

**Priority Area 2: Student Funding and Support**

Date Submitted: July 15, 2020

**A. Summary**

Goals:

- Provide access and clear pathways to resources to support student success and well-being such as financial, mental health resources, basic needs, and career and professional development including access to networks and opportunities.
- Prioritize and demonstrate resources will be dedicated to efforts to support anti-racist and eradicate structural racism - in hiring, in recruiting students, in access to opportunities such as scholarship, travel grants, fellowships, etc.

\*Asterisk denotes NABJ items addressed

**B. Short-Term Recommendations (before school year starts on Aug 26, 2020)**

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<p><b>B1. Create rubric/process for decision making</b>            -Admissions, financial and fellowships aid, travel grants, conference fee remission            -Internal hiring (Student assistants, J-Peers, ASEs)            -Generate and share historical/overview reports of fellowship awardee            -Multiple and diverse individuals (2-3) involved in decision making, list by role  <b>*NABJ 5</b></p>	Short-Term	-Transparency and more information -Rubrics/decision making process followed for decisions involving students receiving money -One-pagers for processes -Create financial Aid application -Connect with Haas/research options related to prop 209 -All requests follow chain of command -Website of student resources	-Potential increased payment for lecturers and alumni for admissions committee -Explicitly seek out diverse conference opportunities -Adds time to decisions historically made without much process or made 'on the fly'
<p><b>B2. Create crowdfunding for</b>            -Clementine Douglas (Emergency aid/low income grants)            -Chauncey Bailey (Racial/justice fellowship)            -In-kind technology gifts (Canon, Apple, etc.)</p>	Short-Term	-More money for student support -Have robust emergency fund, awarded to students per rubric	-Time/effort spent fundraising -More money=more available to students

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>B3. Share information related to School budget:</b> -budget to run the school, endowment for the school -How tuition and PDST dollars work? -How does endowment work? -Annual budget summary meeting by dean, senior assistant dean and assistant dean for advancement for all students, faculty and staff	Short-Term	-Transparency and more information throughout J-School community -Information accessible via website and updated every summer -Presentation to students, staff and faculty (2x a year) -One pager on Endowments and how they work; overview of tuition/fees & where they go -One pager about PDST	-Time -Collective commitment
<b>B4. Share resource information and increase collaboration with campus resources</b> -Increase awareness of campus resources, e.g. connect Fannie Lou Hamer Black Resource Center, career services -Find + share scholarships and opportunities for affinity/diverse groups <b>*NABJ 14</b>	Short-Term	-User-friendly summary of UCB resources for fellowships and well being -Information accessible via website and updated regularly -Coordinate career fair and similar opportunities with emphasis on diversity and in collaboration with University Career Services	-Establish points of contact in campus resource offices
<b>B5. Establish policy and procedure</b> where any partnerships created where student work is conducted, students will be funded <b>*NABJ 17</b>	Short-Term	-Create process for determining/setting fair funding/compensation amounts -Information accessible via website and updated every summer for the next academic year	-Utilize campus resources and pay scales already established
<b>B6. Strategize and set goal to secure private funding for scholarships</b>	Short-Term	-Redistribute funding to prioritize support to BIPOC -Understand before and now -Research the distribution of funding by demographics	

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>B7. Provide increased/additional funding</b> -Provide increased funding for affinity groups/student organizations -Consolidate funds with small amounts and seek new support <b>*NABJ 8</b>	Due 8/24	-Determine before and now -Information regarding allocation transparent to all student organizations -Create “Bridge” awards to assist in covering gaps for students -Publicize more widely Clementine and other available funding opportunities	-Reallocate current available funding -Create accessibility in funding at admission application and continuous throughout enrollment

**C. Medium-Term Recommendations (2020-2021 academic year)**

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>C1. Develop action plan to diversify and activate Advisory Board</b> <b>*NABJ 6</b>	Medium-Term	-through subcommittees alumni non-board members can participate -gather alumni information, e.g. salary especially BIPOC representation -Deep level: look at School donors and who and what they fund -Make transparent, if approved by donor, the goals of the donation to scholarship	
<b>C2. Create alumni relations strategy</b> including networking, reunions, regional events, etc.	Medium-Term	-Customize alumni network for Black and Brown graduates and students -Customize for other affinity groups as well	
<b>C3. Partner with local and national media organizations</b>	Medium-Term	-increase summer internships and job opportunities	

<b>C4. Create DEI endowment/funding to offset technology needs,</b> e.g. computer, software	Medium-Term	-Explore in-kind equipment partnership with Apple for student laptops and Canon for cameras.	-Identify, qualify, cultivate, solicit and steward individual, foundation and corporate donors for 7- and 8-figure endowment gifts
<b>C5. Discuss options for allocating \$500K unrestricted gift from Angela Filo/Yellow Chair Foundation</b>	Medium-Term	-Create guaranteed internship funding (\$6k/\$300k) -Half and half -Full	

#### D. Long-Term Recommendations (beyond this academic year, five-year range)

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>D1. Create varying levels of endowments</b>	1-5 years	<p><b>-Establish \$250K endowment</b> for diversity student fellowship with \$10K annual payout in perpetuity, once fully funded</p> <p><b>-Establish \$3M endowment</b> to fund diversity Chair with \$120K annual payout in perpetuity, once fully funded</p> <p><b>-Establish \$5M endowment</b> to found Center for DEI with \$200K annual payout in perpetuity, once fully funded</p>	-UC endowments pay out 4% of corpus in perpetuity.
<b>D2. Name the school and building</b>	1-10 years, endowment gifts ranging from \$5M-\$50M.	- providing tuition-free education for ALL Journalism students	-\$50M will produce \$2M per year in perpetuity, once fully funded

## E. Conclusion

- End results, overall better financial situation for the School and more available funding for students to allow more marginalized, need based students to attend J-School and succeed through graduation to employment
- Creating structured decision-making models that includes multiple and diverse voices and standard decision-making protocols will lead to more transparent and decisions focused on an equity and inclusion lens

## F. Footnote - More information about NABJ items

NABJ 5 - Create a process where serious consideration is given to students from lesser privileged backgrounds when awarding jobs, internships, scholarships and grants (some students have to work just to stay afloat during their time at the J-school and are not competing on a level-playing field). Some students still had to work throughout the NYT/IRP collaboration to stay within California and pay rent. Moreover, some students were afforded more time due to less work obligations as opposed to others. Also, to say that we can't or shouldn't work is a reinforcement of privilege as some and most individuals coming from minority backgrounds cannot afford to not work.

NABJ 6 - Harness our alumni network for data relating to pay equity. If we can get alums to anonymously provide some information- age, years of experience, gender identity, race, approx. size of publication and pay, we can quantify disparities in pay and promotions within specific fields.

NABJ 8 - More support for and recognition of campus affinity groups. When the pandemic began, we saw a spike in anti-Asian sentiments in the United States. More recently, it's been anti-Black sentiments. To our knowledge, neither the AAJA nor the NABJ were contacted to offer support in these trying times. That needs to change. Affinity groups are not just clubs. They're hubs of power and solidarity, a space where those who are the most impacted can develop solutions to bring to the wider community.

NABJ 14 - Incoming Black students should be made aware of campus resources available at the Fannie Lou Hamer Black Resource Center and with Black Grad student groups on campus. This should extend in part to other minority groups and their respective associations.

NABJ 17 - All student work in the furtherance of making the J-school a more equitable place should be considered for payment when students are doing work a faculty member would be paid for.