

Resources. Assistance for completing this form can be found here: [equity.psu.edu/eopc](http://equity.psu.edu/eopc)

Q1. Program title

CLEO Summer Institute, June 15 to July 11, 2020

Q2. Please choose your campus location.

Carlisle ▼

Q3. Unit

Q4. Office address

Q5. Primary program contact name

Q6. Penn State email

Q7. Phone number

Q8. Program category

Campus climate

- Curriculum
- Faculty and staff recruiting
- Faculty and staff retention
- Leadership development
- Student recruiting
- Student retention and graduation
- Organizational change

Q9. Funding period

- Summer 2020
- Academic Year 2020-2021

Q10. Target number of participants

40

Q11. Abstract. Please provide a brief description of the program, addressing the rationale, purpose, and intended impact; these should attend to how the program promotes greater equity for historically underrepresented and underserved groups within the University and those groups that have been historical targets of discrimination. Please do not exceed 100 words.

Penn State Dickinson Law was selected to host the Council on Legal Education Opportunity, Inc. (CLEO) 2020 Pre-Law Summer Institute from June 15 to July 11, 2020. CLEO is the longest-serving national organization committed to diversity in the legal profession. The Pre-Law Summer Institute—a multi-week online and residential program launched in 1968—is designed to introduce students to the skills, knowledge and values essential to their success in law school, including self-directed learning, legal reasoning, writing and the Socratic teaching method. Multicultural graduating seniors or graduates who plan to attend law school in fall 2020 are eligible to participate.

Q12. Program description. Please describe your goals, participants, needs, actions, and strategic plan linkage. Provide answers to the following questions: What is the program to accomplish? Who will participate in the program? Why is the program necessary? How will you construct the program to accomplish the desired goals and outcomes? What activities will provide the opportunities for learning? How is your program aligned with the strategic plan and diversity goals? Please do not exceed 500 words.

Penn State Dickinson Law's goal in hosting this national program is to increase the recruitment of multicultural law students by providing a residential experience that prepares participants for the rigors of legal education. Participants: 40 multicultural, ethnic minority participants for a four week pipeline experience in Carlisle, PA. A heavy emphasis is placed on enrolling Black, Latinx, and First Peoples participants. Need: Dickinson Law's Dean, Danielle Conway, seeks to diversify the student body, promote an inclusive culture, and become a magnet school for multicultural law students, especially PA residents. The impact is that we will increase the diversity of the legal professional more broadly, which is woefully unrepresentative of society. More specifically, Dickinson Law's student body, not counting international students, is 18% multicultural of which 4% are Black, 7% are Latinx, and none are First Peoples. These are the populations we aspire to grow. Goal: Tied to two Penn State Strategic Goals, Foundations – Enabling Access to Education & Fostering and Embracing a Diverse World, the program provides participants with lower admissions credentials an opportunity to demonstrate their potential for success. Dickinson Law and others will use coursework performance to extend offers of admission. As the host, we stand to advance our goals by getting participants to stay at Dickinson Law for their legal education. Dickinson Law will also leave a lasting impact and distinguish ourselves in doing so. Actions: As a result of attending CLEO, participants will significantly advance their preparation for law school substantively through course study as well as by developing the academic and professional skills needed to succeed. Through block scheduling, CLEO participants will take one substantive class at a time, and the legal research and writing class will extend through the duration of the program. Participants will be in class for at least 20 hours for each substantive course, and 20 hours for legal research and writing. These concentrated blocks will include intensive study and timely evaluation to prepare students for law school. Each participant will take Property and Contracts, which will be taught by professors who teach 1L courses at Dickinson Law. Every professor will treat the class as a regular course and will conduct class in the same method of teaching and assessment utilized during the semester. Teaching assistants will hold daily collaborative sessions to help participants develop academic skills. In addition to the scheduled conference times with professors and the review hours with the teaching assistants, students will have access to professors outside of class as needed. The hours that CLEO students will be in Legal Research and Writing will be broken into two, two-week sessions. The first two-week unit will cover predictive legal writing, which includes the memo process of pre-drafting analysis, drafting, and editing. The second two-week unit will cover persuasive legal writing, which includes training in writing motions, briefs, and demand letters. Participation in writing conferences, live grading, and peer feedback is included. Lastly, the Enrolling in Law School track will provide participants with information about interviewing for, enrolling in, and attending law school. It will also provide them with personalized assistance in preparing for these processes. Dickinson Law hopes to capitalize on this support by promoting the strengths of our institution.

**Q13. Outcomes Assessment (measurable outcomes and methods used to gather them). List and define the impact the program should have on participants. For example, what are the specific skills, knowledge, or behaviors participants should demonstrate as a result of participating? How will you assess or measure the extent to which the outcomes were accomplished?**

Measurable outcomes that will define success for Dickinson Law include: - The CLEO Summer Institute is a national pipeline initiative that moves between law schools. In hosting this program, Dickinson Law hopes to learn from the experience and launch our own pipeline in summer 2021. The hope is that the funding received this year will be the first of five years in total with us adapting the program in 2021 to 2024. - The Summer 2020 program is also meant as a launching platform for external funding for the above referenced pipeline program. Dean Conway has already been able to activate some alumni engagement around Dickinson Law's selection as host. Funding from EOPC will help with the transition from CLEO to our own program, but also provide the institution support in our development and grant seeking goals. - The success of the program and students' collective growth is measured through a pre-test before they enroll, two mid program assessments meant to identify strengths and areas for growth, and a post-test to demonstrate overall comprehension. An emeriti faculty member in Penn State's Higher Education Department has developed these assessments and oversees the tracking and reporting of learning outcomes. These assessments are in addition to the substantive work assigned in the classes. This portion of the CLEO program enjoys modest, external grant support from the Law School Admissions Council as it desires to study the impact of the program long term. The results of these assessments will also be used to inform the development of Dickinson Law's own pipeline program in the future. - Participants in Summer 2020 are preparing to enroll in law school in Fall 2020. Dickinson Law hopes to admit and enroll some of these students. As a non-host, we enrolled one participant from Summer 2019 and hope to enroll up to five this year. Specifically, we would like to increase our Black and Latinx populations to at least above 10% each and enroll at least 2 First Peoples students in the process. - In addition, hosting the CLEO Summer Institute has a positive impact on our culture as it is a meaningful way to support and retain diverse students through teaching assistant position, program planning, and more. Likewise, hosting this program results in Penn State Dickinson Law being featured by CLEO all year and is a statement of our inclusive excellence commitment to current and future staff and faculty. - Finally, students will individually receive assessment opportunities, individualized feedback, and academic success support that advances the desired goals of the program. We hope to see all of the students enroll in law school and succeed throughout their three years. The course work in the program will show us how much they are learned substantively and how their legal writing and analysis skills have developed. Dickinson Law will collect their feedback on the program overall and track their success as a reflection of the program's effectiveness.

**Q14. Upload the assessment tool that you will be utilizing (if applicable).**

**Q15. Renewal?**

Yes

No

Q15a. What year is your renewal?

*This question was not displayed to the respondent.*

Q15b.

Provide a brief summary of the evidence collected around each outcome, discussing how/if the outcomes were accomplished, what was learned from the assessment, and how the assessment was used for program improvement. Please do not exceed 250 words.

*This question was not displayed to the respondent.*

Q16. Budget. Please upload the completed "EOPC Proposed Budget" form found [here](#). Provide detailed itemization and cost line items for EOPC funds, Unit funds, and External funds .

For more information about funding guidelines visit: <http://equity.psu.edu/eopc/overview>

Q17. Timeline. How will you sequence the program administration? When will the program highlights or milestones be addressed? What is the timing of the major program components?

The Summer 2020 planning is already underway. The grant proposal was submitted and approved by CLEO in September 2019. With that came a \$100,000 commitment for the logistics of the program. Room and board have been secured for the participants and three faculty members have agreed to teach. In January 2020, teaching assistants will be recruited and we'll transition to more detailed curricular and co-curricular planning. By March 2020 all major logistics for the program will be planned and ready for execution. Participants may sign up now and have until February 29, 2020 to apply: <https://cleoinc.org/programs/plsi/> Hosting the CLEO Summer Institute is the beginning of a five year plan to organize pipeline programs. Concurrent to the above detailed planning, Dickinson Law will be plotting out the details of the Summer 2021 pipeline beginning in Spring 2020. In addition to adapting the CLEO Summer Institute into a unique to Dickinson Law pipeline program, we will seek Penn State internal funding, external funding, and more in our initial planning for the future.

Q18. Endorsements. By typing the names and email addresses below, the proposal writer certifies that this proposal has been shared with and approved by the Unit Executive, Immediate Supervisor, and the Financial Officer:

	First name	Last name	Penn State email
Unit Executive	<input type="text"/>	<input type="text"/>	<input type="text"/>
Immediate Supervisor	<input type="text"/>	<input type="text"/>	<input type="text"/>
Financial Officer	<input type="text"/>	<input type="text"/>	<input type="text"/>

Thank you. By clicking the arrow button you will complete your submission, and on the next screen you will be able to download a summary of your responses. Please keep the response summary for your records. All EOPC proposals are forwarded to a review team. EOPC proposal review teams are composed of student, staff, and faculty volunteers throughout the commonwealth.

The primary contact listed in this proposal will be provided a confirmation with additional information. Questions can be directed to Amy Salinas Westmoreland, [asw182@psu.edu](mailto:asw182@psu.edu).

