

## **Priority Area 5: Climate, Culture, Communication, Transparency, Processes and Policies**

Date Submitted: July 15, 2020

### **A. Summary**

Our group agreed with students who shared a need for greater attention to their empowerment in decision-making and the life of the school. Additionally, we agreed with students' desire to clarify and strengthen policies and procedures when concerns arise so that problems can be addressed and corrected early. Our group proposes to go even deeper than the NABJ recommendations to institute measures that advance transparency and accountability — and ultimately contribute to a deep transformation of the school.

### **NABJ Action Items Addressed**

- **NABJ 10** - Consolidate conversations within the J-school and the IRP so everyone is on the same page and so we don't have two parallel conversations. When we consult sources who have experienced trauma, we're careful not to make them re-live that trauma more than necessary. We should carry that principle into our discussions as a community.
- **NABJ 11** - The J-School should consult affinity groups before releasing public statements related to race and equity. This should begin with a statement about the conversations we have been having since the June 2 letter.
- **NABJ 12** - A better system for students to air grievances with possible microaggressions and statements one would find discriminatory. That system should be as transparent as possible while protecting the privacy of the person coming forward. The grievances should be followed up with action. The system should be in place by the time classes begin.
- **NABJ 13** - Transparency within student hiring processes at the IRP and the J-school. The metrics students are evaluated on should be made public every time the J-school hires students. Calls for applications should be open for at least seven (7) days. Transparency is not served by rushed processes. Those hiring should recognize the entire student body will know who is selected and act accordingly.
- **NABJ 16** - Have a group of student representatives on the Dean selection committee. Leadership starts at the top; students should be involved in every step of the search for Dean Wasserman's replacement.

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

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>B1.</b> Create mechanism for transparency of process/criteria for competitive selection processes (jobs, internships, fellowships, awards, scholarships) and ensure high visibility of information	By end of August 2020	Established and published (online & otherwise) protocols for all opportunities (known and anticipated) with clear and transparent processes, criteria, decision-making and timelines to extent possible	- Staff time to establish information flow and maintain current information
<b>B2.</b> Ensure fairness of competitive application processes such as keeping application period open for minimum of seven days	Immediately	Evidence of this practice in all application processes going forward	- None
<b>B3.</b> Add student to dean selection committee	Done	Added current student dean selection committee in addition to former rep who is now alumna	- None
<b>B4.</b> Create organizational protocols for dean and administration to dialogue with students on a regular prescribed basis by incorporating into committees and/or monthly office hours with the dean	By end of July 2020	New organizational structures that incorporate the student voice into established committees and groups; Build trust by creating open channels of communication	- School leadership and staff time to establish and coordinate student participation
<b>B5.</b> Consult with students on preferences for access and interaction with school leadership	By end of August 2020	Inclusive consultation occurred; feedback incorporated into protocols and structure	- School leadership and staff time to coordinate feedback sessions and collect/distribute results

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>B6.</b> As one part of larger grievance process, set up online mechanism to submit questions, concerns or grievances either anonymously or named	By end of August 2020	Existence of online mechanism with follow-through as requested/warranted	- Staff time to set up; larger effort will require collaboration of students, faculty & staff
<b>B7.</b> Commitment to transparency in general - curriculum, faculty, hiring, events, funding opportunities, data	By start of Fall 2020	Statement of commitment to transparency communicated across multiple forums/venues	- School leadership time plan, write, vet & disseminate

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

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>C1.</b> Enhance collaboration and coordination of IRP and J-School on competitive processes	By end of Fall 2020	A single coordinated process utilizing a consistent process with school-level admin support	- Increased admin support of IRP by School staff
<b>C2.</b> Conduct anti-racism training on whole school level versus pockets	Begin in Fall 2020; then on-going	Trainings offered with 80% or greater participation rate	- Cost of trainers and/or training materials - Staff time to coordinate
<b>C3.</b> Create an “Allies List” of faculty (with location, phone number, email address) whom students from underrepresented groups can contact to discuss issues or problems they encounter as needed.	By Fall 2020	Creation and distribution of Allies List to enhance student connectedness and create spaces for safe dialogue and support	- Faculty and/or staff time to establish and maintain

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>C4.</b> Establish a transparent and clearly delineated grievance process in consultation with campus experts such as Division of Equity & Inclusion, Campus Ombuds, and other schools; examining best practices in industry and other institutions	By end of AY20-21	Form a committee to establish robust process established and publicized amongst all School constituents	- Significant personnel time via a committee structure - students, faculty and staff
<b>C5.</b> Reinvigorate formal faculty leadership roles to enhance grievance and conflict resolution process such as Associate Dean, Graduate Head Adviser, etc.	By end of AY20-21	Existence of clearly identifiable points of contact for concerns, questions or complaints with consistent follow-through	- Minimal funding to formalize and properly compensate faculty leadership roles
<b>C6.</b> Hold a school-wide town hall with an experienced outside facilitator; and continue with 1x or 2x per semester open forums (moderated by students? Staff? others?)	Early in Fall 2020	Town hall occurs with notes and follow-up to action items; on-going open forums organized and scheduled	- Potential cost of outside facilitator - Personnel time to organize, support and do follow-through - Possible costs of commitments that result from town hall
<b>C7.</b> Hold a gathering to welcome students at beginning of academic year with all faculty present (dinner in future; via Zoom for now)	By September 2020	Gathering scheduled and executed; increased connections between faculty and students across specializations	- Cost of gathering, minimal for remote gathering; possible higher cost in future if dinner is provided
<b>C8.</b> Create opportunities for students to connect with faculty and each other in small group settings	By Fall 2020	Established opportunities in place and publicized in order to create strong and closer connections	- Faculty, staff and student time to plan and participate

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>C9.</b> Hold conversations (either as part of other gatherings of separately) to acknowledge current climate and address issues raised over the past few months	By September 2020	Inclusion of conversations in formal meetings/gatherings; opportunity to hear and be heard; confirm planned actions to address concerns	- Minimal cost - School leadership time to plan/coordinate
<b>C10.</b> Students paired with a faculty member outside of their discipline to welcome them and as another resource	Ideally: by early Fall 2020; if not feasible, then in Spring 2021	Formal pairings established; allows for another perspective and additional opportunity to bond with faculty	Staff and faculty time to develop, implement and maintain
<b>C11.</b> Establish lecturer community-building events such as Monthly Spotlight where each lecturer is highlighted and shares their story and journalistic interests and/or beginning of year gathering/lunch with the dean	By Spring 2021	Existence of monthly or periodically scheduled gathering of lecturers in order to enhance common cause, communication and rapport	- Non-senate faculty participation time; leadership and coordination by NSF and/or staff
<b>C12.</b> Examine student leadership and affinity group structures such as an advisory council with aim to incorporate them into school governance processes	By end of Fall 2020	Findings and recommendations on incorporating student leadership into school governance structure (in coordination with action steps # B.4. & B.5.)	- Student, faculty and/or staff time (could be an extension of action steps B.4. & B.5.)
<b>C13.</b> Enhance transparency of information via website and other methods	Within AY20-21	Evidence of easy access to school information such as via website or other communication methods	- Personnel time of technology and communications staff, plus input of students, faculty and others - Possible funding for necessary technology enhancements

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>C14.</b> Establish a process with opportunities for “Diversity & Inclusion” grants to fund projects proposed by students or others with strong partnership from faculty	By end of AY20-21	Available grant opportunities that fund diversity and inclusion projects by leveraging the various perspectives of the school community	<ul style="list-style-type: none"> <li>- Funding for diversity &amp; inclusion grants - possibly \$20K to \$30K annually</li> <li>- Personnel time to plan and implement</li> </ul>
<b>C15.</b> Explore and establish pre-professional networking and training opportunities for students of color (may overlap with area #2 - Student Support)	By end of AY20-21	Availability of increased networking and training opportunities for students of color allowing greater exposure and visibility	<ul style="list-style-type: none"> <li>- Personnel time to plan, vet and implement</li> <li>- Possible minor funding for event support or collaborations</li> </ul>
<b>C16.</b> Assess and review available climate survey data including UC system surveys and J-School specific surveys and determine appropriate actions as appropriate based on results	By end of AY20-21	Will have reviewed all available survey data and determined potential need for additional surveys and/or actions	<ul style="list-style-type: none"> <li>- Personnel time to research, analyze and possibly coordinate additional surveys;</li> <li>- Student, faculty and staff time to possibly surveys (and/or incentives)</li> </ul>
<b>C17.</b> Establish annual report on diversity of workforce along the lines of the examples of ProPublica and Marshall Project.	By end of AY20-21	Establishment of annual process and easily accessible diversity report/data to increase transparency and inform actions to improve diversity outcomes	<ul style="list-style-type: none"> <li>- Significant commitment of staff or faculty time to establish as annual process</li> <li>- Possible funding for actions that result from the report</li> </ul>

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

Key Action Steps	Timeline	Measurable Outcomes	Resources & Financial Impact
<b>D1.</b> Investigative reporting approach to examining school climate, deficiencies and inequities - Equity Audit with focus on systemic change	Begin planning in AY20-21 with process to be completed in early AY21-22 (completion timeline will be impacted by dean recruitment and timing)	Published actionable report by summer 2021 with fact-based information and research results that can be utilized to inform areas needing attention and best practices to consider	- Significant time of all school constituents over time; dean sponsorship and involvement will be essential - Longer term investment in training and development that results from findings
<b>D2.</b> Strategic planning and refreshing school vision and mission	Within next few years	Result in a 5-yr Strategic Plan with tangible action items to achieve mission; high visibility of mission infused throughout school materials & website	- Variable; significant investment of time more than money
<b>D3.</b> Lecturer Community Development: long-term commitment and development of initiatives	Within next few years	Adoption of new practices and procedures to enhance lecturer community-building and cohesion	- Variable; could involve incentive funding and/or faculty, student and staff time to implement initiatives

**E. Conclusion**

As our priority area name suggests, the primary focus of these recommendations is on improvement in climate, culture, communication and transparency with associated processes and procedures to formally institute these changes going forward. We are recommending establishing new processes in some cases such as a robust grievance process, and in other instances we are recommending greater transparency, consolidation and coordination regarding the existing processes to ensure that information and opportunities are equitably available to all.

Several of the immediate recommendations have already been committed to and/or are already in progress. These are all items that we believe we can put in place and/or communicate by the start of the Fall semester such as the formalization of student and faculty governance structures for the coming year.

The medium-term recommendations will require some more thought, input and planning, but we believe that they can be implemented in the coming academic year such as anti-racism training, lecturer community-building events or establishing an annual diversity report.

The long-term goals will be key to the overall systemic change that is required, especially taking a deeper dive into our challenges, deficiencies and inequities and coming together to think about who we are and where we are heading through a strategic planning process and a refresh of our vision and mission.

As this process continues, we have no doubt that the dean will see a need to further revise and develop these proposals, and we stand ready to assist in plans as they are implemented.