Please complete the following sections, highlighting key activities, practices and statistics relevant to your unit since July of 2016, projecting through June of this year. Although the space provided will expand to accommodate text provided, please note that your responses may be edited for length in the final report. You are encouraged to bold any text describing accomplishments or efforts your unit would especially like to have highlighted in the final report.

Please submit your responses by no later than June 6, 2017. If you have questions, please contact Elnora Mitchell, emitch@ufl.edu, 392-2477.

I. Equal Opportunity Compliance

Describe internal and external polices that are followed to encourage non-discrimination practices. What were the results of any assessment, self-assessment, and monitoring of your program services?

Policies

A number of internal and external policies applicable to the Levin College of Law not only encourage non-discriminatory practices, but also embrace the proposition that legal education is enhanced if it takes place in a community of faculty, students, and staff composed of individuals with different backgrounds who contribute a variety of viewpoints to enrich the educational experience. In addition, these policies reflect an understanding that law schools have a special responsibility to prepare a diverse student body for participation in a diverse profession. These imperatives are expressed in various sources of policy, some of which are described below.

1. The accreditation standards for law schools promulgated by the American Bar Association, (the accreditation authority for all law schools), at ABA Standard 205, “Non-Discrimination and Equality of Opportunity,” requires that accredited law schools must “foster and maintain equality of opportunity....”

2. The Levin College of Law’s Mission Statement includes the “skills to work with people from diverse backgrounds” among the core competencies identified as essential for the practice of law. The College is one of only a few law schools that address this aspect of professional identity formation in their Mission Statements and make institutional commitments to teach these skills.

3. The Levin College of Law Faculty Manual and Minutes of Faculty Meetings codify a commitment to diversity, inclusiveness, and non-discrimination. For example, the faculty has approved the following statement: “In addition, the College of Law is committed to non-discrimination with respect to gender identity and gender expression.” (Faculty Minutes, 4-28-10). See also, Career Services’ Non-Discrimination Policy, set forth in Section II of this Report.
4. The *law school’s “Diversity Statement”* reflects the College’s policies and its commitment to a diverse community. This statement also incorporates the *University of Florida’s Non-Discrimination Policy*. This statement is posted on the College’s website under the heading “Your Role and Responsibilities in our Diverse Community” and provides:

Students, faculty and staff at the Levin College of Law are part of an active and diverse community. Your interaction with others from varied backgrounds and experiences leads to a better education and healthier understanding of how the world works and contributes to valuable dialogue in our increasingly global and multicultural world. Indeed, success in the 21st century workplace requires a mature understanding of diversity and community. We urge you during your time here to reach beyond your comfort zone by interacting with others very different from yourself in terms of race, religion, class, belief system, gender and sexual orientation. Non-discrimination is not only the best and morally correct course of action; it is University policy. University of Florida Regulation 6C1-1.006, Non-Discrimination Policy, provides:

(1) The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations, and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act. This commitment applies in all areas to students, Academic Personnel (AP), Technical, Executive, Administrative, and Managerial Support (TEAMS) staff, University Support Personnel System (USPS) personnel, and Other Personnel Services (OPS) employees. The University realizes that it must continue to intensify its concern and devote itself to the elimination of conditions from which discrimination springs. In this respect the University accepts the responsibility for solving problems related to these matters. Accordingly, the University will continue to search for the most appropriate ways and means to provide an effective and enduring contribution to the improvement of these relationships.

(2) It is the policy of the University that each employee and student be allowed to work and study in an environment free from any form of discrimination. Sexual harassment is a form of sex discrimination under Title VII of the Civil Rights Act of 1964, and is conduct unbecoming a State employee as provided in Section 110.227, F.S. (a) Sexual harassment is defined as unwelcome sexual advances, or requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual’s employment or academic status
2. Submission to or rejection of such conduct or request by an individual is used as the basis for employment or academic decisions affecting such individual, or
3. Such conduct or request has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or of creating an intimidating, hostile work-related or academic environment.
(b) Disciplinary Action.
1. Any employee or student of the University who is found to have sexually harassed another employee or applicant for employment or student will be subject to disciplinary action up to and including dismissal or expulsion.

2. Any employee or student in a supervisory capacity who has actual knowledge by direct observation or by receipt of a complaint of sexual harassment involving any of those employees he or she supervises or over whomever he or she has managerial authority, and who does not investigate, and, if appropriate, take corrective action or report the matter directly to the President or the President’s designee, shall be subject to disciplinary action up to and including dismissal or expulsion.

(3) Complaints and Appeal Procedures. Any employee or student who believes that he or she is a victim of discrimination, including sexual harassment as defined above, may pursue informal resolution of the complaint or may file a formal written complaint in accordance with University Rules 6Cl-1.0063 and 6C1-4.012 F.A.C. Employees and students may contact the Vice Provost for Affirmative Action Programs to seek assistance in informally resolving the complaint or in filing a formal complaint or grievance. Specific Authority 1001.74(4) FS. Law Implemented 1001.74(10) and (19) FS. History – New 2-23-82, Amended 3-6-85, 11-13-90, 4-30-95, 11-25-03.

5. The College has also prepared and makes available a Diversity Handbook which addresses non-discrimination and other related policies.

6. The admissions policy of the College of Law plays an important role in advancing the diversity goals of the College. The policy acknowledges that:

[d]iversity is important because lawyers must be prepared to analyze and interpret the law, understand and appreciate competing arguments, represent diverse clients and constituencies in many different forums, and develop policies affecting a broad range of people. The college of law seeks to admit and enroll students who, collectively, bring to its educational program a wide range of backgrounds, experiences, interests and perspectives. The breadth and variety of perspectives to which graduates of the college are exposed while in law school will enable them to provide outstanding service in many different public and private capacities.

The College’s admission’s policy is designed to ensure that the law school solicits and considers a broad range of potentially relevant information that may be submitted by applicants. The admission’s policy purposefully casts a broad net because:

[i]n some cases, demonstrated interest, prior training or a variety of experiences may indicate that an applicant is particularly well-suited to take advantage of specialized educational opportunities. Information about work experience, leadership, community service, overcoming prior educational or socioeconomic disadvantages or commitment to
serve those for whom legal services have been unavailable or difficult to obtain may show
that an applicant is in a unique position to add to the diversity of the law school community
or to make significant contributions to the practice of law.

Assessment, Self-assessment, and Monitoring of Your Programs

The College of Law is engaged in an ongoing and purposeful self-assessment of its success in complying with
its non-discrimination policies and implementing the diversity ideals described above. The College of Law
has a governance structure that insures that the effectiveness of its policies is routinely evaluated. This
evaluation is mandated by procedures and practices, many of which are codified in the Faculty Policy
Manual, that require routine assessment of the effectiveness of non-discrimination policies by
administrators, committees, and the faculty. Examples include the process set forth in the manual for the
appointment of new faculty, the procedures for the promotion and tenure of faculty, and the routine
strategic planning process, all of which incorporate ongoing assessment components.

In the Fall of 2016, the Dean encouraged the faculty to consider formalizing its role in governance by
bringing in a former UF faculty member familiar with the process at UF. Faculty, however, have not
expressed interest in a College Constitution or an Executive or steering Committee. Because of this, the
Dean is evaluating the effectiveness of the College's Committees as currently configured in assessing and
monitoring programs. The Administration is committed to the assessment of all of the College's
programs and has implemented a number of measures to ensure that programs are critically assessed.

In addition, the College's efforts are assessed by the ABA through its ongoing accreditation process. Last
year, the law school engaged in a self-study process that is preparatory to a sabbatical site inspection
visit by accreditors. The ABA conducted that sabbatical site evaluation of the law school on September
25-28, 2016. Subsequently, the law school received a favorable report from the ABA dated May 31, 2017.
That report addresses, among other things, the law school’s compliance with several ABA accreditation
standards that promote access to legal education and equality. The reports concluded that the law
school is adhering to these policies and “demonstrates by concrete action a commitment to diversity and
inclusion…”

Finally, the College must also comply with the University’s practices and procedures that monitor
compliance and progress with non-discrimination policies (such as, for example, mandatory training for
personnel engaged in hiring and promotion functions).

In addition to the initiatives and efforts described above and in prior reports, a new dean took office at the
College of Law on July 1, 2015 and began a comprehensive assessment of, among other things, admissions
and career placement. This process has resulted in changes that have already been implemented.
II. Equity Accountabilities

List or describe specific programs, visits, outreach activities and statements used to support diversity.

The Levin College of Law has employed a variety of programs and initiatives designed to maintain and increase the diversity of its student body, faculty, and staff, and to promote the value of diversity in its educational programs. A short, non-exhaustive, list of these follows.

Admissions

The College actively encourages applications for admission from members of minority groups and devotes substantial resources to recruiting students from groups historically underrepresented in the profession. The College has had a number of programs, visits and outreach activities, during the 2016-17 academic year that promote the value of broad diversity and which seek to educate students about the importance of this value. As a general proposition, the College’s efforts to increase the diversity of the student body have been successful, and for the most part increasingly so, in recent years. Most notably, the new dean brought in consultants in the summer of 2015 to determine how to increase the pool of applicants, raise LSAT/GPA profiles of accepted students, and increase enrollment of minority students. These efforts have been largely successful in that minority student enrollment was increased for the class admitted in Fall 2016. The pool of applicants was increased by a significant percentage and the average LSAT score of the admitted students also went up significantly. It is expected that the increases in LSAT scores and GPAs will be maintained for the Fall 2017 entering class. Because of the competitive environment in legal education, maintaining the diversity of the class was even more of challenge during this period. Efforts to ensure the diversity of the class were two-fold, concentrating initially on generating a diverse pool of applicants, and then, focusing in particular on tailored recruitment efforts directed to admitted students. Some of the recruitment initiatives used to recruit the Fall 2017 entering class include:

1. Pre-Admissions Outreach

The outreach activities listed below are some of the College’s 2016-17 recruitment efforts to attract diverse applicants:

   A. Communicating through pre-law advisors with a distribution that includes HBCU colleges and women’s colleges;
   B. Recruiting activities at numerous events;
   C. Attending 8 national Law School Admission Council (LSAC) recruitment Forums in cities with diverse populations (New York, Los Angeles, Miami, Houston, DC, Atlanta, Chicago, Boston and Toronto);
   D. Attending 38 “law fairs” at undergraduate colleges across the country representing the top feeder colleges of law applicants in the country, including many in Florida and many in cities where there are diverse populations;
   E. Sending LSAT administration E-cards and diverse organizations affiliation Ecards to all new candidates;
F. Sending forum/recruitment events invitations to candidates who registered or took the LSAT who currently attend colleges on our recruitment calendar;

G. Sending forum/recruitment events follow-up emails to candidates who registered or took the LSAT who stopped by our table at an event;

H. Sending follow-up emails after UF Law on-campus visits or class visits;

I. Hosting UF Law’s Road Map to the Law School Application event, an in-depth informational session on the application process targeting juniors and seniors;

J. Maintaining the GatorLaw Mentorship Program for the Machen Florida Opportunity Scholars and first generation college students;

K. Participating in Discover Law Open House, a program that targets diverse students to engage with current law students, faculty, admissions professionals and legal practitioners to learn more about the path to law school;

L. Reaching out to targeted UF undergraduate student organization leaders and Santa Fe Community College students in similar positions in order to implement more individualized recruiting and send invitations to our Road Map and DiscoverLaw Open House events;

M. Attending the meetings of organizations such as the Black Student Union, Criminology and Law Honors Society, Esquire (Minority Pre-Law Society), Graham Center Scholars, Honors Program, Phi Alpha Delta Pre-Law (the university’s pre-law fraternity), Pre-Legal Honors Society, Student Athlete Round Table, Trial Team and campus events such as CALS Career Expo and the Virgil Hawkins/PAD Pre-Law Day and presenting an overview of the law school and its admissions process; and

N. Granting automatic application fee waiver for candidates who qualify for LSAC need and merit based fee waiver.

O. Considering diversity when awarding financial aid;

P. Engaging alums who were associated with student groups while at the College of Law, such as Black Law Students Association; and

Q. Hiring a lecturer, who divides his time with another UF College, to raise our profile with the UF undergraduate’s Honors Program by teaching classes, participating in programs, and maintaining an office in the Admissions Office of the College of Law, where he meets with undergraduates.

2. Post-Admissions/Admitted Students

The following outreach efforts are in place to convince admitted students to matriculate:

A. Proactive, systematic and personalized outreach to admitted students to encourage matriculation;

B. Participating in Student Organizations Matching Program (involving sending introductory emails from affiliation groups regarding the group and activities at UF Law, followed by contact from current law students); Cooperating with a Student Recruitment Team (SRT) Matching Program (involving sending introductory emails from Admissions regarding the program, followed by contact from SRT);

C. Implementing an Alumni Matching Program (involving sending emails from Admissions regarding the program and identifying an alumni mentor, followed by contact from alum);
D. Implementing a Faculty Matching Program (involving introductory emails to scholarship recipients from Admissions regarding the program identifying their faculty mentors, followed by contact from faculty); and

E. Hosting Admitted Students’ Days, which are full-day events featuring introductions and interactions students, faculty and administrators, tours, mock classes, attendance at ongoing law school classes, meals, and programs.

**Diversity and Community Relations Committee and Diversity Coordinators**

The Diversity and Community Relations Committee is a diversity advisory group that systematically assesses the quality of life for the law school community as a whole and for minority groups within that community. Its guiding principle is that intolerance should not be tolerated. The Committee is both a resource for the College when diversity-related problems arise and a source of proactive projects that promote diversity and positive community relations. The Diversity Coordinators for the Levin College of Law design and manage the implementation of a wide range of long-term diversity programming for students, staff, administration, and faculty. The Diversity Coordinators will report to and consult with the Dean and Academic Dean regarding their work. After substantial research and consultation with experts and stakeholders within and outside the College, the Diversity Coordinators planned initiatives implemented during this past year. The Coordinators were given a budget of $15,000 for 2016-2017. The activities of the committee and coordinators for the 2016-17 academic year included:

1. **Sponsoring programs such as:**

   A. **Comm(unity) Amidst Diversity** – Sharing Our Experiences student dialogue forum facilitated by UF law professors Cohen and Russell-Brown;
   
   B. **PULSE EVENT** which also included an award of the G. Kirk Haas Humanitarian Award and Talk by Larry Smith (in association with OutLaw, Black Law Student Assoc., Latino Law Assoc., Cuban American Bar Assoc. and Assoc. for Public Interest Law); and
   
   C. **Hosting a 2-Day Florida Supreme Court Standing Committee on Fairness and Diversity Meeting and hosting Justice C. Alan Lawson**

2. **Pursue initiatives with students,** faculty and staff to encourage and support diversity including:

   A. A diversity advisory group;
   
   B. Conferences, classes, group counseling, and other functions to discuss race, ethnicity and sexual orientation issues;
   
   C. Support systems for student minority organizations;
   
   D. Mentoring programs with supportive law firms and alumni; and
   
   E. Requiring employers wishing to utilize UF Law’s career services must sign a declaration of non-discrimination.
Members of the faculty and the Dean participated in various national panels and symposia discussing implicit gender bias and inclusion.

Finally, the Dean charged the Diversity and Community Relations Committee with:

*Spearheading discussions and initiatives designed to promote a diverse and inclusive atmosphere at the College of Law, including with respect to race, ethnicity, gender, sexual orientation, and religion. I also charge the Committee with strengthening the College’s ties with diverse communities beyond the UF campus. As part of meeting these goals, I ask the Committee to ensure that the College has welcoming forums for the discussion of these issues among students, faculty, and staff. I also ask the Committee to develop best practices for responding to events at the law school and in broader local and national communities that implicate issues related to diversity and inclusion.*

**Career Services**

The College’s Career Service office has an official “Non-Discrimination Policy” that provides:

> The Levin College of Law, as an equal opportunity institution of higher education, conforms to all applicable laws prohibiting discrimination. The Center for Career Development (CCD) is committed to supporting an equal and fair evaluation of its law student and graduate job applicants on the basis of his or her individual merits. Therefore, the CCD is available only to employers whose employment practices are in compliance with these laws and policies.

This office maintains a handout which consolidates diversity-based legal employment opportunities to make this information easily accessible to students. The handout is updated regularly and the office circulates updates and reminders to the leaders of student organizations to share the information with their members. Rob Birrenkott, Assistant Dean for Career Development, is a member of The Florida Bar Committee for Diversity and Inclusion

**Other Efforts**

Soon after arriving at the Law School, the new Dean created open lines of communication among the administration and students regarding issues of diversity and inclusion. These resulted in her hands-on involvement in conversations and collaborative efforts to make the College a welcoming and inclusive community. She also began or became involved with several initiatives that have a diversity and inclusion component, including, for example:

1. **Implementation of an anonymous unified write-on competition that produced a larger, more diverse body of participants;**
2. Creating a student bar association that includes the entire student body as members which held its first election resulting in a diverse slate of officers;

3. Hosting a conference by the Native American Law Student Association in the Fall of 2016 that used the occasion of the relocation of a historical marker located on the College’s grounds as the basis for a symposium that brought together scholars from multiple disciplines to increase knowledge and promote awareness of Native American history and issues;

4. Overseeing the installation of the new historical marker and a historical exhibit in the library addressing Native American history.

Finally, the law school supports and encourages a large number of student organizations that give law students the opportunity to affiliate with groups that promote a broad range of diverse identities. The College also supports and benefits from the programs sponsored by its Center for the Study of Race and Race Relations.

III. Diversity in Services

Provide data, population statistics, cost, awards, participants and staffing that reflects diversity in services.

Administration and Faculty

In the Spring of 2017 semester, the senior leadership team of the College—which is defined for this purpose as the Dean and the Associate Deans, Assistant Dean, and Directors who report directly to the Dean—consists of 10 persons. 9 members of this team (90%) are women and one (11%) is a minority (Black/African American). One position is currently vacant.

A review of the 45 tenured or tenure-eligible faculty in the College for the Fall 2017 semester indicates that 11 (24%) were racial or ethnic minorities (6 Black/African American; 3 Hispanic; and 2 Asian). Of the 45 tenured or tenure eligible faculty in 2016-17, 20 (44%) are women. A review of the 33 faculty who are non-tenure track legal skills faculty and librarians showed that 25 (76%) are women. 9 (27%) are minority (4 Black/African American; 2 Hispanic; 2 Asians; and 1 American Indian/Alaska Native).

Admissions and Students

As of June 2017, 95 out of 295 students committed for the fall 2017 class are racial or ethnic minorities, which means that 32% of the entering class are racial or ethnic minority students. This compares favorably to the class that entered in Fall 2016, where 35% were minority students. Of these 95 students, 21 (7.1%) are Black/African-American; 57 (19.3%) are Hispanic/Latino; 18 (5.1%) are Asian/Pacific Islander; and 2 (.6%) are American Indian/American Native.
The Dean, two Associate Deans, and a faculty member worked with leadership on the main campus to assist with the resolution of an incident that raised issues of implicit bias and appropriate administrative responses. The College of Law, together with two other UF colleges, created a shared Diversity and Inclusion Officer position. A wide array of faculty and staff participated in the interview process which was educational and informative even though a decision was made to reopen the search to find more senior candidates.

IV. New Initiatives

What were your plans for 2016-2017 to support equity and increased diversity?

As the foregoing discussion should make apparent, the law school’s institutional commitment to addressing issues of equality, diversity and inclusion is strong and finds expression in a wide array of events, programs and initiatives that focus on issues relating to these values, ideals, and commitments. In 2017-18, the College will continue with the initiatives described in the preceding sections of this report. Planning is ongoing, but several specific projects are also taking shape. A short list of but a few of these includes:

A. Developing additional mentoring programs with supportive law firms and alumni;
B. Assisting NALSA with the planning of another conference devoted to Native American issues;
C. Continuing the evaluation of Career Services; and
D. Continuing to promote faculty and staff awareness of these issues through a number of formal and informal training mechanisms.

V. Accolades

What events afforded you the best results in equity and diversity in this reporting year?

1. The concentrated attention on the admissions process and the results those outreach efforts produced;
2. The effectiveness of the Machen Florida Opportunities Scholars program and that program's impact on admissions;
3. The Pulse Event, including media coverage and student attendance and the recognition of the College by the recipient of the G. Kirk Haas Humanitarian Award;
4. The creation of the Student Bar Association and the election of a diverse slate of officers;
5. Greater participation in the unified write-on competition by a diverse group of students;
6. The NALSA events and the induction of two of our students into the University of Florida Hall of Fame in recognition of their role in creating the NALSA organization and the conference; and
7. The new administration’s dedication (which found expression in a variety of ways) to creating open, inclusive, safe, affirming, and productive conversations about the College’s commitment to equality and diversity.