

A 1992 SURVEY OF HOW OKLAHOMA
LEGISLATORS RATE SOURCES
OF INFORMATION ABOUT
HIGHER EDUCATION

By

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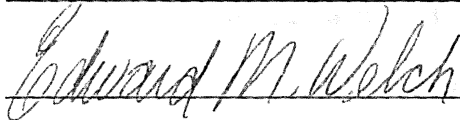
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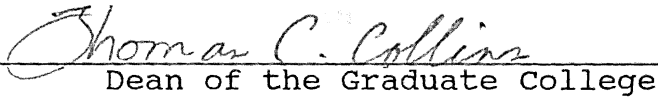
Thesis Approved:



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PREFACE

This study sought the opinions of Oklahoma legislators about the usefulness of different sources of information about higher education. These sources included publications and other information documents produced by colleges, universities, a higher education lobby group and the Oklahoma State Regents for Higher Education. It asked for opinions about the usefulness of different news media as sources of information, and sought opinions about OSU W.O.R.K.S., a one-page information bulletin targeted at legislators.

Sincere gratitude is extended to Dr. Charles Fleming, assistant director for graduate studies, dedicated teacher, thesis advisor and future neighbor, for his guidance in preparation of this thesis.

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CHAPTER I

INTRODUCTION

A university administration has many audiences with which it must communicate. These include students, their parents, faculty, staff, alumni, donors, local citizens and state taxpayers. Within alumni and off-campus audiences are subgroups that include political and civic leaders, state legislators and prominent business men and women.

Because of their positions in social, financial and political circles, persons in these subgroups tend to wield a disproportionate amount of power and influence that can either help or hinder the university's efforts to achieve its goals. Obviously, these "decision makers" are an important audience (Birdwell 1992).

In its communications, the university must try to reach all its audiences, including decision makers, with messages and images that will generate support for its goals. At Oklahoma State University, the administration tries to reach constituents through various means. It sends news releases to general and specialized news media, buys advertising and publishes a faculty-staff newsletter, an alumni magazine, a tabloid for parents of undergraduates and a newsletter for international alumni. Videos for recruiting students and providing information to important audiences such as alumni

and business groups are also produced.

University officials sometimes communicate directly or indirectly with decision makers by speaking at civic club meetings, alumni banquets, special events and legislative hearings. Occasionally, they write letters or telephone constituents. Deans of colleges and other administrators sometimes send copies of annual reports, alumni magazines, position papers and other informational pieces to decision makers (Watkins 1992).

During the 1992 spring semester, OSU began publishing OSU W.O.R.K.S., a one-page direct mail bulletin for legislators and other decision makers. The acronym stands for Where Oklahoma's Research and Knowledge Start.

Background

OSU W.O.R.K.S. (appendix E) had an attractively designed letterhead and used large type and color. It contained brief descriptions of economic development and business related activities at the university and included the name of a campus contact for more information. The theory behind the design was that decision makers are usually busy people who receive large amounts of information. To catch their attention, communication must be brief and visually appealing. The topic of economic development was emphasized because it was believed that legislators are concerned about economic issues and see OSU

as a creator of economic opportunities.

The primary audience was the Oklahoma Legislature; however, it later was expanded to include Oklahoma's congressional delegation, selected state officials, members of the OSU Board of Regents, members of the Oklahoma State Regents for Higher Education, selected state chambers of commerce, state trade associations, members of the OSU Foundation Board of Governors, members of the OSU Alumni Association Board of Directors and selected Oklahoma foundations (Hamilton 1992).

Problem Statement

OSU W.O.R.K.S. was launched without research into how legislators get information about the university, whether they act on that information, what media they read, watch or listen to, or whether they want additional information about OSU. Yet, the perception of a need for direct mail communication indicated that OSU administrators saw a gap that was not being filled by existing information programs. This situation presented an opportunity to conduct a research project that would answer some of the questions.

Originally, the project began as a simple readership survey of OSU W.O.R.K.S. It was expanded to include a broad overview of information programs targeted at the legislature, with OSU W.O.R.K.S. being one of those programs. Universities typically send annual reports,

position papers, executive summaries, alumni magazines, newsletters and other materials to legislators (Watkins 1992). Information is also available from the news media, the Higher Education Alumni Council of Oklahoma, and the Oklahoma State Regents for Higher Education. Information also is available from personal contacts which can include university regents, alumni, university administrators and a legislator's constituents. The problem this research will address is an examination of how legislators rate the usefulness of these various sources of information.

Purpose of the Study

The primary target audience for OSU W.O.R.K.S. was the Oklahoma Legislature. For this reason, only legislators will be surveyed. Primarily, the questions will be designed:

- * To determine how legislators rate sources of news and information about higher education

- * To determine how legislators rate the news media as sources of information

- * To determine legislator opinions about OSU W.O.R.K.S.

- * To ascertain whether legislators took action after reading OSU W.O.R.K.S.

- * To find what topics legislators prefer in future issues of OSU W.O.R.K.S.

- * To find how often legislators want to receive OSU W.O.R.K.S.

* To find what media work best in communicating with legislators

Objectives of the Study

This study will investigate:

- * How Legislators rate the usefulness of sources of information about higher education
- * How legislators rate the usefulness of the Daily Oklahoman, Tulsa World, hometown newspapers and broadcast news as sources of information about higher education
- * If legislators remember receiving OSU W.O.R.K.S.
- * If they remember taking action because of the messages
- * How legislators rate OSU W.O.R.K.S. on a semantic differential scale that includes attractiveness, timeliness, interest, credibility and other variables
- * What kind of information (if any) legislators would like to receive in future editions of OSU W.O.R.K.S.
- * How often they'd like to receive OSU W.O.R.K.S.

Methodology

Information for this study will be gathered by a self-administered mail questionnaire sent to members of the Oklahoma Legislature. Each legislator will receive a questionnaire, a cover letter explaining the significance of the survey, a stamped, addressed envelope and a copy of OSU

W.O.R.K.S.

A copy of the bulletin will be included to give respondents an opportunity to evaluate the publication even if they do not remember receiving it. The motivation for this comes from a conversation with one legislator who remembered "something that came from OSU" that he really liked. However, he could not think of the name (Hansen 1992).

To improve the response rate, a complete second and third mailing including questionnaire, cover letter, a stamped return envelope and a copy of OSU W.O.R.K.S. will be sent, if necessary.

Significance of the Study

The significance of this study is that it represents an attempt to provide reliable information about one target audience. Results from the study will help OSU administrators make better decisions about communication efforts in general and about OSU W.O.R.K.S. specifically.

Scope and Limitations

This study is designed to measure attitudes among Oklahoma lawmakers only. Results may be of interest, but cannot be generalized to similar groups in other states.

A second limitation is that lawmakers come and go depending on the electorate. Some incumbents will be

defeated at the polls in November, 1992. Thus, this study represents opinions of the respondents who are in the Oklahoma Legislature at the time of the survey. It can give only a general idea of legislative attitudes. It also is assumed that respondents fill out their questionnaires. It is not inconceivable that a staff member might be asked to complete the form.

An additional limitation is that regardless of how well a questionnaire is constructed, answers may not be sincere, and questions may be misunderstood or misinterpreted. Such are the weaknesses of all mail questionnaires (Hsia 1988, 126-127).

Outline of the Study

Information about general communication theory, media and agenda setting, communication and persuasion, learning and behavior, lobbying techniques and other research is discussed in Chapter II.

Chapter III describes research methodology with detailed information about how the survey was implemented.

Findings from the survey are detailed in Chapter IV, along with an analysis of the responses. A summary of the study is included in Chapter V, along with recommendations to the client and suggestions for further study.

Chapter II

REVIEW OF LITERATURE

EFFECTIVE WAYS TO COMMUNICATE

WITH LEGISLATORS

In essence, this is a study of how to communicate more effectively with legislators. It studies the effectiveness of communication devices that are used in persuasion. This review of literature examines issues that will be raised by the survey. These are general communication theory, agenda setting and the media, source credibility, theories of indirect influence and methods of interpersonal communication (lobbying). The search process for this review included traditional methods of looking through numerous periodicals: Public Opinion Quarterly, Communication Abstracts, Journalism Quarterly, Communication Yearbook, Annual Review of Psychology, Communication Abstracts and the Higher Education Journal. The researcher also conducted a computerized search through various databases: Dissertation Abstracts OnDisc, Eric OnDisc, PsycLIT and Humanities Index. Valuable information came from texts on process and effects of communication and from bibliographies of previous theses.

Communication and Persuasion

Throughout history, persuasion has been a part of human life. Aristotle was one of the first to try to analyze and write about persuasion in his works on rhetoric. In modern times, consumers are bombarded by messages about soft drinks, pain relievers, soaps, magazines and other products. Government and other institutions are constantly trying to create or change behaviors based on information they provide. All of these messages are designed either to reinforce an existing opinion or create a new one that will change behavior.

A number of theories share a view that behavior is largely learned. The classical conditioning theory advanced by Pavlov demonstrates an unconditioned response produced by a known stimulus. B.F. Skinner's work suggested that learning was more complicated and controlled by a conditioned stimulus. In other words, the association of a reward with an action caused the subject to take action. Hull's Systematic Behavior Theory holds that behavior is caused by habits, and that habits are formed primarily through reinforcement and the drive for survival. Later work by Carl Hovland and his associates during World War II tested one-side and two-sided messages, source credibility, fear appeals and the " sleeper effect," a phenomenon in which opinion change was stronger weeks after seeing a persuasive message. These classical experiments and others which

followed indicated that learning, attitude change and behavior change were complex processes that required different types of messages for different people (Severin & Tankard 1988, 156-176).

Other relevant research includes the theories proposed by early pioneers in communication research. They include the early and simplistic model proposed by Harold Lasswell (1948). Lasswell suggested that communication consisted of a message from the sender to the receiver. Shannon and Weaver (1949) advanced the concept of "noise" or interference between the originator and receiver. Osgood (1954) took into account the "meaning" and symbolism in messages, plus the effect of visual gestures, expressions and other cultural influences that create what he called "speech communities." Wilbur Schramm (1954) considered accumulated experiences and the interaction that takes place between the transmitter and the receiver. According to this model, only what is shared in common experience is actually communicated. B. H. Westley and M. MacLean (1957) followed with a more complicated model that took environment and events into consideration. These and other, much more complicated models again reiterated that communication and persuasion are a very complicated process (Severin & Tankard 1988, 30-40).

Learning and Behavior

A basic assumption in providing legislators with

information is that people take action based on what they learn. However, communication, even if it changes an attitude, may not necessarily produce any kind of behavior. In all the early communication theories, researchers neglected to ask whether attitude change produced by persuasive messages had any relationship to behavior. In a classic study, social scientist Richard La Piere traveled around the country in the 1930s with a young Chinese couple and made 251 visits to hotels and restaurants. In only one case were they refused service. Six months later, he wrote to all the establishments and asked whether they would accept Chinese guests. Of the 128 responses, more than 90 percent said no. The results indicated that what people say is not always what they do.

Leon Festinger, the psychologist who developed the theory of cognitive dissonance, also raised some questions about the relationship of persuasion and behavior. In reviewing relevant research, he found only three studies, and all indicated an inverse relationship between the two. He suggested this might be caused by environmental factors that had produced an original attitude and were still be operating even after the attitude was changed (Severin & Tankard 1988, 183-184).

Source Credibility

Studies going back to the 1930s have looked at effects

caused by different media. W.H. Wilke (1934) examined the effect of speech, radio and the print media as propaganda devices and concluded that live speeches were more often influential. Later research, however, produced no significant effects among media. One reason may have been that researchers failed to study the effect of source credibility. Andreoli and Worchel (1978) reported that trustworthiness of the communicator was just as or more important than the medium. Their findings indicated that the medium will interact with the communicator to determine the influence of the message. Specifically, they found that television was the most effective medium for a trustworthy source when compared to radio or print, but was the least effective medium for a source who was recognized as untrustworthy.

Media effectiveness is difficult to measure. Some researchers say that to be effective, the media must have at least three conditions: monopolization, canalization and supplementary face-to-face contact. Monopolization occurs in the absence of competing messages. Canalization refers to media having an effect, only in altering existing patterns, not establishing new ones. An example would be getting someone to change brands of toothpaste. One of the best examples of supplemental contact was the technique used by Father Coughlin, the "radio priest." Coughlin used propaganda on radio, but combined it with pamphlets,

newspapers and coordinated, locally organized discussion groups, all reinforcing his message (Severin & Tankard, 1988, 226-227). This combination of approaches is often used, especially by lobbyists.

Media and Agenda Setting

The media can play a big role in bringing issues to the forefront of public opinion. Many public relations practitioners believe that this "agenda-setting" power of the media can be a potent tool for obtaining favorable legislation. For this reason, part of this study looked at how useful legislators thought the media were in providing information about higher education. Agenda-setting theory states that the news media bring visibility to issues and increase their perceived importance among the public. Policy makers, also influenced by the media, receive additional pressure from constituents and take action (Cook et. al, 1983).

Various studies have examined this effect. Some have found that print and television news, especially network news, may influence the public agenda (Eaton, 1988). Other research has indicated that televised political commercials can increase public perceptions of importance among issues. Local newspapers have been shown to have an agenda setting effect on local issues. Some studies indicate such effects for radio. The amount of media exposure on an issue may have

an effect on the public's perception of its importance. Claims of the power of agenda setting range from a weak hypothesis which says there is merely an overlapping between agendas for the media and public, to a stronger version which says people think and act based on what they see, listen to and read in the media (Roberts & Bachen, 1981).

Generally, studies in this area have not been consistent or conclusive. Instead, they serve to illustrate that agenda setting may be much more complicated than previously thought. For example, one study (Evensen, 1988) of President Harry Truman's policy on Palestine in 1947-48 suggested a "multi-directional" agenda-setting model. While evidence supported the role of the press, other people and events operated far outside the ability of any one institution to control the agenda.

Another study (Christy, 1988) found that a local newspaper had a powerful impact on citizen views in a small town, but that interpersonal communication was more important than the media in agenda setting. Gaziano (1985) found that policy agendas and definitions of issues for neighborhood leaders were similar to those of its residents, but different from agendas set forth by neighborhood newspapers.

Other studies have examined the effects of "types" of issues on agenda setting. Yagade & Sozier (1990) conducted a content analysis of Time magazine coverage of two "concrete"

issues (drug abuse and energy) and two "abstract" issues (nuclear arms race and federal budget deficit) and compared it with Gallup Poll data over a period of time. They found that concrete issues increased the agenda-setting power of the media. Abstract issues decreased this influence.

A 1983 study (Fay, et al.) sought to go beyond finding out whether the news media changed opinions on public issues. It tracked the effect of a media report from inception through its eventual impact.

Researchers from different fields (communication, public policy, political science and sociology) joined forces to track the results of an expose' about fraud in home health care.

By special arrangement, the researchers learned about the upcoming report. Six months before it aired, the researchers chose a random sample of 300 respondents and divided it into two groups. An experimental group of 150 persons was asked to watch the report. A control group of 150 people was asked to watch another program which aired at the same time. Each was given a pre-test and post-test to determine views on health care programs and the extent of fraud in those programs.

In addition, researchers selected 57 policy makers for pre-test and post-test interviews. Half the subjects (governmental policy makers) were top officials with the Chicago Mayor's Office of Senior Citizens, the Illinois

Department of Aging, the Illinois Department of Public Health and other political groups. They included senators and representatives in the Illinois Legislature. The other half (interest group representatives) were members of various interest groups such as the Gray Panthers, American Association of Retired Persons, Illinois Health Care Association, Advocates for the Handicapped and Metro Seniors in Action.

The researchers concluded that airing the report changed priorities among members of the general public who were surveyed. Those who viewed the program saw home health care as a more important program, saw government help for the program as more important and saw fraud and abuse as a problem within the program. In each case, prior beliefs did not change within the control group.

The researchers continued their tracking to see if any policy change had occurred and found that it had. A day after the report, a U.S. senator issued a press release announcing hearings on the issue. The news media report was commended by Sen. Charles Percy of Illinois. The hearings attracted national attention. As a result, the Senate Permanent Investigations Committee urged new laws to curb abuse in the federal Home Health Care Program.

Further tracking, however, revealed that the reporters had actively collaborated with senate staffers in planning the series and conducting the investigation. The newly

elected Republican leadership of the U.S. Permanent lobbying Subcommittee on Investigations was eager to do something about the problem and wanted to use the media report to draw attention to the issue. In the end, it was neither public outrage nor changing of attitudes by the media that created new laws and policies. It was the active cooperation between government and the media that provided a public justification for such action. The main finding of the study, the researchers concluded, was that agenda setting, at least in this instance, was much more complicated than the "inoculation" theory of the media exposing an issue, arousing the public and causing dramatic change.

Influencing the Legislative Agenda Through Lobbying

Lobbyists, one group of people who communicate frequently with legislators, say the media are helpful, but that a personal touch works best (White, 1993). Some studies back up these assertions; others contradict them. Regardless, lobbying by colleges and universities is widespread. Higher education lobbyists are high in the organizational charts of most colleges and universities, and they use methods similar to lobbyists from private industry (Brown, 1985). At smaller institutions, the president and other administrators act as lobbyists by attending committee hearings and constantly visiting lawmakers to make their opinions known (Gipson, 1981).

Is personal lobbying successful? One study of lobbying by state agency directors in Georgia (Wasmund, 1985) indicated that it is. The researcher tracked the progress of bills promoted by six state administrative departments during the 1982 legislative session and found that administrative lobbying was either "reactive" or "proactive." Administrators either reacted to bills submitted by the legislature, or they sponsored their own legislation that was separate and distinct from that submitted by the governor. Administrators used direct and indirect means of lobbying. Direct lobbying relied heavily on channeling communication through committee chairpersons, and the most important meetings took place in private, not committee meetings or other public settings. Indirect methods included generating grass roots support or seeking help from the governor, interest groups or the media. Their efforts were rewarded. The departments were more successful in getting their bills passed than either the governor or individual legislators. Interpersonal and legislative skills, interdepartmental harmony and the kind of services the agency provided were variables that seemed to enhance the lobbying efforts.

Legislator Attitudes Toward Lobbying

While personal lobbying is identified by numerous administrators as a useful and needed activity, questions

have been raised about whether legislators attach credibility to these sources. For example, one study of lobbying in California revealed that superintendents spent a great amount of time lobbying the legislature. Yet, individual legislators in that state said that superintendents, as a group, were not effective lobbyists. They had higher positive views of principals as good sources of information, a view not shared by the superintendents. Legislators also had a high regard for their own inside expert sources of information and their legislative reports (McElroy, 1987).

One study (Donohue, 1986) examined attitudes of legislators in Kentucky to determine if legislators differed in their perceptions of usefulness of mass media and interpersonal sources for information about higher education. Legislators also were tested on their bias toward sources of information. Findings indicated an important role for interpersonal sources (lobbyists, legislative colleagues, constituents and the legislative research committee). Findings also suggested there were differences among legislators regarding the usefulness and bias of information sources. Legislators who were judged to be "opinion leaders" were less, rather than more, likely to use mass media sources for decision making. Results also suggested legislators did not prefer using either mass media or interpersonal sources before making final judgments, but

to judge each source on its own merit and lack of bias.

A study in Tennessee (Mayes, 1989) compared perceptions of legislators and educational lobbyists about the influence of lobbyists on decision making for funding of state universities. Data were collected by administering questionnaires to members of the 1987-88 Tennessee General Assembly and to educational lobbyists from throughout the state.

Analysis indicated the majority of respondents in both groups believed lobbying by state universities resulted in more generous treatment by the General Assembly and also showed that providing data was considered by both groups as the single most important function of an educational lobbyist.

Disagreements between the groups centered on technique. The lobbyists considered working at the district level to be more influential. Legislators preferred to be contacted at the capitol. The majority of lobbyists considered entertainment as an effective tool, but legislators said they were adamantly opposed to being wined and dined. Other findings indicated that senators preferred one-on-one communication, while house members preferred testimony at committee meetings.

Conclusion

Whether one calls it public relations, communications,

governmental relations or just plain lobbying, the primary purpose of providing legislators with information is to influence their votes. The question is not why, but how. What works best? Universities believe they must find more effective ways to communicate with and to influence their elected representatives. Methods they use include forming grass roots organizations to create a broad base of support for needed legislation such as a tax increase (Freed, 1989), hiring lobbyists to disseminate information (Thompson, 1990) and using members of alumni associations as organized lobbying groups (Scalzo, 1992). Other methods include testifying at hearings, participating in protest rallies and urging students, parents and college employees to communicate the institution's needs. (Cage, 1992).

Numerous events and case studies indicate that legislative bodies take action based, either on information, or constituent pressure, whether it is real or imagined. For example, in Texas, during 1987, a vigorous and well financed campaign convinced the legislature to award large increases in state support to higher education (Jaschik, 1987). Two years before, the University of Texas system flexed its political muscle and saved the system from drastic budget cuts (Biemiller, 1985). In 1983, when the Texas Legislature proposed a 100 percent tuition increase, the Texas Student Association mobilized its members and helped defeat the bill (Claunch & Gregory, 1983).

The literature in this area is far from conclusive, but it suggests some common findings. Case studies and other reports indicate that an organization which wants to influence legislation should know the political process in great detail, prioritize its goals and have a definite plan for achieving them. An organization should have some type of system to scan continuously the political environment to detect changes in issues, participants and attitudes, both internal and external. It should continually evaluate its goals to determine their political viability. Finally, it should have a system to measure success (Krepel & Grady, 1989). An institution should use the news media to enhance a legislative relations program but should not depend on the media as the only way of getting information to lawmakers (White, 1993). It should find what interests legislators, then use information to point out connections between the institution and these interests. For example, one program claimed great success informing legislators about higher education's impact on state economies (Bernstein, 1985). An institution also should use its own constituencies, alumni and trustees to influence the legislative process (Grady, 1985).

Research Questions

...the following questions:

CHAPTER III

METHODOLOGY

Overview of Study

The original purpose of this study was a simple readership survey of OSU W.O.R.K.S. However, after discussions with OSU's Director of Communication Services, it was decided the survey also would try to determine how decision makers, in this case members of the Oklahoma legislature, rate the usefulness of various sources of information about higher education.

The original audience for OSU W.O.R.K.S. was legislators. The mailing list later grew to include members of the Oklahoma congressional delegation, selected state officials, members of the OSU Board of Regents, members of the Oklahoma State Regents for Higher Education, selected state chambers of commerce, state trade associations, members of the OSU Foundation Board of Governors, members of the OSU Alumni Association Board of Directors and selected Oklahoma foundations (Hamilton 1992).

Of all these groups, the legislature has the most power to determine funding for higher education. Thus, it was decided to focus the survey on the legislature and poll other groups by telephone in an informal, non-scientific survey.

Research Questions

This study asked legislators the following questions:

1. How useful were various sources of information about higher education?
2. How useful were different news media as sources of information about higher education?
3. Did they remember receiving OSU W.O.R.K.S.?
4. Did they take any action after reading OSU W.O.R.K.S.?
5. How did they rate OSU W.O.R.K.S. on a semantic differential scale for various attributes?
6. What did they want to see in future editions of OSU W.O.R.K.S.?
7. How often did they wish to receive OSU W.O.R.K.S.?
8. What were their demographics: age, sex, party affiliation, years of service as a legislator, membership in the house or senate, level of education and alma mater, if a college graduate?

Sampling Methods

Because Oklahoma has 149 Senators and Representatives in the legislature, it was decided to send mail questionnaires to all of them. There was no need to pick a random sample. Responses were gathered by a self-administered mail questionnaire. Initially, each person received a questionnaire, a cover letter explaining the

significance of the survey, a stamped, addressed envelope and a copy of OSU W.O.R.K.S. A copy of the questionnaire is presented in appendix A. Appendix B contains the initial cover letter.

A copy of OSU W.O.R.K.S. was included to give respondents an opportunity to evaluate the publication on various attributes, such as appearance, even if they did not remember receiving it. The motivation for this came from a pre-test of the survey with one legislator. He remembered "something that came from OSU" that he really liked. However, he couldn't think of the name (Hansen 1992).

Thus, it was decided that it would be impossible for respondents to judge the appearance of OSU W.O.R.K.S. if they did not have one in their possession. To eliminate researcher bias, copies of OSU W.O.R.K.S. for the mailings were selected at random by an assistant in the Office of Communications Services. Bundles containing the various editions were placed in a box by a third party, and a coin toss determined whether the assistant would select the first or second bundle as a starting point. Once this was determined, another coin toss determined whether the assistant would choose the remaining copies consecutively or take every other one. Thus, copies were chosen, and envelopes stuffed without any direct participation of the researcher.

To improve the response rate, a complete second and

third mailing included the questionnaire, cover letter begging for participation, a stamped return envelope and a copy of OSU W.O.R.K.S., again chosen at random, were sent to respondents.

See appendix C for second cover letter and appendix D for cover letter used in third mailing.

Questionnaire Content

After the decision was made to broaden the study by trying to get information about usefulness of sources of news for legislators, research was needed to determine what types of materials were sent to them. After this research, the questions were developed.

Sources of News

Based on conversations with the former Director of Public Information at OSU, the OSU Director of Communication Services, various university employees from OSU, the University of Oklahoma, other colleges and universities, and a local legislator, a list of possible information sources was compiled.

The final list included annual reports, position papers, one-page executive summaries, the news media, alumni magazines, a newsletter from the Higher Education Alumni Council of Oklahoma (a lobbying group for higher education) a newsletter from the Oklahoma State Regents for Higher

Education, letters or calls from individual regents, letters or calls from alumni of colleges and universities and letters or calls from constituents. A fill-in-the-blank option was available in case something was left off the list. Legislators were asked to rate these sources on a scale from "extremely useful" to "useless." A choice for "do not receive" was also available.

The Director of Communication Services also felt it was important to ask respondents to rank their top three choices from this list, and this question was included in the survey.

Rating the News Media

The Director of Communications Services also was interested in how legislators ranked the news media as sources of news about higher education. Respondents were asked to rate the Daily Oklahoman, Tulsa World, newspapers in their district, radio news and television news on a scale that ranged from "extremely useful" to "useless." An "other" option was also available.

The third section of the questionnaire asked respondents about OSU W.O.R.K.S. This presented a problem because of an exploratory interview with a Payne County representative who commented that he remembered receiving something and liked it, but could not quite remember the name. His comment was that legislators receive "bushel

baskets" of mail and have a hard time remembering individual items. For this reason, it was decided to include a reduced size reproduction of OSU W.O.R.K.S. on the survey as a reminder. To verify whether respondents were being honest or had failing memories, a question in this section asked them to check topics that they remembered. Two of the topics were real; two were bogus. A third question asked whether the respondent had taken any action after reading OSU W.O.R.K.S. and asked what action had been taken.

Rating OSU W.O.R.K.S.

The Director of Communication Services also wanted to know how respondents would rate the bulletin on various attributes. These included attractiveness, timeliness, interest, believability, value, ease of understanding and length. This presented another dilemma because OSU W.O.R.K.S. depends on its appearance for its impact and appeal. It uses color, large graphics and large type to catch the reader's attention. The reduced version on the survey did not do it justice. If the respondents did not have a copy available, it would be difficult to rate these attributes. It was decided to include a full-size copy of OSU W.O.R.K.S. with the survey. These were chosen by random methods described earlier in this chapter.

Topics for Future Issues

The Director also wanted some idea of what the respondents would like to see in future editions of OSU W.O.R.K.S. and how often they would like to receive the bulletin. Questions about future topics asked respondents to rank economic development, scientific discoveries, major grants and contracts, services for the public, faculty achievements and student accomplishments on a scale from "extremely interested" to "not interested." A fill-in-the-blank option was also available. The question on frequency of distribution gave the choices of weekly, monthly, twice-a-month and a fill-in-the-blank option.

Demographics

The researcher felt it would be interesting to see how respondents differed in their answers based on various demographic characteristics.

The last section of the questionnaire asked for information that included sex, age, membership in the house or senate, length of service in the legislature, party affiliation, level of education and alma mater. A last question asked for general comments.

Questionnaire Format

At the suggestion of the graduate adviser, the questionnaire was printed front and back on 11-by-17 paper

and folded to make an attractive package. It was also kept to four pages because of a belief that legislators and other respondents do not have the time to deal with long surveys (Hsia, 1988, 167). The survey questions were changed, arranged and re-arranged several times based on advice from the graduate adviser, the Director of Communication Services and the former Director of Public Information. The final questionnaire was approved by all parties.

Survey Pre-Test

The survey was developed in the summer of 1992 and had to be mailed in September to receive data back in time to make a decision on continuing or discontinuing OSU W.O.R.K.S. It would have been difficult to pre-test the survey on current legislators without biasing the study. However, the survey form and introductory letter were tested for clarity and simplicity on five colleagues, a faculty member and one outgoing Payne County legislator. No instructions were given. Changes were made based on their suggestions.

Assuring an Adequate Response

It was difficult to think of an inducement that would increase the return rate among legislators. The researcher decided that an appeal to their idealism and duty might work best (Houston & Nevin, 1977). Subjects were asked to fill

out the questionnaire as a favor to a struggling graduate student and as a way to help find ways to make state government more efficient. This, combined with a stamped, return envelope and a simple and brief survey seemed like an adequate way to get responses.

Being employed by the university also presented somewhat of a problem. The researcher did not want the legislators to think that they were being deceived in any way. This fact was not hidden from the respondents.

Questionnaires were coded so that those who did not respond could be identified and contacted. After the first mailing, these were identified and a second mailing, complete with a revised letter, a questionnaire and stamped envelope was sent out. Finally, a third, complete mailing was conducted in an attempt to increase the return rates. The first questionnaire packet was sent on September 1, 1992, the second on October 8, 1992 and the third on November 12, 1992.

Statistical Analysis

Basic tools for analyzing this data included using SYSTAT to compile descriptive statistics for the various responses. SYSTAT was also used to create tables that examined differences among responses based on various demographic characteristics. These included answers by age groups, membership in the house and senate, party

affiliation and graduation from Oklahoma State University and the University of Oklahoma.

CHAPTER IV

RESULTS AND ANALYSIS OF DATA

The primary purpose of this study was to determine the relationship between the number of years of experience and the number of years of education for teachers in Oklahoma. The data were analyzed using a series of statistical tests. The first test was a chi-square test for independence to determine if there was a significant relationship between the two variables. The results of this test are shown in Table 1. The chi-square value was 12.34, which is significant at the .05 level. This indicates that there is a significant relationship between the number of years of experience and the number of years of education. The second test was a series of t-tests to determine if there were significant differences in the number of years of education for teachers with different amounts of experience. The results of these tests are shown in Table 2. The t-values for each comparison were 1.23, 1.45, 1.67, 1.89, and 2.11. Only the last comparison, between teachers with 1-5 years of experience and teachers with 6-10 years of experience, was significant at the .05 level. This indicates that there is a significant difference in the number of years of education for teachers with 1-5 years of experience and teachers with 6-10 years of experience. The third test was a series of ANOVAs to determine if there were significant differences in the number of years of education for teachers with different amounts of experience. The results of these tests are shown in Table 3. The F-values for each comparison were 1.23, 1.45, 1.67, 1.89, and 2.11. Only the last comparison, between teachers with 1-5 years of experience and teachers with 6-10 years of experience, was significant at the .05 level. This indicates that there is a significant difference in the number of years of education for teachers with 1-5 years of experience and teachers with 6-10 years of experience.

The results of this study indicate that there is a significant relationship between the number of years of experience and the number of years of education for teachers in Oklahoma. The number of years of education increases as the number of years of experience increases. This is true for teachers with 1-5 years of experience, teachers with 6-10 years of experience, teachers with 11-15 years of experience, teachers with 16-20 years of experience, and teachers with 21-25 years of experience. The number of years of education is significantly higher for teachers with 6-10 years of experience than for teachers with 1-5 years of experience. This is true for teachers with 1-5 years of experience, teachers with 6-10 years of experience, teachers with 11-15 years of experience, teachers with 16-20 years of experience, and teachers with 21-25 years of experience.

CHAPTER IV

FINDINGS AND ANALYSIS OF DATA

This study sought opinions from Oklahoma Legislators about the usefulness of different media as sources of information about higher education. It also asked for opinions about O.S.U. W.O.R.K.S., a one-page bulletin designed with legislators as a primary target audience.

Using a five-point scale, the survey asked members of the Oklahoma Legislature to rate the usefulness of annual reports, position papers, one-page executive summaries, the news media, alumni magazines, a newsletter from the Higher Education Alumni Council of Oklahoma, a newsletter from the Oklahoma State Regents for Higher Education, and letters or calls from a variety of sources, including individual regents, alumni, university administrators and constituents. It also asked legislators to rank the top three sources of information from this list.

The survey also asked for responses about the usefulness of specific news media. These included the Daily Oklahoman, Tulsa World, home district newspapers, radio news and television news.

Questions about OSU W.O.R.K.S focused on whether legislators remembered receiving it and their recall of the bulletin's topics. Two of the topics were bogus to determine

if respondents were inventing answers. (See appendix F for list of topics covered in OSU W.O.R.K.S. during 1992). This section also asked if legislators had taken any action based on information in the bulletin. A semantic differential scale was used to gauge legislators' opinions on the bulletin's physical appearance, timeliness, interest, value, length and believability. Additional questions sought preferences for future topics and frequency of publication. Other questions asked for demographic data.

Information was gathered by a self administered questionnaire sent to all 129 members of the legislature. Survey packets included cover letters and stamped return envelopes. To improve response rates, all items in the survey packet were mailed a second and third time. Eighty-three legislators (56.08 percent) responded. All questionnaires were judged useful.

Demographic Makeup of the Respondents

Gender of Respondents

The Oklahoma Legislature predominantly is male, and the makeup of the respondents to this survey mirrored this composition. Males respondents outnumbered females by more than nine to one. See Table I (page 35).

TABLE I
GENDER OF RESPONDENTS

N = 83		
	Percent	Number
Male	88	73
Female	10	8
Non-Response	2	2
Total	100 %	(83)

Age of Respondents

The researcher was interested in how legislators of different ages would rate different media as sources of information. Table II (page 36) shows the age of respondents and the number in each age group.

TABLE II

PERCENTAGE OF RESPONDENTS BY PARTY

	N = 83	
	Percent	Number
21-35	12	10
36-45	29	24
46-55	22	18
50-65	25	21
65+	10	8
No response	2	2
Total	100 %	83

Political Affiliation

Democrats in the Oklahoma Legislature have traditionally outnumbered Republicans, and the responses reflected this makeup. See Table III (page 37).

TABLE III

RESPONDENTS BY POLITICAL PARTY

N=83		
	Percent	Number
Democrat	72	60
Republican	24	20
No response	4	3
Total	100 %	(83)

Respondents by Legislative Body

There are more House members than Senators. Responses reflected this composition. See Table IV.

TABLE IV

RESPONDENTS BY BRANCH OF GOVERNMENT

N=83		
	Percent	Number
Senate	30	24
House	67	56
No response	3	3
Total	100 %	(83)

Respondents' Education Level

Most of the respondents were either college graduates (63.8 percent) or had some college background (25 percent). Seven listed themselves as high school graduates. Two did not respond. See Table V.

TABLE V

RESPONDENTS BY LEVEL OF EDUCATION

	N=83	
	Percent	Number
High school graduate	8	7
Some college	25	21
College graduate	64	53
No response	3	2
Total	100 %	(83)

Usefulness of Various Sources of Information

Results from the survey indicated that calls and letters from constituents and other personal contacts are rated highly by Oklahoma legislators for information about higher education. Letters or calls from constituents

received the highest usefulness rating of all sources of information. Letters or calls from university administrators were second followed closely by letters or calls from university regents and letters or calls from alumni.

One page executive summaries were fifth, and the news media were sixth in preference. Position papers were seventh in preference. Annual reports, a newsletter from the Higher Education Alumni Council of Oklahoma (a lobbying group) and alumni magazines were ninth, tenth and eleventh, respectively. Mean scores indicate that legislators necessarily did not find the lower rated sources to be not useful; They had no opinion either way. The lowest rated source (alumni magazines) had a mean rating of 3.19, just past the neutral range. See Table VI (page 40).

TABLE VI
 MEAN USEFULNESS SCORES AND RANK FOR SOURCES OF INFORMATION
 (ALL RESPONDENTS)

	N=83
Annual reports	2.831 (9)
Position Papers	2.537 (7)
One-page executive summaries	2.280 (5)
The news media	2.410 (6)
Alumni magazines	3.195 (11)
Higher Education Alumni Council of Oklahoma newsletter	2.855 (10)
The Oklahoma State Regents for Higher Education newsletter	2.590 (8)
Letters or calls from regents	2.193 (3)
Letters or calls from alumni	2.217 (4)
Letters or calls from university administrators	1.747 (2)
Letters or calls from constituents	1.217 (1)

() Rank position

Scale of usefulness: 1)Extremely useful; 2)Somewhat useful; 3)Neutral; 4)Not very useful; 5)Useless

RATING OSU W.O.R.K.S

Recall

Only 56 (67 percent) of the respondents recalled receiving OSU W.O.R.K.S. Of those who remembered receiving it, only 42 could remember specific topics, and none claimed that they took any action because of the information. When asked if they took any action after reading OSU W.O.R.K.S., 82 of the 83 said they could not name any action taken. Of the 15 who identified themselves as OSU graduates, eleven (73 percent) said they could remember the bulletin, but could not remember taking any action because of reading it. Of the nine who said they were University of Oklahoma graduates, seven (77 percent) said they remembered the publication. See Table VII (page 42).

TABLE VII
 RESPONDENTS' RECALL OF SPECIFIC TOPICS
 IN OSU W.O.R.K.S.

N=83				
	<u>Recalled</u>		<u>Did not recall</u>	
	Percent	Number	Percent	Number
Laser research	18	15	82	68
Water research *	19	16	81	67
Aviation sciences *	7	6	93	77
Research scholars	6	5	6	5

* Aviation sciences and water research were inserted as bogus topics.

Appearance of OSU W.O.R.K.S

Legislators did not seem to dislike OSU W.O.R.K.S. However, their response did not indicate they had strong opinions about its appearance and other attributes. Attractiveness received the highest rating (1.89). Generally, legislators rated the bulletin as somewhat timely, somewhat interesting, somewhat believable and somewhat easily understood. Most had no opinion on length. See Table VIII (page 43).

TABLE VIII
MEAN SCORES FOR RESPONDENTS' RATING OF OSU W.O.R.K.S.

N=83	
Attractiveness	1.89
Timeliness	2.34
Interesting	2.25
Believable	2.12
Valuable	2.60
Easily Understood	2.06
Length	3.16

Scale: 1)Very; 2)Somewhat; 3)Neutral; 4)Somewhat; 5)Very
Lower numbers indicate a more positive response.

Future Topics for O.S.U. W.O.R.K.S.

Responses indicated that legislators wanted to hear more about economic development in future topics of OSU W.O.R.K.S. This topic received the highest rating (1.53). It was followed closely by services for the public (1.783) and scientific discoveries (1.786). News about faculty achievements (2.40) was rated lowest. However, none of the suggested topics received a "non-useful" score. The lowest score indicated close to a "somewhat useful" feeling about the topic. See Table IX (page 44).

TABLE IX
MEAN SCORES AND RANKING FOR FUTURE TOPICS IN OSU W.O.R.K.S

N=83	
Economic development	1.535 (1)
Scientific discoveries	1.786 (3)
Major grants and contracts	2.028 (5)
Services for the public	1.783 (2)
Faculty achievements	2.403 (6)
Student accomplishments	1.912 (4)

Scale: 1) Extremely interested; 2)Somewhat interested; 3)Neutral; 4)Not very interested; 5)Not interested

Frequency of Publication

More than half of the respondents said OSU W.O.R.K.S should be published monthly. Only six thought it should be published bi-monthly. Many respondents (19) did not respond to this question. Others (15) had their own ideas about publication frequency. These included: quarterly, every six months, bi-monthly, annually, when information warrants it, when timely information occurs, or "when there's something to say." See Table X (page 45).

TABLE X
OVERALL PREFERENCES FOR FREQUENCY OF PUBLICATION

N=83		
	Percent	Number
Bi-Monthly	7	6
Monthly	52	43
Other	18	15
No response	23	19
Total	100 %	(83)

Rating the News Media

When asked to rate specific news media as sources of information about higher education, respondents said hometown newspapers were the most useful. The Tulsa World was second. Radio and television news were third and fourth, respectively, and the Daily Oklahoman was rated the least useful. See Table XI (page 46).

TABLE XI

MEAN USEFULNESS SCORES AND RANKING FOR THE NEWS MEDIA
AS SOURCES OF INFORMATION ABOUT HIGHER EDUCATION

	N=83
Daily Oklahoman	3.21 (5)
Tulsa World	2.25 (2)
Hometown Newspapers	2.17 (1)
Radio News	2.43 (3)
Television News	2.44 (4)

() Rank position

Scale of usefulness: 1)Extremely useful; 2)Somewhat useful; 3)Neutral; 4)Not very useful; 5)Useless

Preferences for Information By Demographic Groups

Differences Among Age Groups

Demographically, the respondents represented five age groups: 21-35, 36-45, 46-55, 56-65, and those older than 65. The researcher was interested in finding whether age made a difference in preferences for sources of information. Results indicated that legislators, 56-65, gave a higher rating to annual reports than their colleagues. For example, seventeen of those, 56-65, said annual reports were either "extremely useful" or "somewhat useful" to them.

It was thought that younger legislators who grew up in an era of television might rank television as a more

important source of information than older legislators. However, mean scores for the different age groups did not vary by more than a few decimal points. Interestingly, the best rating for television came from the oldest group, those 65 and older. See Table XII.

TABLE XII
MEAN SCORES FOR RESPONDENTS (BY AGE GROUP) OF THE
IMPORTANCE OF TELEVISION AS A SOURCE OF INFORMATION

N=83	
21-35	2.50
36-45	2.37
46-55	2.44
56-65	2.52
65+	2.00

Scale: 1) Extremely useful; 2)Somewhat useful; 3)Neutral; 4)Not very useful; 5)Useless

Differences in Preferences by Political Party

Mean scores for Democrats and Republicans about the usefulness of the news media did not differ very much except in opinion about the Tulsa World and Daily Oklahoman. Of all the news media, Democrats gave the Daily Oklahoman the most

negative votes. Twenty-five of 60 Democrats rated the Oklahoman as a "useless" source of information. Conversely, Democrats found the Tulsa World as a more useful source of information than did Republicans. See Table XIII.

TABLE XIII

MEAN SCORES FOR RESPONDENTS (BY POLITICAL PARTY)
ON THE IMPORTANCE OF THE DAILY OKLAHOMAN AND
TULSA WORLD AS SOURCES OF INFORMATION

N=83

	Democrats	Republicans
Daily Oklahoman	3.7	2.05
Tulsa World	1.91	3.05

Scale: 1) Extremely useful; 2)Somewhat useful; 3)Neutral; 4)Not very useful; 5)Useless

Preferences for the News Media by Age Group

The youngest and the oldest legislators gave the news media higher ratings as sources of information than did colleagues in their middle years. Those in the 46-55 year-old group rated the news media lowest. See Table XIV (page 49).

TABLE XIV

MEAN SCORES FOR RESPONDENTS (BY AGE GROUP) OF THE IMPORTANCE
OF THE NEWS MEDIA AS SOURCES OF INFORMATION

N=83	
21-35	1.88
36-45	2.29
46-55	3.27
56-65	2.14
65+	1.87

Scale: 1) Extremely useful; 2)Somewhat useful; 3)Neutral; 4)Not very useful; 5)Useless

Rating Constituents as Sources of Information by Age Group

Legislators, old and young alike, rated their constituents as highly useful sources of information about higher education. This category had the highest ratings of all. See Table XV (page 50).

TABLE XV

MEAN SCORES FOR RESPONDENTS (BY AGE GROUP) OF THE
IMPORTANCE OF CONSTITUENTS AS SOURCES OF INFORMATION

N=83

21-35	1.00
36-45	1.37
46-55	1.33
56-65	1.09
65+	1.12

Scale: 1) Extremely useful; 2)Somewhat useful; 3)Neutral; 4)Not very useful; 5)Useless

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study sought the opinions of Oklahoma legislators about the usefulness of different media as sources of information about higher education. It asked them to rate eleven such sources: annual reports, position papers, executive summaries, the news media, alumni magazines, a newsletter from a higher education lobby group, a newsletter from the Oklahoma State Regents for Higher Education and personal letters and calls from individual regents, alumni, university administrators and constituents. It also sought their opinions about OSU W.O.R.K.S, a one-page bulletin published by the OSU Office of Communication Services and targeted at legislators.

The survey also asked legislators to rank the top three ways they prefer to receive information about higher education and asked them to rate the usefulness of the Daily Oklahoman, Tulsa World, hometown newspapers, radio news and television news as sources of information about higher education.

Questions about OSU W.O.R.K.S focused on whether legislators remembered receiving the publication, recalled any of the topics or took any action because of the

information in the bulletin. Questions in this section also asked respondents to rate OSU W.O.R.K.S. on a variety of attributes: attractiveness, timeliness, interest, believability, value, ease of understanding and length. Additional questions asked for preferences for future topics and preferred frequency of publication.

Questionnaires were sent to all 129 members of the legislature during the summer of 1992. Of those polled, 83 or more than 56 percent, responded. Not every item was marked by every respondent, but all questionnaires were judged useful for the purposes of this study.

Results were tabulated for overall responses and also compared according to demographic makeup of the respondents. This included comparing answers by age group and party affiliation. Comparisons were not made based on gender because males make up an overwhelming majority of the legislature, and only eight of the respondents were women. SYSTAT was used to compute mean scores for all answers and to make comparisons between groups. The survey asked legislators the following questions:

1. How useful were various sources of information about higher education?
2. How useful were different news media as sources of information about higher education?
3. Did they remember receiving OSU W.O.R.K.S.?
4. Did they take any action after reading OSU

- W.O.R.K.S.?
5. How did they rate OSU W.O.R.K.S. on a semantic differential scale for various attributes?
 6. What did they want to see in future editions of OSU W.O.R.K.S.?
 7. How often did they wish to receive OSU W.O.R.K.S.?
 8. What were their demographics: age, sex, party affiliation, years of service as a legislator, membership in the house or senate, level of education and alma mater, if a college graduate.

Results from the survey indicated that Oklahoma legislators rate various types of personal contacts as a more useful source of information compared to other sources. Calls and letters from constituents received the highest usefulness rating, followed by letters or calls from university administrators, individual regents and alumni, rating second, third and fourth, respectively. These were followed, in order, by executive summaries, the news media, position papers, the Oklahoma State Regents for Higher Education newsletter, annual reports and a newsletter from a the Higher Education Alumni Council of Oklahoma, a statewide lobbying group. Alumni magazines were rated least useful.

When asked to rank the top three sources, legislators again chose letters or calls from constituents and similar contacts from administrators and individual regents.

Legislators rated their hometown newspapers as the most

useful of the news media in providing information about higher education. The Tulsa World, radio news and television news were rated second, third and fourth, respectively. The Daily Oklahoman was judged least useful. However, Republicans preferred the Daily Oklahoman to the Tulsa World.

Sixty-seven percent (56) of the respondents remembered receiving OSU W.O.R.K.S. However, only 42 of these could remember specific topics. None of the respondents could remember taking any action because of OSU W.O.R.K.S.

Legislators liked the appearance of OSU W.O.R.K.S. and gave it a "somewhat" favorable rating in timeliness, interest, believability, value and ease of understanding. Most had no opinion on length.

Economic development and news of scientific discoveries and services for the public received the highest rating for future topics. Student accomplishments and faculty achievements received the lowest rating.

More than half the respondents (43) thought OSU W.O.R.K.S. should be published monthly. However, 19 legislators left this question blank. Only six thought it should be published twice a month. Fifteen had other ideas such as quarterly, every six months, annually, or when "information warrants."

Conclusions

Based on the results of this study, the following conclusions can be made.

Communicating with Legislators

The results of this survey, coupled with information obtained in conducting the literature review, indicate that there is no one method for communicating with legislators. Influencing policy decisions is a sophisticated process that takes a variety of communication techniques.

Constituent Groups

Legislators depend heavily on their most important audience, their constituents, for input on issues. However, they also depend on university administrators to tell them - in a timely manner -- about their needs. Other studies have indicated that legislators prefer information that is relevant to the legislative agenda or an upcoming vote. Results from this and other studies also indicate that legislators listen to opinion leaders such as regents and alumni. Getting appropriate information to these groups might be one way indirectly to influence policy decisions.

Using The News Media to Communicate With Legislators

Legislators keep up with events in their districts by reading their hometown newspapers. Targeting newspapers in

key districts with favorable information about OSU may be another way of indirectly influencing legislation. They also pay attention to the metropolitan print and broadcast media. However, the "agenda setting" effect of the news media is a phenomenon that needs further study. About the best that can be said for positive news coverage was expressed by one lobbyist who said it "paves the way" for people in direct contact with policy makers.

Improving Legislative Relations

Results from this study and literature review indicate that universities, including OSU, continue to send legislators all types of information in the hopes of influencing favorable legislation. Alumni magazines, in-house newsletters, annual reports and other printed matter are sent on a regular basis and can be overwhelming to legislators already buried in paper. In one case, for example, a regent who was also a legislator complained that he was even receiving college and university departmental newsletters (Sheldon, 1993). The primary question in this and other studies is whether these methods of communicating are effective.

Most studies, opinions from practitioners and answers obtained through this survey indicate that printed communication is helpful, but a personal approach works best. Administrators who "want something" from their

representative should realize that building a relationship of trust, confidence and familiarity is a very effective tool. Also, talking to members on the committee handling the issue of concern and helping friends get elected is very helpful. Other suggestions include getting to know legislators before they ask for something, being considerate of a representative's time, knowing the legislative interests of those visited, being prepared to help with a legislator's needs, getting to know the staff and working with education associations.

OSU W.O.R.K.S.

Responses indicated that legislators did not have strong feelings about OSU W.O.R.K.S. and could not recall many of the topics or remember taking any action based on the information. In addition, comments from this survey indicate that legislators are deluged with printed material and do not want any additional material unless it is relevant to a pending vote.

Recommendations to The Director of Communication Services

Concentrate on Interested Audiences

It is recommended that OSU continue its general communication programs, but concentrate strongly on opinion

leaders, alumni, regents and others who are interested in helping influence the legislative agenda for the university. These are the interested audiences which may be open to more information about the university and may help influence policy decisions.

Continue Strong Media Relations Program

It is recommended that OSU continue to develop its media relations program by identifying stories that will help the university's legislative goals and by targeting the news media most likely to influence legislators.

Discontinue or Modify OSU W.O.R.K.S.

It is recommended that publication of OSU W.O.R.K.S. be discontinued or modified to directly support legislative goals. One option might be to identify legislative goals first, then identify topics for OSU W.O.R.K.S. which support these goals and send the publication to legislators at an appropriate time.

Another strategy might be to continue publishing, but target OSU W.O.R.K.S. at interested audiences such as alumni, regents, and opinion leaders in key districts as a way of indirectly influencing university objectives.

Identify and Prioritize Legislative Agenda

It is also recommended that if OSU is not already doing

so, it should identify and prioritize its legislative agenda and ensure that the university is well represented by knowledgeable, credible spokespersons at hearings, committee meetings and other gatherings where policy is formulated.

Combine Communication Techniques for Maximum Impact

Results from this and other research indicate that an effective communication program for Oklahoma State University and other similar institutions must include a mix of media, along with personal contacts, grass roots support and factual information presented in the right place to the right people at the right time.

Perhaps the best advice comes from an article in Educational Record (Ford & Dibiaggio, 1990). Suggestions to higher education administrators include knowing that the "essential lubricant of politics is a relation of trust, confidence and familiarity." They should bring solutions as well as problems to legislators, talk to members of committees that are dealing with their issues, be considerate of a representative's time, get to know the legislative staff, work with education associations and, most importantly,....."help friends get reelected."

Further Research

There is no shortage of studies on "agenda setting" influence of the news media; however, there is always room

for more. A study of the agenda setting power of the major news media in Oklahoma would certainly be interesting and worthwhile.

Additional studies of the effects of higher education lobbyists also would be useful.

A study of the usefulness of agency administrators as agents for legislation in Oklahoma would be revealing and perhaps even controversial.

A study of organizational lobbying efforts such as those conducted by the Oklahoma Education Association would be helpful. Perhaps, one could compare the association's opinions of its effectiveness with opinions of legislators. A good case study would be methods used to promote passage of House Bill 1017, the 1990 Education and Reform Act, and the subsequent successful effort to persuade the public not to repeal the measure.

A good case study of any major legislation that passes the Oklahoma Legislature would also make an excellent research process.

Troubling questions remain about communication with such an important group as legislators. While studies, including this one, have not been conclusive about effects from communication efforts, there is no disagreement that legislators must have enough information and a positive image of a state agency if they are to continue its funding (Miller, 1986). OSU must communicate with the legislature,

but, in a time of dwindling communication resources, it must continually look for better and more cost effective ways. It must continually conduct market research to measure the effectiveness of all its communication programs.

However, any budding researcher should be cognizant that in searching through the literature for this project, one gets the clear impression that there is no shortage of research into effective communication methods. However, there is a strong lack of agreement on whether any of the studies are valid. Most have not been, or cannot be replicated. There are few controls for environmental factors or prior attitudes. In the end, one can say only that a particular survey resulted in data from a particular audience during a particular time period and that effectiveness of communication continues to need more study.

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APPENDICES

THE EFFECT OF HOW DECISION MAKERS RECEIVE
AND PERCEIVE INFORMATION

The following table shows the results of the
analysis of variance for the dependent variable
of the number of errors made. The results
show that the interaction between the
type of information and the type of
decision maker is significant.

TABLE 1. THE EFFECT OF HOW DECISION MAKERS RECEIVE
AND PERCEIVE INFORMATION

The following table shows the results of the
analysis of variance for the dependent variable
of the number of errors made. The results
show that the interaction between the
type of information and the type of
decision maker is significant.

APPENDIX A

QUESTIONNAIRE

A SURVEY OF HOW DECISION MAKERS RECEIVE INFORMATION ABOUT HIGHER EDUCATION

Please complete this survey, fold and return in the enclosed envelope by September 30, 1992 to Legislative Survey, c/o Nestor Gonzales, 216 PIO, Oklahoma State University, Stillwater, OK 74078. If you have any questions, please call me at (405) 744-6260. All responses will be kept confidential.

SECTION I: HOW USEFUL TO YOU ARE THESE SOURCES OF INFORMATION ABOUT HIGHER EDUCATION?

Please rate the following sources of information about OSU and higher education institutions by checking the appropriate box.

	Extremely Useful	Somewhat Useful	Undecided Neutral	Not Very Useful	Useless	Do Not Receive
1. Annual Reports (Such as a President's Report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Position Papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. One-page Executive Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The News Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Alumni Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Higher Education Alumni Council of Oklahoma (HEACO) Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The Oklahoma State Regents for Higher Education Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Letters or calls from individual regents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Letters or calls from alumni of colleges and universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Letters or calls from university administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Letters or calls from your constituents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Other: _____						

Please continue on next page.

Number will be removed by computer

13. Of the sources of information which you just rated, please rank the top three ways which you prefer to receive information about higher education.

- | | |
|--|--|
| <input type="checkbox"/> Annual Reports
(Such as a President's Report) | <input type="checkbox"/> The Oklahoma State Regents
for Higher Education Newsletter |
| <input type="checkbox"/> Position Papers | <input type="checkbox"/> Letters or calls from
Individual Regents |
| <input type="checkbox"/> One-Page Executive Summaries | <input type="checkbox"/> Letters or calls from alumni
of Colleges and Universities |
| <input type="checkbox"/> The News Media | <input type="checkbox"/> Letters or calls from
University Administrators |
| <input type="checkbox"/> Alumni Magazines | <input type="checkbox"/> Letters or calls from
your constituents |
| <input type="checkbox"/> Higher Education Alumni Association
of Oklahoma (HEACO) Newsletter | <input type="checkbox"/> Other |

SECTION II: HOW USEFUL TO YOU IS THE NEWS MEDIA AS A SOURCE OF INFORMATION ABOUT HIGHER EDUCATION?

Using the scale from "EXTREMELY USEFUL" TO "USELESS," please rate the following media as sources of information about higher education by checking the appropriate box.

	Extremely Useful	Somewhat Useful	Undecided Neutral	Not Very Useful	Useless
14. Daily Oklahoman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Tulsa World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Newspapers in my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Radio News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Television News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Other: _____					

Please continue on next page.

SECTION III. DO YOU RECEIVE OSU W.O.R.K.S.?

During the 1992 Legislative session, OSU began *OSU W.O.R.K.S.*, a new information service for Legislators and decision makers. The inset at right shows a sample version. Please answer the following questions by checking the appropriate box.

20. Do you recall receiving *OSU W.O.R.K.S.*? If the answer is no please go on to question 23.

- Yes No


21. Please check box(s) beside topics which you remember reading about in *OSU W.O.R.K.S.*

- Laser Research
 Water Research
 Aviation Sciences
 Freshmen Research Scholars
 Don't recall any of the topics

22. After reading *OSU W.O.R.K.S.*, did you take any action such as sharing it with a friend or calling a University department.

- Yes No

Action taken: _____



**Oklahoma & Excellence;
Integrated Design and Manufacturing**

Manufacturing is a critical component of Oklahoma's economic future. On the OSU campus, scientists at the Oklahoma Center for Integrated Design and Manufacturing (OCIDM) are leading the way in the development of new technology. An OCIDM program, the center staff, and the sources from the state's three major universities, OSU, TU and OSU, have a program in place on new technology.

Precision Machining
 OSU's Dr. Don Lopez heads a team producing an intricate part for a jet engine. Some of it is made of such precision materials in the manufacture of aircraft parts, molds, computer chips and semiconductor sources. One Oklahoma firm, currently seeking the research, is the OCIDM research of Eagle Picher of Miami. These capabilities in precision machining have opened the door to future commercial contracts for the Oklahoma firm.

Robotic Handling
 Dr. Larry Peterson's team is finishing work on a robotic part handling system. Developed by a major work station, the combination of high level control software and machine vision can handle 15,000 parts, 10 hours a day, 7 days a week, 365 days a year. Imagine the possibilities for an entire production line.

OCIDM is an active working for OSU from Monday to Friday.

Inquiries about the work of this OCIDM Center may be directed to:
 Jamera Henderson
 Executive Director
 Oklahoma Center for Integrated Design and Manufacturing
 Oklahoma State University
 Phone: 405-744-6275
 FAX: 405-744-6167

WHERE OKLAHOMA'S RESEARCH COMES TO LIFE

Please rate *OSU W.O.R.K.S.* on the following characteristics by checking the appropriate box for each scale. If you do not recall *OSU W.O.R.K.S.*, please use the enclosed sample.

	Very	Somewhat	Neutral	Somewhat	Very	
24. Attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unattractive
25. Timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not Timely
26. Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Boring
27. Believable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not Believable
28. Valuable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Worthless
29. Easily Understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Difficult to Understand
30. Too Long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Too Short

Please continue on next page.

October 1, 1960

SANFORD

Mr. J. H. ...
100 ...
Sanford, Florida

Dear Mr. ...:

I am pleased to inform you that your application for membership in the ... has been approved. You will receive your membership card and the ... in the next few days.

Very truly yours,
[Signature]

APPENDIX B

COVER LETTER FOR FIRST MAILING

September 1, 1992

SAMPLE

The Honorable Ben Brown
2313 South Harvey
Oklahoma City, OK 73109

Dear Senator Brown,

I work in the Communication Services office at Oklahoma State University and am also a candidate for a master's degree in mass communication at OSU. Dr. Charles Fleming, assistant director for the graduate program, is my advisor.

As a research project for my thesis, I've chosen to help OSU find out which information services are most useful to Legislators.

Your responses are important, because they will help OSU make solid decisions about how to use University resources wisely while continuing to provide timely, useful, credible and cost effective information to you and your fellow Legislators.

I know that you're very busy, so I've kept the questionnaire as brief as possible. Please fold and return in the enclosed, stamped, addressed envelope by September 30 to:

Legislator Survey
c/o Nestor Gonzales
216 PIO
Oklahoma State University
Stillwater, OK 74078

Your responses will be kept strictly confidential. All data collected will be reported in a compiled form, and the answers you provide will not be revealed as coming from you. The number at the top of the questionnaire is for keeping track of responses and will be removed upon receipt.

If you have any questions please call me at (405) 744-6260. Thanks for your assistance.

Sincerely,

Nestor Gonzales

8/17/01 Eng Yo III



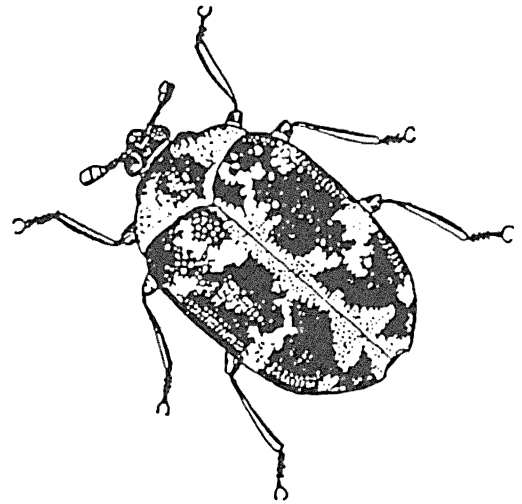
APPENDIX C

COVER LETTER FOR SECOND MAILING

October 8, 1992

75

Sorry to Bug You!!!



But, I still haven't heard from you on my Legislator survey. Many of your colleagues responded, but not enough to make a credible research project.

In case you lost the first one, I've enclosed another copy and a stamped, addressed envelope. Please take a few minutes to fill this out and return to me. You'll have the everlasting gratitude of a striving graduate student. If you've already returned the survey, please disregard this request. Thanks again for your time.

Sincerely,

Nestor Gonzales

Nov. 12, 1962

ONE PAGE REQUEST

Very truly yours,
[Signature]

APPENDIX D

COVER LETTER FOR THIRD MAILING

Nov. 12, 1992

ONE LAST REQUEST!!!!

I still have not heard from you on the Legislator survey, so I'm trying one last time. Please take a few minutes to fill this one out and return in the stamped, return envelope. Thanks!!!!

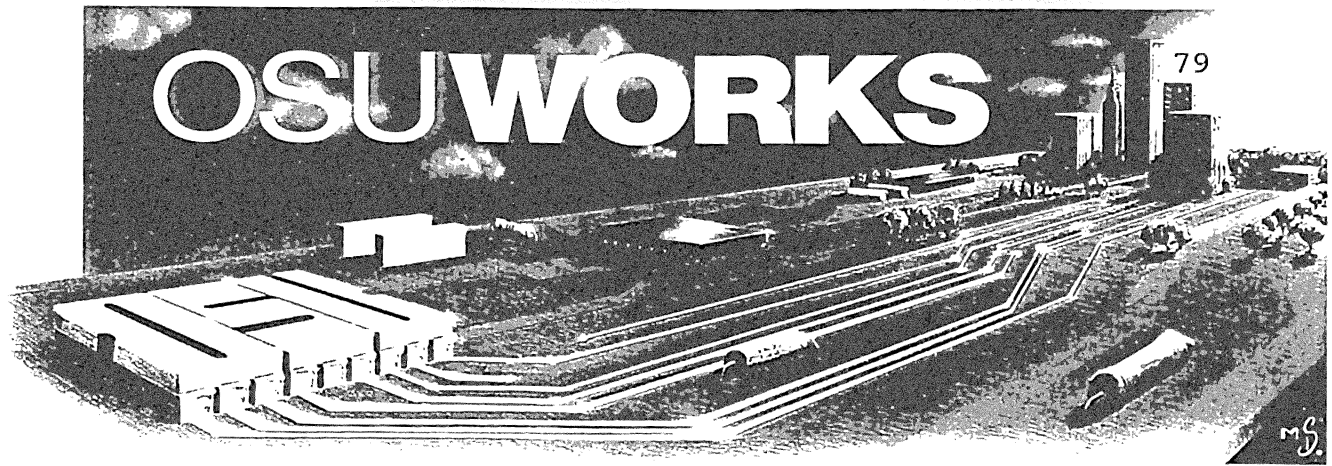
Nesta Hazel



International Center for Development
Cost Center - Center for Community

APPENDIX E

OSU W.O.R.K.S.



International Trade Development; OSU Center Creates Opportunity

On April 4, 1992, Oklahoma State University will dedicate the hi-tech home of its Center for International Trade Development. It is an event Oklahoma business leaders should not miss.

Facility for the Future

Tour the CITD building and you'll concur with the Oklahoma Council of the **American Institute of Architects**. It is the embodiment of design excellence. But you'll need to see the facility at work to understand that CITD's real power lies beneath the glamorous facade. The telecommunications infrastructure accessible throughout the center gives Oklahoma unique international conferencing capabilities. Already, CITD has hosted the **first tele-conference between U.S. and Soviet businessmen** to discuss free market economies.

State Products on Parade

During the dedication, CITD's 8400 square foot exhibit hall will showcase more than 50 displays from Oklahoma businesses, industries, government agencies and OSU colleges. Oklahoma entrepreneurs with **international success stories** to share will

be on hand to offer advice. Foreign embassy officials and trade consuls will attend in order to inspect the center and Oklahoma products.

CITD also houses executive conference facilities, a patent library, computer-assisted language laboratories, an 282-seat auditorium, and an international dining room.

Keynote of Note

The CITD dedicatory address will be presented by the **United States Foreign Agricultural Service administrator, Dr. Duane Acker**. The ceremony begins at 10:30 am on April 4th and is open to the public.

Inquiries about the work of the Center for International Trade Development may be directed to:

Harry Birdwell

Executive Director

Center for International Trade
Development.

Hall of Fame at Washington
Stillwater, Oklahoma 74078

Phone: 405-744-5362

FAX: 405-744-6423

TOPIC FOR OSU REVISION

... A HISTORY OF ...
... Mendocino ...
... Dedication ...
... Science ...

APPENDIX F

TOPICS COVERED IN OSU W.O.R.K.S

1992 TOPICS FOR OSU W.O.R.K.S.

1. OSU and Oklahoma: A Century of Service
2. Laser Research Means Light-Year Advances for Industry and Medicine
3. Oklahoma and Excellence: Integrated Manufacturing and Design
4. The OSU Faculty: A Tradition of Academic Excellence
5. OSU's Edmon Low Library: Resource for Oklahoma
6. OSU Freshmen Research Scholars Slip Into "Boots of Creativity"
7. Teaching Assistantships at OSU: Academic Resource for Oklahoma
8. International Trade Development: OSU Center Creates Opportunity
9. Math at OSU Creates CAMEO for the Future
10. Oklahoma Exporters Say "Thanks, Trade Center!"
11. Documents Drive Business to Library
12. Top Students at OSU Activate International Ambitions
13. Creating Efficient Local Government: OSU Center Works for Counties
14. Oklahoma's Newest Export: Knowledge Conquers Distance

SUMMARY OF INFORMAL PHONE SURVEY

CONCERNING USE OF...

conducted by...

...

...

APPENDIX G

SUMMARY OF INFORMAL PHONE SURVEY

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SUMMARY OF INFORMAL PHONE SURVEY

CONCERNING OSU W.O.R.K.S.

Conducted by Dr. Ralph Hamilton, Director, Special Projects
University Relations and Public Affairs at OSU

November 1992

Campus Contacts

Nine persons who were listed as sources of additional information on campus were called. Two additional persons representing the offices listed in two editions of OSU W.O.R.K.S. also were called.

Two of the 11 received phone calls for additional information which they thought was a direct result of an OSU W.O.R.K.S. issue. One person mentioned receiving several contacts from persons on campus.

Comments included:

1. "The dean liked it."
2. "It's a good idea for getting out information about OSU."
3. "It is attractive and well put together."
4. "This kind of service is helpful in contacting legislators and others and is a good thing to continue."
5. "I like it, and I think it should be continued."

6. "It may have made a major difference in getting the engineering extension service idea approved."
7. "It was very helpful to me at the time because it was the only piece of printed material that had been developed about our program."
8. "My office received some comments that the art work on the letterhead did not look professional and that the service was not worthwhile."

Chambers of Commerce

Six chambers of commerce were called: Altus, Enid, Ardmore, Okmulgee, Bartlesville and Stillwater.

Four of the six recalled receiving OSU W.O.R.K.S. Another commented that, "we get a lot of things from OSU, much more than OU." Two (Stillwater and Okmulgee) could recall specific topics. (It should be noted that OSU has campuses in these two cities.)

Three said they took action as a result of getting the service, most often passing the copies on to a chamber committee.

A sample of comments included:

1. "It is a good idea to keep in contact. OSU has a lot of resources to draw on for economic development. Communication lines need to be kept open. Whether this is the right tool is the question; we get a lot of newsletters every day."

2. "We get so many of these things."
3. "I appreciate keeping tabs on OSU since I do economic development."
4. "My first impression was that the 4 1/2 inches taken up by the four-color heading was a waste of taxpayers' dollars."
5. "Length and treatment was good. Short briefs about what is going on is a good idea. It is useful for awareness."
6. "I can see the chamber and OSU working more closely together in the future. Most things like this letter are passed on to the education committee for disposition or action."
7. "I remember getting the letter because of the color letterhead."
8. "We encouraged participation of our members in OSU satellite programs."
9. "We circulated the letters around the office and posted them on the bulletin board."

Professional, Trade and Business Organizations

Five associations were called. These were: the Oklahoma Farm Bureau, Oklahoma Osteopathic Association, Oklahoma Grain and Feed Association, Oklahoma Restaurant Association and the Oklahoma Municipal League.

Three of the five recalled getting the service. One

remembered a specific topic - a mention of the OSU College of Osteopathic Medicine in a letter about OSU services in Tulsa.

Comments included:

1. "I remember the colorful heading."
2. "It was neat. It was short - that's why I remember it."
3. "The format was attractive and the material readable. I got the information in a short amount of time."
4. "It was quick, easy reading. I remember it because it was colorful. We are using large colorful postcards in our mailings."
5. "I don't remember any specific topics. A lot of material comes across the desk."
6. "We have a lot of contacts with OSU departments and get a lot of publications from them. I remember the colorful heading."

RESPONDENTS' COMMENTS

...should be published ...
...interested to be ...
...of the ...
...of the ...

APPENDIX H

RESPONDENTS' COMMENTS

RESPONDENTS' COMMENTS

"OSU W.O.R.K.S. should be published according to information needed to be distributed."

"I depend mainly on Senator Shedrick (as a source of information about higher education.)"

"I don't do surveys."

"I would never read the Daily Oklahoman!"

"OSU W.O.R.K.S. should be published every six months because of the cost factor."

"OSU W.O.R.K.S. has limited value as a source of usable information."

"We (legislators) receive so much literature that if the topic is not of immediate interest or timely, it is rarely utilized."

"Most people in common education and higher education are just a liberal wing of the Democratic party, so I don't believe anything they write or say."

"What about students?" (presumably in reference to wanting more information about students.)

"I'm not really sure about content read in OSU W.O.R.K.S. I get so many publications that I'm not sure what I've read or where - but all information is valuable - no matter where I read it."

"We receive entirely too much agency material. If I serve on a committee dealing with the agency, I give the materials a cursory review; I trash the rest. The Senate staff can provide me any information I need."

"Keep OSU W.O.R.K.S. brief, to the point, and before subject is announced."

"They (OSU W.O.R.K.S.) need to be identified by date or volume number. For a long time, I thought they were all the same, so I didn't even read them well."

"The truth of the matter is we receive so many 'brag sheets' from both private and public concerns that many are quickly trashed. Frankly, your survey has pricked my interest in OSU W.O.R.K.S. Most likely, all participating legislators will be much more aware than in the past. Thank you and good luck."

"I get considerable data from the Chancellor for Higher Education."

"I have kept all (OSU W.O.R.K.S.) in my OSU file and read them all. How about information on faculty and student interest trends in various fields of employment?"

"If the data provided from the school (such as annual reports) can be presented without being self-serving to the school and its goals and wants, then the data may be useful in the Legislature. Generally, a report by a Ph.D. carries very little weight for me, as generally, they are self-serving and used to prove the need for the writer's social

program."

"Future topics for OSU W.O.R.K.S. should include how to cut spending and maintain proper services and how to cut excess growth in budgets in education without decreasing services."

"Legislative life is really hectic, so short messages help."

"Hector, I won't be in the Legislature this term, and would rather not fill this out."

"The Legislature gets a lot of mail, sometimes too many pieces from lobby groups such as colleges and universities. We are more interested in pro or con on legislation or solving state problems. Most junk mail is trashed because there is so much. We get a lot of surveys too."

VITA ²

Nestor Gonzales

Candidate for the Degree of
Master of Science

Thesis: A 1992 SURVEY OF HOW OKLAHOMA LEGISLATORS RATE
SOURCES OF INFORMATION ABOUT HIGHER EDUCATION

Major Field: Mass Communications

Biographical:

Personal Data: Born in Lemitar, New Mexico, October 4,
1949, the son of Ned and Dominica Gonzales,
married to the former Carolyn Beavers, one
daughter, Kim.

Education: Bachelor of Science in Journalism/History,
New Mexico State University, 1976. Completed
requirements for Master of Science Degree in Mass
Communications at Oklahoma State University in
July 1993.

Professional: Manager, Oklahoma State University News
Bureau, Experience August 1990 to present;
Public Information Officer, Oklahoma State
University, December 1988 to August 1990;
Assistant to the President for Public Information,
Oklahoma State University, February 1985 to
December 1988; Public Information Officer,
Oklahoma State University, August 1981 to February
1985; Writer and Editor, Cushing Daily Citizen,
Cushing Oklahoma, February 1981 to August 1981;
Business Partner, Family business, Stillwater,
Oklahoma, November 1979 to February, 1981; Writer
and Editor, San Antonio Express-News, San Antonio,
Texas, January 1979 to November 1979; News
Director, KOBE Radio, Las Cruces, New Mexico,
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