



School of Law

UNIVERSITY OF GEORGIA

Diversity, Equity, Inclusion Belonging Plan

The goal of the law school’s committee on Diversity, Equity, Inclusion and Belonging is to develop a Diversity and Inclusive Excellence Plan for the law school, based on efforts already underway, specific interests outlined in the charge and the Law School's current strategic plan. Our results focus on four major goals and actionable steps toward realizing a more diverse and inclusive law school community.

Goal 1 (1.1): Increase enrollment of underrepresented students

Key Stakeholders: Admissions, Prospective Students

- *Eliminating monetary obstacles*
 - Build on existing efforts to attract and support underrepresented students through scholarship funding and stipends (e.g., Davenport, Benham, Robinson, Stonewall)
 - Including diversity/need as factors in hiring student office support
 - Apply for ability to waive Credential Assembly Service fees for qualifying applicants
 - Earmarked Distinguished Law Fellowship and Graduate Assistantship for diverse students who fall into the university’s definition of underrepresented students
- *Targeted Recruitment*
 - Implementation of “HBCU Scholar” - a space given to an HBCU graduate with no LSAT score to join UGA Scholar cohort (Could be possible with 3+3 as well if a HBCU partnership was interested)
 - Expand the use of Law School affinity organizations and dean’s ambassadors in recruitment events targeting prospects from underserved groups.
 - Virtual Webinar on being a diverse student with current students + affinity groups
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Key Performance Indicators:

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| <ul style="list-style-type: none"> A. Underrepresented groups in: (1) Applicants; (2) Admitted Students; (3) Deposits B. Scholarship Dollars available and spent on underrepresented students |
| <p>Data Sources:
 3-year report (Admissions Office)
 Financial Aid/Scholarship Report (Admissions Office)
 UGAF Report on Endowed and Non-endowed accounts</p> |
| <p>Y1 Annual Targets – 2.5% increase (over Y0) in applicants and deposits; investigate HBCU, DLF and GA opportunities; engage affinity groups/dean’s ambassadors, create webinar
 Y2 Annual Targets – 5% increase (over Y0) in applicants and deposits; 2.5% increase in admitted students; 2.5% increase in scholarship dollars; establish HBCU scholar program and implement DLF/GA strategy as appropriate; contact LSAC RE CAS waivers
 Y3 Annual Targets – 8% increase (over Y0) in applicants and deposits; 5% increase in admitted students; 5% increase in scholarship dollars, admit first HBCU Scholar</p> |

Goal 2 (1.3): Expand resources to promote inclusive learning environments

Key Stakeholders: Faculty, Students

- *Affordable Learning Materials*
 - Build on existing efforts (e.g., textbook expenditures/one pager)
 - Encourage and support faculty in adopting free/affordable materials
- *Faculty education*
 - Offer DEI best practices training for faculty as well as information surrounding inclusive use of technology and accommodations.
 - Encourage/incentivize completion of Safe Space Training
 - Provide faculty guidance on engaging with potentially disturbing content (including syllabi review)
 - Encourage faculty to hire underrepresented students as RAs and TAs
- *Evaluations*
 - Consistent with University policy, include a question in teaching evaluations that invites students to assess whether their instructor adequately and effectively incorporated these kinds of materials/discussions
 - Sample Questions from the University of Michigan
- *Extracurriculars*
 - Changing messaging (e.g. “gold star” language)
 - Host 1L information session on the in’s and outs of both to better inform and support first generation students.
- *Library*
 - Faculty resources on matters of DEI

Key Performance Indicators:

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| A. Number of TA’s and RA’s from underrepresented students
B. Number of faculty members utilizing free or affordable course materials
C. Extracurricular participation by underrepresented students |
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Data Sources:

UGA Human Resources
Scholarship Information
LSSEE Survey
Faculty Book Orders

Y1 Annual Targets – Targeted discussion with faculty members addressing goals for underrepresented student hires, 2.5% increase in TAs (over Year 0); 5% increase in utilization of free or affordable textbooks; messaging on faculty opportunities; investigate evaluation question; review messaging; develop 1L information session

Y2 Annual Targets - 5% increase in TAs (over Year 0); 10% increase in utilization of free or affordable textbooks; 50% participation in some training; incorporate evaluation question as appropriate; roll out 1L information session

Y3 Annual Targets – Hold at least constant relative to Y2 on TAs; 25% increase in utilization of free or affordable textbooks; 75% participation in at least Y2 or Y3

Goal 3 (2.2): Expand community building programs and activities

Key Stakeholders: Surrounding Community, Faculty, Staff

- *Staff Council*
 - Include community building programming to goals
- *Training*
 - Incorporate regular DEI/cultural competency training offerings to staff
- *Build law school Pro Bono Community*
 - Compile list of Community Volunteer programs (i.e. Mentor program at Clarke Central) and encourage participation (maybe a part of orientation).
- *Community Talk/Dialogues*
 - Create an initiative like TALK at UGA to build empathy in our community by encouraging folks to share their experiences and perspectives. Incentivize participation.
- *International Night*
 - Expand the Affinity group partnership event to include resources and marketing help from law school

Key Performance Indicators:

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| <ol style="list-style-type: none">1. Community volunteer program list and participants2. Number of faculty/staff who attend DEI training |
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Data Sources:

1. Participation data from Office of Institutional Diversity

Y1 Annual Targets: Inventory volunteer opportunities; cultural competency opportunities; investigate TALK; meet with Affinity Groups

Y2 Annual Targets: Roll out volunteer opportunities; roll out cultural competency opportunities; establish baselines for both; host partnership event

Y3 Annual Targets: 5% increase over Y2 baseline for volunteer and cultural competence opportunities; rollout TALK; renew partnership event

Goal 4 (3.1): Increase institutional visibility in the educational pipeline of underserved communities

Key Stakeholders: Staff, Prospective Students

- Recruitment
 - Further utilize UGA Law students in recruitment by deploying small diverse cohorts to designated institutions like Road Dawgs
 - Utilizing matriculant data from UGA’s undergraduate pipelines (including undergraduate minor)
 - Develop summer academic program targeted at undergraduate students from underserved communities to help them explore interest in law and gain insight into the admission process
- Community Events
 - Find ways to bolster student organizations like Street Law that have community visibility and service as main tenets of their charter and function

Key Performance Indicators:

Number of Applicants Number of participants in summer academic program Number of community-facing events

Data Sources

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| <ol style="list-style-type: none">1. Social media2. Recruitment cards3. Undergraduate minor enrollment |
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Annual Targets

Y1 Annual Targets – Develop RoadDawgs pilot; investigate summer academic program; establish baseline on community events

Y2 Annual Targets – Undertake at least three RoadDawgs events; rollout summer academic program; 5% increase in number of community events

Y3 Annual Target – Undertake at least six RoadDawgs events; 10% increase in participation in summer academic program; 10% increase in number of community events