

UNIVERSITY OF OREGON SCHOOL OF LAW

2017-2018 DIVERSITY ACTION PLAN

I. EXECUTIVE SUMMARY

This plan is a response to the following mandate from President Schill issued on November 7, 2016:

Provost Coltrane and I will ask each dean and vice president to immediately begin conversations within their schools and departments with our faculty members, students, and staff members of color. The IDEAL plan calls on each school to develop plans on an annual basis. I will ask that each school and administrative unit accelerate the process and report back to me in 90 days with a set of steps they plan to take to promote diversity, combat racism in their units, and promote inclusion.

The Law School's response to the mandate builds on work done over the years by the Law School's Community and Inclusion Committee and incorporates the Law School's current draft Diversity Strategic Action Plan, which includes this statement:

Diversity, equity, and inclusion help make the University of Oregon School of Law a competitive, world-class public Law School. Thus, the School seeks to strengthen its diversity, equity, and inclusion as part of its overall effort to achieve excellence as an academic institution. The aim is to cultivate opportunities relating to diversity, equity, and inclusion so that the School and the broader community can benefit from them.

The action plan incorporates strategies and tactics designed to make the Law School a more inclusive and welcoming place; improve the representation of members of underrepresented communities within the faculty, staff, and student body; and improve the knowledge and competence of faculty, staff and students around issues of equity, inclusion, discrimination, structural inequality and historical context. The following are some of the specific tactics proposed and endorsed by the DAP:

The following are some of the specific tactics endorsed by the School's Diversity Action Plan:

- Obtain feedback on the student experience concerning diversity and inclusion through a student climate survey.
- Recruit and hire additional faculty competent in subject areas of particular concern to many members of underrepresented communities.
- Improve recruitment practices for faculty and staff that help reduce implicit bias.
- Revise and expand first-year professional development course to include a substantial

cultural competency component designed to engage students in difficult issues related to inclusion and diversity.

- Implement new graduation requirement whereby students must take at least one elective that includes content relating to legal history, structural inequality, discrimination, cultural context, or cultural competency.
- Increase faculty reporting around faculty member's efforts to gain knowledge and competency around issues of equity, inclusion, discrimination, structural inequality, historical context, and classroom discussion of difficult or divisive topics.
- Provide regular training, resources, and programming for full-time faculty, adjunct instructors, administrators, and staff that provide cultural and historical context for legal and policy issues, present diverse voices, and offer behavioral skills for addressing and responding to issues of inequality, discrimination, and divisive or difficult topics.
- Broaden outreach to underrepresented groups in student admissions through existing pathways (e.g., the Summer Academy to Inspire Learning (SAIL), the Center for Multicultural Academic Excellence (CMAE)).
- Fundraise to support the development of a pipeline scholars program for law students named after former deans Rennard Strickland and Derrick Bell.

The revised plan was developed by the Community and Inclusion Committee ("Committee") upon the charge of the Dean. The Committee included four faculty members, three administrators, and four students. The Committee circulated a draft to the Dean's Student Advisory Committee and the Dean's Advisory Committee for their comment and review. The Committee also circulated the plan for comment to all students, faculty, staff, and administrators. The Committee then hosted a Town Hall to solicit student feedback, and also provided an online survey for those who wished to submit comments anonymously. Additionally, the plan includes a number of ideas generated through an alumni roundtable, which was convened in the Spring of 2016. Lastly, the Committee presented the Plan at a faculty meeting for discussion.

The Law School already comprises significant diversity. The most recent JD class is composed of 54 percent women and 21 percent students of color. Women presently comprise 50 percent of the total faculty and 74 percent of officers of administration of the Law School while faculty of color comprises 15 percent of the total faculty and 18 percent of officers of administration. All of the Law School's associate deans, who are appointed by the Dean, are either women or people of color.

Finally, implementation of the plan -- especially collecting and analyzing the data associated with target measures -- will demand substantial human resources that are in scarce supply at the Law School. Over the last five years, the Law School has reduced staff and administrators commensurate with the national retrenchment in Law School applications. We therefore request that the University provide further support to the Plan's implementation, either in the form of funds to hire an individual within the Law School, or through partial or full assignment of employees with the relevant expertise from the central administration.

GOAL #1 INCLUSION--THE LAW SCHOOL WILL WORK TO CREATE AN INCLUSIVE AND WELCOMING ENVIRONMENT FOR STUDENTS, FACUTLY, STAFF, AND COMMUNITY PARTNERS.

Strategy 1- Examine and adjust aspects of the Law School that shape-both positively and negatively- how welcomed, included, and respected community members and visitors feel.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1a Develop and administer a student climate survey, and incorporate results into strategy for following year.	Proportion of students completing the survey annually.	Law School and University.	Dean, in consultation with Diversity and Inclusion Committee Members	Fall 2017 – consult other departments, develop survey Spring 2018 – distribute survey and analyze results Spring 2019 – administer survey and compare to prior results Spring 2020 – administer survey and compare to prior results
1.1b Develop a course on legal history, that presents legal cases within the social and historical in which they arose.	Number of students enrolled in the course. Student evaluations of course.	Faculty time; Curriculum Committee; Associate Dean for Academic Affairs.	Associate Dean for Academic Affairs.	Spring 2018 – Identify instructors willing to develop and teach such a course. Fall 2018-Spring 2019 – Develop course proposal and submit to curriculum committee for review. Fall 2019 – Offer course to students.
1.1c Implement new graduation requirement whereby JD students must take at least one elective that includes content relating to race, gender, sexual orientation, national origin, or religion in legal history; structural inequality, discrimination; cultural context; or cultural competency.	Number of courses instructors submit for consideration as part of the elective. Number of courses containing content satisfying elective.	Time of individual faculty members; time of Associate Dean for Academic Affairs, registrar and support staff to implement new requirement.	Curriculum Committee; Associate Dean for Academic Affairs; Registrar.	Fall 2017/Spring 2018 – Develop standards and submit to law faculty for approval. Fall 2018 – Submit petition to graduate school. Solicit law faculty proposals for inclusion in elective. Spring 2019 – Graduate school approval. Fall 2020 – Implementation.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1d Review all required JD courses (including first year curriculum), in conjunction with instructors responsible for course content, for the purpose of identifying opportunities to provide students with additional context around race, gender, sexual orientation, national origin, or religion in legal history; structural inequality, discrimination; cultural context; or cultural competency.	<p>Amount of relevant material added to instructor syllabi.</p> <p>Amount of class time devoted to relevant topics before and after review.</p> <p>Number of courses with additional coverage of relevant material following review.</p>	Time of individual faculty members; time of Associate Dean for Academic Affairs, support from law library to identify relevant resources.	Associate Dean for Academic Affairs	<p>Spring 2018 – Identify and disseminate resources for instructors.</p> <p>Fall 2018 – Assemble course materials from relevant instructors and arrange meetings and consultation with instructors.</p> <p>Spring 2019-Fall 2019 – Implementation and reporting on changes.</p> <p>Spring 2020-Fall 2020 – Evaluation and refinement.</p>
1.1e Adopt an annual common reading program, where students, faculty and alumni would engage in small groups around the year's selected reading.	Number of students, faculty, and alumni participating, as measured by organized groups, and books sold.	<p>Donor or Law School budget for cost of books.</p> <p>Administrator time on logistics, and outreach.</p>	Associate Dean for Research.	<p>Summer 2018 – encourage Law School community to participate in University's existing common reading program.</p> <p>Fall 2018 – assess feasibility; assess the appropriateness of the University's common reading book selection for the Law School; if necessary select alternative books.</p> <p>Spring 2018 – plan for common reading</p> <p>Fall 2019 – Implement first common reading book.</p>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Departmental and faculty reports, climate survey.

Strategy 2 – Help all members of the Law School to thrive and succeed by incorporating promising practices that minimize implicit bias and combat racism (as well as other forms of discrimination). More specifically, increase equity, inclusion and inter-cultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.2a Revise Faculty Activity Report (FAR) to require reporting associated with the faculty member's efforts to gain knowledge and competency around issues of equity, inclusion, discrimination, structural inequality, historical context, and classroom discussion of difficult or divisive topics; revisit and refine existing reporting requirements relating to equity and inclusion, including reporting changes and updates to teaching materials.	Aggregate, mean, and median number of tasks/efforts reported by faculty in annual Faculty Activity Report.	Dean, faculty member time. Administrator time to analyze data.	Dean.	Fall 2017 – Provide notice to faculty; request Dean's Faculty Advisory Committee to present requested revisions to Dean. Spring 2018 – Implement change to Faculty Activity Report. Fall 2018 – Assess whether further changes to FAR are warranted.
1.2b Provide regular training, resources, and programming for full-time faculty, adjunct instructors, administrators, staff, and search committees that provide cultural and historical context for legal and policy issues, present diverse voices, and offer behavioral skills for addressing and responding to issues of inequality, discrimination, and divisive or difficult topics. Some training/resources/program will be offered by the Law School. The Law School will also connect members of the community with training, and programming on other parts of campus.	Number of trainings/programs attended by faculty, as reported in Faculty Activity Report. Number of attendees at events organized by the Law School. Number of books/materials disseminated through lending library.	Available law and university faculty and staff expertise as well as appropriate outside consultants. Law library resources.	Associate Dean for Programs and Research, Associate Dean for Finance & Operations (HR), Director of Law Library, Community and Inclusion Committee.	Fall 2017 – Plan programming for the year; identify resources across campus. Spring 2018 – Create lending library for faculty in faculty lounge; disseminate list of resources and training for adjunct faculty. Organize skills training for faculty and staff. Fall 2018 – Evaluate programming from prior year and identify opportunities to build on skills/content.

1.2d Provide a conference fund for administrators and staff to attend conferences with equity and inclusion related content, and a method for them to share what they've learned.	<p>Number of people attending conferences through the fund.</p> <p>Amount of funds made available.</p> <p>Number of applications for conference funds.</p> <p>Number of workshops or other fora for disseminating results.</p>	<p>Law School budget.</p> <p>Administrative time associated with organizing forum for disseminating conference learning.</p>	<p>Associate Dean for Finance & Operations</p>	<p>Spring 2018 – Assess budget capability</p> <p>Fall 2018 – Design conference fund and application process, and system for disseminating knowledge from conference attendance.</p> <p>Spring 2019 – applications for conference fund.</p> <p>Fall 2019 – First conference attendees.</p> <p>Spring 2020 – Present learning outcomes in workshop or other format.</p>
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Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Periodic reporting of target measures.

GOAL #2 DIVERSITY—THE LAW SCHOOL WILL WORK TO INCREASE THE REPRESENTATION OF DIVERSE STUDENTS, FACULTY, STAFF, AND COMMUNITY PARTNERS

Strategy 1 – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.1a Hire three new faculty to increase Law School capabilities in the following areas of scholarship, teaching, and mentoring, which are not currently well represented on the faculty: racial justice and the law, criminal law, criminal procedure, minorities and police use of force, civil rights; and immigration and refugee law.	Number of faculty hired. Number of courses on relevant topics staffed as a result of hires.	Law School and central administration. Appointments committee.	Law Dean, University Provost.	Fall 2017 – Hiring for criminal justice professor. Fall 2018 –2020 Communicate with University and other departments on further hiring and recruitment.
2.1b Adopt hiring committee procedures intended to reduce bias in hiring process (e.g., option to redact names, avoiding labeling candidate as "most promising" until all qualified candidates considered)	Number of committees applying best practices. Number of hires resulting from best practices implementation. Improvements in diversity of hiring pool over time.	Law School administration. Time of hiring committee associated with training and documentation. Human resources.	Law Dean; Associate Dean for Finance and Operations, Faculty Appointments Committee Chair.	Fall 2017 – Review existing practices. Spring 2018 – Develop best practices. Fall 2018 – Rollout best practices, ensure they are incorporated into standard hiring committee procedures. Spring 2019 – Collect feedback from committee chairs on practices.
2.1c Broaden outreach to underrepresented groups in student admissions through existing pathways (e.g., SAIL, CMAE, Academic Residential Communities, PathwayOregon)	Number of different channels through which outreach occurs. Number of outreach events attended by the Law School. Number of outreach events hosted by the Law School. Demographics of outreach	Admissions resources. Faculty time. Philanthropic gifts to Law School.	Dean, Associate Dean for Students, Assistant Dean of Admissions, Director of Communications.	Spring 2018 – Identify current outreach efforts and potential outreach channels available. Gauge faculty and administrator interest in further outreach. Fall 2018 – Document and expand outreach efforts.

2.1d. Participate in Multnomah Bar Fellows Program, which provides Fellows with scholarships and a ten week summer fellowship and a mentorship program through company sponsors to admitted fellows that increase the diversity of the legal community in Oregon.	Number of participating fellows.	Scholarship funding. Administrative time administering program in partnership with Multnomah Bar Association.	Associate Dean for Finance and Operations, Assistant Dean of Admissions, Assistant Dean for Career Planning and Professional Development.	Spring 2018 – Plan for participation in fellows program. Fall 2018 – First class of fellows begin Law School. Spring 2019 – Recruit students into second class of fellows program.
2.1e. Refresh admissions materials, Law School website and digital collateral with an eye towards inclusive and substantive content and imagery that broadly reflects the diversity of the community and engages prospective students from underrepresented groups.	Hours devoted to refreshing content. Amount of new materials generated. Amount of web content refreshed.	Administrative and creative resources.	Director of Communications, Assistant Dean of Admissions.	Spring 2018 – begin changes to web content and admissions material. Fall 2018 – Spring 2019 – continue and complete changes to web content and admissions materials.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Unit reports.

Strategy 2 – Use promising practices and proven strategies to retain¹ diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.2a Conduct exit interviews to ensure that departing employees have opportunities to express concerns relating to inclusion and diversity, and take such feedback into consideration as the Law School works to retain under-represented faculty and staff.	Number of exit interviews adopted. Number of changes implemented in response to information obtained from exit interviews.	Law School and University Human Resources.	Associate Dean for Finance and Operations.	Spring 2018 – Assess current personnel practices. Develop system for documenting and tracking information obtained through exit interviews. Fall 2018 – Implement exit interviews.
2.2b Develop anonymous feedback processes to encourage staff and faculty to provide feedback relating to the Diversity Action Plan and its implementation.	Number of staff and faculty participating in anonymous feedback process. Number of changes implemented in response to information obtained from anonymous feedback process.	Law School	Associate Dean of Finance and Operations, I.T. Team.	Spring 2018 – Develop process for regularly distributing, monitoring and analyzing results of anonymous survey. Fall 2018 - Implement anonymous feedback tool.
2.2c Increase connections with underrepresented students (graduate and undergraduate) across campus.	Number of meetings and co-hosted events among law students and groups across campus.	Law School administrative resources. Student time. Funds to support co-sponsored events. ASUO and Graduate School	Associate Dean for Student Affairs, Assistant Dean of Students.	Spring 2018 – Build and improve on networks with partner programs across campus that are student-facing. Fall 2018 & Fall 2019 – Identify leadership of graduate and undergraduate student groups, introduce them to Law School student leadership.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

¹ The School of Law has very high retention rates overall for its graduate students, and has not had difficulty retaining students from traditionally underrepresented communities.

Periodic review of data generated by tactics.

GOAL #3 ACHIEVEMENT—THE LAW SCHOOL WILL WORK TO FACILITATE ACCESS TO ACHIEVEMENT, SUCCESS, AND RECOGNITION FOR UNDER-REPRESENTED STUDENTS, FACULTY, STAFF, AND ALUMNI.

Strategy 1 – Eradicate any existing gaps in achievement between majority and under-represented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities, and recognition.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
3.1a Assess relative bar passage ² and employment results of minority and other diverse graduates compared to overall rates, and develop programs if necessary to improve success rates.	<p>Overall bar passage.</p> <p>Year over year improvement in bar passage.</p> <p>Relative bar passage results of minority/other diverse graduates vs. overall rates of bar passage.</p>	Career Center, Curriculum Committee, Academic Success Committee	Associate Dean for Academic Affairs, Associate Dean of Students, Assistant Dean for Career Planning and Professional Development, Director of Academic Success.	<p>Spring 2018 – Assess relative bar passage of minority and other diverse graduates. Attempt to identify drivers of bar passage, and additional interventions to improve overall bar passage.</p> <p>Fall 2018 – Plan additional support services to improve bar passage.</p> <p>Spring 2019 – Implement additional support services.</p>
3.1b Develop mentoring program to pair students with alumni mentors.	<p>Number of participating students and alumni.</p> <p>Number of participating minority students and alumni.</p>	<p>Law School</p> <p>Ongoing administrator time associated with event logistics.</p>	Associate Deans, Student Affairs, and Development.	<p>Spring 2018 – Feasibility assessment, pilot program.</p> <p>Fall 2018 – Assess results of pilot program.</p> <p>Spring 2019 – Implement program, contingent on success of pilot.</p>

² The Law School conducted a study of bar passage rates and did not identify any gaps for underrepresented students. However, we are in the process of gathering further data and assessing the issue further.

3.1c Re-evaluate student academic support and encourage more faculty/student interaction with under-represented students.	Self-reported outreach efforts on Faculty Activity Report. Change in responses to climate survey.	Law School	Associate Deans & Assistant Dean of Career Planning and Professional Development.	Fall 2017 – Include question about faculty/student interaction on climate survey. Spring 2018 – Review and report on results of climate survey to Law School community. Fall 2018 – Develop strategy in response to results from climate survey. Spring 2019 – Implement strategy.
3.1d Continue partnership with Oregon State Bar Opportunities for Law in Oregon program and work to increase participation of minority and other under- represented students.	Number of minority and under-represented students participating in programs.	Law School and OSB.	Career Services, and Student Affairs Team; Admissions.	Fall 2017 – Assess current levels of student participation and identify opportunities for further participation. Spring 2018-Spring 2020 – expand student participation in programs.
3.1e Develop materials that profile and highlight successful alums, including members of under-represented groups, on website as well as in the Law School building.	Number of alums profiled. Number of profiles featured on website. Presence and prominence of pictures/profiles of successful alums around building.	Administrative time developing materials, and reaching out to alums; Time and energy of alumni	Director of Communications.	Spring 2018 – Actively identify alums to profile, produce updated viewbook. Fall 2018-Spring 2019 – Produce web materials, and photos/profiles for the Law School building.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Departmental and individual reports.

School, College, Research, and Administration Strategy 2 – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently under-represented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g., Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
3.2b Create a Law School award to recognize professional achievements of under-represented alumni and of alumni who have worked to increase access to justice; Identify and nominate alumni of color for "40 Under 40 Awards" in Portland, and "20 Under 40 in Eugene."		Law School	Law Dean, Development Team, Assistant Dean for Career Planning and Professional Development.	Completed.
3.2c Increase outreach to underrepresented alumni.	<p>Number of alumni of color participating in fall reunion event.</p> <p>Number of alumni of color participating in existing programs.</p> <p>Number of alumni of color participating in new programs.</p>	Law School administrative resources.	Development Team; Assistant Dean for Career Planning and Professional Development.	<p>Fall 2017 – Alumni event for alumni of color.</p> <p>Spring 2018 – Consult alumni of color on respects in which they would like to be further involved.</p> <p>Fall 2019 – Continue alumni event for alumni of color, implement outreach programs.</p>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Departmental and individual reports.

GOAL #4: LEADERSHIP—LAW SCHOOL LEADERSHIP WILL PRIORITIZE AND INCORPORATE DIVERSITY, EQUITY, AND INCLUSION PLANS AND ACTION.

Strategy 1 – Develop and promote programs that support, mentor, and prepare members of under-represented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.1a Identify and provide formal and informal opportunities for leadership development through the University.	Number of administrators/staff/faculty requesting a mentor. Number of administrators/staff/faculty providing mentoring.	Administrative time.	Associate Deans.	Spring 2018 – Identify leadership development opportunities across campus, gauge employee interest in such opportunities, identify promising employees. Fall 2018 – Connect employees with opportunities for leadership development across campus.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Departmental and individual reports.

Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in the Law School and across the University.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.1d Create and fundraise in collaboration with others within and outside the university for a new initiative to be called the Bell Strickland Scholars Program, to increase targeting of under-represented students in Oregon and the Pacific NW (similar to McNair's program).	Amount of funds raised through initiative. Number of students funded through Bell Strickland Scholars Program.	Law School, University, professional associations, philanthropy, marketing.	Dean, Development Director, Admissions Director.	Fall 2017/Spring 2018 – Assess donor interest in funding programs. Fall 2018 – Refine pitch materials, cultivate and pitch to donors. Spring 2019 – Continue to fundraise. Spring 2020 – Announce fund.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Annual reports.