

I. RECRUITMENT

Goal 1: The Associate Dean of Student Life, Diversity, and Belonging will work in partnership with the CSOL and University community to increase the number of students, faculty, and staff from marginalized and historically underrepresented groups who apply to study and work at CSOL.

Objective A: Recruit students from historically underrepresented and marginalized groups.

Strategy 1: Increase the recruitment of CSOL students from marginalized groups.

ACTIONS:

1. Conduct an analysis of the reasons that members of marginalized groups are denied admission.
2. Work with Dean of Admissions and admissions committee to strengthen individualized recruitment plans, including a strengthened telephone and email campaign utilizing current students, alumni, and friends of CSOL.
3. Identify talented undergraduates from marginalized groups through recommendations from academic advisors to invite to apply for CSOL.
4. Develop lists and connections with Minority Serving Institutions (i.e., Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities) and women's colleges to expand network of potential applicants.
5. Work closely with partner HBCUs to strengthen pipeline and applications.
6. Work closely with Pathways to Law and other feeder relationships to create a holistic and sustained pipeline of historically underrepresented students to CSOL.
7. Explore the use of social media and direct marketing to reach potential students from marginalized groups.
8. Work with the Dean of Admissions and Advancement teams to create innovative fellowships and scholarships for students from marginalized groups.
9. Explore the use of CSOL Student Ambassadors from marginalized groups to share their experiences with prospective applicants.

ASSESSMENTS:

1. Measurable increase in applications of historically underrepresented groups
2. Measurable increase in admission of historically underrepresented groups
3. Increased diversity scholarships and fellowships
4. Relationships with local pathways to law school partners; partner HBCUs; California HSIs

Objective B: Recruit faculty from marginalized groups in every discipline at every level.

Strategy 1: Create goals each academic year for recruitment and hiring of diverse faculty consistent with identified areas of under-utilization.

Strategy 2: Increase the recruitment of tenure-track faculty from marginalized groups.

*highlighted items are areas of focus for the 2021-2022 academic year

ACTIONS:

1. Assist with identifying recruitment outlets to attract applicants from marginalized backgrounds (i.e., journals, websites, social media, professional organizations).
2. Ensure job descriptions are conducive to attracting a broad applicant pool (i.e., language).
3. Meet with search committees to instruct them on understanding and implementing recruitment and hiring plans aligned with affirmative action policies and procedures.
4. Train search committees on avoiding implicit bias.
5. Develop plan to ensure that best practices are used during search processes.
6. Explore Grow Your Own programs to attract students of color and alumni to consider tenure track faculty positions while in law school.
7. Provide and support linkages with community partners and faculty/staff from other local higher education institutions.
8. Request suggestions for qualified applicants for vacancies from the existing faculty and staff.
9. Offer competitive compensation that includes competitive salary and benefits and moving expenses.
10. Provide financial support for research and professional development including travel expenses.
11. Implement an array of faculty recruitment strategies (i.e., cluster hiring, faculty exchanges with MSIs, visiting professors, and so forth).
12. Attend local, regional, national conferences to attract diverse candidates.
13. Expand local, regional, and national advertisement efforts in collaboration with all divisions.

ASSESSMENTS:

1. Audit diversity statistics among faculty with measurable goals for tenure and non-tenure track faculty.
2. Audit recruiting, interviewing, and selection criteria for hiring faculty disaggregated by race, ethnicity, gender, and nationality.
3. Audit attendance of hiring committee(s) at implicit bias trainings and strategic sessions.

Strategy 3: Implement award ceremony for faculty and staff from marginalized groups who have reached career milestones (i.e., 10 years, 15 years, 20 years, 25 years etc.)

Objective C: Recruit staff from marginalized groups in every department at every level – to be done in conjunction with HR best practices.

Strategy 1: Ensure that best practices are used before and during the search process.

ACTIONS:

1. Disseminate protocols on how to conduct good searches (i.e., proactive language, marketing venues, etc.) to institutional all units.
2. Provide training for search chairs on how to address bias during the search process (i.e., active search checklist, evaluation of typical biases that impact decision-making, inappropriate or illegal interview questions, etc.).

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3. Explore a standardized introductory packet for interviewees (i.e., information about institution, unit, position, benefits, work-life supports and policies, child care, dual careers, state and regional demographics).
4. Incorporate job requirements related to knowledge, appreciation, and competence in diversity and inclusion.

ASSESSMENTS:

1. Audit diversity statistics among staff with measurable goals for tenure and non-tenure track faculty.
2. Audit recruiting, interviewing, and selection criteria for hiring staff disaggregated by race, ethnicity, gender, and nationality.
3. Audit attendance of hiring committee(s) at implicit bias trainings and strategic sessions.

Strategy 2: Expand opportunities to recruit staff from marginalized groups.

ACTIONS:

1. Connect with diverse early career faculty and staff.
2. Explore innovative ways to post position announcements (i.e., professional networks, hidden networks, social media, language).

Strategy 3: Ensure equity in the recruitment and hiring process.

ACTIONS:

1. Review starting salaries, start-up packages, and overall contract agreements.
2. Ensure equity in work and salary at all levels, particularly with hiring practices, promotion, and workload.
3. Conduct annual analysis and revision of all policies, practices and procedures to eliminate any unintended differential impact and exclusion.

II. RETENTION

Goal 2: The Associate Dean of Student Life, Diversity, and Belonging will work in partnership with the CSOL and University community to maximize the number of students, faculty, and staff from marginalized groups who advance through the educational and professional pipeline at CSOL.

Objective A: Retain students from marginalized groups and support their increased academic success.

Strategy 1: Explore issues that hinder and prevent the retention and graduation of students from marginalized groups.

ACTIONS:

1. Work with the Dean of Academic Affairs, the Director of Student Success, and the faculty to develop individualized retention plans.

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2. Support Academic Mastery Program to develop programs for academic success of marginalized and historically underrepresented student groups.
3. Increase incoming academic support for entering students.
4. Ensure students from marginalized groups are receiving the maximum available need-based aid.
5. Ensure students from marginalized groups are aware of and apply for merit aid.
6. Create working group to support International students, faculty, and staff.
7. Create exit interview process for students to improve retention of students from marginalized groups.
8. Work closely with the Dean of Career Development and the Director of Student Success to assess and improve bar exam success and employment counseling.

ASSESSMENTS:

1. 1L midterm and GPA numbers disaggregated by race, ethnicity, gender, and nationality.
2. Bar passage numbers disaggregated by race, ethnicity, gender, and nationality.
3. Increased participation in diversity job fairs.
4. Audit of employment numbers disaggregated by race, ethnicity, gender and nationality.
5. Exit interview and feedback process specifically with questions around diversity and belonging.

Strategy 2: Develop mentoring programs for students from marginalized groups that address both academic and social issues.

ACTIONS:

1. Support student mentor programs to connect first year and upper year students.
2. Support faculty mentor programs.
3. Support preceptor programs to connect graduate students with alumni.
4. Support additional opportunities for mentoring students with the broader legal community and create opportunities for students to mentor pipeline program participants.

ASSESSMENTS:

1. Feedback survey on various mentoring programs, including student, faculty, and preceptor programs.
2. Membership and participation in diverse and multicultural bar associations.

Objective B: Retain faculty from marginalized groups.

Strategy 1: Develop a culture of mentoring that supports faculty from marginalized groups from their arrival through the tenure and promotion process.

ACTIONS:

1. Organize monthly discussion lunches in which all faculty members are invited, but faculty from marginalized groups are strongly encouraged to attend by (and with) their mentors/mentees.
2. Provide mentoring and community support primarily during the first year of employment and during the tenure-track process.

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3. Invite topical speakers from within CSOL and outside CSOL community to offer advice and recommendations on retaining faculty from marginalized groups.
4. Invite topical speakers from within and outside CSOL to discuss planning a successful bid for tenure and promotion.
5. Acknowledge and reward effective research, teaching, and service, particularly in areas of diversity, equity, and inclusion.
6. Create structures for informal and formal social and professional networking opportunities.
7. Offer opportunities for new and existing faculty and staff to socialize and network.
8. Create trainings for faculty from marginalized groups on grant-writing, securing funding, post-award supports, publishing, teaching, negotiation.

ASSESSMENTS:

1. Audit tenure-track and promotions of diverse faculty.

Strategy 2: Advance and support work-life flexibility policies and practices

ACTIONS:

1. Include work life policies and practices as part of startup packages.
2. Promote and disseminate work life policies and practices to existing employees.

Strategy 3: Explore issues that hinder and promote a sense of belonging for faculty.

ACTIONS:

1. Conduct exit interviews to understand whether reasons for leaving employment had anything to do with climate as it pertains to inclusiveness.

Strategy 4: Advocate for cultural awareness/competency in understanding and supporting diversity in research interests and classroom pedagogy.

ACTIONS:

1. Encourage the use of cultural competence in job descriptions and performance evaluations.
2. Develop faculty aspirations on how to best integrate diverse perspectives and approaches to the law into the curriculum.
3. Develop faculty aspirations on how to best increase diversity-related research, including support and promotion of diversity-related research and attendance at diversity-related conferences.

ASSESSMENTS:

1. Audit of research
2. Faculty and student course evaluations contain questions related to diversity and classroom discussion
3. Audit rhetoric in materials, speeches, mailings, and publications.

Strategy 5: Create greater transparency about the tenure and promotion process

ACTIONS:

1. Encourage diversity expectations into tenure and promotion procedures to broaden the criteria for teaching, research, and service for all faculty.
2. Create structures that reward faculty who enhance teaching methods to meet the learning needs of all students, and integrate cultural competencies and social justice skills into their courses.
3. Make plain the tenure and promotion practices for all academic departments.

Objective C: Retain staff from marginalized groups at the entry-, mid-, and senior-levels.

Strategy 1: Identify and sponsor professional development opportunities for faculty and staff from marginalized groups at all career levels.

ACTIONS:

1. Promote and encourage the continuation of education for all current employees, allowing reasonable accommodations when work scheduling conflicts with work.
2. Create training program for staff from marginalized groups to chair searches.
3. Create list of faculty and staff from marginalized groups to serve as search committee members.
4. Establish Professional Development and Leadership Training to position staff from marginalized groups for career advancement.
5. Provide opportunities for increased responsibility and advancement within departments.

Strategy 2: Develop an understanding within the CSOL community of the perspectives of staff from marginalized groups regarding retention and advancement.

ACTIONS:

1. Examine wages, benefits, leave, and other employment-related activities.
2. Examine hiring, promotion, and termination policies and processes that hinder staff from marginalized groups from advancing.

Strategy 3: Monitor staff turnover, identify barriers to advancement, make recommendations for remediating barriers.

III. INSTITUTIONAL TRANSFORMATION

Goal 3: The Associate Dean of Student Life, Diversity, and Belonging and the Student Life Office will be a campus leader in fostering a climate and culture aligned with the CSOL and University's diversity strategic goals.

Objective A: Transform each dimension of climate so that institutional members experience equity and inclusion.

*highlighted items are areas of focus for the 2021-2022 academic year

Strategy 1: Address the *sociological and historical contexts* for students, faculty, and staff from marginalized groups that has shaped their experiences in the institutional community.

ACTIONS:

1. Conduct interviews and focus groups with students, faculty, and staff from marginalized groups to elicit the quality of their experiences as members of the CSOL community.
2. Use appreciative inquiry to determine history of change on campus.
3. Identify policies and practices that are intentionally and openly exclusive in the underlying values, norms, and practices of the organization.
4. Review and if necessary, revise CSOL/department policies to promote safety for all its members (sexual assault, emergencies, bullying).

ASSESSMENTS:

1. Student survey data disaggregated by race, ethnicity, gender, religion, and nationality.
2. Distill focus group and survey results into a report on the state of diversity at CSOL.

Strategy 2: Address the *structural or compositional dimensions* for students, faculty, and staff from marginalized groups that determine the context for how they experience the institutional community.

ACTIONS:

1. Study demographics at all levels/units of the CSOL (i.e., race, color, religion, national origin, age, sex, pregnancy, citizenship, familial status, disability status, Veteran status, and genetic information).
2. Create opportunities for students, faculty, and staff from marginalized groups to participate in shared governance.

ASSESSMENTS:

1. Student survey data disaggregated by race, ethnicity, gender, religion, and nationality.
2. Distill focus group and survey results into a report on the state of diversity at CSOL.
3. Audit student participation and leadership in student organizations disaggregated by race, ethnicity, gender, and nationality.

Strategy 3: Address the *psychological dimension* for students, faculty, and staff from marginalized groups that determine the extent to which individuals perceive conflict and discrimination on campus, feel somehow singled out because of their background, or perceive institutional support/commitment related to diversity.

ACTIONS:

1. Offer programs, presentations, and trainings that challenge the status quo (i.e., Bystander Intervention Programs, Safe Zone Training, Diversity Week, Martin Luther King Week, Violence Prevention, Sexual Health Programming, Inclusion Project, Bias Training).
2. Reflect the contributions and interests of the wide diversity of cultural and social identity groups.

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3. Study and aim to improve sense of belonging, perceptions of alienation, and perceptions of intergroup conflict).

Strategy 4: Address the behavioral dimension for students, faculty, and staff from marginalized groups that reports on their interactions between and among different groups; type and level of participation in campus programs, traditions, and activities; and full engagement in the various institutional systems.

ACTIONS:

1. Continue to offer advocacy and supports for students, faculty, and staff from marginalized groups by sponsoring an array of programming (i.e., Welcome and End-of-Year Receptions; Diversity Week; Safe Zone Project; Dr. Martin Luther King Programming; Diversity Awards; student leadership skill development workshops; Green Dot Bystander Program; Violence Prevention and Advocacy Services; pregnancy and parenting support and resources; Take Back the Night; Denim Day; Sexual Harassment, Assault, and Violence Prevention Training; Stalking Awareness and Prevention; Dating/Domestic Abuse Awareness and Prevention; Bystander Intervention Education; Women in Law Leadership Programming; Open Conversations; Interfaith Council Programming).
2. Explore ways to encourage more positive and productive intergroup experiences.
3. Update and use the law school diversity webpage to provide resources on diversity and belonging at CSOL, with external facing portals and internal portals available only to the CSOL community.
4. Ensure that speakers across CSOL represent a balance of diverse experiences and viewpoints.
5. Promote student leadership in diversity and inclusion, including the establishment of a leadership scholars program and student diversity leadership sponsorship to attend conferences.

ASSESSMENTS:

1. Track the number and type of CSOL diversity events, distilled by administration sponsored and student sponsored.
2. Audit student participation and leadership in student organizations disaggregated by race, ethnicity, gender, and nationality.

Objective B: Transform each level of culture so that students, faculty, and staff from marginalized groups experience equity and inclusion.

Strategy 1: Address the artifacts that communicate supremacy of any group over another.

ACTIONS:

1. Study and make plain the demographic population of students, faculty, staff, and administrators.

*highlighted items are areas of focus for the 2021-2022 academic year

2. Recognize and interrupt harassment and oppressive incidents and mediate conflict across differences
3. Improve enforcement of harassment policies.
4. Create and enhance physical spaces for students, faculty, and staff from marginalized groups.
5. Conduct self-assessment that addresses how campus imagery, symbols, traditions, structures, and policies communicate inferiority or superiority of one group over another.
6. Review imagery on social media and websites to reflect CSOL diversity aims.
7. Update and use the law school diversity webpage to provide resources on diversity and belonging at CSOL, with external facing portals and internal portals available only to the CSOL community.

Strategy 2: Address the *espoused values and beliefs* that are not aligned with strategies, goals, and philosophies that reflect the CSOL's diversity aims.

ACTIONS:

1. Conduct interviews and focus groups with staff from marginalized groups to elicit their experiences as members of the CSOL community.
2. Promote a welcoming and respectful community that encourages understanding and appreciation of difference.
3. Encourage a climate that celebrates differences and abilities among all people at CSOL, while affirming the many outstanding contributions of people from marginalized groups.
4. Communicate CSOL's commitments to diversity, equity, and inclusion widely.
5. Create opportunities for students, faculty, and staff to report bullying and harassment.

Strategy 3: Address the *mental models* that reflect unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings rooted in the oppression of marginalized groups.

ACTIONS:

1. Recruit faculty and staff to increase their campus engagement in social justice.
2. Create structures to ensure that an equity framework is actively engaged in all planning and decision-making processes across the institution.
3. Sponsor opportunities to facilitate authentic dialogue and understanding among members of dominant and marginalized groups delve into difficult topics (i.e., racism, classism, ableism, sexism, heterosexism, homophobia, transphobia, anti-Semitism, ethnocentrism, ageism, xenophobia).
4. Provide an orientation/development program for all new faculty and staff members that emphasizes the value placed by CSOL on diversity and inclusion.
5. Acknowledge and support efforts by individuals, groups, and organizations that promote conversations, trainings, and workshops to support diversity, equity, and inclusion.
6. Incorporate diversity expectations in tenure review process and tenure procedures to broaden criteria for research, teaching, and service.
7. Communicate and monitor progress of strategic plan to members of the CSOL community.

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Strategy 4: Affirm and celebrate research and scholarship for diversity and social justice aims.

ACTIONS:

1. Develop and maintain an event calendar listing all diversity related activities.
2. Create incentives for new and revised courses that address diversity, equity, and inclusion.
3. Recognize faculty at all levels of teaching and scholarship that focus on diversity, equity, and inclusion.
4. Recognize students who conduct research that addresses issues of diversity, equity, and inclusion on all journals.
5. Increase the number of students, staff, and faculty who conduct research and teaching that address diversity, equity, and inclusion.
6. Update and use the law school diversity webpage to provide resources on diversity and belonging at CSOL, with external facing portals and internal portals available only to the CSOL community.

Strategy 5: Explore strategies for transformational change (best practices from other law schools)

ACTIONS:

1. Stay current on efforts of peer institutions and other organizations.
2. Aid commissions, committees, and councils in developing diversity, equity, and inclusion goals, strategies, and actions.