
■ **The Climate in Law Schools for GLBT Persons:
Results from a Survey of Law Students**

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THE CLIMATE IN LAW SCHOOLS FOR GLBT PERSONS: RESULTS FROM A SURVEY OF LAW STUDENTS

In the spring of 2004, the Law School Admission Council undertook a survey of various aspects of law school climate. This survey grew out of the work of LSAC's Gay, Lesbian, Bisexual, and Transgender Issues (GLBT) Subcommittee. In creating the survey, the GLBT Work Group wanted to get a better estimate of the size of the GLBT population in law schools than previously has been available, to assess the environment in law schools for GLBT students, and to understand better the decision-making processes of GLBT applicants and, using this understanding, better advise law schools about ways to recruit and enroll members from this population.

Although the climate for the GLBT law student population was of particular interest to those who organized the survey, the survey instrument collected data regarding eight specific subpopulations, both to allow for comparisons across subgroups and to broaden the survey's appeal to survey respondents. Those eight subpopulations (which are called "affiliation groups" in this report) were:

- racial and ethnic minorities
- GLBT people
- members of a community of faith
- older students
- socioeconomically disadvantaged individuals
- international students
- politically liberal individuals
- politically conservative individuals

Results specific to each of these populations are reported in the tables and figures in this report, but the focus of the text is on the GLBT population. When the text describes results for other groups, it is usually in the context of comparing or contrasting the results for that population to results for the GLBT population. This approach is meant not to minimize the results for those other groups or to discount in any way legal education's interest in them, but rather to keep the focus of this report on its central population: GLBT applicants and law students.

In order to capture both attitudes while applying to law schools and experiences in law school, the survey was administered to first-year law students during their second semester. A sampling of law schools (37 LSAC-member law schools in the United States and one Canadian law school) participated by administering the survey instrument to one section of their first-year classes. The sample of law schools was not random, but was crafted in an effort to be representative of all LSAC-member law schools with respect to geographic distribution, school size, mix of public and private governance, selectivity, and minority enrollment.

The Survey Population

The survey yielded usable results from 3,205 first-year, US law students. (Because results from a single school could not provide any generalizable information about Canada, results from the single Canadian school that participated are not included in the analyses that follow, nor are results from 30 individuals whose responses indicated that they did not take the survey seriously.) Although they represent only 6.6% of the entire 2003–2004 first-year population of 48,867 students, these 3,205 respondents mirror that larger population in some important demographic respects. As Table 1 indicates, the proportions of men and women in the entire first-year class and the sample population are similar, the balance of full-time versus part-time students is similar in both groups, and both populations show similar proportions of selected racial and ethnic minority groups, although the study sample includes a slightly higher proportion of minorities than does the entire first-year class.

Table 1 also presents selected demographic data for the group of respondents who self-identified as GLBT. In total, 117 respondents, representing 3.7% of the total survey population, so identified. In general, these respondents reflect the racial and ethnic make-up, as well as the full-time/part-time status, of the survey population, but the gender make-up is reversed for this population, with more women (54.7%) than men (45.3%) self-identifying as GLBT.

TABLE 1
Description of the survey population

	All First-Year Students*		Full Study Sample		GLBT Study Sample		Non-GLBT Study Sample	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	48,867	100.0	3,205**	6.6***	117	3.7	2,896	90.4
Women	23,369	47.8	1,535	47.9	64	54.7	1,404	48.5
Men	25,498	52.2	1,613	50.3	53	45.3	1,487	51.4
(Gender missing)			57	1.8	-	0.0	5	0.2
Full time	41,141	84.2	2,722	84.9	100	85.5	2,502	86.4
Part time	7,726	15.8	421	13.1	17	14.5	392	13.5
(FT/PT missing)			62	1.9	-	0.0	194	6.7
White	38,399†	78.6	2,378	74.2	92	78.6	2,217	76.6
American Indian	396	0.8	50	1.6	3	2.6	44	1.5
Asian	3,881	7.9	202	6.3	6	5.1	186	6.4
African American	3,300	6.8	167	5.2	8	6.8	145	5.0
Canadian Aboriginal	NA		24	0.8	2	1.7	22	0.8
Mexican American	923	1.9	37	1.2	2	1.7	30	1.0
Puerto Rican	228	0.5	12	0.4	0	0.0	12	0.4
Other Hispanic	1,724	3.5	96	3.0	1	0.9	86	3.0
Other	NA		152	4.7	3	2.6	133	4.6
(Race missing)	NA		87	2.7	0	0.0	21	0.7
Total Minorities	10,468	21.4	740	23.1	25	21.4	679	23.4

*Source: 2005 ABA-LSAC *Official Guide to ABA-Approved Law Schools*

**Does not include the 46 respondents from Canada or 30 respondents answering erratically

*** Of all first-year students

†Value extrapolated. Separate values for “White” are not available in the *Official Guide*; “White” in this table = “Total”– “Minority”

The GLBT population is not evenly distributed across the participating law schools. Three of the 38 law schools had no students who self-identified as GLBT, while the number ranged from one to nine GLBT students at the others. The percentage of GLBT students at individual schools ranged from zero to 10.9%. (School-level data are not reported in tables.)

In general, the total group of survey respondents seems to be representative of the entire first-year law school population in academic year 2003–2004. Therefore, results for the entire survey sample can be considered representative of those first-year students generally. However, the number of respondents who identified themselves as GLBT is rather small. The proportion of respondents self-identifying as GLBT is rather small (3.7%), and may reflect reluctance on the part of some GLBT individuals to self-identify in a survey administered by their law schools. Further, because the data show that there are more GLBT students in urban law schools, the number of GLBT students would likely have been larger had more urban-centered law schools been included in the survey. Because of this small sample size, the results reported herein for the GLBT population may or may not reflect the attitudes and experiences of all GLBT first-year students. Achieving an estimate of the size of the GLBT student population in law schools in which to have confidence was a significant goal of this survey. It remains uncertain whether that goal has been met. Despite the fact that the GLBT survey population is small in number, these respondents’ attitudes and experiences can be illuminating and useful, and can help achieve the survey’s other goals of describing the attitudes of GLBT law school applicants and the climate in law schools for GLBT students.

The survey asked students to identify themselves as members (as appropriate) of eight different affiliation groups. Respondents were free to select as many such groups as appropriate for themselves, and many chose multiple affiliation groups. Nearly 30% (913) of respondents chose no affiliation group. Table 2 provides the number and proportion of the total survey sample who identified as belonging to each of the eight affiliation groups. The GLBT group (117 individuals, 3.7%) is the second smallest such group, only slightly larger than the group of international students (81 respondents, 2.5%). The largest affiliation group among all survey respondents is “political liberal,” with 1,053 respondents (32.9%). Other relatively large affiliation groups are, in descending order by size: religion, racial/ethnic minority, political conservative, and older students.

TABLE 2
Membership in affiliation groups

Group	Number	Percent*	N Missing	% Missing
Racial-ethnic minority	673	21.0	150	4.7
GLBT	117	3.7	192	6.0
Religion	947	29.6	170	5.3
Older student	617	19.3	170	5.3
Socioeconomically disadvantaged	318	9.9	188	5.9
International student	81	2.5	193	6.0
Political conservative	670	20.9	184	5.7
Political liberal	1,053	32.9	163	5.1

*Percentage of total respondent group (N = 3,205)

Note. The total adds to more than 100% because many individuals identified themselves as members of more than one affiliation group.

TABLE 3
Identity intersections

No. of Identities Checked	Number	% of GLBT Respondents
1 (GLBT only)	7	6.0
2	29	24.8
3	37	31.6
4	19	16.2
5	7	6.0
6	10	8.6
7	8	6.8
8 (All)	0	0.0

TABLE 4
Most common GLBT identities

Identity Combinations	No. of Respondents	% of GLBT Respondents
GLBT & Liberal	24	20.5
GLBT, Religious, & Liberal	11	9.4
GLBT, Older, & Liberal	10	8.6
GLBT, SES Disadvantaged, & Liberal	6	5.1

Students who identified as GLBT overwhelmingly identified with other affiliation groups as well. Table 3 shows that just 6% of GLBT respondents chose the GLBT group and no other. A majority of GLBT respondents (56.4%) chose one or two other groups as well, and significant numbers chose still more. Table 4 shows the most common combinations of GLBT status with other affiliation groups among GLBT respondents. The most common combination among this group is GLBT and political liberal, and no other (24 respondents, 20.5% of the GLBT group), followed by the multiple affiliation GLBT, religious, and liberal, and no other (11 respondents, 9.4% of the GLBT

group). Seventy-three percent of GLBT respondents also identified as “political liberal,” either alone or in combination with additional affiliation groups.

The Admission Process

The survey instrument was crafted to elicit quantitative and qualitative information about the application decision-making practices of respondents. It included a series of questions designed to identify the factors that were most important to applicants when choosing law schools, both at the decision-to-apply and the decision-to-attend stages. This section reports results for the non-GLBT and GLBT populations separately.

TABLE 5
Selected questionnaire responses

Question Number	Content	Non-GLBT		GLBT	
		N	Mean	N	Mean
1	Number of applications	2,866	6.2	117	7.1
2	Number of acceptances	2,861	3.1	117	3.3
4	Number of schools visited	2,827	1.6	116	1.9
7	Importance of other similar people attending school (4 = Most important)	2,879	2.0	117	2.2
12	Choose this LS again (1 = Yes, definitely)	2,891	1.8	116	1.9
15	Age	2,880	25.7	117	26.3

Table 5 shows responses to several application-related questions. (To read the actual survey language, please see the survey instrument, reproduced at Appendix 1.) On average, the GLBT population visited slightly more law schools as part of the application process than the non-GLBT respondents, applied to more law schools (7.1 and 6.2, respectively) and, probably relatedly, received a slightly higher average number of acceptances (3.3 vs. 3.1).

TABLE 6
Reasons to apply

Non-GLBT Rank	Reason	Non-GLBT N	Non-GLBT Mean	GLBT Rank	Reason	GLBT N	GLBT Mean
1	Location in US/Canada	2,881	4.2	1	Location in US/Canada	117	4.1
2	Academic reputation	2,787	4.1	2	Academic reputation	115	4.1
3	Options for jobs	2,854	3.7	3	Options for jobs	116	3.7
4	Rankings	2,791	3.5	4	Rankings	114	3.6
5	Likelihood of acceptance	2,873	3.4	5	Urbanization	115	3.6
6	Would feel comfortable	2,821	3.3	6	Would feel comfortable	115	3.5
7	Urbanization	2,850	3.3	7	Friendly to GLBT students	117	3.4
8	Financial aid	2,869	3.1	8	Diversity	115	3.1
9	Affordability	2,871	3.0	9	Likelihood of acceptance	117	3.1
10	Courses in specialty area	2,873	2.7	10	Friendly to women	115	3.1

Scale: 1 = Not at all important; 5 = Most important

Note: The available “Other” category was widely varied and had a low response rate, though it was rated in the top 10 reasons. For the sake of interpretability, the “Other” category was not included in this table.

Respondents were presented with 24 possible reasons for selecting schools at the decision-to-apply and the decision-to-attend stages, and had the option of providing their own additional reasons for each. Table 6 focuses on the decision-to-apply stage, arraying the 10 most common reasons for making application for the non-GLBT and the GLBT populations, and providing average importance ratings for each. (Respondents were asked to rate each factor on a 5-point scale, with 1 meaning “not at all important” and 5 meaning “most important.”) The top four reasons for both groups are identical, and both groups assigned them very similar importance ratings. Those four reasons are location, academic reputation, job opportunities, and rankings, in descending order of importance. Both groups were concerned about whether they would feel comfortable at a law school, but the non-GLBT group was slightly more concerned about likelihood of gaining admission than the GLBT group, and was slightly less interested, on average, in finding an urban law school setting. The GLBT group had three reasons among its top 10 that do not appear

among the non-GLBT group's top 10: "friendly to GLBT students," "diversity," and "friendly to women." The latter reason is particularly interesting given the fact that the GLBT group has a majority of women, while the non-GLBT group has a majority of men.

TABLE 7
Reasons to attend

Non-GLBT Rank	Reason	Non-GLBT N	Non-GLBT Mean	GLBT Rank	Reason	GLBT N	GLBT Mean
1	Location in US/Canada	2,858	4.0	1	Location in US/Canada	117	3.8
2	Academic reputation	2,812	3.7	2	Academic reputation	115	3.6
3	Options for jobs postgrad	2,832	3.3	3	Urbanization	117	3.4
4	Rankings	2,835	3.2	4	Would feel comfortable	115	3.4
5	Would feel comfortable	2,849	3.1	5	Rankings	116	3.3
6	Urbanization	2,836	3.1	6	Options for jobs postgrad	117	3.2
7	Affordability	2,845	3.1	7	Affordability	116	3.2
8	Financial aid	2,849	2.8	8	Friendly to GLBT students	117	3.1
9	Social atmosphere	2,850	2.6	9	Financial aid	117	3.0
10	Courses in specialty area	2,819	2.5	10	Friendly to women	115	2.9

Scale: 1 = Not at all important; 5 = Most important

Note. The available "Other" category was widely varied and had a low response rate, though it was rated in the 10 ten reasons. For the sake of interpretability, the "Other" category was not included in this table.

Table 7 focuses on the decision-to-attend stage of the admission process. Not surprisingly, many of the same factors are still important (including the top four, noted above), but affordability and anticipated level of comfort at the school take on more importance for both the GLBT and non-GLBT groups.

An important decision facing GLBT applicants is whether to identify themselves as GLBT on their law school applications. The survey invited members of the eight affiliation groups that were studied to state the extent to which they self-identified as a member of those groups on their law school applications. Table 8 presents the results.

TABLE 8
Self-identification and law school applications, by affiliation group

Identity	Members*	Self-Identified on Law School Applications (%)			
		On All	On Some	On None	NA
Racial-ethnic minority	634	78.7	7.3	12.2	1.9
GLBT	103	29.1	9.7	53.4	7.8
Religion	835	24.7	15.9	54.6	4.8
Older student	537	47.9	6.0	40.2	6.0
SES disadvantaged	279	42.7	15.8	35.8	5.7
International student	71	50.7	4.2	29.6	15.5
Political conservative	609	5.6	3.5	83.4	7.6
Political liberal	946	11.7	4.9	73.0	10.4

*As defined by responses to question 20.

Among the eight affiliation groups, political conservatives were least likely to self-identify on any of their applications (83.4% said that they did so on none of their applications), followed by political liberals (73.0%). A majority of respondents from two other affiliation groups (GLBT and religious students) also stated that they did not self-identify on their applications. Only racial and ethnic minority students reported in overwhelming numbers that they had self-identified on their law school applications.

Survey respondents also were asked to speculate about the impact of self-identification on law schools' reviews of their application files. Tables 9 and 10 display results relating to beliefs about the decision-making process at all law

schools, and at the law school in which the respondent enrolled, respectively. In general, there is a very low incidence of belief that self-identification had a negative impact on admission decisions, either in general or at the respondent's own law school, but the belief that self-identification had a positive impact is rather low as well. When interpreting these results, bear in mind that all respondents were admitted to at least one law school, and decided to enroll somewhere. Thus, at the time of this survey, any concern about the potential negative consequences of self-identification at the time of application would have been rebutted by at least partial success in the process.

TABLE 9
Impact of self-identification on all applications

	Not Applicable		Positive Impact		Negative Impact		No Effect		Balanced Out	
	GLBT	Non-GLBT	GLBT	Non-GLBT	Non-GLBT	Non-GLBT	GLBT	Non-GLBT	GLBT	Non-GLBT
Racial-ethnic minority	62	850	8	282	2	21	16	280	4	69
	67.4	56.6	8.7	18.8	2.2	1.4	17.4	18.6	4.4	4.6
GLBT	44	1207	14	7	5	7	22	197	11	12
	45.8	84.4	14.6	0.5	5.2	0.5	22.9	13.8	11.5	0.8
Religion	64	927	1	109	3	27	18	359	4	51
	71.1	62.9	1.1	7.4	3.3	1.8	20.0	24.4	4.4	3.5
Older student	58	988	9	143	2	16	17	281	5	40
	63.7	67.3	9.9	9.7	2.2	1.1	18.7	19.1	5.5	2.7
SES disadvantaged	64	1088	8	75	1	12	16	228	2	35
	70.3	75.7	8.8	5.2	1.1	0.8	17.6	15.9	2.2	2.4
International student	72	1181	0	21	1	7	15	202	2	15
	80.0	82.8	0.0	1.5	1.1	0.5	16.7	14.2	2.2	1.1
Political conservative	72	1139	0	18	1	17	16	248	2	23
	79.1	78.8	0	1.3	1.1	1.2	17.6	17.2	2.2	1.6
Political liberal	50	1067	3	45	1	10	32	308	7	34
	53.8	72.9	3.2	3.1	1.1	0.7	34.4	21.0	7.6	2.3

Note. Results based on responses to question 22, using response categories in that question.

TABLE 10
Impact of self-identification on file review at law school attended

	Did Not So Identify		Positive Impact		Negative Impact		No Effect		Balanced Out	
	GLBT	Non-GLBT	GLBT	Non-GLBT	GLBT	Non-GLBT	GLBT	Non-GLBT	GLBT	Non-GLBT
Racial-ethnic minority	65	880	8	312	1	9	13	268	4	53
	71.4	57.8	8.8	20.5	1.1	0.6	14.3	17.6	4.4	3.5
GLBT	42	1,243	23	18	2	1	22	184	4	12
	45.2	85.3	24.7	1.2	2.2	0.1	23.7	12.6	4.3	0.8
Religion	65	999	3	138	2	8	14	328	5	25
	73.0	66.7	3.4	9.2	2.3	0.5	15.7	21.9	5.6	1.7
Older student	57	1,037	16	152	0	5	15	263	2	35
	63.3	69.5	17.8	10.2	0.0	0.3	16.7	17.6	2.2	2.4
SES disadvantaged	66	1,125	8	90	0	7	10	218	2	30
	76.7	76.5	9.3	6.1	0.0	0.5	11.6	14.8	2.3	2.0
International student	74	1,223	1	33	0	3	9	190	3	15
	85.1	83.5	1.2	2.3	0.0	0.2	10.3	13.0	3.5	1.0
Political conservative	74	1,184	1	29	0	7	11	227	1	23
	85.1	80.5	1.1	2.0	0.0	0.5	12.6	15.4	1.2	1.6
Political liberal	51	1,098	8	67	0	4	24	286	5	31
	58.0	73.9	9.1	4.5	0.0	0.3	27.3	19.3	5.7	2.1

Note. Results based on responses to question 25, using response categories in that question.

There can be a number of reasons for an applicant’s decision not to self-identify as a member of a specific affiliation group, ranging from a concern about negative repercussions in the law school’s review of a file, to a belief that the identity is not, or should not be, relevant to the admission decision. One lesson for law schools from these results is that, if membership in a specific affiliation group is considered helpful in the admission process (as a diversity factor, for example), that fact needs to be stated clearly to all applicants in order to assure that group members are encouraged to self-identify in their applications. That is, law schools seeking information about group membership should make it clear that such membership is relevant to the admission process and describe why it is relevant. In this way, law schools may get better information from applicants and be able to make better, more informed admission decisions.

Survey question 26 asked: “Did your status as a member of any of these groups affect your choice of the law school you now attend?” Table 11 displays the results from this question. In no case did a majority of respondents state that their membership in an affiliation group played at least some role in their decision to attend their current law school. The two groups for which group membership was most important were GLBT and SES disadvantaged (46.3% and 42.1%, respectively, reporting that group membership played at least some role).

TABLE 11
Decision to attend

Identity	Impact of Group Membership on Decision to Attend Law School Currently Attending					
	Number of Members	Important	One of Several Reasons	Entered Decision	No.	NA
Racial-ethnic minority	616	8.1	16.7	14.9	54.4	5.8
GLBT	104	8.7	23.1	14.4	40.4	13.5
Religion	829	3.9	11.1	10.0	60.1	15.0
Older student	537	7.6	13.2	10.6	53.5	15.1
SES disadvantaged	266	15.4	17.3	9.4	39.5	18.4
International student	68	7.4	10.3	7.4	52.9	22.1
Political conservative	560	2.7	6.3	7.5	62.7	20.9
Political liberal	886	5.0	9.7	11.1	49.4	24.8

Campus Climate Results

The survey included a number of questions designed to assess the climate on law school campuses for members of the affiliation groups. These questions ranged from the very general to the very specific.

Question 8 asked respondents to rate their law schools on eight polar scales (for example, friendly vs. unfriendly; conservative vs. liberal) with five gradations comprising the scale for each pair. (See Appendix 1, question 8.) Most of the pairs have positive and negative poles, but the conservative/liberal pairing is not meant to suggest that one pole is positive and the other negative.

TABLE 12
Overall evaluation of campus

Item	Description	ALL		GLBT		Non-GLBT	
		N	Mean	N	Mean	N	Mean
Q08A	Friendly	3,153	4.2	115	4.0	2,876	4.2
Q08B	Concerned	3,205	3.4	117	3.4	2,896	3.5
Q08C	Cooperative	3,111	3.9	113	3.7	2,839	3.9
Q08D	Nonracist	2,958	4.3	112	4.0	2,698	4.4
Q08E	Nonsexist	2,982	3.9	113	3.6	2,720	3.9
Q08F	Gay-friendly	2,429	3.6	108	3.3	2,201	3.6
Q08G	Conservative	2,939	2.8	113	2.8	2,675	2.8
Q08H	Respectful of individual differences	2,994	3.9	114	3.7	2,728	4.0

Note. Scale is from 1 to 5, with 5 indicating the highest level of the described trait.

Table 12 presents results from this general rating of various features of the law school climate. In general, students rate the general climate at their law schools quite highly, describing them as nonracist, friendly, and respectful of individual differences (all with rankings of 4.0 or higher on the 5-point scale). Students also describe law schools as nonsexist and cooperative, and as being slightly more liberal than conservative. GLBT students rate the law school climate as slightly less gay-friendly than do non-GLBT students, although both groups' mean ratings are on the gay-friendly side of the scale. GLBT students also report that law schools are slightly less respectful of individual differences than did their non-GLBT peers, but both groups rate law schools highly on this characteristic.

Question 9 of the survey asked respondents about the law school climate for members of the eight affiliation groups and for women, regardless of whether the respondent is a member of that group. Ratings are on a scale from 1 (hostile to that group) to 5 (hospitable to that group). Table 13 displays the results.

TABLE 13
Perceived climate for affiliation groups

Item	Description	All		GLBT		Non-GLBT	
		N	Mean	N	Mean	N	Mean
Q09A	Women	2,815	4.4	109	4.4	2,566	4.4
Q09B	Racial-ethnic minorities	2,626	4.1	105	4.0	2,383	4.1
Q09C	GLBT	2,211	3.8	106	3.6	1,997	3.9
Q09D	Religion	2,515	4.1	96	3.9	2,292	4.1
Q09E	Older students	2,703	4.1	104	4.1	2,465	4.2
Q09F	Liberals	2,666	4.0	111	4.0	2,420	4.1
Q09G	Conservatives	2,617	3.6	107	3.7	2,381	3.7
Q09H	SES disadvantaged	2,367	3.7	92	3.7	2,150	3.7
Q09I	International students	2,193	4.0	81	3.9	1,993	4.0

Note. Scale is from 1 = Hostile to 5 = Hospitable

Again, respondents describe their law schools as fairly hospitable environments for all nine of the groups, with rankings ranging from a low of 3.6 (the GLBT rating of hospitability for GLBT persons) to a high of 4.4 (for women). This is a fairly narrow range, reflecting laws students' belief that, in general, law schools are reasonably hospitable places for members of the various affiliation groups.

The survey also asked about specific incidents of discrimination in law schools against members of the eight affiliation groups and women. Question 11 asked whether respondents had witnessed or experienced discrimination against members of those groups. The results are displayed in Table 14.

TABLE 14
Reports of discrimination by affiliation group members

Discrimination by virtue of status as...	Witnessed Discrimination				Experienced Discrimination			
	All Respondents		Group Members Only		All Respondents		Group Members Only	
	N	% of All	N	% of Group	N	% of All	N	% of Group
Women	206	6.9	152	10.7	122	4.0	105	7.0
Racial-ethnic minority	260	8.7	127	20.4	128	4.2	105	15.9
GLBT	215	7.2	25	23.6	62	2.0	27	23.5
Religion	127	4.2	57	6.3	68	2.2	47	5.1
Age (older student)	110	3.7	42	7.3	56	1.8	35	5.9
SES disadvantaged	121	4.0	44	15.5	78	2.6	45	14.7
International student	58	1.9	4	5.2	18	0.6	5	6.4
Political liberal	144	4.8	90	9.0	101	3.3	97	14.8
Political conservative	302	10.1	131	20.3	141	4.6	72	7.1

In general, incidents of discrimination against the focus populations appear to be uncommon. The percentage of respondents who reported witnessing discrimination against a specific group ranges from a high of 10.1% (those who witnessed discrimination against conservatives) to a low of 1.9% (those who witnessed discrimination against international students). Members of an affiliation group were uniformly more likely to have witnessed discrimination against that group than were other respondents. For example, 20.3% of conservatives reported witnessing discrimination against conservatives, compared with 10.1% of the total respondent group. The largest gap between the reports of group and nongroup members relates to GLBT people. A total of 23.6% of GLBT respondents reported witnessing discrimination against GLBT group members, compared with 7.2% of total respondents—a gap of 16.4 percentage points.

It is perhaps not surprising that members of any of the affiliation groups would be more sensitive to instances of discrimination against that group than nonmembers would be. We do not know whether this gap is attributable to heightened sensitivity on the part of group members, insensitivity on the part of nongroup members, or some combination of the two. Whatever the case, it appears that differing perceptions about the incidence of discrimination against any of these groups may cause group members to feel a heightened sense of discrimination

against their group generally, and it also may be true that nonmembers tend to discount the severity of the problem and the need to solve it.

Overall, the rates at which survey respondents report having experienced discrimination (as opposed to having witnessed it) are rather low, ranging from 0.6 to 4.6%, but affiliation-group members sometimes report much higher rates. Nearly one in four (23.%) of the GLBT respondents report experiencing discrimination in their first year of law school, followed by minority students (15.9%). Curiously, for every affiliation group, some nongroup members reported experiencing discrimination on the basis of a characteristic that they do not report having. For example, a total of 62 people reported experiencing discrimination on the basis of GLBT status, but only 27 of those people described themselves in the survey as GLBT. There are several possible explanations for this phenomenon. First, some respondents may believe that they experienced discrimination based on a mistaken assignment to one of the groups. Second, some group members may not have identified themselves as being a group member in the survey, but nevertheless may have reported having experienced discrimination based on group membership. Third, the survey question may have been worded in a way that was not as specific as intended. For example, some respondents may believe that they “experience” discrimination by witnessing it or somehow being involved in it, even if they are not themselves the target of the discrimination. Whatever the case, these results should be interpreted with great caution.

As a final measure of satisfaction with law school, respondents were asked; “On the strength of the year you’ve spent here, if you were starting over, would you again choose to attend this law school?” (See Table 5, question 12.) Respondents were given five response options: yes, definitely; probably; not sure; probably not; and definitely not, scaled 1 (yes, definitely) to 5 (definitely not). The GLBT and the non-GLBT respondents had similar averages (1.9 and 1.8, respectively) indicating that both groups probably would choose to attend their law schools again. These results suggest an overall high degree of satisfaction with law school and with individuals’ choices of which law schools to attend, among both the GLBT and the non-GLBT populations.

DISCUSSION AND CONCLUSIONS

Recommendations for Admission Professionals from the LSAC Gay, Lesbian, Bisexual, and Transgender Issues Subcommittee

The findings of this study suggest that GLBT status is more than a proxy for other kinds of diversity. GLBT students bring valuable viewpoints and experiential diversity to the law school classroom and community all by themselves, and they do this at a time when the law is rapidly developing and changing. A discussion about such cutting-edge legal issues as gay marriage, military recruitment, and second-parent adoption surely would be less illuminating if there were no GLBT students in the classroom.

Nearly 4% of survey respondents were willing to self-identify as GLBT through this survey. Based on their responses, we can conclude that GLBT students bring to the equation about where to go to law schools an analysis that is slightly different from that of their non-GLBT peers. Like them, GLBT applicants are still most focused on geography, reputation, job prospects, and return on investment but, in addition, they are interested in what the climate is like for GLBT students and staff. In order to admit first-year classes that represent the full spectrum of experience and background, a school should reach out to and include GLBT applicants and students.

Incorporating GLBT status into recruiting efforts as an overall outreach strategy will enhance diversity in unanticipated ways. There is an additional bonus in recruiting GLBT students. Law schools that reach out to GLBT applicants will see that a natural consequence is an increase in other kinds of diversity—age, socioeconomic status, race and ethnicity, and political orientation, among others. By recognizing and acting on the intersection of sexual orientation and other diversity factors represented among GLBT applicants, law schools can demonstrate a welcoming campus atmosphere which serves to attract a diverse group of students on multiple levels.

It is critical that we work to create campuses that are inclusive communities and to make applicants aware of the diversity on law school campuses. GLBT students are attracted to schools where they will feel welcome on numerous levels. How to meet this need may vary from school to school. For example, featuring a GLBT professor or student in a brochure (especially if you can highlight substantive work they have done on a GLBT-related topic), or having a GLBT student organization on campus shows that your law school is not only diverse, but also welcoming. Having an “out” student or faculty member available for phone or e-mail conversations may assist an applicant in evaluating the climate at your law school. Other avenues may include encouraging students to “come out” on their applications by communicating to applicants that GLBT status is considered a positive diversity factor in the admission process. Even being aware, as a recruiter, of any issues that GLBT students face and how your school has addressed or is addressing those issues can send a strong signal that your school is prepared to provide support for its GLBT students.

LSAC’s brochure *Reaching Out* was designed to assist admission professionals in the recruitment of GLBT applicants and provides useful guidance. The first step in recruiting GLBT students is to remove any barriers, real or perceived, that may exist. One of the most significant barriers for GLBT law school applicants arises from the lack of available information about the climate for GLBT people and issues on a campus. The same problem exists for other affiliation groups. It is important that law schools address climate issues in their correspondence with applicants.

Recruitment materials send strong signals to applicants. In the case of GLBT applicants, the more gay-friendly and inclusive a school’s recruitment materials, the more likely it is that a GLBT person will seriously consider the law school. Admission professionals should be prepared to provide names and contact information for openly gay students, faculty, staff, or alumni if applicants request that information. Schools that have student organizations or affiliation groups should identify members who will communicate directly with interested applicants. This study demonstrates that for GLBT applicants and others, law school recruiters should be aware of the student climate at their schools and be prepared to discuss it with applicants openly and honestly.

Law schools should recognize that a law school that welcomes GLBT persons will likely be seen as a place that welcomes members of other affiliation groups, including minority students. When thinking about the factors that create a welcoming environment for members of a diverse set of affiliation groups, the school should highlight those organizations, courses, activities, and programs that are of particular interest to particular groups. As examples of

the kinds of signals that a school can send, the following are some suggestions of the ways a GLBT person might assess the law school's climate: Is there a GLBT organization listed in the view book and the website? Is an openly gay student or professor profiled in recruitment materials? Are applicants encouraged to self-identify as GLBT on the application form or the personal statement? Is sexual orientation listed as a diversity element considered in the admission process? Did a currently enrolled GLBT student contact me? Is the student GLBT group included in information sessions or open houses hosted by the school? Is there an informational brochure directed specifically to GLBT applicants?

Offering evidence of a welcoming climate in a law school to members of affiliation groups is much more persuasive than simply claiming such an environment in recruitment language. Applicants are looking for tangible signs that the interests and values they have are reflected in a school's student body. Honesty and integrity in reflecting the realities of a law school's climate will not only contribute to a diverse student body, but will enhance the comfort level of all students.

MISCELLANEOUS TABLES

TABLE 15
Work before law school

Working Status	GLBT		Non-GLBT	
	N	%	N	%
Worked full time	61	52.1	1,324	45.8
Did not work full time	56	47.9	1,569	54.2

TABLE 16
Responsibility for children

Have Children?	GLBT		Non-GLBT	
	N	%	N	%
Yes	4	3.4	291	10.1
No	113	96.6	2,602	89.9

TABLE 17
Age

Question Number	Content	Non-GLBT		GLBT	
		N	Mean	N	Mean
15	Age	2,880	25.7	117	26.3



Law School Application and Enrollment Survey

This questionnaire is part of a larger research project about applying to, choosing, and attending law school. Its purpose is to capture your perceptions of the application and admission process and your first year of law school. The Law School Admission Council is conducting this research in an effort to enhance our efforts to help law school applicants think about the qualities they seek in a law school.

Since you are a member of a sample selected to be representative of the larger population of first-year students, your responses to the questionnaire are very important to the success of the study. We urge you to be candid. We do not ask for your name on the questionnaire, and your responses will be reported only in aggregate form. Your completed questionnaire will be returned to LSAC in a sealed envelope (provided with the questionnaire), to be opened only by LSAC research staff. The individuals who have distributed the questionnaires today will not have access to your responses, except in the form of group data in the final report.

If you have questions about the study or the questionnaire, please contact Jim Leipold or Gita Wilder at the Law School Admission Council (jleipold@LSAC.org or gwilder@LSAC.org).

The Law School Admission Council (LSAC) is a nonprofit corporation whose members are 202 law schools in the United States and Canada. It was founded in 1947 to coordinate, facilitate, and enhance the law school admission process. The organization also provides programs and services related to legal education. All law schools approved by the American Bar Association (ABA) are LSAC members. Canadian law schools recognized by a provincial or territorial law society or government agency are also included in the voting membership of the Council.

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I. Application and Admission to Law School

- How many law schools did you apply to, including this one? Enter number: _____
- At how many schools were you accepted? Enter number: _____
- How important was each of the following factors in deciding which schools to apply to? (Check one box on each line.)

	Highest Importance	High Importance	Moderate Importance	Minor Importance	Did not influence decision at all
Likelihood of acceptance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing in published law school rankings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location (where in the U.S. or Canada)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location (urban/suburban/rural)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses in a specialty area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Options for jobs after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climate seemed friendly to ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of faith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, or transgendered individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically conservative individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically liberal individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socioeconomically disadvantaged individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knew someone there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relatives attended the school(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thought I'd feel comfortable there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reasons (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- How many of the schools to which you applied did you visit before you decided on this one? Enter number, 0 if none: _____
- Did you visit this law school prior to deciding to attend?
 - Yes
 - No

6. How important was each of the following reasons in your decision to attend this law school?
(Check one box on each line.)

	Highest Importance	High Importance	Moderate Importance	Minor Importance	Did not influence decision at all
It was the only one at which I was accepted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Its academic reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Its standing in published law school rankings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Its location (where in the U.S. or Canada)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Its location (urban/suburban/rural)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses in a specialty area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could afford it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received a good financial aid package	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knew someone here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relative had attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend(s) had attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thought I'd feel comfortable here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Options for jobs after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climate seemed friendly to ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of faith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, or transgendered individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically conservative individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically liberal individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socioeconomically disadvantaged individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reasons (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. In choosing a law school, how important was it to you to attend one where there would be people who you feel are like you?

- Not at all important
- Somewhat important
- Very important
- It was the most important factor in selecting a law school.

II. Evaluation of law school climate

8. How would you rate the campus in general, using the following scales/descriptors? (Mark the box that best reflects your evaluation. Be sure to mark one box on each line.)

Friendly	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Unfriendly	Can't rate <input type="checkbox"/>
Indifferent	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Concerned	<input type="checkbox"/>
Cooperative	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Uncooperative	<input type="checkbox"/>
Racist	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Non-racist	<input type="checkbox"/>
Non-sexist	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Sexist	<input type="checkbox"/>
Gay-friendly	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Homophobic	<input type="checkbox"/>
Conservative	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Liberal	<input type="checkbox"/>
Disrespectful of individual differences	<input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/>	Respectful of individual differences	<input type="checkbox"/>

9. How would you describe the climate at your law school for each of the following populations/groups?

	Hospitable		Neutral		Hostile	Don't Know
Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial-ethnic minorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of a community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically liberal individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically conservative individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Use this space for any additional observations you have about the climate of this law school.

11. Have you experienced or witnessed discrimination against members of any of the following populations/groups at this school?

	Experienced		Witnessed	
	Yes	No	Yes	No
Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial-ethnic minorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically liberal individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politically conservative individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain any yes response:

12. On the strength of the year you've spent here, if you were starting over, would you again choose to attend this law school?

- Yes, definitely
- Probably
- Not sure
- Probably not
- Definitely not

Explain your answer, if you can:

III. Demographic information

13. Are you male or female?

- Male
 Female

14. Which of the following best describes you?

- American Indian/Alaskan Native
 Asian/Pacific Islander
 Black/African American
 Canadian Aboriginal
 Caucasian/White
 Chicano/Mexican American
 Hispanic/Latino
 Puerto Rican
 Other (specify): _____

15. How old are you? Enter age: _____

16. State of permanent residence: _____

17. Did you work full time for two years or more prior to entering law school?

- Yes
 No

18. Do you have children?

- Yes
 No

19. Are you a full- or part-time law student?

- Full time
 Part time

20. Do you consider yourself a member of any of the following populations or groups? (Check one box on each line.)

	No	Yes
Racial-ethnic minority	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>
Older student	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged individual	<input type="checkbox"/>	<input type="checkbox"/>
International student	<input type="checkbox"/>	<input type="checkbox"/>
Political conservative	<input type="checkbox"/>	<input type="checkbox"/>
Political liberal	<input type="checkbox"/>	<input type="checkbox"/>

If you responded with a "No" to all of the choices in question 20, you have completed your part in this survey. Place your questionnaire in the envelope provided, seal it, and leave it in the designated box. Thank you for your assistance.

If you responded with a "Yes" to any of the choices in question 20, please answer the questions on pages 7 and 8.

21. Did you identify yourself as a member of any of the following populations or groups in any of your applications—including your personal statement—to law school? (Check one box on each line.)

	Not applicable	No	Yes, to some law schools	Yes, to all law schools	Can't recall
Racial-ethnic minority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political conservative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political liberal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. If you did identify yourself as a member of any of these populations or groups, how do you believe that status affected the evaluation of your application at any of the law schools to which you applied? (Check one box on each line.)

	Did not so identify	Positively	Negatively	No effect	Positives and negatives balanced out
Racial-ethnic minority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political conservative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political liberal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Did your status as a member of any of the following groups affect your choice of law schools to apply to? (Check one box on each line.)

	Not applicable	No	Yes, to some law schools	Yes, to all law schools	Can't recall
Racial-ethnic minority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political conservative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political liberal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Did you identify yourself as a member of any of the following populations or groups in your application to this law school? (Check one box on each line.)

	Not applicable	No	Yes	Can't recall
Racial-ethnic minority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political conservative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political liberal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. If you identified yourself as a member of any of these populations or groups in your application to this law school, how do you believe the status affected the evaluation of your application? (Check one box on each line.)

	Did not so identify	Positively	Negatively	No effect	Positives and negatives balanced out
Racial-ethnic minority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political conservative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political liberal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Did your status as a member of any of these groups affect your choice of the law school you now attend? (Check one box on each line.)

	Not applicable	No	It entered but was not an important factor in the decision	It was one of several factors I considered important	Yes, it was an important consideration
Racial-ethnic minority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of faith (religion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economically disadvantaged Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political conservative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political liberal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Use this space for additional comments.

You have completed your part in this survey. Place your questionnaire in the envelope provided, seal it, and leave it in the designated box.
Thank you for your assistance.

