Present: Maureen Andrade, Marc Archambault, Tyler Brklacich, David Connelly, Newell Dayley, Dan Fairbanks, Parker Fawson, Mike Francis, Matthew Holland, Michelle Kearns, Joel Kincart, Linda Makin, Cameron Martin, Brett McKeachie, Fidel Montero, Karen Olsen, Jeffery Olson, Vincent Otoupal, Alexis Palmer, Kyle Reyes, Michael Savoie, Tom Sturtevant, Chris Taylor, Michelle Taylor, Ray Walker, Mark Wiesenberg, Fred White, Forrest Williams, Norman Wright, David Yells, Frank Young. Guests: Steve Crook, Andrew Stone and President Interns: Kelsie Bennett, Olivia Ward, Spencer Brown, Randal Ellsworth, Michael Jones, Nathan Northcott, Jason Terry, Joseph Whitaker

1. Calendar and Items of Interest. Cameron Martin reminded PELC that we will hold an off-site meeting on November 6 from 9 a.m. to 4 p.m. It will be held in downtown Provo on the 8th floor in the Rock Canyon Room, Zion’s Bank Building. It will be an interactive experience led by Corporate Alliance and paid for by Zion’s Bank as a focused opportunity to build meaningful relationships, get to know people and better work together.

Dr. Martin also invited PELC and others to participate in the 5K Run or 1K Walk Heroes Run the morning of October 25. It is sponsored by Protection I with all the proceeds going 1005 to the Wounded Warriors fund. Discounted rate is being offered. Call Cameron if interested.

2. Out of State/International Recruiting. Steve Crook distributed a report on international student recruitment including a brochure on their department for fundraising. The cornerstone of international recruitment is going to be recruitment agents. They are planning to secure reputable agents in China, Japan, Ukraine and Korea. Europe is another area they are looking at, and is the second biggest area for recruitment of international students, although most want graduate school. We have done a lot in the Middle East in the past few years, but are not going to dedicate recruitment funds there, just utilize existing pipeline. Total international students for Fall 2014 is 830, an increase from 674 in the past two years, which we attribute to increased retention and recruiting. Trips to China, Japan and Korea are planned—one in fall and one in spring to meet families and complete recruitment. International recruiters are Yang Huo, Junko Watabe and Gwen Anderson. He showed the Chinese version of the international student recruitment materials. They translated the presidential recruiting video into Spanish, French and Russian and are working on Arabic, Cantonese and Portuguese. At the end of each language segment there is a testimonial from students in their language. Comments:

- Several local universities are participating in the Brazil Science Mobility program and we are not. Dan Fairbanks and Steve Crook will check on this.
- Fred White and Steve Crook are working together on alignment documents for inbound programs for foreign students, including four-year degree seeking and those who want specialized workshops.
- International students pay out of state tuition, except during summer semester. ESL is also lower tuition.
- Chinese students have increased slightly, with the hope to reach 25 students.

Out of State recruiting. Two years ago the legislature gave us ability to offer non-resident waivers based on merit. In 2013 we had 209, and this year 362. We regularly communicate with them on how to obtain residency. 110 have returned, 40 have started leave of absence process and will return, and 50 did not return. Top 5 states for non-resident waivers is California, Arizona, Idaho, Texas and Nevada, and represent 50% of the total out of state students. Through the Western Undergraduate Exchange, any participating WICHE state students can pay 150% of in-state tuition which will continue as long as they take 15 credits, but will not be able to apply for residency. We formerly had 52 spots, but not can offer to any interested student. These mirror our out-of-state waivers and top transfer institutions.

Number of recruitment visits was listed, along with information cards received and high school fairs attended. They keep a record of how many applied, were admitted and registered. This past year the emphasis was on non-resident waivers. This next year’s efforts will heavily focus on WUE states. The non-resident waiver is only available as long as the legislature approves. They are looking closely at data to develop relationships with top feeder schools, and will work specifically with program and majors areas for targeted recruitment. Comments and questions:

- How do out-of-state waivers apply for home school students? We collect home school records—on the admission page there is a home school form which is notarized, with transcripts from whoever offered it.
- How well do credits transfer? Concurrent enrollment is not transfer waiver eligible. If they haven’t graduated from high school, only the high school scores are eligible
- Challenge with second block enrollment is advertising courses and having them available for students to plan for. Many have chosen not to come because they haven’t seen class offerings
- Of the 830 international students, do they all pay full tuition? About 200 are ESL, so around 600 pay full price. There are no international waivers.
- What about recruiting in India? We have had a college fair there, but most want graduate school.

Preparation for Growth. President Holland said we have talked about preparation for growth, and he asked how we should be managing recruiting and growth.
• Having diversity in our student body is very important. We won’t push as hard for international and out of state as previously, but do want to maintain a diverse student body interaction
• We should be looking for targeted enrollment. Making certain international students have the right educational experience is going to be more important, and look at diversity from that standpoint
• Biggest return on investment will be to do shorter term inbound with foreign governments paying for certain training. Could change the equation and hopefully be a revenue generator for us
• Liked what happened with WUE allowing all eligible students. We do need to watch non-resident waivers to see how many we want to offer with growth pressures. Also limit recruitment to top areas. Could also increase criteria for out-of-state waivers which would limit numbers. Andrew Stone and Steve Crook were asked to do a return on investment analysis of money invested, enrollment changes and budget changes.
• Geographic diversity is valuable even within the US. Local employers need a lot of talent and it helps fulfill our mission to recruit people in these targeted areas
• Increase recruitment efforts with diverse local communities. Michelle Taylor and Jeff Olson will discuss targeted and geographic enrollment, and inbound plans in Academic Affairs Council.
• We need to continue recruitment to keep the pipeline full with international, out-of-state and local as outside forces impact enrollment. We are implementing mechanisms to increase or decrease with the goal to have even growth and avoid swings.
• We can face certain challenges because we haven’t properly set up support mechanisms for cultural transitions for both the students and the university. As part of the international and national strategy we need to be aware of ways to onboard these students and encourage completion. Advertise completion in 2-4 years and then provide support mechanisms.
• Many international students come from countries where you can complete a degree in 3 years

3. **Report from Board of Regents.** Received approval to hire a new General Counsel. We are the first to break the mold and Regents were very supportive as well as the Attorney General’s office. We are in the midst of organizing a search committee for hiring. Any thoughts or input can be sent to the president.

An interesting development at Regents was a discussion meeting with Regents and Presidents. Out of this came the idea we should be doing a year to year projection of what we need in education to reach the 66% goal, similar to what transportation does. They have a unified transportation plan to 2040 with projections on growth, economic development and cost. Higher Education could do the same with a broad level of input.

4. **Access and Outreach Program Mapping.** Kyle Reyes said as they met to develop inclusion plan, one step was to map each touch point with our K-12 community. In the recent K-16 Alliance meeting, the superintendents asked for ways our partnerships can improve and the various ways we are engaging. Eventually this information will be listed as a resource for faculty to collaborate on efforts, and leverage resources. Also for our own understanding and promotional materials. Dr. Reyes will present outcomes at a future PELC meeting. Discussion:
• Currently doing assessment on civic engagement, and this is one evidence.
• Suggestion to include anything meaningful that is done being entered into a database which could be used for staff and faculty evaluation, generating reports to the community and creating a culture of continuing reporting. Initial mapping is hard to maintain if it is not ongoing
• Strategic Engagement Council was trying to gather this information during the past few years, primarily on corporate and community engagement. All schools were asked to report international and local activities, and collecting in a database will be key
• Internal data has been easier that community engagement.
• Suggestion to have engagement permeate the other three areas of tenure as a way to encourage faculty to track, also for rank. It could be captured in yearly evaluations or for merit pay.
• Have a place in Digital Measures to include engagement.
Kyle Reyes will attend AA Council to discuss. He will work with Brian Birch, Fred White and Alexis Palmer to see what has already been done. This is being captured

5. **Marketing Model.** VP Martin was charged with researching centralization or decentralization of marketing. He and Chris Taylor met with Deans and Vice Presidents to assess needs and how best to meet those needs given our limited resources. Options create tension points for accountability, quality control, hiring, personality conflicts, legacy positions and limited resources. They also looked at expectations, skill sets and priority of position within organization. He presented two models:

**Embedded (ideal): larger colleges/schools**
• Office located within school/college
• 100% central funding
• Joint hire – managed by Marketing and coordinated with area leader
• Joint annual evaluation (are they coordinating with central marketing, and meeting needs and expectations of area?)
• Larger scale projects can be done centrally
• Legacy lines will be bought out over time, with MOU developed for all areas
Dedicated – smaller college/schools
- Office located in Marketing
- Salary centrally funded through Marketing
- Joint hire, joint evaluation
- As workload grows, could transition to embedded
- Would manage multiple areas, while providing quick response

Comments and questions:
- Anyone interested in an embedded marketing position should discuss with VP Martin. It will be a multiple year plan, with hiring done over time.
- School of the Arts will retain their Marketing people. Question was asked whether this would divert their expertise into other areas, or if additional resources would be added. Dr. Martin said currently we don’t have assets to meet demands, but want to add more.
- Mike Francis said this model has been used in the business office with accountants embedded in departments. Departments have say in what they do, business office provides expertise, and it has been very successful. Has also been used in some areas with web development, and is similar model for Advisor proposal.
- Asked whether this same model could be used with IT and programmers and HR. It was noted it is a fairly typical model when you need consistency across the university, but the challenge becomes timeliness and delivery of services.

6. Leadership Competency -Communication. President Holland shared two articles by Steve Pinker about writing and communication, which is a critical part of higher education. He asked for input on how we are doing as a university.
- Communication must be done so all can understand
- Faculty were noting this is an accurate description of the world as we never take the time to really communicate. Even if you don’t know what is being discussed, you won’t ask
- We throw around acronyms and assume others will know what they are
- The 5 Year Report translates well for the average person to be able to read and understand and shows how we are creating value for the community
- Article points out the need to clarify and the curse of knowledge. It is not that you know more, but know it differently and assume it will translate. Have someone else read who is a little distanced and respond when you write or do presentations. Data is a particular area where we think the information is intuitive. When there is a lack of communication, you lose quality
- Find the right person to give candid feedback while being confidential
- Sometimes there is an agreement to hide things in language. It is partly a cultural challenge if we disagree we can’t be friend.
- We will be doing training for crucial conversation and helping organizational culture embrace the idea of straight talk, feedback and data without becoming personal. HR will be providing this for PELC participation
- There is an interesting dynamic in the classroom when the content expert is trying to impart information. Some feel they are dumbing it down if they don’t use jargon, and students do not get much out of the class. There is a resistance to change. If you use a hard word, you need to stop and define and not presume students understand, which is effective teaching pedagogy.
- As faculty publish more, they become narrower in focus, and it becomes difficult to find academic articles to share with students. Think about whether those outside your field can understand, both in the classroom and doing research, particularly for an engaged institution

This conversation needs to start with this group and move on to Faculty Senate and Divisions. In every form of communication—memo, email, powerpoint—think of the audience and seek candid feedback.