

‘Moebius’:
Groundwork for Promotion & Visibility

A Senior Project Presented to
The Faculty of the Communication Studies Department
California Polytechnic State University, San Luis Obispo

In Partial Fulfillment
Of the Requirements for the Degree
Bachelor of the Arts

By

Kanika Laroia

June, 2012

© 2012 Kanika Laroia

Table of Contents

Introduction: ‘Moebius’	3
Involvement	5
Purpose & Project Preview	6
Communication Studies Justification	10
Planning Process	
Team.....	14
Planning Process.....	14
Reflection.....	18
Reference List.....	21

Appendices

A. Names/ contact information- Team & helpful contacts.....	24
B. Marketing Plan.....	25
C. Meeting minutes.....	28
D. Library Display mock-up.....	31
E. Library Display Side Posters 1 & 2.....	32
F. Photoshopped ‘Moebius’ Cover.....	34
G. Photoshopped iPad Moebius Image.....	35
H. Poly Prints- Copy Order Form.....	36
I. Pictures of Library Display	37
J. Poly Portal Poll Guidelines and Instructions.	38
K. Moebius Interest List- Copy.....	39

Introduction

The College of Liberal Arts (CLA) plays a significant role within the community of Cal Poly, enriching the studies of all polytechnic students with the essentials of humanities, communications, and social sciences. One of the many missions of the CLA is to weave interdisciplinary understanding and collaboration between the various technical and nontechnical students on the Cal Poly campus, and to “provide essential elements educated men and women require to enter the world of life” (CLA Website 2012). In an outreach effort targeted to the Cal Poly community as whole, there are a variety of projects, publications and events that offer every student the opportunity to engage in the rich education and ideals the CLA has to offer. One of the many platforms offered is presented in the form of *Moebius*, an annual literary journal released by CLA featuring essays, articles, book reviews, interviews and open forums written by Cal Poly students and faculty. The journal is thus an amazing opportunity for students to share their unique and powerful voices while simultaneously promoting the arts on the Cal Poly campus.

The first volume, which was themed ‘Arts & the Machine’, was released in 2003 through CLA, and was financially supported by the Instructionally Related Activities (IRA) fund. *Moebius* continued to publish issues throughout following years, committed to giving the Cal Poly community an outlet to engage in the fine arts. Although the publication was initially conceived to be a quarterly publication, submission rates and time constraints forced *Moebius* to become an annual publication in 2005. From 2005 onward, annual publications were released yearly until 2010’s issue, on ‘Campus Controversy’. While a theme was released for the 2011 issue, submission rates continued to be too poor to put together a complete and polished issue

worthy of the *Moebius* name. It was at this point that Communication Studies Professor Dr. Jnan Blau, the Managing Editor of *Moebius*, decided to make a difficult, but necessary decision. In an effort to revitalize the readership and submission rates of *Moebius*, Dr. Blau halted the physical production of the publication and began to focus efforts on the transition of *Moebius* from a print publication to a web-based publication, with the development of an online website. For a professor of the arts, the decision to discontinue the publication of the printed work and move to online content is one with that requires crucial contemplation about reality and the future. Although it has become increasingly important to keep up with the technological demands of today in order to stay relevant, the folding of a printed journal only bolsters the frightening notion that the printed word as a method of communication is dying. Current research also reveals that Dr. Blau may have made the decision that will save the life and legacy of *Moebius*. One quantifiable sign that typically indicates the preference of a generation is the economic success of an industry. Unfortunately, the financial reports of current print publications seem to indicate that age of print media is slowly fading, as per the Wall Street Cheat Sheet, with profits seeing a thirty percent decline (Knapp, 2012). While this sobering prediction may not be the case for many well-established publications, it offers *Moebius* the opportunity to connect to a larger online audience through the Internet while still maintaining the goal of promoting of the arts. With this vision in mind, Dr. Blau embarked on a mission to generate interest in the journal and integrate it into the experience of every Cal Poly community member through online means. Participating in this mission would eventually become the basis of my senior project.

Involvement

In March of my junior year (2011), Dr. Blau contacted me via email about *Moebius*, the challenges it had been facing, and his vision for the future. He had hoped that I would be interested in being a part of a task force of students who would come together to promote, design and execute a visibility campaign for a new multimedia website for *Moebius*. As someone in a major that doesn't always have very many formal opportunities to apply skills in a technical and career-applicable way, I was excited at the prospect of being able to engage in some applied marketing and outreach experience while promoting my college and major. I met with Dr. Blau shortly after joining the team in order to hear more about the project and his goals for the future. From the meeting, it was determined that planning and organization for *Moebius* would need to be put on hold until the actual website was completed. Unfortunately, Dr. Blau could not control how long it would take Cal Poly's online website authority and designers to complete the website. In the case of public institutions of education, rigid (but necessary) guidelines set forth by the State and the University can stretch projects from being completed in one or two quarters into a whole academic year. With this reality in mind, the *Moebius* outreach and visibility project was paused until the website neared a completed stage.

Approximately a year later, during winter quarter 2012, Dr. Blau announced to the *Moebius* team that the website was nearing completion and a Spring 2012 launch could be anticipated. With this news, an official Promotion and Visibility team needed to be assembled. Dr. Blau reached out to communication studies students via email, informing them about *Moebius* and requesting enthusiastic students as team members. On my part, I made an

announcement at a bi-weekly CLA Ambassadors meeting in March 2012. The benefits of informing the Ambassadors were two-fold; not only could I try and recruit potential team members from different majors, but I could also begin the marketing campaign for awareness. I had the interests of *Moebius* in mind, as the Ambassadors are responsible for planning future Liberal Arts Week and Open House activities, where *Moebius* should be showcased.

Although I had initially set my sights on doing a senior project that involved a reconceptualization of the communication studies department website, hearing about the lengthy timeline that the Cal Poly Web Resource Authority usually builds websites around from Dr. Blau forced me to face reality. Realistically, it would not be possible to enact the changes on the timeline I was on if I had to deal with the Web Resource Authority. I wanted to do something more satisfying as a capstone to my academic career at Cal Poly and decided that laying the foundation for *Moebius* to find its place on campus would be more than worth my time and efforts.

Purpose and Project Preview

How does the *Moebius* transition qualify as a suitable project to fulfill my senior project requirement? The answer not only lies within the teachings of my major but within the teachings and principles of the College of Liberal Arts.

One of the essential goals of *Moebius* is to solidify the place of the arts on a predominantly technical campus through collaboration and community. In a way, the goal of the journal is a reflection of the very values held by the College of Liberal Arts. As a student within this subset at Cal Poly, I see first hand how valuable the arts—humanities, communications and social sciences—are in molding of the future generations. Even in an increasingly technical

world, the need for conscientious and well-rounded critical thinkers and creative expression has not diminished.

With this perspective, then, the importance of reintroducing *Moebius* to the Cal Poly campus greatly increases. The task given to the Promotion and Visibility team was to establish *Moebius* within the roots of the community and to integrate its presence into the everyday life of students and educators from all disciplines. As a Communication Studies senior, with an invested interest in the power of the arts and knowledge to construct a plan strengthened by course curriculum, the transition project presents the optimal opportunity to utilize my passions.

Overview of the Arts

Firstly, the purpose of art itself needs be examined before its place on a university campus can be gauged. I think Aristotle captured it best in his *Poetics*, where he defines art as a true, internal idea that has been expressed externally by its creator (n/d, 2005). While he goes on to make distinctions and rankings between the types of arts (perhaps in an effort to maintain his logical persona), this general truth still rings true today. Art is the expression of human nature; something each and every one of us has the opportunity to experience and reflect upon. Not one person, not matter how immersed in technology or the sciences, can escape the thread of humanity that connects us together.

The study of human nature and the arts, however, has been increasingly under attack in the current technological era. In a society where the value of education is now calculated by the salary earned, Liberal Arts degrees are constantly under fire for being potentially unworthy areas of study. For example, Forbes Magazine suggests, “college is still worth it, but when it come to employment and earnings, not all majors are created equal” (Onink, 2012, para.1). As if such

articles are not enough to turn away a new generation of Liberal Arts degree seekers, a report from Georgetown University's Center on Education and the Workforce notes "the risk of unemployment among recent college graduates depends on their major" (Carnevale, Cheah, Strohl, 2012, p. 4). The report also records that unemployment rates in non-technical fields, such as Arts, Humanities/Liberal Arts, Social Sciences, and Law and Public Policy, are higher than technical fields. Furthermore, educational budget cuts across the United States have hit humanities the hardest, with job listings in English, literature and foreign languages dropping twenty-one percent in the 2008-2009 academic year, leaving many of those in humanities fields in a "panic that their field is becoming irrelevant" (Cohen, 2009, para. 4-5). As the technology boom continues determine which majors are financially valued and supported by universities, those with liberal arts interests have found it necessary to defend the study of their livelihood and the importance of the arts in the current economic climate.

This begs the question, what place does art hold in the current world of academia and in producing the work force of the future? What are the benefits, if any? I think current Cal Poly College of Liberal Arts Dean, Linda H. Halisky, said it best in her guest column in Bloomberg Business Week:

"The role the humanities, arts, and social sciences plays in developing the 'whole persons' we need to become- to live rich and meaningful lives and address complex problems- are all factors students should be encouraged to explore throughout their education. This debate really needn't be about one or the other: It's about the cooperation and interplay of the liberal arts with vocation-specific training, as it turns out, that holds the most promise" (Halisky 2011)

Halisky touches on many aspects of the arts that have been brought up during the debate on the value of art. Similarly to Aristotle's notion, that art was a method to communicate the internal condition through external means, the study and examination of art allows its students an insightful look at the human condition; allowing them to engage in "a continuing conversation about the human condition and the power of the human mind" (Fox-Genovese, 2002, p. 42). To devalue the intrinsic rewards that engaging in the arts can bring to those in higher learning would be to deny the future work force of the ability to think critically and creatively. In a study published in *Research in Higher Education*, researchers studying student success dimensions in liberal arts colleges found that overall "the practices and conditions embodied in the liberal arts experience variable are indeed those that promoted the development of students' intercultural effectiveness, inclination to inquire and learn for a lifetime" (Seifert et al, 2007, p. 123). The ability of the future generation to navigate unpredictable challenges diminishes if our educational system too narrowly focuses on the predictable and controllable variables of technical fields.

In an allusion to the Cal Poly community, Halisky also encourages the belief that collaboration between the arts and STEM (science, technology, engineering and math) fields will result in a brighter future. Many studies examining this idea have come out in recent years to support the benefits of arts in conjunction with technical subjects. To illustrate, in a call to encourage engineering programs in the country to integrate humanities into engineering education, J. Ben O'Neal, Jr. wrote about the effect the collaboration between fields could have on producing engineers who could be leaders for the future. His research, through a study in the Bell System, found that humanities could encourage leadership qualities in engineers, since those with degrees in humanities tended to have stronger leadership qualities when compared to those with an engineering education. O'Neal, Jr. notes: "One path to developing critical thinking is to

study the great critical thinkers”. He is not alone in his idea that both the arts and the sciences can work symbiotically with each other. One of the best analogies to convey the benefits of interplay between the two comes from Thomas R. Cech, who examines the quality of scientists that were emerging from liberal arts schools. Describing the significance, he writes: “Athletes often incorporate a variety of exercises not directly related to their sport to improve their overall strength and conditioning.... Analogously, a liberal arts education encourages scientists to improve their competitive edge by cross-training in the humanities or arts” (Cech, 2002, p. 209-210). As we can see, engaging in the arts better equips those with science interests to better perceive and interpret the world around them, leading them to excel in their fields.

With so many benefits present when a community participates in the arts, the decision to be apart of a project that encourages such activity is a smart use of my education. Not only am I proving that the liberal arts education I’ve received at Cal Poly is well worth my tuition dollars, but I am helping spread the values of CLA to the rest of the Cal Poly community. I therefore firmly believe, and understand, that being apart of the *Moebius* team is an excellent way to apply the skills I’ve learned during my academic career at Cal Poly, while at the same time actually promoting a cause that I truly believe in.

Communication Studies Justification

As communication studies students, we are taught very early on that we are never *not* communicating. What I have learned in my studies is that it is necessary to be able to identify the types of communication in a situation, how to interpret them both on a historical and present basis, and to engage in a response that will be beneficial to my cause or goal. Many aspects of this project required application of the lessons taught in the Communication Studies curriculum.

However, the ‘learn by doing aspect’ of this event-based senior project has made discussion on the direct application of concrete communication theories and methods more complex. While the discussion of the justification may be just a brief overview of the Communication Studies concepts I found applicable, the *Moebius* project itself is reflection of how I might utilize my curriculum professionally. In my chosen career path, for example, there may be few occasions that would require an absolute and thorough application of a communication theory or method to complete an assignment. However, my Communication Studies background and knowledge in those methods and theories will be there to support and guide me, consciously or not, as I strive to make myself an asset in the corporate work force.

Like many collective efforts in this technological age, much of the communication between the group and I was done via computer and email. Computer-mediated communication (CMC) has presented new challenges and rules in the communications arena, many of which are addressed by interpersonal communication lessons. Communication through electronic forms, such as text and email, can actually enhance some aspects of interpersonal communication, allowing senders more time to encode their message more carefully and precisely. For example, participants in groups have been shown to prefer CMC for decision-making and problem solving because “they could express (type in) ideas (immediately) without waiting for others to complete expressing their ideas” (George & Sleeth, 2000, p. 290). Although this was helpful when the P&V team were trying to plan meetings and make decisions via email, we knew we needed face-to-face (FTF) contact to cement our group status. Often, CMC can make it appear as though FTF communication is not necessary to further group goals. However, FTF contact is an absolutely essential part of collaboration (Adler & Proctor II 2006). FTF contact is by far the most sensory and content rich of all communication mediums. Since CMC reduces nonverbal cues, which are

rich in relational information, we need FTF contact to establish this vital aspect of the communication process. Furthermore, FTF “allows rapid mutual feedback” and “message[s] can be adjusted, clarified, and reinterpreted instantly” (Lengel & Draft, 1988, p.359). Nonverbal cues can affect perception and interpretation of messages, which could greatly affect the effectiveness of our group (Rice, 1984). I could definitely see the impact of these findings during our interactions with one another. For example, the more FTF meetings I had with the P&V team, the more accurately I felt I could interpret their computer messages and emails to me since I had a good understanding of our relationship through nonverbal cues.

I also perceived many aspects of small group communication present during our meetings. Small group understanding, I believe, is very important on a basic and fundamental level. Without an idea of what successful groups need on an organization level, even the most intelligent and innovative groups will risk not reaching the potential of their members. One of the essential aspects of small group is the establishment of roles, which is an “important theoretical variable and a critical issue in practice” (Nutt, 1976, p. 379). Furthermore knowing where you fall in a group and what resources you bring to the table are key aspects to ensuring the satisfaction of group members and bolstering positive performance in the group (Hackman, 1990). Being that I ended up assisting Dr. Blau with the scheduling of the meetings and I took notes during the meetings to track my senior project progress, I felt as though my role in the group emerged as the Recorder and Procedural-technician, which are task-role classifications according to Benne and Sheats typology of small groups (1948). A recorder role acts accordingly to the title and tracks the decisions and progress of the group. Not only did I do this via note taking during meetings, but I also informed members of progress through email. Being that our group was so small, however, meant that each one of us took on a variety of task and

maintenance roles. Knowing my place within the group and figuring out which roles my fellow group members feel comfortable in gives me the ability to be a more effective communicator. Furthermore, I do feel as though having a mutual understanding of the positions in the group allowed us more group harmony and productive meetings.

Beyond communicating in the team, the launch of *Moebius* itself was an opportunity to apply lessons from persuasion. In order for *Moebius* to truly be a well-known and highly respected online literary source for people to read and write for, we needed to stress a sense of credibility. In, both, persuasion and classical rhetorical theory, we discussed how ethos of a communicator, or source, matters a great deal in the perception of the message. McCroskey and Teven, well-respected researchers of the element of credibility, have been the authority on the part that create credibility. They both divide credibility into three elements: trust, competence and goodwill (1999, p. 91). Although we discussed how different factors could influence these elements speaker credibility, such as delivery method, use of evidence and education level, I feel as though *Moebius* presents a different challenge when it comes to be perceived as credible. We have to factor in the technology aspect of *Moebius*, with the transition onto the Internet and away from a traditional medium. The Internet creates a new set of issues when dealing with the credibility elements due to the ease of publishing on the web by anyone with Internet access and computer skills. The content on the web has distorted authorship, with authors “as originators of a message can be suppressed in group-authored, disguised, or anonymous Internet postings” (Warnick, 1998, 73). As an online entity supported by the CLA, we have the benefit of associating with an established entity on campus but we will still need to launch the website in a way that conveys a sense of authority and excellence. Reflecting on sentiments of Warnick, who discusses the need for a new theoretical framework to examine Internet based rhetoric, I think

it's necessary to utilize previous lessons about speaker credibility but adapt it to the unique landscape of the Internet.

Planning Process

Team

The Promotion and Visibility (P&V) team consists of: Dr. Blau (managing editor of *Moebius*) Amanda Gonzalez and Corrina Powell (two current communication studies students), Michael Leibovich (communication studies Alum), and myself. Michael was unable to continue with the team due to work commitment, but may re-join the group in the future.

Planning & Processes

After many attempts at planning a formal meeting, the first assembly of the P&V team occurred in late April at the Kennedy Library. This meeting was important in establishing the goals of *Moebius*, and in allowing Dr. Blau to really convey what he hoped the team would assist with. After briefing us on the history of *Moebius*, we all discussed the underlying purpose that would drive our marketing campaign. We decided that the buzzword we wanted to really focus on was “Awareness”. In order to make the journal a success, through readership and submissions, the community would first need to know about it. Dr. Blau had indeed handed the baton off to the team in this regard, and so it was now in our hands to map out the game plan. With the campaign goal in mind, we concluded the meeting and decided to each bring and present outlines of marketing ideas during the next meeting.

I drafted a brief marketing plan in preparation for the next meeting (Appendix B) and presented it to Corrina and Amanda at our next meeting in the library. Many of their suggestions

have been incorporated into it. Being as it was almost the beginning of May, we had to think seriously about the implications not having an official launch date would have on our outreach activities. After we collected all of our marketing ideas, we decided to split them up into two categories: Pre-Launch and Post Launch. By separating them, we were able to focus on the quarter at hand in a more effective way while at the same time keeping an eye toward the future. We decided that doing a library display on the second floor, a survey on the Cal Poly home portal page, and a University Union booth were all pre-launch activities that could promote awareness during spring. Corrina took on responsibility for the Cal Poly portal survey, Amanda said she would email her contact for a UU booth and I took on finding the process for securing the wall display and case in the library. Around the time of this meeting, Michael shared that he could no longer commit to the team due to work duties, unfortunately. He is truly a creative mind and I hope he rejoins with the team in the future in some capacity.

After this meeting, I met with Dr. Blau briefly to go over some items from the meeting and present our Pre-launch/ Post Launch idea. He was very receptive and added valuable input to our plans. For example, he envisioned the library display showcasing the evolution of *Moebius* throughout the years. We took this idea and modified it a bit, but the end design of the display case still echoes his thoughts. The modification was meant to keep things simple, echoing the design of *Moebius* itself. Further elaboration of the design will be discussed in subsequent paragraphs.

Shortly after this meeting in early May, it was announced that the launch would officially occur in fall 2012. Dr. Blau had met with Dean Halisky, who is a great supporter of *Moebius*, and determined that a fall launch would be more beneficial to the website and its reception. More importantly, it was necessary for the actual website to be functional, which would most likely not

occur until fall. With this news, we decided to continue with our Pre-Launch phase and focus on planning for the future.

Since it was getting to be near the end of the quarter, the team and I decided to focus on the library display and drafting a question for the Cal Poly portal poll section as action items. I was able to get into contact with Catherine Trujillo, Special Collections Assistant for the Robert E. Kennedy Library, and she was able to help me make a reservation for the library display. The display case on the second floor was booked up until the May 18th. I was able to secure the display from May 23rd to June 1st. This actually ended up being an optimal time because our display dates fell precisely on dead week. Typically, the library is a popular place for students during the week before finals and this would lead to good exposure for *Moebius*. The display mock up and final result are can be found in Appendices D and I, respectively

In order to get the display done, there were a few things that needed to be completed. Dr. Blau lent us his collection of *Moebius* issues to place in the standing glass display. The issues would all be connected with white wire, which was bought at the Home Depot. For the display, we wanted to have a mock cover of *Moebius*, a “vision statement”, and literature types normally found in the publication. I used Photoshop to remove some dates on the mock *Moebius* cover, superimposed a new timestamp that would say “FALL 2012”. All parts of the posters can be found in the Appendix. Amanda bought long strips of butcher paper (construction paper) at Beverly’s. I purchased the wire and a clipboard, for the interest list, at Office Max and Home Depot. The prints were all made at Cal Poly Print & Copy, located at the library. I received the *Moebius* account number through Terry San Filippo, the CLA Public Affairs and Communications Specialist, who has provided assistance. Margie Valine, also in the Dean’s

Office, was able to give me access to the account number which was used to print the 11" X 17" posters. The display was put up on May 25th with the help of Amanda and Corrina.

In another great publicity moment, Terry also offered to come take the team's picture with the display and put it up on the news section of the CLA website. I thought this would be a great way to steadily build up to the *Moebius* launch for fall and further generate awareness on campus. The completion of the CLA new section blurb was put on hold, due to Terry's schedule for the end of the quarter, but thanks to pictures taken during the time the display was set up, a potential news item could happen in the future.

Overall, I think the display was successful in exposing the Cal Poly community to *Moebius* and introducing it as a campus entity. While setting up the display, a member of the submissions committee approached us with great enthusiasm. She had not known that the publication was gearing up for its transition to a multimedia website and was excited at the possibility of working on the team once again. Furthermore, we had twenty-five individuals add their names and email addresses to the *Moebius* interest list. While it may not be an overwhelming number, I see it as twenty-five more individuals who know about *Moebius* and want to contribute to its future success.

Corrina, who had been working on getting *Moebius* onto the Cal Poly portal through the Poll Channel, heard back from the MyCP team about the possibility of getting our question up. We had to adhere to a few, rational guidelines, but the next step was to brainstorm a question that would provide Amanda and Corrina (since I will be graduated next year) valuable information for their future marketing pushes. The first task was to figure out the goal of the question. Did we want to see what type of literature people were most interested in submitting or what readers would be interested in reading? Instead of focusing more narrowly, we cast our net wide and

asked a generally broad question that would still give us useful insight on how to outreach to the community:

- “What might encourage you to participate in *Moebius*, the CLA’s online literary journal?
- A. Submitting your work (essays, interviews, poetry, short stories, photography, etc.)
 - B. Reading/viewing the works of your peers
 - C. Hearing opinions on current issues or events in the global or local community
 - D. Leaving comments/feedback on online content”

Knowing what angle to play up with the marketing campaign will greatly help Amanda and Corrina when crafting future messaging.

As a team, we’ve discussed many elements of the future and how to go about planning them. For example, for the *Moebius* Facebook page, I’ve connected Terry and Amanda so they can continue to work closely together to make sure the Facebook page adheres to the public relations guidelines of both Cal Poly and CLA.

Although much of the actual marketing was put on hold due to the delay of the website, I still feel very accomplished, both individually and as a P&V team. Seeing how much time each marketing step takes to complete reminds me to never underestimate the power of planning for the future. Also, Amanda and Corrina will be at Cal Poly in the fall to coordinate the launch of *Moebius*, and having them on the planning committee this quarter was important to the success of the website.

Reflection

I feel as though my Communication Studies background allowed me to have an insightful perspective during the duration of the project, which may have lead to beneficial professional skills. The *Moebius* project demanded patience and planning, something that I feel I take for granted on occasion in an effort to simply produce a product for the sake of productivity. When

working on a project that could potentially outreach to a community of 21,000 members, I found it very important to take the necessary steps to ensure that *Moebius* was being presented in the best light. Hasty and rushed planning could have been disastrous from a public relations perspective and I doubt the P&V team would want to spend all of the next academic year working to rehabilitate our image. Understanding the necessity of well thought-out plans and collaboration comes from knowing the power of communication and the difficulties that lie in communicating effectively.

Furthermore, *Moebius* and this project reveal what type of large network is needed for a project of this magnitude to be completed and the relationships that must be maintained with all parties. For example, for solely the Library display, I worked with eight different parties: University Graphic Systems, Library Special Collections, the CLA Dean's Office, and the P&V team to name a few. I can only imagine the many entities that Dr. Blau is working with to get the website up and running. We all depend on each other from time to time in the larger network but, in times when the process breaks down, we must learn to be resourceful. For example, I was not able to get in contact with a UGS representative to obtain a file and had to do a little research and digging on my own. In a large network, such as Cal Poly, so many different areas need to collaborate to bring projects to life and this requires efficient communication and planning skills.

On a personal level, the professional experience I've gained from working on this project bolstered my confidence in my abilities to contribute to a team. It can be daunting entering the professional world as a new college graduate and having to prove your worth to a company. Working with Dr. Blau and the rest of the team has given me experience with meetings, planning, collaboration, and project execution. I knew very little about *Moebius* when I first started, but after researching its importance and planning for its future, I feel very connected to

the project. I learned so much about how to delve into an unknown territory and take action.

With this in mind, even if am I new to a company in the future, I can take comfort in knowing that I have the skills to integrate myself into their team and contribute to the best of my ability.

With the launch being moved to fall in the middle of my project, I had to shift gears and refocus the purpose of my senior project. The motivation for the project came from wanting success for the future of *Moebius*. I hope that the information presented here will be the best possible resource for the P&V team during fall quarter. If this report helps in contributing towards a successful launch, I believe it will have fulfilled its purpose.

Reference List

Cal Poly CLA. Cal Poly (9 Mar. 2012) Web. 6 Mar. 2012.

http://cla.calpoly.edu/cla_aboutthecollege.html

Adler, R. B., & Proctor, R. F. (2006). *Looking out/looking in*. (12th ed.). Boston, MA: Wadsworth Pub Co.

Aristotle, (n.d/2005). *Poetics*. New York: Barnes & Noble Books

Benne, K., & Sheats, P. (1948). Functional roles of group members. *Journal of Social Issues*, 4, 41-49.

Carnevale, A., Ban, C. & Strohl, J. (2012) Not all college degrees are created equal. *Georgetown University: Center on Education and the Workforce*

Cech, T.R. (1999) Science at liberal arts colleges: a better education? *The MIT Press* 128.1: 195-216

Cohen, P. (2009, Feb 24) In tough times, humanities must justify their worth. *The New York Times*. Web. 10 May 2012.

<<http://www.nytimes.com/2009/02/25/books/25human.html?pagewanted=all>>.

Daft, R. L., Lengel, R. H., and Trevino, L. K. (1987). Message equivocality, media selection, and manager performance: Implications for manager performance, *MIS Quarterly* 11: 359

Fox-Genovese, E. (2002) Liberal education in the university: prospects and pitfalls. *Journal of Education* 183.3: 39-46. Print.

George, G. & Sleeth, R.G. (2000 December). Leadership in computer-mediated communication: implications and research decisions.

- Golsby-Smith, T. (2011, March 31). Want innovative thinkers? Hire from humanities. *Harvard Business Review*. http://blogs.hbr.org/cs/2011/03/want_innovative_thinking_hire.html
- Hackman, J.R. (1990) *Groups that work (and those that don't): Creating Conditions for effective teamwork*. Jossey-Bass Publishers, San Francisco, CA
- Halisky, L. (2011, May 16) College grads need skills, not liberal arts. *Business Week*. Web. 10 May 2012
- Knapp, E. (2012, January 30). The decline and fall of print media. *Wall Street Cheat Sheet*. Retrieved from <http://wallstcheatsheet.com/breaking-news/the-decline-and-fall-of-print-media.html/>
- McCroskey J.C. & Teven J.J. (1999) Goodwill: A reexamination of the construct and its measurement. *Communication Monographs* 97
- Nutt, P.C. (1976) The merits of using experts or consumers as members of planning groups: a field experiment in health planning. *Academy of Management Journal* (19), p.379
- O'Neal Jr, J.Ben. (1990). The humanities and their effect on engineering education. *IEEE Communications Magazine*
- Onink, T. (4 May 2012) College is still worth it, but jobs and pay depend on major. *Forbes* *Forbes.com*. 12 Jan. 12. Web. <<http://www.forbes.com/sites/troyonink/2012/01/24/college-is-still-worth-it-but-jobs-and-pay-depend-on-major/>>.
- Rice, R. E. (1984). The new media: Communication, research, and technology. *Mediated group communication*.129-156. Beverly Hills, CA: Sage
- Seifert, T et al. (2007, October 30) The effects of liberal arts experiences on liberal arts outcomes. *Research of Higher Education*. 49:107-125

Warnick, B. (1998) Rhetorical criticism of public discourse on the internet: theoretical implications. *Rhetoric Society Quarterly* 28.4: 73-74

Appendix A

Promotion & Visibility Team contact list

Name	Email
Dr. Jnan Blau, <i>Managing Editor</i>	jablau@calpoly.edu
Amanda Gonzalez	gonzalez.amanda@comcast.net
Michael Leibovich	michael.b.leibovich@gmail.com
Corrina Powell	corrina@calcentral.com

Helpful Contacts

Name, <i>Position</i>	Contact
Terry San Filippo, <i>CLA Public Affairs and Communications Specialist</i>	tsanfili@calpoly.edu , (805)756-1216
Catherine Trujillo, <i>Special Collections & University Archives Assistant</i>	ctrujill@calpoly.edu , (805)756-2305
Margie Valine, <i>CLA Deans Office-Administrative Support Coordinator</i>	mvaline@calpoly.edu , (805)756-2359

Appendix B

'Moebius' Literary Journal- Marketing Plan 2012

Introduction

In an effort to outreach to the Cal Poly community as whole, there are a variety of projects, publications and events that offer every student the opportunity to engage in the rich education and experience the CLA has to offer. One of the many opportunities on offer to students from all disciplines is participation in 'Moebius', an arts and literature journal released by the CLA. Moebius features essays, articles, book reviews, interviews, sound and visual art, and open forums written by Cal Poly students, staff, and faculty. While the journal has been produced in print since its initial publication, a push towards sustainability and accessibility have prompted the journal to transition to an online publication. Not only will this transition reduce the cost of production, but it will also allow the college the opportunity to outreach to the campus community, and beyond, on a larger scale. Much of the success of the future of the journal as an online publication rides on the amount of submissions received from students and faculty. In order to increase the visibility of 'Moebius' within the Cal Poly campus, active outreach and marketing campaigns must be constructed and undertaken.

Section 1: Situation Analysis

'Moebius' has not released a new issue since the 2010 edition, *Campus Controversy*. Thanks to the Digital Commons database at the Robert E. Kennedy library, content from previous issues of 'Moebius' can be read by Cal Poly users with access to the database. However, it is not likely that many know enough about the publication to go searching for these articles.

At the present moment, the website that will become the new platform for 'Moebius' is in it's beta testing stages. We, the Promotion & Visibility team, are faced with the unusual task: to market a product that has not been released and with no solidified release date [edit: The launch was officially pushed to Fall 2012]. What we do not want to happen is to engage in a large scale marketing campaign to create anticipation without a specific launch date. This would build anticipation without ever reaching a climax and would generate poor publicity. However, we do want to be active this quarter and still enact some plans that slowly expose our audience to the past achievements of 'Moebius' and what the future holds.

In order to address this challenge, we have created these goals for our marketing plan accordingly.

We have broken down the outreach items into 2 categories:

- PRE-LAUNCH
 - o Goal: Outreach projects and venues to introduce 'Moebius' on campus
- POST-LAUNCH
 - o Full force campaign to encourage website views and submissions

Section 2: Target Audience

- **Cal Poly Community**
 - o Current students [All Majors]
 - Ages: ~17-25
 - Technology Usage: High
 - o Alumni
 - Ages: ~23-60+
 - Technology Usage: Moderate to High
 - o Staff/ Faculty
 - Ages: ~30-50+
 - Technology Usage: Moderate to High

Section 3: Goals

Goal #1- "Raise awareness in the Cal Poly community about the past accomplishments of 'Moebius' through outreach and promotion on well-known platforms."

Goal #2- "Generate interest for the upcoming launch of the 'Moebius' website through marketing methods that create curiosity."

Section 4: Strategies and Tactics

Action Items for Goal #1:

Since we do not have a launch date of the website to promote, a great alternative to build interest is to promote previous issues of 'Moebius' to the Cal Poly community. A strategy for this is perhaps the idea of 'Moebius' being a brief study break for students around campus. Marketing items to consider:

- 'Moebius' display at the Library
- Cal Poly Portal Question to gather data for future marketing ventures

Action Items for Goal #2:

Similarly to Goal #1, the important aspect is to get the name 'Moebius' out there. We can use it's relative anonymity to spark curiosity around campus.

- Flyers around campus
 - o UU
 - o Library
 - o Inside classrooms
- Bookmarks to be given out at the library
- Facebook Page
- UU booth
- Coffee shop readings/events
- SOAR, WOW booth
- Reception Event

Section 5: General Marketing Themes**'Moebius'**

- The focus would be focused on making the community feel like this publication supports and engages the community. The "US" emphasis is meant to echo the community that is connected to each other:

"The curious single continuous surface named after 'Moebius' has only one side and one edge... . When following the path of its surface, one can reach any other point without ever crossing an edge."

Appendix C

Meeting Minutes

P&V Meeting 4.24.12

1. History- blau
 - a. Literary/arts journal Yearly (theme every issue)
 - i. Prose
 - ii. Fiction
 - iii. Interviews
 - iv. All genres
 - v. 1000 published
 - vi. Promote the art in general
 - b. Life journal didn't get enough submissions
 - i. Soul searching led to different medium
 - c. Founded by IRA (instructionally related....)
2. Online website
 - a. All themes open to submissions
 - b. Anyone associated to cal poly submit
 - i. Alum
 - ii. Staff
 - iii. Faculty
 - iv. Students
3. Team
 - a. First promo push
 - i. Moebius exists!
 1. It is on campus
 2. Promote the different mediums Moebius can house
 - ii. QR codes with a submission attached
 - b. Pre-campaign
 - c. Spring
 - i. Pre-campaign
 1. Generate buzz w/o having website up
 - d. Visuals
 - i. Themes
 - ii. Some continuity
 1. Marketing materials
 - e. We're live, check it out
 - i. Submissions push
 - f. Reception

RAISE AWARENESS!

Pitch your campaign for next meeting

- branding
- purpose
- flash performances
- t-shirts

P&V Meeting 5.1.12

MARKETING BRAINSTORM

1. Cal Poly Portal
 - a. Survey
 - i. "Would you be interested in submitting?"
 - b. Contact
 - i. Information Services
 - c. When would we want to put this survey?
2. Library Display
 - a. What is Moebius?
 - b. Issues
3. Writing and Rhetoric Center
 - a. Edit writing
4. Reaching out to English Teachers on campus
 - a. Give them information about Moebius
 - b. Recommend English Department Head
5. WOW booth
 - a. Become part of college experience
 - b. Pass out bookmarks
6. Stake flyers
 - a. Moebius flyers on the ground
 - b. EX. FLASH study flyers
 - i. Stride study
7. UU Hour
 - a. Table
 - b. Promotion
8. Performance Marketing in the UU
 - a. T-shirts w/ Moebius
 - b. Recruiting Theater students
9. Moebius Marketing Image
 - a. Simple, clean
 - b. Content Based
 - c. Short, few words, to the point
 - d. "Apple"-esque
10. Moebius Marketing Image
 - a. Simple, clean
 - b. Content Based
 - c. Short, few words, to the point

d. "Apple"-esque

Pre- Launch [Research, Plan, Execute]	Post Launch [Research, Plan, Execution TBD]
<ul style="list-style-type: none"> - CP portal survey - Library display - UU Booth - FB construction & planning - Determine what type of items need approval of CLA - Dean Halinsky → department chair → email students to generate an interest list for sending updates 	<ul style="list-style-type: none"> - CP Portal Survey (part II) - Moebius Art Show - Stake flyers on campus - Farmers/ WOW Week booth - Coffee House events & readings - Flyers

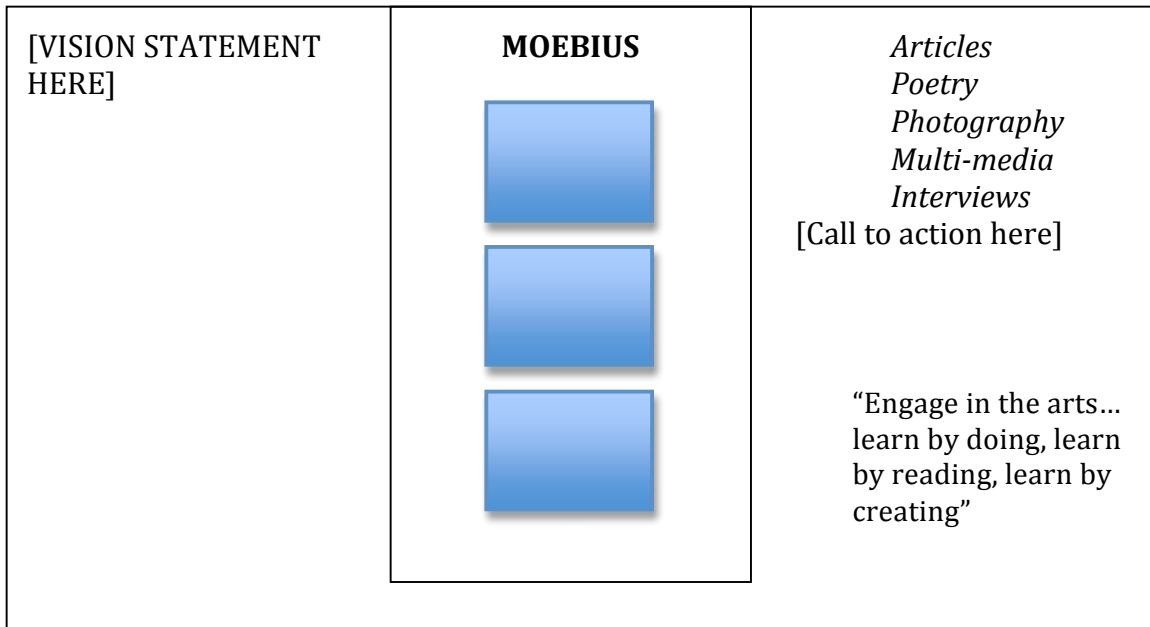
For all pre-launch items, we hope to plan and execute before the end of the quarter. For all post-launch, we want to plan as far and as detailed as we can without actually following through. Post-launch items will be ready to go whenever Moebius officially launches.

Appendix D

Library Display Mock Up

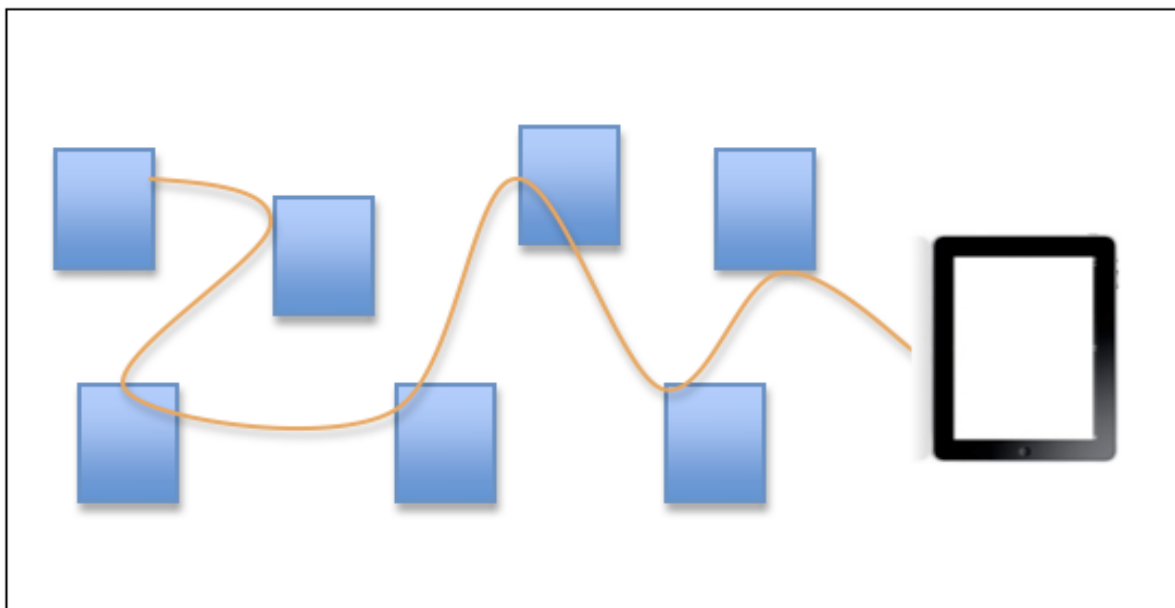
WALL DISPLAY

Materials needed: Moebius Cover Template (High Res), Vision Statement, Black butcher paper, iPad cutout, wire, Chosen pictures.



DISPLAY CASE

Also a clipboard to create an interest list will be on the display case with a little pop up prompting people to sign-up. [Main idea: as many issues of Moebius as possible, all connected by electrical string...an evolution of issue finally being connected into an iPad image. At the bottom of each issue we can have a little blurb describing the theme]



Appendix E

Library Display poster #1

Essays
Articles
Prose
Photography
Interviews
Multi-media
& more

Library Display poster #2

Engage in the arts...
Learn by exploring
Learn by creating
Learn by doing.

coming fall 2012



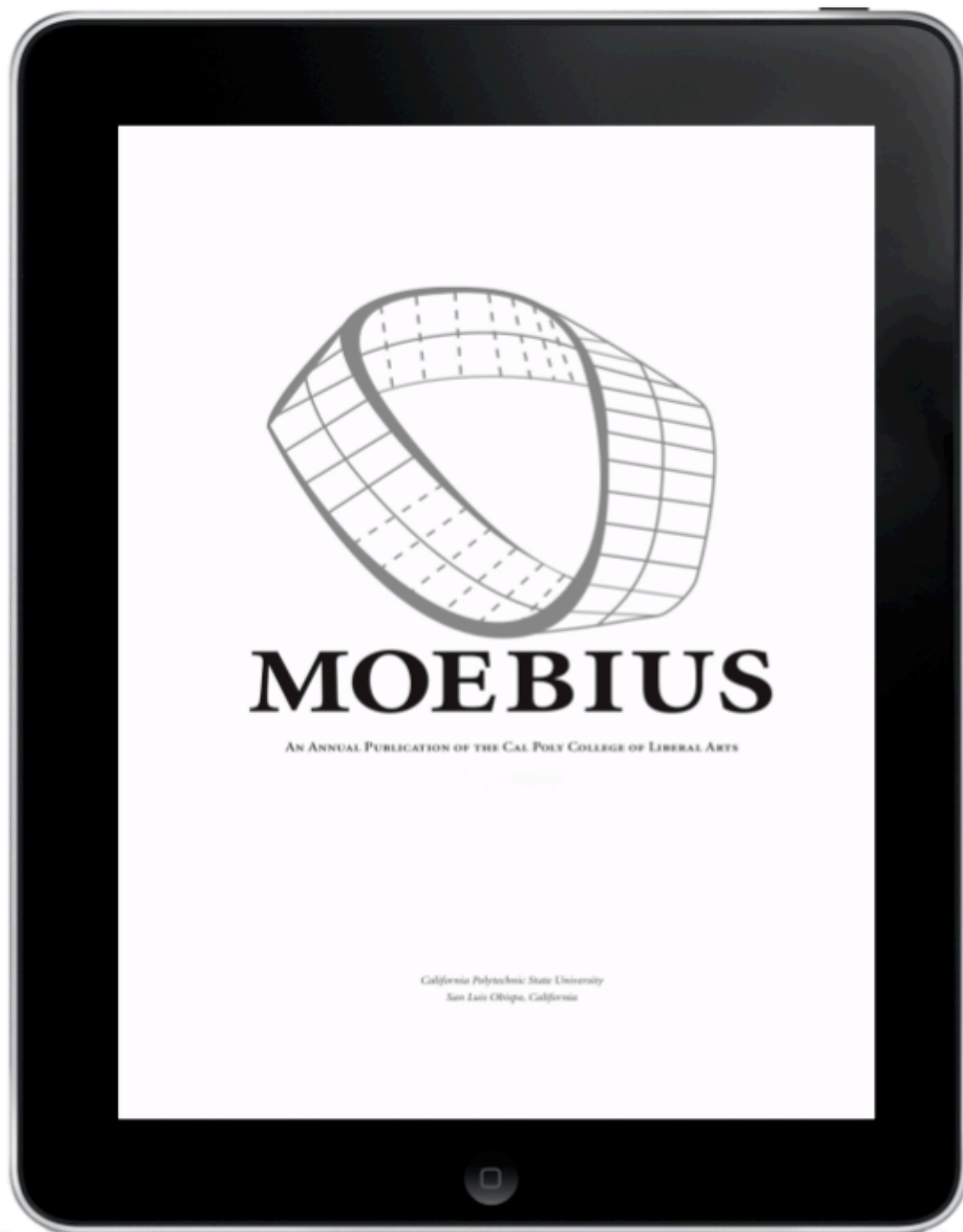
Appendix F

Photoshopped Moebius Cover



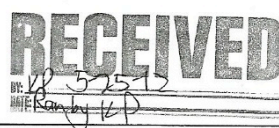
Appendix G

Photoshopped iPad w/ Moebius Image



Appendix H

Poly Prints Job- Order Form

Cal Poly Print & Copy Fax 756-2360		017364		CAL POLY PRINT & COPY - JOB ORDER FORM	
DEPARTMENT Dept: Communication Stud. Bldg: 47 Room: 26A		CONTACT PHONE Contact: Dr. Jnan Blau Phone: (805) 756-2510		DELIVERY <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If left unchecked no proof will be made	
State Purchase:		Fund: MO100		DeptID: 107700	
Program:		Class:		DUE DATE	
Job Description (will appear on your invoice) MOEBIUS					
Finished Qty: 4		# of Original Sides: 4		Document Prints: <input checked="" type="checkbox"/> One Sided <input type="checkbox"/> Two Sided	
Art: <input checked="" type="checkbox"/> Digital <input type="checkbox"/> Hardcopy		Color Printing: <input checked="" type="checkbox"/> (28# Smooth text white; For alternative select below)			
Emailed files must be in PDF		Software: _____ Version: _____			
Filename: _____					
STOCK <input type="checkbox"/> Furnished <input type="checkbox"/> * = Available In 14in					
<input type="checkbox"/> 20lb Bond		<input type="checkbox"/> 8.5 x 11 <input type="checkbox"/> 8.5 x 14			
<input type="checkbox"/> 60lb Astrobrite		<input type="checkbox"/> 8.5 x 11			
TEXT					
<input type="checkbox"/> Offset 60#		<input type="checkbox"/> 8.5x11 <input type="checkbox"/> 11x17			
<input type="checkbox"/> Index 110# Cover		<input type="checkbox"/> 8.5 x 11 <input type="checkbox"/> 11 x 17			
<input type="checkbox"/> Astrobrite 65# Cover		<input type="checkbox"/> 8.5 x 11			
<input type="checkbox"/> 28# Smooth Text White		<input type="checkbox"/> 65# Smooth Cover White		<input checked="" type="checkbox"/> 80# Gloss Text	
<input type="checkbox"/> Resume Grade		<input type="checkbox"/> 8.5 x 11		<input type="checkbox"/> 80# Gloss Cover	
<input type="checkbox"/> Royal Fiber Cover		<input type="checkbox"/> 11 x 17			
SPECIALTY					
<input type="checkbox"/> Lamination: <input type="checkbox"/> 8.5x11 <input type="checkbox"/> 11x17		<input type="checkbox"/> Multi-Part NCR Forms		Standard NCR Paper Sequence	
<input type="checkbox"/> Transparency		Number of Parts: _____ (2 to 4 parts)		2 parts 3 parts 4 parts	
<input type="checkbox"/> Tabs (Banks of 5)		Double Sided Last Page Only		White White White	
<input type="checkbox"/> Perf Stock 1/2in				Canary Canary Canary	
				Pink Pink Pink	
				G. Rod G. Rod G. Rod	
LARGE FORMAT PLOTting					
Paper <input type="checkbox"/> Bond <input type="checkbox"/> Semi Gloss		<input type="checkbox"/> Color		PDF Files Only	
<input type="checkbox"/> Satin Heavy <input type="checkbox"/> Vellum		<input type="checkbox"/> Black & White		File Size: _____ x _____	
BINDERY SERVICES					
<input type="checkbox"/> Pad: _____ Sheets per pad		STAPLE			
<input type="checkbox"/> Cut _____ x _____ Finished size		<input type="checkbox"/> 1 in left corner <input type="checkbox"/> 2 on a side			
<input type="checkbox"/> Fold: Attach Sample (Tri, Half, or Z)		BINDING			
<input type="checkbox"/> Punch: Attach Sample		<input type="checkbox"/> Black Binder Covers			
<input type="checkbox"/> Collate: Attach Sample		<input type="checkbox"/> Clear Binder Covers			
<input type="checkbox"/> Booklet: Attach Sample		<input type="checkbox"/> Comb Bind			
		<input type="checkbox"/> ShrinkWrap			
		<input type="checkbox"/> Coil Bind			
		<input type="checkbox"/> Tape Bind: Up to 300 sheets			
<div style="text-align: right;">  </div>					
1: 8.5x11 b/w 3: 11x17 color @ 80# Gloss text					

Appendix I

Pictures of Library Display



Appendix J

Poly Portal Poll Guidelines and Instructions

The current Cal Poly Poll technology has the following features:

- * A single question
- * Choose one answer
- * Non-anonymous answers are recorded for each user
- * Each user is allowed to answer only once
- * Current results are immediately displayed to each user after the current poll is answered

Instructions:

1. Please send us a draft of the survey and a request for polling time window. Please send this to portalgroup@calpoly.edu.
2. If applicable, provide contact information for the faculty or staff sponsor of your student group or club. We will ask this person to confirm that the poll is consistent with the purpose of the group
3. Your poll will be reviewed for appropriateness.
4. We reserve the right to decline to publish a poll based on inappropriate subject matter or conflicts that may occur with scheduling or administration priorities.
5. Polls should ask direct questions, with responses that will have meaning and benefit for the campus.
6. If approved, your poll may be displayed for up to one week

