

Study on Women's Experiences at Harvard Law School

Working Group on Student Experiences

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I. EXECUTIVE SUMMARY

Over the past fifteen years, law schools and organizations around the country have conducted studies that found significant differences in the way women and men experience law school. Given that 2003 marked the fiftieth anniversary of women graduating from Harvard Law School (HLS), a similar study at HLS is especially timely. Over the past year and a half, a group of students investigated the experiences of female and male students at Harvard in order to contribute to the law school community's ongoing efforts to explore and address gender issues.

The study group collected and analyzed data from a variety of sources. We conducted three online student surveys, monitored student participation in 190 class meetings, analyzed three recent years of first-year course grades, collected information on extracurricular involvement, held a series of student focus groups, and compiled data on mental health visits, post-graduate employment, and clerkships.

Results

The experiences of female and male students at Harvard Law School differ markedly in numerous ways, in accord with the conclusions reached in studies conducted at other elite law schools.

Classroom Participation

We monitored student participation in 32 courses, totaling 190 class meetings, during the Spring 2003 semester. For each class meeting, we had two students – one woman and one man – monitor simultaneously, and we then averaged the results.

Women consistently volunteered to speak less often and made up a significantly smaller percentage of frequent talkers, those students who speak three or more times in one class. Although the monitored classes were on average 45% female, women made 39% of the 7,831 total comments in our sample. This disparity primarily reflects a gender difference in student-volunteered comments. A male student was 50% more likely to speak voluntarily at least once during a class meeting than was a female student. Men were also much more likely to speak multiple times in a given class meeting. Compared with female students, men were 64% more likely to speak three or more times in a class, and 144% more likely to volunteer three or more comments.

We also found a highly skewed distribution of student participation in first-year (1L) courses, with a small number of students – mostly male – accounting for much of the participation. Eighteen percent of 1L students accounted for 50% of all comments made in the approximately 12 class meetings monitored for each 1L section. The distribution of student-volunteered comments is even more uneven, although the extent of skewing varied a good deal between 1L courses. Overall, 10% of students accounted for almost 45% of all volunteered comments spoken in the 1L classes we monitored, and women constituted only 20% of this top

group of volunteers. Although a small number of students made up a large share of total participation, 85% of 1L students spoke at least once during the approximately 12 classes monitored per section, and 48% spoke voluntarily at least once.

Extracurricular Activities

We also found gender differences in involvement in certain extracurricular activities. Women held higher-up positions in academic journals at greater rates than men over the past six years. Women comprised 49% of executive boards and 56% of the top leadership positions of HLS-recognized academic journals. Excluding the Women's Law Journal decreased the overall percentage of women on the masthead to 44%, but only reduced the percentage of women in the top leadership positions to 52%. Most journals have had at least 50% female mastheads at some point in the past six years, with a notable exception of Law Review, with a membership that was 36% female on average.

Women also participated in the Legal Aid Bureau and Board of Student Advisors (BSA), two activities requiring a substantial time commitment and having a competitive application process, at higher rates than men. Over the past six years, women made up 57% of Legal Aid Bureau members and 59% of BSA members, compared with approximately 45% of the student body.

Student Life and Satisfaction

In terms of overall satisfaction, we found no gender difference in respondents' answers to how likely they would be to choose to attend HLS again. However, 2L and 3L men were more likely than women to respond that they would choose not to attend law school at all.

Women and men differed substantially in how they described their own abilities. Given the opportunity to rank their abilities in various areas, women gave themselves significantly lower scores in skills like legal analysis, quantitative reasoning, and ability to think quickly on one's feet, even after controlling for demographics and undergraduate major. Male respondents were much more likely than females to assess themselves as being in the top quintile of their class in legal analysis (33% v. 15%) and quantitative reasoning (40% v. 11%). Further research is needed to determine whether this difference represents overconfidence on the part of men, and to what degree the gender difference in confidence may cause self-selection in terms of courses, classroom participation, extracurricular involvement, faculty interaction and career efforts.

Additionally, according to data from Harvard Mental Health Services, women visited university mental health services significantly more often than men in recent years, mirroring national trends. In 2001 and 2002, approximately 16% of law students received mental health services from Harvard, with women making up almost two-thirds of that group. However, these findings should be interpreted cautiously because we have no information on the prevalence of preexisting conditions, visits to non-Harvard providers, the extent of Harvard health insurance coverage, or the purpose for or type of visit.

Academic Performance

We investigated gender patterns in grades by examining commencement honors and 1L course grade data. The Registrar's Office provided us with data on 1L course grades for three recent years, allowing us to examine whether women and men received different 1L course grades, and whether grading patterns changed based on a professor's gender, the course topic, or the exam type.

On average, men received somewhat higher grades than women in 1L courses during the three years of course grades we received. Thirty-one percent of the grades for men were A- or better, compared with 25% of women's grades. This gender difference was mirrored in our 1L survey sample, with women expecting lower grades on average than men.

The gender difference in 1L course grades varied depending on the subject matter of the course. In our sample, the greatest gender disparity occurred in Torts, while Criminal Law showed no statistically significant difference. The gender pattern also varied to some degree based on the gender of the professor teaching the course. Compared with 1L courses taught by female professors, those with male professors showed slightly greater gender disparities. Exam type, in contrast, generally did not affect the gender disparity, at least among the limited range of exam types commonly used in 1L courses.

The gender disparities in 1L course grades also exist in graduation honors. From 1997 to 2003, women were more likely than men to graduate without Latin honors (55.1% v. 46.6%). Moreover, 14.4% of male graduates received magna cum laude honors, compared with 8.4% of female graduates.

Although we were unable to analyze enrollment data, gender differences also appear to exist in course selection. Among 2L and 3L survey respondents, 46% of men and 29% of women reported expecting to take multiple courses in the area of corporate or commercial law. Seventy-one percent of women and 43% of men reported expecting to take a clinical course before graduating.

Employment and Clerkships

Women and men also differed significantly in terms of employment, clerkships, and career priorities.

Women pursued public interest work during summers and after graduation in significantly higher rates than men. From 1998 to 2003, nearly 11% of female graduates took a public interest job as their initial employment (excluding clerkships), compared with 5.5% of male graduates, according to data from the Office of Public Interest Advising and Office of Career Services. Additionally, 55% of Low-Income Protection Plan (LIPP) enrollees during the past six years have been women.

Over the past six years, women held judicial clerkships in rates similar to their percentage in the student body. However, there were differences in where men and women clerk. Only 36%

of HLS clerks at the U.S. Supreme Court and Circuit Courts of Appeals were women during the past six years. In contrast, women were overrepresented in state court and U.S. District Court clerkships.

We also found significant gender differences among survey respondents in the three most important factors they considered in choosing a career. Compared with men, women were more likely to choose “helping others” (41% v. 26%) and “advancing ideological goals” (24% v. 15%), and less likely to choose “high salary” (32% v. 44%). Differences in career priorities appear to result in a gender difference in long-term career expectations, but not in immediate job plans. Women in our 2L/3L survey, for example, were significantly less likely than men to expect to be at a law firm or in-house counsel in 10 years, but we found no such gender difference in students’ post-graduate job expectations. Additionally, the career goals of students – especially male students – appears to change during the course of law school. For example, 2L and 3L men in our survey sample were significantly less likely to choose “helping others” than were 1L men.

Conclusion

This study does not purport to provide a comprehensive overview of the incredible range of student experiences. Rather, by identifying substantial differences along one important dimension – gender – we hope not only to bring additional light to that dimension but also to provide a lens on student experiences generally.

We believe our findings can be viewed through a number of perspectives and can shed light on a number of issues. As a result, this study should prove helpful to all members of the HLS community in exploring and addressing gender differences. HLS is not alone in facing these issues. Studies of other law schools and of legal employers have also found gender differences, although direct comparisons are difficult due to methodological differences. However, regardless of the degree to which similar gender patterns are present at other law schools, Harvard can lead in exploring and responding to these issues.

Despite the obvious focus of the study, however, our findings are not only relevant to women or to gender. Although our results demonstrate that gender is an important dimension of student experiences at Harvard Law School, it is only one of numerous factors that influence students’ experiences. As a result, the HLS community should consider focusing not only on gender differences but also on the potential broader issues of which gender disparities may be a manifestation.

We hope that the information from this study helps to provide a more concrete foundation for a dialogue about, and further investigation of, the experiences of all students at Harvard Law School. Some of the gender differences should raise questions about whether the institution is equally hospitable for the learning and career development of all students; other differences, such as areas where women are “overrepresented,” could indicate experiences and career pathways that all students might benefit from. Discussion of women’s experiences should assist the Harvard Law School community in its continuing efforts to reassess its practices to ensure that all students can maximally contribute to and gain from the academic experience.

II. INTRODUCTION

For the past year and a half, a group of students investigated the experiences of male and female students at Harvard Law School (HLS). Gender issues in legal education have recently come under increasing examination, with several law schools and the Law School Admission Council (LSAC) studying the role of gender in legal education and finding significant gender differences.¹ Gender differences in the legal profession have been similarly examined.²

This study is especially timely given that 2003 was the fiftieth anniversary of the first graduating class of women at Harvard Law School. Women now make up 45% of the J.D. student body,³ a far cry from the initial graduating class of fourteen women in 1953. This number, however, is still below the percentage of women at law school overall⁴ and at competitor schools.⁵

Our effort to assess men's and women's experiences at the Law School was intended to assist the process of self-assessment and improvement at the school, of which recent first-year curricular changes are examples. Numerous factors guided our choice of focus areas. First, we wanted to choose aspects of student life at HLS, such as classroom participation, that are important for many students. We also chose areas, such as grades and extracurricular activities, that often have important influences on future employment options. Additionally, we chose areas that we could investigate quantitatively. We decided, for instance, not to focus on certain facets

¹ See Linda F. Wightman, *Women in Legal Education: A Comparison of the Law School Performance and Law School Experiences of Women and Men*, LAW SCHOOL ADMISSION COUNCIL RESEARCH REPORT SERIES (1996); Yale Law Women, *Yale Law School Faculty and Students Speak About Gender*, at <http://www.yale.edu/ylw/finalreportv4.pdf> (2002) (Yale); Janet Taber et al., *Gender, Legal Education, and the Legal Profession: An Empirical Study of Stanford Law Students and Graduates*, 40 STAN. L. REV. 1209 (1988) (Stanford); Suzanne Homer & Lois Schwartz, *Admitted But Not Accepted: Outsiders Take an Inside Look at Law School*, 5 BERKELEY WOMEN'S L.J. 1 (1989-90) (Boalt Hall); Lani Guinier et al., *Becoming Gentlemen: Women's Experiences at One Ivy League Law School*, 143 U. PA. L. REV. 1, 26 (1994) (University of Pennsylvania); Marsha Garrison, Brian Tomko & Ivan Yip, *Succeeding in Law School: A Comparison of Women's Experiences at Brooklyn Law School and the University of Pennsylvania*, 3 MICH. J. OF GENDER & L. 515 (1996) (Brooklyn Law School); Joan M. Krauskopf, *Touching the Elephant: Perceptions of Gender Issues in Nine Law Schools*, 44 J. LEGAL EDUC. 311, 328 (1994) (Ohio's nine law schools).

² See, e.g., NATIONAL ASSOCIATION OF LAW PLACEMENT (NALP), WOMEN AND ATTORNEYS OF COLOR CONTINUE TO MAKE SMALL GAINS AT LARGE LAW FIRMS (2003), available at <http://www.nalp.org/press/minrwom03.htm> (finding that in 2003 women made up 43% of associates in large law firms but only 17% of partners).

³ See HARVARD LAW SCHOOL, JD STUDENT BODY, available at http://www.law.harvard.edu/Admissions/JD_Admissions/body.html.

⁴ Women made up approximately 49% of the students in approved law schools nationwide in 2002. See AMERICAN BAR ASSOCIATION, FIRST YEAR ENROLLMENT IN ABA APPROVED LAW SCHOOLS 1947-2002 (PERCENTAGE OF WOMEN), available at <http://www.abanet.org/legaled/statistics/femstats.html>.

⁵ See, e.g., YALE LAW SCHOOL, JD ADMISSIONS: GENERAL INFORMATION, available at <http://www.yale.edu/outside/html/Admissions/admis-jdgeneral.htm> (Yale: 48%); STANFORD LAW SCHOOL, FREQUENTLY ASKED QUESTIONS, available at <http://www.law.stanford.edu/overview/facts/> (Stanford: 48%) (Additionally, women make up 53% of Stanford's current 1L class. See <http://www.law.stanford.edu/events/wal/>.); NATIONAL ASSOCIATION FOR LAW PLACEMENT, NATIONAL DIRECTORY OF LAW SCHOOLS (2002-2003) (Columbia Law School: 51%; New York University: 50%).

of student experiences, such as social life, because of the difficulty in framing survey questions and collecting reliable data. The goal of the study was not to produce conclusions and recommendations, but rather to provide additional information for a meaningful and more informed dialogue by all members of the HLS community on legal education and student experiences at the school. We believed that quantitative data would best serve to strengthen the foundation for such a discussion.

We worked with many members of the HLS community, and we received incredible faculty, administrative and student support in helping us with study design, methodology and data provision. Although many people helped us, particular thanks are due to Mark Byers, Catherine Claypoole, David Cope, Martha Field, Heather Gerken, Denise Grey, Lani Guinier, Joni Hersch, Information Technology Services (ITS), Christine Jolls, Elena Kagan, Todd Rakoff, the Registrar's Office, Suzanne Richardson and Elizabeth Stong.

III. METHODOLOGY

A. CLASSROOM PARTICIPATION

In Spring 2003, we monitored student participation in 32 courses. We monitored all first-year (1L) core courses and a range of large and consistently offered upper-level courses taught by tenured faculty. Each course was monitored for between four and seven class meetings, totaling 190 class meetings.

All monitors were students enrolled in the courses they monitored in order to respect the classroom space and minimize the risk of distortion. We assigned two monitors, one woman and one man, to monitor classes simultaneously, and we averaged their data. Male and female monitors showed no statistically significant difference in their recording of participation data. In addition to providing instructions for recording participation monitoring, we conducted group training sessions or met individually with all monitors before they began. (See appendix I) We discussed not only how to collect information but also how to avoid drawing attention to the monitoring. Monitors filled out a paper form or an Excel spreadsheet for each class meeting.⁶ (See appendix II) We monitored participation in a range of classes so that we could assess whether participation is influenced by the student's gender as well as other factors such as class size, professor's gender, gender composition of students in the class, and professor's teaching style. We chose not to monitor smaller classes and seminars because of concern about skewing the results.

We provided advance notice of monitoring to professors at the beginning of the Spring 2003 semester. We emailed all professors telling them that a sample of courses would be monitored at some point during the semester. The email was sent one week into the semester, approximately a month and a half before monitoring began. We did not indicate when we would be monitoring or which courses would be monitored. Given that our study aims to be constructive, we believed that informing professors justified the small potential distortion that could result from professor's awareness of the monitoring. We did not monitor two classes as a result of professors' requests in response to the notice.

In addition to recording the gender of the student who made the comment, monitors recorded whether the comment was volunteered by the student or was a response to the professor calling on the student. Monitors gave unique identifiers to each student who spoke, allowing us to calculate how many students spoke, how many times each student spoke, and whether the professor asked the student additional follow-up questions. These unique student identifiers also permitted us to keep track of multiple comments by students. First-years are divided up into seven sections of students that take all required 1L courses together. Second-semester 1Ls take two required courses, and we used the same student identifier across both courses and all class meetings. However, because students are generally less familiar with one another in second- and third-year (2L/3L) courses, we could only maintain student identifiers within a given class

⁶ We adapted the form from the one used in the study at Yale Law School. See Yale Law Women, *supra* note 1.

meeting. Monitors also recorded the number and gender of students actually present in each class. Finally, we independently recorded the gender of the professor for each class and calculated from registration lists the number and gender composition of students enrolled in each 1L section.

We considered collecting additional information about participation but chose not to because of concerns about reliability, demand on monitors, and resource limitations. After much discussion and many practice runs, we decided not to assess the quality (e.g., substantive comments, questions, information-seeking questions, etc.) of the participation by a student. We believed that such measures were too subjective and nuanced to be reliable.⁷ We also did not measure the duration of student participation because of similar concerns about subjectivity.⁸ Finally, we did not record information on the number of students who raised their hands. Although this would have allowed us to assess whether professors called on volunteering men or women differently, we thought such recordkeeping imposed too great a burden on student monitors and would often be impractical.

During analysis of the monitoring data, we only corrected for clear clerical mistakes. Whenever there was ambiguity in how to correct such a mistake, we chose the option that favored the most even distribution of participation in a class. For instance, in the few instances that a 1L student identifier was recorded incorrectly and did not match the initials or name of any student, we treated it as a unique student, meaning that our reported percentages of the class who spoke at least once in a course likely overstate the actual values. Further, in the few situations where the gender recorded was ambiguous, we set it for female in classes where men were talking disproportionately, meaning that our reported gender disparities likely understate the actual difference in participation rates.

We calculated gender differences in participation at the levels of individual class meeting, course, section (for 1Ls only) and overall. We separated comments that were volunteered by the student from those offered in response to being called on by the professor. We also examined other measures of participation in addition to individual comments, including non-consecutive participation by students (“exchanges”). This category of participation ignores if and how a professor immediately followed up with the student, so a prolonged back-and-forth between a professor and a student counts the same as a stand-alone comment by a student. We also looked at the composition of students who spoke at least once during a class meeting. Finally, we examined gender patterns among students who had three or more exchanges in a given class meeting (“dominant participants”). Appendix III summarizes the overall monitoring sample.

⁷ For instance, depending on the context, “Was Justice White in the majority of the previous case?” could be characterized either as a common information-seeking question or as a question reflecting an appreciation of the importance of the political and internal dynamics of the Supreme Court.

In contrast, some other studies have attempted to take a more contextual approach to participation monitoring. See Elizabeth Mertz et al., *What Difference Does Difference Make?: The Challenge for Legal Education* (unpublished manuscript, on file with the New York University Law Review), cited in Sarah Berger et al., “Hey! There’s Ladies Here!!” 73 N.Y.U. L. REV. 1022, 1047-53 (1988).

⁸ Even classifying participation by general categories of time would have likely been too unreliable. The best way to measure duration contemporaneously may be to develop a computer program that would allow a monitor to hit a key when a student begins and then ends speaking. Developing such a program was beyond our resources.

B. STUDENT SURVEYS

We conducted two rounds of student surveys in order to explore students' career goals, extracurricular activities, confidence and satisfaction, among other areas. We used the surveys primarily to explore issues that we could not examine by direct observation. The only survey questions that addressed directly-observable areas (e.g., journals) did so in order to investigate possible relationships among certain variables or to control for certain variables. We are very thankful to David Cope and Joni Hersch for all of their help in improving the surveys.

We conducted two surveys in April 2003, one for 1Ls (see appendix IV) and one for 2Ls and 3Ls. (See appendix V) We also conducted a survey for 1Ls in December 2002. (See appendix VI) All surveys were advertised as "Student Experiences Survey," and neither the survey nor the publicity mentioned its gender focus. All surveys were available online, thanks to the help of HLS Information Technology Services. To access the survey, students entered their HLS user name and password, enabling us to ensure that each student only took the survey once. This identifying student information was used only to award prizes for taking the survey and to protect against students taking the survey multiple times. We used ITS' technology to make sure that student responses were anonymous. The Committee on the Use of Human Subjects approved our survey protocol.

Survey Questions

The survey explored a number of issues related to academics, career plans, extracurricular involvement and self-esteem.

In designing the surveys, we tried to avoid questions that could distort individual responses or the respondent pool. We did not ask any questions specifically on gender issues, such as students' perception of whether male and female students participate differently in class, because we did not want to alert students to a purpose of the survey that could have led to biased responses. Additionally, we omitted certain questions, such as those on LSAT score and family income because of the negative response from students at other law schools who took trial runs of the surveys. We also made optional the question asking students to identify their race because we did not want students to be concerned that answering the questions about race, gender, and 1L section might identify them. Additionally, to attract more respondents and more faithful responses, we kept the surveys as short as possible (5 minutes), accepting the risk of slightly greater ambiguity caused by asking fewer questions than we would have liked.

The survey questions can be roughly divided into issue areas:

Career: We asked a series of questions about career expectations. All surveys asked students to select the sector in which they thought they would most likely be working in 10 years. Second- and third-year respondents were also asked what type of job they had/will have their 2L summer and after graduating (excluding clerkships). We also inquired whether they applied/will apply for clerkships and, if so, at what level. We asked an analogous question about where 3Ls will clerk after graduation. Additionally, in order to get some idea of a student's

underlying values, we asked students to choose the three most important factors in their career choices from a list of ten. Finally, we asked students to list the professors from whom they received or expect to receive references for job or clerkship applications.

Academics: We asked students about the course groupings from which they have taken or expect to take multiple courses and inquired about clinicals, negotiation classes and cross-registration. Additionally, we asked students about course preparation and faculty interaction. Finally, in order to investigate the effect of students' initial law school grades and how students predict their grades, we inquired about students' 1L first semester grades and their grade predictions for their current courses.⁹

Self-Assessment: We asked students to assess their abilities, relative to the rest of their class, in a variety of skills relevant to legal education and practice. We relied largely on the list of twelve skills identified in the American Bar Association's MacCrate Report as important for lawyers.¹⁰ We asked about technical skills (legal reasoning, legal research, brief writing, oral argument, thinking well on one's feet and quantitative problem solving) and interpersonal skills (persuading others, recognizing and resolving ethical dilemmas and building consensus among people with different viewpoints).

Extracurricular Activities: We asked students about current activities, in addition to whether they planned to apply for certain competitive activities as well as how likely they thought would be to be selected.

Demographics: We also asked questions concerning the student's parental education level, race/ethnicity, marriage or relationship status, college graduation year, undergraduate major and gender.

Our treatment of race/ethnicity deserves particular attention, as it differs somewhat from many other surveys. First, we chose to inquire about race and Hispanic/Latino/a status simultaneously, rather than in separate questions. We chose this approach because we expected that the small sample size would force us to collapse certain race/ethnicity groups and because of

⁹ We chose not to ask directly about 1L students' grades because we were concerned they might find the question too prying or respond untruthfully. Instead, we asked a pair of questions on grades for each course: (i) what students felt they deserved based on their understanding of the course's subject matter; and (ii) how satisfied they were with their grade relative to what they felt they deserved. This served two purposes. First, the questions served to narrow down to some degree the possible range for a student's grade. In this sense, how a student interpreted the first question is unimportant. Rather, they indicate their grade to some degree merely by selecting a specific grade and answering whether that selected grade is greater than, less than or equal to what they received. Second, the pair of questions allowed some insight into the degree to which students internalized their grade.

For the 2L/3L survey, we asked students for their highest and lowest 1L first semester grades. After talking with a cross-section of students, we believed that 2L/3L students would be less hesitant than 1Ls about answering these grade questions directly. Asking about high and low grades separately allowed us to investigate how students react when they receive grades that are quite different. References in this report to "average" 1L first semester grades for 2L/3Ls mean the average of the high and low grades. We decided to ask only two grade questions because we thought this was a sufficient approximation and that the added costs outweighed the marginal benefit of additional questions.

¹⁰ See AMERICAN BAR ASSOCIATION, LEGAL EDUCATION AND PROFESSIONAL DEVELOPMENT: A N EDUCATIONAL CONTINUUM (1992) ("MacCrate Report").

the questionable descriptive value of treating Hispanic/Latino/a status and race as separate.¹¹ Second, the answer to this question was optional because we did not want to risk upsetting some respondents or discouraging completion of the survey for those concerned about self-identification or the appropriateness of the question. For purposes of analysis, we treated respondents who did not check off any boxes to the question on race/ethnicity as a separate category. We also collapsed the survey answers on race/ethnicity into two different variables. The first variable had seven values: White; African-American or African; Latino/a; Asian-American or Asian; Other Race/Ethnicity; Multiracial (respondents who selected more than one race/ethnicity box); and Left Question Blank. The second variable had three values: White; Not White; and Left Question Blank. Because of the small number of respondents in certain groups, we used the second variable for most regressions.

Survey Publicity

In order to attract as large and as representative of a respondent pool as possible, we heavily publicized the survey and awarded prizes of \$50 each to nine participants selected at random. We thank the Dean of Students Office for funding the awards and some of the publicity costs. We advertised through mailbox fliers, posters, and emails from HL Central, a large law-school-wide social organization. For the 1L surveys, we provided a professor from each section with an email message publicizing the survey to send to his or her students. For the 2L/3L survey, we attempted to get all professors teaching Constitutional Law during the 2002-2003 academic year to post or email their students our message publicizing the survey. Most, but not all, of the professors we asked advertised the survey to their students in some form. We also asked approximately 50 student organizations, representing a wide range of activities and political viewpoints, to send our written message about the survey to their membership.

Data Analysis

We used Stata 8.0 to perform multivariate and logit regression analyses. We performed such analyses in order to identify the differential effects of gender and other variables on a number of measures based on the survey responses.

We restricted the sample for all surveys to students pursuing a J.D. degree, including joint-degree candidates. Although L.L.M. and S.J.D. students could take the survey, we excluded them from our analysis because of the small number of responses. However, we feel that further study of their experiences is important as they have a unique perspective on HLS and student experiences here.

An additional note is necessary concerning our analysis of survey responses where each respondent provided information on multiple courses. For instance, each 1L respondent answered questions on their expected grade and satisfaction for all of their current 1L courses. In the analysis, we constructed a database with a student's answers for each course as a separate

¹¹ This approach differs from that of the U.S. Census Bureau, which asks about the two separately. See U.S. CENSUS BUREAU, CENSUS 2000 BRIEF: OVERVIEW OF RACE AND HISPANIC ORIGIN (2001), available at <http://www.census.gov/prod/2001pubs/c2kbr01-1.pdf>.

entry. In order to address the repeated observations by individuals, we used the cluster function in Stata for all regressions on this database.

We received over 1,000 survey responses. Among 1Ls, 289 (52% of the class) and 278 (50%) students took the fall and spring surveys, respectively. Two hundred and twenty-six 2Ls (40%) and 183 3Ls (33%) took the spring survey. Appendix VII describes the survey sample demographics. One area worth noting in particular is the gender composition of our response pool. As discussed above, we went to great lengths to ensure that men and women did not know the surveys' gender focus. Although women are slightly overrepresented in the survey sample, the gender composition of the samples is comparable to that of the general student population, which is untrue of most other attempts to investigate gender issues in legal education. What difference we did have may have been a product of imperfect containment of the study's purpose or a greater willingness by female students to respond to surveys generally.

Overall, we designed our survey questions and publicity efforts to attract as representative a pool of respondents as possible. However, we recognize that extrapolating our findings from the survey samples to the general student body is not without problems and requires certain assumptions. As a result, all references to survey findings in this report refer only to the survey sample. We leave readers to decide for themselves to what extent to extrapolate the results. At a minimum, our surveys provide insight into a substantial portion of the student body at HLS due to the large number of responses.

C. EXTRACURRICULAR ACTIVITIES

We examined the gender composition of a few extracurricular activities. We looked at the mastheads and leadership positions (e.g., President, Editor-in-Chief) of HLS-recognized student journals for the past six years. After considering the alternatives, we chose to use each journal's own definition of masthead positions, which generally corresponded to the "Executive Board," and calculated the gender composition for the first issue of each academic year. For most students listed, we used their first names to determine gender. When the name was inconclusive, we looked at yearbook pictures. We used internet searches to identify the gender of the few remaining students.

We also calculated the gender composition of the Legal Aid Bureau and Board of Student Advisors (BSA) because of the substantial time commitment for both activities.

D. MENTAL HEALTH CARE

We received data on the total number of law student visits to Harvard Mental Health Services for the 2001 and 2002 calendar years from Dr. Richard Kadison, director of Mental Health Services of Harvard University Health Services. This number includes mental health visits to both Law School Health Services (in Pound Hall) and the main Holyoke Center. Visits include those for therapy, medication and individual, group or couple counseling.

Although this information provides some insight into student life, the findings should be interpreted cautiously because we have no information on the prevalence of preexisting conditions, Harvard health insurance coverage or the purpose for or type of visit.

E. GRADUATION HONORS

We examined the Latin honors lists for the past six years and calculated the gender composition of each honors category (summa cum laude, magna cum laude, cum laude, non-honors). Prior to 1999, HLS awarded honors based on absolute grade point average (GPA) levels. Since 1999, magna cum laude and cum laude are awarded to the top 10% and subsequent 30% of the graduating class with the highest GPAs, respectively. Summa cum laude is still tied to an absolute GPA level, 7.20.¹² We calculated the gender composition of Latin honors lists using the method described above for journal board members.

F. COURSE GRADES

The Registrar's Office provided us with data on grades for the five required 1L courses for three of the five years between 1996 and 2000.¹³ The Registrar's Office released three random years from that range in order to preserve anonymity. We received three sets of grade data for each year, providing us separately with information on subject matter, professor's gender, and type of exam.¹⁴ We received no other information about any grade entry. We omitted all entries without a final letter grade, such as withdrawals and incompletes. Appendix VIII describes the sample of 8,248 course grades.

We adopted the Registrar's scale for assigning values to each grade letter, allowing us to treat grades on an ordinal scale¹⁵ and used Stata 8.0 to perform regression analyses.

The first year of law school provides a useful controlled situation for grade research because all students take the same required set of courses (Civil Procedure, Contracts, Criminal Law, Property and Torts). In contrast, elective courses taken by second-year and third-year students offer much more variety than do 1L courses in terms of student composition, course content and grading method. A similar analysis of grades for common 2L/3L electives could shed further light on the effect of exam type as well as provide an important comparison to our 1L grade findings.

Additionally, although the course grade data highlight grade distributions generally, they do not show how students perform throughout their three years at HLS. Having anonymous data on grades for individual students over their law school career would allow investigation of how students' GPAs differ by class year and whether the gender pattern changes by class year, which

¹² See HARVARD LAW SCHOOL, HARVARD LAW SCHOOL CATALOG 2003-2004 209 (2003).

¹³ At the time we received this data, this range represented the most recent five years, excluding class years that were still attending HLS.

¹⁴ We divided exam type into four categories: in-class (approximately three hours) restricted-materials; in-class open-materials; one-day (eight hours) restricted-materials; one-day open-materials.

¹⁵ In calculating GPA for the purposes of graduation honors, the Registrar's Office assigns the following values to each grade: A+ = 8; A = 7; A- = 6; B+ = 5; B = 4; B- = 3; C = 2; D = 1; F = 0. See HARVARD LAW SCHOOL, *supra* note 12.

could help narrow the range of hypotheses warranting further investigation. Such data could also shed light on grades and grading patterns generally. Is there a small group of students that consistently receive top grades, while most students vary tremendously? Do certain students consistently perform much better in courses with certain types of exams? Student-level grade data could also provide insight into the effect of receiving high or low grades initially, as well as whether male and female students perform differently throughout the three years of law school based on their initial experience with law school grades.

G. CAREER AND EMPLOYMENT

We examined information on summer and post-graduate employment provided by Ken Lafler at the Low-Income Protection Plan (LIPP) office, Alexa Shabecoff at the Office of Public Interest Advising (OPIA), and Mark Weber at the Office of Career Services (OCS). We received data on OPIA summer funding during students' 1L and 2L summers from 1998 to 2002. We also received data from OCS on initial post-graduate employment for the past six graduating classes and from LIPP on graduates who were registered for LIPP over the past six years.

H. FOCUS GROUPS

In order to help us design survey questions and to supplement and provide context to quantitative results, we conducted eight single-sex focus groups, where male and female participants could discuss their experiences at Harvard Law School. Students' age, race and extracurricular involvement were considered in order to ensure a diverse group. For each focus group, we had one facilitator and either had one note-taker or tape-recorded the discussion. Questions strived to be general and neutral, and focused on people's personal experiences rather than soliciting their perceptions about "common" experiences at HLS. The Committee on the Use of Human Subjects approved our protocol, and all focus group participants signed a consent form. (See appendix IX)

IV. RESULTS

A. CLASSROOM PARTICIPATION

“I hate talking in class, yet there are some seminars that I love.... In some of the big classes, it wouldn’t matter anyway; it’s not like my presence or absence even matters.”

-Female 2L

“I have felt there is no space for people who just absorb and listen in law school and then reflect on it later. As a person who absorbs information best through this method instead of just talking when I feel like it, I have felt that there is little room for that learning technique in law school.”

-Female 1L

We found significant gender differences in classroom participation by students in the classes we monitored. Appendix X summarizes the sample and participation measures by course, and Appendix XI summarizes this for first-year courses in particular, where we had more refined data.

Overall, 39% of the 7,831 comments monitored were made by women, although they made up 45% of the students in attendance in the sample. (See appendix XII) The results seem largely – but not entirely – due to differences in voluntary participation. Women made only 34% of student-initiated comments and exchanges. In terms of odds ratios, a male student was 32% more likely than a female to talk during a class meeting, and 50% more likely to talk voluntarily. Finally, men were 63% more likely to speak three or more times in a class meeting and 142% more likely to volunteer three or more times in a class meeting.

Our classroom monitoring found that professors generally followed up with male and female students at similar rates, and, by some measures, were more likely to follow up on comments made by women. Professors followed up with a student after he or she spoke 23% of the time, but followed up less frequently (12%) when the student volunteered the initial comment. Overall, professors were 17% less likely to follow up with comments made by male students than female students. However, this difference was largely due to professors’ lower follow-up rates with volunteered comments, of which women provide fewer than men.

Our results suggest that, on average, professors treat men and women students roughly the same in terms of calling on them and following up with them. However, because men seem more willing to talk voluntarily in class, the end result is a significant gender difference in overall participation. Other studies, including one at Yale¹⁶ and a comparative study of eight schools, found that women participated in less often than men in many courses.¹⁷ Additionally,

¹⁶ See, e.g., Yale Law Women, *supra* note 1 (Men’s rate of volunteering exceeded women in 16 of the 23 monitored courses.).

¹⁷ See Mertz, *supra* note 7. See also Guinier, *supra* note 1; Taber, *supra* note 1.

surveys at other law schools have found a perception among students that professors engage differently with male and female students' comments.¹⁸

The gender difference overall masks a decent degree of variation among the 32 courses we monitored. For instance, women were overrepresented in terms of overall comments and volunteered comments in seven and six courses, respectively. In three courses, female students were more likely than males to speak at least once as well as to volunteer at least once. Finally, in 10 of 32 courses, women were more likely than men to participate in response to a professor calling on them.

The variation in gender patterns between courses suggests that further research should be done to determine possible course-specific factors that may influence the pattern of participation. Unfortunately, our sample size was insufficient for comparisons of participation patterns between different teaching methods (e.g., Socratic v. non-Socratic courses). However, we did find some interesting trends that are worth exploring further. First, we found a trend towards increasing gender disparity the greater the overall level of participation in the course. Also, although only five of the thirty-two courses monitored were taught by women, we found some trends in terms of professors' gender. By all of our measures, men participated even more disproportionately in courses with female professors than with male professors, which may partly be explained by the higher overall participation in courses taught by female professors on average.

The monitoring data also suggest some overall trends in classroom participation. During the approximately 12 class meetings total that we monitored for each section, 85% of 1L students spoke at least once, with 48% of students speaking voluntarily at least once during this time period. However, there was significant variation between 1L courses, ranging from only 28% to as many as 65% of students participating voluntarily at least once during the monitoring period. (See appendix XI)

A further trend we found was that a small number of students accounted for much of the classroom participation, and these top talkers were overwhelmingly male. Eighteen percent of 1L students made 50% of all comments in the 1L classes we monitored. (See appendix XIII) The distribution of student-volunteered comments is even more skewed, with ten percent of students accounting for 43% of all volunteered comments spoken in the 1L monitoring sample. However, the extent of skewing varied greatly between 1L courses. (See appendix XIV) Women made up only 20% of this top group of volunteers. (See appendix XV)

B. EXTRACURRICULAR ACTIVITIES

"I'm beginning to realize that the key is to be able to find what you want to do and, as for the rest, just sit back and enjoy the show. Otherwise, it's too easy to get sucked into the herd mentality and do things just because others are doing them."

-Male 1L

¹⁸ See Yale Law Women, *supra* note 1; Guinier, *supra* note 1.

“I found that most of my experiences at the law school have caused me to feel insecure and have resulted in a low self-esteem. For these reasons, all activities I engage in tend to be away from the law school.”

-Female 3L

We calculated the gender composition of students involved in academic journals and certain other extracurricular activities. We also surveyed students about their involvement and decisions to apply for competitive extracurricular activities.

Academic Journals

Women were involved in higher-up positions of journals at greater rates than men over the past six years. (See appendix XVI) Women comprised 49% of masthead positions (usually corresponding with the executive board) and 56% of the top leadership (e.g., President or Editor-in-Chief) of HLS-recognized journals. Most journals have had 50% female mastheads at some point in the past six years, with a notable exception of Law Review, with a membership that was 36% female.

We also examined the gender composition of journals excluding the Women’s Law Journal. Excluding the Women’s Law Journal decreased the overall percentage of women on the masthead to 44%, but only reduced the percentage of women in the top leadership positions to 52%.¹⁹

Women have been underrepresented on the Law Review for the past six years relative to the student population. Although some other top law schools also have women underrepresented on law review,²⁰ other schools show near parity²¹ if not overrepresentation by women.²² In the student surveys, we investigated gender differences in applying for Law Review as well as the effect of first semester 1L grades on the decision. We found that gender was not a significant factor in deciding whether to apply for Law Review in our survey sample. Second- and third-year students in our sample who had higher grades first semester 1L year were more likely to have applied for Law Review, but men’s decision to apply showed a significantly stronger correlation with first-semester grades than women’s decision. (See appendix XVII) We also investigated the decisions of students who had sizable variations in their first semester 1L grades, which we defined as a difference of at least two grades (e.g., A- to B). We found that women in our sample with sizable grade variations were more likely than men with such variations to apply for Law Review, and that average first-semester 1L grade still had a significantly stronger effect for women than men.

Legal Aid Bureau and Board of Student Advisors

¹⁹ We do not have enough information to know whether the existence of a women’s law journal attracts additional women to journal work or primarily has a substitution effect.

²⁰ For instance, University of Chicago, Northwestern University, and Columbia.

See Hugo Torres & Tammy

Pettinato, *Internal Law Review Report Leaked*, THE RECORD, Nov. 6, 2003.

²¹ For instance, Duke University and Stanford University. *See id.*

²² University of Pennsylvania and Boalt Hall. *See id.*

“Even the most worthwhile extracurriculars require extensive application processes. I feel like I am constantly competing for something while I am here, be it grades, activities, or summer jobs.”

-Male 1L

We also investigated the gender composition of the Legal Aid Bureau and Board of Student Advisors (BSA), two activities with a substantial time commitment and a competitive application process.

Women were overrepresented on the Legal Aid Bureau relative to their proportion of the student body. From 1998 to 2003, 57% of Legal Aid members were women. (See appendix XVIII) Women were also consistently overrepresented on BSA and made up 59% of all BSA members from 1998 to 2003. (See appendix XIX) Women and men in our survey sample were similarly likely to expect to apply for Legal Aid Bureau or Board of Student Advisors (BSA) after controlling for demographics, self-assessment of skills, career plans and grades. However, 2L and 3L men who ranked themselves highly in terms of analytical skills were less likely to apply for BSA, while no similar effect occurred among women.

Further research would be helpful in understanding how these overrepresentations, combined with our findings of gender differences in course selection in our survey sample,²³ shape the overall legal education of women and men.

C. STUDENT LIFE

“Life here is fantastic!”

-Male 1L

“The school manages to take 500 of the brightest and most motivated students in any field in the country and systematically pacify and alienate large proportions of them, so that by the time they are in their third year, many if not most students rarely attend class, do the reading, or care a fig about law.”

-Male 3L

“Harvard is sending a message that if you want to do something well, you can only do one thing. So if you want to be a good law student, don’t come here as a parent, and if you feel like you can’t do it, we’re not going to help you.”

-Female 3L

Confidence and Self-Assessment

“I was confident in my abilities and was recognized as being talented by my peers and supervisors before law school. My first two years of law school

²³ See *infra* pp. 29-30.

absolutely destroyed that. It is only recently that I have begun feeling my own worth again.”

-Female 3L

“I walked in the door confident, and I’m going to leave the same.”

-Male 3L

We asked survey participants to evaluate their ability relative to the rest of their class in a range of skills thought to be important to legal practice, largely based on the skills identified in the ABA’s MacCrate Report.²⁴

We found significant gender differences in students’ self-assessment of their abilities. (See appendix XX) Women in our sample assessed themselves significantly lower than men did in many skills, even after controlling for demographics, undergraduate major, and career goals. Thirty-three percent of male respondents reported themselves in the top quintile of their class in terms of legal reasoning ability, compared with 15% of women. Women self-assessed their legal reasoning skills lower than men in our 2L/3L and 1L samples, even after controlling for 1L first semester grades. Among all students, legal analysis skills were correlated with 1L first semester grades. (See appendix XXI)

Another area of note is students’ self-assessment of their quantitative problem-solving skills, such as those used in finance and economics. Women in our sample self-assessed their quantitative skills far lower than men, even after controlling for variables such as undergraduate major. Forty percent of men ranked themselves in the top quintile in quantitative skills, compared with only 11% of women. Second- and third-year women were more likely to self-assess their quantitative skills lower than men, whether the pool was limited to those who majored in financial or quantitative studies (e.g., economics, math, statistics) or those who did not.

Women in our sample also self-assessed themselves significantly lower than men in their ability to think quickly on their feet, argue orally, write briefs and persuade others.

Our results comport with other studies finding that female law students generally rate themselves lower than men in terms of academic ability.²⁵ Although we were not able to survey students prior to starting HLS, the LSAC study found that among incoming law students, men rated themselves higher than women in ability.²⁶ The LSAC longitudinal survey also found that law school substantially reduced students’ academic self-confidence, and operated on women and men equally.²⁷ Studies at other law schools have found that women seem to suffer more than men from feelings of alienation and lack of confidence. At a survey in nine Ohio law schools, 41% of female students compared with only 17% of males reported that they thought of themselves as intelligent and articulate before law school but no longer felt that way once in

²⁴ See AMERICAN BAR ASSOCIATION, *supra* note 10.

²⁵ See, e.g., Wightman, *supra* note 1, at 54.

²⁶ See *id.* at 56-57.

²⁷ See *id.* at 58-59.

school.²⁸ At University of Pennsylvania, even women who succeeded academically reported a higher degree of alienation than their male peers.²⁹

Help-Seeking and Support Groups

“I wake up every morning dreading the day, and no matter how well I do in class, how much work I get done, or how well I feel I understand the material, it is never enough. I often feel lost and adrift, with very little guidance.”

-Male 1L

“I am frustrated by the fact that there is not much open discussion about life-work balance issues. I sense that nearly all of my peers, like myself, plan to have a family some day and yet I only hear my female peers talking about how they expect this to impact their careers.”

-Female 1L

“I know many people who cried their way through 1L year.”

-Female 3L

Female law students were substantially more likely than male law students to have visited Mental Health Services during calendar years 2001 and 2002. (See appendix XXII) Women made up 64% of all law student patients who visited Mental Health Services during that period. Women and men averaged similar numbers of visits per patient (5.42; 5.66).

These findings should be interpreted cautiously. In addition to not having information on the prevalence of preexisting conditions, Harvard health insurance coverage, or the purpose for or type of visit, general population studies suggest that women may have a lower threshold on average for seeking mental health care. Furthermore, if a gender difference among law students persists after accounting for other factors, we should hesitate before deciding that it is women, rather than men, who are worse off. Especially if most of the visits are for therapy, it is possible that women are better off for taking greater advantage of a beneficial service.

However, the stark gender difference does support further investigation into possible causes and explanations.³⁰

Overall, approximately 17% of law students visited Mental Health Services at least once annually, not including mental health care outside University Health Services or services such as those offered by the Office of Student Life Counseling. Studies have frequently found a higher rate of depression and substance abuse among law students and lawyers than the general

²⁸ See Krauskopf, *supra* note 1, at 328.

²⁹ See Guinier, *supra* note 1.

³⁰ Some insight could be gained by looking at information on mental health visits for a comparison group, such as Harvard undergraduates or business school students.

population.³¹ One key question is whether some aspect of legal education is contributing to the higher incidence of psychiatric distress, or if the rates primarily reflect higher rates of preexisting conditions or greater predisposition.³² Further, some of these studies have found that female law students showed greater rates of psychiatric distress than male students.³³ Student surveys at other law schools have found that female respondents reported crying more often, having more sleeping difficulties and experiencing more anxiety than men.³⁴ In our focus groups, we similarly found that many women, as well as men, expressed feelings of alienation and decreased self-esteem in law school and a desire to discuss these issues more openly.³⁵

Academic Satisfaction

“I have been more stimulated and challenged in these last few years than I ever thought possible.”

-Male 3L

“I’ve been surprised by the number of people that I see disengaged from life at HLS -- both academic and extracurricular. There are lots of people who stop vocalizing what they are passionate about after their first year.”

-Female 3L

“I fought the law and the law almost won.”

-Male 3L

To help gauge students’ academic satisfaction, the surveys inquired into how content students were with their current courses. We also asked them to rank how likely they would be to choose to attend law school again as well as to choose HLS again over their second-choice law school.

Amongst all class years, there was no gender difference in students’ responses to whether they would choose HLS again over their second choice. However, 2L and 3L men were more likely to respond that they would not go to law school at all again. In terms of their satisfaction with law school, women seem to be more affected by grades than men. Average 1L first semester grades showed a strong correlation with likelihood of choosing to attend law school again for 2L and 3L women, while these grades had no significant effect on 2L and 3L men’s response to the question. In the 1L Spring survey, student’s gender had no significant influence on self-reported likelihood of choosing to attend law school again. (See appendix XXVI).

³¹ See, e.g., Susan Daicoff, *Articles Lawyer, Know Thyself: A Review of Empirical Research on Attorney Attributes Bearing on Professionalism*, 46 Am. U. L. Rev. 1337, 1347 (1997).

³² See, e.g., *id.* at 1378 (referring to a 1986 study that concluded legal education may be partly responsible for a spiking of symptoms of psychiatric distress during the first year of law school).

³³ See, e.g., *id.* at 1375-81.

³⁴ Taber, *supra* note 1; Homer & Schwartz, *supra* note 1; Guinier, *supra* note 1 (student survey found, for instance, that 68% of men responded they never cried during law school, compared with only 15% of women.).

³⁵ Anecdotally, we found that most focus group participants greatly appreciated the opportunity to discuss their experiences and issues with other students.

Overall, women seem to assign greater weight to their grades as measures of their interest or ability in a legal area. Additionally, satisfaction with current courses had a significantly stronger correlation with expected grades for 1L women than men. Much more research is needed to determine possible causal relationships between satisfaction with law school and expected academic success.

The question of why satisfaction with courses or pedagogy may show a gender difference is outside the scope of this report. However, some hypotheses that have been expressed are: women may be more put off than men by the style or format of the academic environment, such as class size or participation method, rather than any substantive differences;³⁶ women and men may differ to some degree in their moral reasoning;³⁷ or law school may be less satisfactory to students aiming for a career in public interest law, of which women are the majority.³⁸

We also do not know how faculty interaction might influence overall academic satisfaction. After consideration, we concluded that student-faculty interaction was too hard to define and varied to lend itself to a few survey questions. However, student surveys at other top law schools suggest that male students may be more comfortable seeking a professor's time outside of class³⁹ and more likely to ask professors questions outside of class, both of which could affect overall academic satisfaction.⁴⁰

D. ACADEMIC PERFORMANCE AND CHOICES

Academic decisions and success have the potential to influence a student's career options, and many students may also view grades as measures of their legal ability and general intelligence. In order to gain some insight into these issues, we analyzed data on graduation honors and 1L course grades and asked questions about students' course selection in our surveys.

Honors and Grades

"I hate grades. I don't want to care but I do."
-Male 1L

"In my circles, though very competitive, there is very little talk about grades."
-Male 3L

We found significant gender differences in Latin honors and 1L course grades. Women were less likely to graduate magna cum laude than men and more likely to graduate without

³⁶ See, e.g., Taunya L. Banks, *Gender Bias in the Classroom*, 14 SO. ILL. L. J. 527, 528 (1990).

³⁷ See, e.g., Sandra Janoff, *The Influence of Legal Education on Moral Reasoning*, 76 MINN. L. REV. 194 (1991).

³⁸ See e.g., Robert Granfield, *Contextualizing the Different Voice: Women, Occupational Goals, and Legal Education*, 16 LAW & POL'Y 1, 18 (1994). The author suggests that women's reactions to legal training are greatly influenced by occupational goals. Women entering law school with "social justice" aspirations reported more silencing in the classroom and were less likely to believe that law school made them more competent, compared with women who chose law school because of goals such as job security and high potential income. See *id.* at 14-18.

³⁹ Yale Law Women, *supra* note 1; Guinier, *supra* note 1.

⁴⁰ Taber, *supra* note 1.

Latin honors. From 1997 to 2003, 14.4% percent of graduating men received magna cum laude, compared with 8.4% of women. (See appendix XXV) During the same time period, 55.1% of women graduated without Latin honors, compared with 46.6% of men. (See appendix XXVI) Further, the gender pattern in honors seems to be moving in the wrong direction – with greater disparities the past two years.

We also found a significant gender disparity in 1L course grades overall. (See appendix XXVII) In our sample of three years of course grades, women received somewhat lower grades than men, with greater differences in higher letter grades (A- and above). Thirty-one percent of course grades for men were A- or better, compared with 25% of grades for women. Women's grades were more likely than men's to be B or B+.

The gender difference in 1L course grades was somewhat affected by the gender of the professor teaching the course. (See appendix XXVIII) We did find some evidence for an interaction between the student's and professor's gender in course grades. In regression analyses, we found that a female student in a course taught by a female professor was more likely than students in a course with a male professor to receive a grade of A or A+. (See appendix XXIX) More research is needed to determine the robustness of this difference as well as to explore various hypotheses for such an effect.⁴¹

The gender difference also generally persisted across 1L courses with different exam types, whether an in-class (usually 3 hours) or one-day (8 hours) take-home exam or whether open-book or restricted-materials. (See appendices XXX and XXXI) The chief exception was that women were significantly more likely to do well in courses with in-class restricted-materials exams. Further research on grade data on 2L/3L courses is desirable in order to examine whether other grading options may influence the gender pattern. The range of exam types seen in 1L courses is rather limited, as we do not see options such as essays, papers on a topic of a student's choice, problem sets or weekly exercises.

Course topic affected the gender pattern in 1L grades in our sample. Torts exhibited the most pronounced gender disparity. The disparity was significant but not as great in Contracts, Property and Civil Procedure. Finally, Criminal Law did not show a statistically significant gender difference in grades. (See appendices XXXII and XXXIII) Additional grade data supplemented with focus groups would be useful in further exploring the effect of course topic on gender patterns.

⁴¹ One common hypothesis relates to the influence of faculty role models. Women represent a smaller share of full-time law faculty at Harvard (17%) than at competitor schools. See <http://www.law.harvard.edu/faculty/directory/> (14 of 81 full-time professors are women.); YALE LAW SCHOOL, *supra* note 1 (24% at Yale); STANFORD LAW SCHOOL, FACULTY available at <http://www.law.stanford.edu/faculty/> (24% at Stanford: 10 female, including one associate professor, and 31 male, including three associate, full-time professors); COLUMBIA LAW SCHOOL, FULL TIME FACULTY, available at http://www1.law.columbia.edu/faculty/full_time_fac (34% at Columbia: 17 female, including three associate professors, and 50 male, including one associate, full-time professors); NEW YORK UNIVERSITY LAW SCHOOL OF LAW, FULLTIME FACULTY, available at <http://www.law.nyu.edu/faculty/profiles/fulltime/index.html> (29% at NYU: 26 female, including one new appointment, and 65 male, including two new appointments, full-time professors).

In addition, we found that women in our 1L Spring survey sample expected lower grades on average than men, but did not differ in terms of course satisfaction. (See appendix XXXIV) The gender difference in expected grade was smaller but remained significant even after controlling for students' assessment of their abilities. As would be anticipated, expected course grade also showed a high degree of correlation with course satisfaction. Additionally, satisfaction with current courses showed a significantly greater correlation with grade expectations for women than men. More research needs to be done into this gender pattern as well before assigning any sort of causation between grade expectations and course satisfaction.

The Spring survey also asked 1L students what grade they felt they deserved based on their understanding of the material and exam preparation for each of their first-semester courses, as well as how satisfied they were with the grade they received, compared with what they thought they deserved. Women in our sample on average chose lower grades for what they believed they deserved than men did. This gender difference in both grades and expectations is particularly striking given our finding, discussed below, that women reported spending more time preparing for class than did men.

Other studies have also found small grade differences among men and women. The LSAC study found women earned first-year grades slightly lower than men overall.⁴² However, of particular relevance to HLS, the study found that nationwide among students with the highest undergraduate GPA (3.76-4.0), women earned slightly higher law school grades than men.⁴³ Additionally, a study at the University of Pennsylvania Law School in the early 1990s found that men on average received higher grades than women during all three years, despite comparable LSAT scores and undergraduate GPA.⁴⁴ Throughout all years of school, male students at Penn were significantly more likely than women to be in the top 10% of the class and in the top half of the class. In contrast, no significant gender difference in grades has been found in some other schools.⁴⁵

The grade differences in our sample highlight the need for additional research. Although the practical significance of the differences should not be exaggerated, the persistence of a gender difference in 1L grades deserves attention. The finding that a student's gender has a statistically significant effect on a variable as difficult to influence as course grades (because of factors such as blind-grading) suggests how pervasive an influence gender might be in many facets of legal education.⁴⁶

More years of data would be helpful in assuring that the gender patterns that we found are representative. Additionally, 1L course grades shed light on grade distributions generally, but do not allow us to see how students perform throughout their time at HLS. Anonymous sets of grades for individual students would show how students' GPAs differ and whether the gender pattern changes by class year. Such information would also indicate whether male and female

⁴² See Wightman, *supra* note 1, at 17-24.

⁴³ See *id.* at 18-19.

⁴⁴ See, e.g., Guinier, *supra* note 1.

⁴⁵ See, e.g., Garrison et al., *supra* note 1.

⁴⁶ See generally Deborah A. Prentice & Dale T. Miller, *When Small Effects are Impressive*, 112 PSYCHOLOGICAL BULLETIN 160 (1992).

students react differently to receiving high or low grades in their first semester of law school. Finally, in addition to shedding light on gender patterns, additional information would provide additional insight into what grades are testing. Such reexamination of grading methods may also help deal with the issue of many students' complaints about arbitrary grades, which we heard in focus groups and optional survey answers.⁴⁷ How this belief may influence studying and commitment to classes is an important question for further research.⁴⁸

Class Preparation and Attendance

“Law school was much easier than college. I had much more free time here, since for most classes, I didn’t have to show up or do any work until the week before finals.”
-Male 3L

We found a gender difference on average in the amount of time 2L and 3L students – but not 1Ls – in our survey sample reported spending preparing for courses. (See appendix XXXV) Marital status also appears to play an important role in preparation time. Second- and third-year men who had a spouse or significant other who lived locally reported spending significantly more time on average preparing for class. This was not the case for women who had a spouse or significant other who lived locally. Further, this effect was limited to second- and third-year students and to spouses and significant others who lived locally, rather than long-distance.

Additionally, students in our sample spent significantly less time on class preparation after 1L year, and 2L/3L students who received higher grades their first semester 1L year reported slightly greater preparation time.

We did not ask about time spent in relaxation or recreation. However, the LSAC study found that men reported spending significantly more hours per week than women on relaxation and recreation during the first year of law school.⁴⁹

We also found no gender difference in class attendance rate in our 1L class monitoring sample. Approximately 84% of enrolled 1L women and men attended class meetings on average. Additionally, attendance rates for women and men in a course were significantly positively correlated – that is, courses that had a higher percentage of enrolled women attending usually had a higher percentage of enrolled men in attendance as well.

Course Selection

“I actually have had some very positive experiences in law school but most of those have come from my clinical work (away from the law school), the

⁴⁷ A 1L man wrote, “The seemingly random distribution of grades (people I know who did nothing—really, almost nothing—often did quite well while others who spent hundreds—really, hundreds—of hours didn’t) is disturbing and a bit disheartening.” A 2L woman commented, “As soon as you start not to have any faith in the equity of grades, it’s hard to really take it too seriously.”

⁴⁸ One possible response was captured by a 2L man’s comment that the emphasis on grades can “discourage students from taking intellectually stimulating courses.”

⁴⁹ See Wightman, *supra* note 1, at 43.

friends I have made here at Harvard, not from the classroom. Only in those settings am I reminded of who I really am and how much I have to offer.”
-Female 3L

Although we were unable to analyze course enrollment data from the Registrar’s Office, we gained some insight into course selection through our classroom participation monitoring and student surveys.

Attendance numbers for women and men that we collected during classroom monitoring provide some information on course selection, albeit quite imperfect. There was a trend in our sample towards women being overrepresented in attendance in 2L/3L courses taught by women, but this was not uniform.

In our survey sample, we found gender differences in the likelihood of students planning to take clinical courses and advanced corporate law courses. Among 2L and 3L respondents, 71% of women and 43% of men reported expecting to take a clinical course before graduating. Forty-six percent of men and 29% of women reported expecting to take multiple courses in the area of corporate or commercial law. There was no overall gender difference for likelihood of taking a negotiation class, but students of color were significantly more likely to take such a course.

When we performed regressions and controlled for self-assessment of skills, career expectations, and career priorities, among other variables, gender did not have a significant effect on any of the course choices mentioned. (See appendix XXXVI) However, the interaction of gender with career expectations and career values significantly affected the likelihood of taking multiple courses in corporate or commercial law. Women who expected to work in a firm in 10 years were much more likely to take multiple corporate/commercial courses while women who identified helping others as a top priority in their career were much less likely to take such courses. More exploration is needed into why these career values and expectations affect men and women differently in terms of course selection.

We also found some evidence that the more successful a student is in traditional measures of academic achievement (e.g., higher 1L course grades or self-assessed legal reasoning ability), the less likely the student is to take arguably less traditional course offerings, such as clinical and negotiation courses. The correlation between grades and course selection can be viewed as either positive or negative depending on one’s view of the ultimate goals of legal education. To some degree, grades provide feedback as to students’ talent and help students evaluate career options. On the other hand, such a correlation may mean that students who enter law school less confident in certain areas are inhibited from challenging themselves to develop important skills.

Further research on course selection would provide insight into whether certain students, both women and men, are in effect creating alternative curricula for legal education through their course selection choices. Knowing the student composition of elective courses, including clinicals, would allow us to investigate whether women and men select electives differently, and whether factors such as professor’s gender, professor’s teaching style or class size are influential.

E. EMPLOYMENT AND CAREER PRIORITIES

“I think most people would choose Harvard again because of the opportunities it opens up, but that doesn't mean they are enjoying law school at all.”

-Male 3L

“Why can't everyone just relax a little? Of course, getting emails every day about career panels, resume workshops, and interviewing technique sessions doesn't help ease anyone's single-minded focus on landing big-money jobs.”

-Female 1L

Employment

Women were more likely than men to do public interest work during their summers and after graduation. Public interest is broadly defined to include government, non-profit and legal services work. According to information received from the Office of Public Interest Advising, women were more likely than men to work in public interest jobs during their 1L summer (approximately 33% v. 25%). This difference persisted for the 2L summer, when between 7-15% of women and 3-8% of men worked in the public interest field.

Women were similarly more likely than men to take public interest employment after graduation. Although only a small percentage of the student body is initially employed in a public interest job, this group includes approximately twice as many women as men. For the classes graduating from 1998 to 2003, 5% of men and 10% of women took public interest employment after graduation or a clerkship. (See appendix XXXVII) We similarly found that more women than men are enrolled in the Low-Income Protection Plan, with women making up 55% of LIPP enrollees for the past six years. (See appendix XXXVIII) These gender differences comport with studies nationwide, which generally find women choosing public interest work initially in higher rates than men.⁵⁰

Despite more public interest post-graduate employment among women, women and men went into law firms in percentages similar to their composition in the graduating class over the past six years. Overall, 64% of all students graduating between 1998 and 2002 initially worked in a law firm. This similar rate is largely a product of more men than women going directly into business. As a result, limiting the sample to those students planning on pursuing law may mask a gender difference in private practice employment.

We were unable to investigate whether gender differences exist in the compensation or subject matter of the work for students whose initial jobs were at private firms. In terms of

⁵⁰ See, e.g., NATIONAL ASSOCIATION FOR LAW PLACEMENT, COURTING CLERKSHIPS: THE NALP JUDICIAL CLERKSHIP STUDY (2000), available at <http://www.nalp.org/nalpresearch/clksumm.htm> (finding that 4.0% and 1.5% of women and men, respectively, in the class of 1998 worked in public interest as their first job after law school).

salary, the information provided by OCS suggests no overall gender difference for initial post-graduate employment.

A related question that we could not explore is whether men and women are treated differently by law firms and other employers. A study at UCLA Law School found a gender difference in the number of call-back interviews that students received.⁵¹ After controlling for GPA and law review membership, the UCLA study found that interviewers were more likely to offer call-backs to second-year women than men. Further study is needed to investigate whether these results are representative as well as whether the gender differential reflects women's applying for less prestigious employers than men, disparate treatment by employers or other factors.

Clerkships

Overall, women clerked in rates similar to their percentage in the student body, but there were differences in where men and women clerked. According to OCS data, approximately 24% of all graduates from 1998 to 2003 initially worked as judicial clerks. Forty-three percent of the students who clerked were women. However, only 36% of HLS clerks at the U.S. Supreme Court and Circuit Courts of Appeals were women during this time period. In contrast, women clerk at higher rates in federal district and state courts. (See appendix XXXIX).

Research by NALP suggests a similar trend nationwide. During 1994-1998, women made up a slight majority (50.2%) of the clerkship population but were underrepresented in federal clerkships (45.7%).⁵²

We do not have enough information to know why there is a gender difference in clerkship placement levels. Women may be actively choosing state courts and U.S. District Courts because they offer different types of experiences, which is similar to their seemingly higher rates of taking clinicals. Alternatively, women may be self-selecting out of applying for federal appellate courts because of fewer strong faculty contacts, lower self-esteem, less academic success or scarcity of role models to whom they can relate.⁵³ Women may also be less flexible in terms of clerking because of personal preference or commitments (e.g., geographical constraints), or women and men may be applying at comparable rates to all courts, but receiving differential treatment in the selection process.⁵⁴

Career Values and Priorities

"I thought that I would come here and become much more focused and career-oriented, but I think I've actually done the opposite. I've realized

⁵¹ David Eaves, I.P.L. Png & J. Mark Ramseyer, *Gender, Ethnicity and Grades: Empirical Evidence of Discrimination in Law-Firm Interviews*, 7 LAW & INEQ. 189 (1989).

⁵² NALP, *supra* note 50.

⁵³ See, e.g., Krauskopf, *supra* note 1 (On student survey, 45% of women overall and 64% of minority women students reporting feeling deprived of role models by the scarcity of women professors.)

⁵⁴ See, e.g., NALP, *supra* note 50 (finding in their surveys – responded to by 11% of the sample pool targeted – a gender differential in rate of receiving a clerkship offer for those who applied. Sixty-six percent of women who applied for clerkships received an offer, compared with 74% of men).

how important a balance is to me, and that I will not be happy just having a one track life and putting my career first.”

-Female 1L

“I was shocked...at how little students care about making a difference in people’s lives with their law degree.”

-Male 1L

Women and men in our sample differed significantly in the factors they selected as most important to them in their careers, even after controlling for demographic variables. Women were much more likely than men to choose “helping others” as a career priority. Forty-one percent of women chose this as one of the three most important factors for their career, compared with 22% of men. Additionally, women were more likely than men to choose “advancing ideological goals” and less likely to choose “high salary.”

Our results also suggest changes to students’ career priorities during law school, particularly for men. For instance, 2L and 3L men were less likely to choose “helping others” than were 1L men. Further research in this area, especially longitudinal studies, would be helpful.

Differences in career values seem to result in a gender difference in long-term career expectations, but not in immediate job plans. Women in our 2L and 3L survey were significantly less likely than men to expect to be at a firm or in-house in 10 years,⁵⁵ when controlling for demographics. However, controlling for choice of career priorities eliminated the gender difference in 10-year career expectations. No such gender difference existed in initial job expectations.

Surveys of incoming students at other law schools have found that women were more likely than men on average to identify altruistic factors for attending law school⁵⁶ and to plan to pursue public interest work after graduation.⁵⁷ However, during the course of law school, the gender difference in career ambitions seemed to diminish, although not entirely.⁵⁸ For instance, surveys at University of Pennsylvania found that over 25% of women and 7% of men entering law school wanted to pursue public interest law; by graduation, the percentage of female respondents interested in a career in public interest dropped to about 9%, while men’s rates stayed the same.⁵⁹ Surveys of law school graduates have also found that women are more likely to identify work/life balance as one of the top reasons they chose their current employer.⁶⁰

Assuming the gender difference in career priorities is real, a key question becomes how well students are matched with employers. This question is of critical importance for both individuals and employers because of the personal and economic costs of job dissatisfaction and

⁵⁵ Wightman, *supra* note 1, at 61-62.

⁵⁶ Diacoff, *supra* note 31, at 1392. *See also* Krauskopf, *supra* note 1; Taber, *supra* note 1.

⁵⁷ *See, e.g.,* Guinier, *supra* note 1.

⁵⁸ Taber, *supra* note 1.

⁵⁹ Guinier, *supra* note 1.

⁶⁰ *See, e.g.,* CATALYST, WOMEN IN LAW: MAKING THE CASE (2003) (45% of women and 34% of men surveyed cited work/life balance as a top reason for their choosing their employer.).

switching. Women may be being matched with employers worse than men, as some research of legal professionals has found higher dissatisfaction and expectations of leaving employers earlier for women than men.⁶¹ Although students certainly are responsible for their career choices, law schools can play an important role in assisting students' decisionmaking processes – such as by helping make options available to students, assisting with information gathering and being a bargaining agent on behalf of students where collective action costs are great. Law schools should also consider if and how the school itself may be influencing students' career values.

⁶¹ *See, e.g., id.* (finding from a survey of 1,400 law graduates that women respondents intended to remain at their current employer for three fewer years than men).

V. CONCLUSION

Overall, we found significant gender differences in a wide range of areas at Harvard Law School. Although we collected and analyzed a great deal of data, the comprehensiveness of the study was limited by resources, access to information, and opportunity. In light of our findings and our experience in conducting the study, we believe further research would be helpful. Some areas of particular relevance include student-faculty interaction, student social life and longitudinal changes in students' career expectations and confidence. Additionally, although we did not focus on race, some of our results suggest that women of color may have significantly different experiences at HLS than white women and men of color, which deserves further investigation.⁶²

This study does not claim to provide a comprehensive overview of the incredible range of experiences of students at Harvard Law School. The differences we found represent averages. To assume our findings characterize the experiences of all students would be just as inappropriate as to assume our findings shed no light on student experiences. Rather, by identifying substantial differences along one important dimension – gender – we hope not only to bring additional light to that dimension but also to provide a lens on student experiences generally. As a result, the HLS community should consider focusing not only on gender differences but also on the potential broader issues of which gender differences may be a manifestation. Some differences we found may suggest different ways of viewing particular facets of the student experience. In this sense, discussion of women's experiences may assist in Harvard Law School's continuing efforts to reassess a range of related practices to assure that all students can maximally contribute to and gain from the academic experience. Some of the gender differences should raise questions about whether the institution is equally hospitable for the learning and career development of all students; other differences, such as areas where women are "overrepresented," could indicate experiences and career pathways that all students might benefit from more seriously considering. As a 1L woman suggested in the survey's optional space, "As individual students and as a community, we have to talk about why we do the things we do, and understand for ourselves what we are committed to, and why those projects are the best for us.... It is as much a personal challenge as it is a challenge for the administration and institution of the law school." Reassessment need not require costly, elaborate studies. Informal investigation, commitment to discussion, and small-scale experimentation can provide a good start and will help make sure that the rigor and analysis that characterizes classroom discussion applies to a discussion of the school itself. We hope that the information from this study helps provide a more concrete foundation for the Harvard Law School community's continuing dialogue on the school, legal education and student experiences.

⁶² For instance, among survey respondents, women of color were less likely to say they would choose HLS again, even though there was no difference in their answer to whether they would attend law school again. Other studies have similarly found that race substantially influences the way many women experience law school. *See, e.g.*, Krauskopf, *supra* note 1, at 325 (31% of women of color respondents reported being dissatisfied or very dissatisfied with their law school experience, compared with 18% of women and 12% of men overall.).

Appendix I

Instructions for Classroom Participation Monitoring Form

The daily observations sheets you fill out will provide us with useful statistics about faculty-student interactions in classroom settings. It is therefore extremely important that the sheets are filled out as accurately as possible. Please familiarize yourself with the directions below, and direct any questions to Suzanne Katzenstein (***) or Sharon Kelly (***)

(1) Attendance: It is extremely important to collect information about student attendance for each class observed. If counting students and monitoring at the same time is too burdensome, please ask someone reliable to collect and report this information to you at the end of each class.

(2) Filling out the table :

i. *Comment Number*: Each time a student begins to speak, begin to record information on a new row. The only time in which a new row is not begun is when the student and professor interrupt one another, or the student only says a word or two. These types of exchanges are considered “rapid fire” and are considered as one comment.

ii. *Iteration Column*: Please indicate the “comment number” in the Iterations column. For example, imagine that the second comment made in class is spoken by student X, and that this is X’s first comment during that class. The second row iteration’s column should be marked “I”, for initial comment. If student X makes the fourth comment later in class, the iterations column of the fourth row should be marked “S2”, for same as commenter 2. If the 10th comment is made by that same student, please write in the 10th row’s iterations column “S2” as well. Please pay as much attention as possible to ‘repeat students’ – making whatever notes necessary in the identifier column (their initials or some random letter, etc.) to help yourself keep track of students who participate multiple times.

iii. *Identifier Column*: The identifier column will be critical for helping us to compile information about “repeat players” within a class, over the observation period. For this reason, it is important that you use consistent identifiers throughout the observation period. (Initials, for example, are a good identifier, shirt color is not – assuming student X changes his/her clothes on a regular basis). Please note that the purpose of this study is not to accumulate information about specific individuals. Any identifying notes you make about individual students will be examined for quantitative purposes only, and the sheets will remain confidential.⁶³

iv. *Sex*: If the same student, a female for example, is responsible for comments 1-8, you only need to fill out the sex column for Comment Number 1. The Iteration column for rows 2-8 will do the rest of the work for you, as they will be marked with “S1” and so it will be clear that the student is female.

v. *Method of Participation*: Again, if a student is being grilled by a professor socratically for numerous comments in a row, no need to write “S” repeatedly. You can do so later, or draw an arrow later.

vii. *On Panel*: If your class is on a panel system, please note, to the extent possible, who is on panel for that day, so that you can mark “Y” when appropriate in the “On Panel?” column. Please staple to this sheet a list of panel members for the day’s class. To the extent possible, please add initials of panel participants.

⁶³ This paragraph was included on 1L instruction sheets only.

Appendix II

Classroom Participation Monitoring Form

Course _____
 Professor _____
 Date _____
 Monitor _____

Number of students present:
 Male _____
 Female _____

Comment Number	Iteration (e.g., I, S5)	Sex (M/F)	Method of Participation (V=volunteer; S = non volunteer)	On Panel	Notes and Identifiers
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Appendix III

Participation Monitoring, Overall Sample Summary

	1L	2L/3L	Total
No. of courses monitored	14	18	32
No. of class meetings	81	109	190
No. of women in attendance	2,390	3,470	5,860
No. of men in attendance	2,944	4,217	7,161
No. of comments	3,965	3,866	7,831
No. of volunteered comments	1,877	1,645	3,522
No. of exchanges	2,112	2,148	4,260
No. of volunteered exchanges	1,533	1,397	2,931
No. of students participating at least once in a class meeting	1,400	1,466	2,866
No. of students voluntarily participating at least once in a class meeting	1,050	1,015	2,065
No. of students making three or more exchanges in a class meeting	147	142	289
No. of students making three or more volunteered exchanges in a class meeting	79	59	138

Description of the sample monitored and the overall number of different types of participation recorded. The participation information for 1L classes here was analyzed in the same way as for 2L/3L classes (by class meeting) rather than using the more detailed information we had concerning 1L courses, where student identifiers were consistent across all class meetings and courses.

Appendix IV

1L Student Experiences Survey, April 2003

Thanks for participating in this survey! Please answer *all* questions as accurately as possible; the survey should take less than 10 minutes. Your responses are confidential and anonymous, and your user name will not be connected in any way to your survey response. The system will maintain a list of all respondents, but only in order to award the three \$50 prizes. This survey is part of a year-long study being conducted by a student working group on student experiences at Harvard Law School. The data in this survey and others will be used to help improve students' HLS experiences. If you have any questions, please email aneufeld@law.harvard.edu.

I. Career

- a. What job will you most likely have in 10 years?
 - i. Large law firm (at least 50 lawyers)
 - ii. Small law firm (fewer than 50 lawyers)
 - iii. In-house/corporate counsel
 - iv. Nonprofit organization/legal services
 - v. Government
 - vi. Academics
 - vii. Non-legal
 - viii. Other

- b. Which of the following factors are most important to you in your career? Please choose three.
 - i. Intellectual stimulation
 - ii. Salary and compensation
 - iii. Control over my own work life
 - iv. Management of and control over others
 - v. Opportunity to further my ideological goals
 - vi. Prestige and recognition
 - vii. Opportunity to help others
 - viii. Job security
 - ix. Time for family and other non-professional activities
 - x. Opportunity to use my abilities to the utmost

II. Legal Education

- a. If you could make the decision again, how likely would you be to go to law school at all?
 - i. 1 (I would definitely not go to law school) ... 5 (I would definitely go to law school)

- b. If you could make the decision again, how likely would you be to choose HLS as opposed to your second-choice law school?
 - i. 1 (I would definitely not come to HLS) ... 5 (I would definitely come to HLS)

- c. Please evaluate your ability, in comparison with other members of your class, in the following areas:
 - i. Legal analysis and reasoning:
 1. Bottom 20%
 2. 21%-40%
 3. 41%-60%
 4. 61%-80%

- 5. Top 20%
- ii. Legal research:
- iii. Brief writing:
- iv. Persuading others:
- v. Recognizing and resolving ethical dilemmas:
- vi. Thinking well on your feet:
- vii. Building consensus and resolving disagreements among people with different viewpoints:
- viii. Quantitative problem solving, as in finance and economics:

III. Extracurricular Activities

- a. How probable is it that you will apply for:
 - i. Law Review?
 - 1. 1 (Definitely not) ... 4 (Undecided) ... 7 (Definitely)
 - ii. Legal Aid Bureau?
 - iii. BSA?
- b. If you were to apply, how probable do you think it is that you would be selected for:
 - i. Law Review?
 - 1. 1 (Definitely not) ... 7 (Definitely)
 - 2. Unsure
 - ii. Legal Aid Bureau?
 - iii. BSA?

IV. Classroom

- a. What grade do you think you deserved, based on your understanding of the material and your preparation for the exam, in each of your classes last semester? (For this question and next, please ignore the class you did not take last semester.)
 - i. Civil Procedure?
 - 1. A+ ... F
 - ii. Contracts?
 - iii. Criminal Law?
 - iv. Torts?
- b. Compared to what you think you deserved, how satisfied are you with the grade you received in each of your classes last semester?
 - i. Civil Procedure?
 - 1. 1 (Very disappointed) ... 5 (Very pleasantly surprised)
 - ii. Contracts?
 - iii. Criminal Law?
 - iv. Torts?
- c. On average, how much time per week do you spend preparing for each of your 1L courses this semester?
 - i. 0-2 hours per week
 - ii. 3-5 hours per week
 - iii. 6-8 hours per week
 - iv. 9-11 hours per week
 - v. 12 or more hours per week
- d. How does this compare to last semester?
 - i. 1 (Much less) ... 3 (Same) ... 5 (Much more)
- e. On average, how often do you expect to attend class for your 1L courses this semester?

- i. Attend every class
 - ii. Miss 1-2 classes total this semester
 - iii. Miss 3-5 classes total this semester
 - iv. Miss 6-10 classes total this semester
 - v. Miss 11 or more classes total this semester
- f. How does this compare to last semester?
 - i. 1 (Much less) ... 3 (Same) ... 5 (Much more)
- g. Taking everything into account, how satisfied are you with your overall experience in each of your classes this semester? (For this question and next, please ignore the class you are not taking this semester.)
 - i. In your elective?
 - 1. 1 (Very dissatisfied) ... 3 (Neutral) ... 5 (Very satisfied)
 - ii. In Property?
 - iii. In Torts?
 - iv. In Criminal Law?
 - v. In Contracts?
- h. In what percentile of your class do you think your spring grade will most likely fall?
 - i. In Property?
 - 1. Bottom 20%
 - 2. 21%-40%
 - 3. 41%-60%
 - 4. 61%-80%
 - 5. Top 20%
 - ii. In Torts?
 - iii. In Criminal Law?
 - iv. In Contracts?

V. Demographics

- a. What first-year section are you in?
 - i. 1, 2, 3, 4, 5, 6, 7
- b. What year did you finish college? ____
- c. What was your undergraduate major? (Check more than one if you double- or triple-majored.)
 - i. Social sciences (e.g., political science, international relations, sociology, anthropology, psychology)
 - ii. Humanities (e.g., languages, history, English, women's studies, ethnic studies, philosophy)
 - iii. Arts (e.g., visual arts, music)
 - iv. Economics and finance (e.g., business, economics)
 - v. Quantitative studies (e.g., math, statistics)
 - vi. Biological and physical sciences (e.g., chemistry, physics, biology, engineering)
 - vii. Other
- d. What is your gender?
 - i. Male
 - ii. Female
- e. Do you identify yourself as: (optional; check all that apply)

- i. African
- ii. African-American
- iii. American Indian or Alaska Native
- iv. Asian
- v. Asian-American
- vi. Latino/a
- vii. Native Hawaiian or Pacific Islander
- viii. White
- ix. Other

f. Are you:

- i. Single
- ii. In a committed relationship, local
- iii. In a committed relationship, long distance
- iv. Married or domestic partnership, local
- v. Married or domestic partnership, long-distance

g. Please select the highest educational level attained by any of your parents.

- i. Graduate or professional degree.
- ii. College degree.
- iii. High school degree.
- iv. Some high school.
- v. Less than high school

VI. This survey has tried to assess students' experiences at HLS. Please use the space below to provide any comments or details of your experiences that you feel have not been captured in the survey.

- i. _____

Appendix V

2L / 3L Student Experiences Survey, April 2003

Thanks for participating in this survey! Please answer *all* questions as accurately as possible; the survey should take about 5 minutes. Your responses are confidential and anonymous, and your user name will not be connected in any way to your survey response. The system will maintain a list of all survey respondents, but only in order to award six \$50 prizes. This survey is part of a year-long study being conducted by a student working group on student experiences at Harvard Law School. The data in this survey and others will be used to help improve students' HLS experiences. If you have any questions, please email aneufeld@law.harvard.edu.

[Throughout the survey, please note if a question is designated for 2L's only or 3L's, LLM's, SJD's only. All other questions should be answered by all students.]

VII. Extracurricular Activities

- a. Please check all activities on which you have spent a significant amount of time this year, i.e., on average more than about 4 hours per month.
 - i. Board of Student Advisors (BSA)
 - ii. Legal Aid Bureau
 - iii. Journals
 - iv. Law Review
 - v. HLS research assistant or teaching fellow
 - vi. Non-HLS research assistant or teaching fellow
 - vii. Student practice organizations or clinical extracurricular projects (e.g., TAP, human rights projects)
 - viii. Ames Competition (including fall semester)
 - ix. Student affinity groups (e.g., BLSA, Lambda, NALSA, WLA)
 - x. Lincoln's Inn Society
 - xi. Ideological or political groups (e.g., HLS Democrats, Federalist Society)
 - xii. Non-academic extracurriculars (e.g., intramural sports, drama, parody)
 - xiii. Other HLS extracurricular activities (e.g., E.Lab, student government)
 - xiv. Non-HLS extracurricular activities (e.g., community service, dance classes)
 - xv. Employment (non-academic)

VIII. Career

- a. What job will you most likely have in 10 years?
 - i. Large law firm (at least 50 lawyers)
 - ii. Small law firm (fewer than 50 lawyers)
 - iii. In-house/corporate counsel
 - iv. Nonprofit organization/legal services
 - v. Government
 - vi. Academics
 - vii. Non-legal
 - viii. Other
- b. What job will you have or do you plan to have after graduation or after clerking?
 - i. Large law firm (at least 50 lawyers)
 - ii. Small law firm (fewer than 50 lawyers)
 - iii. In-house/corporate counsel
 - iv. Nonprofit organization/legal services
 - v. Government
 - vi. Academics

- vii. Non-legal
- viii. Other
- ix. Unknown

c. Have you applied or do you plan to apply for a clerkship? At what level(s)? Please check all that apply.

- i. I do not plan to apply for a clerkship.
- ii. U.S. Supreme Court clerkship
- iii. Federal Court of Appeals clerkship
- iv. Federal District Court clerkship
- v. State supreme court (or highest court) clerkship
- vi. State intermediate appellate court clerkship
- vii. State trial court clerkship
- viii. Other

d. [3L's, LLM's, and SJD's only.] Will you be clerking after graduation? At what level(s)? (Check all that apply.)

- i. I will not clerk after graduation.
- ii. U.S. Supreme Court clerkship
- iii. Federal Court of Appeals clerkship
- iv. Federal District Court clerkship
- v. State supreme court (or highest court) clerkship
- vi. State intermediate appellate court clerkship
- vii. State trial court clerkship
- viii. Other
- ix. Not sure

e. [2L's only] What job will you have this summer? (Please check all that apply.)

- i. Large law firm (at least 50 lawyers)
- ii. Small law firm (fewer than 50 lawyers)
- iii. In-house/corporate counsel
- iv. Nonprofit organization/legal services
- v. Government
- vi. Academics
- vii. Non-legal
- viii. Other
- ix. No job
- x. Unknown

f. Of the summer jobs or post-graduation/ post-clerkship jobs you applied for, is the job you took your:

- i. Top choice
- ii. Among your top choices
- iii. Among your middle choices
- iv. Among your bottom choices
- v. N/A

g. Please list the faculty members, if any, that you have asked or plan to ask for a reference or letter of recommendation.

- i. _____

h. Which of the following factors are most important to you in your career? Please choose three.

- i. Intellectual stimulation
- ii. Salary and compensation
- iii. Control over my own work life

- iv. Management of and control over others
- v. Opportunity to further my ideological goals
- vi. Prestige and recognition
- vii. Opportunity to help others
- viii. Job security
- ix. Time for family and other non-professional activities
- x. Opportunity to use my abilities to the utmost

IX. Legal Education

- a. If you could make the decision again, how likely would you be to go to law school at all?
 - i. 1 (I would definitely not go to law school) ... 5 (I would definitely go to law school)
- b. If you could make the decision again, how likely would you be to choose HLS as opposed to your second-choice law school?
 - i. 1 (I would definitely not come to HLS) ... 5 (I would definitely come to HLS)
- c. Please evaluate your ability, in comparison with other members of your class, in the following areas:
 - i. Legal analysis and reasoning:
 - 1. Bottom 20%
 - 2. 21%-40%
 - 3. 41%-60%
 - 4. 61%-80%
 - 5. Top 20%
 - ii. Legal research:
 - iii. Brief writing:
 - iv. Persuading others:
 - v. Recognizing and resolving ethical dilemmas:
 - vi. Thinking well on your feet:
 - vii. Building consensus and resolving disagreements among people with different viewpoints:
 - viii. Quantitative problem solving, as in finance and economics:
 - ix. Oral argument:
- d. Did you apply to or compete for:
 - i. Board of Student Advisors (BSA)
 - ii. Legal Aid Bureau
 - iii. Law Review
 - iv. HLS-administered writing prize (e.g., Olin Prize)
 - v. Other HLS academic competitions
 - vi. Other non-HLS academic competitions

X. Classroom

- a. Please check all course groupings in which you have taken multiple courses or plan to take multiple courses.
 - i. Corporate and Commercial Law
 - ii. International, Comparative, Human Rights and Foreign Law
 - iii. Constitutional Law and Jurisprudence
 - iv. Criminal Law and Procedure
 - v. Legal Profession/Legal Ethics/Professional Responsibility
 - vi. Legal History and Jurisprudence
 - vii. Intellectual Property and Cyberlaw/ Technology

- viii. Government Lawyering (e.g., Local Government Law, Administrative and Regulatory Law)
 - ix. Other domestic subspecialty (e.g., health, family, education, employment, civil rights, or environmental law)
- b. Have you taken a:
- i. Clinical class?
 - ii. Negotiation, Mediation, or ADR class?
- c. Have you cross-registered or do you plan to cross-register for classes outside HLS? If so, how many?
- i. I have not cross-registered and do not plan to cross-register for any courses.
 - ii. I have cross-registered or plan to cross-register for 1-2 courses.
 - iii. I have cross-registered or plan to cross-register for 3-4 courses.
 - iv. I have cross-registered or plan to cross-register for 5 or more courses.
- d. On average, how much time per week do you spend preparing for each of your courses this semester?
- i. 0-2 hours per week
 - ii. 3-5
 - iii. 6-8
 - iv. 9-11
 - v. 12 and above
- e. How does this compare to your first semester, 1L year?
- i. 1 (Much less) ... 4 (Same) ... 7 (Much more)
- f. On average, in what percentile of your classes do you think your grades this semester will most likely fall? (Only include HLS classroom courses.)
- i. Top 20%... Bottom 20%
- g. What was the highest grade you received for your 1L first semester courses?
- i. A+...F
- h. What was the lowest grade you received for your 1L first semester courses?
- i. A+...F

XI. Demographics

- a. What is your academic status? (Please check all that apply.)
- i. 2L
 - ii. 3L
 - iii. LLM
 - iv. SJD
 - v. Visiting scholar/researcher
 - vi. Joint degree candidate
- b. What year did you finish college? ____
- c. What was your undergraduate major? (Check more than one if you double- or triple-majored.)
- i. Social sciences (e.g., political science, international relations, sociology, anthropology, psychology)
 - ii. Humanities (e.g., languages, history, English, women's studies, ethnic studies, philosophy)

- iii. Arts (e.g., visual arts, music)
 - iv. Economics and finance (e.g., business, economics)
 - v. Quantitative studies (e.g., math, statistics)
 - vi. Biological and physical sciences (e.g., chemistry, physics, biology, engineering)
 - vii. Other
- d. What is your gender?
- i. Male
 - ii. Female
- e. Do you identify yourself as: (optional; check all that apply)
- i. African
 - ii. African-American
 - iii. American Indian or Alaska Native
 - iv. Asian
 - v. Asian-American
 - vi. Latino/a
 - vii. Native Hawaiian or Pacific Islander
 - viii. White
 - ix. Other
- f. Are you:
- i. Single
 - ii. In a committed relationship, local
 - iii. In a committed relationship, long distance
 - iv. Married or domestic partnership, local
 - v. Married or domestic partnership, long-distance
- g. What first-year section were you in?
- i. 1...7
- h. Please select the highest educational level attained by any of your parents.
- i. Graduate or professional degree.
 - ii. College degree.
 - iii. High school degree.
 - iv. Some high school.
 - v. Less than high school
- XII. This survey has tried to assess students' experiences at HLS. Please use the space below to provide any comments or details of your experiences that you feel have not been captured in the survey.
- i. _____

Appendix VI

1L Student Experiences Survey, December 2002

Thank you very much for participating in this survey! Please answer as accurately as possible; the survey should take less than 10 minutes. Your responses are confidential and anonymous, and your user name will not be connected in any way to your survey response. The system will maintain a list of all respondents, but only in order to award the three \$50 prizes. This survey is part of a year-long study being conducted by a student working group on student experiences at Harvard Law School. The data in this survey will be used to help improve students' HLS experiences.

XIII. Career

- a. What job will you most likely have in 10 years?
 - i. Large law firm (more than 50 lawyers)
 - ii. Small law firm (fewer than 50 lawyers)
 - iii. In-house/corporate counsel
 - iv. Nonprofit organization/legal services
 - v. Government
 - vi. Academics
 - vii. Non-legal
 - viii. Other

- b. Of the following factors, which is the most important consideration in your career plans?
 - i. Advancing a cause you believe in
 - ii. High salary
 - iii. Work/life balance

XIV. Classroom

- a. In what percentile of your class do you think your grade will most likely fall? (For this question and the rest of the survey, please ignore the class you are not taking this semester.)
 - i. Civil Procedure?
 1. Bottom 20%
 2. 21%-40%
 3. 41%-60%
 4. 61%-80%
 5. Top 20%
 - ii. Contracts?
 - iii. Criminal Law?
 - iv. Torts?

- b. Taking everything into account, how satisfied are you with your overall experience in each of your classes?
 - i. Civil Procedure?
 1. 1 (Very dissatisfied) ... 3 (Neutral) ... 5 (Very satisfied)
 - ii. Contracts?
 - iii. Criminal Law?
 - iv. Torts?

XV. Faculty Interaction

- a. Approximately how many times this semester have you interacted with each of your professors outside of class? (Please exclude interactions regarding purely administrative

issues. Include things such as emails, talking before and after class, office hours, and student-initiated lunches. Note that there are sixteen weeks of classes per semester.)

- i. Civil Procedure?
 1. 0...16, 17-32, 33-64 interactions this semester
- ii. Contracts?
- iii. Criminal Law?
- iv. Torts?

XVI. Extracurricular Activities

- a. Please estimate the number of hours you spend per month on each of the following activities. (Please include time spent at social activities sponsored by the group or organization you are a member of.)
 - i. on journals?
 1. 0...20, 21-40, 41-60, 61-80, 81-100 hours per month
 - ii. on student practice organizations (e.g., TAP, Defenders, PLAP) or clinical projects?
 - iii. on student affinity groups (e.g., BLSA, Lambda, NALSA)?
 - iv. on other law-school extracurricular activities?
- b. How probable is it that you will seek a higher-up position or a position in any of your law-school-related activities in the future?
 - i. 1 (Definitely not) ... 4 (Undecided) ... 7 (Definitely)
- c. How probable is it that you will apply for Law Review?
 - i. 1 (Definitely not) ... 4 (Undecided) ... 7 (Definitely)

XVII. Social Life

- a. Approximately how many close friends do you have? (A close friend is someone who you made social plans with or contacted socially within the last two weeks. Please do not include a significant other.)
 - i. ... within your 1L section?
 1. 0...20, 21-30, 31-40, 41-50, 51-60 close friends
 - ii. ... who are 1Ls but not in your section?
 - iii. ... who are 2Ls, 3Ls, or LLMS at HLS?
 - iv. ... who are not at HLS (whether local or not)?
- b. How many times this semester have you participated in a study group? (Note that there are 16 weeks of classes per semester.)
 - i. 0...16, 17-32, 33-64 study groups this semester
- c. Please estimate how many times per month you go to HLS-related social events (e.g., Bar Reviews, ice cream socials):
 - i. 0...16, 17-32, 33-64 times per month
- d. To what extent do you agree with the following statement: "I feel that I have to change myself to fit in at HLS."
 1. 1 (Definitely disagree) ... 4 (Neutral) ... 7 (Definitely agree)

XVIII. Demographics

- a. What first-year section are you in?
 - i. 1, 2, 3, 4, 5, 6, 7.
- b. What year did you finish college? ____

- c. What is your gender?
 - i. Male
 - ii. Female

 - d. Do you identify yourself as a: (check all that apply)
 - i. African-American or African
 - ii. American Indian or Alaska Native
 - iii. Asian-American or Asian
 - iv. Latino/a
 - v. Native Hawaiian or Pacific Islander
 - vi. White
 - vii. Other

 - e. What are your personal relationships and commitments?
 - i. Single.
 - ii. Committed relationship, local.
 - iii. Committed relationship, long distance.
 - iv. Married or domestic partnership, local.
 - v. Married or domestic partnership, long-distance.

 - f. Please select the highest educational level attained by any of your parents.
 - i. Graduate or professional degree.
 - ii. College degree.
 - iii. High school degree.
 - iv. Some high school.
 - v. Less than high school
- XIX. This survey has tried to assess students' experiences at HLS. Please use the space below to provide any comments or details of your experiences that you feel have not been captured in the survey.
- i. _____

Appendix VII

Student Surveys, Summary of Sample Demographics

	April 2003		December 2002
	2L/3L	1L	1L
No. of respondents	411	278	289
Female	53%	52%	45%
Students of color	25%	29%	32%
Left race blank	4%	6%	4%
In committed relationship/marriage – local	34%	28%	26%
In committed relationship/marriage – long-distance	21%	23%	29%
Parent with graduate degree	73%	73%	71%
Parent with a college degree, but not a graduate degree	19%	19%	19%
Social sciences undergraduate major	49%	46%	N/A
Humanities undergraduate major	40%	36%	N/A
Finance/economics undergraduate major	19%	21%	N/A
Biological sciences undergraduate major	10%	12%	N/A

Summary of demographics of respondents for the student surveys conducted in April 2003 and December 2002.

Appendix VIII

1L Course Grades, Sample Summary

	No. of Observations
Course Grades	8,248
<i>Student Gender</i>	
Female	3,574
<i>Course Subject</i>	
Civil Procedure	1,657
Contracts	1,658
Criminal Law	1,616
Property	1,658
Torts	1,659
<i>Professor Gender</i>	
Female Professor	1,979
<i>Exam Type</i>	
In-class, open book	2,442
In-class, restricted materials	742
One-day, open book	2,037
One-day, restricted materials	2,173
Other	437

Summary of sample of 1L course grades received from the Registrar's Office. The sample is restricted to course grades to which the Registrar's Office assigns values for GPA purposes. That is, we excluded grades of WD (withdraw) (n=20), P (pass) (n=3), CR (credit) (n=4), and INC (incomplete) (n=1).

Appendix IX

Focus Group Informed Consent

Please read this consent agreement carefully before agreeing to participate in this study.

Purpose of the study:

To gain insight into students' experiences at HLS.

What you will do in this study:

You will participate in a discussion of various issues and areas of student experiences at HLS.

Time required:

The focus group will take approximately 90 minutes to complete.

Risks:

There are no anticipated risks associated with participating in this study.

Benefits:

The information gathered in the focus groups will be used to begin a discussion of student experiences at HLS and if, and how, HLS can improve students' experiences here. If you wish, you can send an email message to Adam Neufeld (aneufeld@law.harvard.edu) to request a copy of any reports or writings based on the research.

Confidentiality:

Your participation in this experiment will remain confidential, and your identity will never be reported. Your comments will only be associated with general identifiers (e.g., class year, gender). Participants may discuss the issues raised in this group with others, as long as they maintain the confidentiality of the individual participants. Any tape-recording of the discussion will be confidential and destroyed at the end of the study.

Participation and withdrawal:

Your participation in this experiment is completely voluntary, and you may withdraw from the focus group at any time without penalty. You may withdraw by informing the facilitator that you no longer wish to participate (no questions will be asked).

Contact:

If you have questions about this focus group, please contact Adam Neufeld, ***.

Who to contact about your rights in this experiment:

Jane Calhoun, Harvard Committee on the Use of Human Subjects in Research, Science Center 400E, Cambridge, MA 02138. Phone: 617-495-5459. E-mail: jcalhoun@fas.harvard.edu

Agreement:

The purpose and nature of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Signature: _____ Date: _____

Name (print): _____

Appendix X

Participation Monitoring of All Courses, Sample Summary

	Median	Minimum	Maximum
No. of students attending	66.1	23.9	117.4
% of attending students who are women	45%	28%	65%
No. of comments	36.8	12.7	99.7
% of comments by women	37%	22%	55%
No. of volunteered comments	18.7	4.8	36.2
% of volunteered comments by women	32%	11%	54%
No. of exchanges	21.2	8.3	41.3
% of exchanges by women	36%	22%	66%
No. of volunteered exchanges	15	4.7	27.9
% of volunteered exchanges by women	33%	14%	54%
No. of students participating	14.6	6.7	29.9
% of students participating who are women	37%	21%	56%
No. of students participating voluntarily	10.5	3.8	20.1
% of students participating voluntarily who are women	35%	13%	55%
No. of dominating participants	1.2	0	6.3
% of dominating participants who are women	23%	---	100%
No. of volunteering dominating participants	0.5	0	2.5
% of volunteering dominating participants who are women	5%	---	100%

Summary of the median, minimum and maximum values for various measures for courses in the sample (n=32). Some numbers are not round because all course values reflect the average of all class meetings for each course.

Appendix XI

Participation Monitoring of First-Year Courses, Course Summary

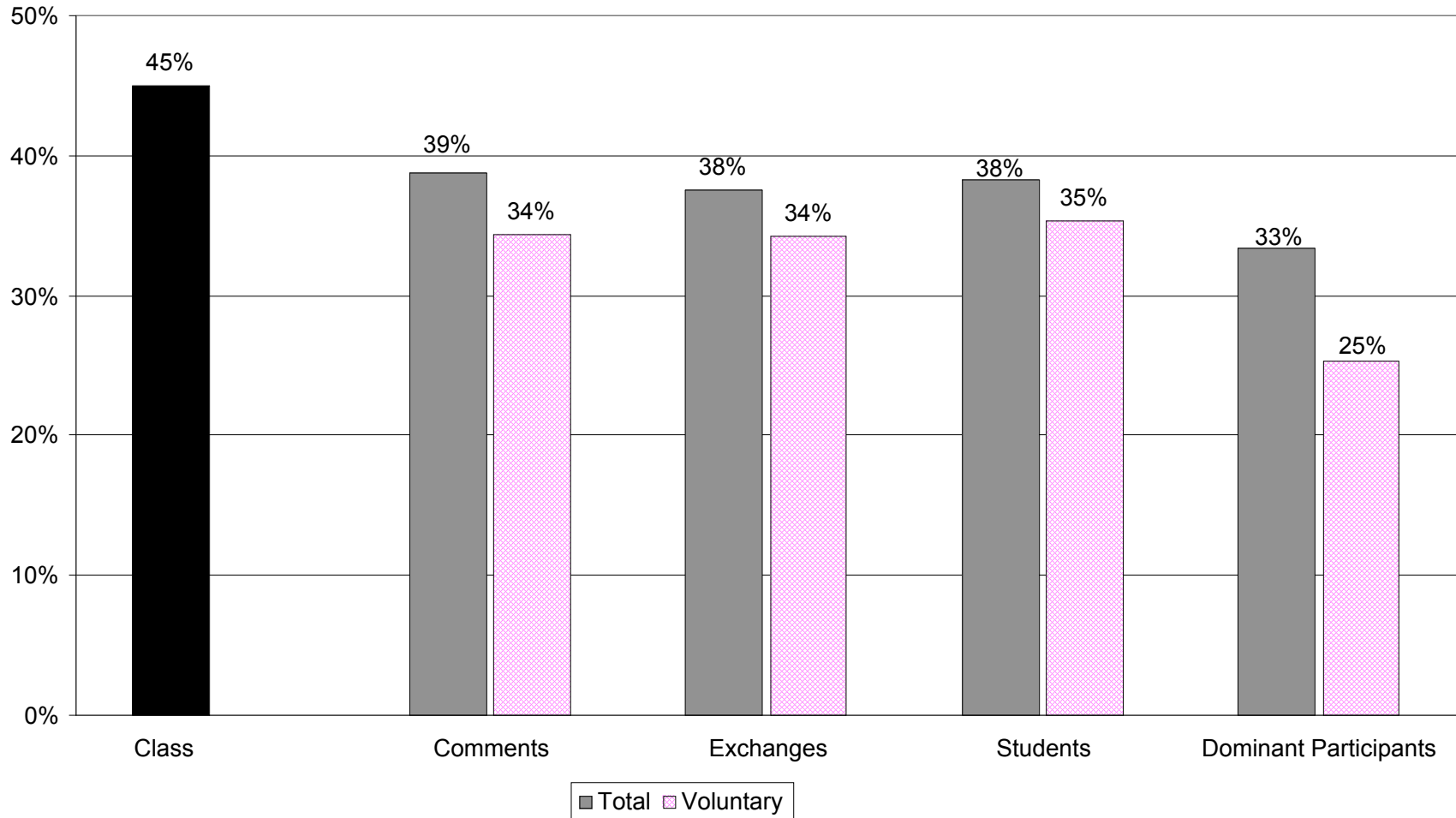
	Overall Mean	Median	Minimum	Maximum
No. of enrolled students	79.3	79	77	82
% of enrolled students who are women	45%	44%	42%	48%
No. of attending students	66.9	67.7	61.5	74.9
% of attending students who are women	45%	45%	40%	49%
No. of comments	51.8	47.6	34.3	102.7
% of comments by women	37%	35%	22%	54%
No. of volunteered comments	24.5	23.8	13.3	37.7
% of volunteered comments by women	32%	33%	19%	47%
No. of exchanges	27.6	25.4	17.4	41.8
% of exchanges by women	35%	35%	23%	46%
No. of volunteered exchanges	20	19.5	9.8	29.3
% of volunteered exchanges by women	32%	33%	21%	46%
No. of students participating	8.9	9	6.1	12.2
% of students participating who are women	43%	42%	35%	49%
No. of students participating voluntarily	6.6	6.8	3.7	9.4
% of students participating voluntarily who are women	38%	38%	29%	45%
No. of dominating participants	0.6	0.5	0	1.5
% of dominating participants who are women	27%	29%	---	100%
No. of volunteering dominating participants	0.4	0.3	0	1.3
% of volunteering dominating participants who are women	16%	0%	---	100%

% of enrolled students who spoke at least once during 4-7-class monitoring period of a 1L course	65%	65%	47%	92%
% of enrolled students who spoke voluntarily at least once during monitoring period of a 1L course	48%	50%	28%	65%
% of enrolled students who spoke at least once during monitoring period in either 1L course	85%	85%	76%	94%
% of enrolled students who spoke voluntarily at least once during monitoring period in either 1L course	65%	66%	55%	73%

Summary of the median, minimum and maximum for various measures for courses in the 1L monitoring sample, as well as the overall means for the sample. Some numbers are not round because all course values reflect the average of all class meetings for each course.

Appendix XII

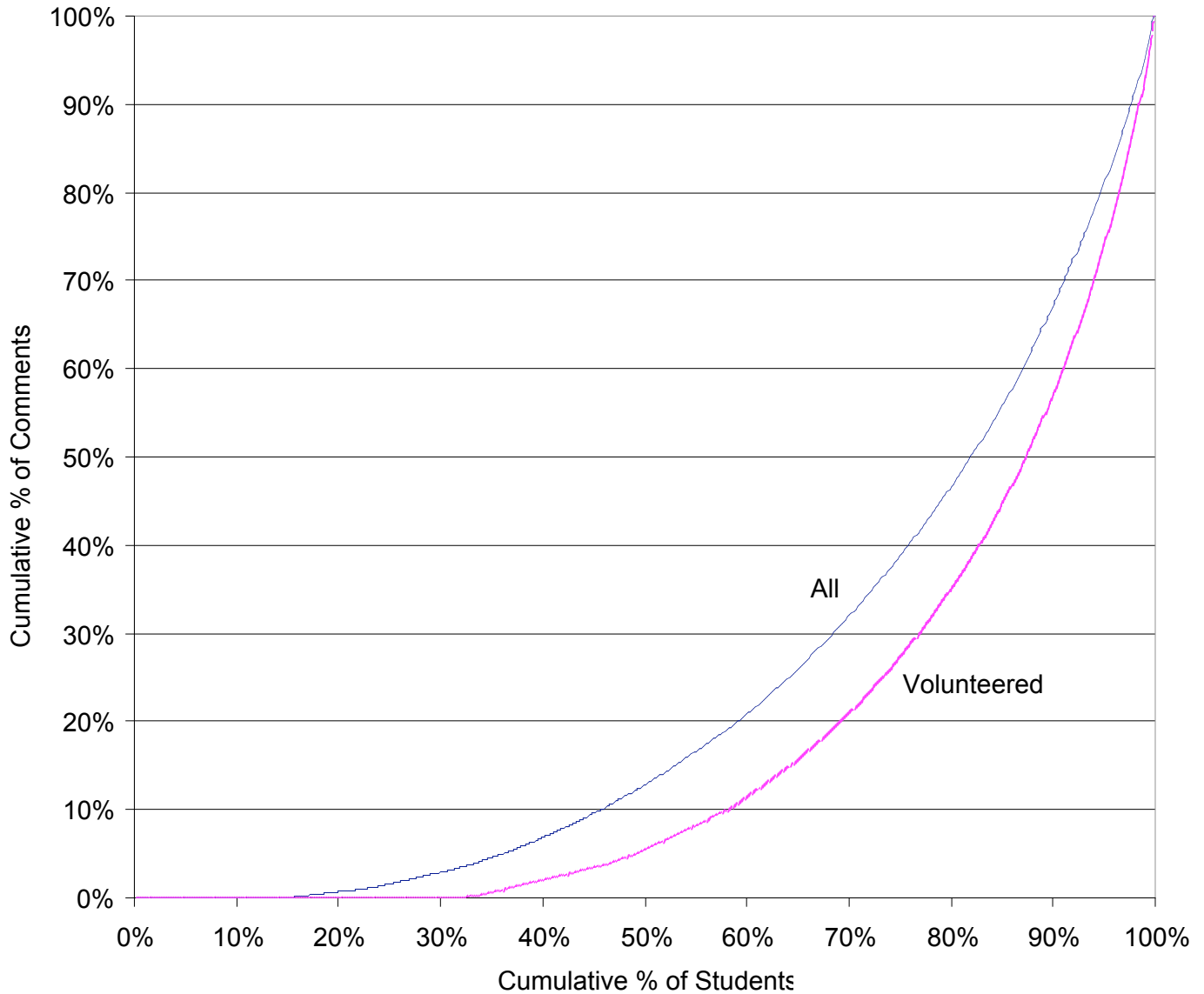
Classroom Participation of Female Students



The first column is the percentage of women in attendance in the classes we monitored. The next column represents the percentage of all comments that were made by women. The following column represents the percentage of all volunteered comments that were made by women. The subsequent columns represent the analogous percentages for exchanges (that is, ignoring whether there was immediate follow-up to the comment), students who participated at least once during the class meeting (that is, ignoring how many times a student spoke) and students who spoke at least three times during the class meeting (“dominant participants”).

Appendix XIII

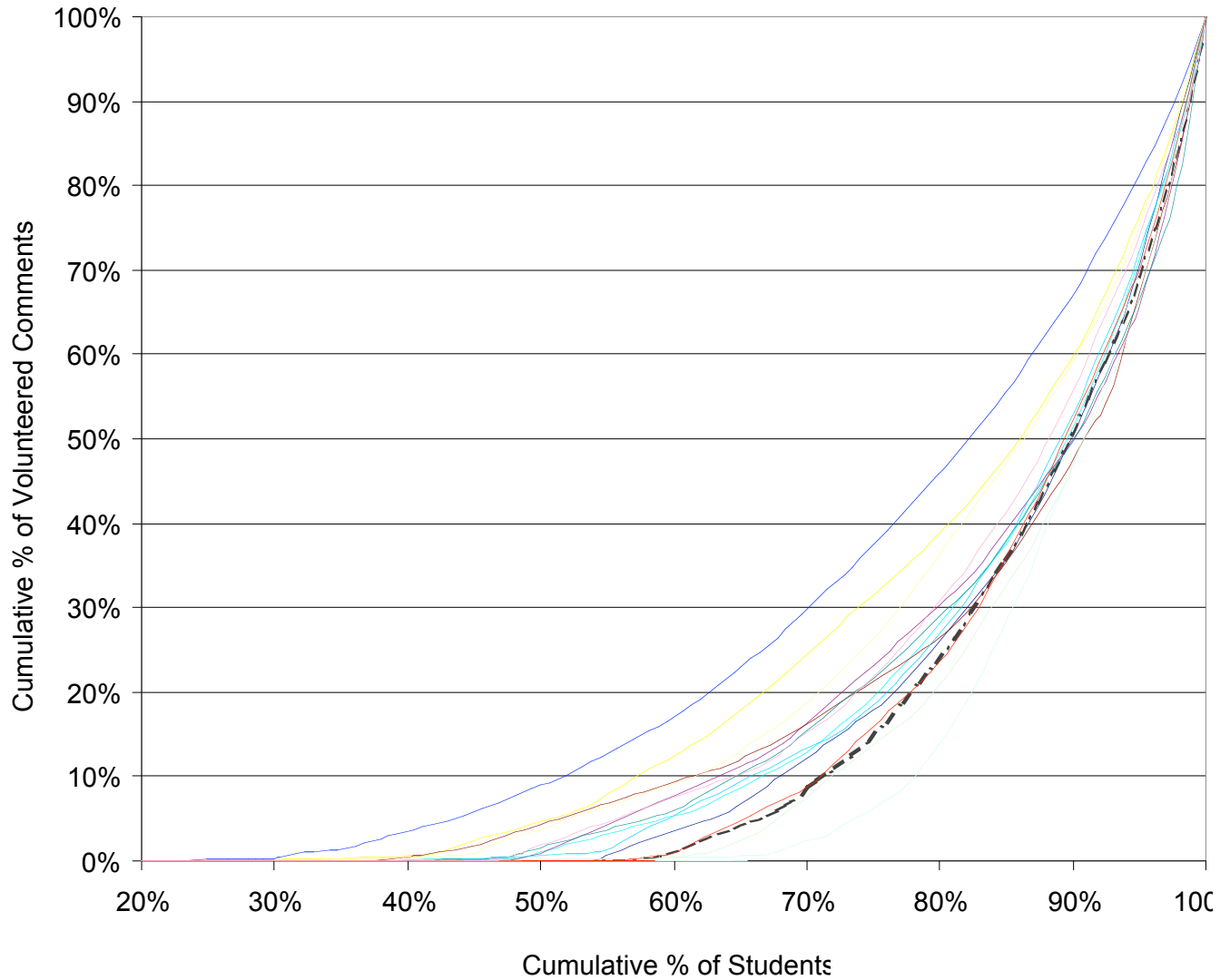
Cumulative Distribution of Participation in First-Year Courses



This graph shows the cumulative distribution for participation in our 1L course monitoring sample. The x-axis is the percentage of all students, ranked according to participation. The y-axis is the cumulative percentage of all comments (top line) and all student-volunteered comments (bottom) made by these students. For instance, the graph point (90%, 67%) on the top line means that the top 10% of overall participators were responsible for 33% of all comments.

Appendix XIV

Cumulative Distribution of Voluntary Participation, By Course



This graph shows the cumulative distribution for voluntary participation for each of the 14 1L courses over the monitoring period. The x-axis is the percentage of all students in the course, ranked according to voluntary participation. The y-axis is the cumulative percentage of all student-volunteered comments made by these students.

Appendix XV

Cumulative Distribution of Voluntary Participation in 1L Courses, By Decile

Decile	Cumulative % of Volunteered Comments	% Female
1-3	0%	---
4	2%	50%
5	3%	58%
6	6%	45%
7	10%	36%
8	14%	37%
9	22%	47%
10	43%	20%

This table shows the distribution for voluntary participation in 1L courses overall. Students are grouped into deciles. The second column is the percentage of all volunteered comments made by students in the particular decile. For instance, the top decile of participators accounted for 43% of all volunteered comments. The gender composition of students in each decile is listed in the third column. For instance, the top decile contributed 43% of all volunteered comments, and only 20% of the students in this decile were women.

Appendix XVI

Academic Journals (1997-2003)

	No. of Students on Masthead	% Women on Masthead	% Women in Leadership
BlackLetter Law Journal	84	69%	64%
Civil Rights-Civil Liberties Journal	203	54%	64%
Environmental Law Review	118	48%	29%
Harvard Law Review	598	36%	43%
Human Rights Journal	131	60%	64%
International Law Journal	277	43%	43%
Latino Law Review ^a	45	60%	90%
Journal of Law and Public Policy ^b	263	27%	17%
Journal of Law and Technology	110	43%	43%
Journal on Legislation	151	46%	43%
Negotiation Law Review	396	49%	79%
Women's Law Journal	276	98%	100%
Total	2,652	49%	56%
Total, Excluding Women's Law Journal	2,376	44%	52%
Total, Excluding Harvard Law Review	2,054	53%	57%

The percentage of women on each Harvard Law School journal's masthead and leadership (e.g., President or Editor-in-Chief) from 1997 to 2003 academic years. The last two rows are the total of all journals excluding the Women's Law Journal and Harvard Law Review, respectively.

^a The journal did not publish during the 1998-99 and 2001-02 academic years.

^b Excludes information on 2003-04 because the journal had not yet published an issue for that academic year.

Appendix XVII

Application to Law Review, Regression Analyses

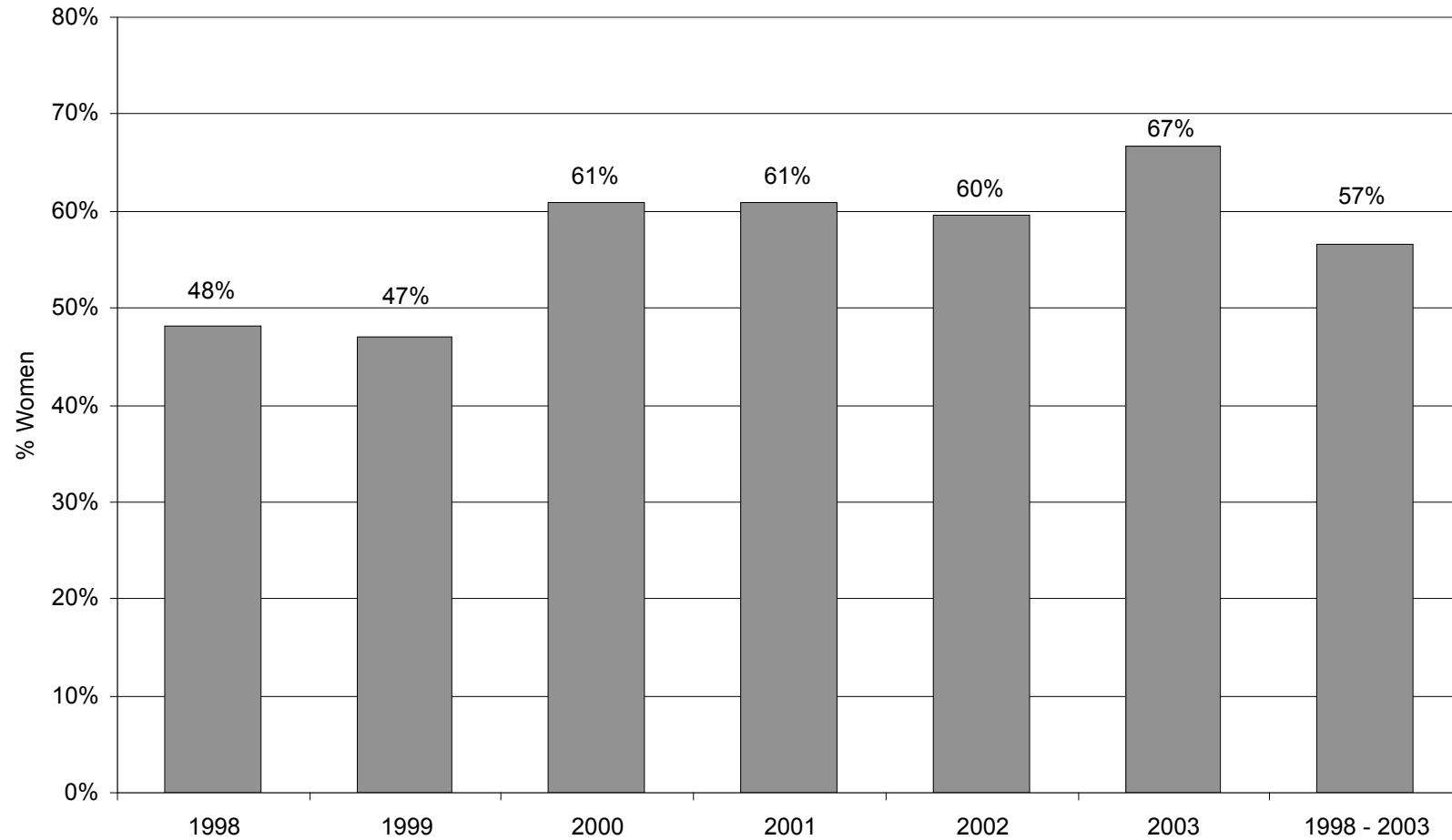
	Applied for Law Review	Applied for Law Review – Students with large 1L grade diff.
Female	0.668 (0.352)	1.339* (0.579)
Nonwhite	-0.061 (0.084)	-0.225 (0.126)
Left Race blank	0.180 (0.149)	-0.258 (0.278)
Female*Nonwhite	0.067 (0.111)	0.194 (0.178)
Female*Race blank	0.126 (0.262)	0.366 (0.372)
Joint degree	-0.208 (0.154)	0.018 (0.214)
Years since college	0.005 (0.013)	0.013 (0.021)
Married/committed relationship – local	0.039 (0.077)	0.065 (0.112)
Married/committed relationship – long-distance	-0.155 (0.091)	-0.227 (0.161)
Female*Married/committed relationship – local	-0.088 (0.106)	-0.316 (0.164)
Female*Married/committed relationship – long-distance	0.057 (0.122)	0.095 (0.224)
Highest educ. level for parent of high school degree or less	0.012 (0.082)	-0.002 (0.175)
Highest educ. level for parent of college degree	0.047 (0.060)	0.156 (0.091)
Average grades first semester 1L year	0.111* (0.047)	0.167* (0.074)
Female*Average grades first semester 1L year	-0.141* (0.065)	-0.263* (0.108)
Undergraduate major in social sciences	-0.017 (0.053)	0.020 (0.082)
Undergraduate major in humanities	-0.004 (0.054)	0.087 (0.085)
Undergraduate major in finances/economics or statistics/quantitative studies	0.014 (0.061)	0.081 (0.092)
Applied or expect to apply for clerkships	0.319*** (0.048)	0.400*** (0.083)
Constant	-0.418	-0.816
Adjusted R-squared	0.155	0.277
Number of observations	338	132

* = $p < .05$; ** = $p < .01$; *** = $p < .001$

Coefficients and standard errors for regression analyses on 2L/3L survey sample. The sample is limited to students who are not on Law Review. Dependent variable is whether student applied for Law Review. The third column is limited to 2L/3Ls whose highest and lowest first-semester 1L grade were two or more grades different (e.g., B and A-).

Appendix XVIII

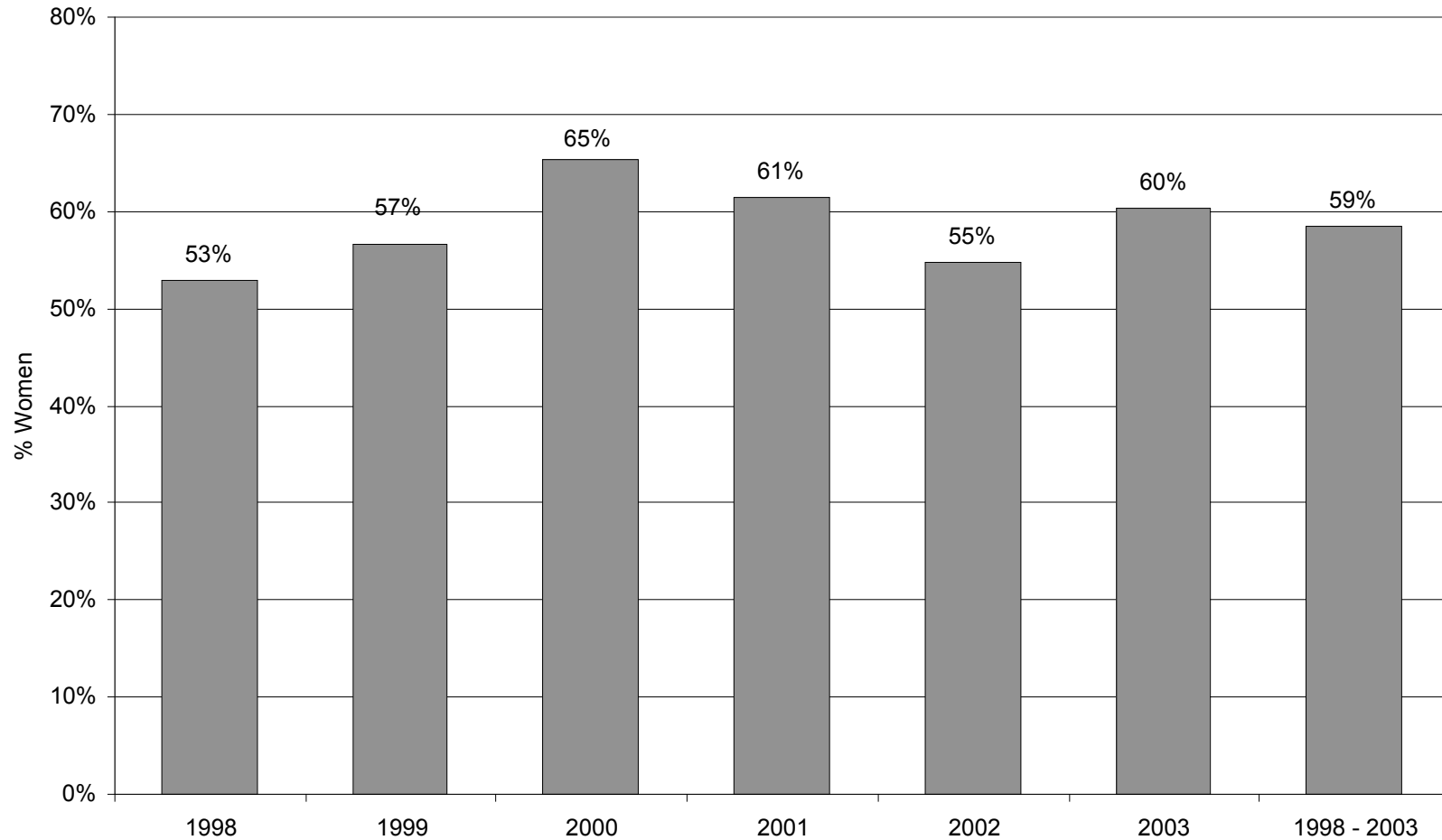
Legal Aid Bureau (1998-2003)



Gender composition of Legal Aid Bureau from 1998 to 2003. The y-axis is the percentage of Legal Aid Bureau members that were female during the particular year. The last column is the percentage of members over the entire 1998-2003 range (n=286).

Appendix XIX

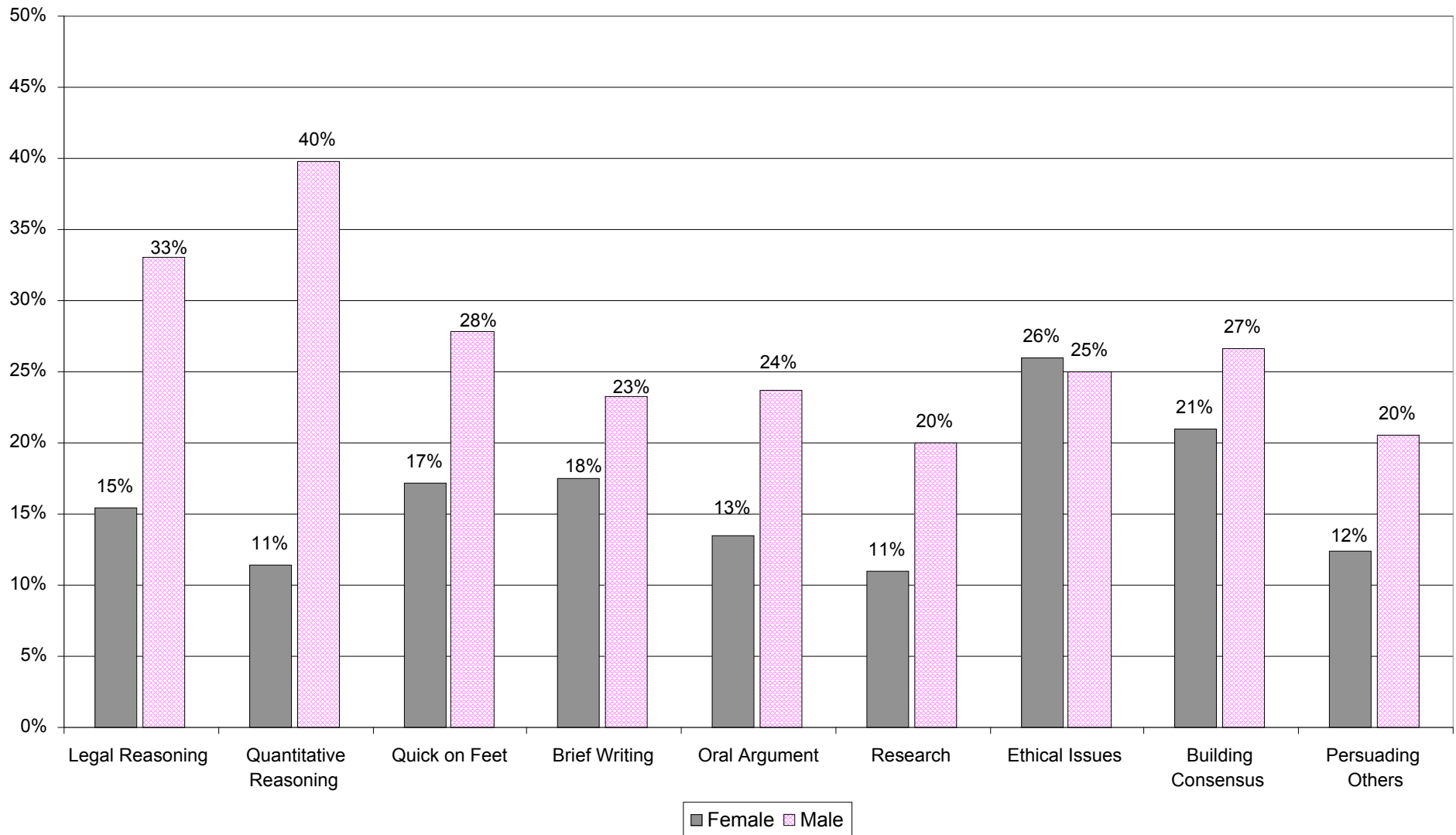
Board of Student Advisors (1998-2003)



Gender composition of Board of Student Advisors (BSA) from 1998 to 2003. The y-axis is the percentage of BSA members that were female during the particular year. The last column is the percentage of members over the entire 1998-2003 range (n=335).

Appendix XX

Self-Assessment of Skills



Percentage of male and female respondents who ranked themselves in the top quintile of their class in particular skills thought to be relevant to legal practice. Results represent all class years combined, except for oral argument, which was asked only of 2L/3L respondents.

Appendix XXI

Self-Assessment of Skills, Regression Analyses

	Legal Analysis	Quantitative Reasoning
Female	-0.501** (0.151)	-0.570** (0.204)
Nonwhite	-0.030 (0.164)	-0.097 (0.221)
Race left blank	0.065 (0.296)	0.191 (0.400)
Female*Nonwhite	0.403 (0.211)	0.212 (0.286)
Female*Race blank	0.289 (0.471)	-0.782 (0.636)
3L	0.073 (0.088)	0.147 (0.119)
Joint degree student	0.236 (0.267)	1.276*** (0.360)
Years since college	-0.008 (0.025)	0.025 (0.033)
Married/committed relationship – local	-0.034 (0.143)	-0.008 (0.193)
Married/committed relationship – long-distance	-0.290 (0.179)	-0.441 (0.242)
Female*Married/committed relationship – local	0.063 (0.200)	-0.103 (0.270)
Female*Married/committed relationship – long-distance	0.288 (0.234)	-0.060 (0.317)
Highest educ. level for parent of high school degree or less	-0.141 (0.152)	-0.088 (0.205)
Highest educ. level for parent of college degree	-0.063 (0.115)	0.177 (0.155)
Major in humanities	-0.192 (0.105)	-0.931*** (0.141)
Major in financial or quantitative studies	0.077 (0.117)	1.045*** (0.158)
Major in social studies	-0.099 (0.102)	-0.566*** (0.138)
Avg. 1L grade	0.441*** (0.058)	0.139 (0.079)
Constant	1.779***	3.103***
Adjusted R-squared	0.186	0.359
Number of observations	404	404

* = p<.05; ** = p<.01; *** = p<.001

Coefficients and standard errors for regression analyses on 2L/3L Spring Survey. Both dependent variables are ordinal scale and represent the quintile of the class in which the respondent ranked himself or herself for the particular skill.

Appendix XXII

Mental Health Care Utilization

	No. of Patients	No. of Visits	Visits/Patient
<i>2001</i>			
Men	87	490	5.63
Women	161	907	5.63
<i>2002</i>			
Men	100	569	5.69
Women	177	926	5.23
<i>Total</i>			
Men	187	1059	5.66
Women	338	1833	5.42

Total visits of law students to Mental Health Services, both at Law School Health Services (Pound Hall) and Holyoke Center, during 2001 and 2002 calendar years. Visits include therapy, medication, individual, group and couple visits. Data provided by Dr. Richard Kadison, director of Mental Health Services at Harvard University Health Services.

Appendix XXIII

Likelihood of Choosing HLS and Law School Again, Regression Analyses

	Likelihood of Choosing HLS Again	Likelihood of Choosing Law School Again
Female	0.068 (0.348)	-0.098 (0.304)
Nonwhite	0.163 (0.141)	-0.066 (0.123)
Left race blank	-0.173 (0.275)	0.015 (0.241)
Female*Nonwhite	-0.414* (0.184)	0.103 (0.161)
Female*Race blank	-0.078 (0.387)	0.281 (0.339)
2L	0.073 (0.092)	-0.046 (0.081)
3L	0.001 (0.099)	-0.091 (0.086)
Joint degree	0.036 (0.306)	-0.036 (0.268)
Years since college	0.012 (0.019)	-0.014 (0.017)
Married/committed relationship – local	-0.125 (0.131)	0.143 (0.114)
Married/committed relationship – long-distance	-0.133 (0.150)	0.221 (0.131)
Female*Married/committed relationship – local	0.120 (0.181)	-0.127 (0.158)
Female*Married/committed relationship – long-distance	-0.288 (0.203)	-0.009 (0.178)
Highest educ. level for parent of high school degree or less	-0.059 (0.141)	0.104 (0.123)
Highest educ. level for parent of college degree	-0.085 (0.101)	0.155 (0.088)
Legal reasoning skills	-0.102 (0.072)	0.098 (0.063)
Female*Legal reasoning skills	-0.035 (0.086)	0.079 (0.075)
Avg. expected grades for current courses (quintiles)	0.136* (0.063)	0.119* (0.055)
Likelihood of choosing to attend law school again	0.446*** (0.041)	
Likelihood of choosing to attend HLS again		0.341*** (0.031)
Constant	2.317*** (0.319)	1.834*** (0.281)
Adjusted R-squared	0.171	0.187
Number of observations	679	679

* = p<.05; ** = p<.01; *** = p<.001

Coefficients and standard errors for regression analyses based on 1L and 2L/3L Spring Surveys. Both dependent variables are ordinal scale (1-5). Average expected grade variable differs slightly for 1Ls, where it only reflects their current 1L courses, rather than all courses.

Appendix XXIV

Likelihood of Choosing HLS and Law School Again, 1L Survey, Regression Analyses

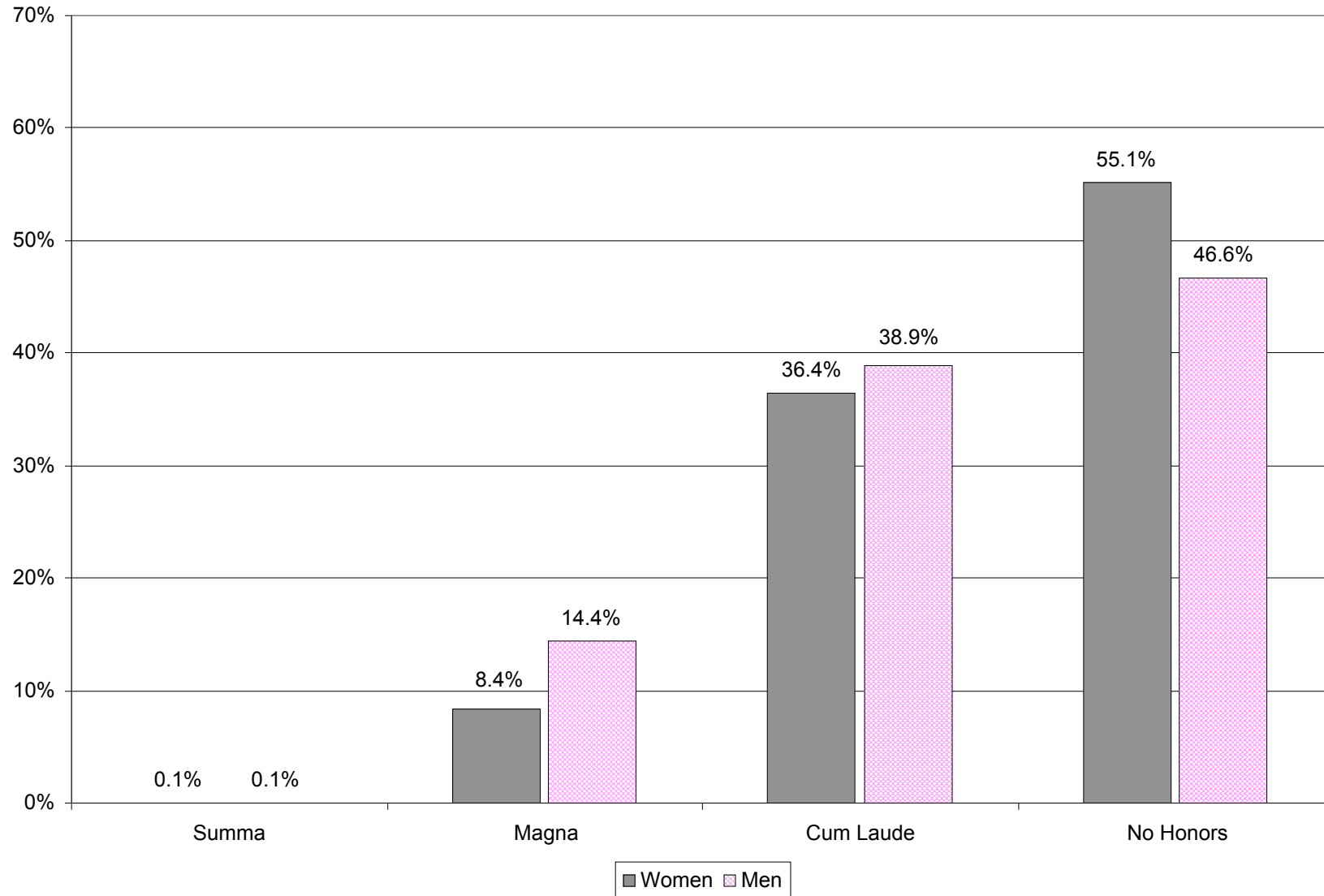
	Likelihood of Choosing HLS Again	Likelihood of Choosing Law School Again
Female	0.240 (0.196)	-0.102 (0.170)
Nonwhite	0.095 (0.195)	-0.266 (0.168)
Female*Nonwhite	-0.492 (0.259)	0.493* (0.224)
Years since college	0.012 (0.025)	-0.011 (0.022)
Married/committed relationship – local	-0.178 (0.211)	-0.166 (0.183)
Married/committed relationship – long- distance	0.024 (0.213)	0.004 (0.184)
Female*Married/committed relationship – local	-0.346 (0.285)	0.302 (0.247)
Female*Married/committed relationship – long-distance	-0.760* (0.300)	0.223 (0.263)
Highest educ. level for parent of high school degree or less	-0.005 (0.228)	-0.152 (0.197)
Highest educ. level for parent of college degree	-0.203 (0.154)	0.213 (0.133)
Avg. expected grades for current 1L courses (quintiles)	0.058 (0.081)	0.120 (0.069)
Avg. satisfaction with current courses	0.215* (0.095)	0.236** (0.082)
Likelihood of choosing to attend law school again	0.357*** (0.068)	
Likelihood of choosing to attend HLS again		0.268*** (0.051)
Constant	1.853***	1.876***
Adjusted R-squared	0.166	0.140
Number of observations	273	273

* p<.05; ** = p<.01; *** = p<.001

Coefficients and standard errors for regression analyses based on 1L Spring survey sample. Both dependent variables are ordinal scale (1-5).

Appendix XXV

Commencement Latin Honors (1997-2003)



Commencement Latin honors aggregated from 1997 to 2003. The y-axis reflects the percentage of students of that gender who were in the particular honors category.

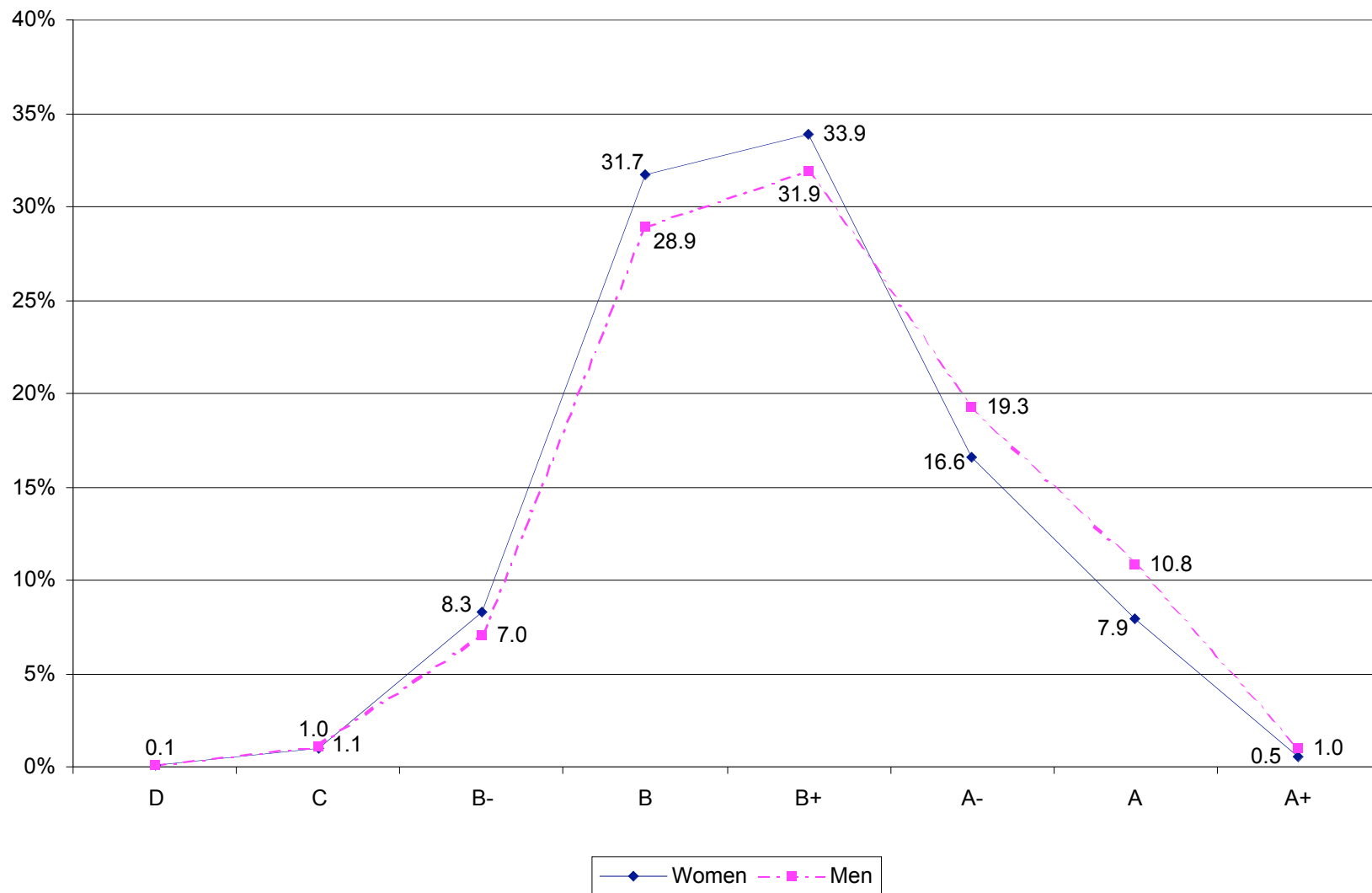
Appendix XXVI

Commencement Latin Honors (1997-2003)

	1997	1998	1999	2000	2001	2002	2003	Total
<i>Graduating Students</i>								
Total No.	545	531	553	550	540	545	569	3833
% Men	58.7%	57.8%	59.1%	56.9%	59.6%	53.6%	53.8%	57.1%
% Women	41.3%	42.2%	40.9%	43.1%	40.4%	46.4%	46.2%	42.9%
<i>Summa Cum Laude</i>								
Total No.	1	0	1	0	0	0	0	2
% of Men in Class in This Category	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	<0.1%
% of Women in Class in This Category	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	<0.1%
<i>Magna Cum Laude</i>								
Total No.	91	89	56	55	54	54	56	455
% of Men in Class in This Category	22.5%	19.2%	11.3%	13.4%	10.6%	11.3%	12.5%	14.4%
% of Women in Class in This Category	8.4%	13.4%	8.4%	5.5%	9.2%	8.3%	6.6%	8.4%
<i>Cum Laude</i>								
Total No.	326	296	165	165	162	164	171	1449
% of Men in Class in This Category	58.4%	54.7%	29.1%	30.4%	30.7%	33.2%	35.6%	38.9%
% of Women in Class in This Category	61.8%	57.1%	31.0%	29.5%	28.9%	26.5%	23.6%	36.4%
<i>No Latin Honors</i>								
Total No.	127	146	331	330	324	327	342	1927
% of Men in Class in This Category	19.1%	26.1%	59.3%	56.2%	58.7%	55.5%	51.6%	46.6%
% of Women in Class in This Category	29.3%	29.5%	60.6%	65.0%	61.9%	65.2%	70.0%	55.1%
Total Chi-squared	13.669	1.910	1.188	5.827	0.372	2.903	10.973	24.802
P-value (degrees of freedom = 3)	0.003	0.591	0.756	0.120	0.946	0.407	0.012	0.000

Commencement Latin honors from 1997 to 2003. The percentages of men and women in the student body who are in the particular category are listed for each honors category.

Appendix XXVII
First-Year Course Grades

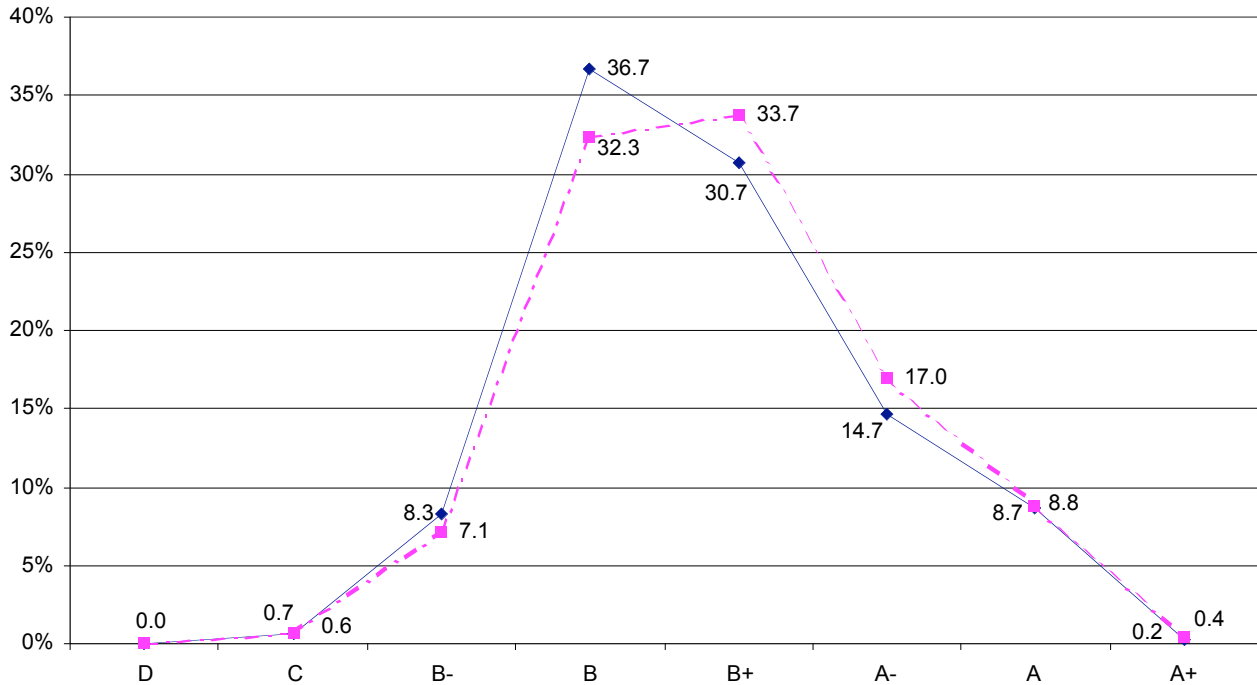


First-year course grades by gender for three of the five years between 1996 and 2000. The y-axis is the percent of students of that gender that received the particular grade.

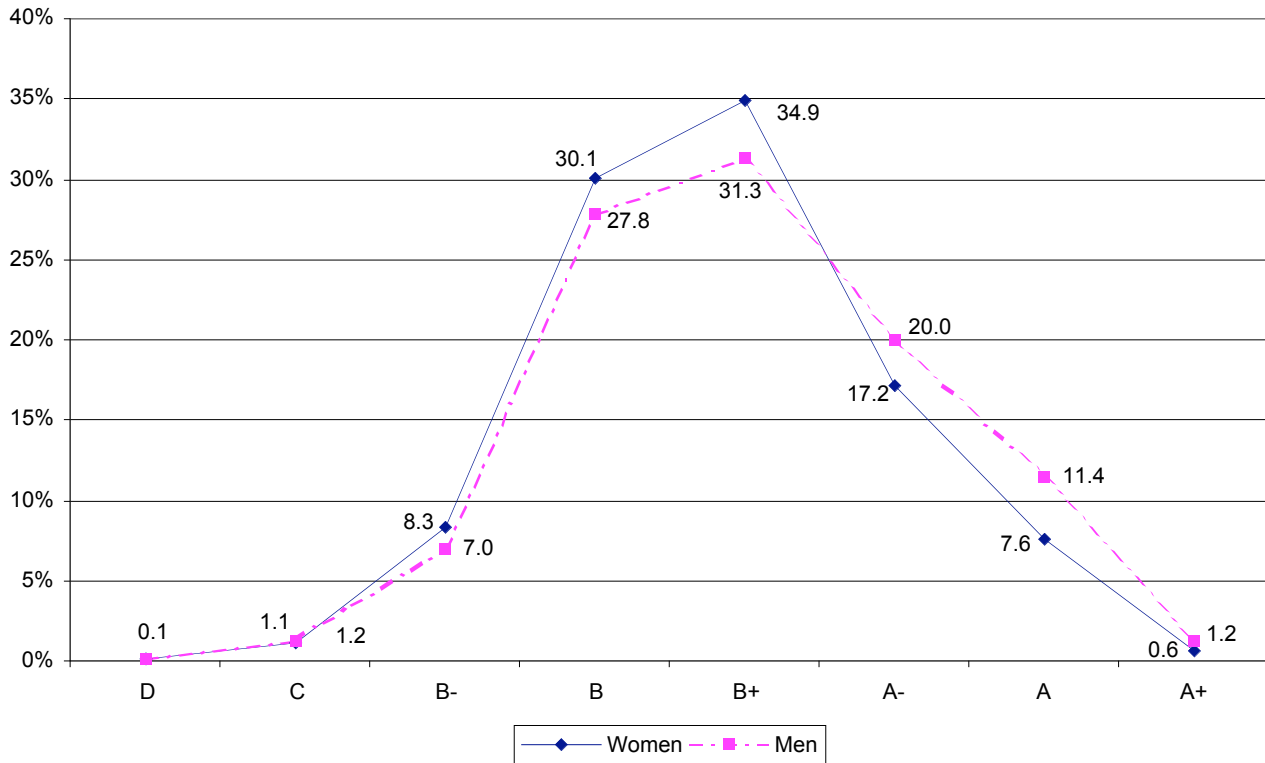
Appendix XXVIII

First-Year Course Grades – Gender of Professor

Female Professors



Male Professors



First-year course grades by gender for courses taught by female (top) and male (bottom) professors for three of the five years between 1996 and 2000. The y-axis is the percent of students of that gender that received the particular grade in those courses.

Appendix XXIX

First-Year Course Grades – Gender of Professor, Regression Analyses

	Grade	A/A+
Female student	-0.174*** (0.029)	-0.481*** (0.086)
Female professor	-0.126** (0.039)	-0.354** (0.115)
Female student*Female professor	0.071 (0.060)	0.439* (0.180)
Year2	0.010 (0.031)	-0.025 (0.089)
Year3	0.058 (0.031)	-0.036 (0.089)
Constant	4.984***	-1.913***
Adjusted/Pseudo R-squared	0.006	0.007
Number of observations	8248	8248

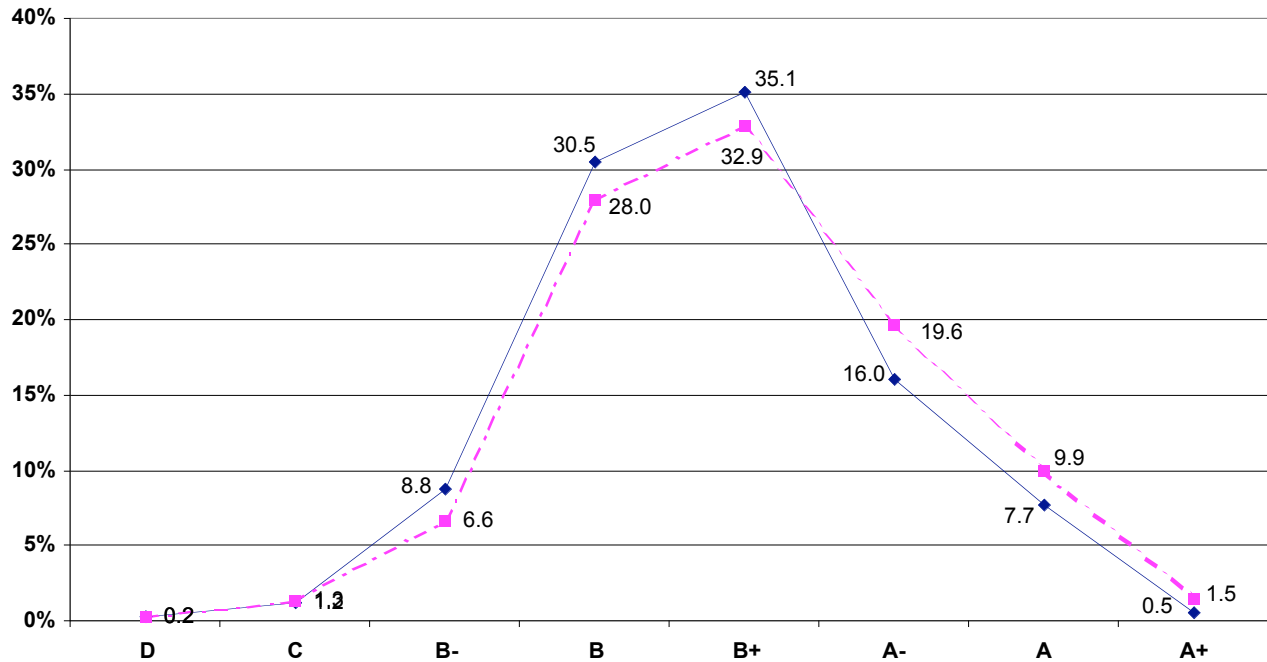
* = p<.05; ** = p<.01; *** = p<.001

Coefficients and standard errors for regression analyses on 1L course grades. The second column lists the results from a regression with the dependent variable of grade, scaled from 0-8 according to the values assigned by the Registrar's Office for calculating GPA. The third column lists the results from a regression with a dependent variable of whether the grade was an A or A+. As a result, the R-squared listed in the third column is a Pseudo R-squared, as opposed to the Adjusted R-squared listed in the second column.

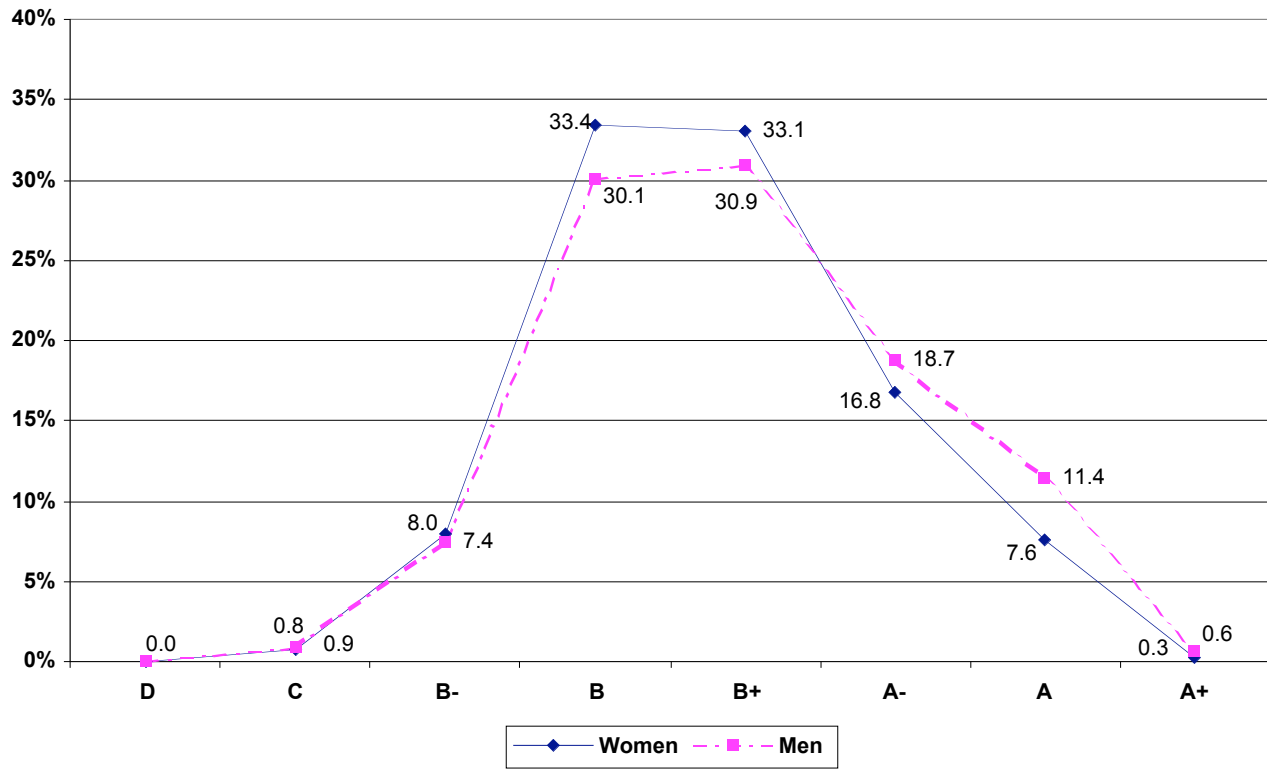
Appendix XXX

First-Year Course Grades – Exam Type

In-Class Exams



Take-Home Exams



First-year course grades by gender for courses with in-class exams and one-day take-home exams for three of the five years between 1996 and 2000. The y-axis is the percent of students of that gender receiving the particular grade in courses with in-class and take-home exams.

Appendix XXXI

First-Year Course Grades – Exam Type, Regression Analyses

	Grade	A/A+
Female student	-0.197*** (0.047)	-0.573*** (0.148)
In-class restricted-materials	-0.026 (0.065)	-0.095 (0.180)
Take-home open-materials	0.055 (0.046)	0.241* (0.119)
Take-home restricted-materials	-0.098* (0.046)	-0.204 (0.128)
Other exam type	0.012 (0.081)	-0.024 (0.224)
Female*In-class restricted-materials	0.072 (0.097)	0.743** (0.273)
Female*Take-home open-materials	-0.007 (0.070)	-0.106 (0.211)
Female*Take-home restricted-materials	0.103 (0.069)	0.353 (0.213)
Female*Other exam type	0.184 (0.121)	0.770* (0.331)
Year2	-0.018 (0.033)	-0.072 (0.096)
Year3	0.062 (0.033)	-0.026 (0.093)
Constant	4.970***	-1.992***
Adjusted/Pseudo R-squared	0.005	0.010
Number of observations	7831	7831

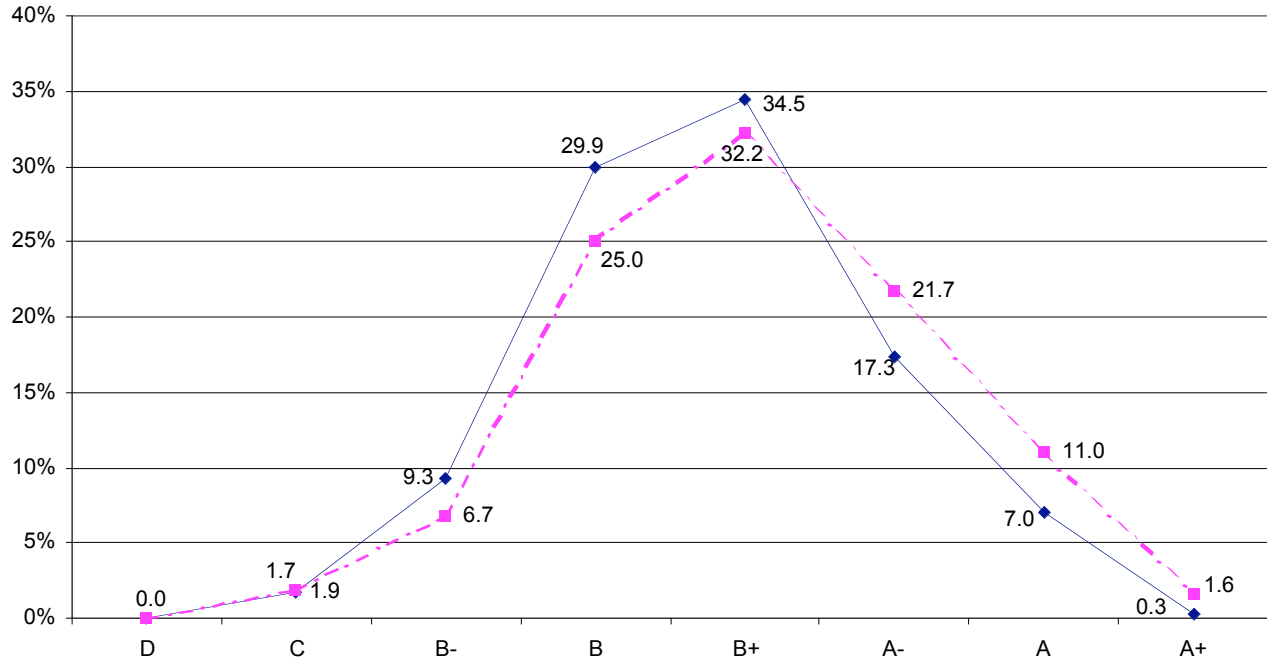
* = p<.05; ** = p<.01; *** = p<.001

Coefficients and standard errors for regression analyses including independent variables of type of exam. In the second column, the dependent variable is grade, scaled from 0-8. In the third column, the dependent variable is binary, based on whether or not the grade was an A or A+. The exam types are compared with the in-class open-materials type.

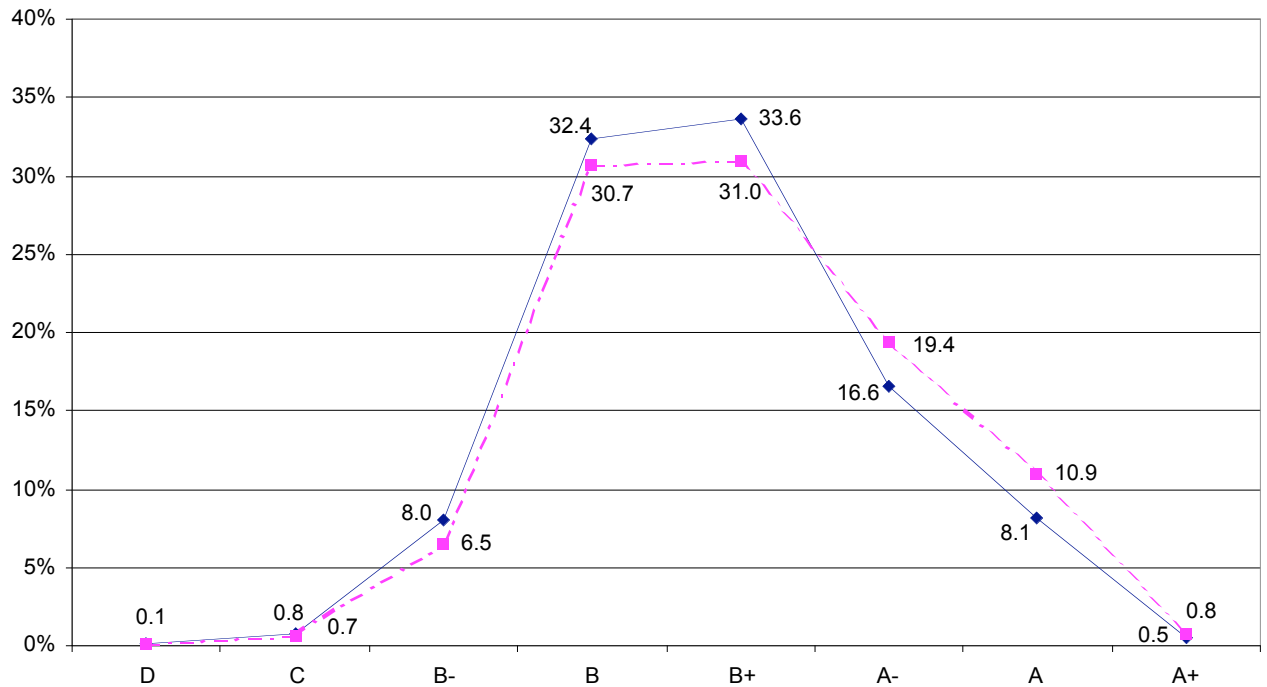
Appendix XXXII

First-Year Course Grades – Course Subject

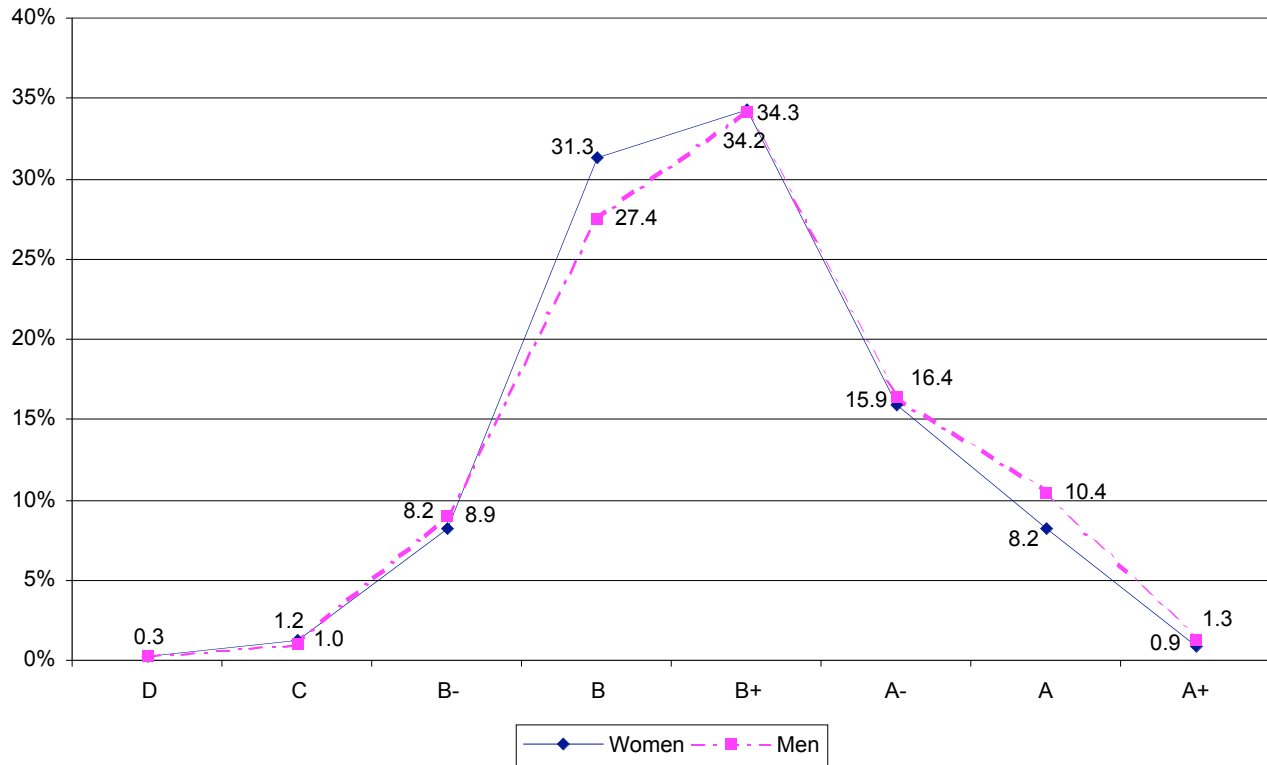
Torts



Civil Procedure, Property and Contracts



Criminal Law



First-year course grades by gender for Torts (top), Civil Procedure, Property and Contracts combined (middle), and Criminal Law (bottom) for three of the five years between 1996 and 2000. Grades for Civil Procedure, Property and Contracts are combined in one chart because the gender disparity in 1L grades for those courses, while significant, were similar and not as great as that found in Tort grades or as small as found in Criminal Law grades. The y-axis is the percentage of students of that gender that received the particular grade in the particular course or courses.

Appendix XXXIII

First-Year Course Grades – Course Subject, Regression Analyses

	Civil Procedure		Contracts		Criminal Law	
	Grade	A/A+	Grade	A/A+	Grade	A/A+
Female student	-0.117*	-0.441*	-0.190**	-0.219	-0.084	-0.284
	(0.056)	(0.177)	(0.055)	(0.161)	(0.059)	(0.168)
Year2	0.074	0.137	0.177**	0.213	0.064	-0.189
	(0.276)	(0.214)	(0.067)	(0.186)	(0.073)	(0.198)
Year3	0.098	0.319	-0.015	-0.174	0.077	-0.232
	(0.149)	(0.208)	(0.067)	(0.201)	(0.071)	(0.195)
Constant	4.862***	-2.257***	5.002***	-2.202***	4.867***	-1.891***
Adjusted/Pseudo R-squared	0.002	0.008	0.012	0.005	0.0002	0.004
Number of observations	1657	1657	1658	1658	1616	1616
	Property		Torts			
	Grade	A/A+	Grade	A/A+		
Female student	-0.125*	-0.389*	-0.268***	-0.610***		
	(0.057)	(0.168)	(0.058)	(0.175)		
Year2	-0.065	-0.099	-0.192**	-0.180		
	(0.069)	(0.202)	(0.071)	(0.198)		
Year3	0.149*	0.144	0.036	-0.109		
	(0.069)	(0.193)	(0.071)	(0.197)		
Constant	4.918***	-2.257***	5.098***	-1.848***		
Adjusted/Pseudo R-squared	0.007	0.006	0.017	0.013		
Number of observations	1658	1658	1659	1659		

* = p<.05; ** = p<.01; *** = p<.001

Coefficients and standard errors for regression analyses with the dependent variable of grade (0-8), for each course subject matter.

Appendix XXXIV

Satisfaction and Expected Grade for First-Year Students, Regression Analyses

	Expected Grade in Course	Satisfaction with Course
Female	-0.635** (0.194)	0.095 (0.225)
Nonwhite	-0.042 (0.146)	0.207 (0.127)
Left race blank	-0.523* (0.208)	-0.336 (0.265)
Female*Nonwhite	0.151 (0.193)	-0.275 (0.173)
Female*Race blank	0.243 (0.425)	-0.067 (0.344)
Highest educ. level for parent of high school degree or less	0.201 (0.176)	-0.167 (0.174)
Highest educ. level for parent of college degree	-0.163 (0.111)	-0.066 (0.108)
Married/committed relationship – local	0.325 (0.168)	0.323* (0.133)
Married/committed relationship – long-distance	0.218 (0.146)	0.001 (0.142)
Female*Married/committed relationship – local	-0.282 (0.227)	-0.309 (0.187)
Female*Married/committed relationship – long-distance	-0.158 (0.218)	0.159 (0.192)
Contracts ^a	-0.107 (0.121)	-0.215 (0.173)
Criminal Law ^a	-0.090 (0.080)	0.103 (0.120)
Torts ^a	-0.070 (0.071)	-0.319* (0.139)
Elective ^a		0.047 (0.103)
Avg. preparation time	-0.005 (0.016)	0.026 (0.020)
Female*Avg. preparation time	0.046 (0.024)	-0.008 (0.025)
Undergraduate major in social sciences	0.007 (0.102)	-0.039 (0.089)
Undergraduate major in finances/economics	0.007 (0.118)	-0.009 (0.104)
Undergraduate major in humanities	0.038 (0.105)	-0.027 (0.094)
Expectation of working at law firm		-0.093

in 10 years		(0.085)
Career priority of helping others		0.122 (0.084)
Constant	3.783***	3.287***
R-squared	0.108	0.041
Number of observations	555	832

* = $p < .05$; ** = $p < .01$; *** = $p < .001$

Coefficients and standard errors for regression analyses based on 1L Spring Survey. Expected grade in course is an ordinal scale variable equal to the quintile in which the student believed his or her grade would fall relative to other students in the course. Satisfaction with course is an ordinal scale variable from 1 (“Very dissatisfied”) to 5 (“Very satisfied”). We inquired about satisfaction but not expected grade for elective courses.

^a Relative to property.

Appendix XXXV

Course Preparation Time, Regression Analyses

	Avg. Preparation Time All Students	Avg. Preparation Time 2L/3L Only
Female	0.568 (.393)	1.093* (.446)
2L	-2.000*** (.275)	
3L	-2.564*** (.293)	-0.540* (.260)
Nonwhite	-0.468 (.423)	-0.613 (.484)
Left race blank	0.088 (.746)	-0.146 (.847)
Female*Nonwhite	0.423 (.552)	0.401 (.624)
Female*Race blank	-0.515 (1.091)	-1.003 (1.367)
Highest educ. level for parent of high school degree or less	-0.116 (.423)	-0.165 (.447)
Highest educ. level for parent of college degree	-0.143 (.301)	-0.188 (.341)
Married/committed relationship – local	0.723 (.390)	1.206** (.422)
Married/committed relationship – long-distance	0.841 (.448)	0.295 (.526)
Female*Married/committed relationship – local	-0.789 (.542)	-1.188* (.593)
Female*Married/committed relationship – long-distance	-0.670 (.608)	-0.331 (.692)
Undergraduate major in social sciences	-0.170 (.265)	-0.246 (.296)
Undergraduate major in finances/economics	0.037 (.321)	0.296 (.353)
Undergraduate major in humanities	-0.274 (.278)	-0.456 (.306)
Highest grade first semester 1L year		0.318* (.160)
Lowest grade first semester 1L year		0.063 (.167)
Constant	6.368***	1.977
Adjusted R-squared	0.112	0.032
Number of observations	684	402

* = $p < .05$; ** = $p < .01$; *** = $p < .001$

Coefficients and standard errors for regression analyses on survey samples. Dependent variables are average number of hours spent per week preparing for each course during the current semester. For 1Ls, this only includes the preparation time for their two 1L courses, and not their elective.

Appendix XXXVI

Anticipated Course Selection, Regression Analyses

	Multiple Corporate/ Commercial	Clinical	Negotiation
Female	-2.409 (1.893)	-2.183 (1.766)	0.027 (1.686)
Nonwhite	0.718 (0.426)	-0.852 (0.446)	0.837* (0.408)
Left race blank	-0.735 (0.787)	-1.296 (0.798)	0.475 (0.792)
Female*Nonwhite	-1.249* (0.628)	1.043 (0.593)	-0.658 (0.538)
Female*Race blank	0.674 (1.417)	1.989 (1.403)	0.470 (1.224)
3L	0.176 (0.249)	-0.311 (0.234)	-0.579* (0.230)
Joint degree	-0.638 (0.746)	0.334 (0.759)	0.354 (0.668)
Years since college	0.050 (0.069)	-0.068 (0.065)	-0.040 (0.065)
Married/committed relationship – local	-0.515 (0.366)	0.411 (0.363)	-0.155 (0.374)
Married/committed relationship – long-distance	-0.034 (0.453)	-0.478 (0.474)	-0.317 (0.479)
Female*Married/committed relationship – local	0.463 (0.575)	-0.146 (0.527)	0.161 (0.511)
Female*Married/committed relationship – long-distance	0.052 (0.663)	0.513 (0.630)	-0.361 (0.625)
Highest educ. level for parent of high school degree or less	0.792 (0.436)	0.260 (0.421)	-0.332 (0.399)
Highest educ. level for parent of college degree	0.352 (0.318)	-0.286 (0.303)	-0.229 (0.299)
Undergraduate major in finances/economics	0.489 (0.324)	-0.271 (0.320)	-0.325 (0.313)
Quantitative reasoning skills	0.440*** (0.105)	-0.096 (0.095)	0.204* (0.095)
Legal reasoning skills	-0.076 (0.147)	-0.239 (0.139)	-0.639*** (0.144)
Consensus building skills	-0.031 (0.117)	0.094 (0.111)	0.478*** (0.117)
Expectation of working at law firm in 10 years	0.357 (0.346)	-0.934** (0.353)	0.368 (0.350)
Female*Expectation of law firm in 10 years	1.380** (0.513)	0.554 (0.494)	-0.050 (0.487)
Career priority of helping others	0.309 (0.402)	0.877* (0.413)	0.097 (0.406)
Female*Career priority of helping others	-1.894** (0.616)	0.163 (0.558)	-0.313 (0.522)

Average grade first semester 1L year	-0.175 (0.230)	-0.552* (0.232)	0.047 (0.230)
Female*Average grade first semester 1L year	0.411 (0.344)	0.444 (0.317)	0.045 (0.302)
Constant	-0.957 (1.404)	4.310*** (1.430)	-0.610 (1.394)
Pseudo R-squared	0.222	0.164	0.105
Number of observations	404	404	404

* = $p < .05$; ** = $p < .01$; *** = $p < .001$

Coefficients and standard errors for regression analyses on 2L/3L survey sample. The dependent variables are whether the student had already taken or expected to take multiple courses in corporate or commercial law; a clinical course; and a negotiation course.

Appendix XXXVII

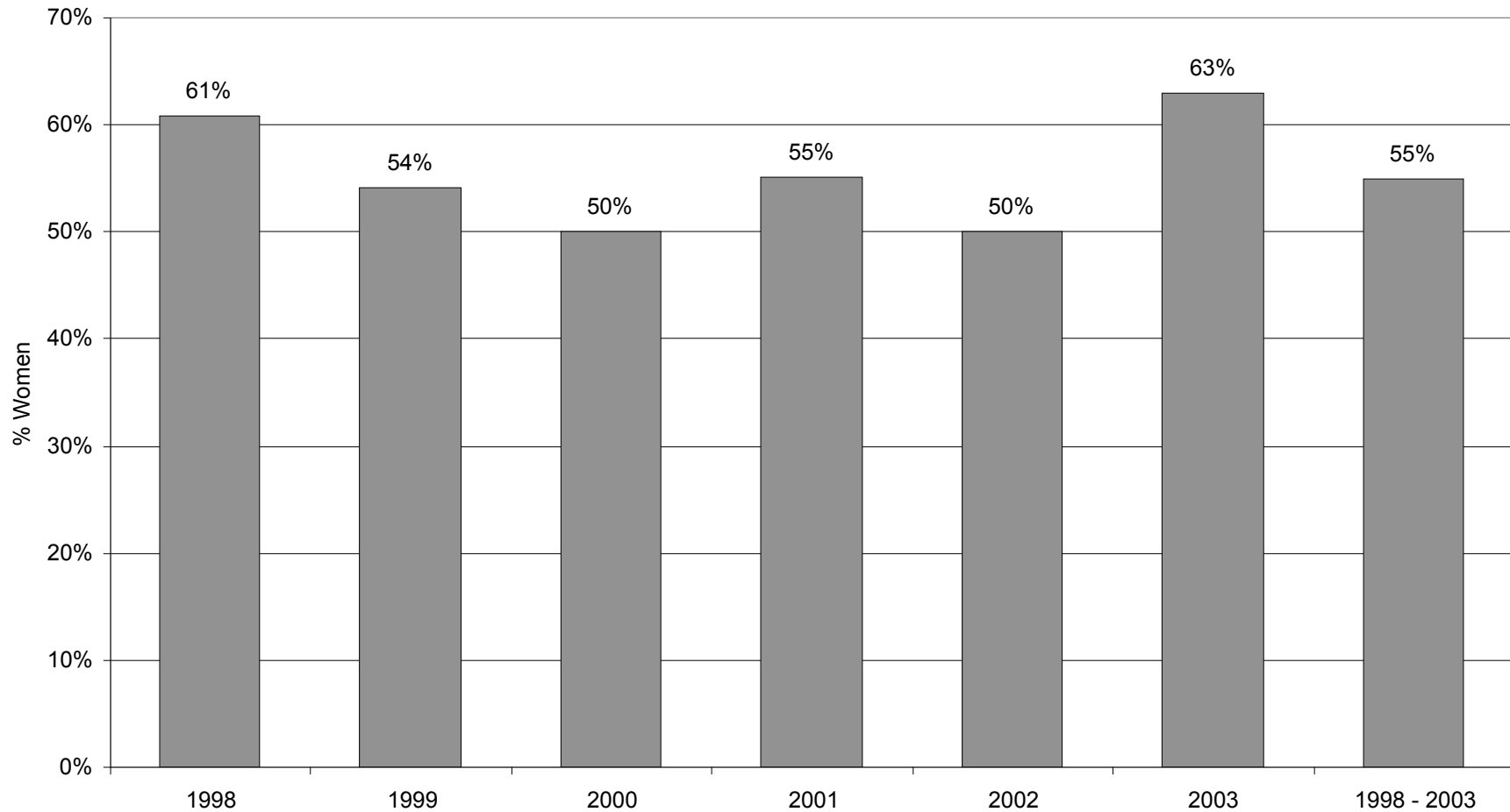
Public Interest Employment (1998-2003)

	1998	1999	2000	2001	2002	2003	Total
<i>Graduating Students</i>							
Total No.	531	553	550	540	545	569	2735
% Men	57.8%	59.1%	56.9%	59.6%	53.6%	53.8%	56.3%
% Women	42.2%	40.9%	43.1%	40.4%	46.4%	46.2%	43.7%
<i>Accepted Public Interest Jobs Post-Graduation</i>							
Total No.	26	33	19	27	28	33	133
% of Men in Class in This Category	2.9%	4.9%	1.9%	3.7%	5.5%	4.6%	3.7%
% of Women in Class in This Category	7.6%	7.5%	5.5%	6.9%	4.7%	7.2%	6.4%
<i>Accepted Public Interest Job Post-Clerkship</i>							
Total No.	8	N/A	21	17	12	23	81
% of Men in Class in This Category	0.7%	N/A	2.2%	1.9%	1.7%	2.3%	1.8%
% of Women in Class in This Category	2.7%	N/A	5.9%	5.0%	2.8%	6.1%	4.5%
<i>Accepted Public Interest Job (Total)</i>							
Total No.	34	N/A	40	44	40	56	214
% of Men in Class in This Category	3.6%	N/A	4.2%	5.6%	7.2%	6.9%	5.5%
% of Women in Class in This Category	10.3%	N/A	11.4%	11.9%	7.5%	13.3%	10.9%
P-value (dichotomous)	0.022	---	0.019	0.051	0.920	0.073	0.000

Data from Office of Public Interest Advising on students graduating from 1998 to 2003 taking jobs in public interest after graduation and after clerkships. Public interest employers include the government, non-profit organizations, and legal services. The percentages of men and women in the graduating class who were in the particular category are listed for each category. Post-clerkship job placement data for the class of 1999 is not available at this time from OPIA, and the total (last column) does not include 1999 values.

Appendix XXXVIII

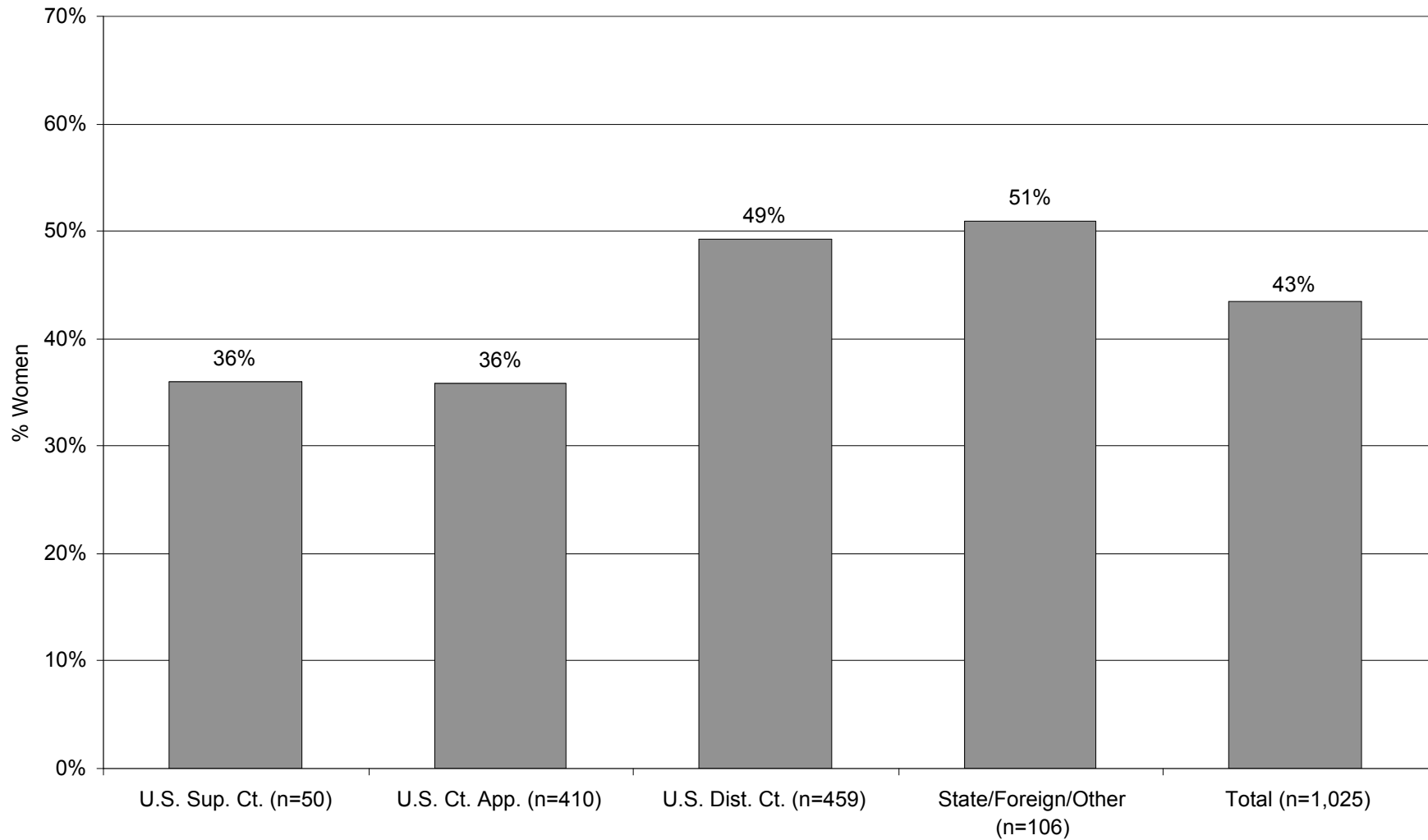
Low Income Protection Plan (1998-2003)



Gender composition of students participating in Low Income Protection Plan (LIPP) from 1998 to 2003 (n=279). The y-axis is the percentage of students from all graduating classes that participated in LIPP in a given year that were female. The numbers for the class of 2003 are based on the number enrolled in LIPP as of December 31, 2003. The last column is the percentage of members over the entire 1998-2003 range. Data provided by Ken Lafler of the Financial Aid office.

Appendix XXXIX

Judicial Clerkships (1998-2003)



Gender composition of students clerking from 1998 to 2003. The y-axis is the percentage of students from all graduating classes that clerked in a given year at that level that were female. Data provided by Kirsten Solberg of the Office of Career Services.