

UNIVERSITY OF IDAHO COLLEGE OF LAW DIVERSITY PLAN

(Adopted May 2019)

I. College of Law Diversity Statement

At University of Idaho College of Law we embrace diversity within our College community and the legal profession by protecting and fostering 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 high 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 College we take that significance to the core of our purpose. By all members of the College being able and willing to listen respectfully to each others' viewpoints and to participate in discussions in a calm, professional, and civil manner, we strive to abolish educational inequity stemming from disparate treatment. We welcome and value law students, staff, and faculty from all cultures, races, ethnicities, genders, physical abilities, lifestyles, opinions, nationalities, philosophies, sexual orientations, religious backgrounds, ages, life experiences, and identities. Diversity is an essential component of the College and requires legal professionalism from all sectors of our community to provide an appropriately respectful learning environment.

Purpose of the College of Law Diversity Plan

We are committed to ensuring that our administrators, faculty, and staff take seriously their responsibility to teach and mentor law students who are prepared to justly advocate for the rule of law in local, regional, and global legal environments. Our Diversity Plan provides a concrete set of goals and strategies to implement the goals. We intend for this plan to guide our actions and we will assess our progress towards achieving diversity and inclusion goals on a regular basis. Based on our assessment, we will reflect and make appropriate changes to consistently improve our progress towards achievement of our goals.

Our College recognizes that diversity includes differences in race, gender, ethnicity, sexual orientation, gender identity, nationality, political views, religious affiliation, veteran status, income, and geography. Because we value a plurality of perspectives and we recognize that some groups are historically underrepresented in the legal profession, our plan has a particular focus on recruiting and retaining excellent students, faculty, and staff from underrepresented and minority groups. Our commitment to diversity is reflected in the following goals.

II. Three Diversity Goals

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

We are committed to attracting and recruiting multicultural and diverse student applicants every year. Recruitment and cultivation of a diverse student body is a fundamental starting point to produce competent and wise advocates to deliver legal services to a diversity of future clients.

A. Implementation Strategies for Student Recruitment

1. Attend law school and graduate school recruiting events in areas with significant diverse, minority, and underrepresented populations and share experience of being a diverse, minority, or underrepresented student
2. Select student ambassadors who represent across a broad spectrum of interests
3. Maintain a website and [brochure](#) information highlighting the College of Law's current students, student groups, and faculty members who identify as part of a diverse group.
4. Target mailings of brochure and other College materials to potential applicants from diverse, minority, and underrepresented backgrounds.
5. Attend or instruct at pre-law conferences and/or institutes geared to diverse, minority, and underrepresented students.
6. Allocate budget for law school application fee waivers and offer potential waivers for meritorious diverse, minority, and underrepresented applicants.
7. Provide [LSAT Prep Course](#) in Idaho communities with large underrepresented minority populations and offer discounted fees for the course to diverse, minority, and underrepresented potential law school applicants.
8. Fundraise for particular scholarship funds to attract meritorious diverse, minority, and underrepresented applicants. Direct diverse, minority, and underrepresented applicants toward financial aid and award meritorious diverse, minority, and underrepresented applicants scholarships.
9. Communicate with diverse, minority, and underrepresented judges and lawyers to locate and encourage applications from diverse, minority, and underrepresented applicants.
10. Utilize College of Law [Admitted Students activities](#) during spring to reach out to diverse, minority, and underrepresented students to answer questions and address concerns about enrollment.
11. Improve facilities for functionality to attract potential students with differing physical abilities. Provide information about disability services.
12. Extend enrollment offers to high quality diverse, minority, and underrepresented applicants whose previous life experience (as reflected in previous work experience or personal statement) and academic indicators (college GPA, LSAT scores) predict a high likelihood of success in law school.
13. Recruit and retain a diverse, minority, and underrepresented faculty and staff. Connect potential and admitted students with these faculty and staff early on in the admissions process to provide support and advice for individuals selecting whether and where to attend law school.

Responsibility for Implementing Strategies for Student Recruitment (Goal 1.A):

- The Associate Dean of Students, Academic Affairs & Administration
 - Strategies 1(A)(1), 1(A)(2), 1(A)(4), 1(A)(11)
- Facilities Committee 1(A)(11)
- Admissions Committee 1(A)(3), 1(A)(4), 1(A)(8), 1(A)(9), 1(A)(12)
- Director of Admissions, Assistant Director of Admissions

- Strategies 1(A)(1) through 1(A)(12)
- Dean
 - Strategies 1(A)(6), 1(A)(7), 1(A)(8), 1(A)(10), 1(A)(13)
- Director of Development
 - Strategy 1(A)(8)
- Dean and Associate Deans in liaison with State facilities managers
 - Strategy 1(A)(11)
- Individual faculty
 - Strategy 1(A)(5), 1(A)(9), 1(A)(10), 1(A)(13)
- Individual staff
 - Strategy 1(A)(9), 1(A)(10), 1(A)(12), 1(A)(13)
- Individual students
 - Strategies 1(A)(1), 1(A)(2), 1(A)(10)

Assessment:

1. The Associate Dean of Students, Academic Affairs & Administration in conjunction with the Director of Admissions will report on recruitment yields for each incoming first year class at the *August* faculty meeting and will provide updates throughout the academic year on future recruitment efforts.
2. The Director of Admissions, Dean, and Director of Development will report on law school application fee waivers and scholarship funding for diverse candidates in *March*.
3. The Facilities Committee and the Dean will report at the first faculty meeting after its first committee meeting in *September/October* and in *April* on facility barriers and what has been done to resolve them.
4. The Director of Admissions and the Admissions Committee will report at the first faculty meeting after its first committee meeting in *September/October* and in *April* on the College of Law's website, targeting of brochures, offering of LSAT prep courses, and other strategies for recruiting diverse students.
4. In *September and January*, individual faculty members and staff will report on any pre-law conferences/institutes that they have attended and the outcome of those conferences for recruitment. Individual faculty members and staff will also discuss any contact they have had with judges or lawyers to locate strong candidates for the law school from historically underrepresented groups.
5. Based on the reports provided throughout the year, the Diversity Committee will provide a written summary of actions taken to implement Goal 1.A. in *May*.

B. Implementation Strategy for Retention and Graduation of Diverse Students

1. Identify using aggregated statistics the performance of diverse, minority, and underrepresented students after the 1L and 2L years. If necessary provide additional academic support opportunities for diverse, minority, and underrepresented students.
2. Continue to offer Academic Skills Lab I (required for all incoming 1Ls) and Academic Skills Lab II (required for fourth-quartile 1Ls) to enable all students to develop academic skills necessary for law school success.

3. Continue to offer the [Applied Legal Reasoning](#) course to assist all students with bar exam preparation and encourage diverse, minority, and underrepresented students to enroll in and complete the course.
4. Create and sustain a climate/culture at the College of Law that is welcoming, safe, nurturing and enriching to/for diverse, minority, and underrepresented students.
5. Build activities into Orientation that promote diversity, inclusion, and support for diverse and underrepresented students.
6. Support existing and new diverse [student groups](#).
7. Link diverse, minority, and underrepresented students to additional mentors, including judges and practicing lawyers.
8. Provide information to diverse, minority, and underrepresented students about University services and Boise/Moscow community groups.
9. Continue to provide scholarships and other appropriate financial aid to meritorious diverse, minority, and underrepresented students. Fundraise for additional scholarships to support retention.
10. Recruit and retain a diverse faculty (including adjunct faculty), including minorities and individuals from other underrepresented groups to provide students with opportunities to learn from a variety of teachers. [See Goal 2.A for Assessment]
11. Offer a curriculum that includes skill training in cross-cultural communication and substantive study on anti-discrimination, civil rights, human rights, and community justice for underrepresented groups.
12. Develop and continue to offer College of Law curricula that will enhance the bar passage rate of all students, including diverse, minority, and underrepresented students.

Responsibility for Implementing Retention and Graduation Strategies (Goal 1.B):

- Dean
 - Strategies 1(B)(4), 1(B)(9)
- Associate Dean of Students, Academic Affairs & Administration
 - Strategies 1(B)(4), 1(B)(5), 1(B)(8)
- Assistant Dean for Career Development and Director of Career Development
 - Strategy 1(B)(7)
- Diversity Committee
 - Strategies 1(B)(4), 1(B)(5), 1(B)(6)
- Appointments Committees
 - Strategy 1(B)(9)
- Directors of Academic Success and Academic Affairs
 - Strategies 1(B)(1), 1(B)(2), 1(B)(3), 1(B)(4), 1(B)(6)
- Student Services Office
 - Strategies 1(B)(4), 1(B)(5), 1(B)(6)
- Curriculum Committee
 - Strategy 1(B)(11), 1(B)(12)
- Individual faculty
 - Strategies 1(B)(1), 1(B)(4), 1(B)(5), 1(B)(6), 1(B)(9), 1(B)(11)
- Individual staff

- Strategies 1(B)(4), 1(B)(5), 1(B)(6)
- Individual students
 - Strategies 1(B)(4), 1(B)(5), 1(B)(6)

Assessment:

1. The Associate Dean of Students, the Diversity Committee and Students Services Office will report at the first faculty meeting in *September* on Orientation activities that promoted diversity and inclusion.
2. The Associate Dean of Students, Academic Affairs & Administration shall report to the faculty at the *May* faculty meeting on how many diverse, minority, and underrepresented will be graduating and how many diverse, minority, and underrepresented students are expected to enroll as 2L and 3L students.
3. The Assistant dean for Career Development shall report to the faculty at the *February* faculty meeting on programs that have linked diverse, minority, and underrepresented students to potential mentors in the legal profession.
4. The Directors of Academic Success will report at the *April* meeting on the delivery of Academic Skills classes and the Applied Legal Reasoning with a focus on how diverse, minority, and underrepresented students performed in their classes using aggregated statistics.
5. The curriculum committee will report in *November* and *April* on what classes are offered that cover skills and cover subject matters that are important for pursuing justice for diverse, minority, or underrepresented populations. The committee will also report on any curricular developments designed to improve bar passage rates.
6. The Associate Dean of Students and a representative from student services will report in *October* on what information has been provided to diverse, minority, and underrepresented students about University services and Boise/Moscow community groups.
7. The Dean will report on fundraising for scholarships and scholarships granted in *March*.
8. Based on the reports provided throughout the year, the Diversity Committee will provide a written summary of actions taken to implement Goal 1.B. in *May*.

C. Implementation Strategies for Successful Employment Placement of Students

1. Identify annually the bar passage rate for students who are diverse, minority, or underrepresented.
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 employment and internship 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 about law-related placements.
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 law-related placement rates for College of Law students and graduates.

Responsibility for Implementing Successful Student Placement Strategies (Goal 1.C):

- The Associate Dean of Students, Academic Affairs & Administration
 - Strategy 1(C)(2)
- Assistant Dean for Career Development and Director of Career Development
 - Strategies 1(C)(2), 1(C)(3), 1(C)(4), 1(C)(5), 1(C)(6)
- Director of Externship and Pro Bono Programs
 - Strategy (1)(C)(2), 1(C)(3), 1(C)(4)
- Curriculum Committee
 - Strategy 1(C)(1)
- Diversity Committee
 - Strategy 1(C)(2)
- Directors of Academic Success and Academic Affairs and Student Services Office
 - Strategies 1(C)(1), 1(C)(5)
- Individual Faculty
 - Strategies 1(C)(5)

Assessment:

1. The Assistant Dean for Career Development and Director of Career Development will provide an update on job placements for University of Idaho graduates including any specific information about placements for diverse, minority, or underrepresented graduates or students in *October* and *April*.
2. The Director of Externships will provide an update on externship placements for University of Idaho graduates including any specific information about placements for diverse, minority, or underrepresented students in *October* and *April*.
3. The Directors of Academic Success will provide an update on bar passage rates in *October* and *April*.
4. The Diversity Committee will report in *February* on any communication it has had with the Idaho State Bar Association on enhancing opportunities in the legal profession for diverse, minority, and underrepresented students.
5. Based on the reports provided throughout the year, the Diversity Committee will provide a written summary of actions taken to implement Goal 1.C. in *May*.

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

We are committed to building an institution that reflects the increasing diversity in the legal profession across the United States. To achieve this goal, we understand that we need to hire a diverse faculty and staff who can offer new perspectives, mentorship, networking, and leadership.

A. Recruitment, retention and support for diverse faculty members

1. Implementation strategies for faculty recruitment

- a. Advertise nationally and regionally to attract diverse law faculty candidates and diverse staff.
- b. Seek a diverse applicant pool to select the best candidates.
- c. Request a faculty or staff member from an underrepresented population to perform outreach to job candidates and provide input to the committee on how particular candidates might contribute to enhancing diversity and building a more inclusive community.
- d. Request a faculty or staff member from an underrepresented population to participate in facilitating campus visits for candidates from diverse, minority, or underrepresented groups.

2. Implementation strategies for faculty retention and support

- a. Ensure salary equity.
- b. Invite diverse speakers to the College of Law for symposia and colloquia
- c. Provide faculty travel opportunities to present at conferences and symposia that allow networking with diverse faculty from other institutions or to take leadership roles in academic organizations.
- d. Assign faculty and staff mentors to provide support, advice and assistance for junior faculty in the tenure track process and new staff.
- e. Ensure that faculty from diverse and underrepresented backgrounds have the institutional support to balance ongoing demands of scholarship and teaching with other demands on their time to participate in committees, outreach, and advising and mentoring for diverse student populations. Ensure that staff from diverse and underrepresented backgrounds have the institutional support to balance their core work obligations with any additional requested outreach work.
- f. Support appropriate leave requests or workload adjustments for faculty and staff observing holy days that are not presently accommodated for in the existing school calendar.
- g. Require mandatory training on the Americans with Disabilities Act and disability accommodations, workplace bias, and cross-cultural communication that is mandatory for the Dean, all Associate Deans, Diversity Committee members, Dean of Students, staff in the Admissions Office and Student Services Office. These trainings will be also available to any faculty or staff member to attend.

Responsibility for Implementing Faculty Recruitment and Retention Strategies Goal 2.A:

- Dean
 - Strategies 2(A)(1)(a), 2(A)(2)(a), 2(A)(2)(c), 2(A)(2)(e), 2(A)(2)(f) 2(A)(2)(g)
- Associate Deans
 - Strategy 2(A)(2)(d), 2(A)(2)(e), 2(A)(2)(g),
- Appointments Committees
 - Strategies 2(A)(1)(b), 2(A)(1)(c), 2(A)(1)(d)
- Diversity Committee
 - Strategy 2(A)(2)(g)
- Admissions Staff
 - Strategy 2(A)(2)(g)
- Student Services offices
 - Strategy 2(A)(2)(g)
- Individual Faculty 2(A)(1)(b), 2(A)(1)(c), 2(A)(1)(d), 2(A)(2)(b), 2(A)(2)(g)
- Individual Students 2(A)(2)(b)

Assessment:

1) The Appointments Committee will report before faculty interviews (typically held in *November/ December*) about their efforts to recruit a diverse pool of candidates for interviews and callbacks. Individual faculty will indicate any specific efforts that they have made to support the Appointments Committee in distributing job announcements. The Associate Deans responsible for hiring staff will also report at this time on efforts to recruit a diverse pool of candidates.

2) The Associate Deans will report on mentorship of faculty and staff in *October*.

3) The dean will report on salary equity matters and funding for travel in support of diversity goals in *March*.

4) The Diversity Committee will report on the diversity of outside speakers invited to speak for law school events at the *April* meeting.

5) Based on the reports provided throughout the year, the Diversity Committee will provide a written summary of actions taken to implement Goal 2 in *May*.

Goal 3. Continue to Build and Maintain an Inclusive Community across all sectors of the College

Celebration of diversity is a core component of our College's culture. We are proud of our student body, staff, and faculty who reflect a cross section of diversity. We are committed to building and maintaining an inclusive community in the following ways:

A. Provide faculty and administrative support for all [student organizations](#) and law school sponsored events, which promote diversity and human rights.

- B. Ensure that information about accessibility of law school sponsored events is available.
- C. Invite speakers who will address issues of concern to diverse populations at College of Law events, including keynote events such as the [Bellwood Lecture Series](#) and the [Native Law Conference](#).
- D. Create a civil, safe, and secure environment for all members of the College of Law community by promoting a variety of diversity related trainings
- E. Provide appropriate institutional responses to address acts of discrimination or intolerance.
- F. Support [Clinic](#) activities representing minorities and other under-represented groups such as the [Immigration Litigation and Appellate Clinic](#), [Low Income Taxpayers Clinic](#), and the Family Advocacy Center and Education Services ([FACES](#)) Clinic.
- G. Require students to participate in the [Pro Bono Program](#) and to complete at least 50 hours of law-related public service in order to graduate.
- H. 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 other State Bar Sections including the Indian Law Section.
- I. Sponsor conferences and symposia that address issues of inclusion and diversity.

Responsibility for Building and Maintaining Inclusive Environment (Goal 3):

- Dean and Associate Deans
 - Strategies 3(A) through 3(I)
- Diversity Committee
 - Strategies 3(A), 3(B), 3(H)
- Individual faculty and staff
 - Strategies 3(A), 3(B), 3(C), 3(D), 3(F), 3(H)
- Students
 - Strategy 3(I)

Assessment:

1. The Associate Dean for Students will report to the faculty in *October* on faculty and administrative support for student organizations.
2. The Dean and Associate Deans will report to the faculty on what institutional responses are in place to respond to acts of discrimination and intolerance and provide non-confidential information about how the College of Law has responded to any such acts. This is an ongoing obligation.
3. The Diversity Committee will ensure throughout the year that accessibility information is provided for law school events. This is an ongoing obligation that will be assessed in *May*.
4. Based on the reports provided throughout the year, the Diversity Committee will provide a written summary of actions taken to implement Goal 3 in *May*.

APPENDICES

Appendix I

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. Standard 206 provides:

DIVERSITY AND INCLUSION

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

B. University of Idaho Strategic Plan

The University of Idaho, in its [Strategic Plan and Process](#) document for Fiscal Years 2018-2022, expressed a commitment to educational programs “enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.” One of the Strategic Plan’s core themes is to create a purposeful, ethical, vibrant, and open community,” Plan, at p. 3. “The University of Idaho is a community of learners enriched by the wide variety of experiences and perspectives of our faculty, staff, students, and administrators. Our goal is to advance a socially just learning and working environment by fostering a culture of excellence through diverse people, ideas, and perspectives.” *Id.*

The University has made student, faculty, and staff diversity a University-wide goal, stating as follows:

Goal 4: Cultivate a valued and diverse community. Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

C. Charge to Diversity Committee in the [Amended and Restated Bylaws, Procedures, and Rules](#) of the University of Idaho College of Law

The Diversity and Human Rights Committee. The Diversity and Human Rights

Committee shall fulfill the College of Law's commitment to diversity and inclusiveness by fostering a community of mutual respect among our students, staff and faculty in order to make a vibrant community of scholars, lawyers and professionals. *Bylaws*, Section II.G(6)(g).

Appendix II

The College's Historical Efforts to Promote Diversity and Current Statistics

From its earliest days, the University of Idaho College of Law has followed a policy of not discriminating on the basis of sex, creed or race in making admission decisions. In 1923, Mary Shelton was the first woman to graduate from the College of Law and in 1952, Reginal Reeves was the first African-American to graduate. Even with our long-standing open admission policy, the College of Law has had challenges in attracting and retaining a diverse student body, faculty and staff that reflects national diversity.

Despite improvements in enrollment of students from underrepresented groups particularly women and an institutional commitment to increasing diversity, a University of Idaho organized Blue Ribbon Panel observed in 1999 that the College of Law held one of the lowest percentages of female students among all law schools in the United States (26.4%) and for racial and ethnic student minorities (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 multicultural students increased to 18%. Continuing in its efforts to promote diversity in the legal profession, the College of Law joined in 2007 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 College's faculty and staff increased to include 20 women as faculty, instructors, adjuncts, and administrators, and 6 members of racial/ethnic minorities identifying as Native- American, African-American, and Hispanic. To further advance the College's commitment to achieving a more diverse and inclusive community, the College of Law faculty approved a revised Diversity Plan in the spring of 2011 with faculty approval.

In the 2018-19 academic year, the College's student body profile included students between the ages of 20 to 55, 45% women, and 21% multicultural students. The entering first-year class was 49% female and 28% multicultural students. The College's faculty of 37 (including visiting professors, tenure-track faculty, library faculty, and clinical professors) in the 2018-19 academic year is 51% female. The College's J.D. staff is 75% female. Eleven percent of our faculty and J.D. staff are members of racial/ethnic minorities identifying as Native- American, Asian-American, African-American, and Hispanic. The College's current student body profile can be reviewed on the College's website at <https://www.uidaho.edu/law/law-prospective/fact-sheet>.

Appendix III
Assess, Evaluate, Communicate, and Annually Report on Diversity Initiatives

September	Associate Dean of Students in conjunction with the Director of Admissions	Report to faculty on recruitment yields
September	Associate Dean of Students, Diversity Committee, Student Services	Report to faculty on Orientation activities that promoted diversity and inclusion.
September	Individual Faculty	Report to faculty on any attendance of pre-law academies designed to attract diverse candidates or any outreach to individual lawyers/judges to identify potential good candidates
September/October after first Admissions Meeting	Director of Admissions and Admissions Committee members	Report to faculty on recruitment plans associated with brochures, websites, LSAT courses, and any other recruitment strategies for diverse candidates. Report on selection of student ambassadors to assist with recruitment.
September/October after first Facilities Meeting	Dean and Facilities Commission	Identify and report to faculty on any existing facility barriers
October	Associate Dean of Students and Director of Student Affairs, Student Services	Provide a report to faculty on what information has been provided to diverse, minority, and underrepresented students about University services and Boise/Moscow community groups
October	Associate dean of Students	Report on faculty and administrative support for student organizations supporting diversity and human rights
October	Directors of Academic Success	Report to faculty on bar

		passage rate for diverse, minority, and underrepresented students.
October	Assistant Dean for Career Development and Director for Career Development	Provide an update to faculty on job placements for University of Idaho graduates including any specific information about placements for diverse, minority, or underrepresented graduates or students
November	Curriculum Committee	Report to faculty on skills-based classes and substantive classes covering matters related to working with diverse communities or pursuing justice for diverse, minority, or underrepresented individuals/communities. report on any curricular developments designed to improve bar passage rates.
January	Individual faculty	Report to faculty on any attendance of pre-law academies designed to attract diverse candidates or any outreach to individual lawyers/judges to identify potential good candidates
February	Diversity Committee	Report to faculty on any communication the Committee has had with the Idaho State Bar Association on enhancing opportunities in the legal profession for diverse, minority, and underrepresented students
March	Dean , Director of Development, Director of Admissions	Report to faculty on fundraising for scholarships for diverse candidates. Report on fee waivers and scholarships granted to diverse candidates as part of

		recruitment.
April	Director of Admissions and Admissions Committee members	Report on recruitment plans associated with brochures, websites, LSAT courses, and any other recruitment strategies for diverse Report on selection of student ambassadors to assist with recruitment. candidates
April	Dean and Facilities Commission	Report on resolution of an barriers to facilities
April	Curriculum Committee	Report to faculty on skills-based classes and substantive classes covering matters related to working with diverse communities or pursuing justice for diverse, minority, or underrepresented individuals/communities. report on any curricular developments designed to improve bar passage rates.
April	Directors of Academic Success	Report to faculty on bar passage rate for diverse, minority, or underrepresented students.
April	Assistant Dean for Career Development and Director for Career Development	Provide an update to faculty on job placements for University of Idaho graduates including any specific information about placements for diverse, minority, or underrepresented graduates or students
May	Associate Dean of Students	Report on number of graduates from diverse, minority, or underrepresented groups.
May	Diversity Committee	Report to faculty, staff, and students on progress towards achieving diversity plan goals

NEED SURVEY FOR SELF-REPORTING IF FACULTY KEEP CHART

**Appendix IV
Faculty and Staff Information**

	2004	2011	2019
Faculty (permanent) and Staff Total	42	55	56
Faculty (permanent)	24	32	37
Faculty (adjunct)	(not counted)	(not counted)	
Staff	18	23	19
Faculty Men/ Faculty Adjunct Men/ Staff Men	16/ (not counted) /(not counted)	15/(not counted)/ 6	TO BE COMPLETED
Faculty Women/Faculty Adjunct Women/ Staff Women	9/(not counted)	17/(not counted)/17	TO BE COMPLETED
Another gender identity Faculty/Adjunct/ Staff	(not counted)	(not counted)	TO BE COMPLETED
Faculty Person of Color	0	3	TO BE COMPLETED
Staff Person of Color	Not reported	2	TO BE COMPLETED
Adjunct Person of Color		1	
- American Indian or Alaska Native			TO BE COMPLETED
- Asian or Asian American			TO BE COMPLETED
- Black or African American			TO BE COMPLETED
- Hispanic or Latino/a			TO BE COMPLETED
- Native Hawaiian or Other Pacific Islander			TO BE COMPLETED

Person with a Disability	0	0	TO BE COMPLETED
Gay, lesbian, bisexual, or transgender (GLBT)	0	0	TO BE COMPLETED
International	0	0	TO BE COMPLETED