

GLJ Diversity Amendment

1. Develop an understanding of diversity and inclusion training.

Establishing a diversity and inclusion training program for *GLJ* starts with developing a clear, detailed definition of what the program should entail. A comprehensive diversity and inclusion training program provides concrete ways to engage in respectful and positive interactions with fellow members while reducing discrimination and prejudice based on factors such as gender identity, ethnicity, race, sexual orientation, physical and mental ability, immigration status, national origin/indigeneity, and socioeconomic status.

Diversity and inclusion training programs should target all members and address a range of issues, including unconscious bias, microaggressions, and cross-cultural communications. Effective training moves beyond simply encouraging members to tolerate differences to teaching members how to work well together while embracing diverse perspectives.

1(a). The Diversity Committee shall research and put forward for a majority vote diversity and inclusion training ideas each semester based on the most recent scholarship and an annual Diversity Survey, which will solicit ideas, as well as attempt to retain the holistic demographics of *Journal* members.

1(b). Once the ideas are put forward for a vote, a majority of the Diversity Committee must approve the ideas by a written or voice vote.

1(c). The approved Diversity Committee training measures will then move forward to the Senior Board for approval by a majority vote. Once approved, the Senior Diversity & Inclusion Editor (or any Senior Board position focused on diversity) will disseminate the assignment to the new Volume's staff.

1(d). The Diversity Committee will take volunteers to help review and score the thoughtfulness and care of each staff member's submitted work. These scores will be taken into consideration for future editor positions, much like traditional *GLJ* assignments.

2. Implement diversity and inclusion training every semester.

The Georgetown Law Journal's diversity and inclusion training is designed for both staff and editors, so all *Journal* members will be required to participate in the designated activity each semester.

2(a). Every *Journal* member shall participate in the designated diversity and inclusion training or assignment. If a member is unable to attend a scheduled diversity training, they will be required to make up the session with a comparable activity.

2(b). Members who wish to run for Editor-in-Chief of *The Georgetown Law Journal* should participate in the development and implementation of the diversity and inclusion training. Such participation illustrates the commitment that future Editors-in-Chief have to all *Journal* members. Staff members who are interested in positions that directly deal with content selection such as Senior Articles Editor, Senior Notes Editor, members of each of these committees, as well as the Annual Review of Criminal Procedure Editor-in-Chief, are highly encouraged to partake in planning these activities and assignments as their participation will be taken into consideration when applying for these positions.

3. Monitor and adapt the diversity and inclusion training every year.

The diversity and inclusion training at *The Georgetown Law Journal* cannot succeed without active monitoring and data collection. *The Georgetown Law Journal* will work to adapt our program each year by following these steps:

3(a). The Diversity Committee will debrief and administer a survey each semester to consider if the selected activity was productive.

3(b). If a majority of the Diversity Committee believes that the activity was not productive, a second activity will be proposed and voted on according to the procedures established in 1(b). This activity will be a required second diversity and inclusion training or assignment in the same or following semester.

3(c). The Diversity Committee shall keep a record of its findings and provide those findings to the incoming Senior Diversity & Inclusion Editor each year.

4. Mandatory Initiatives

The *Journal* will satisfy the following standards to ensure the long-term success of its Diversity Initiatives. These standards include, but are not limited to:

4(a). *A Permanent Senior Board Diversity Editor Position.* The Senior Board shall have as a member a Senior Diversity & Inclusion Editor. This role may be combined with other roles at the discretion of the Editor-in-Chief. The *Journal* will recognize and adhere to the importance of ensuring that Diversity remains a primary focus of *GLJ's* endeavors.

4(b). *Social Justice/Symposium-Focused Online Student Notes Competition.* On every odd Volume year (i.e., Vol. 111, Vol. 113, etc.) the *Journal* shall host a national Online Student Notes Competition where the theme will focus on an aspect of social justice reform. Themes on social justice reform include but are not limited to gender identity, ethnicity, race, sexual orientation, physical and mental ability, immigration status, national origin/indigeneity, prison and criminal justice reform, and socioeconomic status. On every even Volume year (i.e., Vol. 110, Vol. 112, etc.), the *Journal* shall host the same competition, however the topic will focus on the Volume's chosen Symposium topic. Editors of the Volume hosting the competition will

market the competition, review submissions, and select the piece(s) for the cash prize, and the Editors for the following Volume will complete the substantive and technical edits and publish the piece(s) on *GLJ Online* in the previous year's Volume. Those in charge of the notes competition will be the Senior Online Editor, *ARCP* Editor-in-Chief, Editor-in-Chief, and any additional members of the *Journal* who are willing and able to dedicate time to this important matter. During even Volume years, the Symposium Editor will also aid in the success of the Online Student Notes Competition.

4(c). *The Breonna Taylor Prize*. In memory of Breonna Taylor, the *Journal* shall award an annual prize for the best student Note submission addressing an issue of social justice.

4(c)(i). Purpose. The Constitutional Amendment creating the Breonna Taylor Prize shall have as its purpose the installment of an annual award recognizing outstanding student scholarship on issues of social justice.

4(c)(ii). Definitions.

(A) Issue of social justice: The Senior Notes Editor shall have discretion to determine if a Note submission addresses an issue of social justice.

(B) Social justice organization: The Senior Notes Editor shall have discretion to determine if the awardee's designated funding recipient qualifies as a social justice organization.

4(c)(iii). Implementation.

(A) Every volume of the *Journal* shall select one winner of the Breonna Taylor Prize.

(B) Every volume of the *Journal* shall select for publication at least one student Note submission addressing an issue of social justice.

(C) Upon completing Note selection for a complete volume, the Notes Committee shall select the best student Note addressing an issue of social justice to be awarded the Breonna Taylor Prize.

(D) The selection process and criteria shall be set forth in the Senior Notes Editor Manual and be subject to change at the Senior Notes Editor's discretion.

(E) The winner of the Breonna Taylor Prize will be publicly announced following selection and the winner shall receive a monetary award as specified in Section 4(c)(iv).

4(c)(iv). Monetary Award and Budgeting.

(A) Every volume of the *Journal* shall make a monetary donation to a social justice organization selected by the winner of the Breonna Taylor Prize.

(B) The donation shall be made in the award winner's name or in the name of the award winner's choice.

(C) The amount of the award shall be set at \$500 subject to change at the Editor-in-Chief's discretion.

(D) Every volume shall allocate non-discretionary funding for the Breonna Taylor Prize in its budget equal to \$500 or the amount set by the Editor-in-Chief as set forth in Section 4(c)(iv)(C).

4(c)(v). Fulfilling the Requirements of this Amendment

(A) By assuming the position of Senior Notes Editor, the Senior Notes Editor agrees to take all reasonable efforts to fulfill the requirements of this Amendment.

(B) Upon assuming the role of Senior Notes Editor, the Senior Notes Editor shall submit a plan to the Editor-in-Chief for ensuring compliance with the requirements of this Amendment.

(C) In volumes where the Notes Committee fails to select a Note addressing an issue of social justice, the Senior Notes Editor shall approach the EIC and the Board to discuss the reasons they were unable to fulfill the requirement. The Editor-in-Chief shall have discretion to take appropriate measures to remedy the Senior Notes Editor's concerns and ensure compliance in future volumes.

(D) In cases where the Senior Notes Editor believes the failure to fulfill the requirements of this Amendment are due to insufficient Note submissions on social justice issues, the Senior Notes Editor, the Senior Online Editor, the Senior Articles Editor, and the EIC shall establish outreach initiatives targeted at increasing the number of Notes submitted on social justice issues.

4(d). Author Diversity Tracking.

(A) In addition to the Spring 2020 *GLJ* Author Diversity Constitutional Amendment requirement that 25% of articles screened by the Articles Committee be written by diverse authors, the Notes Committee and *GLJ Online* shall ensure at least 25% of their submissions sent to their respective selection committees are written by diverse authors as defined in Section (i) of the Spring 2020 *GLJ* Author Diversity Constitutional Amendment.

(B) In cases where the Senior Notes Editor or Senior Online Editor is unable to meet the percentage agreed upon in accordance with 4(d)(A), they shall approach the EIC and the Board to discuss the reasons why they were unable to fulfill the mandate. Select members of the Senior Board will then take steps to remedy the concerns and increase author diversity.