

University of Arkansas- Little Rock (Bowen School of Law)

- 1. How is your school complying with Standard 205 NON-DISCRIMINATION AND EQUALITY OF OPPORTUNITY (b) A law school shall adopt, publish, and adhere to policies that foster and maintain equality of opportunity for students, faculty, and staff, without discrimination or segregation on the basis of race, color, ethnicity, religion, national origin, gender, gender identity or expression, sexual orientation, age, disability, or military status?**

NOTE: At the outset of answering this survey, it is important to understand that the Standards inquired about here are new and untested. They were announced to ABA-approved law schools in February 2022, when law schools were directed, per the ABA Section on Legal Education and Admissions to the Bar, “to have a plan in place by fall of 2022 as to how the school plans to comply . . . with full implementation of the plan by fall of 2023.” As a result, compliance remains very much a work-in-progress and all ABA-approved law schools, like the Bowen School of Law, continue to work to understand what will constitute satisfactory compliance. As a result, the answers to this survey should be understood in that light. As to how the Bowen School of Law is complying with Standard 205: The School of Law Constitution created a number of standing faculty committees, including a Committee on Diversity and Excellence. Its charge is as follows: 1. Help the law school build a diverse environment where all feel accepted, embraced and supported regardless of race, ethnicity, gender, religion, disability, and sexual identity and orientation. 2. Continue the implementation of the Legal Education Advancement Project (LEAP). 3. Work with the Arkansas Bar and Bench to help foster a culture of acceptance and support in the Arkansas legal community. LEAP is an immersive, six-week summer program that aims “to identify and admit individuals of historically underrepresented groups in law school and the legal profession who have the teamwork, leadership, drive, and academic skills necessary to complete law school and pass the bar examination.” LEAP participants who perform well in the summer program are then recommended to the Admissions Committee. It is worth mentioning that LEAP students who are admitted to the School of Law have proved to be able to succeed in law school and beyond. Students admitted into LEAP have, for example, earned places in the top 10% of their graduating classes, won prizes for outstanding student papers, and earned ownership on law review and in moot court, among other distinctions. Students admitted to the School of Law through LEAP are diverse in every respect. Since 2014, a majority have identified as White, followed by Black/African-American, Hispanic/Latino and students identifying as a member of some other racial or ethnic group. The LEAP program is described here: <https://ualr.edu/law/admissions/getthere/legal-education-advancement-project/> It should also be mentioned that the School of Law has a strong commitment to persons in the military and veterans of military service. The Law School has a significant number of students who are military veterans. In addition, the School of Law has a Veterans Legal Services Clinic and offers other services to military students and veterans, which can be seen here: <https://ualr.edu/law/clinical-programs/veterans-legal-services-clinic/>

- 2. How is your school complying with Standard 205 (d) (Non-discrimination and equality of opportunity in legal education includes equal employment opportunity. A law school shall communicate to every employer to whom it furnishes assistance and facilities for interviewing**

and other placement services the school's firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, ethnicity, religion, national origin, gender, gender identity or expression, sexual orientation, age, disability, or military status in regard to hiring, promotion, retention, and conditions of employment) in the case of religious employers?

The School of Law has a statement of Non-Discrimination, which is provided to every potential employer. It reads as follows: "UALR William H. Bowen School of Law adheres to a policy of providing its students and graduates with equal opportunity to obtain employment without discrimination or segregation on the ground of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age, or disability. Pursuant to By-Law 6-3(b) and Executive Committee Regulation 6-3.2 of the American Association of Law Schools, this statement is being furnished to you to convey our expectation that all employers will observe the principle of equal opportunity."

- 3. How is your school complying with Standard 206. 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?**

(a) With respect to this portion of the Standard: The Admission Policy of the Bowen School of Law "seeks to attract and admit applicants who have the ability to complete the program successfully, who have diverse backgrounds and experience, and who will make a positive contribution to the Law School and the University, the legal profession, and to the State of Arkansas. The Law School will foster and maintain equality of opportunity in legal education without discrimination on the basis of race, color, religion, national origin, gender (including identity and expression), sexual orientation, age, veteran's status, or disability. "The Law School is committed to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and is committed to having a student body that is diverse with respect to gender, race and ethnicity." Moreover, in addition to review of qualifications based on undergraduate GPA and law school admissions test scores, the Admissions Committee considers "whether the applicant will contribute to a diverse student body that promotes cross-cultural understanding, helps break down racial and ethnic stereotypes, enables students to better understand persons of different races, ethnic groups and backgrounds, and prepares students for an increasingly diverse workforce and society. . . . such factors include but are not limited to experience living in other regions of the United States or in other countries or cultures, disability, personal, cultural, social, economic or educational disadvantage, the existence and nature of work experience, military service, and participation in volunteer service activities." The School of Law above all considers whether a candidate for admission is likely to succeed in law school and pass the bar. Once the

Admissions Committee makes that determination, based on test scores, undergraduate GPA and other academic performance, the School of Law, like most ABA-approved law schools, applies a holistic admissions review process that takes into account factors like those mentioned above in deciding whether to extend an offer of admissions. Finally, in May 24, 2022, the Dean responded to an Interim Monitoring request from the American Bar Association Section of Legal Education and Admissions to the Bar seeking information on efforts to comply with Standard 206. (Interim Monitoring requests are typically received from the ABA when it wishes to determine if a law school is in full compliance with a Standard.) The Dean's response, dated May 24, 2022, which details various efforts undertaken by the School of Law, is attached as Appendix A to this document. (b): With respect to this portion of the Standard as it relates to faculty hiring, the faculty Appointments Committee makes a concerted effort to seek candidates who are diverse with respect to gender, race and ethnicity. In addition to following standard hiring practices such as participation in the American Association of Law Schools (AALS) Faculty Appointments Register, the School of Law, like most other law schools, sends its hiring needs out to a number of specialty list-serves of interest to diverse candidates. Moreover, the School of Law has begun faculty recruiting in less traditional fora, such as at the annual conference of the Southeast Association of Law Schools (SEALS). In addition, the School of Law now offers interested candidates a remote option for initial interviews, so as to lessen the financial burden on all candidates, including diverse candidates, with limited financial resources. Finally, the School of Law is increasing efforts to diversify the faculty through fellowships and two-year visitorships that allow persons interested in exploring a career as a legal academic. At present, the full-time faculty consists of eight women who identify as White, nine men who identify as White, three women who do not identify as White and two men who do not identify as White. With respect to this portion of the Standard as it relates to staff The Bowen School of Law follows the procedures for staff hiring as administered by the UA Little Rock Office of Human Resources, the same as any staff position for the campus as a whole. The Office of Human Resources makes this statement for the campus hiring goals: "The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities."

- 4. How is your school complying with Interpretation 206-1, which states: The requirement of a constitutional provision or statute that purports to prohibit consideration of gender, race, ethnicity, or national origin in admissions or employment decisions is not a justification for a school's non-compliance with Standard 206. A law school that is subject to such constitutional or statutory provisions would have to demonstrate the commitment required by Standard 206 by means other than those prohibited by the applicable constitutional or statutory provisions?**

Please note that a law school is not required to comply with an Interpretation of a Standard. Rather, Interpretations are meant to provide illustrative examples that would constitute compliance, or to answer possible questions that law school's might have as to what constitutes compliance with a Standard. It should further be noted that Arkansas has no constitutional provision or statute that purports to prohibit consideration of gender, race, ethnicity, or national origin in admissions or employment decisions. Nonetheless, Appendix A attached to

this document documents some of the ways that the School of Law works to comply with Standard 206.

5. **How is your school complying with Interpretation 206-1, which states: If consistent with applicable law, a law school may use race and ethnicity in its admissions process to promote diversity and inclusion. The determination of a law school's satisfaction of such obligations is based on the totality of the law school's actions and the results achieved. The commitment to providing full educational opportunities for members of underrepresented groups typically includes a special concern for determining the potential of these applicants through the admission process, special recruitment efforts, and programs that assist in meeting the academic and financial needs of many of these students and that create a favorable environment for students from underrepresented groups. If consistent with applicable law, a law school may use race and ethnicity in its admissions process to promote diversity and inclusion. The determination of a law school's satisfaction of such obligations is based on the totality of the law school's actions and the results achieved. The commitment to providing full educational opportunities for members of underrepresented groups typically includes a special concern for determining the potential of these applicants through the admission process, special recruitment efforts, and programs that assist in meeting the academic and financial needs of many of these students and that create a favorable environment for students from underrepresented groups?**

As stated in response to the previous question, a law school is not required to comply with an Interpretation of a Standard. Rather, Interpretations are meant to provide illustrative examples that would constitute compliance, or to answer possible questions that law schools might have as to what constitutes compliance with a Standard. However, the initiatives discussed in previous answers to this survey, including LEAP and the efforts detailed in Appendix A attached to this document, respond to the question.

6. **How is your school complying with 303 (c), which states: A law school shall provide education to law students on bias, cross-cultural competency, and racism: a. (1) at the start of the program of legal education, and b. (2) at least once again before graduation. For students engaged in law clinics or field placements, the second educational occasion will take place before, concurrently with, or as part of their enrollment in clinical or field placement courses.**

The School of Law requires first-year students to take a one-credit course that lasts for the duration of the first year entitled "Professionalism and the Work of Lawyers." This course, which is overseen and administered by the Assistant Dean for Career Services, has traditionally covered topics such as time management, the use of legal technology, and interview techniques. In the 2022-2023 academic year, a 90-minute session was included to address the issues required to be addressed in Standard 303 (c). The session was moderated by an outside vendor skilled in providing such trainings to law firms and corporations nationally; the School of Law was the vendor's first law school client. The vendor recently raised its prices, however, and for reasons of cost, the School of Law is now looking for another partner to assist in the delivery of this session. In addition, the School of Law is reconsidering whether the professionalism course is the ideal vehicle for this session; it may be moved to another part of the first-year curriculum in 2023-2024 or future academic years. As of this writing, the School of Law has not decided

how best to assure compliance with the new Standard 303 (c)(2). Upon learning of the Standard 303 amendments in February of 2022, the Dean charged the faculty Curriculum Committee to arrive at a compliance plan by Fall 2023. To that end, the Curriculum Committee revised the School's official Learning Outcomes and presented its recommendations to the faculty on April 5, 2023. The relevant additions, specifically Learning Outcomes 7, 8 and 9***. In the 2023-2024 academic year, the Curriculum Committee will review course syllabi and meet with faculty members to determine which courses, if any, currently meet these Learning Outcomes. Moreover, since all School of Law students are required to participate in either a law clinic, externship or practicum experience, and many, if not all of those courses or activities address some or all of the Standard 303 (c) requirements, it is possible that the School of Law may already be in compliance with the new Standard. To that end, the work of the Curriculum Committee in the Fall 2023 semester will review the work of clinics, internships, and practicums with an eye to compliance with the new Standard's requirements. *** LEARNING OUTCOME 7: Graduates will be able to work to eliminate racism. Criterion 1. Examine their own personal beliefs, attitudes, and biases about race and the law. Criterion 2. Identify instances of racism when they occur and describe their impact. Criterion 3. Identify strategies likely to decrease racism in the legal system and improve the quality of justice in society. LEARNING OUTCOME 8: Graduates will be able to work to eliminate bias. Criterion 1. Examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures. Criterion 2. Identify instances of bias when they occur and describe their impact. Criterion 3. Identify strategies likely to decrease bias in the legal system and improve the quality of justice in society. LEARNING OUTCOME 9: Graduates will be able to perform their lawyering tasks with the cultural awareness necessary for effective, respectful interaction with individuals from many backgrounds. Criterion 1. Explain the benefits of interacting with people from different cultures and perspectives. Criterion 2. Assess their own knowledge and skills in cultural awareness in their role as a lawyer. Criterion 3. Communicate effectively and respectfully with clients, colleagues, adversaries, and others who differ from them in some way.

7. **Please provide examples of how you are fulfilling Interpretation 303-7, which states: Standard 303(c)'s requirement that law schools provide education on bias, cross-cultural competency, and racism may be satisfied by, among other things, the following: (1) Orientation sessions for incoming students; (2) Lectures on these topics; (3) Courses incorporating these topics; or (4) Other educational experiences incorporating these topics. While law schools need not add a required upper-division course to satisfy this requirement, law schools must demonstrate that all law students are required to participate in a substantial activity designed to reinforce the skill of cultural competency and their obligation as future lawyers to work to eliminate racism in the legal profession.**

As stated in response to the previous question, a law school is not required to comply with an Interpretation of a Standard. Rather, Interpretations are meant to provide illustrative examples that would constitute compliance, or to answer possible questions that law schools might have as to what constitutes compliance with a Standard. However, the answer above with regard to Standard 303 (c) is responsive to this question.

University of Arkansas- Fayetteville

- 1. How is your school complying with Standard 205 NON-DISCRIMINATION AND EQUALITY OF OPPORTUNITY (b) A law school shall adopt, publish, and adhere to policies that foster and maintain equality of opportunity for students, faculty, and staff, without discrimination or segregation on the basis of race, color, ethnicity, religion, national origin, gender, gender identity or expression, sexual orientation, age, disability, or military status?**

The Law School follows the same non-discrimination policy as the rest of the University which is found at <https://vcfa.uark.edu/fayetteville-policies-procedures/oec/2141.php>. This policy applies to faculty, staff, and students. There is a link to this policy from the Law School's Academic Policies page where this policy is paraphrased: <https://law.uark.edu/current-students/academic-policies.php>. For Students: The School of Law fosters and maintains equality of opportunity for students primarily through its offices and departments of Admissions, Career Services, and Academic Success, and the policies and initiatives that helps "build a Law School community that includes members with diverse backgrounds, identities, and perspectives." The Law School has acted to make the learning environment inclusive and equitable for all. First, the faculty is working to integrate materials into their teaching that is consistent with Accreditation Standard 303(c).... The school has also partnered with the Arkansas law firm Wright, Lindsey, Jennings to increase the candidate pool and create relationships with diverse students and is working to create relationships with universities serving historically underrepresented groups. With respect to race, color, ethnicity, and national origin, the Law School hosts the summer SPPARK program, designed to provide an introduction to Law School for recently graduate students who are first-generation college students, from populations historically underrepresented in Law School, or from HBCUs or other minority-serving institutions. Every other year, the Black Law Students' Association hosts the Brummer's Symposium, in honor of Professor Chauncey Brummer, a retired Black law school professor. The symposium serves as an opportunity to educate students both at the Law School and across the larger campus community and seeks to illuminate and spark conversations between the legal profession and the Black community. The goal is to foster a dialogue concerning diversity, especially as it pertains to the legal field within Arkansas. In 2022, the Black Law Students' Association hosted the Southwest Black Law Student Association Pre-Law Symposium, which served as an opportunity for individuals to receive advice on how to begin their legal education. Faculty members led a mock class. There was also panel featuring with deans of admission featuring with law students, financial strategy and scholarship opportunities, LSAT tips and mental health advice. With respect to gender, gender identity or expression, and sexual orientation, the Law School is also proud of its Richard B. Atkinson LGBTQ Law and Policy Program, which enables faculty and students to affect the quality of public discourse associated with the complex issues related to sexual orientation and gender identity law and policy. This privately supported program supports a variety of activities including research, service, teaching, speakers, and scholarships designed to educate and affect LGBTQ law and policy. ** The Law School recently celebrated the 10th anniversary of its Indigenous Food and Agriculture Initiative ("IFAI") this Spring with a symposium. The student-run Journal of Food Law and Policy will publish the papers, and the students will have an opportunity to interact with the speakers and IFAI staff.

The mission of the Indigenous Food and Agriculture Initiative is to enhance the health and wellness of tribal communities by advancing healthy food systems, diversified economic development, and cultural food traditions. ** Under the leadership of Dean Nance, the Law School has made significant improvements in creating a more welcoming climate that makes students feel valued. This summer, in response to the fact that our students' ages and familial backgrounds vary, the Law School designated additional spaces in the Law building for student purposes. The Law School designated and furnished a lactation room for nursing students and/or parents to nourish and care for their children, as well as a separate family study room for students with children and provided and furnished new workspaces for student organizations. It also surveyed students about their desire for group study space and has added additional group study spaces in the building. The Law School also provides support for our student-led organizations, including our affinity groups, which helps foster a welcoming environment for students on the basis of race, color, ethnicity, religion, national origin, gender, gender identity or expression, and sexual orientation, such as Black Law Students' Association, Outlaw, Women's Law Students Association, Native American Law Students' Association, Hispanic Law Students Association, Immigration Law Students Association, Wellness Society, Christian Legal Society, Animal Legal Defense Fund, Federalist Society, and "Find the Balance" (supporting student parents). The Dean meets with the leaders of these student organizations to learn their concerns and hear their requests and she maintains an open-door policy. Regarding military status, the Law School fosters relationships between alumni, faculty, staff, students and their families who are current and former members of the armed forces thru our university resources such as the Armed Forces Alumni Society and the Veteran and Military-Affiliated Student Center. The Law School has assisted students with information to start a Registered Student Organization for law Students with military status. We also host Informational Fairs attended by all branches of our armed services (JAG Fair) to discuss career options and provide an inside look at what it takes to become a member of JAG Corps. We also hold a ceremony to recognize our current faculty, staff, and student service members. Finally, with respect to disability status, the Law School makes efforts to connect with all candidates and remind potential applicants of the Law School's inclusive and diverse environment. In addition, the Law School has an established relationship with the University's Disability Resource Center on campus which enables us to connect us with undergraduate students that express interest in attending law school. Through its ADA coordinators, the Law School works in coordination with the University office to provide ADA and Title IX accommodations. The Dean and two staff members attended intensive training on disabilities in the context of higher education. The Associate Dean and Director of Academic success have presented information at a faculty retreat about how students with disabilities can be impacted by various types of assessments and provided suggestions for accommodations.

For Faculty and Staff: The Law School fosters and maintains equality of opportunity for faculty and staff by adhering to the policies and practices of the University's Office of Equal Opportunity and Compliance. The campus EEO Office reviews all campus units' hiring processes before faculty and staff candidates are granted interviews, with an eye towards diversity issues. The diversity of the Law School administration, we believe, also serves as a model of inclusiveness. The Law School promotes academic freedom by encouraging and promoting intellectual exploration, rigorous scholarship, and interaction of diverse viewpoints. The faculty Appointments Committee views diversity as an important value as it conducts the search for

new faculty members. This year, the Committee posted ads on the job boards of the National Bar Association, Hispanic National Bar Association, and the National Asian Pacific American Bar Association. To date, five of the seven offers the dean extended this year have been made to diverse candidates. Several members of the law school faculty belong to the Federalist Society which is reflective of the schools embrace of diverse perspectives. With respect to military status, in compliance with Ark. Code Ann. §§ 21-3-302 and 303 of the State Veteran's Preference Law and OPM Policy No. 30.20, the University gives preference in appointment and employment for certain qualified veterans, their spouses, or the surviving spouse of a deceased qualified veteran. The Law School has faculty members and a staff member who are veterans. One retired faculty member continues to teach as an adjunct, while another currently serves as Library Director. The staff member serves on the IT staff. The Law School does not have a religious affiliation or purpose; however, the Law School permits all Registered Students Organizations of faith to access our facilities and services. With respect to disability, it is the policy of the University of Arkansas to provide equal access and opportunity to qualified persons with disabilities in compliance with Section 503 and 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act (ADA) of 1990; and the ADA Amendments Act (ADAAA) of 2008. The University prohibits discrimination based on disability in all services, programs and activities, aspects of the application process and employment relationship. The Law School makes good faith efforts to be proactive in outreach and provide reasonable accommodations to applicants and employees in programs and services. When attending career fairs, the Law School makes efforts to connect with all candidates and remind potential applicants of the Law School's inclusive and diverse environment. As previously noted, the Law School works to build relationships with the University's Disability Resource Center on campus to help connect us with undergraduate students that express interest in attending law school.

- 2. How is your school complying with Standard 205 (d) (Non-discrimination and equality of opportunity in legal education includes equal employment opportunity. A law school shall communicate to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the school's firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, ethnicity, religion, national origin, gender, gender identity or expression, sexual orientation, age, disability, or military status in regard to hiring, promotion, retention, and conditions of employment) in the case of religious employers?**

The Law School's job posting form and OCI registration forms contain the following language. Employers may not submit the form without agreeing to the policy: The University of Arkansas School of Law Career Services Office makes its facilities and services open only to employers who do not discriminate on the basis of race, age, gender, sex (including pregnancy), religion, national origin, marital or parental status, disability, veteran status, sexual orientation, gender identity or any other characteristic protected under applicable federal or state law. All individuals and organizations that use the School of Law's Career Services Office must share this commitment to nondiscrimination. By checking this box, the above-listed employer agrees to abide by this nondiscrimination policy. This information is on the website at:

<https://law.uark.edu/careers/careers-nondiscrimination-policy.php>

- 3. How is your school complying with Standard 206. 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?**

Compliance with Standard 206(a): With respect to access to the study of law and admission to the profession, Law School's website proclaims our commitment to "affirm explicitly and in united solidarity our identity as an anti-racist and anti-bias academic unit and Law School. That page also provides the name and contact information for the Law School Director of Community and Engagement, our Anti-Racism and Anti-Bias Pledge, our Anti-Bias Anti-Racism Task Force. On July 11, 2022, Greneda Johnson joined the law school as our current Community and Engagement Director. In that role, she is responsible for the development, coordination and administrative oversight of programs designed to ensure equity and inclusion of all school constituents. She also serves as the primary liaison to the school's 31 student organizations. In addition, to meet the Law School's goal of building a community that is inclusive of diverse backgrounds, ideas, and perspectives, the Law School values the recruitment of applicants and the retention of employees from underrepresented and diverse groups. Consequently, the Law School has increased and maintained personal outreach to prospective applicants from underrepresented groups through strategic recruitment efforts as previously discussed. The school participates in LSAC's digital forums and in-person forums (attend the following in-person: Chicago, Atlanta, and Houston); • Served in 2022 as the host institution for the southwest chapter of the Black Law Student's Association's annual Pre-Law Symposium; • Uses social media and digital campaigns to attract and engage the interest of potential candidates in targeted markets; and • Maintains personal contact with prospective-applicants, applicants, and admittees. In addition, the Law School eliminated conditional scholarships and developed a comprehensive scholarship strategy. The Law School also implemented a holistic admissions policy that allows multi-factor to review along with an applicant's LSAT and undergraduate grade point average. Finally, the Law School has a number of other initiatives to make Law School accessible to underprivileged groups, including the following: The Delta Initiative (Constitution Day): Current Law School students, faculty, and staff traveled to high schools in the Delta to deliver a curriculum crafted around the Constitution and its impact on current laws and policy. This program involves a two-day trip with the students, with the first day in high schools and performing a community service project on the second day. The Law School has prioritized the Delta as a region of focus. A Delta Advisory Committee was established in 2021, which identified areas that have the greatest need within the region and established the following priorities: • Access to justice, • Bringing our current Law School students to smaller rural areas that need legal professionals to make an immediate impact on the access to justice issues, • Significant lack of legal professionals per capita, • Exposing our law students to the Delta communities, alumni and legal professionals in the area so they can learn about opportunities for post-grad employment and the benefits and impact of practicing in the region, • The need to

recruit students earlier in their educational careers (high school vs. junior/senior year of college), • Exposing high school students to the idea of Law School by providing legal curriculum that engages the students and evokes questions and discussion, and • Informing students about University of Arkansas and University of Arkansas School of Law enrollment and scholarship opportunities. SPPARK is the Law School's Summer Pre-Law Program. It is a three-week, intensive, pre-law focused academic summer program for rising senior college students and recent graduates who are interested in Law School. The program is held at the Law School and focuses on the inclusion of those who are from colleges or universities with historical significance to or significant populations of African American, Asian American, Latino and/or American Indian students; who are the first generation in their family to attend college; who experience significant financial challenges; or from populations historically underrepresented in Law School. SPPARK includes LSAT preparation, academic work, professional development, guest speakers and field trips. LSAT preparation will be provided by experienced instructors and the academic program offers skills to help students improve their performance in their undergraduate work across several disciplines. Courses offered in previous years include Legal Systems and Process, Legal Issues in Higher Education, Legal Communication and Oral Advocacy, Negotiations, and Constitutional Law. SPPARK students are immersed in Law School culture by living on campus, taking classes with Law School faculty, and completing reading, writing and oral advocacy assignments similar to those given to first year law students. The professional development program includes off-site field trips and other mentoring programs with the local bar association and community members. These experiences expose attendees to a variety of settings that first-generation students often lack during their undergraduate careers. Students spend time with attorneys in an office setting and at court hearings. The program includes financial counseling, time management and study skills courses, etiquette training, counseling on appropriate attire and a host of workshops aimed at improving professional communication and listening skills. With respect to providing an inclusive and equitable environment for students, the Law School adheres to the policies and practices of the University's Office of Equal Opportunity and Compliance. In addition, the Law School has a number of initiatives, including the following: • Symposia and programming featuring various perspectives and viewpoints. • The Richard B. Atkinson LGBTQ Law and Policy Program, which enables faculty and students to affect the quality of public discourse associated with the complex issues related to sexual orientation and gender identity law and policy, • The Indigenous Food and Agriculture Initiative, which is designed to enhance the health and wellness of tribal communities by advancing healthy food systems, diversified economic development, and cultural food traditions, • Support for all student-led organizations, including affinity groups, which helps foster a welcoming environment for students on the basis of race, color, ethnicity, religion, national origin, gender, gender identity or expression, and sexual orientation, such as Black Law Students' Association, Outlaw, Women's Law Students Association, Native American Law Students' Association, Hispanic Law Students Association, Immigration Law Students Association, Wellness Society, Christian Legal Society, Animal Legal Defense Fund, Federalist Society, and "Find the Balance" (supporting student parents), and • Hosting Informational Fairs with all branches of our armed services (JAG Fair) to discuss career options and provide an inside look at what it takes to become a member of JAG Corps and holding a ceremony to recognize our current faculty, staff, and student service members. In addition, as described above, the Law School has made

significant improvements in creating a more welcoming climate that makes students feel valued. The Law School designated additional spaces in the Law building for student purposes. The Law School designated and furnished a lactation room for nursing students and/or parents to nourish and care for their children, as well as a separate family study room for students with children and provided and furnished new workspaces for student organizations. It also surveyed students about their desire for group study space and is in the process of obtaining bids on the cost of additional group study spaces in the building. The Law School's IT team is working on revamping our website to include a community resource page for our students, faculty, and staff with links to local and state organizations like food pantries and mental and physical health resources. Compliance with Standard 206 (b): In addition to the summary provided above under Standard 205(b) The Law School's faculty Appointments Committee, along with the Administration, makes a concerted effort each year to recruit a very diverse pool of applicants. Our hiring efforts center around the AALS Faculty Appointments Register (FAR) and the AALS placement bulletin. The Law School joins the FAR registry by putting an advertisement in the placement bulletin that describes our hiring needs. We also announce open jobs through a variety of listservs, including the AALSMIN listserv and websites to ensure a diverse applicant pool. The Law School works closely with our human resources partner in these endeavors. These efforts have included postings on affinity bar job boards, and clinical and professional listservs to broaden the outreach to underrepresented constituents. In addition to seeking gender and racial and ethnic diversity, the committee seeks to interview LGBTQ candidates and those who would bring intellectual and religious diversity to the Law School community. The faculty remains committed to assembling a faculty that reflects the population of the state it serves. While the Law School is constrained by its location and the University's salary structure, we have begun to search out creative ways to make the job more competitive. This year, the Dean increased the starting salary and will continue the current practice of offering a one-semester research leave to junior doctrinal faculty. Hopefully, these initiatives will pay dividends as the Law School continues to explore ways to offer additional incentives.

- 4. How is your school complying with Interpretation 206-1, which states: The requirement of a constitutional provision or statute that purports to prohibit consideration of gender, race, ethnicity, or national origin in admissions or employment decisions is not a justification for a school's non-compliance with Standard 206. A law school that is subject to such constitutional or statutory provisions would have to demonstrate the commitment required by Standard 206 by means other than those prohibited by the applicable constitutional or statutory provisions?**

Not applicable. No such statute or constitutional provision exists in Arkansas.

- 5. How is your school complying with Interpretation 206-1, which states: If consistent with applicable law, a law school may use race and ethnicity in its admissions process to promote diversity and inclusion. The determination of a law school's satisfaction of such obligations is based on the totality of the law school's actions and the results achieved. The commitment to providing full educational opportunities for members of underrepresented groups typically includes a special concern for determining the potential of these applicants through the admission process, special recruitment efforts, and programs that assist in meeting the academic and financial needs of many of these students and that create a favorable**

environment for students from underrepresented groups. If consistent with applicable law, a law school may use race and ethnicity in its admissions process to promote diversity and inclusion. The determination of a law school's satisfaction of such obligations is based on the totality of the law school's actions and the results achieved. The commitment to providing full educational opportunities for members of underrepresented groups typically includes a special concern for determining the potential of these applicants through the admission process, special recruitment efforts, and programs that assist in meeting the academic and financial needs of many of these students and that create a favorable environment for students from underrepresented groups?

Language covering our concrete commitment to the study of law and entry into the profession by members of underrepresented groups, including gender and ethnicity, can be found on our website and in internal documents. First, the webpage includes the following language indicating that the law school seeks "to build a law school community that includes members with diverse backgrounds, identities, and perspectives." Our non-discrimination policy is also posted externally on the Law School's website and states as follows: "the University of Arkansas is committed to providing equal opportunity for all students and applicants for admission... regardless of race, age, gender, sex (including pregnancy), religion, national origin, marital or parental status, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected under applicable federal or state law." Additionally, the Law School's application for admission includes the following statements: "The University of Arkansas is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status, and will not discriminate on the basis of handicaps, race, color, sex, or creed." "The School of Law seeks a highly qualified and diverse student body with a broad set of backgrounds, interests, life experiences, perspectives, qualifications, and career objectives. Such diversity is important in a law school which (1) must train its students to reflect upon competing viewpoints, advance arguments persuasively in a variety of forums, and develop policies affecting a broad range of people in diverse settings; and seeks to educate students who will be able to and will seek to serve society at large. Exposure to a wide variety of ideas, outlooks, and experiences is an important part of our students' education and professional development and is of paramount importance in the fulfillment of the School of Law's mission: to provide a rigorous, high quality program of study consisting of substantive knowledge and practical skills; to prepare students effectively for lives of honest, competent service in the legal profession; and to fashion a community of students, faculty, staff, and alumni working together for the common good." Examples of the Law School's concrete commitment to the study of law and entry into the profession by members of underrepresented groups, including gender and identity, are summarized below:

- Promoted the Assistant Director of Admissions to Director of Admissions with greater recruitment and travel responsibilities, including strategically recruiting applicants from underrepresented and diverse groups;
- Participation in outreach and recruitment events hosted by HBCUs; HSIs; LGBTQ+ friend colleges; and diversity-oriented Pre-Law programs;
- Outreach to Pre-Law programs and student organizations at schools in areas with more diverse populations than Arkansas to strengthen referral pathways;
- Developed a comprehensive scholarship strategy to support students from underrepresented groups and eliminate reliance on conditional scholarships;
- Implementing a

holistic admissions policy that allows multi-factor review of applications; and, • Initiatives to make Law School accessible to underprivileged groups, including The Delta Initiative, Constitution Day, and SPPARK (Summer Pre-Law Program).

- 6. How is your school complying with 303 (c), which states: A law school shall provide education to law students on bias, cross-cultural competency, and racism: a. (1) at the start of the program of legal education, and b. (2) at least once again before graduation. For students engaged in law clinics or field placements, the second educational occasion will take place before, concurrently with, or as part of their enrollment in clinical or field placement courses.**

The Law School provides education on bias, cross-cultural competency, and racism at the start of the program of legal education. We begin educating students on these topics during mandatory First Year Orientation before classes begin. During Orientation, the new students typically learn about the importance of diversity and what it means to “belong” from the Center for Multicultural and Diversity Education (led by Anthony DiNicola, Coordinator of Cultural Communities). The orientation schedule also includes a session about the challenges low-income and underrepresented individuals face when trying to access justice, especially in rural areas. The law faculty are beginning to address the Standard requiring education on bias, cross-cultural competence, and racism across the curriculum. Faculty are provided access to resources to assist in incorporating cross-cultural competence into the Law School Curriculum from Library Services. Examples of how the faculty have incorporated cross-cultural competency and professionalism into the classroom are: • Women in the Law Class: examining how the law regulates gender norms explicitly and implicitly. • Policing Law and Policy Class: analyzing the role of police discretion in the criminal justice system. • Indian Law Class: exploring the relationship between three sovereigns—Native nations, the United States, and the states—as it has been constructed and defined in federal law. The course begins with an overview of the history of federal Indian policy, and the rest of the semester explores three primary doctrinal themes:(1) federal power over Indians; (2) state power in Indian country; and (3) tribal power in Indian country. By the end of the course, students should be able to explain the tensions between colonialism and the rule of law; identify the primary tools the Supreme Court has used to mediate these concepts; appreciate the importance of tribal sovereignty to Native nations; assess the merits of legislative versus judicial involvement in the field of Indian law; and trace the likely roles of legal and nonlegal influences in the development of Indian-law doctrine. • Cannabis Law Class: examining current and developing cannabis legislation, policy trends, as well as take a look at cannabis policy arguments regarding public health and social justice; understanding the social and economic dynamics of cannabis politics, identifying the key stakeholders in cannabis politics and how the role of activism contributes to developing policies; and exploring how evolving policies can be crafted to address concerns regarding cannabis equity. • Employment Law Class: understanding the history, sources and development of modern employment law; knowledge of the role of employment law in society and its importance in workplace dispute resolution; determining the nature of an employment relationship i.e., employee-employer v. independent contractor; identifying potential employment discrimination issues, potential liabilities, and likely outcomes; recognizing and explaining the legal and policy issues that arise in the pre-employment, employment, and post termination contexts; and evaluating workplace disputes and provide creative solutions

consistent with the law, as well as effective and equitable policy. • Introduction in Immigration Law Class: surveying U.S. immigration law with an emphasis on immigration policy and current developments in case law. We also offer upper-level writing courses in Race and the Law and Reproductive Justice and Rights and in other areas that focus on historically underrepresented populations and their emerging legal rights. In the Law School's externship seminar, which is required for first-time externship students, students engage in discussion regarding bias in the legal profession. Education on bias and cross-cultural competency occurs in the fourth session of the required externship seminar. The class discusses strategies we can employ and responses to acts of bias, with a specific focus on interrupting microaggressions (defining microaggressions, working through group discussion around some examples, and discussing how to respond, especially as a bystander). Finally, as previously mentioned the Law School has spear-headed the Delta Initiative, which focuses on Constitution Day, and allows current Law School students, faculty, and staff to travel to high schools in the Delta to deliver a curriculum crafted around the Constitution and its impact on current laws and policy. This is a two-day trip for our students. The first day the law students visit area high schools and on the second day they perform a community service project typically a pop-up legal clinic in conjunction with legal aid and volunteer attorneys. The University of Arkansas School of Law has prioritized the Delta as a focal region. A Delta Advisory Committee was established in 2021, which identified geographic areas that have the greatest need within the region and established the following priorities: • Outreach to communities: Bringing our current students to smaller rural areas that need legal professionals in an effort to make an immediate impact on the access to justice issues. • Pipelines to provide resources and information: Exposing high school students to the idea of law school by providing legal curriculum that engages the students and evokes questions and discussion and informing students about University of Arkansas and University of Arkansas School of Law enrollment and scholarship opportunities. • Employment pathways for students: Exposing our law students to the Delta communities, alumni and legal professionals in the area so they can learn about opportunities for post-grad employment and the benefits and impact of practicing in the region. In each of our clinics, students are educated on the impact of bias, cross-cultural competency, and racism throughout the legal system. These issues are addressed in individual team meetings and in small group sessions throughout the semester. Thus, the education occurs multiple times throughout the clinical experience, often as examples are presented. Students are asked to reflect on how these issues impact their client's case and how they can assure effective representation. The Curriculum Committee is working on both of the new standard 303 requirements. A proposal was submitted and approved by the faculty in May 2023. The proposal requires that students complete a mandatory non-for-credit series of presentations entitled Becoming a Professional to extend across both semesters of students' 1-L year. Events within this series would consist of lectures, videos, exercises, and panel discussions that would be organized by a faculty or staff member and would likely involve a guest or a panel of guest speakers. Professional identity as well as bias, cross-cultural competency and racism would be incorporated throughout the series with the consistent theme centered on what it means to be a professional.

- 7. Please provide examples of how you are fulfilling Interpretation 303-7, which states: Standard 303(c)'s requirement that law schools provide education on bias, cross-cultural competency, and racism may be satisfied by, among other things, the following: (1) Orientation sessions for**

incoming students; (2) Lectures on these topics; (3) Courses incorporating these topics; or (4) Other educational experiences incorporating these topics. While law schools need not add a required upper-division course to satisfy this requirement, law schools must demonstrate that all law students are required to participate in a substantial activity designed to reinforce the skill of cultural competency and their obligation as future lawyers to work to eliminate racism in the legal profession.

See the above response. The Law School fulfills Interpretation 303-7 by orientation sessions, lectures, and courses.