

UNIVERSITY OF IDAHO COLLEGE OF LAW DIVERSITY PLAN
(Adopted January 11, 2012)

I. Purpose of the College of Law Diversity Plan:

The University of Idaho College of Law has a commitment to diversity that extends throughout its educational undertaking of graduating law students prepared to work in a local, regional and global legal environment. The purpose of this Law School Diversity Plan is to provide a concrete set of goals and an on-going measure of goal assessment that supports the educational charge of the law school in pursuing this commitment to diversity. This Diversity Plan provides four primary goals, implementation strategies, and recommendations for annual assessment and revision as necessary.

II. Overview of Diversity Standards Informing the College of Law:

A. American Bar Association (“ABA”) Standards

The ABA Section of Legal Education and Admissions to the Bar, in its Standards and Rules of Procedure for Approval of Law Schools, Chapter 2, Organization and Administration, requires ABA-approved law schools to “demonstrate by concrete action a commitment to” recruiting and retaining a diverse student body, faculty and staff. Specifically, at Standard 212, the ABA states as follows:

EQUAL OPPORTUNITY AND DIVERSITY

(a) Consistent with sound legal education policy and the Standards, a law school shall demonstrate by concrete action a commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.

(b) Consistent with sound educational policy and the Standards, a law school shall demonstrate by concrete action a commitment to having a faculty and staff that are diverse with respect to gender, race and ethnicity.

B. University Strategic Plan Goal 4

The University of Idaho, in its Strategic Plan document, entitled “Leading Idaho: The University of Idaho’s Strategic Plan, 2011-2015,” has made student and faculty diversity a university-wide goal, stating as follows:

Goal 4: Community and Culture Goal: Be a purposeful, ethical, vibrant, and open community. Context: Our community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse

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community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

Objective A: Be a community committed to access and inclusion.

Strategies:

1. Recruit and retain a diverse student body.
2. Recruit and retain diverse faculty and staff.
3. Expand opportunities for cultural competency training.
4. Build extended community partnerships to enhance an environment that values diversity.

Thus, as a condition of its ABA-accreditation and as a constituent of the University of Idaho community, the College of Law is obligated to develop and implement a plan designed to recruit and retain students, faculty and staff from diverse/minority groups.

III. Commitment to Diversity by the College of Law:

From its earliest days the University of Idaho College of Law has followed a policy of nondiscrimination on admission for reasons of sex, creed, or race. As a result, Mary Shelton became the first woman to graduate from the College of Law in 1923. The first significant increase in the number of female students and faculty members at the Law School occurred in the years before and after World War II, which included its first professional female law librarian (1940), first Japanese-American female graduate (1943), and first female law professor (1945). In 1952, the College of Law included three women in its graduating class and its first African-American graduate.

The number of female law students increased again at the end of the 1960s and continued to grow steadily over the next three decades. Nonetheless, the College of Law recognized the need to improve gender and racial/ethnic diversity in its student body and in 1994 the Law School hosted a CLEO Summer Institute. Despite these increases in enrollment and a commitment to increasing diversity, in 1999 a Blue Ribbon Panel determined that the College of Law held one of the lowest percentages of female students among all law schools in the United States at 26.4%; and for racial and ethnic student minorities, a mere 4.1%. Over the next eight years, the College of Law worked to improve diversity among its student body and faculty and staff. By 2007, the percentage of women in the incoming class increased substantially, rising to 49%, and the percentage of minority students increased to 18%. Continuing in its efforts to promote diversity in the legal profession, in 2007 the College of Law joined with the Idaho State Bar to establish a new Diversity Section. In 2011, the overall percentages of female students and students of color at the College of Law were at 40% and 12%, respectively. Likewise, diversity among the law school faculty and staff increased to include 20 women as faculty, instructors, adjuncts, and administrators, and several members of racial/ethnic minorities including Native-American, African-American, and Hispanic.

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In furtherance of the law school's commitment to diversity, an official statement was adopted by the College of Law faculty in the spring of 2010 and revised in the spring of 2011 with faculty approval.

College of Law Diversity Statement (rev. 2011)

The University of Idaho College of Law embraces diversity within the law school community and the legal profession. Our law school protects and fosters an inclusive and respectful learning environment for the discussion of legal principles, concepts, and practical skills. As a preparatory ground for future practitioners of the law, we adhere to the standards of legal professionalism within our classrooms, our offices, our hallways, our student organizations, our gathering places, and our activities. The calling to law is an important one with significant impacts on society, and as a law school we take that significance to the core of our purpose. The law school community values people of diverse cultures, races, ethnicities, genders, physical abilities, lifestyles, opinions, citizenship, philosophies, sexual orientations, religious backgrounds, ages, life experience, and identities. Diversity is an essential component of the University of Idaho College of Law and requires legal professionalism from all sectors of our community to provide an appropriately respectful learning environment.

IV. College of Law's Four Primary Diversity Goals:

Goal 1. Recruitment, Retention, Graduation and Placement of Diverse Student Body

A. Implementation Strategies for Student Recruitment

1. Attend recruiting fora and (non-forum) law school and graduate school fairs in metropolitan area with significant diverse, minority, and underrepresented populations (where possible, have diverse, minority, and underrepresented students accompany faculty or staff recruiter)
2. Develop website and brochure information highlighting the College of Law's current diverse, minority, and underrepresented students, student groups, and faculty members
3. Target mailings of brochure and other law school materials to potential applicants from diverse, minority, and underrepresented backgrounds
4. Attend pre-law conferences and/or institutes geared to diverse, minority, and underrepresented students
5. Grant application fee waivers to potential applicants, including diverse, minority, and underrepresented applicants
6. Direct diverse, minority, and underrepresented applicants toward and award such applicants financial aid, particularly scholarships
7. Communicate with diverse, minority, and underrepresented judges and lawyers who either work in Idaho or who are College of Law alumni to locate and "recruit" potential diverse, minority, and underrepresented applicants
8. Utilize College of Law Admitted Students activities during Spring to "close the deal" with diverse, minority, and underrepresented students
9. Improve facilities for functionality to attract potential students with differing physical abilities
10. Recruit and retain a diverse, minority, and underrepresented faculty and staff

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Assessment: at the conclusion of student admission and enrollment process each year

B. Implementation Strategy for Retention and Graduation

1. To the extent possible, offer enrollment to high quality diverse, minority, and underrepresented applications, i.e. to applicants whose indicators (college GPA, LSAT score, personal statement, pre-law work experience or education, etc.) predict a high likelihood of success in law school
2. Create and sustain a climate/culture at the College of Law – at the faculty, staff and student levels -- that is welcoming, safe, nurturing and enriching to/for diverse, minority, and underrepresented students
3. Provide academic support for enrolled diverse, minority, and underrepresented students
4. Utilize College of Law Early Welcome activities as part of climate/culture building and support for diverse, minority, and underrepresented students
5. Support existing and additional minority and diverse student groups
6. Link diverse, minority, and underrepresented students to additional mentors, including judges and lawyers who work in Idaho or are College of Law alumni
7. Continue to provide financial aid, including scholarships, to diverse, minority, and underrepresented students
8. Recruit and retain a diverse, minority, and underrepresented faculty

Assessment: at the conclusion of each academic year

C. Implementation Strategies for Successful Placement of Students

1. Develop College of Law curricula that will enhance the bar passage rate of all students, including diverse, minority, and underrepresented students
2. Work with the Idaho State Bar Association to develop initiatives encouraging the placement of diverse, minority, and underrepresented students
3. Work with Idaho and adjoining state private sector attorneys (law firms and solo practitioners), in-house legal departments, government law offices (Attorney General, United States Attorney, local prosecutor or City Attorney offices), and judiciary (state and federal) to encourage pre-graduation (summer associate and externship) and post- graduation hiring (associate, staff attorney and law clerk) of diverse, minority, and underrepresented applicants
4. Work with other law school placement offices to identify out-of Idaho placement opportunities for all College of Law students, including diverse, minority, and underrepresented students
5. Communicate with current College of Law students and with alumni, including diverse, minority, and underrepresented students and alumni, concerning the availability of College of Law support, via the Student Services Office, for assistance in obtaining and pre- and post-graduation placement
6. Collect and/or compile complete and accurate data from College of Law students and alumni, the Idaho State Bar, private sector attorneys, in-house legal departments, government law offices, and the judiciary concerning pre- and post-graduation placement rates for College of Law students and graduates

Assessment: within three (3) months of the Idaho State Bar's Fall-Winter announcement of the bar passage results each year

Goal 2. Recruitment, retention, and support for diverse faculty and staff

A. Recruitment, retention and support for diverse faculty members

1. Implementation strategies for faculty recruitment –
 - a. Advertise nationally and in specific publications targeted to diverse potential law faculty candidates
 - b. Seek a diverse applicant pool to select the best faculty candidate
 - c. Include a diverse faculty member on the hiring committee to provide information on diversity to potential candidates

Assessment: at the conclusion of a faculty hiring process

2. Implementation strategies for retention and support –
 - a. Ensure salary equity
 - b. Invite diverse speakers to the College of Law for symposia and colloquia with the law faculty as a larger intellectual community for diverse faculty
 - c. Conduct mandatory faculty trainings and discussions on inclusion and issues of concern to diverse populations on an annual basis
 - d. Provide faculty travel requests to engage in conferences and symposia providing opportunities to network with diverse faculty
 - e. Assign faculty mentors to provide support, advice and assistance for junior faculty in the tenure track process
 - f. Assist diverse faculty with time management issues, including requests for participation on internal and external committees, in outreach efforts, in advisor roles to students, and in maintaining appropriate opportunities for scholarship and faculty-valued activities
 - g. Provide a climate of respect for: non-majority religious/spiritual holidays, child care needs for both women and men faculty in scheduling faculty events, and emphasize a community perspective rather than a hierarchical perspective within the faculty.

Assessment: annual in September for the prior academic year

B. Recruitment, retention and support for diverse staff members

1. Implementation strategies for staff recruitment -
 - a. Advertise nationally and regionally in specific publications targeted to diverse potential staff candidates
 - b. Seek a diverse applicant pool to select the best staff candidate
 - c. Include a diverse staff member on the hiring committee to provide information on diversity to potential candidates

Assessment: at the conclusion of a staff hiring process

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2. Implementation strategies for retention and support –
 - a. Ensure salary equity
 - b. Conduct mandatory staff trainings and discussions on inclusion and issues of concern to diverse populations on an annual basis
 - c. Assist diverse staff with time management issues, including requests for participation on internal and external committees, in outreach efforts, etc.
 - d. Provide a climate of respect for: non-majority religious/spiritual holidays and emphasize a community perspective rather than a hierarchical perspective within the staff.

Assessment: annual in September for the prior academic year

Goal 3. Continue to Build and Maintain Inclusive Climate for Diversity within all sectors of the Law School

The University of Idaho, College of Law represents ethics, excellence and acceptance of all. Diversity is a core component of the culture of the law school. We have pride in our student body, staff, and faculty that represents a cross section of diversity within our community, state and nation. We seek and recruit students of all backgrounds in order to provide a rich environment to learn, grow and persevere.

The College of Law seeks to build and maintain an inclusive climate for diversity in the following ways:

- a. Providing faculty and administrative support for all student organizations and events which promote diversity, such as the Black Law Students Association, the Disability Rights Group, the Latino Law Caucus, the Multicultural Law Caucus, Native American Law Students Association, Nontraditional Student Group, OutLaws, and the Women's Law Caucus.
- b. Inviting speakers to keynote College of Law events, such as the Bellwood Lecture Series and the Native Law Conference, who will address issues of concern to diverse populations.
- c. Providing a civil, safe, and secure environment for all members of the College of Law community by encouraging faculty, staff, and students to attend diversity related trainings and providing appropriate support systems to address perceived acts of discrimination or intolerance.
- d. Support Clinic activities representing minorities and other under-represented groups such as the Immigration Clinic, Low Income Taxpayers Clinic, and the Domestic Violence and Sexual Assault Clinic.
- e. Requiring students to participate in the Pro Bono Program and to complete at least 40 hours of law-related public service in order to graduate.
- f. Maintain a close working relationship with the Idaho State Bar which includes active faculty/staff and student representation on the Diversity Section Council and support of

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other State Bar Sections such as the Indian Law Section, International Law Section, and Young Lawyers Section.

- g. Sponsor conferences and symposia that address issues of inclusion and diversity.

Assessment: Every spring on an annual on-going basis

Goal 4. Assess, Evaluate, Communicate and Annually Report on Diversity Initiatives

With Diversity as a priority for the College of Law, the annual assessment under the Diversity Plan and revisions for the next academic year will be an on-going responsibility. This section provides the responsible components within the law school to report on diversity initiatives on an on-going basis. The Law School administration serves as the central organization to assess whether diversity plan goals are met for each academic year and to dedicate time on an annual basis during the first fall semester faculty meeting and the last spring semester faculty meeting for reporting and discussion on assessments under this Diversity Plan. Assessment requires the coordination between the administration, directors, faculty and staff within the law school. For the designated Assessments below to be successfully completed, they must be prioritized by the Administration, particularly the Associate Deans with oversight authority on the areas to be assessed which may be delegated to relevant personnel.

A. September Diversity Plan Assessment:

Goal 1 Assessment of diversity student recruitment and admissions process for prior academic year (Associate Dean of Students & Administration)

Goal 1 Assessment of bar passage rates and placement for diverse students within three months for each of the July and the February bar passage listings (Associate Dean of Students & Administration)

Goal 2 Assessment of diverse faculty retention and support efforts during prior academic year (Associate Dean for Faculty Affairs)

Goal 2 Assessment of diverse staff retention and support efforts during prior academic year (Associate Dean of Students & Administration)

-Report to be completed by the end of September for October faculty meeting

B. May Diversity Plan Assessment:

Goal 1 Assessment of diverse student graduation and retention for the completed academic year (Associate Dean of Students & Administration)

Goal 3 Assessment of law school climate supporting diversity for the prior academic year (Associate Dean for Faculty Affairs, Associate Dean of Students & Administration and Diversity Committee)

-Report to be completed by the end of May and circulated to faculty

C. As-needed Assessment

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Goal 2 Assessment of faculty hiring process in coordination with diversity plan recommendations at the conclusion of process (Associate Dean for Faculty Affairs)
 Goal 2 Assessment of staff hiring process in coordination with diversity plan recommendations at the conclusion of process (Associate Dean of Students & Administration)

-Reporting to be conducted on an as-needed basis and included in either May or September Report.

Appendix A – Goal 1

**University of Idaho
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2011-2012 Five-Year Entering Class Comparison Report

Entering Class LSAT Comparison						Entering Class UGPA Comparison					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
High	169	166	166	171	168	High	4.02	3.94	4.01	4.00	4.00
90th Percentile	161	161	161	160	159	90th Percentile	3.86	3.80	3.78	3.81	3.73
75th Percentile	159	157	157	157	157	75th Percentile	3.66	3.58	3.65	3.54	3.57
Median	155	154	155	154	154	Median	3.36	3.29	3.34	3.30	3.25
25th Percentile	151	151	152	151	151	25th Percentile	3.03	2.85	3.08	2.96	2.96
10th Percentile	147	148	147	148	147	10th Percentile	2.69	2.68	2.83	2.59	2.62
Low	138	137	141	141	138	Low	2.01	2.17	1.97	2.06	2.21

Overview	APPLICANT POOL					ADMITTED STUDENTS					ENROLLED STUDENTS				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Total	675	759	743	862	663	295	338	348	378	372	104	102	114	132	130
Residents	202	203	177	190	179	129	133	116	108	136	69	69	69	61	85
Non-Residents	473	556	566	672	484	166	205	232	270	236	35	33	45	71	45
Male	482	514	504	595	452	176	205	219	232	234	53	60	76	73	80
Female	193	245	238	267	211	119	133	129	146	138	51	42	38	59	50
Minorities	94	149	154	88	118	54	60	69	47	61	19	18	13	24	15
% Residents	30%	27%	24%	22%	27%	44%	39%	33%	29%	37%	66%	68%	60%	46%	65%
% Non-Residents	70%	73%	76%	78%	73%	56%	61%	67%	71%	63%	34%	32%	40%	54%	35%
% Male	71%	68%	68%	69%	68%	60%	61%	63%	61%	63%	51%	59%	67%	55%	62%
% Female	29%	32%	32%	31%	32%	40%	39%	37%	39%	37%	49%	41%	33%	45%	38%
% Minorities	14%	20%	21%	10%	18%	18%	18%	20%	12%	16%	18%	18%	12%	16%	12%

Prepared 09/01/2011

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YIELDS BY CATEGORY	2006	2007	2008	2009	2010	2011
TOTAL APPLICANT VOLUME AND YIELD						
Total Applicants	782	675	759	743	862	663
Total Applicants Admitted	302	295	338	348	378	372
Total Applicants Enrolled	105	104	102	114	132	130
Yield (Admitted to Enrolled)	35%	35%	30%	33%	35%	35%
RESIDENT VOLUME AND YIELD						
Residents Applied	214	202	203	177	190	179
Residents Admitted	122	129	133	116	108	136
Residents Enrolled	60	69	69	69	61	85
Yield (Admitted to Enrolled)	49%	53%	52%	59%	56%	63%
NON-RESIDENT VOLUME AND YIELD						
Non-Residents Applied	568	473	556	566	672	484
Non-Residents Admitted	180	166	205	232	270	236
Non-Residents Enrolled	45	35	33	45	71	45
Yield (Admitted to Enrolled)	25%	21%	16%	19%	26%	19%
MALES						
Total Males Applied	522	482	514	504	595	452
Total Males Admitted	172	176	205	219	232	234
Total Males Enrolled	57	53	60	76	73	80
Yield (Admitted to Enrolled)	33%	30%	29%	35%	31%	34%
FEMALES						
Total Females Applied	260	193	245	238	267	211
Total Females Admitted	130	119	133	129	146	138
Total Females Enrolled	51	51	42	38	59	50
Yield (Admitted to Enrolled)	39%	43%	32%	29%	40%	36%
MINORITIES						
Total Minorities Applied	115	94	149	154	88	118
Total Minorities Admitted	48	54	60	69	47	61
Total Minorities Enrolled	18	19	18	14	24	15
Yield (Admitted to Enrolled)	38%	35%	30%	20%	51%	25%

Appendix B - Goal 2

The Practical Imperatives and Benefits of a Diverse Law Faculty and Staff

Societal climates of inequality have historically limited, and often barred, access to public higher education for many women, racial, ethnic, LGBTQ, and disabled minorities nationwide. The resulting higher education gap in light of a highly globalized job market continues to press U.S. universities to further advance student and faculty diversification efforts to meet real world demands.

Due to the growing number of diverse students entering public institutions of higher education, there is an urgent need to better address the changing classroom dynamic. An institution with a diverse law faculty and staff body can most effectively seek and implement efforts to meet *all* students' educational needs. Furthermore, a diverse law faculty and staff fosters rewarding opportunities for diverse students such as mentorship, networking, job placement, and guidance in the development of personal and professional leadership skills.

The University of Idaho College of Law is committed to attracting and recruiting multicultural and diverse student applicants every year. A diverse student body is a growing necessity for today's legal job market. Recruitment and cultivation of a diverse student and faculty body are a fundamental starting point to producing competent, astute advocates for a wide variety of future clients on a multitude of diverse legal issues. Consequently more important are efforts in the recruitment and retention of diverse law faculty and staff members who render particularly critical aid in the recruitment, retention, and success of this segment of under-represented law students.

Table 2-1 on Law Faculty*

	2004	2011
Total	24	32
Men	16	15
Women	9	17
Minority	0	3
Disabled	0	0
Sexual Orientation	0	0

*Univ. of Idaho College of Law Self-Study Report, Chapter 4. The Faculty, C. Nondiscrimination, Equal Opportunity and Diversity, pg. 79 (Adopted by the Faculty, Sept. 7, 2011).

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Table 2-2 from Faculty Stats Worksheet, Assoc. Dean Brandt – October 2011

	Men	Women	Minority	Disabled	Sexual Orientation	Total
Tenured	9	5	1	0	0	14
Tenure-track	3	5	2	0	0	8
Law Library Faculty	1	2	1	0	0	3
Full-Time Instructors	3	4	0	0	0	7
Total	16	16	4	0	0	32

Tenured Men:

Anderson
Beard
Burnett
Goble
Hasko
Miller, J.
Satz
Seamon
Williams

Tenured Women:

Brandt
Cosens
Laflin
Lillard
Schurtman

Tenure-Track Men:

Long
Miller, S.
Rumel

Tenure-Track Women:

Bridy
Couture
EagleWoman
Sanders
Telesetsky

Law Lib. Faculty Men:

Greenlee

Full-Time Instructors Men:

Costello
Dillion
Stewart

Full-Time Instructors Women:

Albertson
McIntosh
Patthoff
O'Neal

Law Lib. Faculty Women:

Funabiki
Mattimoe

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Table 2-3 on Law Library Professional Staff**

	2009	2010	2011
Total	3	3	4
Men	1	1	1
Women	2	2	3
Minority	1	1	1
Disabled	0	0	0
Sexual Orientation	0	0	0

**Provided by Director of the Law Library & Associate Professor on November 2, 2011

Table 2-4 on Law Professional and Support Staff***

	2009	2010	2011
Total	18	18	19
Men	5	5	5
Women	13	13	14
Minority	2	2	1
Disabled	0	0	0
Sexual Orientation	1	0	0

*** Provided by Law Director of Administrative & Fiscal Operations on November 2, 2011