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A DESCRIPTIVE STUDY OF THE PUBLIC RELATIONS
PRACTICES AT HARDIN-SIMMONS UNIVERSITY

THESIS

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By

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This study examined the public relations practices--the concept, structure, functions, goals and objectives, procedures, and standards of performance--at Hardin-Simmons University in Abilene, Texas.

The study concluded that the public relations practices provide an effective, well-organized, well-planned and well-executed program based on formal goals and objectives, definite philosophy and purpose, and criteria for measurement of effectiveness. Although the program has a good sense of direction, it lacks focus, largely because of the mingling of public relations and fund-raising responsibilities in some staff positions and a lack of separate standards of performance for each staff member.

Recommendations to strengthen the program include separate and distinct public relations and fund-raising responsibilities in each staff position and standards of performance for each staff member.

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CHAPTER I
INTRODUCTION

History and Development

Hardin-Simmons University, an institution of higher education dedicated to intellectual growth in a Christian atmosphere, took root in a territory that a military survey team in the early 1890's described as "not fit for white men." The open prairie provided little defense against the warring Comanche and Apache tribes that resented being hemmed inside a reservation. The absence of timber as a natural resource left little to build shelter.

For some time the prairie was just a stopover for settlers on their way to California. Settlement of West Texas finally took a foothold during the 1850's with the establishment of a system of forts throughout the territory. One such fort, Fort Phantom, stood as a symbol of security for the Taylor County inhabitants. The fifty- to eighty-mile-long border of forts lined the edge of white settlement that government officials thought would certainly contain any future growth. Settlers--ranchers followed by families, bankers, merchants, and farmers--quickly fleshed out the open prairie under the watchful eye of soldiers sent to protect outlying settlements and travelers (10, p. 19).

It was not until thirty years later that Abilene--under whose care Hardin-Simmons blossomed and grew--got its name on the map. With the significant decision to lay the Texas and Pacific Railroad tracks through north Taylor County instead of fifteen miles due south through the bustling community of Buffalo Gap, Abilene got its start in 1881. On March 15, 1881, lots for the new town on the banks of Catclaw Creek went on sale at public auction. The adopted motto, "Future Great City of West Texas," illustrated the enthusiasm with which the residents viewed their new town. C. W. Merchant, rancher and cofounder of the town, envisaged the small community becoming as strategic in the cattle market as the Kansas cowtown to the north that was the destination of so many of his cattle drives. Thus, the town was named Abilene after Abilene, Kansas (10, p. 56).

It was in the "suburb" of this small West Texas town of 5,000 that Abilene Baptist College was established by the Sweetwater Baptist Association, a regional association comprising West Texas Baptist churches (27, p. 1). Although the cornerstone-laying for the school on July 4, 1891 drew a crowd that rivaled any great social gathering of that day, "the school almost died 'a-borning!'" (28, p. 24). Money for construction of the building ran out before it was half finished and "before the doors actually opened, the name of the school was changed to Simmons College in honor of the Reverend

James B. Simmons of New York City, whose timely gift made possible the completion of the first building" (28, p. 24).

The Simmons family requested the school be named "Christlieb College" or "College of Christ's Love," but the trustees insisted on naming it after its first major and vital benefactor. The present-day name of Hardin-Simmons University was arrived at forty years later when another major benefactor, Mr. and Mrs. John G. Hardin, gave an annuity gift during a particularly critical time for the school financially.

The foundation agreement of 1891 with the Simmons family emphasized the school's inseparable tie with Christian principles and the obligation the founders felt as Christians to propagate the message of Christ within an educational setting: "The conquest of this world unto Jehovah is not likely to be accomplished except through the instrumentality of Christian schools and colleges in which Christianity shall be the confessed and formative principles of their whole organization, method, and life" (27, p. 11).

Founded on the same underlying principles as other Baptist institutions of higher education since the founding of Brown University in 1764, Hardin-Simmons University served as a place to train ministers, educate the community young people, and win people to Christ. The foundation agreement stated the purpose quite clearly:

It shall be in said college the constant aim of the Teachers, by a truly liberal and Christian education;

To bring young men and women to Christ;
To teach them of Christ;
To train them for Christ (27, p. 13).

Founded primarily as a college, the institution took on more than the role of an institution of higher education. In its first few years, some students enrolled in secondary and even elementary grade levels. By the turn of the century, 100 students studied at the small school. In 1895, the first Bachelor of Arts was conferred; for a short period of time, two degrees called the Bachelor of Literature and the Maid of Literature were awarded (35, p. 3).

Students endured inconveniences that were by no means minor: no running water or electrical power on the campus (28, p. 25).

Stability and a certain level of respectability came to Hardin-Simmons when the respected Baptist educator, Dr. Oscar Henry Cooper, former Baylor University president, became the third president in 1902. Under his guidance the curriculum was expanded to include a liberal arts emphasis. It was not until Jefferson Davis Sandefer took the position in 1909 that the school became firmly established as an institution of higher education. Enrollment and monetary resources steadily increased until the effects of the depression took their toll.

Several landmarks in the school's history influenced its course: (a) At a time when most students had to choose among colleges in Waco, Austin, and Fort Worth for graduate study,

Hardin-Simmons began granting its first master's degree in 1926; (b) Hardin-Simmons joined the Southern Association of Colleges and Secondary Schools in 1927; and (c) a separate school of music was established in 1934 although the program had been, for all practical purposes, a separate program from the fine arts program since 1930.

When enrollment figures and financial aid dramatically decreased during the Depression years, the school, once again, faced the grim reality that the doors might close. The healthy annuity gift from the Hardins in 1934 brightened the school's financial situation. However, the amount was not enough to reverse the gloomy financial trend. The Hardins eventually gave the school \$900,000.

The most important move the university ever took in an effort to secure funding and security came in 1941 when the trustees voted to request that the Baptist General Convention of Texas assume control and elect trustees. The move made it "possible for direct financial help from the Cooperative Program funds of the Convention and for providing a broader base of general support throughout the state" (35, p. 3).

From the first president, the Reverend W. C. Friley, to the current president, Dr. Jesse C. Fletcher, the concept of providing quality academic education hand-in-hand with the Christian perspective has pervaded. Although modified since the early beginnings, the university faces many of the same

pressures as a church-related school that a state-supported institution faces. The 1974 institutional self-study report revealed some of the major problems: "The university has faced problems of rapidly escalating costs, upgrading of faculty and raising faculty salaries, providing modern physical facilities, increasing endowment, strengthening the curriculum while avoiding course proliferation" (35, p. 3).

On the other hand, the university today features major accomplishments in spite of the tensions listed and the struggle for recognition as an alternative to state-supported colleges and universities.

During the fall 1980 semester, Hardin-Simmons boasted a record enrollment of 1,965 students, breaking a record set in the mid-1940's with the return of World War II veterans on the GI Bill. Most recently, the university's enrollment topped the 2,000 mark, setting an all-time record in the fall 1981 semester.

The curriculum has developed into a wide selection of degrees: Bachelor of Arts, Bachelor of Behavioral Science, Bachelor of Science in Nursing, Bachelor of Business Administration, Bachelor of Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science; Master of Arts, Master of Business Administration, Master of Education, Master of Music, and Master of Religion.

The university is fully accredited by the Southern Association of Colleges and Schools, the Texas Association of

Colleges and Universities, the National Association of Schools of Music, and the Texas Education Agency.

From its meager start in one small building with no electrical power and running water, the university has grown into an attractive, modern campus, known as "The Forty Acres," with its new science research center, recital hall, Cowboy band hall, library, and physical education complex.

In an effort to be a modern university in a modern society, Hardin-Simmons has gradually modified and adopted various versions of the original purpose of the university. The foundation agreement of 1891 stated the clear identity of the university as a place of "truly liberal and Christian education" (35, p. 13).

The 1974 self-study committee accumulated evidence that it said did not accurately depict Hardin-Simmons as "primarily a liberal arts educational institution" as stated in the 1966 ten-year self-study report (35, p. 13).

Hardin-Simmons' adoption of a new statement of purpose and philosophy by the trustees on November 9, 1973, stressed the curricular move to professional and preprofessional emphases, even though the university first established a Department of Bible to train ministerial students in 1904 and the university's teacher training program was accredited by the State Department in 1912. The committee re-emphasized that the university's emphasis on religion and quality academic

programs would not be lessened by the adoption of a new statement; Hardin-Simmons' distinctive mission still was to provide "quality education in selected areas from a Christian perspective and in an atmosphere emphasizing the individual's needs" (35, p. 17).

"In consideration of the future of the institution as well as the past and present," the new statement was modified "in light of contemporary needs and economic resources":

PURPOSE:

Hardin-Simmons University is a multi-purpose institution that seeks to serve all qualified students. As a church-related university affiliated with the Baptist General Convention of Texas, Hardin-Simmons University exists to provide a higher education in selected liberal arts, professional, and pre-professional programs. The distinctive qualities of the institution are found in the presentation of these diverse offerings from a unifying liberal arts basis and a Christian perspective (35, p. 13).

In order to tell Hardin-Simmons' story as well as provide a mirror to view itself, a particular organized approach was needed: public relations. Whereas Hardin-Simmons' educators and administrators met the challenges of the late 1800's and early 1900's, modern Hardin-Simmons personnel face the dilemma of telling Hardin-Simmons' story to a more sophisticated audience bombarded by thousands of television and radio advertisements and pleas for money from worthy causes.

The approach is characterized by business jargon used to describe methods employed, and one Southern Baptist author

explained, "Christian higher education cannot be excused from participating in the commercial dimensions of education. One cannot avoid the idea that education is a commodity which must be attractively packaged, sold to a constituency, and continually kept before a desirable market" (19, p. 5).

Public relations is more aptly described in practice than in theoretical terms. The loosely interpreted concepts of the profession somehow survived without a definite, etched-in-stone definition. Academicians and practitioners suggest various aspects of public relations. Clarence A. Schoenfeld compared public relations to reputation: "Mere publicity is like reputation--what you are thought to be; but real public relations is like character--what you really are. Public relations is deeds, not words" (32, p. 3).

Practitioner Edward L. Bernays listed three areas pertinent to public relations: "(a) information given to the public, (b) persuasion directed at the public to modify attitudes and actions, and (c) efforts to integrate attitudes and actions of an institution with its publics and of publics with that institution" (5, p. 3).

W. Emerson Reck described the job as having responsibilities on both sides of the fence: (a) "to interpret the institution to its publics" and (b) "interpret the publics to the institution" (26, p. 3). He summed up the situation when he said: "The public relations of any institution can be

defined as the sum total of all the impressions made by the institution itself and the various persons connected with it" (26, p. 8).

Perhaps it was the "sum total" of public relations that impeded the growth of the field as a recognized and respectable profession until later on in the twentieth century. Without a specific definition that distinguished between acceptable and nonacceptable practices, the profession wanted for a clear identity.

Not until the mid-1930's did the term "public relations" become a familiar word in the professional world, and not until the end of World War II did the practice enter into the administrative circles of academia as a separate department. Even then, only a small number of the 1,700 colleges and universities operated an organized and efficient public relations program (26, p. 2). A few institutions of higher education had the foresight to establish some form of public relations work as early as 1900, but most programs were limited to the confines of a news bureau, a press agency that ran many times without a specific format or specific goals (26, p. 2).

Sometimes the indecisive attitude of the university in establishing a full-fledged public relations department with a quality staff triggered suspicions about the educational public relations image in the public eye. The vision of the "huckster"--an impression that has quickly dissipated in the

business world but lingers more predominantly in academic circles--has caused schools to procrastinate in labeling a department under the heading of public relations. In some instances, the label blackballed some programs from receiving funding (2, p. 23).

As the need for improved practices has grown in educational public relations, however well-hidden, the respectability of the practitioners has risen simultaneously. An organization for professionals founded in 1927--the forerunner of the American College Public Relations Association--added a certain ingredient necessary for serious consideration of the field (2, p. 23). More and more, the academic community has come to realize the importance of the public relations program as an integral part of the educational plan for promotion, and more importantly, survival.

A 1958 study sponsored by the American College Public Relations Association made a thought-provoking statement that would necessitate the establishment and maintenance of a strong public relations program to further public understanding and acceptance of higher education: "that the very survival of western civilization, as we know it, may depend on the strength and quality of American higher education" (2, foreword).

Hardin-Simmons does not list the "survival of western civilization" as one of its main objectives, but noble goals

parallel pressing problems. Daily factors--escalating costs, maintaining quality education, and upkeeping the facilities--intervene many times with Hardin-Simmons' purpose: to seek truth in a Christian context. Reck suggested one tactic to ensure a private institution's survival: "to receive much greater support from alumni, supporting churches, local communities, business and industry, foundations, friends, and possibly even the federal government" (18, p. 378).

Hardin-Simmons finds itself in a particularly challenging situation without direct state and federal funding, the lack of which stems from the Southern Baptist doctrine of separation of church and state.

Southern Baptist Jonathon Lindsey stated bluntly the course of action Christian institutions should take:

If an institution finds itself committed to quality education in an environment of Christian ideals, then it must find means to finance its goals Changing attitudes about money, both personal and corporate, will require that Christian institutions look at themselves clearly and objectively, even overtly, entering the marketplace with their commodity (19, p. 5).

Hardin-Simmons first instituted a limited public relations program when Nelson Hutto was hired in 1927 as teacher of journalism and director of publicity (36). In the early days, the job fell to "a man who wore many hats": teacher, reporter, speech writer, advisor, advertiser (33). The position, mostly part-time, included responsibilities in several university

areas: alumni relations, journalism development, athletics (36). The first full-time director of a news bureau was Charles Ray Richardson who worked at Hardin-Simmons in the 1960's. When Richardson resigned, the position vacillated from a part-time to a full-time job, depending on the abilities of the director until 1978. That year Richard M. Styles became the vice president responsible for university relations, assisted by Craig Bird who was hired that same year as director of news and information. Margaret Hoogstra was added as marketing director in 1981. With the resignations of Craig Bird and Margaret Hoogstra in 1982, Darrell Wood went on staff as director of communications and Charles Richardson returned to Hardin-Simmons as news director.

Statement of the Problem

What is the organization, function, and scope of the public relations program at Hardin-Simmons University, and what is the perception of the program by members of the public relations staff?

Purpose of the Study

The purposes of this study were: (a) to examine how the concept of public relations is perceived at Hardin-Simmons University, (b) to examine the public relations program goals and objectives, (c) to examine how the public relations objectives are formulated and implemented, (d) to examine the

organizational structure of the public relations department, (e) to examine the extent of the activities and services conducted through the public relations program, (f) to discern the standards used, whether they be of Hardin-Simmons' own development or from an outside source, and (g) to examine the effectiveness of the program as measured against standards of performance.

Questions Answered

This study answered the following questions related to the public relations program:

1. How does the university "family" interpret public relations in terms of an institution-wide responsibility?
2. Through what method is this awareness accomplished?
3. What are the objectives of the university's public relations program?
4. Through what process are the public relations objectives channeled during formulation?
5. Who participates in the development of these objectives for the public relations program?
6. How is the university public relations program organized, especially in terms of personnel and their responsibilities?
7. How does the public relations program fit into the university administrative structure?
8. What are the institution's primary and secondary publics?

9. Does the public relations area conduct research to determine these publics' responses and attitudes toward the university?

10. Are public relations services and activities geared for the various publics through appropriate channels?

11. Does the public relations area incorporate into the program standards of performance as a checklist for effectiveness?

12. What are these standards, and are they being met?

Recent and Related Studies

Several theses similar either in topic or method to this study are referred to as a matter of reference. In 1976 Mary Ann Eggers Beahon wrote a master's thesis entitled, "A Study of News Bureaus at Big Eight Universities," at the University of Kansas. She attempted to "spell out some of the things information directors said they wanted to know about each other's operations" (4, p. 2). Although in the study Beahon did not evaluate the effectiveness of each university's operation, she did scrutinize each program in several areas: goals, organization, budget, personnel, print operation, and auxiliary operations, such as broadcasting, photography, and internal publications.

In 1971 Michael P. Ryan wrote a master's thesis entitled, "A Study of Public Relations in Public Junior Colleges in Texas," at the University of Oklahoma. He focused on the

plight of the public relations practitioner employed at the junior college level. Ryan described the practitioner as a second-class citizen in the eyes of the college administrator, student, and faculty member. He examined the programs, personnel and their professional backgrounds, and public service activities; and assessed the condition of the public relations program in the junior college. He listed several areas for putting together a first-class public relations program: financing, status of director, equipment, scope, and cooperation with administration.

In 1980 Allen McCorstin wrote a master's thesis entitled, "A Study of Public Relations Practices of the First National Bank of Fort Worth," at North Texas State University. He examined the bank's public relations concept, the structure of the bank's public relations department, the public relations methods employed, the public relations scope, and gave an assessment of the department. The study resulted in two recommendations for the bank's management and public relations staff: to establish public relations goals and to establish a public relations policy for the bank.

Limitations of the Study

This study was limited to a descriptive analysis of the public relations program at Hardin-Simmons University in Abilene, Texas.

Justification

Public relations serves as an essential part of the lifeline in a privately funded university as compared to its counterpart in a state-supported university. The public relations department in a privately funded university, such as a church-related university, must project an image enhancing financial security as well as an academic stability to its constituents.

Little has been written about the inner workings of public relations and its role in church-related schools, even more specifically in Baptist universities. Little practical information has been written dealing specifically with the unique circumstances surrounding public relations role in a church-related university, a role that directly affects the survival of the university.

The results of this study attempted to provide basic information for public relations personnel in church-related universities. The information may be taken from this one specific case and broadened to apply to other public relations departments in other denominational schools. This information will provide basic information to institute an effective public relations operation.

Definition of Terms

Terms used in this thesis are operational definitions from This is PR: The Realities of Public Relations by Doug Newsom and Alan Scott.

Public information--Dissemination of information in a news medium, either mass media such as television or newspapers or specialized media. Generally it does not help set policy.

Public relations--A network involving research into all audiences, receiving information from them; advising management of attitudes and responses; helping set policy that will demonstrate a responsible attention to these attitudes and responses; and constantly evaluating the effectiveness of all programs. It is an inclusive role embracing all activities having to do with ascertaining and influencing the opinion of a group of people.

Methodology

The study was conducted using two procedures to gather major information from the public relations director and staff: a questionnaire (Appendix A) and interviews (Appendices B and C). Other resources were information furnished by Hardin-Simmons personnel in catalogs, books, pamphlets, and recorded documents and from other various printed materials.

The questionnaires were submitted first, focusing on demographic statistics of the public relations director and personnel. Interview sessions, following completion of the questionnaires, solicited both information dealing specifically with the public relations director's viewpoint and responsibilities and the staff members' viewpoints and responsibilities. The interview session with the public relations

director solicited information concerning philosophy and organization of the public relations program; the preliminary preparation, dissemination, and assessment of the program's activities and services; and evaluation of the standards of performance. The following interviews with staff members sought information pertaining to each individual's specific duties and a perception of the various facets of the overall public relations program. A pooling of information gathered from the interview sessions resulted in an evaluation of the standards of the performance as they measure the effectiveness of the program.

All the information accumulated--from questionnaires, interviews, documents, pamphlets, books, catalogs, reports, and other printed information--was used to determine Hardin-Simmons University's public relations program in light of its philosophy, structure, activities, objectives, and effectiveness.

Procedure for Analysis of Data

The determinant in ascertaining the effectiveness of the public relations program at Hardin-Simmons was the response of the public relations director and personnel.

The criteria set forth by several practitioners and academicians outline certain standards by which to judge an effective public relations program in higher education.

A joint study by the American College Public Relations Association and the American Alumni Council listed four objectives of the college public relations program in The Advancement of Understanding and Support of Higher Education.

1. To assist in establishing the institution's proper image in the public mind and increasing public awareness of that image;
2. To help the institution to earn understanding, support and sympathy;
3. To improve communication within the institution, and between the institution and the community it serves;
4. To assist in developing good students, a strong teaching staff, and high academic standards (2, p. 23-24).

Public Relations for Teacher Education: A Guide for Colleges and Universities--prepared by the Joint National Committee on Public Relations of the American Association of Colleges for Teacher Education and the American College Public Relations Association--stated "The objective of a planned program of public relations . . . is to insure good relations" in terms of such practices as:

1. Coordination of the public relations activities of all departments and services of the college.
2. Consultation between the public relations chairman or director and departments of the college whose activities have especially important public relations consequences, such as the placement bureau, athletic department, registrar's office, field service, business office, and the college switchboard.
3. The operation of a newspaper and radio service. (To include releases to professional and popular magazines as well as to daily and weekly newspapers, high school papers, and radio stations.)
4. Supervision of the preparation of publications, leaflets, and bulletins.
5. Advisory supervision of student publications, and faculty and student handbooks.
6. Supervision of an alumni program, recruitment program, speakers bureau, exhibits, promotional films; and special magazine articles (16, p. 86).

Benjamin Fine in Educational Publicity quoted Dr. John M. Hickey, a prominent educator, on thirteen public relations program objectives revealed in a study of public relations programs in eighty-three cities:

1. Create goodwill.
2. Interpret college to community.
3. Add to reputation of the college.
4. Bring in higher type of student.
5. Educate general public.
6. Point out advantages of own college.
7. Publicize faculty research.
8. Bring in more students.
9. Be of service to students.
10. Prevent misinterpretation or misunderstanding.
11. Raise money for endowments.
12. Help students get employment.
13. Act as co-ordinating department (12, p. 15).

Clarence A. Schoenfeld in Publicity Media and Methods: Their Role in Public Relations listed several educational public relations practices proven effective:

1. Giving full access to school facilities and to teacher and pupil talent and resources to any and all community requests.
2. The preparation and pertinent distribution of newsletters from administrations, teachers, and pupils; periodic school information; readable and tale-telling annual reports.
3. Taking the school to the community--via visits, tours, open houses; and by taking the community to the school--via exploitation of personnel and physical facilities of the school.
4. Using PR Committee or other faculty members to talk turkey with governing agencies with utilities concerned with the school, with community "opinion leaders" and with selected representatives of the "parent public."
5. Using the school as a display case for a variety of school activities, projects, or accomplishments; and by transferring such exhibits to well-located sites in the community.

6. Giving regular orientation tours for pupils due to move on to another school, for new pupils and their parents, for new teachers, and for anyone else in the community who may be interested.

7. Giving the community at large the feeling that it has a stake in and an important participation in efforts to obtain new buildings, new equipment, more teachers, better goods.

8. Taking pupils and classes into the living rooms of the community via radio and TV programs on a regular basis, by using the broadcast media for special programs.

9. Using the campus as an adult education extension facility--having the community come to lean on the school for help in special vocational and cultural desires and needs.

10. Making full use of a speakers bureau--invaluable face-to-face communication composed of especially able faculty (and students) message-bearers (31, p. 295).

A questionnaire conducted by the American College Public Relations Association Study Committee and sent to members of the association indicated "the most desirable or 'ideal' organizational pattern for discharging most effectively the institutional responsibilities in these areas [public relations, alumni relations, fund-raising, and legislative relations, and other related activities]." Of the eight patterns designed, four represented 98.2 per cent of the responses (Appendix C) (2, p. 73.-74). Emphasis was placed on the public relations area.

In order for the Hardin-Simmons public relations program to be declared commensurate with an effective public relations program, the public relations personnel needed to respond positively to at least three of the four objectives listed by the American College Public Relations Association-American Alumni Council joint study; to at least five of the six

objectives prepared by the Joint National Committee on Public Relations of the American Association of Colleges for Teacher Education and the American College Public Relations Association; to at least ten of the thirteen objectives in Fine's book, Educational Publicity; and to at least eight of the ten public relations committee practices listed by Schoenfeld in Publicity Media and Methods; of the four internal educational organizational charts, the responses from the public relations personnel had to be such that the university's structure falls into one of the top two patterns, indicating the desirable or "ideal" administrative structure.

Organization of the Study

This study of the public relations program at Hardin-Simmons University was divided into three chapters: Chapter I was the introduction; Chapter II furnished the data; and Chapter III furnished the analysis of the data, conclusions, and recommendations.

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CHAPTER II

CONCEPT, STRUCTURE, FUNCTION AND ANALYSIS OF PUBLIC RELATIONS PRACTICES

The public relations program at Hardin-Simmons University in Abilene, Texas, is under the responsibility of the advancement area, supervised by Richard M. Styles, vice president for advancement (Appendix E).

The Personnel

The public relations program at Hardin-Simmons University is coordinated and directed by Styles. Assisting him are two assistant vice presidents for development, Dr. Rufus Spraberry and John Womble, and the director of communications, Darrell W. Wood. Charles Richardson, the director of news and information, reports directly to Wood. Each of these four men manages a specific aspect of the public relations program at Hardin-Simmons University. Each area is supported by clerical and production staff. Total staff, including professional and support staff, numbers ten.

Styles went to Hardin-Simmons six years ago from the Foreign Mission Board of the Southern Baptist Convention where he had worked as a public relations consultant. Reflecting a

move to solidify communication services, alumni relations, and fund-raising efforts into a total program, Styles' title changed from Vice President for University Relations and Development to Vice President for Advancement in 1983.

Styles graduated from Texas Tech University in 1957 with a major in Spanish and double minor in English and history. He finished a master of arts in Latin American Studies at the University of New Mexico.

Styles is involved in both civic and community activities in Abilene. He is a trustee of the Abilene Independent School District, active member of the Rotary Club and Salvation Army Advisory Board, and deacon at First Baptist Church. He is a member of the Council for Advancement and Support of Education (CASE), Baptist Public Relations Association, and Texas Baptist Public Relations Association.

Spraberry is the assistant vice president for development in charge of planned giving, foundation and corporate support, and church relations. He went to Hardin-Simmons in 1980 from the First Baptist Church, Vernon, where he served as pastor. He graduated in 1953 from East Texas Baptist College with a degree in history and sociology. He received a master of divinity from Southwestern Baptist Theological Seminary. As a ranking colonel, he is the state area command chaplain for the Texas National Guard. He attended the United States Army Command and General Staff College and the National Defense

University. He is a member of the Kiwanis Club, National Guard Association of Texas, and National Guard Association of the United States.

Womble is the assistant vice president for development, responsible for the annual fund and alumni relations. He became an assistant vice president in 1983 after serving almost five years as the alumni director. His new position brought with it the additional fund-raising responsibility. Womble joined the university in 1978 from Hendrick Medical Center Foundation where he was a vice president in development.

Womble graduated from Hardin-Simmons University in 1966 with a bachelor of business administration with a major in management and minor in economics. He is a candidate for a master of business administration in management and finance from Hardin-Simmons in May, 1984.

Womble holds office in several civic and professional organizations. He is vice president and director of the Abilene Kiwanis Club, membership vice president of the Texas Baptist Public Relations Association, president-elect of the College Alumni Directors of Texas, and district chairman for the Council for the Advancement and Support of Education (CASE).

Wood carried a diversified background to the position of director of communications. He joined the university administration in 1982. He graduated from the University of Oklahoma in 1961 with a major in advertising and a minor in painting.

His graduate degrees comprise a master of divinity from Southwestern Baptist Theological Seminary and a master of arts from the University of Missouri.

He is an active member of the Baptist Public Relations Association, Texas Baptist Public Relations Association, Council for Advancement and Support of Education (CASE), Ad Club of Abilene, and the Kiwanis Club. He is editor of the Kiwanigram, a weekly newsletter for the Kiwanis Club.

Richardson is the director of news and information. He returned to Hardin-Simmons in 1982 in his present position after working at the university as director of public information during the 1960's. Before going to Hardin-Simmons, he worked at the Biblical Recorder in Raleigh, North Carolina as an assistant editor.

He is a 1958 graduate of Howard-Payne University with a degree in education and history. He earned two graduate degrees, a master of arts from Hardin-Simmons in 1971 and a master of science from East Texas State University in 1977.

Richardson is an accredited member of the Public Relations Society of America, a member of the Council for Advancement and Support of Education (CASE), Texas Public Relations Association, Southern Baptist Public Relations Association, and Society of Professional Journalists, Sigma Delta Chi. He is public relations chairman for the Southwest Rotary Club of Abilene.

The Functions

Publicity took precedence over the operation of a full-fledged public relations program in colleges and universities for many years. Only in recent years have these institutions come to realize that the publicity function is not enough, although it does play a major role in public relations programs (4, p. 6). Emerson Reck in his book, Public Relations: A Guide for Colleges and Universities, noted two main public relations functions of interpretation, saying: "It must continue, as has the program of recent years, to interpret the institutions to its publics. At the same time, and just as important, it must interpret these publics to the institution" (4, p. 5). The success or failure of these institutions of higher education, he said, will depend upon the public's perception of the institutions.

These interpretations demand a more multifaceted approach than the one-dimensional aspect of publicity. Still, many public relations programs are in the embryonic stages, functioning in a one-man office on a shoestring budget, or, as at Hardin-Simmons, tied into an integral part of the university structure.

Hardin-Simmons University operates its public relations program in conjunction with the development area. As seen in many universities of like size, the public relations activities fall under the same umbrella as planned giving, foundation

and corporate support, annual fund, and special campaigns. The public relations area itself focuses on the relations aspect: student relations, parent relations, faculty relations, donor relations, alumni relations, community relations, business and corporate relations, personnel relations, and media relations.

Five vice presidents at Hardin-Simmons direct, respectively, the operations of the university in financial affairs, student affairs, advancement, academic affairs, and admissions and financial aid.

Information relating to the university's public relations practices was gathered from five interviews and from materials provided during those interviews. The interview schedule was as follows: interviews with Styles on January 30, 1984, Spraberry and Wood on January 31, 1984, Richardson on February 1, 1984, and Womble on February 2, 1984. The materials included were the three-year proposed management objectives for the university from June, 1982 to May, 1985; the 1983-1984 increment of those proposed management objectives; standards of performance for the vice president for advancement; job descriptions of all five persons interviewed; and the marketing plan developed by Wood for the university. The five men responded to questions from the interview schedules that included two questionnaires, one for Styles and one for each of the four

officers (Appendices B and C). Responses to those questions are addressed in this chapter.

Public Relations Concept

Styles interpreted the term public relations as a function, saying:

The function of public relations is to evaluate the feelings of the various constituents of an institution, and then to plan programs of communication to constituents based upon that research that will give them current information about the institution. Hopefully, this will result in a better feeling toward the institution (9).

Referring to the concept at Hardin-Simmons, he saw the primary challenge to be updating some antiquated perceptions of the university by providing current information about the university and its accomplishments, its goals, and its strengths (9).

Both Womble and Spraberry focused on the image-building aspect of public relations as it relates to the university. Womble saw the process as "the organized effort on behalf of the institution to build an image in the minds of its various publics or constituents, people that interact or see or are exposed to the organization" (10). Spraberry explained the image-building process as an art of communicating what the institution is, what it hopes to be and accomplish, with the key qualifier being "in the public's eye" (8).

Womble interpreted the concept at Hardin-Simmons as a multitiered structure that gets segmented exposure with its

various constituents. Womble said:

It's not like a business where we have a product to sell and that is the only thing that people see. In my opinion, it's more difficult for an institution like our university because the image is multifaceted.

Our faculty are involved with it because part of the public is their constituency. We have events on campus to which the public is invited. We want the public at large to have an image of leadership so we have to sell Fletcher and the top administrators. We want the public to have a certain image of the university's mission and value system so we have to relate to the general public and, more specifically, to the pastors and church members. We have prospective students; we want them to have a certain image of the school. And, then, we have our family constituency: alumni, former students, parents, et cetera (10).

Both Richardson and Wood focused their definitions of public relations in terms of communication and positive impressions. Wood described that communication as a two-way street: "It is based on a set of relationships that involve meaningful transactions between the various parties in order to meet our mutual needs" (9). Wood's definition included a concern echoed by each of the other four men interviewed: making friends for the university by creating a climate of understanding that leads to acceptance and openness. He emphasized that this process involves cultivating, establishing, and maintaining the kind of relationship that promotes good will (11).

Womble said that one of the best ways this good will is accomplished is through the university's president, Dr. Jesse Fletcher. Fletcher's sensitivity to news media relations

demands an open-door policy, Womble said:

Previous administrations were perhaps guilty of telling the news media only what we wanted them to hear. I think, now, we're making a real, conscious effort to put our best foot forward, yet be honest and forthright and careful about seeing that our various constituents see us as we really are.

Dr. Fletcher insists that we tell them what really happens. Consequently, we don't get hurt too badly by bad press (10).

Although the consensus was that the public relations program has not peaked at the top efficiency level, a strong start armed with realistic expectations is being achieved. Styles summed up the general attitude expressed by the five men interviewed when he said, "I feel that my concept of public relations at Hardin-Simmons is what it should be, based on what we know at this time" (9). Richardson elaborated, saying, "The job is never done, but basically the program is sound" (6). He explained why he is generally satisfied with present public relations practices:

I'm not one to say that we're all that we could be, but a lot of progress has been made. There is still a lot to be done. In general, as I see it, we're touching all the bases with what we can do and the personnel that we have (6).

Both Wood and Styles mentioned the need for more complete market research to make the program more effective in reaching its target audiences. Wood said:

We need to do a better job in the area of market research--further identifying specific needs of the constituency that we serve, instead of assuming we understand and know the needs . . . in order

to design curricula and programs on campus that will meet the needs of our people. That's an on-going process.

As long as we are open and really listening to people and letting them have input into the process, we'll be able to come up with a consumer-oriented approach that reflects the needs of the people we serve (11).

Wood explained that he had begun to put this effort into practice even in informal ways. As director of Student Foundation, he is beginning to include more students in the student recruitment efforts by utilizing members of the student group. The students are now more involved in giving on-campus tours, attending alumni meetings, and speaking at High School Days or College Nights on high school campuses. The result is a more informed and loyal student body that can relay important feedback from the groups with which it interacts (11).

Womble saw the need for the public relations program to be a more organized effort, putting forth a more consistent, cohesive message. Whereas a corporate identity may be able to project a more "boxed" or "strict" approach because of stricter control, he said, the university has more freedom in its interpretation. "When you have so many of us going off in different directions, some of us do or say little bit different things than others," he explained (10).

Funding plays a critical role in determining to what extent a public relations program can function effectively and optimally. Concerning financing, Richardson thought that

more money and personnel would not necessarily improve the existing program, but would serve to partition the work load. Whereas, Styles said, more money would be used to implement programs related or based on newly funded research. He added, "We do have a limited budget in the public relations area, so we have to be very careful with what we spend" (9). He expressed satisfaction with the professional staff in the public relations area by saying, "I think we've got the personnel, the expertise; we're a little short on finances" (9).

The overall attitude of the five men interviewed was that the various facets of the public relations program were basically in line with the resources available. Womble expressed the age-old financial dilemma:

We could always have more advertising money. We could always have more staff people. We could always have more tools, more resources. But, for what little we're given, I think, we're getting the best mileage out of it [the public relations program] (10).

Spraberry categorized the various facets of the public relations program into strengths and weaknesses. He said the program could call itself "good," but not "excellent." He added: "I think our relationship with the news media is strong. Relationship with students is perhaps weak, perhaps weakest. Relationship with our donors is good, excellent. We try to keep them informed" (8). Spraberry explained that personal attention is paid to all donors, however large or small the gift. Each donor receives a personal thank-you

note from one of the development officers, instead of a printed form letter. Paying special attention to all donors contributes to the university's ongoing relationship with financial supporters (8).

Wood said that he construed the various facets of the public relations program as a way of "undergirding all aspects of campus life." He saw the public relations program as a means of expression, "giving form to the feelings and aspirations of people" (11). Wood cited, as an example, "Forging the Future," a three-year fund-raising campaign for which Wood coined the slogan and logo. He said:

Unless someone has that responsibility [of giving concrete expression], then your dreams remain merely dreams and never get off the ground. You've got to give expression to it some way-- through media, advertising, radio and television, print, continuing education (11).

In the public relations area, Wood pointed out that each professional brings a specific amount of expertise in a particular field. Yet, the nature of the job demands going beyond the point of specialization to a broader understanding of the scope of things. He said the public relations personnel must be willing to "wear many hats." As the director of communications, Wood saw himself in the many roles as writer, designer, editor, communicator, information specialist, and public relations practitioner. He stressed the importance of knowing as much about the life of the campus and its disciplines as

possible. He added, "It's imperative that we have an open mind and, in a sense, a very broad interest in anything and everything that relates to the campus" (11).

Richardson spoke of the various facets of the public relations program in a general sense by saying that the university "has some positive relationships with our publics." He emphasized two facets--media and church relations--as the two most important relations to maintain. He explained that keeping good relations with the media was important because of "the good things we have to share," keeping good relations with the church was important because "they are our most important constituency" (6).

Public Relations Responsibilities

A major concern of the public relations staff centered on the university "family" and its role in the public relations process. Styles explained how the family views the responsibility of public relations: "If it's good PR, we [public relations staff] get the credit. If it's bad PR, we get the blame" (9). Styles said the biggest problem is creating an awareness in the university family that they are a vital and integral part of the public relations efforts. He said the involvement must come from every level of campus life--students, faculty, staff, administration, maintenance. Styles gave specific examples:

A person in the business office who deals with a disgruntled student because his or her bill is

incorrect, the person in the library who deals with a student who can't find a particular book, the faculty member who deals with a student who feels that he or she has been graded wrongly--all of this is public relations.

Especially for Hardin-Simmons, which is an institution that says that we give personal attention to students. If we don't have excellent public relations, which is a feeling for the students we deal with day by day, then we're falling down on what we're advertising. So, it's got to be a campus-wide function (9).

Womble said that outside the confines of the public relations staffs' job descriptions public relations is not a central or well-defined responsibility for the rest of the university family. This, he said, perpetuates the lack of concern and involvement on their part. He said, "Those of us in advancement work hard at it [public relations], and it's our job. We get paid to do it. And, our standards of performance reflect whether or not we're doing it. Theirs do not" (10). He said part of the problem stemmed from the family not recognizing their influence: "They have a bigger impact than they think they do" (10).

Richardson gave a qualified "yes" to the question, "Does the university 'family' correctly understand public relations to be an institution-wide responsibility, involving all individuals connected with the university?" His answer included both those who have an acute awareness of their responsibility and those who seem totally insensitive to any influence they might have (6).

Wood agreed that some people on campus recognize their responsibility to participate in the public relations function, whether it be formally or informally. But, by and large, he said, the public relations staff has not been successful in encouraging people to assume that perspective. He paralleled the relationship of a pastor to his congregation:

Many times it may work like a church. They hire a pastor to do all the work. Whereas the real meaning of the church is that the people do the ministry and the pastor comes to equip them for the service. I think here they look at the public relations staff to do the service (11).

Several major suggestions for improving the public relations awareness surfaced during the interviews. Suggestions focused on helping the university family, as individuals and as a collective body, recognize its impact as an image-maker for the university. Womble pointed out that although the administration receives careful training in public relations tactics, the faculty receives little or no formal training. He suggested a more organized effort to implement a planned public relations training program. He said that this could be accomplished during allotted time at a faculty meeting or at a combined gathering of faculty and staff where Fletcher could stress the family's public relations importance (10).

Spraberry pointed out the inevitable separation of faculty and staff into two parties due to the nature of their

work, a separation that sometimes may create a lack of trust or understanding. Thus, he said, a wedge between the two parties inhibits the ability to communicate effectively a consistent message to the public. He said, as did Womble, that both groups should make an attempt to come together, realizing how imperative it is to establish a good public relations image. This image, he said, would project the university as an attractive institution (8).

Styles said that a certain mindset needed to be instilled in the university family, to help them think of themselves as public relations specialists or public relations personnel regardless of their job title (9).

Wood said that by working together a common agreement could be reached about "who" the university is, what kind of institution it wants to be, and what goals it will take to produce a quality institution. Sending conflicting messages to the public could greatly damage the university's image, he said, explaining:

It doesn't matter what we do in a formalized public relations sense if the experience of individuals who come here is countered by what they've experienced on campus, contrary to what they've read or heard about us. It's got to be consistent. What we tell them out there can't be totally different from what they experience here (11).

Projecting a consistent image not only benefits the public, but also the university family, Wood said. The image should "both reflect something of the reality of who we are, but

also call us to an even deeper commitment to that which we claim to be" (11). Every time a message is put before the public, he said, it reinforces to the university family what they stand for.

Richardson proposed that even in light of tragic news, public relations can benefit the university, a situation in which faculty and staff do not see the benefits. He proposed a continuing education process for faculty and staff in the role of the news media. In dealing openly and honestly with the news media, he said, the news media will respond on a slow day by going to the university soliciting news items.(6).

Research

In order to plan effective public relations programs targeted for specific groups with specific messages, informational sources must be tapped to determine the proper approach and method. The public relations efforts at Hardin-Simmons include research methods mainly of a subjective, internal nature. The most formal type of surveys employed check the images and perceptions of students and recent alumni. One survey conducted annually questions the university's sophomores and juniors; a survey conducted biennially questions the alumni who have been out of school less than five years.

Fairly extensive research was conducted prior to the development and publication of the marketing plan and the three-year campaign plans, Styles said. This research involved

contacting a selective group of constituents with questions concerning not only campus needs, but also attitudes and perceptions about the university. Readership surveys of the Range Rider, the alumni publication, and the employee newsletter reveal pertinent information about the effectiveness of the publications and, as important, reader perceptions of the university (9).

Survey programs of a more informal nature depend more on the art of perception than the science of research. Styles said information is gathered and analyzed from an assortment of conversation exchanges, personal contacts, and telephone conversations with key constituents (9).

Public Relations Audiences

Before the proper message can be transmitted, the proper audiences must be pinpointed. The target market plays an important part in the formation of the message presentation. Styles listed both the primary and secondary publics of the university. He included as primary external publics prospective students, alumni, current donors, local churches, and church leadership. Internally, he included faculty, staff, and administration.

In the secondary category, he named "Big Country" churches, potential donors, casual contacts, and parents. He added, "They [parents] may become a primary public in the future, but right now they're secondary" (9).

Unique Problems Related to Public Relations Practices

Institutions of higher education, business and industry face problems that are unique to their particular situation due to the nature of their mission, product, or clients.

Styles said that the unique problem at Hardin-Simmons reveals itself as a tension between two groups that perceive different sets of priorities for the university. He said:

We're always dealing with a set of constituency who feel like we need to be more of a Bible college as opposed to a group of constituents who want to emphasize academic quality.

Now, those are not mutually exclusive, but some people almost see them that way. So, we say we are a Christian institution providing quality education. We try not to put so much emphasis on one that the other is diminished. It's like walking a tightwire (9).

Styles said he saw this particular problem as peculiar to church-related institutions. A direct result of an unbalanced perception could be withholding of a financial gift. Styles explained, "If a person perceives that the school is not as 'Christian' as it should be, the result might be withholding of a gift" (9).

Every man interviewed expressed to some degree the unique problem of the Christian perspective versus academic excellence. Womble related the problem in terms of the need for thoughtful expression, saying:

Anything that might occur here that we feel needs explaining to the public has to be explained differently, probably, that in a public school. We have to explain everything in the light of how it affects our Christian education perspective,

our moral values, our tie to the church. We have to be more careful about what we say (10).

Wood and Richardson both pointed out the personal commitment that not only is a reflection of the university, but also of the working professional in a church-related school. Wood answered the question, "Do you deal with any specific problems unique to the public relations program being in a church-related school?" by saying, "Yes, at the point of credibility" (11). The quest for authenticity is a constant concern for the public relations practitioner in a church-related school, he said. He explained:

It means there should be a distinctive, different quality. That is not to say that it will be perfect or ideal, but it means that we are committed to making it as Christian as we can make it.

The biggest challenge is to live up to our calling, that which we have presented to the world as what we are. We uphold the standards, the authentic Christian ethic (11).

Working in a church-related university, Richardson said he felt an even keener sense of responsibility to uphold honesty, integrity, and straightforwardness. He said, "I feel a keener responsibility as a professional public relations person, but I feel like it's more a personal thing with me to be fair and responsible" (6).

Public Relations Goals and Objectives

Hardin-Simmons University operates under a set of proposed management objectives for the institution. The present

plan encompasses a three-year period from June, 1982 through May, 1985. The objectives are segregated into seven categories--academic, facilities, student life, enrollment, finances, advancement, and management. These objectives are carried out in one-year increments. Under the advancement section, two of the eight objectives deal with the public relations practices: (a) develop a nation-wide marketing effort for a greater understanding of Hardin-Simmons University, and (b) develop a strong sense of HSU history and tradition among its publics.

In the 1983-1984 increment of the management plan, the steps to accomplish within the year are: (a) implement Phase II of the marketing plan that includes a regional emphasis on marketing, and (b) establish a specific session in the fall preview program to acquaint students with traditions and history of Hardin-Simmons, develop a new junior-senior class hand-off tradition, and develop a traditions handbook.

In January, 1983, a marketing plan--developed by a marketing committee composed of faculty, staff, alumni, and students--was adopted. The marketing committee was formed in 1981 at the request of Styles in order to determine Hardin-Simmons' marketing position. Four marketing functions were identified for the university at the committee's first meeting: (a) admission, (b) public information, (c) institutional research, and (d) institutional development (12, p. 8).

In the first section of the marketing plan, Wood established the reasons for implementing such a plan:

Hardin-Simmons University, if it is to be true to its mission and maintain its competitive edge in the marketplace, must rely increasingly upon a sound marketing approach.

Essential to a successful implementation of such a philosophy is a thorough understanding of the benefits to be derived from a marketing orientation.

The marketing concept is a consumer-oriented perspective backed by integrative marketing, aimed at generating consumer satisfaction as the key to fulfilling institutional goals. Marketing, thus defined, is the analysis, planning, and control of programs designed to bring about desired exchanges with designated markets (12, p. 1).

The philosophy, purpose, and mission of Hardin-Simmons University forms the backbone from which a marketing plan is able to take shape. Wood said, "The university strives constantly to achieve academic excellence and to develop Christian maturity, believing that the two are mutually compatible and complementary" (11). Wood emphasized the importance of maintaining denominational ties. He stated in the marketing plan: "It would appear to be incumbent on Hardin-Simmons University, and everyone who is associated with the institution, to reinforce the Christian distinctives which have been such a vital part of Hardin-Simmons' history and heritage" (12, p. 18). The marketing plan takes a "proactive" stance to face the challenges of change, seizing the initiative in a creative and productive way (12, p. 17).

Wood offered ten long-term marketing objectives for the institution's approval:

Objective #1--To maintain and strengthen the University's denominational ties and to reaffirm our commitment to the Christian values and ideals which are foundational to our existence as an institution of higher learning.

Objective #2--To reaffirm the University's commitment to the task of providing a quality liberal arts education to every qualified student, regardless of age, sex, race, religion, or national origin.

Objective #3--To reaffirm the University's commitment to meeting the needs of supporting Southern Baptist churches at the local and state levels through churchmanship, discipling, and Christian vocational training for the purpose of producing graduates who can serve in the conventionwide, national, and worldwide Christian mission.

Objective #4--To reaffirm the commitment of the University to a positive service orientation in meeting critical needs in all sectors of the community which affect citizens of Abilene and the surrounding area.

Objective #5--To reaffirm the University's commitment--through research, academic programs, and applied technology--to improve the quality of life by seeking to preserve the environment, eradicate disease, and provide ecologically and sociologically sound urban planning.

Objective #6--To reaffirm the University's commitment to be sufficiently stable to sustain the ideal which gave it birth and sufficiently responsive to remain relevant to the society that supports it.

Objective #7--To reaffirm our commitment to the University's "Foundation Agreement" to "bring young men and women to Christ; to teach them of Christ; and to train them for Christ."

Objective #8--To reaffirm the University's commitment to the serious treatment of questions of value related to their religious, moral, intellectual, psychological, social, and esthetic dimensions.

Objective #9--To reaffirm the University's commitment to provide higher education in selected liberal arts, professional, and preprofessional programs from a unifying Christian perspective.

Objective #10--To reaffirm the University's commitment as a Christian institution of higher learning to the biblical foundations and theological assumptions which historically and philosophically form the basis of its mission (12, pp. 24-25).

The marketing goals "represent the quantified expressions of objectives and strategies for a given time period," he said:

Three-year Goals:

Goal #1--To establish the University both internally and externally as a regional institution of national significance.

Goal #2--To maintain high levels of educational outcomes for students through selective admission, disciplined academic posture, and responsible student life programs.

Goal #3--To maintain an optimum student enrollment of 2,000 students in order to provide advantages of a small yet comprehensive university with a College of Arts and Sciences, four professional schools (including a School of Theology), and a Graduate School.

Goal #4--To strengthen the University's proud West Texas heritage and ties with the Big Country by cultivating relationships with ranchers, cattlemen, oilmen, ministers and other friends and alumni who have faithfully supported the University for nearly a century.

Goal #5--To cultivate the University's image as an institution with a cosmopolitan and international outlook which attracts a diversified and sophisticated student body from many states and foreign countries.

Goal #6--To promote the University's national and overseas study, intern, and exchange programs, as well as other opportunities for travel and study for credit.

Goal #7--As economic, social and other conditions allow, to encourage the recruiting of international students, especially those related to our Southern Baptist Foreign Mission enterprise and to Mexican nationals who are our close neighbors to the South.

Goal #8--To maintain the high level of Missionary Kids (MKs) enrolled at the University in order to afford MKs and others on campus the opportunity to interact and become better acquainted with both Home and Foreign Missions, the Cooperative Program, and the total missionary support system among Southern Baptist.

Goal #9--To increase the number of transfer students from junior colleges, state universities and other large schools, and vocational/technical training schools.

Goal #10--To increase the number of Graduate Students enrolling from Baptist and other church-related schools, as well as other types of institutions.

Goal #11--To increase the number of non-traditional students enrolled in Continuing Education courses and seminars.

Goal #12--To increase the number of Christian vocational students preparing for church-related work enrolled in the School of Theology, as well as other academic disciplines.

Goal #13--To increase the University's endowment and capital needs by approaching more foundations personally and through grant proposals for special grants and other kinds of gifts.

Goal #14--To strengthen the University's academic programs and add to its prestige by increasing the number of endowed chairs and named professorships in all divisions.

Goal #15--To increase level of participation on the part of Alumni in Alumni Association activities and other University programs such as development, Annual fund, public relations, and student recruitment.

Goal #16--To increase the responsibilities of student organizations such as Student Foundation for such programs as student recruitment, alumni relations, public relations, and development.

Goal #17--To increase the level of awareness and participation by the University community of the annual Baptist Seminary, College and School Day, sponsored by the Education Commission, SBC, and observed in Southern Baptist churches throughout the Convention.

Goal #18--To increase the effectiveness of High School Weekend programs sponsored twice annually by Student Foundation for the purpose of giving high school juniors and seniors who are prospective HSU students a preview of campus life.

Goal #19--To help promote good public relations among alumni and friends of the University through such activities as Homecoming and the Orange-Picking Trip.

Goal #20--To help promote and preserve an appreciation of the University's history, heritage, and traditions through such activities as Freshman/New Student Orientation, Founders Day, and Western Heritage Day (12, pp. 26-28).

Within the context of the marketing goals, advertising and marketing recommendation with news media strategy for the 1983-1984 year were outlined as follows:

1. Conduct a regional advertising/promotion campaign to increase HSU's visibility in Abilene and the Big Country area.

2. Maintain a continuing advertising effort with maximum affordable frequency in an attempt to create a high level of awareness year round.
3. Achieve greatest impact in key markets where best prospective students are likely to be located. (Primary market for HSU are those prospects within a 200- to 500-mile radius of Abilene, including Dallas/Fort Worth metroplex, Houston, Midland/Odessa, Lubbock, and El Paso.) The secondary market would include the remainder of the state of Texas, Colorado, and New Mexico. The tertiary market would be those students drawn from the rest of the U.S., Mexico, Canada, and other foreign countries.
4. Develop higher visibility for HSU research programs (12, p. 34).

Following the successive development of public relations guidelines from the institutional proposed management plan to the marketing plan to a media strategy, Styles said, he felt the university public relations efforts had a plan of action founded on a well-defined platform (9).

Objective Formulation and Implementation

An essential element of a successful public relations program can only come from one source, the university president. The president's support and interest in the well-being of the public relations program is irreplaceable. No other university administrative officer can establish the necessity or credibility of the public relations program among its peer counterparts as the president. The line of communication between the president and the public relations director plays

a crucial role in revealing the public relations practices as bona fide activities.

At Hardin-Simmons, it is a vice president who is assigned the public relations responsibility. As vice president for advancement, Styles has a direct line of communication to the chief executive officer. Styles operates the public relations area on a peer level with four vice presidents responsible for administration and financial aid, academic affairs, student development, and financial affairs.

The president gives ultimate direction to the public relations practices at the university. Styles summarized the initial planning stages in which goals and objectives are formed:

The management plan itself starts with the president. He establishes what he sees as the university's goals for the next three years. Then, he talks with his vice presidents, and we identify where our particular responsibilities fit in with the goals that he sets for the university (9).

Styles explained that during the formative process, he, as well as the other vice presidents, have the opportunity to comment and make suggestions. After the goals and objectives have been assigned to a specific area under one of the vice presidents, the vice presidents discuss the proposed outline with their staffs. The discussion in the public relations staff meeting would generally follow along these lines, he said: "Here are the long-range goals for the institution in

the area of public relations. Let's look at those. Let's see what needs to be done in addition" (9).

Once the goals and objectives are discussed and evaluated at the director's level, they are fed back to the president through the vice president, Styles said. Through this process, the university arrives at its goals and objectives. Styles traced the process, saying, "So, it goes as high as the president and comes down to the director level as far as planning and, of course, as far as implementation is concerned" (9).

Styles reiterated that each person directly responsible for implementation of a portion of the public relations program at Hardin-Simmons is involved in the planning process. Input is given from both ends of the spectrum with an opportunity for feedback at various points along the planning stages. This process allows for effective communication between the levels of administration responsible for the public relations practices, Styles said.

Organizational Structure

The advancement area is divided into two main areas: fund-raising and public relations. As Styles pointed out, "Of course, those [fund-raising and public relations] intertwine. Obviously, fund-raising deals with public relations" (9). The intertwining exposes itself not only in philosophy, but also in the daily responsibilities among the men in the advancement area.

Spraberry is responsible for church relations, but also coordinates planned giving, corporate and foundation support. Womble is responsible for alumni relations, but also heads up the annual fund. Obviously, both of these men deal with donor relations. The two men under Styles who are not directly responsible for any fund-raising activities are Wood, director of communications, and Richardson, the director of news and information. As director of communications, Wood is directly responsible for marketing, development and production of university publications, and advertising. Richardson deals with the news media, putting out news stories, feature stories, and various photographic items related to the news.

Styles' position is a combination position of officer and worker. Although he gives direction to the public relations program, he actively participates in both fund-raising and public relations efforts. Thus, as the coordinating officer for the public relations activities, he actually may function sometimes in a position one step lower on the organizational chart.

Function, Activities, and Services

The public relations activities and services are directly related to the function of the program. The activities and services grow out of a deeper knowledge of what needs to happen within the confines of university life. To the question, "What do you perceive as the five most important functions

of the public relations department, ranking them in order of importance?" both Womble and Styles said they saw the primary function as one that determines the community's image or perception of the university.

In rank order, Styles listed the following four functions: (a) planning programs designed to capitalize on the university, (b) implementing these programs, (c) evaluating the effectiveness of the programs, and (d) setting into effect a new series of action or programs. Styles interpreted the process as cyclical in nature:

It's sort of a cycle. You determine where you are, where your strengths and weaknesses are, make plans based on that. Then you get the personnel, finances, and everything together and implement the program, evaluate the program, and start over again" (9).

Womble named the following three additional functions, interpreting them in light of their impact on the university's constituents and competition: "Second would be the impact on the prospective students. Then, probably, alumni, parents, and family ties. Then would be our relationship to other institutions" (10).

Both Richardson and Spraberry named "telling the story" as the number one function of the public relations program. Spraberry listed the other four functions in order of importance: (a) to tell the story in a definite way, (b) to be consistent in what is told, (c) expect criticism, and (d) try to improve and learn from mistakes (8). Richardson ranked

only one function, but mentioned several aspects of the public relations program that he saw as vital to its success. He listed creating good will and developing loyalty among the students, creating interest in the traditions of the school, establishing a special relationship with parents of enrolled students, alumni relations, and community relations as important factors (6).

Within the context of the public relations functions, the activities and services at Hardin-Simmons take shape. Under the direction of the director of communications, several activities take place. A weekly employee newsletter is distributed to all members of the university family. Wood coordinates the university publications with regards to content, design, and production. He publishes the Range Rider, the alumni publication. Richardson handles the dissemination of all news stories and news photographs to the appropriate news media. He maintains a photographic file with current pictures of faculty, administration, and campus shots.

Wood directs the Student Foundation, a student support group for the university, actively involving them in public relations efforts, fund-raising, and recruitment.

Within the alumni relations area, events and gatherings involve alumni from throughout the primary target areas. Womble coordinates meetings of the general alumni board and executive committee. He works with the Young Associates,

a selective group of alumni under the age of forty, to develop their loyalty to the university through active involvement with the school. He plans an annual program to acquaint graduating seniors with the Alumni Association and a program that strengthens alumni ties by involving them in recruitment efforts.

In the area of church relations, Spraberry, as his job description reads, "plans and implements programs of communication with pastors, churches, and appropriate denominational leaders designed to improve understanding and generate support for HSU among these constituents." Spraberry serves as a liaison between the president and the constituents mentioned above. Spraberry said the university hopes to strengthen ties with pastors and laymen by providing a person for them to go to with grievances or questions relating to university policies (8).

Among the internal publics, the university family, special efforts are made to improve relations and open communication channels. The vice president for advancement entertains faculty, staff, and students in his home. Periodic notes of appreciation or congratulations are sent to selected members of the faculty, staff, and students. All members of the public relations staff are encouraged to participate in community and civic activities in an effort to relate more effectively to the Abilene community and to share their expertise. Participation in professional and denominational organizations is

encouraged to strengthen the ties within the boundaries of these interests.

Standards of Performance

Two main informational items provide the standards of performance for the public relations staff. These tools help measure the effectiveness of the public relations practices. A specific set of standards of performance are provided for Styles as vice president for advancement. These standards are divided into three main areas: university operations, university planning, and university relations. Aspects of the public relations program are sprinkled throughout all three categories. These aspects include the communication services, alumni relations, and community and civic relations. Church relations were not mentioned in the standards of performance, perhaps because of its recent inclusion in the overall program.

Styles explained that the standards of performance for the public relations staff actually come from his set of standards. Certain sections of his standards of performance relate to the individual officer responsible in that area. For example, in Styles' standards of performance, news stories and news photographs are to be distributed to the news media to attain the following goals within the 1983-1984 year: 700 news stories and 150 photos. Implementing this responsibility

would be delegated to Richardson as director of news and information. As stated in his job description, the scope of his responsibilities includes writing and disseminating all news related to the university. This process of delegation of responsibilities from Styles' standards of performance affects each public relations officer.

Styles said that the three-year management plan, divided into one-year increments, provides a backdrop by which goals are measured. The management plan helps the staff pace themselves as they attempt certain levels of achievement on a quarterly basis. Styles said:

They goals in the management plan are quantified goals. Each of our officers gives me a quarterly report on how they're doing and how they're accomplishing these goals. So, we know at mid-year if there is an area we're not really making progress in. And then, we make some corrections (9).

Summary

The public relations program is directed by a formal set of goals and objectives stemming from an institutional three-year management plan. The objectives begin with the president, are channeled through the vice president for advancement to the public relations officers to discuss and evaluate, and then work their way back to the president for final inspection and approval. The public relations area functions on the same peer level as other areas of the university--academic affairs, financial affairs, administration

and financial aid, and student development--with the vice president for advancement having direct access to the chief executive officer.

The public relations staff see the lack of awareness among the university family to actively participate in the public relations process as a major concern. The university family, as a whole, considers public relations the responsibility of the public relations staff.

The unique public relations problem at Hardin-Simmons stems from the constituency's view of the university's mission. Some constituents focus on the Christian perspective whereas others focus on its academic quality.

Some confusion is evident as to what are seen as the main functions of the public relations program. The two primary functions that surfaced were determining the university's image in the community and communicating the university's story.

The public relations program measures its effectiveness through a well-defined set of standards of performance provided the vice president for advancement. Staff performances are evaluated on a quarterly basis. The yearly increments of the institutional three-year management plan provides the backdrop from which goals and objectives are formulated, implemented, and evaluated.

Criteria Evaluation of Public Relations Practices

The effectiveness of the public relations practices at Hardin-Simmons University is interpreted in light of guidelines provided by qualified public relations academicians and practitioners. The criteria include standards that these public relations specialists expect programs to meet within a certain range of accepted activities and practices.

A joint study by the American College Public Relations Association and the American Alumni Council described four basic objectives that the college public relations program should contain (1, pp. 23-24). The public relations program at Hardin-Simmons should meet at least three of the four objectives. The university's public relations practices met three: (a) the staff assist in establishing the institution's proper image in the public mind and increasing public awareness of that image by highlighting their distinctive role as a Christian institution of higher education committed to academic excellence, (b) the staff help the institution earn understanding, support, and sympathy by being sensitive to the needs of the community, expressing personal interest in its constituents, and taking necessary precautions to prevent misunderstandings by establishing such lines of communications as church relations, and (c) the staff improve communication within the institution by means of an employee newsletter, a forum for airing concerns and opinions from faculty, staff,

and students through a marketing committee; and improve communication between the institution and the community through civic involvement, sensitivity to community needs, and by placing community leaders in places of leadership on university boards and committees.

The public relations program does not fully meet the fourth criteria set forth in the joint study: Although very interested in the academic development of the university's students and faculty, the public relations staff is not involved in concrete actions involved in forwarding that goal.

Six criteria were offered in a study prepared by the Joint National Committee on Public Relations of the American Association of Colleges for Teacher Education and the American College Public Relations Association in Public Relations for Teacher Education: A Guide for Colleges and Universities (4, p. 16). It was determined that the public relations program should meet at least five of the six criteria. The Hardin-Simmons public relations practices met all six of the criteria: (a) all public relations events of the departments are coordinated through the advancement area, (b) any action taken by the university that might have public relations ramifications is screened through the administrative council comprising the university president and five vice presidents, (c) news releases, radio spots, television spots, and photographs are released to the general news media on a regular basis,

(d) the preparation of publications, leaflets, and bulletins are coordinated by the director of communications who actively participates in their design, layout, and production, (e) academic publications are supervised by the director of communications, and (f) the public relations staff participate in an aggressive recruitment plan and alumni program; the university speakers bureau is available to all community and civic organizations for programs; both private and traveling exhibits receive optimum exposure within the community.

A study of public relations programs in eighty-three cities outline thirteen objectives drawn up by educator Dr. John M. Hickey and included in Benjamin Fine's book, Educational Publicity (3, p. 15). It was determined that the public relations practices should meet at least ten of the thirteen criteria. Hardin-Simmons' program met eleven of the thirteen: (a) the staff create good will by cultivating and maintaining good relations with their constituents and the media and by interpreting their roles as consumer oriented positions, (b) regular news releases keep the community abreast of not only the straight news happenings on campus, but also any problems or situations that need interpreting in light of its effect on the university, (c) a positive image of the university is reinforced through the staff promotion of faculty accomplishments, staff appointments, and research developments at the Farleigh-Dickinson Research Center, (d) the staff seeks to

attract a higher type of student by promoting the university's high academic standards and by promoting the university as a cosmopolitan center instead of a small, West Texas college, (e) the general public is kept informed of the university happenings through a regular flow of news items to the news media; continuing education courses are taught by faculty members on campus for the public's personal education, (f) the staff highlight the advantages of attending a university such as Hardin-Simmons by emphasizing its teacher-to-student ratio, number of faculty members with doctorates who actually teach the classes instead of graduate assistants, and the personal attention students receive, (g) any faculty research or paper presentations are publicized within the community's and university's news media outlets, (h) in church relations, contact with key pastors or laymen knowing of interested youth; in alumni relations, key alumni involved in the recruitment process; in Student Foundation, Hardin-Simmons' students utilized in the recruitment process--all these aspects of the public relations practices work to increase Hardin-Simmons' enrollment, (i) researching the feelings and attitudes of the university's constituency helps prevent misinterpretation or misunderstanding, (j) several staff members are actively involved in the development process of raising money for endowments, and (k) the advancement area coordinates all public relations activities and services for the university.

The two criteria the program did not meet were: (a) the public relations practices, although interested in serving the university's students, do not engage in planned activities that forward this goal, and (b) the staff are not directly involved in student employment.

In Publicity Media and Methods: Their Role in Public Relations, Clarence A. Schoenfeld listed ten public relations practices (7, p. 295). It was determined that the university's practices should meet at least eight of the ten practices. The university's public relations practices met nine of the ten practices listed: (a) faculty, staff, and students are at the disposal of the community for speaking engagements, volunteering, or consultation, (b) pertinent information is prepared and distributed to the university family and the university's constituency in various forms--employee newsletter; alumni publication, Range Rider; and a readable and visually attractive annual report, (c) the university facilities are available to the community for events or programs; the staff promotes university family involvement within the community, (d) various exhibits, art shows, theatrical performances, and special seminars are publicized in the Abilene area to promote community participation, (e) Student Foundation and selected individuals provide on-campus tours to acquaint prospective students, new students, and interested alumni and friends of the university with all aspects of university life,

(f) the community at large is given the opportunity to have a personal stake in the university through business and community involvement in the Business Aid campaign, a local fund-raising effort that supports all three of the local colleges, and Hardin-Simmons' "Forging the Future" campaign, (g) continuing education courses utilizing faculty and staff members draw community members to the campus for special vocational and cultural needs, and (h) the university employs an active speakers bureau (letters were mailed last year to all service and civic organizations in the community listing all faculty and staff members who were available to speak on specific topics).

The only one of the ten criteria that the public relations practices did not meet was the use of a public relations committee comprising faculty members, community leaders, parents, and school-related agencies. Although the university does utilize a marketing committee made up of faculty, staff, students, and alumni, the committee basically deals with the opinions and attitudes of its internal publics or constituents directly related to the university, such as the alumni. This particular forum does not encompass the broader range of community leaders, parents, and school-related agencies.

Of eight organizational patterns revealed in a study conducted by the American College Public Relations Association Study, four patterns represented 98.2 per cent of the responses

(1, pp. 73-74). It was determined that the public relations organizational structure at Hardin-Simmons should basically match one of the top two patterns, indicating the desirable administrative structure. Hardin-Simmons organizational structure combined the general patterns of Type I and Type IV. The identifiable features Hardin-Simmons incorporated into its structure from the two patterns were: from Type I, the administrative coordinator that directs communication between the president and the officers and from Type IV, the combining of public relations and fund-raising responsibilities. Hardin-Simmons organizational structure favors the Type I pattern in that at least one aspect--the communications services of the public relations efforts is segregated from the fund-raising responsibilities.

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CHAPTER III

SUMMARY AND CONCLUSIONS

Summary

This study endeavored to answer twelve basic questions related to the public relations practices at Hardin-Simmons University.

The first question asked how the university "family" interpreted public relations in terms of an institution-wide responsibility. The study revealed that collectively the university family does not view public relations as an official responsibility. Styles pointed out that the university family as a whole does not view itself as an integral, vital part of the public relations process. Public relations work is left to those whose job descriptions include specific public relations duties. Although in isolated cases members of the university family demonstrate a public relations awareness, for the most part, insensitivity as to the family's public relations role dominates the campus public relations efforts. Styles said the day must come when students, faculty, staff, administration, and maintenance realize their impact upon the university's image, and then does something about it.

The second question asked through what method this family awareness of public relations participation should be accomplished. The method most highly recommended was an aggressive, well-planned effort pulling together staff and faculty in order to heighten the public relations awareness. At present, the only university family members who receive any kind of formal public relations training are the public relations staff members. Womble stressed the need to include faculty members in this training procedure.

The third question asked what the objectives of the public relations program were. The two objectives of the public relations program as outlined in the three-year proposed management plan for the institution are: (a) to develop a nation-wide marketing effort for a greater understanding of Hardin-Simmons University, and (b) to develop a strong sense of HSU history and tradition among its publics. In the marketing plan, Wood offered ten long-term objectives followed by twenty three-year goals to accomplish the objectives. Styles said a cohesive, well-defined public relations plan emerged from the successive development of the management plan, marketing plan, and news media strategy.

The fourth and fifth questions, respectively, asked through what process the public relations objectives were channeled during the formulation, and who participated in the formulation. The formulation process starts at the top

administrative post, the president, working its way through the vice president to the department heads and then retraces its steps to the president for final approval. This planning procedure allows for input at each level of participation by those who will be responsible for its implementation. Styles said this process facilitates open communication among the administrative levels responsible for effective public relations practices at the university.

The sixth question asked how the university public relations program is organized, especially in terms of personnel and their responsibilities. Within the advancement area, fund-raising, public relations, and alumni relations compose the three distinctive divisions of responsibility. Four men working under Styles give attention to the public relations efforts, although two of these men also handle fund-raising responsibilities. Spraberry, Wood, and Womble function at the director level and Richardson reports directly to Wood. Spraberry is responsible for church relations. Womble is responsible for alumni relations; both men deal with donor relations as a result of their fund-raising responsibilities. The two men not directly involved in fund-raising activities are Wood and Richardson. Wood coordinates the communications area--advertising, publication production, marketing, and supervision of the news and information--and Richardson works with the news media to produce photographs, news stories, and

feature stories. Although Styles acts as the coordinating officer for the public relations program, he functions also as a public relations officer and a fund-raising officer in the daily operations of the advancement area.

The seventh question asked how the public relations program fits into the university administrative structure. As an integral part of the advancement area, the public relations program operates on a peer level with four main divisions of the university: administration and financial aid, academic affairs, student development, and financial affairs. Styles has a direct line of communication to the president which provides credibility for the public relations program among the operations of the university.

The eighth question asked what research was conducted to determine the public responses and attitudes toward the university. The public relations program employs a system of subjective, internal methods to determine how the university's various publics view the institution. The most formal methods of research include surveys conducted annually questioning enrolled sophomores and juniors and surveys biennially questioning alumni who have been out of school less than five years. Styles stated that fairly extensive research was conducted prior to the development of the marketing plan and the three-year campaign plan. Readership surveys of the Range Rider, the alumni publication, and the

employee newsletter provide not only information about the publications, but also alumni perceptions of the university. Informally, information is received and perceptions analyzed through personal conversations at trustee meetings, alumni meetings, social gatherings, and campus events.

The tenth question asked if the public relations services and activities are geared for the various publics through appropriate channels. Styles noted that not only are news media channels--television, radio, newspaper--utilized, but also direct mail, personal contact, and targeted publications. The public relations program includes not only organized programs such as Young Associates and Student Foundation, but also less structured interaction such as social gatherings by faculty and staff members in Styles' home.

The eleventh question asked if the public relations area incorporated into its program standards of performance as a checklist for effectiveness, and question twelve asked what these standards were and whether they were being met. Styles' standards of performance as vice president for advancement and the one-year increments of the institution's management plan provide the public relations staff with criteria by which to measure their effectiveness. With the public relations efforts mingling with those of the fund-raising efforts in the advancement area, a totally separate set of standards was not available. The criteria for the public relations area

are scattered throughout Style's standards of performance and the institution's three-year management plan. Quarterly reports are provided by each of the public relations staff members to evaluate progress. Styles said all public relations practices are, at least, on target, as far as the timetable is concerned, or have already surpassed their goal.

Conclusions

Hardin-Simmons University eked its existence out of the dry, flat prairie land of West Texas from its meager beginnings in 1891. Since its shaky start, the university has grown both in size and prestige. With the hiring of Styles by the university in 1977 an intentional, concerted effort has been made to institute a multidimensional public relations program staffed by people of varying expertise.

This study concludes that the public relations practices at Hardin-Simmons University represent a well-planned, well-executed public relations program based on research, study, qualified management, formalized plan of action, and sensitivity to the university's image. Although the public relations program shares the spotlight with the fund-raising aspects within the advancement area, definite and distinctive steps are taken to achieve public relations goals and objectives.

The public relations role within the university's framework demands the same respect and shares the same kind of

position as its four counterparts at the vice presidential level. The same consideration for planning and implementing programs in student development, academic affairs, and financial affairs is given to the public relations area.

The public relations program implements a public relations strategy based on a formal set of goals and objectives, stemming from a clear understanding of its purpose and philosophy. The public relations program operates from the position that Hardin-Simmons University is a church-related institution of higher education providing quality education.

The institution's three-year management plan, its yearly increments, and the marketing plan provide adequate measuring devices to determine the public relations practices effectiveness. These devices employ a timetable that measures progress throughout the year and the quantity and the quality of activities. This systematic and consistent approach in the public relations practices at Hardin-Simmons is proving itself to be advantageous in terms of the university's positive image before its publics and the good will it produces within the community. Fletcher's open-door policy with the news media and the community facilitates an honest, steady flow of communication between the university and its constituents. The university seems to be benefiting from the public relations efforts to project the church-related school as a vital source of quality education in an environment where personal

attention is given by the university family in meeting the needs of its students and constituents.

Recommendations

Within the advancement area where public relations and fund-raising responsibilities operate side by side, sometimes needs within the public relations area may be slighted, however unintentional, in an effort to secure the necessary funding for the university's more pressing financial obligations. Because of this possible overriding by the fund-raising area, definite measures need to be taken to provide the security and priority that the public relations area deserves. The following recommendations are suggested to produce a more effective and distinctive public relations program at Hardin-Simmons University:

1. The establishment of public relations goals and objectives in a distinct and separate statement as distinguished from being included within the fund-raising goals and objectives outlined in the institution's three-year management plan. The same procedure for planning and implementing these goals and objectives would be utilized as is being done at present.

2. Although the public relations staff members possess individual job descriptions and have these responsibilities further translated from Styles' standards of performance, individualized standards of performance need to be provided

for each staff member. These standards would help determine the quality of job performance, let staff and supervisors voice concerns or ideas, and provide the opportunity to review and reconfirm the staff members' roles in the overall public relations program. Individual attention through the standards of performance would enhance and reinforce the university's public relations purpose and plan.

3. The public relations program should begin long-range planning to segregate the two-pronged responsibilities--public relations and fund-raising. Although to some degree the two will always interrelate, the separation of responsibilities would be a preventative measure reducing the tension brought on by a staff member trying to fulfill two demanding, yet distinctive roles, those of fund-raiser and public relations practitioner.

4. A concerted effort on the part of the public relations staff to raise the university family's public relations awareness as to their impact upon the campus and the community. This procedure could include such formal measures as public relations articles in the employee newsletter, verbal or slide presentations at faculty meetings, and reminders in payroll envelopes or in campus mailboxes; or, informally, through casual, yet poignant conversations, at social gatherings and staff and faculty meetings.

Recommendations for Further Study

Although several studies have been done on the public relations structure and activities within state schools and denominational institutions of higher education, this is the only study concentrated on a Southern Baptist university's public relations program or practices in Texas. Although limited in interest and scope, knowledge could be gained through further study along these same lines. Study into the professional background and experience of public relations staff members in church-related or private universities compared to staff members working on state campuses would provide information concerning a program's effectiveness based on personnel and expertise. Further study might survey the responses from a sampling of the university's constituents to determine the perceptions of the university by its publics and the correlation between these perceptions and public relations area's research results. One such study could involve a comparative study of the seven Texas Southern Baptist universities' public relations programs and their effectiveness, based on such factors as school size, public relations budget, staff, resources, and responsibilities.

APPENDIX A
Questionnaire

I. Public Relations

Name _____

Age _____ Sex _____ Marital Status _____

Title _____

Responsibilities of position _____

Are you involved in any other official university responsibilities outside your main position? _____

If yes, what are they? _____

How long have you been at Hardin-Simmons? _____

In your present position? _____

In a previous position? _____

Where did you work immediately before coming to Hardin-Simmons? _____

Responsibilities? _____

Who is your immediate supervisor? _____

Where did you graduate from college? _____

Degree Major _____ Minor _____ Year _____

I. Public relations (cont.)

Any additional graduate work, special training, or
course work? _____ List _____

List membership in civic and/or professional organiza-
tions _____

If an officer of any organization, list _____

Ever served in the military? _____ Years _____

Rank _____ Responsibilities _____

II. Public relations program organizational structure

Please list each area that falls within the public relations program at Hardin-Simmons University and complete the following information on each area supervisor.

Name _____ Department _____

Title _____

Job Description _____

Name _____ Department _____

Title _____

Job Description _____

Name _____ Department _____

Title _____

Job Description _____

Name _____ Department _____

Title _____

Job Description _____

APPENDIX B

Interview Questions for the Public Relations Director

1. What is your definition of public relations?
2. What is your concept of the public relations program at Hardin-Simmons University?
3. What do you think it should be?
4. Does the university "family" correctly understand public relations to be an institution-wide responsibility, involving all individuals connected with the university?
5. If yes, how is the "family" awareness accomplished?
6. What are the objectives of the university's public relations program?
7. What are the primary and secondary objectives and the long-term and short-term goals?
8. Through what process are the public relations objectives channeled during formulation?
9. Who participates in the development of these objectives for the public relations program?
10. How is the university public relations program organized, especially in terms of personnel and individual responsibilities?
11. When hired in your present position, were you told you would be doing "public relations work" or were you given specific responsibilities in a job description?
If specific responsibilities, what were they?

12. What do you perceive as the five most important functions of your department, ranking them in order of importance?

13. How does the public relations budget compare to the overall budget?

14. How does the public relations program fit into the university administrative structure?

15. Who are the university's primary and secondary publics?

16. Does the public relations area conduct research to determine these publics' responses and attitudes toward the university?

17. Are public relations services and activities geared for the various publics through appropriate channels: radio, newspaper, television, other?

18. Does the public relations area incorporate into the program standards of performance as a checklist for effectiveness?

19. What are these standards, and is the public relations program meeting them?

20. Do you deal with any specific problems unique to the public relations program at a church-related school?

APPENDIX C

Interview Questions for the Public Relations Staff

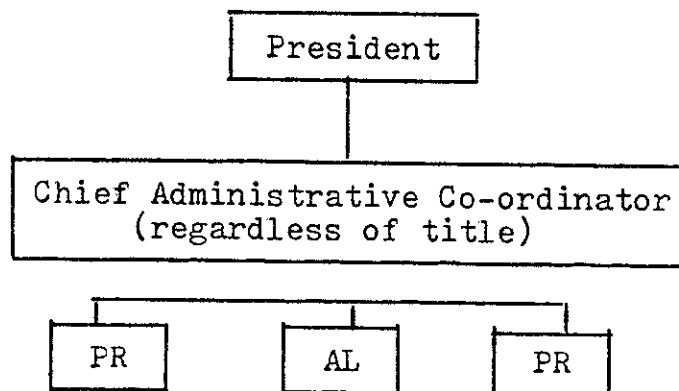
1. What is your definition of public relations?
2. What is your concept of the public relations program at Hardin-Simmons University?
3. What do you think it should be?
4. Does the university "family" correctly understand public relations to be an institution-wide responsibility, involving all individuals connected with the university?
5. If yes, how is the "family" awareness accomplished?
6. How do you perceive the various facets of the overall public relations program?
7. What do you perceive as the five most important functions of the public relations department, ranking them in order of importance?
8. When hired in your present position, were you told you would be doing "public relations work" or were you given specific responsibilities in a job description?
If specific responsibilities, what were they?
9. Do you deal with any specific problems unique to the public relations program at a church-related school?

APPENDIX D

Internal Organizational Patterns

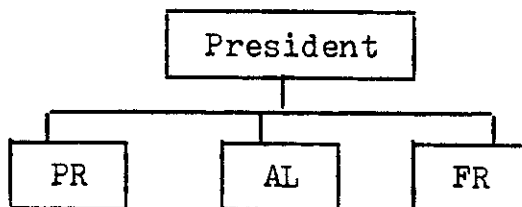
The following four organizational patterns represent 98.2 per cent of the responses compiled from a questionnaire conducted by the American College Public Relations Association Study Committee. The members of the association indicated "the most desirable or 'ideal' organizational pattern for discharging most effectively the institutional responsibilities" in three main areas: public relations, alumni relations, and fund-raising.

Type I: General pattern of organization considered ideal by 86.4 per cent responding.

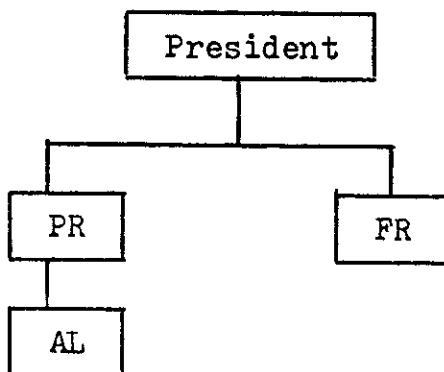


Internal Organizational Patterns (cont.)

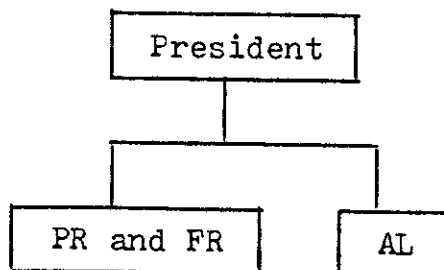
Type II: General pattern of organization considered ideal by 9.1 per cent responding.



Type III: General pattern of organization considered ideal by 1.8 per cent responding.

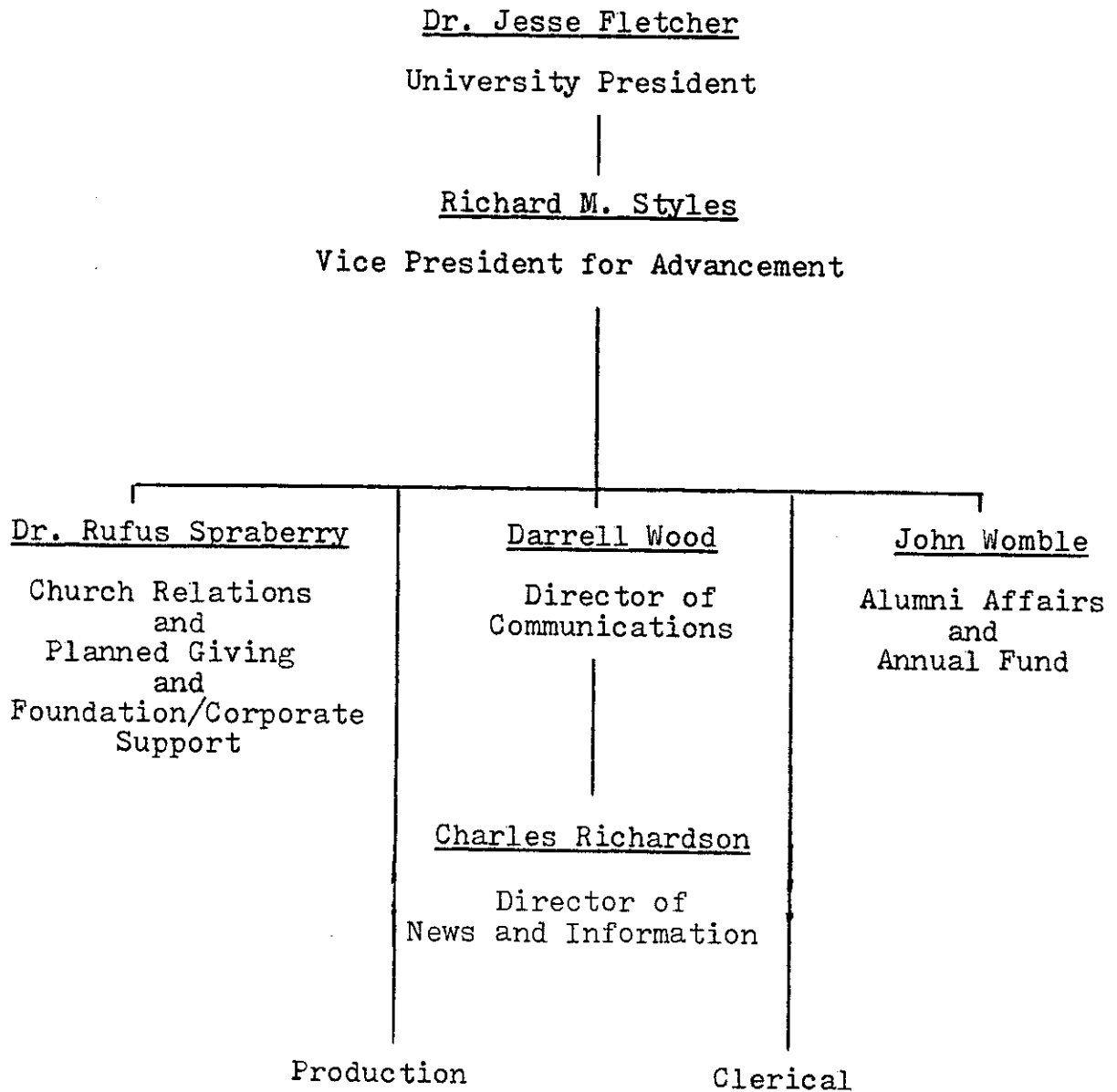


Type IV: General pattern of organization considered ideal by 1.2 per cent responding.



APPENDIX E

Advancement Organizational Structure



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