

AGENDA

SLO FACULTY-STAFF COUNCIL  
Tuesday, March 14, 1967  
Meeting No. 7

3:15 p.m. - Staff Dining Room

ORDER OF BUSINESS

Approval of minutes of regular meeting February 14, 1967.

Business

1. Curriculum and Instruction Committee

✓ 1.1 Preliminary Report on Phase II, Academic Master Plan (1967-1971)  
(Copies attached F/S members)

✓ 1.2 Position Paper on Teacher Education (Copies attached F/S members)

2. Communications Committee Report (Copies attached F/S members)

3. Personnel Committee Report - Class I and II personnel (Copies attached F/S members)

Discussion

1. Position papers (Copies attached F/S members)

✓ 1.1 Research

✓ 1.2 Accreditation

✓ 1.3 Five Year Program

✓ 1.4 Extension

Committee Reports

Announcements

1. Open Meeting of Ad Hoc Faculty-Staff Evaluation Committee to be called for Tuesday, March 21, Staff Dining Room, 3:15 p.m.

2. Executive Committee Meetings March 28 and April 4, 3:15 p.m. BA&E 116

*passed  
passed  
passed*

*Publications  
guidelines*

*Previously approved  
X Master's degrees  
X courses (int. films)*

CALIFORNIA STATE POLYTECHNIC COLLEGE  
SAN JUAN CAMPUS

M E M O R A N D U M

TO: Dr. Roy E. Anderson, Chairman Faculty-Staff Council

From: Faculty Personnel Committee Date: 3/14/67  
(Cummins, Gates, Seeber, Walker, C. Johnson, Chairman)

Subject: Assistant Chancellor Keene's Memo on Assignment of Non-Ph.D.  
Faculty to Class II

The reaction of the Faculty Personnel Committee is to recommend the Council accept Assistant Chancellor Keene's modified guidelines on original appointment of faculty to the doctorate or equivalent preparation pay scale---Class II and add an additional section as follows.

*passed  
3/14/67*

*dox guidelines*

G. ~~this classification~~ will not result in changes in the hiring-in assignment of ~~either vocational instructor or instructor California Polytechnic College (CPC Classification).~~

*section 0*

November 10, 1966

*Reviewed but not passed 11/29/66*  
*Revised 3/6/67*

CALIFORNIA STATE POLYTECHNIC COLLEGE  
San Luis Obispo, California

TENTATIVE POSITION PAPER  
ON  
ACCREDITATION

Background

The college is accredited by the Western Association of Schools and Colleges, the regional accrediting association having jurisdiction. The college also holds associate membership in the Northwest Association of Secondary and Higher Schools and is an institutional member of the National Commission on Accrediting. The programs in teacher education are accredited by the California State Department of Education. The five-year curriculum leading to the Bachelor of Architecture degree is accredited by the National Architectural Accrediting Board (NAAB).

Policy and Procedures

Professional accreditation of individual ~~divisions~~ <sup>*schools*</sup>, departments, or curriculums may be sought subject to the following criteria and procedure:

1. It is the policy of the California State Polytechnic College to seek curriculum, departmental and/or ~~divisional~~ <sup>*school*</sup> accreditation from appropriate accreditation agencies subject to the following criteria:
  - a. The agency must be recognized by the National Commission of Accrediting.
  - b. The accreditation sought must be shown to be of <sup>*school*</sup> significant value to the college and to the department or ~~division~~ involved in terms of the institutional objectives and the opportunities available to graduates as well as the prestige to be gained through such recognition.
2. Authority is delegated to the operating unit head, e.g., department <sup>*head*</sup> or ~~division head~~ for:  
*School Dean*
  - a. Preliminary contact with the accreditation agency.
  - b. Initial appraisal (with the advice and consultation of the department) of desirability of seeking such accreditation and probability of success.
  - c. Recommendation whether or not to make formal application for accreditation.



- d. Preparation of a statement in regard to the availability of appropriate and adequate funds for financing the total costs of accreditation, including application fees, travel expenses of visitation teams, etc. The statement is to be attached to the recommendation by the dean of the ~~division~~ <sup>school</sup> in which the program under consideration is located.
  - e. Preparation of application and related reports.
  - f. Transmittal to the accreditation agency of the application and reports if and after approved by the college president.
  - g. Details and arrangements for the committee visitation on campus.
3. The following approvals are required and are to be processed through existing administrative channels to the President or his designee:
- a. Transmittal of formal application for accreditation.
  - b. Contents of required reports and their transmittal to accreditation agency.
  - c. Dates of committee visitation.
  - d. Planned procedure for meeting of visitation committee with college president and other administrative personnel.
4. The above procedural steps <sup>school</sup> also shall be followed in developing curriculum, departmental or ~~divisional~~ applications for re-accreditation or in preparing and submitting required responses or reports in cases where provisional accreditation is being reconsidered by the accrediting agency.

Recommended by: LREP Phase II Editorial Committee Date 11/14/66  
LREP Phase II Review Committee Date 11/29/66  
Executive Council Date 3/6/67 as amended  
Date \_\_\_\_\_

November 10, 1966

*Reviewed but not revised 11/29/66*

*Revised 3/6/67*

CALIFORNIA STATE POLYTECHNIC COLLEGE  
San Luis Obispo, California

TENTATIVE POSITION PAPER  
ON  
FIVE-YEAR BACHELOR DEGREE PROGRAMS

Background

1. Emphasis for Tomorrow -- California State Polytechnic College Educational Master Plan

- a. OBJECTIVE NO. 4 (page 7)

Curricula geared to the bachelor's degree level--curricula and courses designed primarily on the basis of the needs of the student who will be terminating his formal education with a bachelor's degree does not exclude 5-year bachelor programs, but strongly implies terminal programs.

- b. The 5-year Bachelor of Architecture is justified primarily on the basis of necessity of this procedure in order to obtain accreditation.

2. Academic Master Plan, Phase I -- California State Colleges

No mention of 5-year bachelor programs. There is nothing in the master plans shown for each college to indicate that there are any 5-year bachelor's programs proposed.

3. "Goals of Engineering Education" -- American Society for Engineering Education.

- a. The first professional degree should be a Master's degree of at least five years' duration.

- b. Four-year bachelor's degree programs leading to an "Introductory Engineering Degree" should continue.

- c. "Attempts have been made to attract students into formal five-year bachelor's programs in engineering but these curricula have, for the most part, disappeared. There seems to be little likelihood of their return to favor."

- d. Five-year bachelor's degree programs are recognized for accreditation.

4. ASME Analysis of the ASEE "Goals Report" -- Mechanical Engineering, (Aug. '66)

ASME recommends that final Goals Report should "lessen concern over such matters as whether the first professional degree is called Bachelor's, Master's, or Ph.D, and whether it be 4-year or 5-year."



5. An Engineering Master Plan Study for the University of California (10-65)

"Possibility of a 5-year bachelor degree was eliminated early in the study because of the unfavorable response such programs have received from students at other U.S. institutions."

Also the probability that a high percentage of U.C. bachelor of science degree graduates are able to proceed to graduate work.

6. Assumptions Underlying the Master Curriculum Plan--California State Colleges Board of Trustees (7-13-62)

"Five-year Architecture program at Cal Poly, San Luis Obispo, should be established."

Policy

Five-year Bachelor Degree curricula may be considered for adoption by any Department, ~~Division~~ <sup>School</sup> or appropriate committee of the administration or faculty when the following conditions exist:

1. The occupational requirements of any professional or vocational area indicate a depth and scope of educational experience which cannot be achieved by most students in a four-year degree program.
2. The professional recognition or accreditation of a program depends on the existence of a five-year bachelor degree program.
3. The conditions with respect to competition from other ~~schools~~ <sup>institutions</sup>, other curricula, and the motivation of students to enter the program, are such as to give a reasonable assurance of enough students to make the program feasible.
4. There is reasonable assurance of having available sufficient staff and facilities to provide adequate courses for the five-year curriculum.
5. The addition of new courses for the fifth year is a logical extension of an existing 4-year program without duplication or proliferation.
6. The occupational requirements cannot be equally well provided by a 4-year Bachelor degree plus a one-year Master degree.

Recommended by: LREP Phase II Editorial Committee Date 11/14/66

LREP Phase II Review Committee Date 11/29/66

Speculative Council Date 3/6/67  
*as amended*

Date \_\_\_\_\_

Revised 12/13/66

CALIFORNIA STATE POLYTECHNIC COLLEGE  
San Luis Obispo, California

TENTATIVE POSITION PAPER  
ON  
EXTENSION PROGRAMS

Background

1. California State Polytechnic College is not engaged in extension at present. All reference to extension was removed from the college catalog beginning with that for 1963-64.
2. A survey made by Academic Planning of the California State Colleges, dated December 1, 1965, showed the following concerning proposed extension offerings for spring, 1966:
  - a. Thirteen state colleges offer extension services.
  - b. Courses are proposed in 35 subject areas.
  - c. Forty-six counties will be serviced by extension divisions of the California State Colleges.
  - d. At least 143 cities will be serviced.
  - e. A total of 551 extension courses were proposed for the spring of 1966.
3. The Annual Report (1966) of the President of San Fernando Valley State College (an institution which has been in operation only ten years) gives an indication of the size of extension programs in several state colleges in projecting the picture of its extension activities as follows:

"In the fall (1966), SFVSC plans to offer 43 classes in Van Nuys, Burbank, San Fernando, Saugus, Simi, Thousand Oaks, Ventura, Antelope Valley, Mojave, Ridgecrest and Inyo. Over 800 students are expected to enroll, and 40 faculty members will teach the courses."
4. The Coordinating Council for Higher Education in a publication "Continuing Education Programs in California Higher Education" July, 1963, recommended that:
  - a. State college extension services offer as needed lower division, upper division, graduate and non-credit courses on their own campuses or existing extension centers.
  - b. State college extension services not offer lower division courses off their campuses except in exceptional situations authorized by the state committee on continuing education.
  - c. State college extension services offer as needed off their campuses credit and non-credit upper division courses and graduate credit courses designed primarily for the education and improvement and training of teachers.



*hold for date*

*Extension*

*2/25/67*

- d. Off-campus extension courses be offered exclusively in the normal geographical area ordinarily served by a particular state college.
- e. State college extension programs be supported by student fees.
- f. The state colleges immediately institute comprehensive, uniform accounting systems and procedures on all campuses to determine direct and indirect costs of all extension operations to insure that all costs attributable to extension are charged against the extension budgets.
- g. The Trustees of the California State Colleges be permitted to retain surpluses developed in the operation of the various state college extension programs; such funds to be apportioned on a statewide basis to areas of greatest need.

#### Policy

1. Extension classes ~~will~~ <sup>may</sup> be offered by the college to meet the needs of *agri. cultural,* community, industrial, governmental, and educational groups. They are conducted to extend the regular offerings of the college. Recognizing, however, that extension course needs may vary from regularly established courses, new extension courses may be established which are within the scope of the college function, and in keeping with the needs of the group to be served.
2. *The total extension program must be self-sustaining and hence if*  
The demand for extension ~~will~~ <sup>is</sup> in each case sufficient to put the activity upon a self-sustaining financial basis. *normally*
3. Requirements for the quarter unit in extension shall be equivalent to those in the regular program.
  - a. Extension courses shall be *as identified in any extension*  
~~in any college catalog, bulletin or schedule~~ *and on student transcripts*
  - b. The amount of extension course credit applicable towards a degree or residence credit is governed by limitations set forth in the California Administrative Code, Title 5, Sections 40403, 40407, 40504.
4. Standards of performance and evaluation shall be consistent with those maintained in regular campus courses.
5. Extension instructors ~~will~~ <sup>will</sup> *normally* be selected from the faculty of the college.
6. Full-time staff members will be limited to teaching extension courses of not more than 9 equated quarter units or the equivalent per academic year. *An additional*
7. Cal Poly will offer freshman and sophomore courses off its campus only in exceptional circumstances.





Revised 12/13/66

CALIFORNIA STATE POLYTECHNIC COLLEGE  
San Luis Obispo, California

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ON  
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  - c. State college extension services offer as needed off their campuses credit and non-credit upper division courses and graduate credit courses designed primarily for the education and improvement and training of teachers.



- d. Off-campus extension courses be offered exclusively in the normal geographical area ordinarily served by a particular state college.
- e. State college extension programs be supported by student fees.
- f. The state colleges immediately institute comprehensive, uniform accounting systems and procedures on all campuses to determine direct and indirect costs of all extension operations to insure that all costs attributable to extension are charged against the extension budgets.
- g. The Trustees of the California State Colleges be permitted to retain surpluses developed in the operation of the various state college extension programs; such funds to be apportioned on a statewide basis to areas of greatest need.

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2. *The total extension program must be self-sustaining and hence*  
The demand for extension ~~will~~ <sup>normally</sup> be sufficient to put the activity upon a self-sustaining financial basis.
3. Requirements for the quarter unit in extension shall be equivalent to those in the regular program.
  - a. Extension courses shall be distinguished from regular courses *so identified in any extension* in any college catalog, bulletin, or schedule *and on student transcripts.* which lists such courses.
  - b. The amount of extension course credit applicable towards a degree or residence credit is governed by limitations set forth in the California Administrative Code, Title 5, Sections 40403, 40407, 40504.
4. Standards of performance and evaluation shall be consistent with those maintained in regular campus courses.
5. Extension instructors *will normally* be selected from the faculty of the college.
6. Full-time staff members will be limited to teaching extension courses of not more than *an additional* 9 equivalent quarter units or the equivalent per academic year.
7. Cal Poly will offer freshman and sophomore courses off its campus only in exceptional circumstances.

8. Faculty members will not be required to accept extension teaching assignments.

Recommended by:	<u>LREP Phase II Editorial Committee</u>	Date <u>11/16/66</u>
	<u>LREP Phase II Review Committee</u>	Date <u>12/13/66</u>
	<u>_____</u>	Date <u>_____</u>
	<u>_____</u>	Date <u>_____</u>



STATE OF CALIFORNIA

CALIFORNIA STATE POLYTECHNIC COLLEGE  
San Luis Obispo

M E M O R A N D U M

TO: Dr. Roy E. Anderson, Chairman  
Faculty-Staff Council

DATE: March 6, 1967

COPIES: Robert Andreini  
R. L. Graves  
Roy Harris  
Bernice Loughran  
Members, Communications Committee

FROM: John D. Lawson

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Dean Chandler  
Dr. Cummins  
Mr. Healey

*Page 1  
3/14/67*

The Communications Committee has completed consideration of the Publication Policy and Procedures Report which was referred to the Faculty-Staff Council by Vice President Andrews on October 14, 1966, and assigned to the Communications Committee by the Chairman of the Faculty-Staff Council early in November.

Attached is a copy of the Committee's report for the consideration of the Faculty-Staff Council. Mary Eyler, secretary of the Council, will be provided with sufficient copies for distribution to the Council members, and it is hoped that this can become a discussion item for the regular meeting of the Council in March.

You will recall that Dr. Andrews made a special request that consideration be given to an "Appeal Board" for considering problems that may develop in the matter of student publications that might involve differences among students and/or between members of the faculty, staff, etc. It is the judgment of the Communications Committee that the function might well be served by the Fairness Board rather than continuing the existence of a special committee such as the one that developed the original Publications Policy and Procedures Report.

The Communications Committee transmits the attached report in hopes that it will represent the feelings and judgment of the Council and with confidence that it will serve the best interests of the College.

If there is anything further the Committee can do on this matter, we are ready to try.

PUBLICATIONS POLICY AND PROCEDURES  
GUIDELINES DEVELOPMENT COMMITTEE REPORT

Everett M. Chandler, Chairman  
Publications Policy and Procedures  
Guidelines Development Committee  
California State Polytechnic College  
San Luis Obispo, California  
June 7, 1966



PUBLICATIONS POLICY AND PROCEDURES  
GUIDELINES DEVELOPMENT COMMITTEE REPORT

FOREWORD:

The Publications Committee was established by a directive from Vice President Dale W. Andrews issued on September 14, 1965. A copy of this memo is presented herein as Attachment 1. The directive appointed the Committee members and gave general direction to the study.

The initial meetings of the Committee established the framework under which it would operate. Problems were delineated in general terms and information was collected from many sources, including a wide number of Western Colleges and Universities.

A series of meetings was held in which representatives of the Associated Students, the Technical Journalism Department, Faculty and College Administration; and college community in general were heard. A wide cross section of viewpoints was obtained as a result. The names of the individuals heard may be found in Attachment 6.

The material obtained from the hearings and the data from collected materials were reviewed and synthesized into a series of recommendations along with supporting information.

It is the belief of the Committee that implementation of the recommendations will substantially improve the publications issued by students on this campus. Although the Committee believes all its recommendations are sound, it recognizes that major changes in policy will be required by the Associated Students, Inc. to effect the recommendations. Consequently, some of the recommendations may not be readily achieved without considerable discussion and reflection on the part of the Student Body. On the other hand, the consideration of items before the Committee has brought needed changes to light which have been or are in the process of being implemented even before the completion of its assignment.

## RECOMMENDATIONS

It is recommended that:

1. the student publications have a written statement of philosophy setting forth the goals, concepts, ideals, and principles under which the various publications will operate. (See attachment 2 for recommended Statement).
2. the organization of publications be changed (1) to provide for more efficient internal management of the EL MUSTANG and EL RODEO (2) to provide for a recognized role for publications uninhibited by direct control by student government by establishment of a new "Publishers' Board" to oversee all student publications (See attachment 4 for recommended organization structure) and (3) to establish qualifications for editors-in-chief of major publications.
3. the curriculum of Technical Journalism Department be revised to provide more credit for Journalism Practice with increased credit allowance for those in responsible editorial-managerial positions. (See attachment 5 for details).
4. the ASI seriously consider the establishment of a budgetary procedure which will provide incentive for publications staff, and probably the staff of other major groups.
5. the EL RODEO program be revitalized. If demonstrated interest of the student body through purchase of the Yearbook is not indicated, the Yearbook should be discontinued with or without replacement by a periodical type publication depending on ability of the Associated Students, Inc. to finance such publication and an indicated interest.
6. subsidiary publications such as the Poly Syllables, Herdbook, and other student publications be included to operate under the general direction of the new Publishers' Board (as proposed) for the purpose of general advertising control, coordination of operation, and to provide advice and assistance to them.



## REASONS FOR RECOMMENDATIONS

### 1. Written Philosophy Statement

The Committee recognized fully that any written philosophy statement is not a complete answer to problems which face publications. Obviously any such statement will require interpretation. Difficulties will inevitably arise because of difference of opinion over the interpretations. Any statement will always lack completeness for some, because it is not possible to put every single operating detail into a statement, and, if it were possible, this would likely stultify the publications work. For others any statement whatsoever will be too limiting.

However, the same criticism can be applied to practically all statements of philosophy. It can be applied to constitutions, codes, and other governing documents no matter on what level of government or corporate structure they are found.

A carefully done statement of philosophy would provide a direction for publications. While interpretations may be needed, they will be in terms of relatively small degrees of change of direction and not a totally new point on the compass. The preparation and acceptance of the statement by student government, by publications, by faculty and by College administration acts as an agreement or understanding. The goals and, to the extent where they apply, operating procedures, are agreed upon by each party. This goes a long way toward alleviating conflict and helps resolve it should it arise. Occasionally it is necessary to review and revise such statements to keep them current. The attached proposal for a philosophy statement incorporates this thought.

### 2. Organizational Recommendations

First, in examining the various publications, it was evident to the Committee that better management of publications can be achieved by improvement of the line and staff relationship within the publications. For example, in the EL MUSTANG, the business and advertising functions of the paper are separate and co-equal to the editorial and reporting functions. There is no one person in charge. The two principal functions of business and editorial argue their operating problems before the current Board of Publications. This is not efficient management. In addition it creates friction and conflict causing expenditure of thought and energy that can be utilized better for production of the paper. Consequently, the Committee strongly recommends that there be appointed an Editor-in-Chief of each major publication

to be responsible for all facets of publication. The Editor-in-Chief can come from either the business or the editorial side of the paper, but once chosen he should be the "boss." Not only will he have the authority to make decisions in each functional area, but he will also be responsible for his decisions and be held accountable for them to his governing body. A student chosen from the business side would be expected to have had experience on the editorial and news side of the paper.

Second, student publications are represented currently in the structure of student government by the Board of Publications (BOP). The BOP has a representative on the Student Affairs Council (SAC), which acts both as a legislative and executive body for student government. The present codes and by-laws of student government seem to make the SAC the publisher of the various student publications. However this relationship is not spelled out as well as it might be and has resulted in conflict situations from time to time. It seemed to the Committee that one of its more important tasks would be to delineate the role of the student government and publications in a more definitive manner. In examining the relationships and hearing many opinions, the Committee concluded that a separation of direct control by the legislative-executive branch of student government from publications is essential to a well operated publications program. The present system whereby the threat of loss of financial support or even failure to accept the Editor of a publication at best inhibits and at times discourages publications from being effective. Publications as part of the total student government of the Associated Students, Inc. are obligated to carry out their role in a manner fully accountable to their readers.

It is the direct control relationship of SAC over publications which can lead to ineffective publications. Therefore, the Committee recommends a different relationship. A new board replacing the present BOP called "Publishers' Board" for this report in order to differentiate it from the present board is recommended. This Board will select editors-in-chief and hold them responsible for their publications. It will establish operational policies and will oversee the financial operations of the publications, control advertising, and in general act as the publisher. It should prepare and use a written operating guideline for the management of publications. A copy of recommended guidelines is attached as attachment 3.

This new relationship will allow the paper to criticize student government where appropriate and under sound journalistic principles - a legitimate and necessary function in democratic institutions. The Publishers' Board will relate back to the SAC through appointees on the Board made by SAC.

In addition the SAC, along with faculty and administration, would establish broad philosophy and retain broad fiscal control. (See Philosophy Statement and Incentive Proposals below).

It is firmly believed by the Committee that better morale on the part of students working on publications, an improved set of publications, and less time wasted on conflict will result if publications (and perhaps other segments of the ASI activity program) are encouraged to take initiative and to operate more independently with well-delegated authority and responsibility.

In addition to their relationship to student government, the major publications of EL MUSTANG and EL RODEO relate to college faculty and administration through the Technical Journalism Department and through the Student Personnel Division which has overall responsibility for student activities and student government. No change in this relationship is proposed.

### 3. Curriculum Credit

At present a freshman "cub" reporter or a freshman yearbook assistant can receive the same amount of credit as the editor of the paper or yearbook by taking a Tech. Journ. 251 Journalism Practice class, which has a maximum of six allowable units. After the sophomore year it is possible and likely that a journalism student is unable to receive credit for continued work on major publications. Among other things the present credit arrangement discourages capable upper-class students from accepting the hard, time-consuming jobs of editors of the major publications. Much of the constant turnover of editors and the necessary appointment of lower classmen to editor positions is attributed to the low curriculum credit allowances.

In examining other state college journalism credit allowances, it was found that varying credit amounts for Tech. Journ. 251 Journalism Practice (or its equivalent) are given depending upon the scope of work being done by the student. In most cases maximum allowance equals 12 quarter units. It seems that the credit arrangement on this campus is more limited than need be in relation to current practice elsewhere.

The Committee recommends a credit arrangement giving recognition to the increased responsibility and knowledge required with the changes in position as a student moves upward from reporter to editor. The same would apply to the more responsible managerial positions. Along with this recognition of increased responsibility, an increase in maximum



credit allowance for Technical Journalism 251-Journalism Practice to nine units is recommended.

#### 4. Incentive Budgeting

In the many hearings conducted by the Committee, it was clearly evident that the students working on publications felt strongly about the lack of opportunity for them to make money to help themselves. They felt that any extra effort on their part would merely result in some other group capitalizing on their effort.

To some extent this is true. However it is also true that publications as well as other groups receive financial backing from the ASI. They are provided services from the ASI for which they do not pay and the ASI maintains a reserve to support any losses they might accrue in any given year.

It would seem that somewhere between the two extremes of complete autonomy and complete control a common ground may be reached which would be beneficial to both. Incentive for publications could be achieved and the ASI could continue to carry out its role as well. The Committee recognized the need for the SAC to have final student fiscal control and to be able to preserve the fiscal soundness of the total ASI.

The present budget system was adopted for sound reasons. In the early 1950's, student body finances were in a precarious position. At that time various boards or budget groups were given a percentage of the ASI card fees and kept their income. If income fell or if ASI card income fell, the budgeted group may have already spent the funds to carry on its activity. The Fall and Winter Quarter activities were usually in fair to good shape, but Spring Quarter activities were often left "holding the sack" (empty).

To overcome the hazards and problems of the budget system then in effect, the present system was adopted. Basically the present system is one in which all income goes into one general fund from which all expenditures are budgeted. Backing this general fund is a \$20,000 reserve created out of the "sweat" and hard work of student government in the early '50's. Along with the reserve, a budgetary practice of using an annual contingency fund for unanticipated expenditure was developed. This system virtually guaranteed all budgeted groups the integrity of their budget. They could count on funds budgeted no matter when the event took place. To make this system work, it was believed essential to have all income regardless of source placed in the general fund. Most groups had fluctuating incomes and one group having success would be

helping another in difficulty. A year later the situation might be reversed. Along the way various refinements were added such as the making of uniform travel distances from the campus to other colleges where events are held, fixed allowances for mileage, meals, etc. As knowledge was gained concerning the budget process, particularly in making more accurate estimates of income and in knowing rather closely the needs of many groups, it has become possible to take another look at the entire process.

While the present practice has provided the much needed solvency, it has also stifled the incentive to grow in certain areas. It has created a few morale problems. For example, any group making more income than it expends over a period of time, then seeing the excess funds constantly drained off for others gets discouraged. The incentive is eliminated to produce more than is necessary to meet their own budget. Students in publications feel that they are caught in this situation currently.

It is believed that an incentive plan can be developed which will provide solvency for the ASI and still allow budgetary groups who carefully save on expenditures and who create new or additional income to capitalize on their savings.

In the annual budget process, an average income estimate should be made for those groups producing income. In the case of publications it should be noted that those at most other colleges and universities are not considered to be fully self-supporting. In fact about 25% of the publications budgets comes from other sources - usually subscriptions or from student ASI fees.

When income for the ASI is calculated, total expenditures should be related to total income as is done now and the budget balanced. When this budget is approved, it should be the job of the Publishers' Board to completely manage it. If the Publishers' Board by careful management can save on expenditures and if hard hitting advertising campaigns and good collection procedures produce additional income, the Publishers' Board should be able to retain these funds for a reserve. They should have complete authority to manage these funds. In the next budget year, publications should not be "punished" for their effort by having income estimates raised or expenditure allotments reduced. Of course a rule of reason must apply. If costs go up and income goes up both sides of the budget should reflect the changes.

If in making income the paper has too many advertisements or the wrong type, then corrective action might have to be employed. While it may appear elementary and even unnecessary

to write it, it seems obvious that concerned, competent, and responsible students will act for the best interests of the entire ASI no matter what organizational "hat" they wear. The Publishers' Board should establish appropriate guidelines for the various publications including one covering the balanced relationships between advertising, news, and income.

Annually the ASI Finance Committee would televise/lengthen the budget with the Publishers' Board. If it appears that the Board is setting aside more than a reasonable amount in its treasury, negotiation for adjustment may take place. If the Board can show where it is building a treasury for the future for specific needs, it should be allowed to do so. The needed amount. If on the other hand it can show where it is building difficulty making it financially, it should be granted additional help.

With the major boards or activities managing their own funds and making their own contingency expenditures within reasonable limits, the Finance Committee should have less detail to worry about and should be able to concern itself with larger issues.

In order to accomplish this recommendation a change in Financial Code 33b p.7 Section K is needed. One of the philosophical difficulties to overcome in providing incentive budgeting is the general reluctance of students to provide class credit, pay, and activities credit or a combination of these to fellow students. This can occur if the Boards manage their own funds and are allowed to do so by necessary Code change. There are good examples of credit, pay, and activity credit existing currently.

For example, the Collegians receive credit for class work, but since it is apparent that the major dances at which they play require time over and above the normal time for credit, they are paid for playing at their dances. They also are given activity credit.

By the same token, students holding responsible positions on publications put in many hours beyond the amount required to receive a grade in class. These students now must elect whether to receive pay, academic credit or activity credit. They cannot receive all three. The problem of providing pay, class credit, and activity credit is recognized for it is difficult to tell where the limits should be. But it would seem that there should be an attempt to make a reasonable resolution of the problem, perhaps on the basis of a management survey by the ASI or a special committee of the ASI.



Awards Code 37d p.10 part 31a and BOP Code 25d p.4 D are pertinent sections for review. The Committee recommends that consideration be given to revision of these sections to improve incentive and morale for those working on student publications. Perhaps other boards and organizations may also be considered in this review.

To the Committee, it does not seem unreasonable to provide multiple incentives or recognition to students who perform tasks over and above those normally expected for class credit. Certainly the use of an incentive plan is in tune with the philosophy of the College for it provides an excellent learn by doing situation.

#### 5. Yearbook - EL RODEO

The Committee heard several lengthy discourses on the Yearbook. Discontinuance of the Yearbook with or without a magazine type periodical to replace the book was advocated frequently. It was apparent that the Yearbooks of the past several years have not met student desires to any great extent because purchases have been so limited. But some of those appearing before the Committee thought that the Yearbook possibilities had not been fully exploited. It appears from the discussions that a good magazine is a nice addition to a campus but it is expensive, possibly too expensive for current ASI budgeting. Also there was some doubt as to the extent of interest a better Yearbook would develop on-campus. It appears that some Yearbooks go well while others have tough sledding.

A major problem of the Yearbook appears to be its failure to include Spring Quarter information. For example, Poly Royal, Music Tour and Home Concert, much of baseball and track, and all of Commencement are inevitably missing. Another Yearbook problem is that it is expensive. A suggestion to alleviate expense is to seek advertising for the Yearbook. This is fine so long as (1) it does not cut into other advertising revenue, and (2) it can be tastefully woven into the Yearbook. It would seem feasible to accomplish both of these.

Several opinions were expressed that the Yearbook did not belong under the Technical Journalism curriculum in the same fashion as the newspaper. It was stated that it should be a student activity such as Welcome Week rather than a journalism practice subject. Although this may be the case, it would appear helpful to continue the Yearbook as part of the Technical Journalism curriculum during a trial period. To move it at this time might guarantee its failure, for a new organizational structure would have to be created to care for it. The difficulties of getting a new organization going might be the last straw to the already struggling Yearbook.

In summary the Committee recognizes that the Yearbook is in trouble as it stands. However, it may be possible to revitalize the Yearbook. The Committee believes that one more year might be given to the Yearbook to see if it is possible to improve sales and interest. If not, it should be dropped with or without a magazine replacement.

#### 6. Subsidiary Publications

The Committee heard representatives of various subsidiary publications to ascertain whether or not special problems were involved. It is believed that there are no special problems. It is suggested that for subsidiary publications the proposed Publishers' Board have general policy control of operation and control of advertising, and that these publications operate under the general direction of the Board for purposes of advice and assistance. The Board would provide written directions to each subsidiary publication outlining the area of operations for each.

ATTACHMENT 1

MEMORANDUM

DATE: Sept. 14, 1965

TO: Everett M. Chandler, Dean of Students  
Carl C. Cummins, Dean of Applied Arts  
John Healey, Technical Journalism Instructor  
Glenn Noble, Faculty-Staff Council Chairman  
Erling Breckan, Business Administration Instructor  
Don McCaleb, Public Relations Coordinator  
Robert Spink, Graduate Manager  
George Soares, A.S.I. President  
Maureen Lund, EL MUSTANG Editor  
Charlene Klempner, EL RODEO Editor

FROM: Dale W. Andrews

SUBJECT: Appointment of the "Publications Policy and Procedures Guidelines Development Committee"--a committee to study and recommend a policy and procedures statement for College student publications

COPIES TO: Messrs. McPhee, Kennedy, McCorkle, Fisher, Hayes, Smith, Wilson, Nelson, McKnight, Nicholson, Lawson, Servatius

For the past several years there have been intermittent problem situations, occasional protests or criticisms, and differences of opinion concerning appropriate operation of various college student publications. It is believed that a good share of the problems arise through a lack of understanding of various persons and groups concerning their relationships and responsibility for student publications. While I do not consider publications to be a major problem situation, I do believe there have been some warning signals to us that there is not full understanding and agreement among the various student groups, faculty, and administration concerning student publications.

There has been a high degree of success by previous student-faculty-administrative committees in arriving at the solution of such problems through joint, concerted efforts to develop and agree on guidelines. Two examples of such successful cooperation are the Athletic Policy and Procedures Guidelines and the code governing off-campus visiting arrangements.

Our experiences indicate that when the relationships, responsibilities, and operating guidelines are cooperatively developed, clearly stated, and are generally understood and accepted, problem situations are minimized both as to their numbers and seriousness. In order to initiate the development of an appropriate code for the guidance of the college's student publications, I am asking the following persons either to serve on a committee or to nominate representatives as indicated:



Dean Everett M. Chandler, Chairman; Dean Carl C. Cummins; Mr. John Healey; Mr. George Soares, as president of the A.S.I. to nominate two members from S.A.C.; Dr. Glenn Noble, as chairman of the Faculty-Staff Council to nominate one faculty member from the Council; Miss Maureen Lund, editor of EL MUSTANG; and Miss Charlene Klempner, editor of EL RODEO. In addition, I am asking Mr. Don McCaleb, College Public Relations Coordinator; Mr. Robert Spink, Graduate Manager; and Mr. Erling Breckan, Business Administration Department faculty member, to serve as resource consultants to the committee.

I would appreciate receiving from Dr. Noble and Mr. Soares the names of the individuals nominated as soon as feasible, recognizing that it takes a little time to get organized in the Fall Quarter. Dean Chandler will schedule the first meeting at which time I would appreciate the opportunity to elaborate on the work which the committee will be expected to accomplish.

It is anticipated that the "Publications Policy and Procedures Guidelines" will provide for an appeal board with a chairman nominated by the Dean of Students and a committee of possibly six members representing students as well as teaching and administrative faculty. The function of the Appeal Board will be to consider questions of interpretation of the Guidelines and other policy or operational problems which may arise in connection with student publications.

It may prove useful to the Guidelines Development Committee to know at first hand the nature of the problems which the Appeal Board will be expected to mediate. Since student body activities in general, including student publications, are the responsibility of the college's administrative line organization through the Dean of Students, it is appropriate that he be involved with the development of the guidelines and directly associated with the initial activities of the Acting Appeal Board. Therefore, pending final approval of the "Publications Policy and Procedures Guidelines" and formal appointment of the Publications Appeal Board in accordance with the guidelines, I am asking this "Guidelines Development Committee" to serve in the acting capacity of the Appeal Board, effective immediately.

It is hoped that you can complete your task by no later than the end of this 1965-66 Fall Quarter. The Guidelines which your committee develops will then be presented to appropriate student, faculty, and administrative groups for their review and recommendations prior to promulgation. As with the Athletic Policy and Procedures statement, it is anticipated that the "Publications Policy and Procedures Guidelines" will be regularly reviewed and revised as necessary.

NOTE: The following people were nominated and served as members of this committee: Dr. Donald Hensel, Social Science Instructor; John Theilen and Michael English for S.A.C.; Thomas Grundman replaced John Theilen; Robert Boyd replaced Maureen Lund; and Cliff Gillette replaced Charlene Klempner.

## PUBLICATIONS PHILOSOPHY STATEMENT

Campus publications occupy a position unique to journalistic and literary endeavor. All campus publications exist by law as a delegation of authority by the College President. This places the college publication in a situation somewhat different from that occupied by the newspapers and magazines existing in the greater portion of society. The obligations of campus publications extend beyond those of non-campus media, and lead to certain responsibilities and situations which in the college organizational structure require responsibilities unique to the academic environment.

The college publication has responsibilities to three basic groups. These groups are the faculty and administration of the college, the student body, and finally a responsibility to ~~itself~~ and its staff.

## Responsibility to the College:

Campus publications should seek to serve the best interests of the total community under which they exist. Their freedom to exist and write is contingent on their ability to act responsibly. College publications are in no sense freelance publications. Although student sponsored and financed, college publications are usually regarded by the public at large as representing not only the students, but the faculty and Cal Poly as a whole. This does not mean that the college desires to take from students freedom to publish news and opinion. But/it/does This means that students are expected to work in responsibly with the college/faculty/will/with/the/colllege/and/its publications advisors. Also publications dealing with student opinion should be free to question responsibly the wisdom of administrative policies that affect the/student/body/of the college. to/publish/efficiency/ the/faculty/and/administrative/has/a/role/to/understand/and/the/college of/the/student/and/of/the/college/and/representative/of/the/problems/and/ issues/of/the/student/body//representative/and/the/student/body/ and/the/problems/of/the/faculty/and/administrative/

የጽሑፍ/የክፍ/ፎቶግራፍ/ወ/የክፍ/ፎብሊዲንግ/ The Campus press serves as an educational instrument for both the writer and reader. As such, it is subject only to such regulation as is required to effectively ~~improve~~ enhance the educational value of the campus press and the community as a whole and to prevent libel and slander.

The Faculty and administration have also/had responsibilities to the student press. Certain/conditions/was/be/made/by/the/faculty/and administration/toward/student/publications/is/they/are/to/have Faculty and administration should allow sufficient freedom to provide an educational experience consistent with the basic "learn by doing" philosophy of the college. Not/the/least/of/these/conditions/is tolerance/on/the/part/of/the/faculty/and/administration. The learning process is one of constant error and correction. If the students involved are not free enough to make mistakes, they will not be free enough to learn. A consequence of this freedom is that the students must be capable of accepting the responsibility for the results of their errors. They/shoud/not/expect/to/be/fee/to err/and/then/seek/the/protection/of/the/college/on/the/grounds/that they/did/not/know/what/they/were/doing.

## Responsibility to the Student Body:

College publications have an obligation to the student body and other groups that constitute its reading public. Publications dealing with student opinion have the responsibility of representing this opinion as it actually exists and not the opinions of individuals or small groups seeking to stir public reaction merely for its own sake rather than the benefit of the students as a whole. These publications are bound by an ethical code to serve the best interests of the public they represent and should strive at all times toward this end.

Student publications that act as information media to inform the reading public of events of interest or controversy should seek to be accurate and complete to the greatest extent of their ability. If information to be reported is at all of a controversial nature, maximum effort should be made to ensure that all facets of the situation are fully and effectively covered. If known misunderstanding exists, attempt must be made to see that they are cleared before anything is printed. The basic criterion for the printing of any information should be its benefit to the reading public. It is recognized that despite attempts to prevent errors, they will still occur. Errors in reporting or presentation should be corrected promptly when discovered by the publications staff.

Publications of a literary nature must have more latitude in the material that they present. Much of this material has value for its content as well as its literary merit. However, in view of the circumstances of publication, the content of these publications must be presented in what is commonly considered to be in good taste. ~~and should not have as its primary source of interest indiscriminate subject matter~~

## Responsibility to Itself and Staff:

Perhaps the greatest responsibility of a campus publication is its responsibility to itself and its staff. The ultimate goals of each college publication are necessarily coincident with those of all publication media everywhere. Student writers should have as their prime objective the acquisition of the knowledge and experience to operate in a professional manner in their future careers. This includes not only experience in journalism and writing, but also experience in the exercise of democratic principles and the responsibilities of citizenship. They must realize their position and the power that accrues to them by virtue of that position. This power to influence the thought and feeling of others is not to be used indiscriminately by the irresponsible or the immature. The goal to which student writers and journalists should aspire is professionalism. They should adopt the attitude that each job they do, each story or article they write, is to be something that they can look upon with a feeling of pride and a sense of accomplishment.

As a matter of ethics, the "Canons of Journalism", as adopted by the American Society of Newspaper Editors, apply equally to college publications as to newspapers, magazines and other publications that exist in our society. The point for the college press is that their obligations extend to a public more expansive than the students themselves.



## ATTACHMENT 3

### PUBLICATIONS GUIDELINE

The purpose of this statement is to provide a guideline to editors of various publications from the Publishers' Board. It also delineates in a general way the areas of authority and responsibility of the editors and Publishers' Board. The role of student government, the college faculty and administration, and the editors and advisors of publications is made more understandable.

- A. The objectives of the Publishers' Board include the recognition that a good publication prints the important news and features and provides information, comment and guidance which are most useful and interesting to its readers. As such, it shall be guided by the same high purposes set forth as general objectives for the other curricular and co-curricular programs of the college.
- B. In providing leadership, publications shall act with courage in serving the college community, help protect all rights and privileges guaranteed by law, and serve as a constructive critic of student government at all levels, providing leadership for necessary reforms or innovations and exposing any misfeasance in office or any misuse of student power.
- C. To carry out the guidelines
  - 1. the newspaper shall act as the official news publication of the student body serving as a means of communication between and among individuals and groups within the college and as a means of voicing student opinion.
  - 2. the newspaper shall serve as an instructional device for students of the Technical Journalism and Printing Engineering and Management departments, and provide experience for those non-majors interested in journalism.
  - 3. the yearbook shall provide a chronicle of important events of the year.
- D. In the Administration of Publications
  - 1. the College President by law has the final authority and responsibility for administration of the campus.
    - a. Since the conduct of the newspaper and yearbook are regular parts of the educational program of the college, authority for their administration is delegated to the Technical Journalism Department.

(1) Faculty advisors are assigned to the respective staffs, i.e. editorial, advertising, photo and business, by the head of the Technical Journalism Department.

(2) The duties of faculty advisors are:

(a) To counsel and advise.

(b) To make suggestions when staff members request help, or any time they consider it necessary to do so. However, it is not their duty to subrogate themselves into any position held by a student member of the staff. They may check copy before publication and urge corrections when necessary for the good of the college. ~~The Technical Journalism Department / The Staff / The Advisers / etc.~~

2. The various student publications, while sponsored and produced by students, are usually regarded by the public at large as representing not only the students, but the faculty and the California State Polytechnic College as a whole. Therefore in the last analysis, the responsibility for publications rests with the college. It is the practice of the President to delegate all possible authority to student government so long as it remains responsible and fair.

### 3. Student Relations

Although the College line officers are basically responsible for guiding the operations of publications, it is recognized that the students have a direct interest in these activities.

a. The Student Affairs Council (SAC) is the governing body of the Associated Students, Incorporated. The SAC provides general directions to the publications by delegation of authority to the Publishers' Board.

(1) Full and accurate coverage of the business of SAC is the responsibility of the paper, because every student has a right to know what his governing board is doing.

(2) If, in the opinion of the editor, SAC is in error, it is his right and responsibility to express his thoughts, but only in the editorial column.

- (3) Reporters covering student government are expected to give fair and accurate accounts of all governmental business. When controversy arises, "Letters to the Editor" may be used to express varied points of view.

#### E. Guides for Handling Information

The handling of news shall be done in a professional journalistic manner. The Publishers' Board should be guided in the publication of all news by a concern for truth, by a concern for human decency and human betterment, and by a respect for the accepted standards in the college community.

1. Reporters should not editorilaize in news stories. Opinions and ideas should be saved for editorials and columns.
2. News of ~~social/fraternities/activities/ot/any/other~~ groups not recognized by the college administration or Student Body codes shall not be publicized or propagandized in publications unless they are of important interest to the entire student body. ~~Extremé~~ Consideration should be employed by the Editor-in-Chief to ascertain if such activities are of sufficient importance to warrant publication.
3. The newspaper may publish news stories concerning Cal Poly students who have violated the law. Such violations should be played down, but when circumstances of the case start rumors injurious to those concerned, the facts must be published to protect individual rights.
4. Since EL MUSTANG is the official newspaper of the A.S.I. sufficient space must be allotted in the newspaper for ballot statements for A.S.I. elections, as provided for in A.S.I. rules and regulations.
5. Regarding student body elections, rules for publicity and campaigning in the newspaper must be made available to all candidates by the Election Committee before campaigning begins. Strict fairness to all candidates, regardless of race, sex, color or creed, must be practiced. The Editor-in-Chief may give editorial support to any candidates for an Associated Students, Inc. office. Editorial endorsement of major student issues or proposals is encouraged as long as discretion is used. However, an opposing side should be accorded the opportunity for comment on an approximately equal space basis.
6. The paper should not print purely promotional stories for commercial enterprises.



#### F. Guides for Handling Letters to the Editor

1. A "Letters-to-the-Editor" column should be maintained for expression of opinions by students, faculty and staff on matters of interest to the college. By its nature, this column is often controversial, and if kept within reason, this factor is desirable.
2. The Editor-in-Chief may set rules as to the length of letters to the editor.
3. Each letter submitted for publication must have the true signature of the author. The writer should also include his address so that the editor can contact him to be sure the signature is not a forgery.
4. The writer may use a nom de plume when the letter is published, but this should be discouraged.
5. The editor should terminate discussion on any single issue when he believes that all points have been adequately covered. Letters on the same subject should not be continued merely for the sake of controversy.

#### G. Guides for Handling Editorials

1. The Publishers' Board may discuss editorial policy and may counsel the Editor-in-Chief on such matters. The Board must not check any specific editorial before publication unless the Editor requests members of the Board to do so.
2. The Editor-in-Chief should not allow editorials to be used for personal attacks, but should insure that they are used as constructive criticism.
3. Editorials are the responsibility of the Editor-in-Chief. Either he or someone appointed by him will write the editorials.

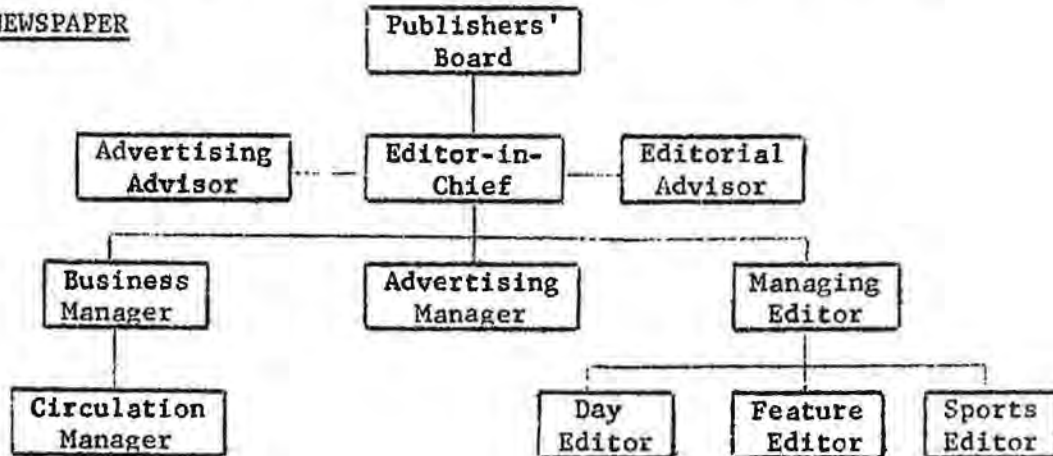
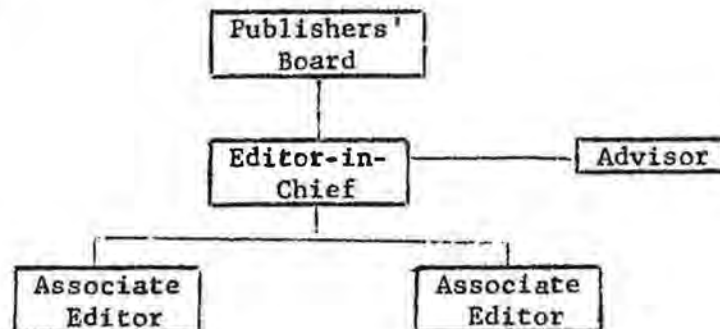
#### H. Guides for Handling Advertising

1. Publications should not carry advertisements for any intoxicating beverage, nor for any bar, tavern or liquor store. Business houses having restaurant service or other items as well as liquor service may advertise in EL MUSTANG so long as these advertisements do not mention the sale or availability of liquor.

2. Publications should not carry advertisements for smoking products.
3. Publications should not carry objectionable medical advertising of products containing habit-forming or dangerous drugs/. ~~offers of free medical treatment/~~  
~~advertising that makes remedial/relief/or curative~~  
~~claims not justified by facts or actual experience/~~

## ORGANIZATIONAL

The charts below indicate the line and staff relationships which should prevail in the internal administration of the newspaper and yearbook:

NEWSPAPERYEARBOOK

This organization places the responsibility for the entire publication in the hands of the Editor-in-Chief. The student holding this position can come from either the editorial, advertising, or the business side of the paper. The person in this position is in charge. He settles the minor disagreements, between advertising and editorial, etc. He is responsible for getting out the paper in a creditable style. If he fails in his task he can be replaced by the Publishers' Board who appoint him. The same is true of the yearbook organization.



To be eligible for the office of Editor-in-Chief of EL MUSTANG, a student need not be a technical journalism major. However, the following qualifications must be met:

1. He must have served at least two quarters on the staff of EL MUSTANG prior to the time of his service. At least one quarter of that service must have been in an editorial-level capacity, i.e., sports editor, managing editor, day editor, business manager and advertising manager.

2. He must have the recommendation of the EL MUSTANG advisor.

3. He must have the recommendation of the EL MUSTANG advisor.

Exceptions to the above qualifications may be granted upon certification by the Head of the Technical Journalism Department that the student has met the requirements of the qualifications listed above.

In addition to the above, it is recommended that such appropriate lists of similar qualifications for other EL MUSTANG editorial level assignments, i.e., sports editor, day editor, managing editor, business manager, advertising manager, circulation manager, etc., be established by the Publishers' Board.

The Yearbook does not have quite the same problems as the paper but the same structure should apply. The Editor-in-Chief of the Yearbook is in charge of all phases. He should be appointed by and be responsible to the Publishers' Board. His qualifications should be as follows:

To be eligible for the office of Editor-in-Chief of EL RODEO, a student need not be a Technical Journalism major. However, the following qualifications must be met:

1. He must have served at least three quarters on the staff of EL RODEO prior to the time of his service. At least one quarter of that service must have been in an editorial-level capacity, i.e., section editor, business manager, etc.

[illegible]

## OTHER PUBLICATIONS

### Relationship to Student Government

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graph TD
    SAC[SAC] --> PB[Publishers' Board]
    PB --> YEC[Yearbook Editor-in-Chief]
    PB --> NEC[Newspaper Editor-in-Chief]
    PB --> OP[Other Publications]
  
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4 - student members nominated by four school councils at large/appointed by the student body/teacher/staff and confirmed by SAC

- 1 - Student Affairs Council representative
- 1 - EL MUSTANG advisor
- 1 - EL RODEO advisor
- 1 - EL MUSTANG Printing advisor
- 1 - Faculty-Staff Council representative
- 1 - EL RODEO editor
- 1 - EL MUSTANG editor

Ex-officio non-voting members would be:

~~1/-/Editor/EL/INSTANT~~

~~1/-/Editor/EL/REDO~~

- 1 - Editor of any other publication that publishes at least two times a year and receives financial support for publishing from the ASI
- 1 - Graduate Manager or Assistant Graduate Manager in charge of publicity
- ~~1/-/College/President/s/representative/who/does/not/vote/but does/possesses/vote/power~~

The duties and responsibilities of the Board are:

1. ~~To/appoint/and/or~~ To remove the Editor-in-Chief of the newspaper, yearbook, or any other publication receiving financial support from the ASI. for malfeasance in office by two-thirds vote of the Board.
2. To approve and administer the budget of the publications receiving ASI financial support.
3. To approve the solicitation of advertising for all student publications with the authority to disapprove, limit or restrict advertising so as to preserve maximum revenue for all publications, maintain reasonable working relationships with potential advertisers, and to approve advertising rates recommended by the Editors-in-Chief.
4. To approve the establishment of student publications and to review their operating procedures. Exceptions include department newsletters, club bulletins, and alumni newsletters, unless they receive financial support from the ASI, carry advertising or act in the capacity of a departmental yearbook.
5. After appropriate hearing procedure to suspend or terminate any publication, with appeal to a student judicial body.
6. To supervise elections of the editors of various publications by members of the previous quarter's staff.
7. To send minutes of every Board meeting to the chief executive office of the College.

The difference in this Board and the present one is the delegation of authority to administer publications. The new Board would have full responsibility to ~~hire and~~ fire editors. As such it would have to take the responsibility for its action and be held accountable for its errors. This Board would be given authority to manage the Publications budget. It could make internal budgetary adjustments. Within the over-all allotment it would set salaries for editors and other positions receiving them, and it would establish and maintain reserves necessary to improve operations.

The Board would have control over advertising of all publications. It could establish or terminate publications under its jurisdiction.



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## ATTACHMENT 5

### CURRICULUM

Journalism courses having application to student publications are as follows:

#### CAL POLY - SAN LUIS OBISPO

203	Reporting I (3) Some work on student newspaper.
233	Editing & Copy Desk (3) Some work on student newspaper.
251	Jour. Practice--Editing and Reporting (2) Total credit limited to 6 units.
254	Jour. Practice--Photography (2) <u>6</u> unit limit.
304	Reporting II (3) Some work on student publication.
334	Advanced Copy Desk (3) Some work on student publication.
351	Jour. Practice--Advertising (2) 6 unit limit.
451-453	Applied Techniques (2-2-2)

It is recommended that the following changes in credit arrangement or advisory practice be adopted:

1. Anyone working on student publication (EL MUSTANG) should have News Writing course or equivalent or instructor's permission.
2. First quarter of Practice Journalism (Jour. 251) should be limited to 1 unit.
3. Editors should receive more units than regular staff members. Editors could receive 2 units under Jour. 251 and 1 unit under Jour. 400.
4. Applied techniques should be directed toward supplementary editions.
5. Maximum unit limitations on Practice Journalism course (Jour. 251) should be increased from 6 to 9 units.

## ATTACHMENT 6

### LIST OF INDIVIDUALS HEARD BY THE COMMITTEE

Mrs. Betty Anderson (English Instructor)

Tom Consoli (Chairman of the Board of Publications)

Charles Dudley (Student Chairman, Finance Committee)

John Emery (Editor of the Herdbook)

Elaine Fournier (Editor of Poly Syllables)

Vincent Gates (Journalism Instructor, Yearbook Advisor) - His comments to the Committee were on EL MUSTANG matters only.

Hal Glasser (Advertising Manager of EL MUSTANG)

Frank Jeans (Journalism student. Former Editor of EL MUSTANG, and former Editor of DAILY CAL)

J. D. Lawson (Associate Dean, Activities)

Bruce Madsen (College Union Public Relations Committee Chairman)

Robert McKnight (Department Head, Technical Journalism)

Douglass Miller (Director of Publications)

Loren Nicholson (Journalism Instructor. Former Yearbook Advisor)

Marcia Romberg (Journalism student. Associate Editor of Yearbook)

George Soares (Student Body President)

Howard West (Former journalist on a large metropolitan daily, editor of a college newspaper, publications and public relations director on two college campuses)