

**Oregon State Bar
Meeting of the Board of Governors
August 23, 2013
Special Open Session Agenda**

The Special Open Session Meeting of the Oregon State Bar Board of Governors will begin at 3:30 p.m. on August 23, 2013.

Friday, August 23, 2013, 3:30 p.m.

- 1. Call to Order/Finalization of the Agenda**
- 2. 2013 President’s Awards Workgroup Recommendation**
 - A. Approve workgroup recommendations. [Mr. Haglund] Action
- 3. Consider HOD Resolution re: AAP/D&I Assessment**
 - A. Approve assessment recommendation. [Mr. Knight] Action
- 4. HOD Region 5 Request**
 - A. Consider request for additional [Ms. Stevens] Action
“pre-meeting” to discuss RPC 8.4 proposal.
- 5. Diversity Section Letter to Lewis & Clark Law School**
 - A. Consider request. [Ms. Hyland] Action Exhibit

Lewis & Clark Student Chapter – National Lawyer’s Guild

April 10, 2013

Curriculum Committee Lewis & Clark Law School

Re: Curriculum Diversity Initiative

To the Curriculum Committee:

We are writing to express our desire to see Lewis & Clark lead other law schools in the development of a long-term initiative to better integrate diversity education into the school’s legal training in order to prepare Lewis & Clark students to be professional, knowledgeable advocates in a diverse world.¹

The National Lawyers’ Guild’s mission is to safeguard the rights of people marginalized by poverty and discrimination and to effect structural change to vindicate people’s rights. To that end, our student group has attempted to stimulate discussion on campus about the inherent injustices of our legal system, which we believe is built on and still serves a majority culture. We feel that learning how to recognize issues of privilege, bias, diversity, and discrimination is a critical professional skill for all new lawyers – not just those lawyers who seek out such education in extra-curricular forums. We see diversity education as both a tool of professionalism and a value unto itself that has intrinsic importance.

Our own experiences and stories shared by our peers make it apparent that students sometimes feel unsupported in raising gender, race, poverty, or other social issues in their classes. *[Redacted internal survey information]*. We want to feel comfortable talking about these issues with our peers and professors, learning to have frank discussions while being sensitive to different cultural perspectives and points of view. We believe that the suggestions outlined below can help our school community reach that place of open and honest learning.

Numerous undergraduate programs have recognized the importance of diversity requirements in fulfilling their academic missions.² Further, Oregon’s legal community has

¹ This issue is separate from admissions diversity, although the inclusion of many viewpoints in our school community is important to our goal.

² See, e.g., Loyola University Maryland’s requirement that students take Global Awareness, Justice Awareness, and Domestic Diversity Awareness courses (<http://bit.ly/Uljmt2>), Rutgers’ School of Arts and Sciences requirement that students take courses meant to “enable an understanding of an increasingly globalized world” (<http://bit.ly/PQNbFl>), Fairfield University’s Core Curriculum Diversity Requirement aimed at helping students “develop a critical consciousness of self and society” (<http://bit.ly/UE63V4>), and Colby College’s Diversity Academic Requirement which helps ensure that students “learn how people different from oneself have contributed to the richness and diversity of society, how prejudice limits such

made education about inequality and diversity a priority. For example, the Oregon State Bar's Diversity & Inclusion Section seeks to remove barriers to justice in part by "educating attorneys about the cultural richness and diversity of the clients they serve."³ The Bar requires Oregon lawyers to take access to justice credits to meet continuing education requirements. Also, many law firms now have diversity managers who carry out internal diversity initiatives. Diversity education is clearly a component of professionalism that should not only run through existing courses but should be taught in law schools as a specific requirement of legal training.

To meet these goals, we hope the Curriculum Committee will take the following suggestions under consideration. We suggest that the school work with students to design and implement a structured five-year plan with increasing integration of diversity education. The need for staff and faculty support for an ongoing plan is critical to achieving these goals, as student turnover could otherwise frustrate the process.

- 1 The school should support the creation of a diversity education student task force, beginning in Fall 2013, made up of representatives from identity-based groups, public interest student groups, and other interested students not affiliated with student groups. This task force could interact with and report to the Curriculum Committee and the existing Diversity Working Group made up of faculty, staff, and students.⁴ The task force should not be treated as another student club. It should receive institutional support, working closely with faculty and administration to implement a five-year plan.
- 2 The task force, Diversity Working Group, and Curriculum Committee should host a community forum in Fall 2013 with participation from staff, faculty, and students to agree upon a five-year plan.
- 3 The five year plan could include:
 - Yearly anti-racism or other inequality trainings, with school-wide participation.
 - Incorporating a required diversity component into existing Professionalism and Ethics courses.

personal and cultural enrichment, and how each individual can confront intolerance" (<http://bit.ly/T15tV2>).

³ See <http://www.osbar.org/diversity/programs.html#mission>.

⁴ Representatives of our group have met with the Diversity Working Group, whose members have expressed support for a student-driven initiative that will complement and amplify but not duplicate that group's own goals.

Creating a library database of diversity materials pegged to law school subjects to assist faculty with incorporating diversity concepts into existing classes through syllabus supplements.⁵

Incorporating diversity education into Legal Elements.

Incorporating a question into course evaluations about the extent to which a professor addressed issues of diversity and social justice during the course.

Encouraging faculty-directed reading groups on relevant topics and further faculty support for student-directed reading groups on social justice topics.

Creating stronger ties to the Oregon State Bar's Diversity and Inclusion section and encouraging law student participation in community diversity initiatives.

Creating a course or forum for recent alumni to reflect on the challenges and changes to their values during law school and in legal practice.

Creating an academic requirement apart from Professionalism courses, requiring students to take at least one class in a category of diversity-oriented courses in order to graduate.

We understand that there may be many logistical hurdles to realizing these goals, but those hurdles will be much larger for students to tackle without institutional support. We hope this letter can at least begin a dialogue with the school and help establish a plan of action to move forward.

With your help, we can make affirmative efforts to educate ourselves about how others view the world and to become well-rounded lawyers in our increasingly diverse state and society. Our clients and colleagues will be of many races, gender identities, and cultures, and we want to be able to relate to them as sensitive, educated lawyers.

Thank you for your consideration. We look forward to your response. You can contact our group at nlg@lclark.edu, or individual NLG representatives Erin Duncan (eduncan@lclark.edu, 3L) and Diana Winther (dianawinther@lclark.edu, 2L).

Sincerely,

National Lawyer's Guild, Lewis & Clark
Law School Student Chapter

with support from:

⁵ See, e.g., "Diversity Readings Related to First-Year Courses," compiled by Mary Whisner, reference library at the Gallagher Law Library, University of Washington School of Law, available at <https://lib.law.washington.edu/content/guides/Diversity1L>.

Minority Law Students Association •
Latino Law Society • Jewish Legal Society
• OutLaw • ACLU • Black Law Students
Association • Women's Law Caucus •
Asian/Pacific American Law Student
Association • Native American Law
Students Association • Public Interest
Law Project • Christian Legal Fellowship •
Family Law Society • American
Constitution Society • Law Students for
Reproductive Justice • Students for
Sensible Drug Policy • Coalition
Advocating for Transportation Solutions

cc: Susan Mandiberg, Associate Dean of Faculty
Paula Abrams, Curriculum Committee Chair
Juliet Stumpf, Diversity Working Group Chair
Aliza Kaplan, Interim Diversity Working Group Chair

Curriculum Diversity Initiative Summary

This past spring, a coalition of seventeen student groups on the Lewis & Clark Law School campus submitted a formal proposal to the school's Curriculum Committee, the "Curriculum Diversity Initiative". The students proposed a five-year plan to better integrate diversity education into the law school's coursework and other campus resources. The goal is to urge the school to recognize diversity education as an indispensable tool of professionalism for new lawyers and to promote thoughtful discussions in class regarding poverty, race, gender, and other social issues, including education about privilege, bias, and discrimination within the legal system. The students asked the law school's Curriculum Committee to meet and discuss implementation of the proposal's five-year plan through the creation of a diversity education student task force. That proposed five-year plan includes:

- yearly anti-racism and/or other inequality trainings, with school-wide participation;
- incorporating a required diversity component into existing Professionalism and Ethics courses;
- creating a library database of diversity materials pegged to law school subjects to assist faculty with incorporating diversity concepts into existing classes through syllabus supplements;
- incorporating diversity education into Legal Elements (the mandatory introductory course for all incoming 1L students);
- incorporating a question into course evaluations about the extent to which a professor addressed issues of diversity and social justice during the course;
- encouraging faculty-directed reading groups on relevant topics and further faculty support for student-directed reading groups on social justice topics;
- creating stronger ties to the Oregon State Bar's Diversity and Inclusion section and encouraging law student participation in community diversity initiatives;
- creating a course or forum for recent alumni to reflect on the challenges and changes to their values during law school and in legal practice;
- creating an academic requirement apart from Professionalism courses, requiring students to take at least one class in a category of diversity- oriented courses in order to graduate.

The Curriculum Committee has agreed to participate in creating and supporting the task force, but the shape and scope of these meetings has yet to be determined. Support from both the Diversity Section and the Diversity and Inclusion Department of the Oregon State Bar would be helpful in supporting the students' position that these issues have critical importance to law students and the legal community. Our hope is that such support will prompt the Curriculum Committee to take a serious interest in the proposal and five-year plan.

As representatives of the student coalition, we ask the Diversity Section and D&I Department to address a letter to the Lewis & Clark Law School Curriculum Committee in support of the Curriculum Diversity Initiative. In addition, we hope to gain the participation of bar members in panel discussions and other events designed to increase dialogue regarding diversity on campus. Last, we welcome and encourage any suggestions regarding the Initiative, the five-year plan, and ways to engage the law school's faculty and staff to participate in the conversation.

We sincerely appreciate your time and attention to this matter and we hope you will join us in working to adapt Lewis and Clark Law School's current curriculum with the goal of creating new lawyers who are better prepared to be professional, knowledgeable advocates in a diverse world.

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