

Priority Area 3: Curriculum and Learning

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A. Summary

The Curriculum and Learning group is charged with the following task: Diversify curriculum and learning including content taught within the course. The group’s recommendations furthermore respond to the five points listed below from an action plan created by NABJ and suggested to the GSOJ:

- NABJ 1 - Create an action plan to bring in more Black lecturers, faculty and guest speakers when classes begin.
- NABJ 2 - Critically examine the Journalistic Ethics course and ensure our curriculum reflects the world we live in, rather than the one we had. Journalistic objectivity is a myth; one that disproportionately [sidelines reporters of color](#).
- NABJ 3 - The ethics course should be redesigned with the help of someone with their finger on the pulse of 21st century journalism and industry equity.
- NABJ 9 - The Curriculum Committee should be opened up to all students and made up of a body that represents the diversity at the J-School.
- NABJ 15 - Lecturers should recognize they are the gatekeepers who decide what stories students tell. They should be hyper-aware of their blind spots when evaluating the newsworthiness of a pitch. Stories on racial injustice and race-related issues should be approached with as much fervor as the COVID-19 NYT collaboration.

B. Recommendations and Conclusions

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
B1. Redesign J255 and associated course; reposition Law portion; free up additional seminar time to include current ethics topics, concerns and discussion. Create new Spring course for 1st years combining the existing law segment with content on covering criminal justice and policing, (refer to B6)	Activate plan by September 2020, with full implementation by Spring 2021	A different Ethics course, a new Law and Journalism course, new faculty	New course would require 3 instructors (1-Criminal Justice; 2-law instructors), 2 law instructors would after 1st year be removed, net addition of 1 instructor/1 semester; if existing faculty/no substantial cost; if non-faculty instructor is used a 1-semester increase in payroll costs.

B1 Conclusion: J255 was the only specific course referenced in the NABJ letter, twice. Revamping it for Fall 2020 is an immediate deliverable every second-year student will see immediately. It also implements a long overdue rethinking of the J255 design to expand what it offers and moves the ill-fitting Law portion to a more complementary course structure.

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
B2. Create new Faculty Recruitment Action Plan with new interventions in: outreach, interviewing, selection, onboarding and mentoring and support of new faculty. Review new process effectiveness	Activate by September 2020	Increase numbers of underrepresented permanent faculty and lecturers as well as increase % of their retention	J200 action plan already initiated
B3. Create a checklist for all faculty and lecturers to ensure that syllabi and curriculum are developed with an eye toward diversity, equity and inclusion. To include school-wide syllabi review, input from a student board, and review of effectiveness at semester end.	Activate by Fall 2020	Classwork will include a wide view of perspectives and authors including BIPOC, those with disabilities, women, LGBTQ and gender-nonconforming individuals.	Staff time to create checklist, collect and review syllabi

B3. Conclusion: Success would look like: syllabi that represent the diversity and multiplicity of individuals served by the University of California and who reflect the diversity of society at large.

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
B4. Create a clear and consistent channel and a process for students to raise curricula-related concerns in real-time, and a mid-semester instructor evaluation system.	Activate by September 2020	Student confidence that J-School responds in a transparent and expedient manner.	Staff time to set up the redress system.

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
B5. To counter micro-aggressions and implicit bias, we suggest producing a podcast that each month addresses an issue of discrimination, racism, or racial bias: what this can look like in the context of the J-School and how it manifests itself in the community. Solutions are then presented.	September 2020 to March 2021	A better-informed community equipped with awareness to eliminate discriminatory and biased behavior within the J-School.	Resources required would include the time of a representative J-School committee of stakeholders, with at least one seasoned editor, a podcast producer and paid audio grad students to work as editors and hosts. Financial cost: \$3000 to \$6000

B5. Conclusion: Success would look include acknowledgement among the J-School community of the topics discussed, with recognition that their own personal behavior has been changed.

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
B6. Create a new core course dedicated to covering the institutions of policing and criminal justice, as well introducing the fundamentals of media law (this course is being spun out of the old Ethics class named in Item #1).	Spring 2021	In the post George Floyd world, coverage of policing is indispensable. Students will come away equipped with skills that are core to 21 st century journalism	Will require Staff time in course design and research, plus faculty and staff to teach the course.

B6 Conclusion: This course would be of obvious relevance for young students. The course could be called *Understanding Policing, Criminal Justice and Media Law*.

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
B7. Add speaker budget for classes to attract a more diverse corps of guest lecturers. for guest speakers who are black, indigenous, people of color, LGBTQ or disabled. Women and gender-nonconforming individuals should also be represented.	Instructors should review syllabi now for Fall 2020 to ensure BIPOC viewpoints and voices are represented. The J-School should indicate if it has a budget to pay for these guest speakers, and if not, raise funds to begin providing budgets for Spring 2021.	Success in attracting a more diverse corps of guest lecturers to our classrooms	The J-School should raise funds to provide each instructor who applies with a budget to pay for speaker honoraria

B7 Conclusion: Success would look like students learning from and hearing the perspectives of a more diverse group of journalists and experts. We hope that exposure to a wider range of individuals will influence the sources they seek in their own reporting, as well as the stories they seek to tell. It will also provide them with more role models and examples as they navigate their own careers.

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
B8. Develop standardized curricular materials across J-200 sections providing a shared foundation and body of knowledge for understanding diversity, equity, bias, systemic racism and representation as they play out in society, culture and institutions	Fall 2020	Increased students' understanding of equity and inclusion and the ways in which bias and systemic racism impact newsgathering and perpetuate systemic issues.	Would include the time of faculty and staff for research, list development, and creation of study guides

B8 Conclusion: Success would show students thinking deeply about the stories they tell, how they tell them, who they approach as sources and being able to identify their own bias or other editorial biases. It would encourage more open discussion of these issues, so that concerns are addressed on-the-spot as part of the editorial process.

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<p>B9. Create a new class called <i>Covering Race and Racism in the US</i>, or a similarly themed course that both looks at how the press covers race-related issues, and teaches students how to uncover stories exposing racial disparities and injustices. The course would delve into many different reporting domains, including crime and policing, justice and the law, business and the economy, health, science, environment and public affairs</p>	<p>Spring 2021</p>	<p>A ground-breaking new class with at least a dozen students enrolled.</p>	<p>Fundraising needed to hire a top-notch instructor, and staff time for course development</p>

B9 Conclusion: A popular, lively and timely new course that attracts students from many different backgrounds and delves deeply into journalism, race and society.