

**UO Law’s 2022
Diversity, Equity, and Inclusion Action Plan (DAP)**

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History of UO Law's 2022 DEI Action Plan (DAP)

The law school began developing this DEI Action Plan (DAP) during the 2021-2022 academic year. The Community & Inclusion Committee facilitated the plan's development.

As it worked to develop this plan, the committee gained many valuable insights about steps the law school could take to provide a more supportive, diverse, and equitable learning community. Much of this plan articulates responses to suggestions raised.

The committee also learned that some steps that community members wished for were, in fact, already underway. Thus, this document also serves to educate the community about the widespread work that community members are engaged in—work that is sometimes hidden from view.

The DEI Action Plan that follows is, however, the work of many.

In August 2021, faculty and staff reviewed the law school's previously stated DEI goals. The faculty considered those goals, the changing landscape inside and outside the law school, and then adopted a revised set of DEI goals at the November 2021 faculty meeting.

Next, the Community & Inclusion Committee worked to identify specific actions the law school could take to make the law school community more diverse, equitable, and inclusive. The committee received suggestions from numerous sources. For example, the committee researched current scholarship, reviewed diversity action plans at other schools.

However, the committee spent the bulk of its time reaching out to community members. First, the committee provided a survey through which all community members could provide recommendations.

The committee also invited the following student groups to meet with the committee:

- Asian Pacific Law Students Association
- The Black Law Students Association
- Conflict & Dispute Resolution Master's Program
- Jewish Law Student Association
- LatinX Law Student Association
- LLM students
- National Lawyers Guild
- Native American Law Students Association
- OUTLaws
- Student Bar Association
- Women's Law Forum

In addition, the committee reached out to groups of students who were not represented by an official student group. Those students included students working with disabilities, first generation students, and students who hold (or believe they hold) minority ideological perspectives. Finally, the 2021-2022 Community & Inclusion received suggestions from the 2020-2021 Community & Inclusion Committee.

The Community & Inclusion Committee then reviewed the many recommendations it received to assess which actions to include in the plan and how those recommended actions should be shaped. As part of that process, the committee consulted with members of the administration who would be tasked with implementing a proposed action item to determine the feasibility of the proposed action item.

One particular issue the committee discussed was whether to recommend additional required education about race. The conversation began in academic year 2020-2021. That year, the law school dean charged the Community & Inclusion Committee with considering whether the current Diversity Graduation Requirement should be more focused on anti-racism. The 2020-2021 Community & Inclusion Committee did not want to narrow the Diversity Graduation Requirement to focus on race. The committee did, however, recommend additional required education about race. The 2021-2022 Community & Inclusion Committee picked up where the previous committee had left off. It considered whether to create an additional graduation requirement focused on race. The committee decided that it did not want to recommend adding an additional graduation requirement to students' already full plate.

The committee also discussed what to call this plan. The 2017 plan was called the "Diversity Action Plan," "DAP" for short. This committee revised the name to "Diversity, Equity, and Inclusion Action Plan" to more accurately reflect the goals of this plan. However, the committee recommends continuing to use "DAP" or "DAP 2.0" as shorthand and to acknowledge the connection to the earlier plan.

Two issues arose that fell outside the scope of this committee's work: (1) the MyLaw website and (2) the law school curve. With respect to the MyLaw website, many people reported frustration when trying to find information on MyLaw. The law school may want to consider overhauling MyLaw to make relevant information easier to find. A group of students also argued that the law school's mandated curve is lower than that of other schools nationally. The students argued that the law school's mandated curve had a negative impact on their job searches. The law school may want to consider reviewing its curve.

In August 2022, a plan was distributed to law school faculty, staff, and students for feedback. In October 2022, the 2022-2023 Community & Inclusion committee provided law school faculty, staff, and students a final opportunity to provide feedback. This committee voted to approve the plan and sent it to the Dean of the Law School to finalize.

The success of any DEI Action Plan requires the commitment of the community to actually implement that plan. For that reason, this plan specifies annual oversight updates.

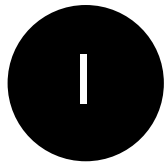
Of course, circumstances change. The committee recommends that in the 2025-2026 academic year, the law school begin the process of developing a new plan. Based on this committee's experience, the law school should expect that it will take between one and two academic years to develop a new plan. When a future committee develops the next plan, the 2021-2022 Community & Inclusion Committee recommends that the process include listening sessions similar to those that were held as this Committee developed this plan. Those conversations—especially those with student groups and

administrators tasked with implementing the plan—created valuable exchanges among faculty, students, and administrators, allowing each group to learn about the values, interests, concerns, and efforts of others.

The 2021-2022 Community & Inclusion Committee would like to thank the many community members who participated in the development of this plan.

Goals

The law school community commits to cultivating a diverse, inclusive, and equitable learning and working environment. Doing so requires each of us to become a leader, actively pursuing the following goals:



Inclusion: We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.



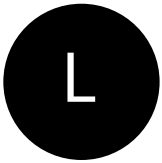
Diversity: We will increase and sustain the representation of individuals historically excluded from law school and the legal profession when recruiting students, faculty, staff, and participation from community partners.



Equity: We will redress any inequities embedded in law school structures, policies, and practices, and we will strive to do so within the wider legal profession.



Access: We will ensure that the law school's policies, processes, and practices provide [law school](#) community members equal opportunity to pursue their individual goals.



Learning: We will engage in continuous learning about how our individual experiences and the experiences of others impact teaching, learning, and engagement.

Oversight and Updates

Regular oversight is vital to the law school's capacity to accomplish the actions detailed in its 2022 DEI Action Plan. Routine review and assessment of the law school's progress will ensure the law school is fulfilling its promises and is providing opportunities to make course corrections as needed. To provide that oversight

- The law school dean will annually charge the chair(s) of the Community & Inclusion Committee to seek status updates from personnel leads about actions listed on this plan.
- At the end of each academic year, the Community & Inclusion chair(s) will provide a report to the dean that assesses the law school's progress in meeting this plan's goals. The report should identify the following:
 - Which action items the committee reviewed.
 - For each action reviewed, the committee should
 - Identify the metric used to determine whether the law school is accomplishing that action.
 - Provide a summary about whether the law school is accomplishing the listed action.

This plan leaves to the discretion of the law school dean to decide, in consultation with the Community & Inclusion chair(s), the number of action items to be reviewed in a given academic year. This plan identifies a long list of actions that the law school is undertaking to create a working and learning environment that is diverse, equitable, and inclusive. In some years, the Community & Inclusion committee may have other obligations that limit its ability to review ongoing actions. However, all action items should be reviewed by the end of the 2024-2025 academic year.

This plan also leaves to the Community & Inclusion chairs the discretion to determine the metric to be used to assess whether the law school is accomplishing the actions listed below. Some action items are easier to measure than others. Assessing whether the law school is accomplishing its goals may include conversation with not only the designated leads for each action but also conversations with those who are affected by the action.

This committee found conversations with students to be invaluable. The committee members learned from the students, and we believe, the committee was able to share important information with students. Thus, this committee recommends regular conversation with students to be an effective way to both assess the success of this plan and to learn about future actions the law school should be taking.

Inclusion

We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.



Inclusion action 1: Establish additional meetings between the administration and affinity groups to ensure regular communication and exchange of information and ideas

The law school is committed to supporting its student group leaders and, in particular, ensuring that student groups representing underrepresented communities have an open line of communication with the administration. To that end, the law school is providing an explicit statement about its interest in meeting with affinity group leaders. In the fall, the administration will meet with all student group leaders for an informational session that will, among other things, provide information about budgeting and seeking funding from ASUO. In addition, once a semester, affinity group leaders will meet with each other and the Director of Diversity, Inclusion & Leadership to discuss any current questions, concerns, or ideas. The Director of Diversity, Inclusion & Leadership will invite other members of the administration as needed and depending on the issues to be discussed.

Leads: Dean of Students and Director of Diversity, Inclusion & Leadership



Inclusion action 2: Provide recommendations to faculty about how to make classrooms more inclusive and a better learning environment for all students

Through the community-wide survey and in discussions with student groups, students shared ideas about how professors could make their classrooms more welcoming and conducive to their learning. The 2021-2022 Community & Inclusion committee collected these ideas and will share them with the faculty. The Dean of Academic Affairs will include these suggestions to faculty members at the start of each school year. The Director of Diversity, Inclusion & Leadership can develop faculty and staff trainings throughout the year, based on student feedback.

Leads: Associate Dean for Academic Affairs, Associate Dean of Faculty Research & Programs, and Director of Diversity, Inclusion, and Leadership

Inclusion

We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.



Inclusion action 3: Provide students' pronouns to faculty members

UO's Office of the Registrar Data & Systems Manager has begun the process of developing a university-wide system for collecting and distributing students' pronouns to professors. The process involves consultation with many departments, but that process has begun. Once systems are in place, student pronouns will be provided to faculty members.

Leads: IT Customer Service Manager and Faculty Support Team



Inclusion action 4: Designate an administrative contact person who will guide students in transition

Students in transition face numerous hurdles. For example, UO has numerous databases and ensuring that all databases are updated can be challenging and time consuming. A change to a student's information also needs to be communicated to faculty members. The Director of Diversity, Inclusion & Leadership should be the designated person to guide students through UO administrative processes, provide relevant information to faculty members, and refer the student to other available resources.

Lead: Director of Diversity, Inclusion & Leadership

Inclusion

We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.



Inclusion action 5: Investigate whether the school can provide a quiet space for prayer, meditation, and contemplation

Students of faith and of no faith would benefit from a quiet space in the law school where students could pray, meditate, or sit quietly. The Dean of Students will investigate whether possibilities for such a space at the law school exist. As the law school explores options, law school community members should be aware of the Contemplation Room on level 1 of the EMU: <https://emu.uoregon.edu/map>.

Lead: Dean of Students



Inclusion action 6: Invite incoming students to provide phonetic pronunciations of their names and provide those pronunciations to faculty members

During orientation, the Dean of Students will offer 1L students the opportunity to provide phonetic pronunciations of their names. A list of phonetic pronunciations will be emailed to faculty and made available on MyLaw.

Lead: Dean of Students



Inclusion action 7: Partner with and support OLIO (Opportunities for Law in Oregon)

The Oregon State Bar's OLIO program provides opportunities for program participants "to connect with other diverse Oregon law students and legal professionals and foster allyship across communities." See <https://www.osbar.org/diversity/programs.html#olio>. The law school supports this program by connecting admitted 1Ls with the OLIO program and by serving on the Advisory Committee on Diversity & Inclusion, which plans OLIO events. Oregon Law should continue to support this state bar initiative.

Lead: Assistant Dean of Admissions or other law school designee

Inclusion

We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.

8

Inclusion action 8: Assign attorney mentors to JD students

Each year, UO Law's Career Center has worked with the Lane County Bar Association, alumni, and friends of the law school to match attorney mentors with law students. Students of all backgrounds—especially first-generation students—have appreciated the guidance they receive from practicing attorneys. This program should continue.

Lead: Assistant Dean for Career Planning and Associate Directors for Career Planning

9

Inclusion action 9: Assign JD mentors to LLM students

Assigning JD student mentors to LLM students will both help LLM students adjust to the American law school experience and create greater connections between the law school's typically international LLM students and the law school's typically American JD students.

Leads: SBA president and LLM Program Director

10

Inclusion action 10: Increase connections between JD students and underrepresented students (graduate and undergraduate) across campus

The previous law school's DEI plan called upon the law school to “[i]ncrease connections with underrepresented students (graduate and undergraduate) across campus” by, for example, connecting law school leaders to leaders across campus. The Covid pandemic interrupted these efforts. With the pandemic waning, the law school should again help facilitate these interactions.

Lead: Director of Diversity, Inclusion & Leadership

Inclusion

We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.

11

Inclusion action 11: Continue the Career Center's Student Advisory Council meetings

The Career Center's Student Advisory Council provides an opportunity for representatives from student groups to meet with members of the Career Center to exchange information and ideas. The Student Advisory Council, established during the 2021-2022 academic year, has already been an avenue through which students from groups that are under-represented in the legal profession have been able to share ideas about supports that would be helpful to them. This council is an important avenue of communication for the law school's diverse students, and this plan assumes that the Student Advisory Council's bi-annual meetings will continue.

Leads: Assistant Dean for Career Planning and Associate Directors for Career Planning

12

Inclusion action 12: Facilitate connections between incoming students and student affinity groups

To help connect incoming students to student affinity groups, the Dean of Students will, during the first three weeks of fall classes, provide incoming students the opportunity to meet with and provide their contact information to student organizations.

Lead: Dean of Students

Inclusion

We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.

13

Inclusion action 13: Provide law school community members regular reminders about accommodating religious observations

The law school community should be reminded on, at least, an annual basis that the University of Oregon accommodates religious observance. At the same time, students should be provided with information about how to request a religious accommodation. Major holidays, as listed on the University's registrar's website <https://registrar.uoregon.edu/calendars/religious-observances>, should be added to the law school's event calendar so that community members are aware of religious holidays that may pose a conflict with other planned events.

Lead: Director of Diversity, Inclusion & Leadership

14

Inclusion action 14: Extend event invitations to all relevant law school community members, including CRES, LLM, and undergraduate students

When hosting events, law school community members should consider all members of the law school community who might be interested and send invitations to listservs beyond the JD and fac-staff listservs when appropriate, including for example, LLM students, CRES students, and students participating in the legal studies program.

Leads: All law school community members

Inclusion

We will build and sustain a welcoming and supportive environment for all students, faculty, staff, and alumni.

15

Inclusion action 15: Create opportunities for diverse alumni to connect

The law school actively seeks ways for its diverse alumni to connect and maintain relationships. Some examples include happy hours, receptions, and brunches aimed specifically at alumni (and sometimes students) from under-represented backgrounds.

Lead: Director of Development

See
also

Other actions also contribute to creating an inclusive law school community. See also

Access action 7

Fundraise for and provide scholarships to support a diverse student body

Learning action 3

Provide regular opportunities for faculty, staff, and administrators to learn about and develop skills relating to DEI issues

Learning action 4

Provide regular opportunities for students to learn about and develop skills relating to DEI issues

• End of Inclusion Section •

Diversity

We will increase and sustain the representation of individuals historically excluded from law school and the legal profession when recruiting students, faculty, staff, and participation from community partners.



Diversity action 1: Evaluate efforts to attract a diverse pool of applicants for faculty and staff positions

The law school regularly sends job announcement to a wide range of publications and organizations to attract a diverse pool of qualified candidates. In the coming year, the administration will be reviewing the effectiveness of different placements to assess which postings are most likely to contribute to a diverse pool of candidates.

Lead: Associate Dean for Finance & Operations and Faculty Appointments Committee



Diversity action 2: Increase the number of law school faculty, staff, and administrators who are search advocates

A “search advocate” is an external member of a hiring committee who is trained to “explore assumptions, norms, and practices that an internal member [of a hiring committee] might not question.” See <https://inclusion.uoregon.edu/role-search-advocate>. Increasing the number of law school community members who are search advocates has the potential to improve the quality of the law school’s searches and allow members of the law school community to help other units on campus with their searches.

The Director of Diversity, Inclusion & Leadership should be trained as a search advocate, and the Director should keep the law school informed of upcoming trainings and encourage participation. Training as a search advocate and working with hiring committees in other departments should be viewed as a positive contribution when employees are reviewed for promotion or raises.

Leads: Dean, 2022-2023 Community & Inclusion Committee, Director of Diversity, Inclusion & Leadership

Diversity

We will increase and sustain the representation of individuals historically excluded from law school and the legal profession when recruiting students, faculty, staff, and participation from community partners.

3

Diversity action 3: Actively recruit and retain a diverse student body

The admissions team is dedicated to recruiting a diverse student body. Each year, it recruits students from across the nation. To recruit a diverse student body, admissions staff members attend recruiting events at schools with larger populations of self-identified students of color and events in large, diverse, cities. For example, staff members attend law school recruiting events at Morehouse, Emory, UC Riverside, Sacramento State, University of Alaska, University of Florida, schools in Hawaii, and the Philadelphia Law Fair. It also attends law fairs for students of color, including recruiting fairs hosted by affinity groups (e.g., National HBCU Pre Law Fair (Atlanta), National Black Pre-Law Conference (Boston and NYC), Latino Justice Day Law Fair (NYC), Ron Brown Prep Program (NYC)).

The admissions office also reviews applications holistically and does not rely exclusively on the LSAT score to determine admissibility. In recent years, the admissions office has successfully recruited motivated, talented, and diverse incoming classes. For example, in the UO Law class of 2024, 59% were women, 27% were students of color, and 25% identified as members of the LGBTQ+ community. The diversity of the student body at UO Law is also enhanced by people with disabilities, justice-impacted individuals, and first-generation students. The law school benefits from the admissions' office's efforts, and this effort will continue each year.

In addition, the law school plans to expand its marketing efforts so that a more diverse pool of students is aware of UO Law as an option. In the recent past, the law school's marketing efforts have focused on the Western States. Moving forward, the law school will run digital campaigns in Southeast US to a new pool of potential law students.

Historically, UO Law has been successful at retaining students from diverse backgrounds who choose to attend UO Law. This success is dependent on creating an inclusive and supportive learning environment. This DEI Action Plan catalogs the many ways in which UO Law works to create and maintain such an environment.

Leads: Assistant Dean of Admissions, Director of Communications

Diversity

We will increase and sustain the representation of individuals historically excluded from law school and the legal profession when recruiting students, faculty, staff, and participation from community partners.

4

Diversity action 4: Actively recruit and retain diverse faculty members

The law school both follows and welcomes the University's guidance regarding actively recruiting tenure-track faculty members. See <https://provost.uoregon.edu/active-recruitment-tenure-track-faculty-searches>. The University's active recruitment policies are intended to "increase the representation of women and underrepresented communities among the university's tenured and tenure-track faculty." Under the University's active recruitment policies, the law follows these steps for each tenure-track hire:

- Develop and follow an approved search plan. That search plan must, among other things,
 - Establish that the search committee is diverse and inclusive.
 - Confirm that all members of the search committee must have received implicit bias training within the last 3 years.
 - Explain how the committee will create outreach to underrepresented groups.
- All applicant pools are reviewed to determine whether the pool seems limited or unrepresentative in comparison with the availability of applicants. If the pool seems limited or unrepresentative, efforts are made to expand the pool. If those efforts prove unsuccessful, the search may be postponed to permit additional active recruiting.

When hiring clinical professors and lecturers, the law school follows all the same procedures, except that it does not submit a search plan to the university. Instructors, Professors of Practice, and Visitors are hired through an administrative process. Again, the law school endeavors to create as diverse and deep a pool as possible.

(Diversity action 4 cont'd below)

Diversity

We will increase and sustain the representation of individuals historically excluded from law school and the legal profession when recruiting students, faculty, staff, and participation from community partners.

4

(cont'd)

Diversity action 4 (cont'd): Actively recruit and retain diverse faculty members

Historically, the law school has successfully retained diverse faculty members. To accomplish that goal, the law school provides the following support to pre-tenure and pre-promotion professors and lecturers:

- A lighter pre-promotion teaching load
- Professional development funds, which allow faculty members to attend national new law teachers' and works-in-progress conferences, such as the Annual Lutie A. Lytle Black Women Law Faculty Workshop and Writing Retreat and the National Center for Faculty Development & Diversity writing bootcamp
- Opportunities to workshop their scholarship as it is developing
- Regular meetings with the dean and associate deans to address progress towards tenure

Leads: Faculty Appointments Committee and Dean

5

Diversity action 5: Actively recruit and retain diverse staff members

The law school also seeks to recruit and retain diverse staff members—both Officers of Administration and classified staff. The law school follows many of the same procedures that it follows for recruiting faculty members. It first creates a diverse and inclusive search committee. As possible for the posted position, the law school posts job announcements in places where it will reach diverse communities. Finally, the applicant pool is reviewed to determine whether the pool is appropriately representative. If the pool is not, the search may be cancelled and outreach reevaluated to ensure an appropriate pool.

Leads: Dean

Diversity

We will increase and sustain the representation of individuals historically excluded from law school and the legal profession when recruiting students, faculty, staff, and participation from community partners.

6

Diversity action 6: Connect prospective students with current students to facilitate individual, private conversations between the two

The Admissions team is aware that law students are busy, and some students may not want the additional burden of speaking with prospective students. However, to the extent current students are interested in talking with prospective students, the Admissions team strives to facilitate individual conversations between current and prospective students. The Admissions team can work with student-group leaders to determine whether any students are interested in speaking with prospective students.

Leads: Assistant Dean of Admissions and student group leaders

7

Diversity action 7: Publish marketing material that is mindful of representation

Marketing materials must be thoughtful about representations of diversity at Oregon Law. The Director of Communications has been actively working with the Director of Diversity, Inclusion & Leadership to ensure appropriate representations of the law school community. Such collaborations should continue.

Leads: Director of Communications and Director of Diversity, Inclusion & Leadership

Diversity

We will increase and sustain the representation of individuals historically excluded from law school and the legal profession when recruiting students, faculty, staff, and participation from community partners.



Other actions also contribute to creating a diverse law school community. See also

Inclusion 12

Facilitate connections between prospective students and student-affinity groups

Access 7

Fundraise for and provide scholarships to support a diverse student body

• End of Diversity Section •

Equity

We will redress any inequities embedded in law school structures, policies, and practices, and we will strive to do so within the wider legal profession.

1

NEW

Equity action 1: Expand the law school's academic excellence program

The law school is currently seeking to expand UO Law's Academic Excellence Program. In 2022, UO Law hired a new Director of the Academic Excellence Program to replace the outgoing Director. The law school is expanding the program by hiring an Associate Director of the Academic Excellence Program. Recruiting for the Associate Director position began during the summer of 2022. The law school hopes to complete a hire during the 2022-2023 academic year.

During conversations with the Community & Inclusion Committee, students who had previously struggled in their academic careers specifically mentioned the previous Director's one-on-one counseling as vital to their academic success. At the same time that it seeks to expand the Academic Excellence Program, the law school will continue to support individual counseling for students.

Leads: Director of Academic Excellence

2

NEW

Equity action 2: Increase feedback to close performance gaps

Studies suggest that increased feedback improves performance for all students and closes performance gaps based on gender, class, and incoming test scores.¹ Increased feedback can also improve mental health.²

The law school should assess the amount and kind of feedback our students are receiving; provide training to faculty members about the diverse kinds of feedback that can be provided; and assess whether, structurally, the law school can take steps to make individualized feedback easier to provide.

Leads: Assessments/Outcomes Committee and Director of Academic Excellence

Equity

We will redress any inequities embedded in law school structures, policies, and practices, and we will strive to do so within the wider legal profession.

3

NEW

Equity action 3: Increase access to gender-neutral bathrooms

The law school will evaluate the access and compliance of gender-neutral bathrooms within the Knight Law Center and Jaqua Law Library. The first step to increasing access to compliant, gender-neutral bathrooms will be to add appropriate stall dividers in the second-floor library bathroom. Next, the law school will investigate options for creating compliant, gender-neutral bathroom outside of the library. The law school recognizes that, currently, the number of bathrooms that can be converted to gender-neutral bathrooms is limited by building codes, which set minimum requirements for the number of gendered bathrooms a building must have given the building's size and occupancy.

Lead: Associate Dean for Finance & Operations

4

NEW

Equity action 4: Faculty members will assist Student Affairs to find notetakers for students who require that accommodation

Because Student Affairs does not have pre-assembled email lists for each law school class, finding notetakers can be more difficult and time-consuming than necessary. Faculty members will assist with the process. After a request from a dean in the Office of Student Affairs, a faculty member will send an email to all students in the class requesting a volunteer to be a notetaker. The faculty member will then forward names of volunteers to the dean in the Office of Student Affairs.

Leads: All faculty members and Assistant Dean for Student Affairs

Equity

We will redress any inequities embedded in law school structures, policies, and practices, and we will strive to do so within the wider legal profession.

5

Equity action 5: Continue the law school's pre-orientation program

The law school's *Introduction to Legal Fundamentals* pre-orientation week is a collaboration between Admissions and the LRW Program. The program introduces incoming students from diverse backgrounds to law school, legal analysis, and legal writing. It also introduces those students to the campus and gives them time to meet other students, professors, and administrators. The Admissions program manages outreach and the application process. An endowment provides the funding, and the LRW Program plans the week-long program, provides instruction, and follows up with students later in the year. In the committee's many meetings with students and in the community-wide survey, students repeatedly mentioned the pre-orientation program as beneficial in helping them transition to law school. This program should continue.

Leads: Assistant Dean of Admissions, LRW Program faculty and staff, and Director of Diversity, Inclusion and Leadership

6

Equity action 6: Support efforts to develop alternatives to the traditional bar exam

Members of the Oregon law community are currently working to develop two alternative pathways to become a member of the Oregon bar: (1) an experiential learning pathway, and (2) a supervised practice pathway. The task force responsible for developing these alternative pathways named "equity" as one of its central concerns. Specifically, in recommending additional pathways to the bar, the task force "sought to remove unnecessary barriers to attorney licensing and ensure that all applicants had a fair opportunity to demonstrate the competence to practice law." The task force is working to "ensure that the alternatives it proposed did not further perpetuate or exacerbate already existing disparities in the profession." For more details, see <https://taskforces.osbar.org/files/Bar-Exam-Alternatives-TFRReport.pdf> at page 5.

The law school will continue to support this effort.

Lead: Associate Dean for Academic Affairs or other law school designee

Equity

We will redress any inequities embedded in law school structures, policies, and practices, and we will strive to do so within the wider legal profession.

Equity

We will redress any inequities embedded in law school structures, policies, and practices, and we will strive to do so within the wider legal profession.

See
also

Other actions will also contribute to creating more equitable environments. See also

Inclusion action 1

Establish additional meetings between the administration and affinity groups to ensure regular communication and exchange of information and ideas

Inclusion action 2

Provide recommendations to faculty about how faculty can make classrooms more inclusive and a better learning environment

Inclusion action 11

Continue the Career Center's Student Advisory Council meetings

Inclusion action 13

Provide law school community members regular reminders about accommodating religious observation

Inclusion action 14

Extend event invitations to all relevant law school community members, including CRES, LLM, and undergraduate students

Access action 1

Review access and accessibility to law school classrooms

• End of Equity Section •

Access

We will ensure that the law school's policies, processes, and practices provide [law school](#) community members equal opportunity to pursue their individual goals.



Access action 1: Review access and accessibility to law school classrooms

Following the University's ADA accommodation process, the law school is evaluating classroom access and accessibility. Modifications to meet current and future needs are being explored. Following that review, the law school will implement changes to support equitable access for all.

Lead: Associate Dean of Finance & Operations and Building Manager



Access action 2: Reevaluate contingent scholarships

During academic year 2021-2022, the law school evaluated whether contingent scholarships were serving their intended purposes. That evaluation suggested that scholarships should no longer be contingent on a student's GPA. The change in policy will apply to incoming 1Ls.

Leads: Dean, Associate Dean for Finance & Operations, Dean of Students



Access action 3: Obtain access to UO's Future Stewards Program

UO's Future Stewards Program provides scholarships and work opportunities to graduate students who are also members of a federally recognized tribe. In the past, law students were not permitted to apply. After outreach from the Community & Inclusion Committee, law students are eligible to apply.

Lead: 2021-2022 Community & Inclusion Committee

Access

We will ensure that the law school's policies, processes, and practices provide [law school](#) community members equal opportunity to pursue their individual goals.



Access action 4: Create a MyLaw “Who to Contact” page

To clarify who students should contact when different issues arise, the law school will create a “Who to Contact” page, accessible from the MyLaw homepage. Such a page is a temporary solution until the MyLaw website is re-designed.

Lead: Dean of Students



Access action 5: Advocate for a streamlined process for applying for accommodations in advance of the MPRE

Students have stated that the process for applying to the NCBE (National Conference of Bar Examiners) for accommodations in advance of the MPRE (Multi-state Professional Responsibility Exam) is significantly more burdensome and time-consuming than applying for accommodations for other tests, such as the LSAT or the Oregon State Bar Exam. The 2021-2022 Community & Inclusion Committee has reached out to the ABA's Commission on Disability Rights. Together, they are gathering information about the issue and communicating with the NCBE. The 2021-2022 Community & Inclusion Committee Chair will continue to work with the ABA's Commission on Disability Rights, or other appropriate organization, to advocate for a more streamlined process.

Leads: 2021-2022 Community & Inclusion Committee Chair and Director of Diversity, Inclusion & Leadership

Access

We will ensure that the law school's policies, processes, and practices provide [law school](#) community members equal opportunity to pursue their individual goals.



Access action 6: Provide a recommended timeline for applying for accommodations for the Oregon State Bar and the MPRE

Students who receive accommodations in law school will be provided with a recommended timeline for applying for accommodations for the Oregon State Bar Exam and for the MPRE. The timelines for applying for accommodations differ and are lengthy. Estimated timelines will help students seeking accommodations to plan so that they can take bar exam tests at a preferred time and location and with the accommodations to which they are entitled.

Lead: Assistant Dean for Student Affairs and Director of Academic Excellence



Access action 7: Fundraise for and provide scholarships to support a diverse student body

The law school is continuously fundraising for scholarship funds. Those funds permit the law school to recruit students from diverse backgrounds and to provide need-based scholarships.

In particular, the law school has

- A Diversity & Inclusion fund, which supports both diversity-related programming and scholarships with which to recruit students from diverse backgrounds.
- A number of endowed funds that support students from groups historically excluded from the legal profession.
- Partnerships with the Multnomah and Lane County Bar Associations to award scholarships and provide employment opportunities for students from underrepresented groups.

Leads: Dean, Director of Development, Assistant Dean of Admissions, Assistant Dean for Career Planning

Access

We will ensure that the law school's policies, processes, and practices provide [law school](#) community members equal opportunity to pursue their individual goals.

8

Access action 8: Help students understand the financial obligations of law school

Law school is a significant investment of time, talent, and financial resources. Most students require federal financial aid to support their pursuit of a J.D. Throughout the application and enrollment process, the law school strives to provide students with access to information about the total cost of attending law school. The Admissions Office maintains a page on the law school website in addition to an admitted student-only webpage that includes detailed information about tuition and the total cost of attendance, provided by the UO Registrar and Office of Student Financial Aid & Scholarships. Students can also schedule individual meetings with the dedicated law school representative in the Office of Student Financial Aid & Scholarships for further consultation.

For students who have matriculated, the law school partners with AccessLex a non-profit organization that provides information, resources, and financial counseling to prospective and current law students. At 1L Orientation and at various times during their academic career, the law school provides students with information about AccessLex. The school also provides students with information about applying for scholarships and financial aid.

The law school should continue to ensure that students have the information necessary to manage the financial obligations of attending law school.

Leads: Assistant Dean of Admissions and Assistant Dean for Student Affairs

Access

We will ensure that the law school's policies, processes, and practices provide [law school](#) community members equal opportunity to pursue their individual goals.

9

Access action 9: Connect law students with diverse alumni through the Oregon Law Network

The Oregon Law Network is a database of alumni who are available to mentor and advise current law students. Network members can indicate group affiliations, and students can search by affiliation. The Oregon Law Network should be maintained and expanded. All law school community members can help build this network by sharing this link <https://law.uoregon.edu/careers/oregon-law-network> with alumni.

Leads: Career Center and all faculty, staff, and administrators

10

Access action 10: Clarify to students that seeking mental health services does not create barriers to becoming members of a bar

Students expressed confusion about whether accessing mental health services would necessarily lead to character and fitness questions when applying to a bar. The law school should encourage students to review the application questions or to contact the board of bar examiners in the relevant jurisdiction. In most instances, accessing mental health services is not a barrier to admission. For example, currently, the Oregon bar application asks no questions about an applicant's mental health. Rather, it asks about applicant conduct that might interfere with an applicant's ability to carry out professional duties in an appropriate manner. See <https://www.osbar.org/docs/admissions/ExamApplication.pdf>.

Lead: Assistant Dean for Student Affairs

Access

We will ensure that the law school's policies, processes, and practices provide [law school](#) community members equal opportunity to pursue their individual goals.

See
also

Other actions will also contribute to increasing access to opportunities. See also

Inclusion action 1

Establish additional meetings between the administration and affinity groups to ensure regular communication and exchange of information and ideas

Inclusion action 11

Continue Career Center's Student Advisory Council meetings

Inclusion action 13

Provide law school community members regular reminders about accommodating religious observation

Inclusion action 14

Extend event invitations to all relevant law school community members, including CRES, LLM, and undergraduate students

Equity action 1

Expand the law school's academic excellence program

Equity action 4

Faculty members will assist Student Affairs to find notetakers for students that are entitled to that accommodation

Equity action 5

Continue the law school's pre-orientation program

Equity action 6

Support efforts to develop alternatives to the traditional bar exam

Learning action 1

Work to expand students' experiential learning opportunities that help reduce racial, ethnic, or socio-economic disparities

• End of Access Section •

Learning

We will engage in continuous learning about how our individual experiences and the experiences of others impact teaching, learning, and engagement.



Learning action 1: Work to expand experiential learning opportunities that help reduce racial, ethnic, or socio-economic disparities

The law school seeks to engage students in legal work that takes affirmative steps toward reducing racial, ethnic, and socio-economic disparities. To grow such opportunities, the law school will work to strengthen existing relationships and develop new relationships with community organizations and other stakeholders outside the law school. In addition to increasing field placement opportunities, the law school will explore the feasibility of creating an immigration clinic, a human rights clinic, and/or other clinics that focus on legal work designed to reduce racial, ethnic, and socio-economic disparities.

Lead: Director of Experiential Education



Learning action 2: Establish an award to recognize DEI efforts that have had a positive impact on the law school community

This award would signal the law school's commitment to and support of DEI work. In addition, the award would serve an educational function of highlighting the efforts that individuals within the law school are making.

The 2021-2022 Community & Inclusion Committee notes that this award need not be given every year. Rather the award should be given for some significant impact. In addition, the committee should consider when the award is bestowed to ensure its educational function.

Lead: 2022-2023 Community & Inclusion Committee to develop the award structure

Learning

We will engage in continuous learning about how our individual experiences and the experiences of others impact teaching, learning, and engagement.

3

Learning action 3: Provide regular opportunities for faculty, staff, and administrators to learn about and develop skills relating to DEI issues

Annually, the law school provides DEI-related learning and training events at the August faculty and staff retreat. The law school plans to continue such annual learning and training events for faculty and staff.

In addition, the Associate Dean of Faculty Research & Programs and the Director of Diversity, Leadership & Inclusion will schedule appropriate DEI-related learning and training opportunities for faculty members. These opportunities will be provided, at least, once each semester during faculty colloquium sessions or at another appropriate time.

For staff members, funding for travel to conferences and workshops is provided in various budgets. Budget holders can make decisions about allocating funds for DEI-related training for staff.

The law school hosts numerous other programs and events that touch upon DEI-related themes and provide learning opportunities for our community.

Leads: Dean, Associate Dean of Faculty Research & Programs, Director of Diversity, Inclusion & Leadership, and budget holders

Learning

We will engage in continuous learning about how our individual experiences and the experiences of others impact teaching, learning, and engagement.

4

Learning action 4: Provide regular opportunities for students to learn about and develop skills relating to DEI issues

The law school provides regular opportunities for students to learn about diversity, equity, and inclusion. Central to that learning experience is to help students develop their capacity for cultural humility. “Cultural humility” is the ongoing process of “maintain[ing] an interpersonal stance that is . . . open to the other” and especially toward “the aspects of cultural identity that are most important” to the other person.³

The law school supports students’ development of cultural humility in several ways. At 1L orientation, students are introduced to the importance of difference in our community and given tools to help them contribute to inclusion and belonging for all members of our community.

The professional planning workshop includes a session designed to help expand students’ knowledge of others, including ways in which underrepresented groups encounter challenges and barriers within the legal profession. This interactive session helps students examine their own potential biases, identify specific behaviors or habits to practice, and explores how students can each serve as effective advocates for a more inclusive and equitable profession.

Finally, each semester the Frohnmayr Leadership Program offers additional programs that address inclusion, cultural humility, and how to address discriminatory people or situations.

The goal is for all students to be prepared to advance inclusion in all aspects of society.

Lead: Director of Diversity, Inclusion & Leadership

Learning

We will engage in continuous learning about how our individual experiences and the experiences of others impact teaching, learning, and engagement.

5

Learning action 5: Maintain the Diversity Graduation Requirement and continue to expand the number of courses that meet that requirement

In 2017, the law school faculty approved the Diversity Graduation Requirement, which requires each law student to take at least one class that addresses systemic inequities in the law.

Courses that meet the Diversity Graduation Requirement have slowly expanded over the last five years, following as student and faculty requests. Students should be aware that they may petition for additional classes—including classes across campus—to be approved as meeting the Diversity Graduation Requirement. Students interested in satisfying the diversity graduation requirement through a course that is not already approved should meet with the Associate Dean for Academic Affairs to discuss the process in advance of registration.

Leads: Associate Dean for Academic Affairs and the Curriculum Committee

6

Learning action 6: Recognize work that advances justice for underrepresented communities

The law school awards the Minoru Yasui annually to a member of the Oregon Law community whose “commitment to advancing the cause of justice on behalf of underrepresented communities brings honor to the law school.”

Lead: Director of Development

Learning

We will engage in continuous learning about how our individual experiences and the experiences of others impact teaching, learning, and engagement.

See
also

Other actions will also contribute to increasing learning opportunities. See also

Inclusion action 1

Establish additional meetings between the administration and affinity groups to ensure regular communication and exchange of information and ideas

Inclusion action 13

Provide law school community members regular reminders about accommodating religious observation

Inclusion action 14

Extend event invitations to all relevant law school community members, including CRES, LLM, and undergraduate students

Diversity action 2

Increase the number of law school faculty, staff, and administrators who are search advocates

Equity action 1

Expand the law school's academic excellence program

Equity action 4

Faculty members will assist Student Affairs to find notetakers for students that are entitled to that accommodation

Equity action 5

Continue the law school's pre-orientation program

• End of Learning Section •

¹ See, e.g., Sean Darling-Hammond & Kristen Holmquist, *Creating Wise Classrooms to Empower Diverse Law Students: Lessons in Pedagogy From Transformative Law Professors*, 33 *Chicana/o-Latina/o L. Rev.* 1, 20-21 (2015) (describing studies in which feedback reduced achievement gaps based on gender and socio-economic status); Daniel Schwarcz & Dion Farganis, *The Impact of Individualized Feedback on Law Student Performance*, 67 *J. Legal Educ.* 139, 165, 172 (2017) (noting feedback particularly benefits those with lower incoming LSAT scores).

² See, e.g., Richard Sheehy & John J. Horan, *Effects of Stress Inoculation Training for 1st-Year Law Students*, 11 *Int'l J. Stress Mgmt.* 41, 42 (2004) (citing studies that have concluded lack of feedback causes stress in law students).

³ Amanda Waters and Lisa Asbill, *Reflections on Cultural Humility*, *Am. Psych. Ass'n* (Aug. 2013), <https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility>.