

President's Task Force Meeting

April 13, 2005

Meeting w/Kelli Horst

ATTENDEES:

Cindy Bernert-Coppola, Michael Cummings, Mike Driscoll, Walt Fosque, Mike Irish, Cassie McVeety, Maureen O'Connor, Jeanie-Marie Price, Bill Prows, Amy Sallin, Julie Smith, Pat Squire, Jean Tuomi, Sandra Van De Bilt.

Guest: Kelli Horst, Lauer & Associates

Not in attendance: Tom Burman, Cathy Dyck, Agnes Hoffman, Kathi Ketcheson, Fritz Mesenbrink, Tony Rasmussen, Ron Roley, Doug Swanson, Jennifer Williamson.

- Introduction of Kelli Horst, Senior Associate of Lauer & Associates
- Kelli's opening remarks:
 - This process is very specific to each institution—recommendations will be unique to Portland State's situation.
 - If marketing at PSU were truly integrated, the institution would be doing everything on the survey questionnaire. (link to audit questions)
 - Kelli's report will have discussion on each topic from the survey regarding each topic. There will be three areas of discussion for each question, including information related to PSU, and recommendations as to what should be done by the institution.
 - Second, the report will include a summary with some immediate action items. Brand clarity will be a focus, in order to begin discussion of "message on a page."
 - This is the research to prepare for the "message on a page"
 - Will be assessing attitude on campus toward process; current reality of marketing on campus.
 - Academic faculty will be well represented as the process continues.
 - The goal of this visit is to address all the survey questionnaire topics during the meetings scheduled during this three day period.
 - Everyone should be thinking about the first few broad questions on survey, plus last few questions, in addition to any of the questions specific to their area.
- Walt expressed interested in Viking mascot logo for sports, and seal (rose) logo. Will these be addressed? KU site was an excellent reference site.
- Answer: Going to be broader with brand image. Logo is really an end result from this process.
- Cassie: Perhaps at key points throughout this process, we should figure out how to communicate these ideas to a broader audience across campus.

- Maureen: Maybe some work like this has been done...perhaps by the foundation? Some analysis of brands and marketing?
- Jeanie-Marie: That work was for Foundation board, years ago. Consultant came and spoke, helped lay some groundwork, but it is unclear as to what the Foundation's role is in marketing.
- Maureen: Does that message still live on in the Foundation?
- Jeanie-Marie: It was really about helping to develop members' personal perception/message of PSU helping them tell their story.
- Maureen: SBA just went through "brand camp" to define set of values.
- Cassie: Alumni just went through a similar process, and it was a good process to strengthen the bond. Good discussion point, and should be part of discussion with Kelli. How to embrace the 85/15 to get out all of our messages.
- Bill: How are public and private institutions differentiated in this process?
- Kelli: All marketing is target-audience driven. With public institutions, there is more of a sense of having to appeal to a broader audience. Who you're talking to is different. The other is how you reach those people. Must be more sensitive as to how you're spending money on this type of process. Legislative campaigns, bigger list of priority audience PSU has to worry about. Probably also much more research at this type of institution due to taxpayer dollar base. Must respond to those people. What research is being done on this here? This process can be done, and can be mastered in a way for schools/programs to have their own identity and still contribute to the strengthening of the overall brand. It takes support and willingness from deans and schools, but everyone is connected. At privates there's less focus on individuality, they're one brand.
- Bill: What about union representation? Are they represented in this process?
- Cassie: Let's talk about faculty involvement and how we can address some issues.
- Jeanie-Marie: There have been issues raised that there isn't enough faculty representation on the task force. At a meeting recently, a concern was raised that there wasn't enough faculty involvement. Sounds like we need to give a general overview of process and explain why faculty aren't yet the dominant focus on the audit, and where they will come in. Functionality: we need to keep our colleagues and constituents involved.
- Michael: From a faculty point of view: You don't get to a tenured faculty position by being collaborative—it's your will to get individual work done—and now as faculty are told to participate and be involved when they might not want to. It's how their ideas are honored and valued. If they put forth ideas that don't get respect, you tend to stop offering ideas and looking for collaboration elsewhere. That buy-in issue is very sensitive to faculty; they're putting in a huge amount of effort to succeed. It's a very personal experience. At a department level, it's a resource limited situation—competition for limited resources. If another group is advantaged, then we're disadvantaged. Position

selves within resource. At faculty senate, all colleges, all schools, all representatives, all with a different culture, and each feels either disadvantaged or advantaged at different levels within institution. So how do you then deal with that situation? Somehow must be able to connect at individual faculty member's level to their advantage—what's in it for me?" At department level, how is this going to help break down some institutional barriers?

- Jeanie-Marie: That's the lesson we learned last time...I met individually with 25-30 different faculty members, to discuss with them the process and their ideas. Also went to faculty senate.
- Sandra: If there's one faculty member who's voicing concern, there are probably others who feel the same but just aren't voicing it yet. As a student...are students part of the university, or customers of the university? If the faculty doesn't feel attached to the message, it will trickle down and affect students as graduates and alumni later. Ripple effect. Very important internal message.
- Really need faculty involvement at message-on-a-page stage.
- Jean: Is some of this coming from fear of marketing jargon? Perhaps we need to define process with their inclusion.
- Walt: Once you're in a university you become possessive of what goes on. There are faculty members who want input. In a private corporation, decisions are made and employees follow it. At a public institution, it's the opposite. Everyone wants a say. In four or five years, the turmoil will be gone. Wish we could be more autocratic at times.
- Jeanie-Marie: However, we do understand that this is the environment in which we live. The goal of this group is to guide an authentic and meaningful process. We need to respect everyone's voices.
- Bill: How many faculty should be on a committee like this? Aren't these minutes public and people can come if they're a voting member or not?
- Cassie: Perhaps we can do a better job of making this a transparent, public process.
- Sandra: The website is useful and gives transparency to the process, but it's difficult to find. Needs info and summary, perhaps contact info...
- Kelli: If anyone who she's not meeting with would like to send input on questionnaire, please send via email to kellihorst@hotmail.com.