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candidate for editor-in-chief
AY 2021 — Vol. 145

Platform Written the Week of Nov. 8

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Statement of Purpose
who am I & why am I running?

I came to Princeton, like many of us, scared. On one hand, arriving in N.J. for the first time felt like I had "done it," like I had made it out, like I had entered some new & better phase of life. On the other hand, I was immediately & totally aware that I was an 18-year-old girl from a public school system in a small town in K.Y. where I had found A.P. classes hard to get through. My dad, before leaving my dorm, told me, "If you don't feel cut out to be here, you can transfer back home." When recruitment started for various student groups, I quaked. I didn't try out for teams I had experience in from high school. Though I started a 'Prince' application to be a columnist, I couldn't bring myself to send it in.

How did I end up on the 'Prince' that Fall, then? Copy. I remember shaking as I walked into 48 University place for the last 'Prince' open house. When I walked in, I couldn't bring myself to start a conversation, & I backed into a corner away from the crowd. That corner just happened to be where Isabel Hsu '20 was working the Copy recruitment table. At the time, interest in the section was apparently low. All you had to do to "apply" was write down your name & netid. I signed without even knowing what the job exactly was.

The beautiful thing about Copy was the Copy desk, where I not only got to learn what makes for a good article by reading & editing but also where I made my first friends at Princeton. The latter took me awhile. At the time, Copy was treated as a bit separate from the rest of the 'Prince' community, & communication within the section wasn't the best. But I stuck with it. Again & again, I stood shaking at that door & told myself: "You belong here. You're wanted here. Just talk to one person."

I did, & eventually, it paid off. I've met the best friends of my life through the 'Prince' community. These friends were the same who encouraged me & supported me in writing pieces for the Prospect that changed my life. And friends who were there for me when I faced challenges I would have thought insurmountable. With the 'Prince' community to lean on, I filled out & became a columnist alongside stepping up to a leadership role within Copy sophomore fall. Spring semester, I set Opinion writing to the side in order to step up to become Copy Chief alongside Lydia Choi — a position that I continue to hold at the time of writing.

In every leadership role I've held within the 'Prince' — whether that's been as Copy Chief, or in my work this summer on alumni engagement, documenting knowledge, & restarting the Cartoon section, or in my role within the Financial Aid Stipend working group — I've tried to answer the following questions: *How can I make this paper the kind of place where no one is afraid to walk in the door? How can I make this paper a place where no one feels unable to step up to leadership? And how can I leave this paper in a better place?*

I believe that I can best answer these questions through working as editor-in-chief, & I hope this platform is clearly & concisely written in a way that attests to this.

Principles & Priorities

what are my leadership principles & what will I prioritize in my tenure?

Guiding Principles

I enumerate the following to inform you of the values I intend to hold as a leader. I will follow this with priorities, initiatives, & ideas that speak to how I wish to exemplify these values.

1. *Communication* — The 'Prince' community of writers & editors involves 200+ students. In order for information to be shared among staff, an essential ingredient for management, workflow, & community building, communication that is clear, concise, & thorough is paramount.

2. *Intentionality* — A digital-first 'Prince,' necessary during the COVID-19 pandemic, has a unique advantage in avoiding the pressures of daily print publication. As EIC I will be intentional in assisting with nightly production, intentional in seeing ideas through to fruition, & intentional in how I utilize my platform in communicating with 'Prince' staff, trustees, the University, & the community at large.

3. *Accountability* — Errors & mistakes happen, even when holding the best intentions. As a publication, the 'Prince' should seek to rectify & address any errors. Along the same lines, I as EIC will seek to acknowledge my shortcomings & inevitable failings, & I will seek the support of my managing board, the trustees, & the 'Prince' community in the continual work of learning from the pitfalls that come our way.

4. *Care* — Prioritizing communication, intentionality, & accountability all work in favor of an ultimate goal: to have the 'Prince' be structured in a way wherein our staff & contributors are appropriately cared for, encouraged, & feel as if the 'Prince' is a place where they belong.

Priorities

Below I hope to illustrate what I hope to prioritize in my tenure. In interest of concision, I will focus on (2) main categories, each subdivided into (3) parts with brief outlines of actions & goals I hope the 145th Board will be able to take & achieve.

1. *Diversity & Diversification* — in order to live up to the ideal of being Princeton's paper of record, the staff of the 'Prince' should reflect the diversity in our body of students. This, however, should not be our end goal. The 'Prince' should also explicitly seek to support & encourage members of staff from diverse backgrounds. Ways we can accomplish these two goals are outlined below, & these actions will be orchestrated by a DEIB task force (see "Vision for the Managing Board" for more information):

   At the time of writing, plans from the DEIB goal-setting workshops conducted in fall 2020 have yet to be released. I fully intend as EIC to listen to & help implement said plans (see "Vision for Managing Board" for more information). If any of the following undercuts / stands in contrary to these plans, I will seek to amend them / expand upon them accordingly.

a. *Recruitment* Attracting a diverse staff means *lowering the barrier to entry* by explicitly seeking out diverse applications. Actions we will take towards this goal include hosting open-houses directed towards Black, brown, & indigenous students, LGBTQ+ students, & first-gen, low-income students; sending outreach emails towards affinity spaces; & intentionally devising applications with inclusivity in mind (this could mean having name-blind hiring & explicitly encouraging students from diverse backgrounds to apply on all application materials).

b. *Dialogue* A staff does not become anti-racist nor holistically inclusive in a day, or in a single training session, or through good intentions. The 145th Managing Board should continue our relationship with Diversity, Equity, Inclusion, & Belonging (DEIB) leader Anita Ortiz & institutionalize the practice of ongoing training of staff towards a DEIB mindset. Actions we will take towards this goal include hosting 2–3 formal DEIB workshops/conversations per semester & hosting informal social events with DEIB in mind (these could look like attending book club conversations, hosting Netflix Parties, etc.). Furthermore, staff will consistently have a point of contact to talk to about matters concerning DEIB given the DEIB task force (leaders of the task force should consider hosting regular office hours or hold a WASE calendar).

c. *Support* A key barrier to involvement w/ the 'Prince' for students from diverse backgrounds continues to be financial. The 'Prince' in general, & particularly leadership roles within the 'Prince,' is a significant time commitment, one which prevents students who need a certain amount of work hours a week from participating as much as they would otherwise. Our peer publications — from Columbia Daily Spectator's work-study program which raises $75,000 a year from alumni & The Harvard Crimson's 22-year-old financial aid program to the Yale Daily News's more recently established stipend program — have successfully sought to address this barrier, & the 'Prince' should seek to follow in suit. If you look at the last several years of EIC platforms, you will consistently see a financial support program advocated for. We are still without one. The 'Prince' will not achieve this goal until a financial aid program becomes a top priority of a managing board, & until then, goals of newsroom diversity & diversification will be severely impeded. I intend the making of significant progress on a financial aid stipend to be a top priority for my managing board. Throughout the rest of this platform, both under "Further Initiatives & Ideas" & "Vision for the Managing Board," I hope it will be made clear to you ways in which I fully intend for us to go about making this progress.

2. *Relations with Relevant Bodies* — I made this second category as a way to head my thoughts on communication & relationships with the University, the Trustees, & within the 'Prince' itself. I intend to keep these thoughts as brief as possible while still being clear (feel encouraged to email, text, or bring up anything you believe worthy of more elaboration during deliberations).

   a. *... w/ the University* *(Independence)* The journalistic integrity of the 'Prince' is grounded in its independence from the University. The 'Prince,' thus, is not subject to ODUS whims/rulings on matters like whether gap year students can be part of our community. We should not act as if this isn't the case. I have a backbone, & I am not afraid to speak up when I see positions of power being misused. *(Communications)* Concurrently, a healthy relationship with the University is also important to our journalistic integrity. In my tenure as EIC, I will assist in the making of guidelines that will help us do our part to maintain healthy relationships with the Office of Communications, & I will promote training practices that emphasize these guidelines. These guidelines should also provide ways to better support writers & editors in communication overall with the University by identifying points of contact & empathetic strategies for troubleshooting problems that may arise. Though preventative work through training & guidelines will help to prevent said problems, the EIC & managing editors of the next Board should be prepared to step in & protect writers from all sections in situations wherein problems arise by seeking to address these issues directly with the Office of Communications.

   b. *... w/ the Trustees* In general, I see the Trustees as a great resource. I look forward to working with them to create a virtual version of Trustee Training this coming spring & utilizing their knowledge to create better newsroom practices (for instance, to help us avoid copyright issues by re-emphasizing to writers/editors best practices concerning photo usage & attributions). Furthermore, thorough & persistent lines of communication with the Trustees will be necessary in making progress towards a financial aid stipend, both in dealing with legal matters concerning said stipend & in engaging alumni for donations towards said stipend. When advocating for the wishes of the newsroom & standing up for staffers ... *re: backbone.*

   c. *... within the 'Prince'* I subdivide this point in two: 1st, concerning working relationships Business, 2nd, briefly concerning my vision for the 'Prince' community.

      i. *w/ Business* The Business Manager & EIC are equals. Though most of editorial's relationship w/ business is necessarily kept separate, certain initiatives require cross-side collaboration & sometimes, our domains cross paths. As EIC I first hope to maintain a close working relationship with the Business Manager in order to make progress on fundraising for a financial aid stipend (which I envision would be made equally available to members of both sides of the 'Prince'). Secondly, I hope to help orchestrate work with Business to build upon this year's high school journalism workshop. Thirdly, I hope to learn from insights Business may offer us in terms of web-analytics. Fourthly, I hope to assist in making better communication between

Business & editorial by designating clear liaisons between sides for different projects & creating clear standards for when communication should occur (e.g. ensuring Business knows who to contact in Copy & when to contact them). And lastly, I hope to work with Business in constructing a clear & transparent operating budget for editorial so we know exactly what we are working with (e.g. allocating reasonable funds towards social initiatives, transportation costs, equipment costs, etc.).

 ii.   *w/ the 'Prince' community*   As I hope is shown throughout this platform, I hope for a 'Prince' community where everyone feels welcome, encouraged, & happy to be here.

  1.   <u>Social wellbeing</u> I plan on my managing board continuing the practice of "newszooms" while we continue to be virtual, continue the practice of plugging events 'Prince' staffers are involved in through the 'Prince' listserv, & continue the practice of acknowledging the work that goes into production/articles/initiatives through staff-wide shoutouts. I also plan to continue the maintenance of the 'Prince' staff slack throughout my tenure. Until the time in which the COVID-19 pandemic is over, operations will necessarily take place virtually, & so will any staff-wide social events. If & when the pandemic subsides, all staff (including staff leadership) will be supported in using the newsroom as a place for social gatherings in addition to a space for production & meetings.

  2.   <u>Professional Development</u> Outside of Trustee Training, I hope to help orchestrate a "staff-wide" training each semester after Recruitment (for an elaboration, see "Further Initiatives & Ideas"). In addition, I plan on continuing to organize workshops given by alumni working in journalism (at least 1 per semester).

Further Initiatives & Ideas

where are some opportunities for <u>staff-wide</u> growth that I see & how can we fill them?

Elaboration on Aid Program

The need for some form of a financial aid program is clear. The work done by the 144th Managing Board towards this goal has been more than any in recent memory (despite a financial aid program being "on the ballot" since the time of some of the Trustees) & it should not be discounted; at the same time, it can (& should) be critiqued. Importantly, language surrounding an aid program should be *intentional* & the program itself should be discussed with *transparent communication.* If we take the stand to prioritize this, we could make significant progress on something that will remain at the 'Prince' long after our time; if we fail to, an aid program may continue to be a ballot topic that never reaches fruition. Here's how I see us going about its prioritization.

1. *Institutionalization & expansion of the Aid Program Working Group*

The Financial Aid Stipend Working Group of the 145th Managing Board should build upon that of the 144th Board. I see us constructing it in the following way: (2) members of the 'Prince' will be placed as the heads of the group. At least (1) of these heads will be a managing editor, a second could potentially be a staff member who was involved with the working group over the past year. Service as heads of the group should be considered a year-long commitment. Members of the working group will be solicited from 'Prince' staff at large & from members of that of the 144th Board (because I believe the Stipend should be of the kind where it could support members from the Business side as well, "staff at large" includes from the Business team). Service as a member of the working group should be considered a semester long commitment.

The creation of this working group structure should be a first order of business for the next EIC. After heads of the working group are named, the EIC & the co-heads should meet as soon as possible with the Trustee liaisons in order to assess & concretely identify the current roadblocks in the way of an aid program. I am assuming that one of the biggest roadblocks is in beginning fundraising (& setting for fundraising reasonable goals).

2. *Cross-side teamwork towards alumni engagement*

Luckily, that roadblock is the one we are the most equipped to handle (it is up to the Heads of the group & the EIC to maintain clear lines of communication with the Trustees in order to overcome legal roadblocks). What is clear from assessing similar programs by peer papers is that many of our peer papers have a vibrant & engaged alumni community that constitute the key donors. The 'Prince' alumni community, as of right now, is less put together. Here's some ways the working group can start amending that (this is meant to be a brief sketch).

   a. Alumni website / monthly newsletter : The Business team & summer alumni engagement group made great strides towards this; it has yet to get off the ground.
   b. Laying the groundwork for events catering to alumni : COVID-19 presents serious hurdles to hosting something akin to a fundraising gala or large-scale Reunions event in the coming months. However, laying the groundwork for events such as this by (a.) studying similar events done by peer organizations, (b.) figuring out the logistics of how we could do something similar, & (c.) setting up a plan for such events when permissible will push us incredibly far down the road to sustainable fundraising.
   c. Reunions Special Issues : The working group should collaborate with Design to brainstorm the creation of Reunions special issues commemorating major Reunions for specific classes (yes, I am resurrecting this from Jon Ort's platform, it's a fantastic idea & done well by our peer publications).
   d. Construction of & Implementation of Donation Campaigns : Once alumni engagement has been established in some way, room for donation campaigns is

created. Thanks to teamwork between Business & the Alumni Directory working group of this past summer, we have at hand an easy way to perform mass reach out to alumni, which in the past was a stumbling block for this idea.

3. *Goal-setting a working timeline of milestones*

Dream big. Fight practically. Working with the Trustees to create a working timeline of milestones to accomplish each semester will help keep both the working group & committed Trustees accountable.

"Staff-Wide" Training

General Vision I seek to build off the successful "reporter-wide" training conducted this past fall by institutionalizing a "staff-wide" training to take place between recruitment & pickups each semester of my tenure. An initial staff-wide training serves the purpose of teaching new staff members our goals & priorities for the Board. The way I envision staff-wide training to occur is over Zoom, with time for the staff to all sit through the same training materials & time to break off into section-specific (or category-specific) breakout rooms.

Some information relevant to the entire onboarding staff include:

(1) How the 'Prince' is run (& calendar information)
(2) Values the 'Prince' is committed to (expectations of staff)
(3) What is: journalistic integrity, libel, copyright infringement, etc.
(4) Basic Copy/Style training
(5) Newsroom jargon (e.g., what is a "nut graph," "header," etc.)
(6) Who should you contact when x, y, z (& how to find their information)
(7) Where to find relevant information (staff-wide google drive)

Elaboration The staff-wide training should not be long or arduous (I am wary of requiring onboarding staff to stare at a screen indefinitely). I could see the staff-wide portion of training lasting no more than an hour to an hour & a half *at maximum*, with introductions from section heads, managing editors, & the EIC. After the staff-wide portion, there could be a brief break (say, a lunch break), & then training could reconvene for section-specific or category-specific sessions (e.g. a category-specific reporters training, a Zoom room for Digital Transition members to meet with both members of the Tech team & Design team to discuss collaboration practices, section-specific Copy/Style training, etc.).

Benefits of this format include:

(1) Staff-wide training gives onboarding staff the opportunity to meet heads of other sections, the managing editors, & the EIC in lieu of spontaneous meetings in the newsroom. Though this is helpful for transparency & community building, it will also allow onboarding staff to immediately learn who to talk to concerning other sections of the 'Prince,' which is important in allowing them the opportunity to take initiative in the creation of cross-section collaborations, guest contributing to another section, etc.

(2) Intentionally creates time & space for sections that work closely together to meet. This helps onboarding staff in their ability to clearly delineate between their work & the work of closely related sections, & it helps closely related sections build concrete practices for collaboration, communication, & consistency.

(3) Ensuring a swift onboarding process wherein information that is important across-sections is given consistently, clearly, & transparently.

Information Transparency

What I seek to address When communication fails, problems arise. Problems that we have encountered previously due to breaks in communication range from vagueness in social media & graphic design practices, to publishing outreach websites riddled with proofreading errors, to having mass confusion over who is expected to help out at open houses, to key faults in the framing of the Financial Aid Survey, to mass Slack chaos over the high school journalism workshop. These problems are the fault of no one person, nor one group of people. However, I believe the next managing board can & should purposefully take the initiative to prioritize clear communication & information transparency.

Here are a few examples of simple practices that would help towards this goal:

(1) Appointing a scribe at each masthead meeting, with meeting notes being sent out in the managing board Slack after each meeting. Concretely writing down ideas will allow for greater accountability & clarity (e.g. writing down the idea to have a Staff Slack and following up on it would have saved a great deal of confusion this past semester).

(2) Clear, insisted upon practices concerning section-wide google drives & a leadership-wide google drive (including how to access said drives, what the drives should contain, etc.). A section-wide google drive for news, for instance, might include a link to the Style Guide, the reporter's handbook, & a link to guidelines for communication with the university. The leadership-wide google drive, on the other hand, may include a folder with archives of budgets, a folder of notes from masthead meetings, information on social media practices, etc.

(3) Consistent updating of section-specific guides to running the section (which each section should maintain), consistent updating of staff-wide & section-specific directories, etc.

(4) Utilizing productivity tools (e.g. conceptboard) in order to maintain a virtual whiteboard of large-scale projects, initiatives, timelines, etc.

Vision for the Managing Board

how will the managing board structure support our paper best?

The Managing Editor Role

The General Vision I see the general vision concerning the role of the managing editor to be a continuation of practices put in place throughout the previous Board, with managing editors dividing their time between

production shifts & work on long-term projects. The four-person managing editor structure of this previous year seemed especially helpful in managing long-term projects & maintaining community during a virtual semester, and I plan to recruit around the same number for my Board.

Long-term Projects Though I hope to work with managing editors to identify long-term projects they are specifically interested in & suited for, ideas I have for these projects include: (1) heading the financial aid stipend working group, (2) coordinating fundraising efforts & highschool workshops, (3) launching & leading a DEIB task force to manage conversations on & projects pertaining to newsroom diversity, and (4) orchestrating social & professional development opportunities for staff. Long-term projects will necessarily include collaboration both between managing-editors & with staff at large. These projects should give opportunities for involvement to staff members at all levels of the publication. This is especially important for the DEIB task force in order to have a task force representative of the 'Prince' community.

Production responsibilities In terms of production shifts, managing editors will continue the practice of scanning, proofing, & publishing articles for nightly production alongside the EIC. General newsletter duties will be divided equally among the EIC and managing editors (for special newsletter initiatives, see "Digital Transition" and "The Prospect").

Goals Concerning Production

Spring semester The COVID-19 pandemic presents insurmountable obstacles to a nightly print production for spring semester. This need not be viewed in a negative light. Removing the pressures of print production allows us greater latitude in being intentional with the kinds of stories we publish & maintaining the standards we wish to uphold. During spring semester, we will continue the practice of designing & sending to print three curated "special issues." Princeton students should be able to opt-in to receive a print copy of each special issue at no cost. The website itself, our main road for articles to reach readers, will be consistently maintained & updated through use of the #web-queue Slack channel & coordination with the Tech team — when issues are noted, they will be sought to be addressed immediately (as of writing, significant portions of our website remain non-functional, which should be amended as soon as possible).

& Beyond Resuming nightly print production fall semester will be contingent on the state of the world — & conversations among staff, Business, & the Trustees. Print publication is not dead, & over the course of my time at Princeton, reading the print paper (& working as a deliverer of that said paper) has been something I consider especially rewarding. The process of producing, delivering, & distributing a print paper should be safe & sustainable. If we are in a place where the resumption of print production becomes possible, we will need to go about doing so with great care.

Vision for Section Leadership

what are good practices I see each section holding?

Overarching Vision for Leadership

General Vision Each section knows how to run themselves better than I know how, & I aim as EIC to *learn from section leaders* & consider how best to support each section rather than micromanaging in the specifics of day-to-day operations. Therefore, I will limit my section-specific visions to areas for growth within each section, rather than clearly delineating a strict normative plan of how each section will be run. Furthermore, I aim to have grounded many of these comments in conversations I have had with editors & writers over the course of these past few weeks. I begin here with general standards that leaders of each section should be held to & plans relevant to leaders across sections.

1. *Masthead meetings* will be run with efficiency in mind. Section leaders will be required to attend masthead meetings when at all possible, & when unable to attend, section leaders should read meeting notes & follow up on them appropriately. Relevant information from masthead meetings should be promptly distributed to staffers (see #3).

2. *Masthead community* will be facilitated through a Masthead Retreat, held once during the 145th Board. The design of this retreat will be to revitalize morale & counter burnout. Leaders from all sections will be strongly encouraged to attend. If held spring semester, it is likely this retreat will be virtual. Section leaders will be both encouraged & expected to facilitate community within their sections through the hosting of social & section-wide events & through general support of staffers.

3. *Clear communication* should be a priority of all section leaders. This includes filling out the budget spreadsheet for production at/before the designated time, responding promptly to Slack messaging while on shift, & regularly touching base with writers/staffers (whether that be through weekly or biweekly emails, section/branch wide meetings, or social events). Outreach to the Princeton community should be kept standardized, appropriate, & intentional.

4. *Institutionalizing knowledge* will be a job shared among leaders in each section. Documents concerning the upkeep of the section & section directories should be regularly updated & google drives should be kept clear & organized. This will aid in communication, accountability, & leadership transitions. Incoming leaders should have access to clear & standard instructions on the usage of CEO (e.g. URLs, creating author tags, embedding photos, captions, etc.), social media practices, etc.

Cartoon

Cartoon was restarted entirely during the COVID-19 pandemic & has since achieved remarkable success in (a.) creating cartoons for regular production, (b.) excellence in quality of work, (c.) cross-section collaboration through interactive storytelling & the illustrations team, & (d.) inter-section community. It is my hope that Cartoon leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for Cartoon to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

-   *Encouraging longform storytelling* Single panel cartoons are stellar & only a small fraction of what Cartoon is capable of. More longform storytelling that balances text & cartoons/animations (Wendy

Ho Visual Essay style) would be amazing to see, as would multi-panel cartoons that extend downward into an article (rather than placing the entire cartoon as dominant media). A way to signal that a piece was more than just the dominant media cartoon would be to label it clearly in the headline (along the lines of "Series | [insert overarching title for piece here]" or "Visual Essay | [xxx]." Promoting Visual Essays in particular can be done by identifying clear points of contact in Digital Transition so that cartoonists know who they should talk to if they are interested in creating one.

- *Utilizing the tech team to further Cartoon's presence on the website* Cartoons can be subsetted by the forms mentioned above, and cartoonist profile pictures (which I believe the entire section made in order to put on the website in the first place) will accompany cartoons in a similar style to how Opinion staff columnists profile pictures formerly accompanied articles (which we should also bring back, see: "Opinion"). There should also be a place on the Cartoon section of the website that encourages guest submissions, with the appropriate contact information & requirements delineated.

- *Encouraging multi-artist collaboration* I'd love to see projects contributed to by multiple cartoonists, i.e. series that are composed of panels drawn by different artists (similar to "Daily Shoutouts" in The New Yorker.) This would generate some cool longer form content while also fostering community.

- *Creative use of social media* Grouping together similar cartoons in posting on Instagram rather than just one-offs (see "Digital Transition" for more information concerning social media).

- *Clearly communication concerning illustrations* In order to better utilize illustrations, a budget spreadsheet will be created & shared between Cartoon & Design. When an editor makes a request for a graphic, they should communicate in the #illustrations Slack channel in addition to filling out the budget. Cartoon vs Design editors will "claim" the illustration request for their section depending on which style the request is most appropriate for & assign cartoonists vs graphic designers accordingly. Clear conversation should be held between Cartoon & Design to determine when Cartoon should claim an illustration vs when Design should claim an illustration. A guideline to asking for illustrations (& what different kinds of illustrations are possible from each section) should be made & placed in the editor google drive. (This bullet is repeated in "Design")

Copy

Throughout the pandemic season, Copy (a.) succeeded in updating & maintaining the Style Guide, (b.) critically assessed conscious language practices, (c.) trained, onboarded, & bonded with new staff in addition to having a high rate of return from previous staff, & (d.) ran shifts efficiently through Zoom, gather.town, and consistent + clear communication. It is my hope that Copy leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for Copy build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Headline writing from the Copy desk* At many peer publications, as well as in previous Boards of the 'Prince,' copy-editors assume primary headline writing responsibilities. Under this next Board, copy-editors should resume this role. This allows us to approach headline writing with greater care & consistency, as an intentional conversation between copy-editors & their shift leaders. In order to

assume this role, the next iteration of Copy Chiefs will be trained according to current best practices for headline writing for search engine optimization which were compiled over this past summer & will pass this knowledge down & throughout their staff. Though writers/editors should still assign headlines to their pieces, Copy will ensure these headlines meet standards & improve headlines if they do not. Headline writing is a creative & fun skill that copy-editors need if they wish to pursue copy-editing in any kind of formal context outside of the 'Prince' (including in applications for newsroom internships).

- *Training Copy staff in newsroom jargon, ("grafs," "ledes," etc.)* Newsroom jargon used by other sections is not always passed down to the Copy desk, which can result in vagueness & difficulties in communication. This gap should be filled by "Staff-Wide Training" (see above).

- *Copying of special newsletters, social media posts, special websites, etc.* Clear & transparent communication on projects + initiatives with Copy leaders should allow Copy to check the majority of text in designated time frames / by designated deadlines. (Tldr; websites + social media should be copied & not given to Copy as an afterthought / post publishing / jumped on Copy at last min.)

Design

Over the past semester, Design has risen to the challenge of reorienting the section in lieu of the task of nightly layout. Design has successfully (a.) created 3 print special-issues, accompanied by specialized newsletters, (b.) trained staff in graphic design & layout, (c.) facilitated community through a working group devoted to section bonding, & (d.) utilized the graphic design team to create illustrations & representations for various articles. At the same time, this transition was difficult, & the large body of Design staff is not always properly utilized. It is my hope that Design leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for Design to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Creation of print special-issues* For at least Spring semester, we will continue to publish print special issues (see "Goals Concerning Production" for more detail). In addition, Design will be instrumental in laying out special issues for classes celebrating their 25th & 50th Reunions at Commencement. PDFs of all special-issues should be made available on the website (if Business wants these to require a subscription, we can follow in suit of The Crimson in making PDFs of print-issues available via the platform "Issuu." Our print issues of the past are already available on the platform). The Reunions special issues (see "alumni engagement" for more details) may be curated by a subset of designers working in tandem with the financial aid stipend working group & will provide the creative work & latitude necessary to appropriately engage Design staff. When we transition back to campus, we may also consider making nightly print issues should also be made available online as PDFs.

- *Clearly communication concerning illustrations* In order to better utilize illustrations, a budget spreadsheet will be created & shared between Cartoon & Design. When an editor makes a request for a graphic, they should communicate in the #illustrations Slack channel in addition to filling out the budget. Cartoon vs Design editors will "claim" the illustration request for their section depending on which style the request is most appropriate for & assign cartoonists vs graphic designers accordingly.

Clear conversation should be held between Cartoon & Design to determine when Cartoon should claim an illustration vs when Design should claim an illustration. A guideline to asking for illustrations (& what different kinds of illustrations are possible from each section) should be made & placed in the editor google drive. (This bullet is repeated in "Cartoon")

- *Cross-section work to design graphics for special websites* The graphic design team should also expect to be able to work with Digital Transition projects in designing graphics for special projects. This will help give graphic designers the kind of creative work they have expressed interest in.

Digital Transition

The creation of the Digital Transition project, & it's formalization into a free-standing section of the paper, has proved instrumental in shifting towards a digital-first focus. Despite operating with a relatively small staff, DT has (a.) revitalized & standardized 'Prince' social media presence, (b.) created innovative web design projects & special newsletters, (c.) improved our abilities to conduct large-scale polling & data analysis, (d.) worked to create specialized digital tools, & (e.) opened up avenues for new content, including crosswords & quizzes. It is my hope that DT leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for DT to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Staff structure that supports different branches of DT* The three DT editors have shoulder a great deal of widespread work.   I see DT operating with separate branches, with clear leaders of each branch so that points of contact are easily identifiable from an external perspective. Specifically, I propose DT being made of a minimum of 4 editors: having an editor specifically designated to a social media branch, an editor specifically designated to polling & data analysis, an editor specifically designated to digital tools & puzzles, & an editor specifically designated to web & special newsletter design. (This proposal follows the basic structure of how DT is currently operating but divides up the social media & web design branch so that there is a specific point of contact for social media). This will help clearly distinguish work & provide greater structure & visibility in support of DT's different initiatives.

- *Clear & transparent social media practices* Our social media practice, particularly with use of IG, has developed dramatically, & posts by DT have looked astonishingly professional, consistent, & clear. At the same time, partially due to the newness of the section & lack of a clear point of contact, editors sometimes remain confused as to exactly how to pitch a post to the social media team, who to pitch the post to, & the production schedule for social media posts. The social media editor should work to clarify these points & document practices in guidelines available in the masthead google drive.

- *Specialized newsletters & a working subscription site* The Prospect newsletter is one example of many which DT could brainstorm the workings & curation of. Peer publications have weekly/monthly newsletters that are sent to parents, alumni, those only interested in opinion articles, etc. There's a lot of room to grow here. These can be managed by the subscription site that was recently made.

- *Institutionalizing knowledge for training & growth* DT is currently operating with a relatively small team. Having greater clarity concerning the different branches, projects, & accomplishments of DT should help tremendously with the next round of recruitment. Because of the newness of the section, documenting & institutionalizing practices/knowledge is especially important for the growth of the section & training of staff who are less familiar with the technology that is used.

Editorial Board

During spring semester going into the summer of the past year, the Editorial Board published around a dozen pieces that sparked campus-wide (& in the case of PDF grading, nation-wide) conversation — more pieces than the previous two boards combined. Over the past semester, one editorial, which had been in the works for several months, was published. It is my hope that members & leaders of the Editorial Board maintain the practices which have allowed for their section's successes; I also hope for the Ed Board to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Composition that supports quality & consistency in publishing* In order to have the logistical support necessary for quality & consistency in publishing, the Ed Board necessarily needs to be chaired by someone specifically devoted to the Ed Board (the chair position went defunct fall semester, leading to difficulties in accountability & organization). Size of the Ed Board should also be thought about with intention (groups of more than 10 can be unwieldy & cause difficulties in coordination).
- *Values to ground procedure & policy with Ed Board pieces* The Ed Board should be run with unanimous moves towards pitches so that all members of the Ed Board are engaged in the development of each piece. Regular & consistent meetings should help with timeliness of pieces — the Ed Board should not have a certain quota of output each semester, but pieces in development should be followed up on regularly so they speak to issues that are current by time of publishing. Ed Board pieces should be written intentionally, with a focus on quality over quantity of production.

Features

Features, both in the quality & consistency of recent articles, has proved itself to be stable & self-sufficient, despite losing three editors & almost all section-specific writers at the start of this semester. In particular, Features has (a.) recruited & trained new editors, (b.) had success in weekly meetings among editors & in weekly pitch meetings with writers, (c.) recruited, trained, & engaged 30+ writers, & (d.) produced compelling longform content. Features leaders have also managed difficult conversations with the Office of Communications & fought for dialogue on how to better support writers in communications with the University. It is my hope that Features leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for Features to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Boosting morale/engagement through social events & shoutouts* Due to the length of time it takes to produce Features pieces & the freshness of onboarded writers, engagement has varied. With writers becoming more experienced, intentionally working to boost engagement by providing

opportunities to engage with editors & other writers outside of pitch meetings & work will be a boon. Writers should feel like fully integrated members of the 'Prince' & feel encouraged to engage with the larger 'Prince' community through Slack, Newszooms, newswide socials, etc. even if they have been able to produce fewer articles than new writers in other sections. Work to help Features writers feel like fully integrated members of the 'Prince' will necessarily involve strong acknowledgement of individual work from the next Board in addition to a greater show of support for new faces at newsroom-wide social events.

- *Intentionality & variation in length of pieces* There has been outstanding longform content from the Features section — at the same time, length is not what distinguishes Features from other sections, but the style of writing. An increased focus on profiles & other shorter-form Features may help writers be able to feel more engaged by allowing them to produce content in a shorter time frame than it takes longform pieces. De-emphasizing length of pieces would also work to help get more Features pieces into print-issues (more thoroughly integrating Features work with the work of other sections). In respect to profiles & Q&As, the graduate school community is a little-tapped resource of incredibly interesting people (both of popular interest for students looking to know more about what graduate school is like & in the coverage of interesting departmental programs relevant to both undergraduate & graduate students, like the Minorities & Philosophy program in the PHI department).

- *Firming up, institutionalizing, & expanding recurring series* Features series gain high traction on our website, & series provide an easy roadmap for less experienced writers to follow & feel confident in writing. Documenting & keeping clear which series are running & what writers can do to write articles in a series will help boost the presence of series in the section & make sure certain series don't eventually fall through the cracks. Furthermore, some series would be incredibly fun to display in Multimedia format (e.g. a Video-Features "Tiger tots") collab & would allow for great cross-section creativity (see "Multimedia" for more information on cross-section collaboration). Series can also be highlighted by highlighting them as subsections under the Features tab on the website.

Multimedia

Without access to Prince-specific & shared studio equipment, Multimedia leaders have had to think of creative solutions to manage a diverse body of staff, the majority of which were left without access to typically used subscriptions & software packages. In face of this challenge, (a.) the Podcast branch of Multimedia has produced content for three different shows, with two more shows in the works, & trained Podcast staff in free versions of audio-editing software, (b.) the Video branch of Multimedia has successfully worked to produce & publish student-feature oriented content, & (c.) the Photos branch of Multimedia has gotten photo series in the works. At the same time, pressures related to adapting without access to appropriate equipment have remained a high challenge for the section as a whole & section leaders, who are often the only ones who have access to the appropriate equipment, in particular. It is my hope that Multimedia leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for Multimedia to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Restructuring of the section to better develop different branches* A better structure for Multimedia will provide better support for the different ways the section hopes to grow. Each branch of Multimedia should have a specific associate editor assigned at the head of it. This will establish clear points of contact for standards & outreach for each branch, allow for greater consistency within each branch of Multimedia, & ensure no branch of Multimedia "dies out" (as Photos has tended to do from time to time in the past). This will also free up the Head editor of Multimedia to focus on larger scale coordination, communication, & projects within the section.

- *Working with Business to brainstorm ways to fund / subsidize equipment* A clear operating budget for Editorial (see the "w/Business" section of "Relations with Relevant Bodies" for more detail) will help Multimedia leaders know what they are working with as far as a general budget for equipment. Given the immediacy of the problem of equipment during the COVID-19 pandemic, immediate coordination with Business should occur to brainstorm ways equipment could be either funded or subsidized — this could include placing ads in Podcasts, figuring out the exact logistics of what is needed & for how long it will be needed, etc. (For example, Adobe packages are expensive, but they are only necessary on an individual basis while access to newsroom computers is impossible, & even getting one person per podcast who has the correct audio-editing software would be a tremendous boon for the section.)

- *Greater emphasis on cross-section collaboration* Multimedia, in addition to producing content of its own, is a mechanism for producing content from other sections in fun, engaging ways, that interact with a different audience than traditional articles. I'd love to see videos with cartoonists where a cartoonist draws a basic image & invites viewers to send in pictures of their own, News reporters using podcast avenues for audio journalism, to perform ideos w/ cartoonists on how they draw things, videos where opinion columnists who have differing takes on an issue debate each other (have to give credit to Mark Dodici here for continuously bringing this idea up), Photo stepping in to help with photographs of a student artist's work for a piece in The Prospect, etc. Freeing up the Head editor of Multimedia by providing more structured support for each branch should allow the Head editor to develop practices for cross-section collaboration & coordinate different members of staff to implement these ideas.

News

In the past several months, News has stepped up to the plate in covering important breaking pieces & creating regular content, despite having to radically alter leadership structure due to students on gap years & certain beats given spread of reporters across the globe. News leaders have successfully (a.) helped spearhead a general reporter's training after an incredible recruitment season, (b.) facilitated better communication & community with staffers though the use of small editor groups, (c.) trained & supported new editors, (d.) hosted widely attended social events, & (e.) managed difficult conversations with the Office of Communications. It is my hope that News leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for News to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *2 Head News Editor structure* The size of the News section necessitates a 2-person Head News Editor structure in order to manage & help train the plethora of other editors while still assisting with production, communicating with the University, & looking towards longer-reaching initiatives. Placing less pressure on the lead of the section with a 2-person head structure will allow section leaders the time & freedom needed to brainstorm ways to focus on diversity in pitches, better supporting new reporters from diverse backgrounds, collaborating with other sections, etc.

- *Diversity in pitches, beat development* In theory, the diversity of our coverage would naturally reflect the diversity of the 'Princeton' community — *if* our staff itself reflected the diversity of the 'Princeton' community. As it stands, neither is the case (this being so even with great strides being made in our coverage over the past Board). News leaders under the next Board will continue the work of leaders under the 144th Board by focus on how to intentionally pitch articles that cover traditionally underrepresented voices (examples of questions to ask would be like: how did the LGBT Center adapt to Zoom-world & how are LGBT students feeling w/o the physical space, as some are back home where they may not be out/supported; how has Princeton Students for Reproductive Justice conducted mass activism online; how can we follow up on articles & podcasts covering Black student activism & develop beats that target the long tail of diverse issues; etc.). News leaders should also support writers in following up on articles that cover marginalized/unrepresented members of the Princeton community (e.g. when a protest is covered, following up with a protest leader in the weeks after to talk about any outcomes / progress on the issues, assessing the effectiveness of task forces by continuously talking to members of said task forces, etc.). Aside from intentional pitching, News leaders should also develop practices to ensure that, when looking for comment on pieces, writers are intentional about who they are getting comments from (e.g. not just getting comments from friends & acquaintances).

- *Cross-sectional production of content* News leaders should help reporters brainstorm & utilize Multimedia avenues for producing content — e.g. video Q&As with professors, continuing News involvement with Daybreak, etc. This should give News writers opportunities & support in pursuing creative endeavors previously only well-utilized by people "in the know." (See "Multimedia" for more information on cross-sectional collaboration.)

Opinion

Over the past Board, Opinion has become a strong platform for ideas of the student body as a whole & has provided ways for students to engage with the Princeton community of voices despite being spread across the globe. In particular, Opinion has succeeded in (a.) establishing better communication practices with (& community among) writers through regular contact & biweekly face-to-face meetings, (b.) working towards solidifying leadership structure through regular meetings & practices focused on accountability, (c.) managing a large quantity of guest submissions from students, faculty, & alumni. It is my hope that Opinion leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for Opinion to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Clearly distinguishing between op-eds & columns* The 'Prince,' in recent memory, has used the term "op-ed" & "column" interchangeably (along with "op-ed writer" & "columnist") — which inhibits writers ability to establish unique presences as columnists who write with a specific style & point of view. Columns are articles produced at regular intervals (e.g. published every other Wednesday), often with a wide-reaching theme or topic (see the Columbia Spec's columnist class for a great example of these types of Opinion pieces — I'd love to emulate a page like this for our home page once we make the distinction between columns & op-eds). I'd love to see our Opinion section more clearly make this distinction to allow writers who are especially engaged to develop a public & creative presence on our site & in our publishing. Op-eds are actually the kind of articles that we've been typically publishing — not designated to a writer-specific publication day & not necessarily cohesive with other op-eds by the same writer. Op-eds & staff writers who write them have more freedom to respond immediately to events & allow writers to experiment with voice & style, given that they don't need to seem cohesive with other pieces by the same writer. Both styles are important & valuable — & both allow writers different creative avenues to present their work.

- *Lowering the general production requirement for writers* The current requirement of a piece every two weeks for writers presents a high barrier for entry into the section & is detrimental to the quality of articles produced. Given the lack of pressure created by a daily print paper, the general writer requirement should be reduced to one piece per month (If writers wish to write more often, they should be encouraged to, & writers should be encouraged to write & respond to current events in a timely manner, rather than waiting till the end of the month to respond to an event that happened at the start of the month. Writers with specific columns should be encouraged to produce work at regular intervals, e.g. every third Tuesday, with this schedule being clearly visible on our website). This should allow incoming writers greater time in developing skills as they learn to write pieces & provide greater room generally for writers to work to develop novel & original ideas.

- *Extending work with writers at onset of writing* To ensure writers have the kind of support they need in writing a column before they've done all of the work to submit a piece that must then be extensively re-written, writers should inform editors of their topic early on in the process (e.g. sending a 150 word email to their assigned editor explaining what they are working on) so that editors can provide support/feedback if they recognize a glaring problem or issue the writer may encounter (e.g. if a new writer was writing about pass/fail grading, an editor could suggest engaging with past columns/work on pass/fail grading in case the writer wasn't aware of this previous work).

- *Management structure that best supports guest op-eds & writers* Sometimes, due to volume & confusion on accountability, guest op-eds may slip through the cracks, or the editing process may not be as intentional or careful as the section would like. Conversations should be had on how to structure the leadership team of Opinion to ensure proper treatment of guest op-eds. One way to do this would be to designate an editor as a specific head of guest submissions, who can help divide up work on guest submissions fairly. This editor could also conduct specific outreach encouraging guest op-eds on a variety of issues to ensure that community dialogue makes its way through the Opinion platform when writers are not interested or involved (e.g. when News notes that a large petition has circulated

concerning a particular matter, if no Opinion writers have pitched that they are working to write something on the topic, the Head of Guest Submissions could reach out to writers of the petition & ensure they are aware of guest submission policies). Help on organizing the work of guest op-eds, too, could free up other editors to refocus on areas/initiatives that have slipped through the cracks (e.g. highlighting columnists & writers through profile pictures that accompany their articles on the website).

- *Engagement of graduate students & faculty* In the past (& in accordance with the practice of peer publications) the 'Prince' has attempted to solicit faculty & graduate students as columnists. Clear delineation of what a column is should help in reaching out to faculty & graduate students to see if we could get 3-4 graduate students & 1-2 faculty members on board as columnists. The minimum quantity requirement for graduate students & faculty columnists should be low (e.g. a philosophy graduate student's "Ask the Ethicist" could "run on select Mondays" & have a minimum requirement of 2 articles per semester) in order to facilitate engagement. Not only will this allow for some great (& popular) columns, but hopefully this will facilitate greater dialogue in general with graduate students & faculty (it would be awesome to see more graduate students & faculty turning to the 'Prince' to publish guest op-eds).

Sports

Sports was dealt a heavy blow through the cancellation of spring, fall, & (now) winter Ivy League sports programming; furthermore, Sports leadership was dramatically shifted at the start of the semester as editors made the decision to take gap years. It is a testament to the Sports leadership that remained — & the section's body of writers — that Sports has been able to (a.) cover important breaking news concerning Ivy League sports, (b.) train new writers, (c.) brainstorm creative ways to continue producing content, & (d.) move back towards regular content production. It is my hope that Sports leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for Sports to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Creative profiles & team features* The revitalization of Sports series through "On Tap" & the creation of "Tiger Time Out" has been especially heartening to see in recent weeks. One way to vary content would be to engage more with whole team interviews & interviews of coaches & to brainstorm ways to be creative in how Sports goes about how to produce that content. Many athletes are living together with their teams or members of their teams off campus (for instance, many members of the wrestling team have been living near each other) — it could be interesting to interview the whole "Wrestling House" & ask wrestlers how COVID-19 has impacted their future plans in their sports careers. Similarly, readers would also be interested in pieces profiling & interviewing coaches (like our recent article on soccer coach Jim Barlow). Some of these initiatives could also be made into series — which would provide writers with more regular & exciting content to cover. I could also see fun collaborations with Multimedia in bringing athlete interviews to podcasts or brainstorming fun video content (e.g. what do informal team Zoom workouts look like?). (See "Multimedia" for more information on cross-section collaboration.)

— for internal circulation only —

- *Engaging writers through community initiatives* Sports has the opportunity to be one of the most fun sections of the paper. Engaging writers through community initiatives (brackets, watch parties of sporting events, trying to rope in writers to be more active in the Staff Slack, etc.) will help maintain the section & body of writers while Ivy League sports remain out of commission.

The Prospect

Over the past Board, The Prospect has grown from a close-to-completely-defunct section to one of our most productive, creative, & consistent content avenues. Over the course of the past semester, Prospect has (a.) train & developed 4 new editors, (b.) grown exponentially in size through the recruitment & training of around 70 staff members, (c.) diversified content that covers recipes, reviews, Q&As, reflections & group recommendations, (d.) developed & instituted a special weekly newsletter tapping into the campus arts community, & (e.) engaged with the larger 'Prince' community through developing long-term projects designed to gather & curate guest submissions. It is my hope that Prospect leaders in the 145th Board maintain the practices which have allowed for their section's successes; I also hope for The Prospect to build off these points by, in addition to adhering to general standards/practices outlined in "Overarching Vision for Leadership," considering the following points & initiatives, which the 145th Board will support them in implementing:

- *Cross-section collaboration for visual storytelling* Some of Prospect's most compelling content is also that which is hardest to find dominant media & graphics for (e.g. self-reflective pieces, large-scale group projects, etc.). By the Board's development of clearer practices concerning illustrations by Cartoon & Design & clearer points of contact for web-design for special projects, The Prospect will be empowered to perform larger-scale cross-section collaboration in production of specialized content. For instance, a particularly compelling reflection piece may be pitched to a Cartoon to see if a cartoonist or team of cartoonist could create both dominant media & in-article illustrations, a Q&A on an important artist may be given to graphic designers in Design to do a professional, stylistic illustration of the artist that would communicate more section-specific voice than a photo of the artist could do, & collaborations with Cartoon & Digital Transition could lead to visual essays & specialized websites for Prospect's Love Stories project.
- *Reporters training for interested writers, stylistic training for section* Allowing reporters interested in more hard hitting arts journalism & coverage of events to attend reporters training (see "Staff-Wide Training" for more details) will give writers the skills necessary to conduct interviews, utilize quotes, & assess events from a more objective approach. Stylistic training that documents the different kind of articles The Prospect does, where paradigm examples are covered & stylistic tips are given, will help the section to document knowledge & will help writers clearly & transparently see the various options available to them (helping to distinguish Prospect's style from Opinion, for instance, which has previously been blurry from the perspective of writers).

Concluding Remarks

as always, wishing the 'Prince' nothing but the best

Thank you

If you've gotten this far, or only skimmed the parts most relevant to your areas of the 'Prince,' *thank you*. I'm honored you've spent some time looking at this, & I hope that the ideas reflected in this platform are as exciting to you as they are to me. There is so much more I wish I had time (& space) to say — but there are other platforms for you all to read, & I look forward to answering any questions you may have concerning the ideas laid out here during deliberations. If you have any questions or wish to discuss anything at all between now & then *(I'm thinking of you all in particular, staff members who might not be able to make it to live discussion)*, please reach out to me by email (amcgee@princeton.edu) or phone (270-994-8700). The 'Prince' has been my biggest, baddest love of my Princeton career — & I don't think I'd still be a student here without it. The 'Prince' community has changed my life for the better, & regardless of the outcome of this election, I cannot wait to see the next Board thrive, & thrive with it.

Acknowledgements

Many of the ideas laid out in this platform, but particularly ideas pertaining to section-specific visions, were formed through & taken from conversations with a multitude of editors, leaders, & staffers — both in this past week of writing & throughout the past several semesters of my Princetonian career. This platform could not have been written without these conversations with 'Prince' constituents. Throughout my platform, I attempted to refrain from shouting out specific names when talking about each section & past Boards, because quite frankly, I've learned from just about everyone I've ever come into contact with at the 'Prince,' & behind each section leader's great work is always the work & support of our tremendous body of staff. So, I guess, a shout out to you all, & all of us. 'Prince'luv — Anna