Principles

Certain principles are important to the practice of public relations to help insure the success of the effort and to provide integrity for the profession. It is basic that public relations people serve the press by providing only material editors want; that they always be candid and truthful; and that they interpret the problems of higher education to the public.

The Publicity Bureau was started by Herbert Small, George Michaels and Thomas Marvin in 1900. They were the first to advance the principle that the best way a counselor could serve a client was to meet the news requirements of the press. They saw a need for newsworthy publicity and its value in advancing the fortunes of businesses and educational institutions that relied on public acceptance to realize their objectives.<sup>38</sup>

That principle and one other--by Ivy Lee in 1914, the "father of modern public relations"--set the basis for good public relations

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38. Cutlip, p. 280.

that remains true today. "Tell the truth," Lee told John D. Rockefeller, Jr., "because sooner or later the public will find it out anyway. And if the public doesn't like what you are doing, change your policies and bring them into line with what the people want."<sup>39</sup>

A prime reason for college advancement programs is that the public has a right to know how tax money is being spent and how colleges are carrying out their objectives. Further, it would be impossible for most newspapers to properly cover news on campuses. If the overt function of "creating an image" were ignored by colleges, there would still be a pressing need for public information programs, if for no other reason than to assist the publics. There are some educators who contend that the many problems facing higher education now have come about because colleges have failed to convince the public of their worth and needs.<sup>40</sup>

Not entirely unrelated to the problem of a lack of public information is the fact that much of it is misdirected. Cutlip leveled this criticism:

Higher education still has too many press agents who put the spotlight on the college side-shows of beauty queens, athletic heroes, and on contrived gags. A picture of a pretty coed throwing books and legs in the air to celebrate the end of exams does little to tell what higher education is all about.<sup>41</sup>

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39. Ray Eldon Hiebert, Courtier to the Crowd (Ames, Iowa; Iowa State University Press, 1966), p. 4.

40. Clarence A. Schoenfeld, The University and Its Publics (New York: Harper & Brothers, 1958), p. 167.

41. Cutlip and Center, p. 281.

The big questions that come to mind are: Why strive so diligently to be understood? Why have an advancement program? Why can't the outstanding achievements of the college speak for themselves? As Stewart Harral once said: "An institution or organization without a public relations program is like winking at a girl in the dark. You know what you're doing but no one else does."<sup>42</sup>

Harral states the problem another way: "One of the greatest obstacles in the path of progress in higher education is the public's very inadequate understanding of the character, purpose, processes, and results of university training. The cultural values of higher education are not easily grasped by the man in the street. He has his doubts about the propriety of any student spending as much as 18 weeks concentrating on three selected plays of Euripides."<sup>43</sup>

The foregoing principles are as important to the advancement program as they have been to practitioners at each step in the evolution of college public relations. Truthfulness and a sincere desire to interpret higher education do more to justify advancement programs than anything else. A commitment to these principles is important too, so that staff and public alike realize that decisions are made with an awareness for the public so they can be of genuine service--not just for the public relations mileage involved.

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42. Stewart Harral, When It's Laughter You're After (Norman, Oklahoma: University of Oklahoma Press, 1962), p. 325.

43. Stewart Harral, Public Relations for Higher Education (Norman, Oklahoma: University of Oklahoma Press, 1942), p. 4.

Needless to say, the public relations job of informing the public of the good colleges are doing for them has not been made any easier by sit-ins, lie-ins, bleed-ins, by co-ed dorms and late curfews and by the growing impersonalization made necessary by today's large numbers of students.

### Public Relations Objectives

Public relations can help bring order from administrative chaos--or administrative apathy--by forcing a workable statement of educational objectives, an understanding of what the institution is to represent and stand for, and periodic reviews of the educational success. Public relations personnel should seek to define what the institution is, what it wants to be and provide for input from all publics on the institution's role and seek promotion by all publics of that role once it is defined.

In order to bring about understanding and support of an institution by its publics, it is essential that the institution defines what it wants the respective publics to understand and support. The mere knowledge of an institution does not automatically result in the institution's being either understood or supported. An institution must define its "image." How does it see itself? What is its personality? What are its objectives? What worthwhile undertaking is it doing well? Once it has defined "what it is and what it wants to be," the institution knows how it may appeal to its publics. A statement of the institution's educational objectives that can be clearly understood provides advancement people with "essential guidance in the

process of showing the institution to the outside world."<sup>44</sup>

Reck provided six factors to Corey which he felt determined the image of an institution:

1. The college's people--their appearance and attitudes, the efficiency and effectiveness with which they do their work, the contributions they make to community, to church and through the various other groups of which they are members.

2. The college's practices and policies--their fairness, soundness, and ethical qualities.

3. The college's program--academic, cultural, spiritual, social, when viewed from such aspects as adequacy, balance, and strength.

4. The college's product--the alumni, their achievements, contribution, when compared with those of other institutions.

5. The college's plant--its adequacy, beauty, maintenance.

6. The college's publicity--its good taste, accuracy, honesty.<sup>45</sup>

The advancement concept holds that since these are the factors that effect the college's image the IAP should have control over them. That is to say advancement personnel must have a program to influence the appearance and attitudes of the college's people, the fairness of the college's practices, the quality of the academic preparation, the adequacy of the plant, and the honesty of the publicity. No longer is it adequate to write news releases and ignore the wealth of other

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44. The Advancement of Understanding and Support of Higher Education, (Washington, D.C.: The American College Public Relations Association, 1958), p. 26.

45. John F. Corey, The Organization and Implementation of a College or University Public Affairs Program, Unpublished Ed.D. dissertation, Duke University, 1965, pp. 34-35.

areas where impressions are being made on the publics.

This point is also made by Horn, who points out the importance of having a good product. He says:

No amount of public relations effort will be successful in the long run if the college does not do its educational job satisfactorily. Good public relations can contribute to making this teaching job more effective, but it cannot itself do the job.<sup>46</sup>

Advancement people, of course, will do what is necessary to keep the educational program current, innovative and in line with what students want.

Real success can come to the overall program when it is carried to all personnel who deal with students, prospective students, visitors or other publics. As Horn puts it:

The responsibility of the college public relations director extends to working positively to build the sort of academic community in his institution that through its contacts with the public will create the sort of good will toward the institution that understanding alone can scarcely ever develop.

This means the whole institutional family, from grounds-keepers and switchboard operators, the students and faculty, to the president and board of trustees, must be made public relations conscious. Public relations, in a way, is everybody's job, and it may well begin with the receptionist in the admissions office as she greets prospective students and parents.<sup>47</sup>

Without an awareness of the public's interests the efforts of dozens of advancement personnel can be negated very quickly by secretaries and others who are "too busy" to take time for the people the

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46. Francis H. Horn, "Current Problems in Higher Education: Some Implication for Public Relations," College Public Relations Quarterly (April, 1953) p. 5.

47. Horn, p. 8.



college serves.

Chief administrators are sometimes remiss in their public relations responsibilities too. Advancement people are responsible for advising administrators to protect against an instance such as the following from Reck:

Poor relations occasionally grow up with faculty and staff members (all publics, in fact) because college administrators determine and announce new policies without consulting those most concerned.<sup>48</sup>

Reck describes this last paragraph as a "cornerstone of public relations." He continues:

Before a college can have good public relations through its publics...it must have good public relations with them. This means that it must understand these publics and their interests; it must key its policies and activities to serve the interests of its publics to the greatest possible degree; and it must interpret its policies and programs so that its publics will have complete understanding of their worth both to them and to society in general.<sup>49</sup>

Cutlip places the public relations objective in three categories, which he terms the three P's of public relations: 1) polling--a self-analysis of the institution's present situation; 2) planning--the evolvement of policy, and ways in which the institution can serve better and tell its story more effectively; 3) publicizing--telling the institution's story, interpreting and dramatizing the institution to its publics through all media.<sup>50</sup>

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48. Reck, p. 70.

49. Reck, p. 67.

50. Scott Cutlip, "R<sub>x</sub> for Public Relations in Higher Education," NEA Journal, Vol. 23, (March, 1950) p. 215.

Though not as complete as the objective Reck stated, these are very important to the practice because they again emphasize both planning and evaluation. Knowing the present situation both for the college and its publics and evaluating programs to ascertain their impact on publics is the only manner in which the objectives Reck mentioned can possibly be reached.

Surveys of opinion can prove valuable in determining the thoughts a particular public might have toward an institution. Polling of public opinion can establish the effectiveness of a public relations program and can seek out weaknesses which hamper the growth of an institution.<sup>51</sup>

Fine, after studying 275 colleges, found that the "most important publicity objective, chosen by administrators and publicity directors in all types of colleges, was 'to create good will for the institution.'" More specifically, he listed these three objectives: 1) to gain public support for sufficient funds; 2) to acquaint the public with new educational trends; and 3) to add to the reputation of the institution.<sup>52</sup>

#### The Publics

The inception of the advancement concept can be attributed in part to a growing awareness that more publics exist than can be effectively reached through mass media.

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51. Marion B. Peavey, A Study of Public Relations as Practiced by Six Colleges and Universities in South Carolina, (Unpublished M.A. thesis, University of South Carolina, 1967) p. 23.

52. Fine, p. 38.



It is the public that makes public relations necessary and success or failure of any advancement program rests with the publics. The Greenbrier report said:

Higher education in this country will succeed only to the extent that the public permits it to succeed. The levels of public support of the individual institution will depend very largely upon the degree of public confidence created in that institution.<sup>53</sup>

What constitutes a public? According to Robinson a public "refers to some particular segment of a grouping of individuals that have certain characteristics in common."<sup>54</sup>

It is helpful to identify the publics of the college so they can be properly cultivated and so that feedback can be sought from time to time from the specific publics.

Schoenfeld divides the publics of higher education into five key groups: the student, professor, trustee, public at large, and family groups (parents, alumni, employees, community, other members of the teaching profession).<sup>55</sup>

Reck breaks these groups down and describes 27 publics: prospective students, parents, students, staff, alumni, honorary alumni, trustees, local citizens, sister colleges, accrediting agencies, educational associations, learned societies, employers of college graduates, professional men and women, industry labor, ministers and church

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53. The Advancement of Understanding and Support of Higher Education p. 3.

54. Edward J. Robinson, Communication and Public Relations, (Columbus, Ohio: Charles E. Merrill Books, 1966), p. 442.

55. Schoenfeld, p. 6.

people, donors, prospective donors, clubs and societies interested in cultural aims, press, motion picture officials, campus visitors, phone callers, government, armed forces and veterans, other nations and their citizens.<sup>56</sup>

Of course, any list of publics could continue to infinity depending on how detailed a breakdown is desired.

Obviously such a list of publics cannot be reached through the general press with any degree of efficiency--and yet it must be reached, and often with very specialized messages.

This is another area where advancement stands out from the news bureau or any other single aspect of an advancement program. Advancement is concerned with all publics, with how they can be reached, informed and made to understand and support the institution and its goals. But more than that advancement seeks ways in which the college can be of service to each public and promotes institutional policy in each public's best interest. No doubt this is what has prompted many to suggest administrative structures that deliberately ignored various publics for the sake of administrative ease or to keep the area from becoming awkward to manage.

The "most important" public is hard to identify and the question is an open one. Many suggest that students are the most important public and the most important representatives to other publics.

The student is the center of the educational process, the reason for the existence of colleges and universities.

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56. Reck, p. 38, 39.

All those who have interested themselves in the sanctity of the American college have lined up together with one great handicap: they are, for the most part, ignorant of the interests, talents, capacities, and maturity of the present American student...there is a lack of close relations between the planners, academic and non-academic, and the acting, thinking, learning student in each college.<sup>57</sup>

The faculty and students are the most effective public relations representatives of a university. When they believe in their institution they will tell the world of their enthusiasm.<sup>58</sup>

It's important that students receive proper treatment since it is they that become alumni. About alumni Reck says:

The alumni form the most important off-campus public of most colleges and universities, and there is no limit to the good they can do for their institutions provided: 1) the experience of their undergraduate years can be recalled with appreciation and pleasure, 2) they are kept fully informed regarding the objectives, policies, progress and problems of their alma maters, 3) they are given an opportunity to perform challenging tasks for their institutions.<sup>59</sup>

Hunter observes that it is the needs of the public and of the donor that colleges must stress--not their own. Instead of saying, "What a good boy am I!", and, "I need your dollars to stay good," the college should try this: "How can we help you, America, move forward to the fulfillment of your greatest dreams?"<sup>60</sup>

#### Public Relations Planning

Advanced planning is vital to any advancement program. It is

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57. Schoenfeld, p. 11.

58. Cutlip and Center, p. 411.

59. Reck, p. 182.

60. Willard Hunter, "Colleges Must Stress Needs of Public Not Their Own," Public Relations Journal, Vol. 22, (July, 1966), p. 24.

the best form of preventative medicine. Cutlip and Center state that "as public relations matures, more emphasis is put on planning. Lack of thorough planning often leads into wheel-spinning busywork or into defensive spur-of-the-moment projects."

They believe advanced planning is likely to result in:

1. An integrated program in which the total effort accumulates definite accomplishments toward specific goals.
2. Increased management participation and support.
3. A program emphasis that is positive rather than defensive.
4. <sup>61</sup>Unhurried deliberation on choice of themes, timing and tactics.

Planning becomes especially important as a public relations program matures from publicity to advancement. An effort of the magnitude of an advancement program cannot be supervised on a hit and miss, day-to-day basis. It must be planned. It might be said then, that a program cannot graduate to advancement status by simply embracing advancement principles. It must also be committed to plan, poll and evaluate.

Cutlip and Center say that planning starts with the realistic aims of the institution, and it encompasses a determination of goals, of strategy, of tactics. It sets up objectives, or targets, at close range and long range. It decides between preventative and remedial activities in specific situations and works toward an atmosphere that is as nearly preventative all the way through as possible. Then there

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61. Cutlip and Center, p. 128.

is the staffing and the action or follow-through to implement the plans.<sup>62</sup>

The authors list five main obstacles to public relations planning:

1. Failure of management to include the practitioner in deliberations that lead to policies and programs.
2. Lack of clearly agreed upon objectives for implementing the public relations program.
3. Lack of time, which is stolen by pressures of meeting daily problems.
4. Frustrations and delays which practitioners encounter in the endless task of internal clearance and coordination with other departments.
5. The practitioner's faith in the ultimate value of getting publicity as it develops in the organization day by day.<sup>63</sup>

In the perspective of an organization's basic aims, the specific problems threatening or able to threaten should be isolated for study.

Three preliminary steps should be taken:

1. Determine by analysis the policy-maker's attitude toward the publics with whom communication has broken down.
2. Determine with equal care the attitudes of the publics toward the organization.
3. Block out the areas of common interest and agreement. Work from these areas in devising a program to iron out differences and hostilities.<sup>64</sup>

If a company knows what it wants, it can do a more intelligent job; the public relations departments and the whole organization can

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62. Cutlip and Center, p. 129.

63. Cutlip and Center, p. 129.

64. Cutlip and Center, p. 130.

devote their efforts in the same directions; and a written statement can be studied and accepted by top management and all department heads.<sup>65</sup>

College advancement programs that have been analyzed have generally shared one fault: they have failed to conduct research into the attitudes and the opinions of their publics. Holland noted: "There appeared to be a general weakness in the fact that little formal research has been done either before instituting a program or in evaluating results. Only two schools reported doing any formal research in determining the attitudes of the University's various publics."<sup>66</sup>

Tipton also found that "one weakness which seems apparent in the operation of the public information programs at all of the colleges is that little or no attempt is made to evaluate the program."<sup>67</sup>

Planning can also make work easier for advancement people in addition to making the work more effective. Research by Corn showed that advancement directors experience a great deal of frustration if their role is not clearly defined. His survey of 153 directors resulted in this statement of the average director: "He thinks that task priorities are now and then a problem to ascertain and that the overall role of public relations is usually confusing. He feels it is (or would be)

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65. Cutlip and Center, p. 133.

66. John E. Holland, Survey of the Organization and Practice of Public Relations in Canadian Universities with Enrollments of 3,000 or more, (University of Iowa, Iowa City, 80 pp) August, 1966, p. 58.

67. Leonard Tipton, Information Programs of Five Oklahoma Colleges, (MA thesis, University of Oklahoma, Norman, 1966 103 pp), p. 34.



beneficial to have an adequate job description and that if he, together with the president, took a detailed job description and assigned priorities to the tasks and agreed upon basic goals and deadlines, it would be a great deal of help. Of the P.R. directors without adequate job descriptions, 55.5 percent indicated a role dissonance level of a bothersome degree; only 18 percent of those having satisfactory job descriptions indicated a dissonance to that degree."<sup>68</sup>

He concluded that a detailed job description is a vital countermeasure to role dissonance and to the extent that a decrease in role dissonance makes personnel more efficient, the job description brings about greater efficiency in the public relations department.<sup>69</sup>

#### The Advancement Coordinator

The most important figure in the institution's advancement program, after the president, is the coordinator of advancement--the director of public relations, or university relations, or public information.

The role of the coordinator, however, varies greatly among institutions, depending upon the individual himself, his institution and the president.

Experts in college advancement have their own theories and viewpoints as to who and what a coordinator should be.

Edward H. Litchfield, chancellor of the University of Pittsburgh, describes the director's role as one of top management--the role which

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68. Paul E. Corn, Functions of Public Relations in Small Private Colleges. (Unpublished Ph.D. dissertation, Indiana University, 1966) p. 46.

69. Corn, p. 49.



is being increasingly put forth on campus. Litchfield says:

Number one, we should expect of the public relations director a capability of being involved in policy at the highest level. The day when it was sufficient to regard public relations as essentially a technical and subordinate function in the total enterprise has passed.

In the academic world the senior public relations person should sit at the right hand of management and be as integral a part of it as anyone else in the organization.<sup>70</sup>

William Freeman, in Cutlip and Center states that:

Public relations is an all-inclusive concept, defined as the effort to improve the relationships of a product, person, or company with the public. Yet, when it comes to a showdown, public relations is watered down to publicity, the running of errands between the decision-makers and the media selected to spread the news.

If the public relations man is to be worthy of the title, he should be a full scale advisor to management, and he should take part in the mapping of plans for the regard in which the management's product is held.<sup>71</sup>

Canfield points out why top management status is important for the coordinator:

A public relations director should be situated close to management to contribute the public viewpoint on operating problems and be able to inspire policies in the public interest. At top-management level, a public relations manager and his staff can maintain closer contact with the heads of the various departments of the business and gain their support in carrying out public relations programs.<sup>72</sup>

Research by Esmond indicated that only about one-fifth of college advancement directors have reached administrative standing.

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70. Edward H. Litchfield, "What an Educator Expects from Public Relations," Campus America 1965-1975 (Washington, D.C.: American College Public Relations Association, 1965), pp. 32-33.

71. Cutlip and Center, p. 138.

72. Canfield, p. 78.

"While no great uniformity exists among the titles of public relations directors, the titles indicate that as many as one-fifth of the directors have high administrative standings. Generally the person in charge of public relations has a title which so indicates. Few registrars, directors of admissions, business managers, and the like are among those who are in charge of public relations."<sup>73</sup>

Faculty members cause more problems for advancement directors than any other group with whom the directors deal, Esmond found. Most often these problems stem from faculty misunderstanding of what constitutes news, from a failure to distinguish between publicity and public relations, and from a lack of knowledge of their role in public relations.<sup>74</sup>

This is how Newland describes the advancement director's role and the evolution of that role:

Today, the top college public relations officer is used as a sounding board for information as to the opinions of various publics; an advisor accepted into the policy-making circle; a counselor available to all who seek his advice; a co-ordinator of publicity, alumni affairs and fund raising activities; the guiding force in bringing about understanding and support of higher education, and the interpreter of its needs and goals.

From a multi-role of teacher, handout artist in publicity and an assortment of other duties; to interpreter; to a recognized authority on public opinion--this has been the story of the college public relations director during the last 60 years.<sup>75</sup>

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73. Robert V. Esmond, "A Study of Problems Facing College Public Relations Directors," PRIDE, Vol. 3., (December, 1959), p. 18.

74. Esmond, p. 18.

75. Esmond, p. 79.

Public Relations Responsibilities in Colleges

Many communications functions have been placed in the IAP as the administrative structure evolved. The responsibilities can be broken down into fund raising, alumni relations, information services, and public services.

Kummerfeldt quotes an internal memorandum from an office of a large, public Midwestern university indicating the responsibilities of the institution's public relations area. Note that in addition to the four areas mentioned, P.R. administration is a job in itself:

1. Advising university administration, faculty, and students on internal and external communications.
2. Operating main and branch campus news bureaus.
3. Administration of university publications.
4. Coordination for development of a university instructional and educational television system.
5. Assisting in interpretation of the university to the state and national legislative delegations.
6. Assisting in interpretation of the university to other educational institutions and educational associations.

The same memorandum defined the broad responsibilities of the university's public relations areas in the following manner:

The responsibilities of the office are university-wide in character and concern the communications within the university organization and communication outside the university. In the performance of its responsibilities, the office becomes involved at one time or another with virtually every aspect of the university's operation.<sup>76</sup>

Despite the many and varied titles given to functions that have

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76. Kummerfeldt, p. 70.

been and are administered under the public relations area, the common denominator is a relationship to communication, Kummerfeldt says.

He categorized responsibilities by the three basic methods for communication: verbal, written, and visual. Obviously, there may be some overlap in the methods of communication involved in each function:

Verbal: speakers' bureau and program service; community relations; special events and public occasions; industrial liaison; student recruitment; community services; legislative relations; placement; campus tours; university information center; public relations advice to faculty, students and administrators; publicity for radio; contacts with other educational institutions and associations.

Written: news releases; correspondence; publications; university press.

Visual: publicity for television; motion pictures for publicity; still photography for publicity; exhibits and displays.<sup>77</sup>

Corey's study of the practice of public relations in six colleges found various other activities that can be added to Kummerfeldt's list.

His study showed that some colleges are involved in audio-visuals and broadcasting responsibilities both for publicity and learning; church relations; faculty relations; student relations; high school relations; industrial relations; legislative relations; parent relations; placement services; trustee relations; and the development function of fund-raising.

Corey also listed record keeping (for alumni and development) and addressing and mailing as public affairs functions. The generation of ideas for programs to increase the understanding and support of an

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77. Kummerfeldt, p. 72.

institution was also listed as a public affairs function.<sup>78</sup>

Mills' research found advancement programs involved in placing advertising; co-ordinating tours by college music groups; supervising the university press (or printing facility); providing guides for campus tours; making arrangements for plays, conferences and forums; and chairing public relations committees.<sup>79</sup>

The literature suggests a wide range of activities that is now part of advancement programs. A summary follows broken down into development, alumni relations, communications, and public services.

#### Development

Development has as its goal the raising of funds for the college.

Naturally, this means establishing and maintaining good will with donor publics. Development personnel use personal contact, direct mail, alumni class agents and regional agents to provide information and to solicit. Alumni provide the most obvious and, perhaps, the most willing public but development people work hard on corporations, foundations, parents of students and former students, and other individuals. In addition to annual giving, deferred giving and bequests are a strong part of the program.

#### Alumni Relations

Alumni relations efforts are directed at drawing the alumni of the institution together as ambassadors of the institution and for financial support. Homecoming, class reunions, annual meetings, alumni

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78. Corey, p. ix, x.

79. Mills, pp. 53-55.

tours and special events are used to build a sense of unity and common interest. Alumni chapters are formed throughout the country where graduates are living and alumni publications seek to keep grads informed on the institution's current goals and problems. Distinguished service awards to alumni are also common in conjunction with commencements.

Although all alumni associations share the college's goals and work to build alumni into a cohesive public relations force, many also relish their independence from the administration.

#### Communications

This is perhaps the strongest aspect of college advancement programs. The efforts of the news bureau and editorial office on a campus are usually so dominant as to be thought of as, or defined as, "public relations," rather than as a small part of an over-all IAP.

An editorial office deals in news of students and faculty. Activities, sports, academic and physical plant changes of the institution are covered with straight news, features, pictures, and often color slides or film clips for television. News may be rewritten for radio and sometimes taped interviews are provided. The service includes agricultural information from the extension service and experiment station of land grant colleges, medical information from colleges of medicine, technical information from engineering colleges or technical assistance programs of the colleges, official college statements and often the writing of public addresses.

Publications production is centralized in the editorial office. It includes the editing and writing of alumni newspapers or magazines, bulletins and catalogs for students and prospective students, brochures,

leaflets and other printed material for all publics.

News bureau personnel are usually responsible for overseeing the production of photographic and other visual materials including photos for the media, slides and film clips, radio news service, slide presentations, recordings, exhibits and displays. The supervision and coordination of a university instructional and educational television system is sometimes included.

#### Public Services

Relations with selected publics are maintained independently of the effort directed at "the" public. Thus a member of the staff is charged with looking out for student interests in the public relations effort. This includes publishing a calendar of events, student-alumni dinner, or a free subscription to the alumni magazine. This effort often includes liaison--the checking of college policy with regard to food services, union facilities and programs, regulation of student behavior and automobiles and so on.

Faculty relations at various colleges include a dinner for new and departing faculty, involving faculty in general public relations efforts, a weekly or bi-weekly faculty newsletter, telling all publics about faculty research, teaching and public service activities, and faculty seminars to prompt faculty fellowship and academic exchange.

Parent relations often include a parents' day or weekend, the sending of the institutional magazine or newsletter, solicitation of funds and a Parents' Club or Dads' Association.

The same kinds of activities are used in church relations, high school relations (often times handled by admissions personnel),



industrial relations and legislative relations. Community relations involve maintaining liaison with the chamber of commerce and city council, providing campus tours and special events for local persons, maintaining a visitors' information center and encouraging participation in cultural programs.

Many public relations staffs offer a speakers' bureau of programs available by college individuals and groups of an entertainment nature or an informative or academic nature.

Special events that college public relations staffs oversee include homecoming, alumni days, high school days, special conferences, honoring distinguished visitors, parents' days, concerts, lectures, commencements, and advisory councils in administration and other academic areas of the institution.

A final service--not as prevalent as it perhaps should be--is that of providing public relations counsel. This involves advising administration, faculty, and students on internal and external communication and assisting in the interpretation of the college to educational institutions, educational associations and accrediting agencies, state and federal agencies and legislative delegations.

## Chapter IV

## ADMINISTRATIVE STRUCTURE OF INSTITUTIONAL ADVANCEMENT PROGRAMS

How does a college that wants an advancement program containing the elements listed in chapter three, go about organizing its resources to carry out such a program?

This chapter examines administrative structures that were being used at the time of the Greenbrier Report, and that are being used today. The chapter also examines the advantages and disadvantages of the dominant administrative structures.

It is important to remember that good organizational structure and good organization are not things which simply develop themselves, or exist in a vacuum or are ends in themselves. Their importance is in providing a way of approaching and accomplishing a given task or responsibility in an orderly manner. An organized approach facilitates the identification of objectives, the planning of programs and policies, the allocation of human and financial resources, and the establishment of control over operations.<sup>80</sup>

Leslie listed these goals for the advancement program's organizational plan:

Establish authority and responsibility; place the entire

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80. John W. Leslie, Focus on Understanding and Support: A Study in College Management (Washington, D.C., American College Public Relations Association, 1969) p. 52.

coordinated group of activities immediately under the president; enable the president to centralize responsibility and accountability; encourage and provide a mechanism for coordinated planning, implementation, and evaluation of all activities, such as financial support, information services, and publication programs; provide for free flow of two-way communication; insure flexibility and the implementation of structural and procedural changes as necessary.

Some of the guidelines overlap in part, but the key considerations in any organizational plan are planning, responsibility, and evaluation. Sound organizational procedures will go far to eliminate ineffective, inefficient programs, uncontrolled activities, and internal personnel conflicts caused by overlapping or fuzzy areas of authority. Tradition and existing personnel are probably the two greatest compromising forces exerted on sound principles of organization.<sup>81</sup>

The Greenbrier Report was perhaps the most significant study of college public relations administration.

Briefly stated, the conclusions of the Greenbrier Conference participants relating to administrative structure were:

1. That not only do the functions of public relations, alumni relations, and fund raising exist in some form on each of our campuses, but there was general agreement on the growing importance, the objectives, and the ingredients of sound programs in each of these functional areas;

2. That each one of these major functions is an essential part of a broadly conceived program of institutional advancement;

3. That the need for organizational and administrative coordination of these and related functions is essential;

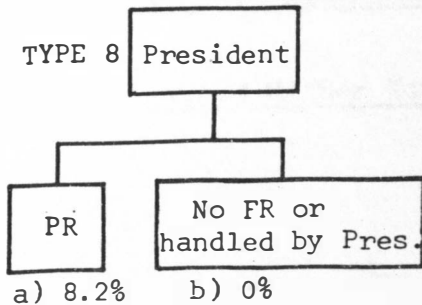
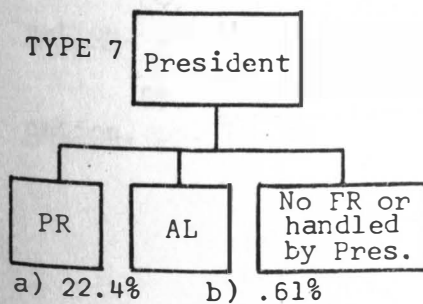
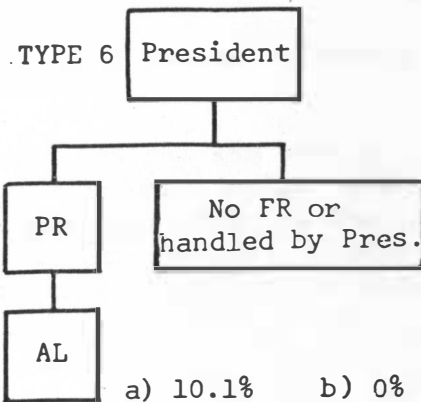
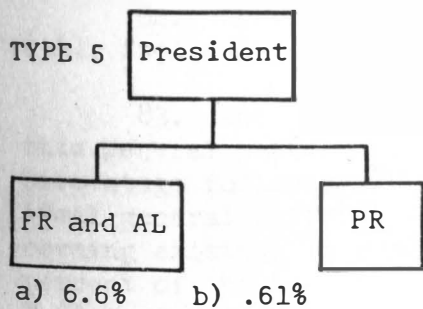
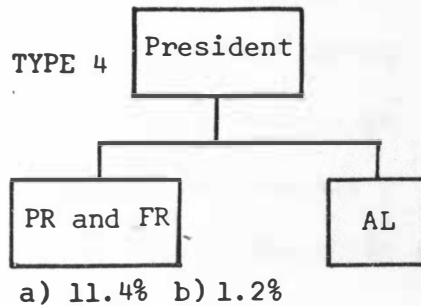
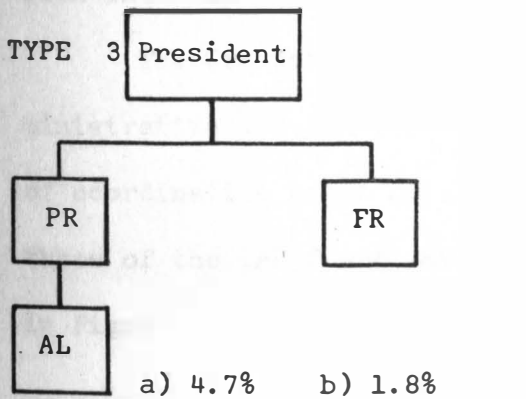
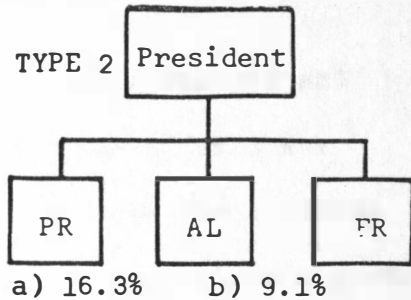
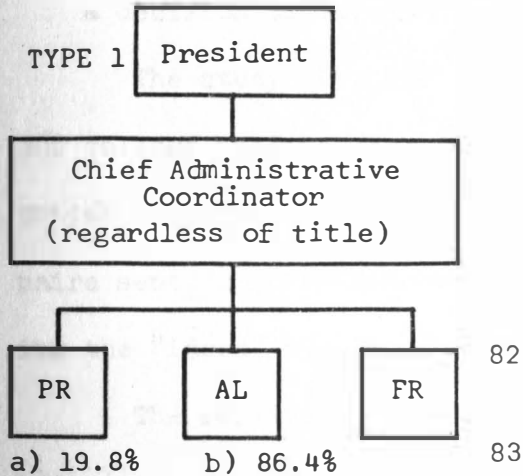
4. That while there is no single "best" organizational pattern for achieving this administrative coordination at the institutional level, in the administration of each college or university, regardless of size or type, there are some common principles of good organization and management that are equally applicable;

5. That the decision as to what is the most appropriate

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81. Leslie, pp. 58-59.

FIGURE 1. GREENBRIER INTERNAL ORGANIZATIONAL PATTERNS



organizational pattern for any given institution is obviously a decision to be made by that institution.<sup>84</sup>

The study involved a questionnaire to 221 ACPRA members and 385 college presidents. The questionnaire sent to presidents was concerned solely with administrative structure, whereas the questionnaire sent to ACPRA members asked for personal recommendations regarding the "ideal" organizational structure.<sup>85</sup>

The results of those parts of the questionnaires having to do with internal organizational patterns are indicated in Figure 1.

The Greenbrier report didn't exhaust all possibilities for administrative structure. The simplest--and probably the oldest--form of coordination would have the president personally conducting all three of the IAP functions in addition to his other responsibilities as in Figure 2.

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82. Abbreviations are public relations (PR); alumni relations (AL); fund raising (FR).

83. The percentage following "a" is institutions now having this general pattern of organization as reported by presidents. The percentage following "b" is the ACPRA members believing this is the ideal general pattern of organization. Insufficient information concerning existing internal organizational patterns was received on 1.8 percent of the questionnaires and concerning the ideal patterns of 2.66 percent of the questionnaires.

84. The Advancement of Understanding and Support of Higher Education, pp. 73-76.

85. The Advancement of Understanding and Support of Higher Education, pp. 73-76.

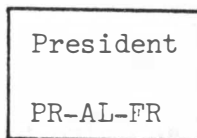


Figure 2. Organizational pattern with President conducting all advancement functions.

In a small institution the responsibilities may be delegated to a single individual.



Figure 3. Organizational pattern with a single person conducting all advancement functions.

The 1957 Greenbrier survey was followed up by ACPRA studies in 1964-65 and 1967-68. The 1957 survey showed 19.8 percent of institutions using a coordinator. "The comparison between the data for 1964-65 and 1967-68 showed an eight percent increase from 39 to 47 percent, in the number of centrally managed advancement programs. Excluding state colleges, the percentages would be 46 and 56 percent."<sup>86</sup> The trend clearly was toward the centralized management approach.

Other than the centralized management approach, the 1964 and 1967 studies found no particular organizational pattern getting wide utilization. However, a number of institutions have all advancement functions reporting directly to the chief executive such as the president, these later studies found.

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86. Leslie, p. 10.

The follow-up report found that advancement programs as yet are in an embryonic stage in many state colleges. "The majority of state colleges (55 percent) conducted only one advancement program activity--public relations--and, therefore, needed no overall manager. Furthermore, less than one-fourth of these institutions had a full-time person specially assigned to fund raising."<sup>87</sup>

A survey of the literature in college IAP administrative organization shows most colleges fitting the patterns outlined in the Greenbrier report.

A typical organization for a larger university using the Greenbrier Type 1 would be that of the University of Michigan:<sup>88</sup>

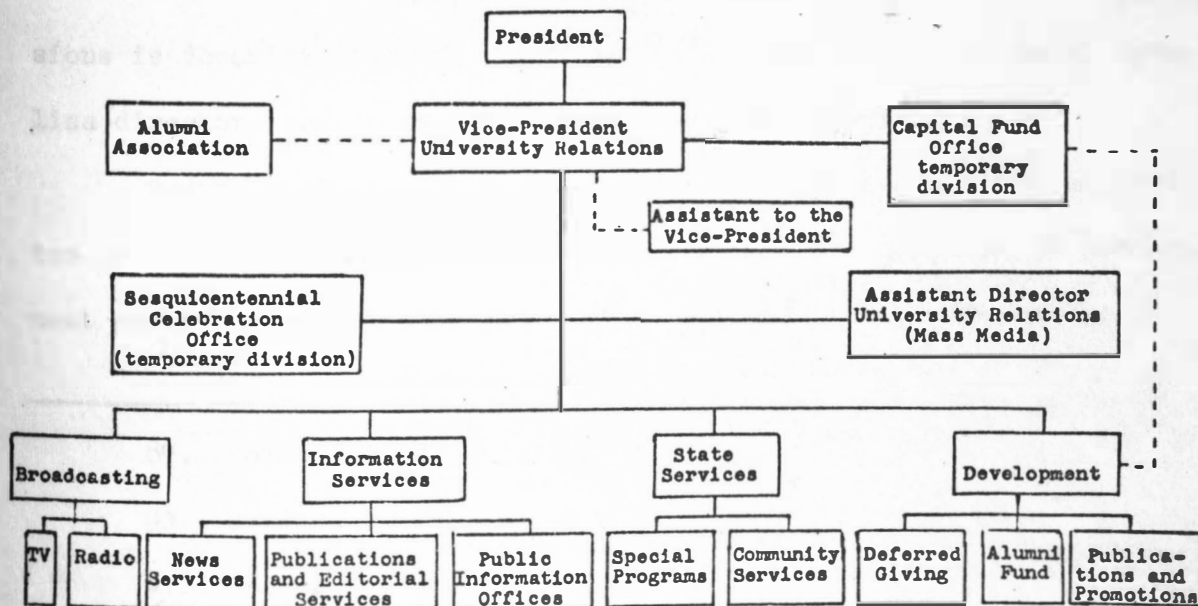


Figure 4. Advancement organization at the University of Michigan.

87. Leslie, p. 10.

88. Corey, p. 69.



Bowling Green State University uses this same organization but on a smaller scale and the coordinator doubles as director of university and alumni relations.<sup>89</sup>

Ohio University uses this organization but the coordinator has the title of vice-president for development and one of his directors is a director of public occasions.<sup>90</sup>

The University of Toledo also has this organization but on a very small scale and the coordinator's title is provost.<sup>91</sup>

Four of the colleges studied by Peavey used this structure. Clemson's coordinator was the director of development;<sup>92</sup> the coordinator at Converse was the director of public relations;<sup>93</sup> at Furman the coordinator was the director of university relations (one of his subdivisions is denominational relations);<sup>94</sup> at the University of South Carolina directors report to the director of development.<sup>95</sup>

Bowers studied four small Pennsylvania Colleges and found that two of them used this organization for IAP's. The director of development served as coordinator for Bowers' College B;<sup>96</sup> and at College C

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89. Gordon, p. 222.

90. Gordon, p. 225.

91. Gordon, p. 226.

92. Peavey, p. 43.

93. Peavey, p. 58.

94. Peavey, p. 65.

95. Peavey, p. 77.

96. Bowers, p. 45.

the assistant to the president was coordinator.<sup>97</sup>

Five of the six colleges studied by Corey used this organization. Michigan was discussed earlier. At Ball State Teachers College the director of public affairs and development coordinated the IAP and directors also included a director of campus planning; at Goucher College the coordinator was the vice-president for finance; at Princeton the coordinator was an administrative vice-president; and at Washington University the coordinator was a vice-chancellor for development.<sup>98</sup>

Typical of the organizational structures where directors of each area reported to the president of the college was that at Bower's College A. Its organizational chart looked exactly like the Greenbrier Report's Type 2:

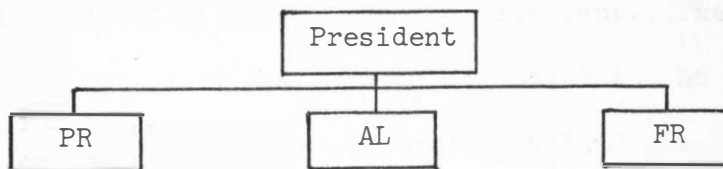


Figure 5. Greenbrier type 2 organizational pattern.

Bowers points out that "although nearly all distinct public relations activities at the college are centralized into this tri-office operation, the three offices are not tightly knit together under one director. Each office has its own director, and all three are responsible to the president of the college."<sup>99</sup> College D had this same

97. Bowers, p. 62.

98. Corey, pp. 66-70.

99. Bowers, p. 25.

structure, Bowers found. Development operations were handled by the finance office and reported to the president; alumni work was on a level with the public relations office as an individual branch of the administration.<sup>100</sup>

Peavey found that Columbia College used this structure<sup>101</sup> and Holland summarized the organization of 17 Canadian Universities with enrollments of 3,000 or more by saying, "Different segments of the complete public relations program are directed by individual officers who do not report to the chief public relations officer. These officers are sports information director, director of development, director of alumni affairs and the registrar."<sup>102</sup>

Harvard's extensive advancement program is organized with seven staff officers reporting directly to the president. The officers are the secretary of the governing boards; assistant to the president; assistant to the president for development; civil affairs (liaison officer); university marshall (special events); general secretary of the alumni; and news officer (also offices of medical information, sports information and Radcliffe news).<sup>103</sup>

Type 3 is used by Presbyterian College, Clinton, S.C., Peavey found. The director of public relations and alumni affairs reports to

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100. Bowers, p. 74.

101. Peavey, p. 48.

102. Holland, p. 53.

103. L.L. Golden, "Public Relations: How Harvard Does It," Saturday Review, Vol. 46, (September 14, 1963), p. 76.

the president as does the director of development.<sup>104</sup>

Type 5 was used in two of the colleges studied. Corey found that Wittenberg University had the director of public relations and development reporting to the president and the alumni association responsible to the director of development.<sup>105</sup> Marshall University, Gordon found, had the same arrangement with the director's title being director of development and alumni.<sup>106</sup>

Type 7 was also being used by two colleges studied by Gordon. He found that public information and alumni programs were the only two areas of advancement being conducted at Miami University and Western Michigan University. In both instances directors reported to the president.<sup>107</sup>

Regardless of the number of individual examples that might be cited, two distinct patterns of organization of IAPs seem to be evident. Type 1 in the Greenbrier report where directors in each area of the IAP report to a coordinator and types 2-8 where directors report directly to the president. Both patterns have advantages and disadvantages.

The inter-relationships between the areas of advancement urgently spell out the need for coordination. For instance, development people solicit funds from alumni; an alumni director conducts alumni business; a college marshall may be planning a special event for alumni; the news

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104. Peavey, p. 70.

105. Corey, p. 71.

106. Gordon, p. 223.

107. Gordon, p. 224, 227.

services edit alumni publications; the president may be planning to approach certain alumni on another project. Such common interests by nearly every segment of the advancement staff points out the need for coordination of that effort.

The trend, clearly, is to a "coordinated" concept of IAP organization.

The advantages of a centralized approach and program planning were summarized by Leslie as follows: centralizes accountability and responsibility under the president; encourages systematic planning, implementation and evaluation; expedites communication; provides more coordination and greater flexibility, thereby avoiding some of the causes of duplication and inefficiency.<sup>108</sup>

Coordination is obvious when a single person performs all the tasks, whether it is the president or a single subordinate. The separate department structure also has coordination, although the three areas must be coordinated by the president. This form specifically was challenged by the Greenbrier conferees on the assumption that it overburdened the president's span of control. Cases of more than 20 administrators reporting directly to a president were cited in support of this contention.

Presumably an IAP would operate identically from the director level on down regardless of which of the above two structures was used. The only difference is that in types 2-8 the coordinator and the president are the same person. Herein lies a fundamental question that

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108. Leslie, p. 53.

may well form the basis for the difference between the two patterns: what is the president's span of control? how many persons can report directly to the president before he becomes overburdened? does the president's time--and experience--allow him to coordinate the advancement program?

Ayers and Russel suggest four major categories of administrative activity with a director in each area reporting to the president: 1) academic affairs, 2) student services, 3) business affairs, 4) public relations.

They explain the model this way:<sup>109</sup>

Each of these four major areas of general administration is under the jurisdiction of a separate official who serves both as the chief administrator of his own area, and also acts as principal advisor for the area to the president, to whom he is directly responsible. Ideally, all administrative matters channel through these four officers; as a result, the president should seldom be called upon to review decisions by subordinate officers other than these four. Keeping the number of officers reporting directly to the president to a minimum, however, does not alter the necessity for him to maintain a sufficiently wide personal contact with the total faculty and staff to retain a broad understanding of the institution. The heart of his administrative design is the president's office.

Size and complexity of institutions make it impossible for the president to direct and coordinate advancement programs, they said, and they go on to support their call for a coordinator.<sup>110</sup>

When all phases of institutional development are within his span of control, it is possible that each will "go off" in a separate direction. With the president too busy on other matters and not knowing some of the intricacies

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109. Leslie, p. 53.

110. Ayers and Russel, p. 10.

involved, he may listen to the "Monday-morning quarterbacks" who are often ready to advise on development. On the other hand, coordination by a separate administrator can avoid a diffusion of effort, and this administrator can be held accountable to the president.

Use of a coordinator in this manner does not remove the president from the position of the most important person in the institution's advancement effort. The president, in practice as in theory, is an institution's principal advancement officer. It is he who lays the foundations for an advancement program by identifying the institution's area of prestige. This in itself determines to a large extent the potential public relations success because the college's public relations can be no better than the image which it has to relate.<sup>111</sup>

The Greenbrier conferees recommended that the president delegate the advancement program to a coordinator for the prime purpose of freeing his own time and energy for educational leadership, which they said "in the long run is the difference between a mediocre and a great college president."<sup>112</sup>

The principle advocated seems to be that the president should recognize the advantages accruing to the institution through the best use of his own time along with the best use of the institution's personnel and financial resources. The president should value adequate supervision of the multitude of functions which must operate satisfactorily and efficiently in an institution which expects to meet its

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111. Persons, p. 7.

112. The Advancement of Understanding and Support of Higher Education, p. 10.



obligations and responsibilities.<sup>113</sup>

Persons at all of the institutions studied by Corey recommended that the president delegate the responsibility for coordinating the activities of a public relations nature to a single administrative officer. The difficulty of such a delegation was recognized for it is believed that the relationships of a college with its publics are becoming increasingly sensitive. Further, presidents have found it more difficult in public relations than in academics, business, and student affairs to define properly the lines of authority and communication, the precise scope of responsibility, and the designation of a title for a coordinator.<sup>114</sup>

Walker also points out one disadvantage to the coordinator concept. He says that in actual practice delegation is hard for presidents to achieve for a variety of reasons: 1) the trustees have vested ultimate authority in the president and hold him responsible; 2) while the president may attempt to share authority, he unconsciously negates its practical implementation; 3) the academic community assumes that all authority resides in the presidency; 4) decisions made by the vice-president are commonly appealed to the president, indicating that the concept of shared or delegated authority has not been accepted.<sup>115</sup>

Another advantage of a strong coordinator is that organizational

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113. Ayers and Russel, p. 3.

114. Corey, p. 41.

115. Harold E. Walker, "The VPs: Growing in Number, They Bring Presidency Within Range of One Man's Ability," College and University Business, Vol. 47, (Sept., 1969) p. 76.

structures can often become too rigid. A coordinator--with knowledge of each employee and the pressures on each at a given time--can shift people where they are needed when they are needed.

The coordinator at the University of Michigan emphasized to Corey the need for an organizational structure at that institution for the delineation of responsibilities and primary duties, but he cautioned:

We're too specialized. We operate best with highly competent, highly versatile people. The ideal organization, I believe, is based on the "task force" principle. One week the important over-all task is work on legislative problems; next week, on helping a Life Magazine team cover the campus. Priorities change. Drop news releases one week--the most important thing is a special TV program. An upcoming project involving a task force effort is our legislative dinner for major alumni representatives. Legislators will be present, the president will speak, this event crosses all departments. It will not be just an alumni affair but a PR event--a news generative event. Radio will be present. Lobbyists interested. The efforts of all personnel will be coordinated and executed for what is best at the moment for the institution. This is the task force idea.<sup>116</sup>

The Washington University coordinator also told Corey that the public relations organizational chart indicated the primary responsibility of each staff member.

But there's where the chart stops. All talents of every man are fully utilized. If a fund-raiser knows a newspaperman, he uses this connection for the news bureau. If the news bureau man knows a wealthy potential donor he may be called upon to solicit funds. All lines cross. Theoretically, every man can be a fund-raiser.<sup>117</sup>

Even with the president and coordinator overseeing the entire

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116. Corey, p. 64.

117. Corey, p. 63.

advancement effort, however, it is advisable that efforts be made to involve as many persons from the faculty, administration and student body as possible in a "think tank" to provide feedback and guidelines for the advancement program.

Ayers and Russel suggested that individuals within the coordinator's span of control should constitute his advisory committee. Coordinators of the six institutions Corey studied reported having this kind of internal advisory committee.<sup>118</sup>

The Greenbrier conferees believed that an additional small advisory committee for advancement, composed of members representing various institutional elements, is useful. Such an external group

. . . provides a source of feedback for the public relations officer and, if the advisory committee members are carefully selected, provides a useful informal pipeline to the rest of the faculty and staff.<sup>119</sup>

Baird also suggested a faculty administrative committee to advise on public relations problems and policies since "public relations is everyone's business." The committee he was involved with at Eastern Baptist College outlined the public relations calendar 12 months in advance, relating the annual giving effort to campus events for the community.<sup>120</sup>

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118. Corey, p. 57.

119. The Advancement of Understanding and Support of Higher Education, p. 31.

120. John A. Baird, Jr., "Internal Communication, A Public Relations Committee, PRIDE, Vol. 2, (Sept. 1958), p. 14.

## CHAPTER V

## ADVANCEMENT AT SDSU

Previous chapters have examined the advancement concept of college public relations administration. This chapter will examine the advancement program of South Dakota State University at Brookings. Comparisons will be made between the SDSU program and the model spelled out in previous chapters. The material is in the same order as the previous chapters--history, overview and responsibilities, administrative structure. SDSU was selected because of the author's familiarity with it and because it is a well-organized, well-executed program.

History of Advancement at SDSU

## Information Services

George A. Starring is generally credited with being the first to engage in public relations work for South Dakota State University. He was agricultural editor in 1911 and in that year was named professor of journalism.<sup>121</sup>

The evolution of public relations work at SDSU was somewhat

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121. William H. Powers in A History of South Dakota State College, (South Dakota State College, Brookings, 1931) says on page 77 that Starring became Professor of Journalism in 1908 "but the department was overshadowed by his work as college editor." Charles L. Sewrey in A History of South Dakota State College, 1884-1959 (South Dakota State College, Brookings, 1959) says on page 54 that "It was not until 1911 that G. A. Starring became Professor of Journalism and this was a sideline to his work as college editor."

different than at most colleges as noted in chapter two. Rather than the journalism department initiating public relations material, it was the man hired for public relations that taught the first journalism courses.

Starring handled information programs for the college as well as the extension service and experiment station. George Phillips, current director of communications at SDSU, says Starring functioned virtually as assistant to the president until leaving to become executive secretary of the Greater South Dakota Association in 1922.<sup>122</sup>

Paul Keiser became assistant to the president replacing Starring in 1922 and stayed until 1924. During his stay Keiser organized the South Dakota High School Press Association. In 1924 Charles D. Byrne became college editor and head of the Printing and Journalism Department. The college editor at that time had an extension editor (Lou Childers) and two student assistants working for him, Phillips recalls.

Byrne left in 1930 and was replaced by Albert A. Applegate. Public relations work remained part of the Journalism Department as Applegate was college editor and experiment station editor. Applegate was followed by Loren E. Donelson (January 1936), Donald D. Burchard (1945), and Russell Hammargren (1948). Phillips became head of the department and college editor in 1949. Sometime between 1936 and 1949 the extension editor's office was separated from the college editor's domain, Phillips recalls. He thinks it was when John M. Ryan became extension editor in 1940. Ryan had been assistant extension editor

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122. Personal interview with George H. Phillips, May, 1971.

since 1937.

Phillips hired Donald Scannell in 1951 to handle college news and public information. Extension news was being handled by Carl W. W. Sorenson and Phillips still had the titles of college editor and experiment station editor. The news and publications operations of extension, experiment station and college were combined in 1952. When Everett W. Metcalf became experiment station editor in 1954 he was the first non-Journalism head to wear the title. A staff member was added in 1955 to write news and edit publications for sports. The college editor title passed from the Journalism Department Head to Windsor Straw in 1954.

When Straw retired in 1965 Phillips was named university editor. He was responsible to David Pearson, assistant to the president.<sup>123</sup> On July 1, 1967, Communication Services was formed. It was a new administrative entity bringing together the editorial offices, educational radio-TV and audio-visual services.

#### Development

Assistant to the President Charles J. Dalthorp became the first director of development at SDSU in 1951. The purpose of the development program was to raise money for the SDSU Foundation to finance scholarships and other programs. Assistants to the president Alphas Christenson and David Pearson also worked in this area until 1967 when Charles Cecil became the first full-time director of development.

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123. Letter to George H. Phillips, from Pres. H. M. Briggs, June 29, 1966.

### Alumni Relations

SDSU has had an Alumnus magazine since 1910.<sup>124</sup> Its first editor was H. B. Mathews who was followed by P. W. Huntemer. Editing the magazine was virtually the only responsibility at that time. Dan Beals, assistant to the registrar, handled alumni work and was followed by Registrar David B. Doner. Responsibilities were becoming more extensive but the position was still a part-time one. Beeman Mullinex was the first full-time director of alumni affairs in 1964. He was followed by Arthur Vandall. Keith Jensen now holds the position.

### SDSU PR Foundations

#### How PR is defined at SDSU

In chapter three William Ehling suggested three definitions for college public relations. First was that public relations is a technical function concerned with influencing public opinion through the mass media; second that it is an organizational function embracing all relations between an institution and its publics; third that it is an administrative function and that sound policy will have the greatest impact on relations with publics.

South Dakota State can be said to fall somewhere between the first two definitions. In practice the SDSU effort is dominated by the news bureau which seeks to tell the SDSU story to the publics through the mass media. The administration tends to look to communications services for goals and objectives for the entire program and for planning the procedures for realizing goals. This reliance makes the total

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124. Powers, p. 136.



advancement program a "publicity"-oriented one. At the administrative level efforts are made that would fall under the second and third definitions. They are random efforts, however, and cannot be said to be typical.

This reliance on the news bureau means that true public relations problems such as a student demonstration or a bitter legislative battle such as the one over the SDSU College of Engineering in the winter of 1971 keeps the public relations staff from taking an active part. Policy, according to Phillips, is to let the media cover such stories themselves and to help and cooperate as much as possible. And thus, since the staff is news oriented, it continues to send out news of the institution, unrelated to the controversy, while the administration and the Alumni Association concern themselves with the controversy itself.

An alternative would be the task force approach suggested to Corey by the coordinator at the University of Michigan. In times of crises, news releases would probably stop while the entire staff was dispatched to handle a segment of the crises. Personal contact and reaffirming the support of specific publics would replace the daily routine.

Alumni and development are concerned with "all the relations between the institution and its publics" but, of course, both have limited publics--alumni and donors. They also use methods other than the mass media. Communication Services, too, is responsible for a speakers' bureau and a visitor's bureau but neither is budgeted for or has a designated staff.

Although efforts are made to woo various publics, the effort is not part of the overall public relations framework. No provisions are made for designating responsibility to one person in the program for chamber of commerce, legislature, industry, churches, etc. Policy is made only in the public relations area, not in the true sense of Ehling's definition which calls for sound policy in all facets of the institution to insure that the public's best interests are served.

#### Objectives and Principles

The news bureau effort at SDSU has always been based on the sound public relations principle that the bureau is for "news", not propoganda, and that it deals strictly in the truth. The author recalls the remarks of past news bureau director Dan Johnson about this subject: "Hell, if I wanted to be dishonest I could rob banks and make a lot more money for a lot less work." The bureau has always sought to interpret the problems and difficulties of South Dakota higher education to the public. Releases have been written in past years on the money the institution was remitting to the state general fund to keep taxpayers aware of where the money for higher education was coming from, on the severe difficulties a reduction in federal National Defense Student Loan funds would cause South Dakota students, and recently on the impact the federal wage and price freeze would have on SDSU students when they returned to classes. Stories on exam periods and dates when grade reports are due are written to keep the public aware of what students are doing and to let them know the load faculty carry in giving and grading tests and term papers, and getting grades in before the next term begins.

It is in the area of stating objectives, of defining image or "area of prestige" that the SDSU advancement effort clearly begins to lag. None of the separate areas of advancement at SDSU--development, alumni affairs, communication services--has goals or objectives clearly defined or written down. As a result, of course, evaluation to determine if the objectives are being reached is also lacking.

SDSU has the alternative of defining the image it wishes to project concerning the areas Reck mentioned to Corey: "people, practices and policies, program, product, plant and publicity", and then proceeding with the organizational approach in practice or of realigning advancement efforts so that staff have some control over these factors. Although this may now be the case the control is exercised by the administration and not public relations personnel.

Cutlip's definition of college public relations objectives also finds SDSU lacking. His call was to poll, plan and publicize. Neither short-term or long-term plans are being made. What plans there are, are not based on the polling of the various publics to determine their needs or attitudes. Once again it becomes obvious that the program is publicity-oriented.

#### The Publics

The SDSU program recognizes the importance of virtually all the publics listed in chapter three. The public relations area isn't responsible for communications with some of these publics, however.

Students, for instance, Phillips considers a Student Services responsibility. Communication Services, since September, 1970, has published a TODAY daily calendar of activities and events for students.

This is the only effort made to reach students. Parents are brought together at Parents' Day and officers are elected to a Parents' Club. Once again, however, no one is directly responsible for seeing to it that the club or the parents as a whole are kept informed, invited to special events, or consulted on matters of concern throughout the school year. This same problem is evident with regard to industry, labor, churches, clubs interested in cultural activities, and so on.

Public relations training for secretaries and receptionists was also begun last year. It is handled by the manager of classified personnel, however, and isn't overseen by Communication Services.

Informational services with students and the molding of the student body behind programs and policies may be lacking, although it more accurately could be said that the work is being done by other segments of the university than by the public relations area.

#### Planning

Not only is planning generally lacking in the three separate areas but planning for the program as a whole--which would serve as guidelines for the planning of each separate area--is also lacking. Such planning is indispensable to an integrated program--a program that acts rather than reacts, that is preventive rather than remedial.

The fact that a coordinator is not used may be hindering planning. None of the three areas plans a particular approach or project because it worries about what the other areas will be doing, or if it might be infringing on the other areas. Of course, a lack of objectives is most responsible for the lack of planning and the press of daily business makes "dreaming" or planning seem a luxury.

Evaluation of the effort, SDSU President H. M. Briggs admitted, is "the weak spot" in the public relations effort. Evaluation no doubt comes especially hard since specific goals and objectives that the staff can work for are missing.

### The SDSU Public Relations Program

#### SDSU's Director of PR

Public relations responsibility is fragmented at SDSU. The president coordinates the effort of practitioners in news, publications, alumni, development and admissions. The assistant to the president provides feed-in on public relations problems and concerns and aids in the over-all supervision.

The director of alumni affairs, director of development, and the director of communications all function separately. They have separate offices, separate budgets and all report directly to the president. They look to the president for guidelines, planning and direction.

The president and assistant to the president both expect the director of communications to function more as a "coordinator" i.e. preparing plans, objectives, programs, and evaluating the entire public relations effort of the institution.

In establishing Communication Services in a letter of March 28, 1967, Briggs wrote to Phillips: ". . . I would like you to continue heading our editorial staff program and be in charge of our public relations program. . . Mr. Pearson. . . will work with you in a staff capacity, even though you will be responsible to this office as an

administrative officer."<sup>125</sup>

Throughout the history of public relations practice at SDSU, Phillips says, the only delegated public relations authority was communication with the media. Otherwise the president retained complete control and set overall PR policy.

Phillips saw Briggs' letter of March 28, which transferred the traditional responsibilities of the assistant to the president to the Director of communications, as a mandate to serve in a broader capacity and keep tabs on the sundry public relations problems of the institution.

Phillips was never able to assume complete control of the program because of his dual responsibilities as director of communications and Head of the Department of Journalism and Mass Communication. Had there been a full-time director of communications this change might have seen South Dakota State move into the "Coordination Concept" that Kummerfeldt mentions in Chapter Two.

#### Responsibilities of PR at SDSU

South Dakota State has each element of the advancement program that was examined in earlier chapters. The program includes development, alumni affairs and Communication Services.

President Briggs has public relations responsibilities that are not delegated such as appearing on behalf of the University at a large number of functions and before various groups such as legislative

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125. Letter to George Phillips from Pres. H. M. Briggs, March 28, 1967.

committees. He also answers questions on the university's position on various subjects.

Assistant to the President David Pearson attempts to articulate the institution's problems to Communications Services, development and alumni offices and to help in setting priorities.

"The university must do more than just report activities," he says, "there are points of emphasis that can add or detract from the public understanding." He attempts to detect these areas.

Pearson also provides ideas of a public relations nature to Briggs and Phillips and supervises for Briggs the organizing and preparing of a program and program materials for the annual meeting of the President's Advisory Council. Together Briggs and Pearson handle legislative relations, Board of Regents relations, local chamber of commerce liaison and other such efforts.

"Development becomes involved in all facets of the university so that it can realize its fullest potential," Cecil says. Primarily he raises money from private sources so the university can do more things.

Cecil also handles liaison work for the President's Advisory Council, Parents' Council and Parents' Club. He also provides ideas on all aspects of the public relations program to the president.

He is also responsible for Parents' Day, Governor's Day and similar special events. He acts as liaison with the Alumni Association and serves in the absence of the alumni director. Keith Jensen is responsible for special events relating to alumni. He supervises alumni activities during Hobo Day, alumni reunions throughout the



country and the Alumnus Magazine (sent only to Greater State Fund contributors).

Jensen sees an increasingly independent role for the Alumni Association in voicing the goals of the university. Programs will change too, he says, since 50 percent of the alumni have graduated since 1960. This has brought down the average age of the alumni and means that programs will have to appeal to this younger audience.

The director of communications is responsible for the editorial offices and educational media. The editorial offices include university news, sports and publications, extension news and publications and experiment station news and publications.

Educational media consists of instructional television, educational television, audio-visual, radio and film production, and educational media center. The editorial office output is the standard fare of general and sports news to dailies, weeklies, and radio-TV stations in the state; "At State University", a publication of news and features published five times a year for parents, students, faculty, opinion leaders, and alumni; sports factbooks; high school relations pieces and recruitment brochures for departments on campus; the University Bulletin, with news and notices for faculty and staff; TODAY, a daily list of campus activities for students; news film clips and radio tapes (both used very sparingly); some rewrites for radio; pictures for the media and colored slides for television. University catalogs (general, graduate, summer session) are also edited by editorial services. The film library, Educational Media Center, KESD-TV and KESD-FM are instructional or educational in nature and are not

primarily for news dissemination.

Editorial services also supervises the Visitor's Bureau (information center) each summer and keeps a list of commencement and general interest speakers available on campus to answer inquiries.

#### Administrative Structure

South Dakota State University President H. M. Briggs is the chief administrator of the public relations program. He delegates much of the responsibility of overseeing the execution of the program to George Phillips.

Figure six shows the public relations positions at SDSU and their inter-relationships. Briggs is at the top with George Phillips, director of communications responsible to him as are Charles Cecil, director of development, Keith Jensen, director of alumni affairs (through liaison with director of development) and David Pearson, assistant to the president.

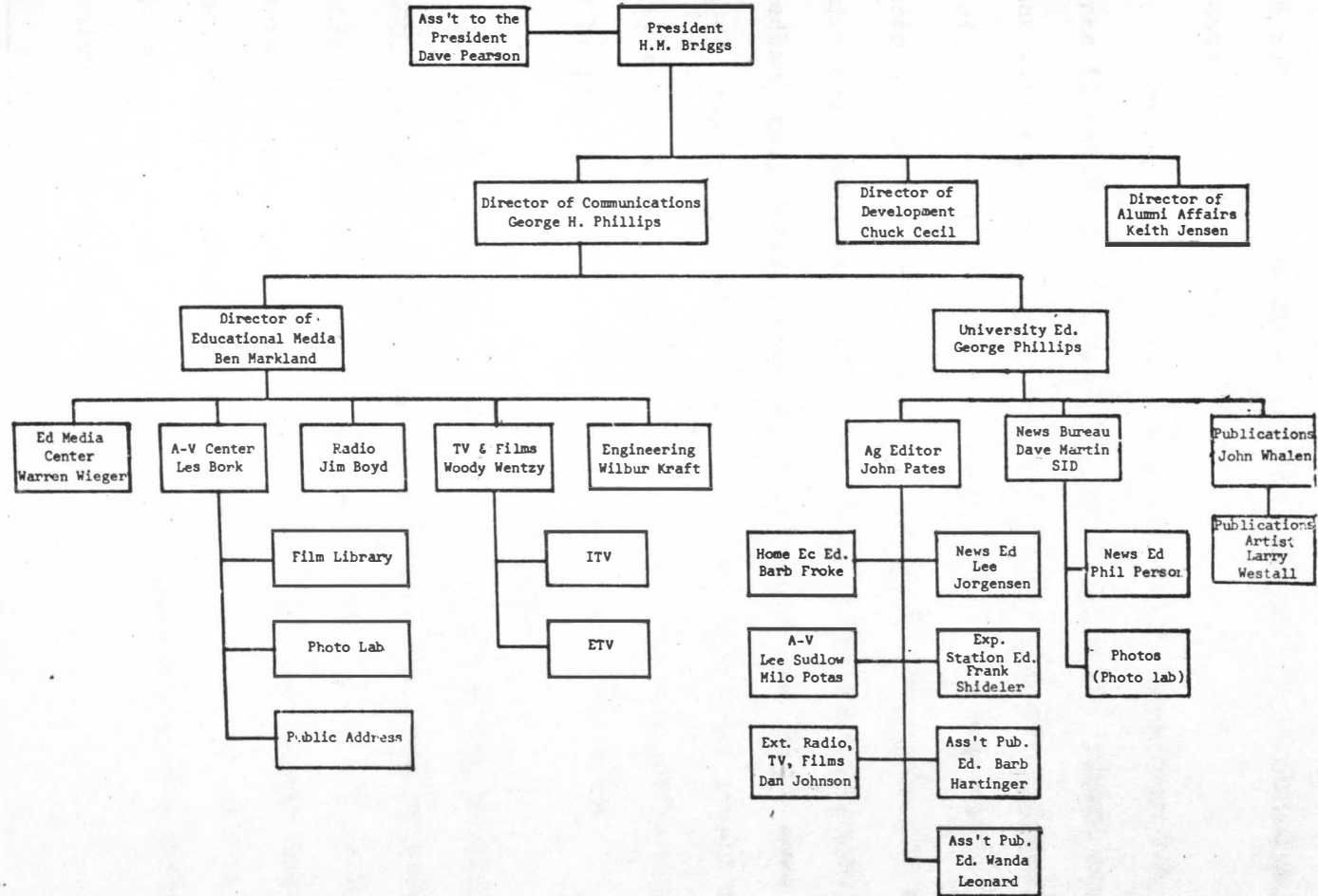
President Briggs acts as coordinator for the public relations areas of communication services, alumni and development.

Public relations problems and procedures are discussed at weekly meetings of Briggs, Pearson, Phillips, Cecil, Jensen, David Martin, acting head of the news bureau, John Whalen, publications editor, and Joseph Farnham, director of admissions. Organizational structure is the Greenbrier Type 2.

#### Development

The director of development reports directly to the president and has no direct link to other public relations offices other than

Figure 6. SDSU public relations organizational pattern.



through the president. He is related to the alumni efforts as liaison to the Alumni Association for the president.

No short-term or long-term goals for the development program are made. Cecil "assumes" the next capital funds campaign, for instance, will be a museum.<sup>126</sup>

Policy is formulated by Cecil and the president but is flexible since it isn't written down. Development has no formal source of feedback with which to evaluate results other than the dollars raised. Cecil uses indicators such as reactions of the legislators, alumni, parents council, and enrollment. Recently inaugurated is a questionnaire being sent with staff who travel. The questionnaire asks for feedback they receive from various publics with which they come in contact. Cecil also did a survey of alumni attitudes toward the university as a master's thesis. He feels an internal advisory group could be helpful to public relations planning and evaluation.

#### Alumni Affairs

The Alumni Association is independent of the administration at SDSU. It was dependent (and thus part of the administrative structure) until July, 1964. As an independent group it can act in some areas where the administration cannot. Keith Jensen, alumni affairs director, points out though that the association exists with the blessing and cooperation of the university and shares the same goals and aspirations as the university.<sup>127</sup>

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126. Personal interview with Charles Cecil.

127. Personal interview with Keith Jensen.

Jensen reports to the executive committee of the association and its officers. The director of development is liaison between the Alumni Association and the university president. The association has no inter-relationship with other public relations areas of the university.

The association has goals and objectives spelled out for both internal publics (alumni and students) and for external publics (legislators, regents, public in general), Jensen says.

When the university sets short and long term goals for the public relations effort, Jensen says, the Alumni Association embraces them and doesn't strike out on its own. The president of the university coordinates this interchange.

Nothing is done to evaluate the program, he says, because the association really hasn't had a chance. It has had three directors during the past four years and this hasn't lent itself to much of a look back.

#### Communication Services

Goals and objectives for Communication Services have never been written, Director of Communications George Phillips said, but he would like to get this done in the future to "avoid wheel-spinning."<sup>128</sup>

The planning for Communication Services is done by a News Coordinating Committee of news bureau, radio, TV, and film personnel. Campaigns on various events are not always formal but are usually planned, he said.

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128. Personal interview with George Phillips.

There is no formal system of feedback but the reaction of the public to the institution in times of crisis or emergency are an indication of the job being done.

Assistant to the President

Traditionally all public relations activities were centralized under the assistant to the president. Public relations must be the president's right arm," Pearson said, "so traditionally he or his assistant directed the effort."

He thinks it is desirable for the overall program of public relations to have general guidelines that spell out the role that various persons can play in public relations efforts. He doesn't feel that short term and long term goals are clearly defined. "The president has a thousand things to do and these themes or points of emphasis should be suggested to the president for his consideration."

"Policy comes about through evolution--everyone can share in the process," he said. Although the general direction of the total effort is set by the president who acts as coordinator, he sees Communications Services as suggesting goals and doing evaluation. There has been no evaluation recently, he said, "we're due. We never know enough about what people are thinking and they never know enough about us."<sup>129</sup>

President

Goals are not spelled out, Briggs said, but short term and long term goals should be formulated by Communications Services and presented for consideration along with the means by which they can be

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129. Personal interview with David Pearson.

achieved.

The biggest weakness in the program, Briggs felt, was that there is no evaluation of the efforts. He gets feedback from the Advisory Council, and from staff who travel and come in contact with the public, but he has never asked Institutional Research to prepare a comprehensive look at the institution's public relations position.<sup>130</sup>

#### PR And Radio-TV

Briggs and Phillips both agreed that the university's radio and television stations were placed under the director of communications for administrative convenience, not because they wanted them used in the public relations effort.

Radio and TV are under communications services as "a matter of administering them," Briggs said. "We never thought of them as a way of propagandizing students or staff--but as a teaching tool."

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130. Personal interview with H. M. Briggs.



## CHAPTER VI

## SUMMARY AND CONCLUSIONS

The public relations of a college can be thought of as "the sum of all the impressions made by the institution." Although most colleges have practitioners working to build an image in alumni relations, fund raising and information services there generally has been no formal total program for controlling the impressions made by the institution by participation in policy-making. This paper presents the advancement concept as a complete public relations program and uses it as a model with which to compare the public relations effort of South Dakota State University.

The study analyzed the advancement concept through its evolution, current status and administrative structure.

Summary

Public relations in colleges has no claim to lengthy tradition. The first publicity offices were opened in colleges from 1900 to 1904.

The evolution of college public relations can be studied by analyzing the development of the American College Public Relations Association (ACPRA).

Public relations administration in colleges began with the "Journalism-News Concept" stage of development which ran from 1904 to 1930. In this formative period advancement personnel were concerned primarily with reporting news to the primary carrier of information

in that period--the newspaper. Journalism instructors were typically asked to handle this function on a part-time basis.

The instructor reported to his department head for his teaching responsibilities and had a relatively ill-defined contact with the president for his public relations activity.

A step toward improved status came during the 1930's and took an additional stride during the early 1940's. The second stage of advancement evolution was the era of the "Publicity Concept--1930-1946." This was the period of most rapid growth for campus public relations up to that time. During this period the belief that public relations should serve both an advisory and policy-making function in colleges was born. This turned the communication between president and public relations personnel into a two-way process.

The newly-titled "publicity" men also chose a variety of methods for releasing information about their colleges. Radio, film and direct mail created both more opportunities and more duties for personnel.

This diffusion of responsibilities introduced the "Public Relations Concept--1946-1958". During this period the term "development" entered the public relations picture and fund raising became part of the area's responsibilities. Also during this period the practitioner's position on policy-making boards was cemented and he became policy-maker, advisor, planner, fund raiser and interpreter. All of this made the area seem more awkward and limitless than ever. The Greenbrier conference was an attempt to provide administrative guidelines. This was the origin of the "Coordination Concept--1958 to the present." The report sought to give order to the area of advancement

by recommending a coordinator be appointed to direct the multiplicity of functions advancement had come to include.

It focused attention on public relations, alumni relations, and fund raising as the most obvious components of the area that required coordination. It was hoped the coordinator would provide form for the broad and almost limitless group of related administrative activities that had come to be known as public relations.

Just what was this "almost limitless group of activities" that public relations had come to represent? How is advancement defined? What is expected of the advancement director? What principles and objectives form its base? How does a director plan for an advancement program?

This study embraced Ehling's definition of public relations: it is an organizational function embracing all the relations between an institution and its publics because all have an impact on public relations. Ehling elaborated by defining the advancement approach to public relations: the impact different kinds of relations have on the public depends above all else on the formulation of sound policy.

The definition sets the administrative bounds of the advancement program--it sets the direction. Added to that must be other principles of sound public relations: give the press what it wants, i.e. deal in newsworthy events; tell the truth; interpret higher education to the public--don't deal exclusively with beauty queens and football.

But what is to be interpreted? What does an institution want projected to the public about itself? An institution must define its image. It must define what it is and what it wants to be. Image can

be determined by a college's people, practices, program, products, plant and publicity. Advancement people must control each of these elements if they are to control the image they project.

The advancement director must build an institution that will sell itself--rather than ignoring the quality of the college's policies and programs and then having to "sell" them with news releases full of half-truths. Of course, to build an institution that people want practitioners have to know what people want in an institution. This makes it necessary to poll the public and then plan methods of serving as well as publicizing the institution's story.

What this means then is that an institution can only be what the public wants it to be. And, of course, there are more than two dozen publics that must be courted from students and staff to phone callers and veterans.

Such an institution or institutional advancement program will never be built haphazardly or randomly. It takes planning. Planning starts with the aims of the institution and determines long range and short range goals for the institution and the IAP. This makes the program preventative rather than remedial and prevents wheel-spinning. Lack of planning is one fault that most programs tend to share. Lack of planning can also cause dissonance among staff who become frustrated over their role.

Also needed to accomplish this type of program is an advancement director who is a full-scale advisor to the administration so he can inspire policies in the public interest. Being at top management level also helps the director solicit support of department heads for the

public relations program. Only one-fifth of advancement directors have reached this level, however.

Few arguments for the need for a coordinator are as strong as a recitation of the responsibilities of the advancement area. The responsibilities involve fund raising, alumni relations, information services and public services. They involve news releases, publications, University Press, news for television and radio, motion pictures and still photography, speakers' bureau and information center, special events, community relations, industrial liaison, student recruitment, legislative relations, campus tours, and placement.

Development has as its goal the raising of funds from private sources. This means establishing and maintaining good will. Direct mail and class and regional agents aid in this effort that goes to alumni, corporations, foundations, parents and others. Alumni relations is involved in drawing the alumni together as ambassadors of the institution. Special events and regional or state chapters of alumni help in doing this. Public services includes special events supervision, providing public relations counsel, and maintaining liaison with special publics.

Organizing to carry out such a program can determine the success of the effort. The Greenbrier Report suggested several alternatives from a study of the ACPRA membership. Type one had a coordinator reporting to the president of the institution with directors of public relations, alumni relations and fund raising reporting to him. Type two had the directors reporting directly to the president; types three to eight had various directors subordinate to one another and

reporting to the president. The coordinator form is definitely the trend as later studies have found. A survey of the literature was also used to determine that most institutions are using one of the Greenbrier Report's types of administrative structure. Larger institutions tended to use a coordinator, smaller ones had directors reporting directly to the president.

The coordinator form has the advantage of centralizing accountability, providing greater flexibility and avoiding duplication. It also frees the president from having dozens of officers reporting directly to him.

The advancement area evolved differently at South Dakota State University than at most institutions. It was the college editor who taught the first journalism courses, rather than the other way around. The entity today is Communications Services which involves the editorial offices, educational radio-TV and audio-visual services.

As advancement is practiced at SDSU it must be said to be publicity-oriented with random efforts at public relations. The coordination concept hasn't yet arrived. The news bureau interprets higher education and its impact on the public and follows the principles of honesty with the press. None of the individual areas of alumni, development, or communications has objectives spelled out or written down. Planning of the individual or group effort or evaluation of the results also is lacking. Weekly meetings are used to plan and coordinate the effort on a week-to-week basis.

There might have been a coordinated effort at SDSU had a full-time director of communications been hired.



SDSU is involved in the broad range of activities with the president as coordinator.

### Conclusions

Based on the analysis of the advancement concept of college public relations and the current status of the public relations effort at South Dakota State University the following conclusions are presented in the form of a plan for the improvement of the SDSU effort.

South Dakota State University should bring the three areas of advancement--alumni relations, development, and communications services--together into one program. The mere fact that offices are together will provide for better coordination and efficiency.

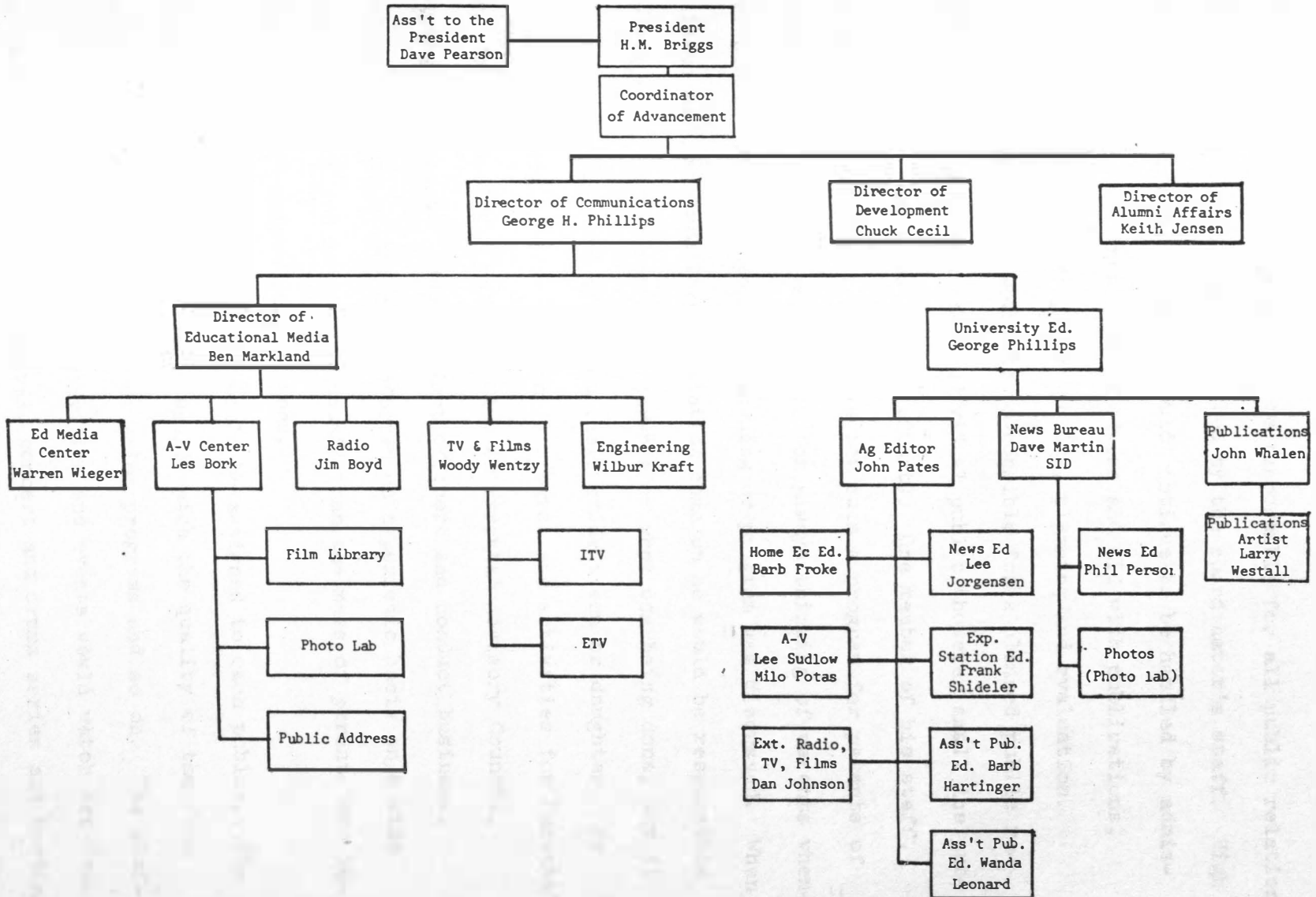
The reorganized area should have three directors--alumni relations, development and communications--each responsible to a coordinator who will be responsible to the president of the university.

The coordinator will have top-level administrative status (perhaps that of "Dean") with a seat on policy-making committees and advisory councils. The coordinator should be involved in public and private discussions between the president and others to become more thoroughly aware of the sensitivities of various issues and as background.

The coordinator and his directors, in consultation with the president and their staffs, should set public relations policy, plan and implement a public relations program to attain those goals, and evaluate the program periodically to determine its effectiveness in reaching the stated goals. Research and Data Processing and Institutional Research and Planning can help with polling various publics as a prelude to planning and in reaching publics for evaluation of the



Figure 7. SDSU public relations organizational pattern envisioned by this study.



public relations effort.

The coordinated area will be responsible for all public relations effort but not all will be conducted by the coordinator's staff. High school relations, for example, would continue to be handled by admissions, but the coordinator would advise and aid with publications, visual presentations, displays, policy, planning and evaluation.

The coordinator would be responsible for a planned public relations effort aimed at each individual public (however small the public or however small the planned effort). One member of his staff, for instance, would be responsible for such a program for parents of students. He would be responsible for always thinking of parents whenever public relations policy, planning or program was discussed. When an issue such as dormitory visitation came up he would be responsible for a special effort to inform parents of what was being done, why it was being done and the effect on their student son or daughter. He would be responsible for planning a program and activities for Parents' Day, for organizing a Parents' Club or Parents' Advisory Council, helping the Parents' Club to elect officers and conduct business, keeping officers of the club informed on a periodic basis on a wide range of issues and in greater detail than the mass of parents are informed through various publications.

One member of the staff would be assigned to each public. The staffer concerned with students would watch the quality of the food services, quality and quantity of union programs and so on. The staffer concerned with cultural activities and events would watch Art Center offerings, Fine Arts Festival, concert and drama series and Harding

Lecture Series to insure high quality and promote them as a whole to groups throughout the area interested in cultural activities..

This is the essence of preventative public relations: attempting, at least, to prevent the food service from deteriorating to the point of student demonstrations against it; preventing union programs from deteriorating to the point that students nearly refuse to allow construction of a new union because they consider the program in the old one inadequate.

The coordinator serves as both a line officer and a staff officer. As a line officer he supervises personnel responsible to him; as a staff member he advises the president and others as to means for enhancing their immediate effectiveness in matters of public relations. In his staff function the coordinator should have the capacity and influence to advise in such a fashion as to bring about the involvement of the entire institution in the public relations effort. The coordinator should also serve as an "idea-man."

The president won't be eliminated from the public relations picture--but his role will change. The president would still determine the "image" that's proper for his institution. He would help in setting public relations policy and in planning the program. He might also serve a staff function by handling the institution's relations with the Board of Regents and the legislature.

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