ASSOCIATION FOR INSTITUTIONAL RESEARCH
Data and Decisions for Higher Education

Dear Liz,

Thank you for submitting your proposal. A printable summary is below. Your confirmation number is 26776. A confirmation email will be sent to you within 24 hours.

Applicants will be notified of the status of the proposed project on February 1, 2019.

If you have questions or need assistance regarding your application please contact the AIR Grant staff at 850-391-7109 or grants@airweb.org.

SUMMARY

Personal Information	
Name	Mrs. Elizabeth Bodamer
Informal Name	Liz
Affiliation	Indiana University
Unit/Department	Student in Sociology
Title	Director of Student Affairs at the law school and a PhD candidate in sociology
Year began this position	2015
Email	ferrufie@indiana.edu
Alternate Email	ferrufie@indiana.edu
Cell Phone	
Preferred Mailing Address	1567 W. Leighton Lane Bloomington, Indiana 47403 United States Phone: 3017283234
Secondary Address	

Demographics	
Highest degree	Master's
Discipline of highest degree	Social Science - Sociology
Position description	Other
	staff at the law school and a graduate student
Staff members in IR office	
Campus type	
Years of experience in IR	N/A
IR Roles	
Year of birth	
Race/Ethnicity	
Gender	

Grant Type
I am applying for a:
Dissertation Grant

Financial Representative
Name
Indiana University Office of Research Administration

Affiliation

Indiana University

Department

Office of Research Administration

Title

Financial Representative

Address

509 E. 3rd Street

City

Bloomington

State or Province

Indiana

Zip or Postal Code

47401

Country

United States

Additional Contacts

Name

Ethan Michelson

Affiliation

Indiana University Bloomington

Department

Sociology

Title

Associate Professor of Sociology and Law

Address

1020 E. Kirkwood Ave.

Ballantine Hall 744

City

Bloomington

State or Province

Indiana

Zip or Postal Code

47401

Country

United States

Project Description

Project title:

The Balancing Act: The Law School Experience of Minority Students

Statement of the research problem and national importance (limit 750 words):

- What is the research problem this proposal intends to address?
- How does this topic relate to the research priorities areas of access, affordability, and value of legal or graduate/professional education?
- Why is this topic of national importance?
- Why is it timely to conduct this research at this time?

When tackling diversity, equity, and inclusion in the legal profession, many focus their attention on access to legal education and the cognitive factors required of students to be successful. However, little attention is given to the noncognitive factors, such as students' sense of belonging, that directly impact academic performance (Green et al. 2018.). Merging literature in higher education and social psychology, my proposal intends to understand how school environment, experiences in and outside the classroom, stereotype threat, and support systems affect students' sense of belonging in legal education today (see appendix). This is a timely and nationally important research proposal because as bar passage rates continue to drop and as inequity in positions of leadership within the legal profession endure into the 21st century, it is essential to understand the factors impacting the stratification of law students into the legal arena.

Review the literature and establish a theoretical grounding for the research (limit 1000 words):

- What has prior research found about this problem?
- What is the theoretical/conceptual grounding for this research?

Legal education is an institution that historically excluded women, immigrants, people of color, and people from low socioeconomic backgrounds from participating (Stevens 1983)., Despite legal changes and increase representation of minority groups, legal education continues to be experienced differently along social identities, like race/ethnicity, gender, sexual orientation, social economic background, and first generation status (Evans and Moore 2015; Moore 2008). Underrepresented students continue to feel isolated and alienated like they do not belong (Hess 2002; Iijima 1998; Krieger 2002; Lain 2018). It is essential to the legal profession to explore law students' sense of belonging because it has been shown to directly and significantly affect law students' education satisfaction and academic performance (Green et al. 2018). These findings imply that a sense of belonging influences students' involvement in various academic, co-curricular, and summer opportunities, which in turn impact their subsequent employment in the legal profession (Hess 2002; Sheldon and Krieger 2004; Wangerin 2001). My dissertation will add to the qualitative work of Kimberlé Crneshaw, Carrie Yan Costello, Louwanta Evans, Robert Granfield, Lani Guinier, Wendy Leo Moore, Diana Pan, and others who examined the processes of how underrepresented students experience and survive the racialized structures, ideologies, and discourses found in law schools that reproduce what Moore (2008) terms as "white institutional spaces." This dissertation work will not only show how minority students' experiences in and outside the classroom and stereotype threat impact their sense of belonging, it will show how support systems moderate the effects of negative experiences, a contribution to both higher education and legal education fields.

Describe the research method that will be used (limit 1000 words):

- What are the research questions to be addressed?
- What is the proposed research methodology?
- What is the statistical model to be used?

Based the literature, the larger question is what affects sense of belonging? Using the 2018 Law School Survey of Student Engagement (LSSSE), my dissertation is guided by three research questions in pursuing an understanding of how antecedent experiences impact belonging: 1) whether students experience the law school context, measured by experience and perception of bias, discrimination, and stereotype threat in and outside the classroom, differently based on race/ethnicity, gender, sexual orientation, and first-generation status; 2) whether negative experiences affect minority law students' sense of belonging; and 3) whether support systems moderate the effects of negative experiences on minority law students' sense of belonging. This dissertation proposal is the foundation for all my future research in legal education. I will use quantitative methods to answer each research question. I will use regression models for each questions, and I will use path models to analyze how support systems moderate the effects of negative experiences on students' sense of belonging.

References cited (no word limit):

Costello, Carrie Yang. 2001. "The (Re)production of Social Stratification in Professional School Settings." Pp. 43-60 in The Hidden Curriculum in Higher Education, edited by Eric Margolis. New York: Routledge.

Costello, Carrie Yang. 2005. Professional Identity Crisis: Race, Class, Gender, and Success at Professional Schools. Nashville, TN: Vanderbilt University Press.

Crenshaw, Kimberlé Williams. 1994. "Forward: Toward a Race-Conscious Pedagogy in Legal Education." National Black Law Journal 1:1-14.

Evans, Louwanda, and Wendy L. Moore. 2015. "Impossible Burdens: White Institutions, Emotional Labor, and Micro-Resistance." Social Problems 62 (3):439-454.

Granfield, Robert. 1986. "Making It by Faking It: Working-Class Students in an Elite Academic Environment." Journal of Contemporary Ethnography 20 (3):331-51.

Granfield, Robert. 1992. Making Elite Lawyers: Visions of Law at Harvard and Beyond. New York: Routledge.

Green, Dorainne, Heidi E. Williams, Victor D. Quintanilla, Michael Frisby, Sam Erman, Elizabeth Bodamer, and Mary C. Murphy. 2018 "Relationship Inequalities in Law School Predict Disparities in Law School Satisfaction and Achievement." Indiana University, Bloomington, IN. Manuscript in

preparation.

Guinier, Lani, Michelle Fine, and Jane Balin. 1997. Becoming Gentlemen: Women, Law School, and Institutional Change. Boston: Beacon Press.

Hess, Gerald F. 2002. "Heads and hearts: The teaching and learning environment in law school." Journal of Legal Education 52:75.

Iijima, Ann L. 1998. "Lessons learned: Legal education and law student dysfunction." Journal of Legal Education 524-538.

Krieger, Lawrence S. 2002. "Institutional denial about the dark side of law school, and fresh empirical guidance for constructively breaking the silence." Journal of Legal Education 52:112.

Lain, Erin. 2018. "Racialized Interactions in the Law School Classroom: Pedagogical Approaches to Creating a Safe Learning Environment." Journal of Legal Education 67:780.

Moore, Wendy Leo. 2008. Reproducing Racism: White Space, Elite Law Schools, and Racial Inequality. Rowman & Littlefield.

Pan, Yung-Yi Diana. 2017. Incidental Racialization: Performative Assimilation in Law School. Temple University Press.

Sheldon, Kennon M., and Lawrence S. Krieger. 2004. "Does legal education have undermining effects on law students? Evaluating changes in motivation, values, and well-being." Behavioral Sciences & the Law 22.2: 261-286.

Stevens, Robert B. 1983. Law School: Legal Education in America from the 1850s to the 1980s. The Lawbook Exchange, Ltd.

Wangerin, Paul T. 2001. "Calculating rank-in-class numbers: The impact of grading differences among law school teachers." Journal of Legal Education 51:98.

Project Description - Appendix

- Dissertation in a figure

Datasets

List the datasets that will be used and explain why they best serve this research (limit 500 words)

I am using the Law School Survey of Student Engagement (LSSSE), which measure various aspects of the student experience, including demographics, academic and intellectual experiences, mental activities, enriching education experiences, student satisfaction, time usage, law school environment, quality of relationships, career expectations, and educational and personal growth outcomes. Moreover, I worked with LSSSE to include survey questions that will directly answer my research questions. I have a usage agreement with LSSSE. This is the best way to capture a nationally representative picture of the U.S. law school experience.

Statement of use of restricted datasets (limit 250 words):

Applicants should provide a statement indicating whether the proposed research will require use of restricted datasets. If restricted datasets will be used, the plan for acquiring the appropriate license should be described.

If restricted datasets will not be used, leave this text box blank and click *Save and Continue*.

Timeline and Deliverables

Timeline:

Provide a timeline of key project activities.

Spring 2019
• Defend Dissertation Proposal
• Chapter 1: Introduction
• Chapter 2: Research Design

Summer 2019
• Chapter 3: Stereotype Threat in Law School
• Present at LSA (June)
• Chapter 4: Law School Environment: Perceptions and Experiences in the Classroom

Fall 2019
• Chapter 5: Support System
• Set defense date in the Spring
• Practice Job talks/Interviews in the Spring

• Present at AccessLex
• Submit papers for LSA and NALSAP
• Chapter 6: Moderating The Negative Experiences

Spring 2020
• Submit paper for ASA
• Chapter 6: Moderating The Negative Experiences
• Chapter 7: Conclusion and Implication
• Make final edits
• Final reports for AccessLex
• Defend

Summer 2020
• Present at ASA, NALSAP, LSA

Deliverables:

List deliverables such as research reports, books, and presentations that will be developed from this research initiative.

The final deliverables include a research report summarizing major findings and a completed dissertation. This findings from this dissertation will be presented at various conferences, including the American Sociological Association, the Law and Society Association, the National Association of Law School Student Affairs Professionals, the American Association of Law Schools, and the AccessLex Legal Education Symposium.

Disseminate results:

Describe how you will disseminate the results of this research.
(Note: Costs of travel to meetings should be calculated on the budget page.)

The results will be disseminated through the research report, the various conference presentations, and the publications that will eventually come out of the dissertation.

IRB Statement

Statement of Institutional Review Board approval or exemption (limit 250 words):

As part of the proposal, a statement outlining a plan for Institutional Review Board (IRB) approval is required. The statement should outline the applicant's timeline and plan for submitting the proposal to an IRB or explain why IRB approval is not necessary. Final IRB action is not necessary prior to submitting the application.

Since this dissertation will be using survey data collected by the Law School Survey of Student Engagement, IRB initially approved this Non-Human Subject research on January 2, 2018.

Biographical Sketch(es)

Biographical sketch (limit 750 words):

I received my M.A. in sociology from Indiana University in 2016, my J.D. from Indiana University Maurer School of Law in 2012, and my B.A. in sociology from the University of Notre Dame in 2009. My research focus is in law and society, specifically the legal profession and legal education. For my masters, I quantitatively examined workplace experiences of women of color in the legal profession using the National Survey of College Graduates. In addition to being a PhD candidate in sociology, I am the Director of Student Affairs at Indiana University Maurer School of Law. My sociological training and my expertise of student development equips me with the necessary methodological skills to clean and analyze the Law School Survey of Student Engagement dataset for this proposed dissertation.

Budget

• Dissertation Grant Budget

Funding History

Funding history (limit 250 words):

A statement of prior, current, and pending funding for the proposed research from all sources is required. The statement should also include a history of all prior funding from AIR to any of the PIs for any activity. Funding from other sources will not disqualify the application but may be considered in the funding decision.

There is no history of prior funding from this dissertation work. In addition to applying to this grant, I will be applying to the ABF/AccessLex Institute Doctoral Fellowship Program in Legal & Higher Education.

Dissertation Advisor Letter of Support
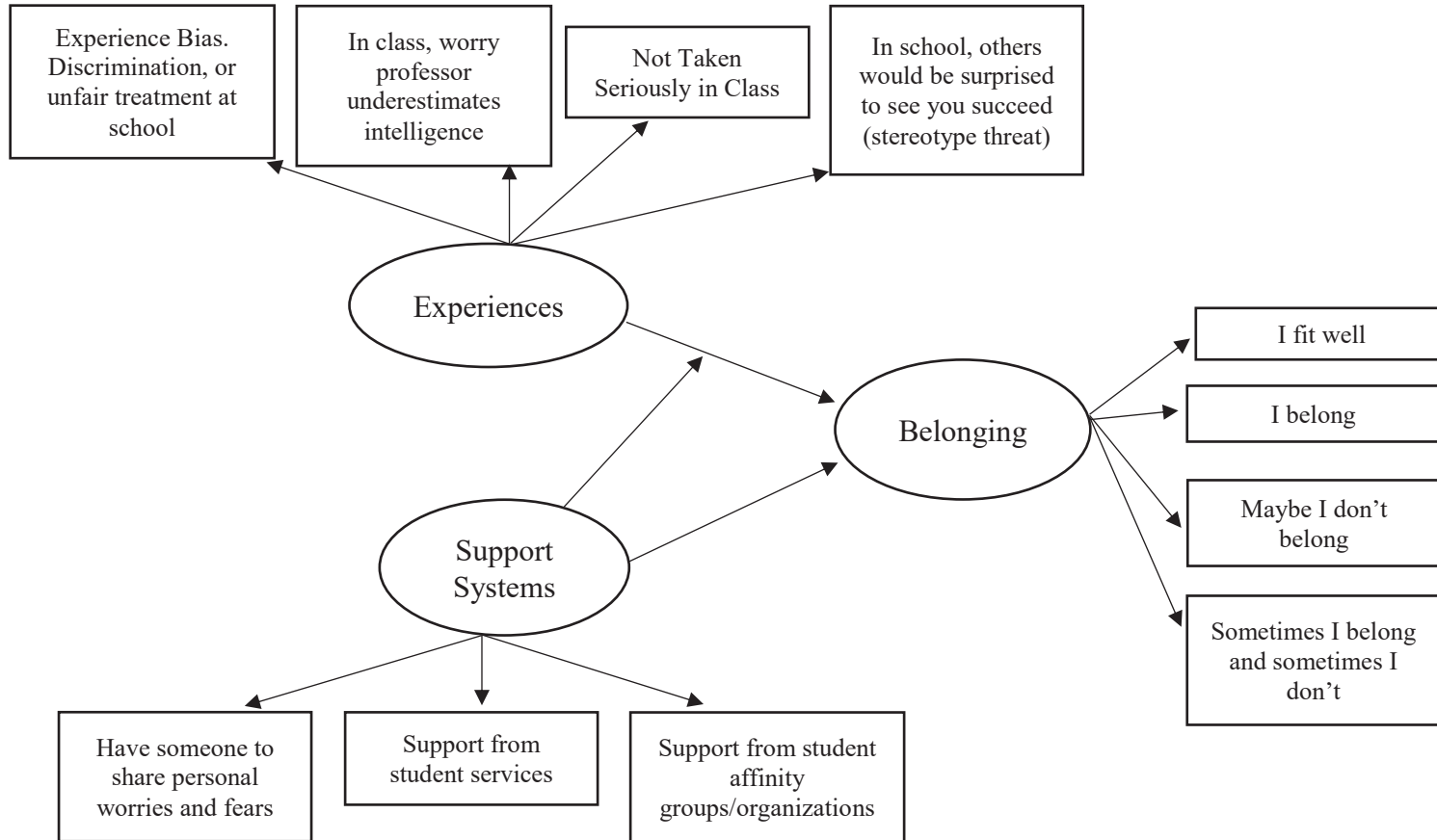
There are no files attached.

How Did You Hear About This Grant Opportunity?

Check all that apply:

- AccessLex Institute website or direct communication

I also heard about it at the National Association of Law Student Affairs Professionals conference this past summer.

The Effects of Antecedent Experiences on Belonging

| Experience Bias. Discrimination, or unfair treatment at school | In class, worry professor underestimates intelligence | Not Taken Seriously in Class | In school, others would be surprised to see you succeed (stereotype threat) |

Experiences

Support Systems

Belonging

| I fit well |

| I belong |

| Maybe I don't belong |

| Sometimes I belong and sometimes I don't |

| Have someone to share personal worries and fears | Support from student services | Support from student affinity groups/organizations |

Dissertation Grant Proposal Budget Form

Salary $ [   ]

Travel

2019 AccessLex Institute Legal Education Research $ [   ]
Symposium: Other research related travel: $ [   ]

(*Note*: Other planned travel should be listed in the "Timelines and Deliverables" section)

Other research expenses

Please provide a breakdown of expenses below and add the total value in the box to the $ [   ]
right. Allowable expenses include: materials, such as software, books, supplies,
etc.; consultant services, such as transcription, analysis, external researchers, etc.;
and costs for publishing articles in journals. The purchase of computer hardware,
overhead or indirect costs, and living expenses are not allowable. If you have
questions about specific expenditures, please contact AIR.

TOTAL REQUESTED – Maximum Allowable is $25,000 $ [   ]

AccessLex
10 North High Street
Suite 400
West Chester, PA 19380

November 28, 2018

To Whom It May Concern:

I am writing in full support of **Elizabeth Bodamer**'s application for an AccessLex Institute/AIR Research and Dissertation Grant. As Elizabeth's dissertation advisor, I can confirm that she has completed all coursework sufficient to begin her dissertation research by the summer of 2019. Because she recently acquired the survey data she will analyze for her dissertation research, I have no doubt whatsoever about her ability to start by the summer of 2019 and to complete her dissertation within one year. She does not require a restricted-use license to use data from the 2018 Law School Survey of Student Engagement. Finally, Elizabeth has more than enough quantitative methodological training and experience to pull off her dissertation project. Not only has she completed the full sequence of required advanced statistics courses in our PhD program (entailing the analysis of large datasets), but she has also worked extensively with data from the National Survey of College Graduates to study the career trajectories and work satisfaction of law school graduates.

Please do not hesitate to ask me to clarify or elaborate anything I wrote in this letter. Many thanks for your consideration of Elizabeth's application.

Sincerely,

Ethan Michelson
Associate Professor of Sociology
Associate Professor of Sociology and Law, Indiana University Maurer School of Law
Associate Professor East Asian Languages and Cultures
emichels@indiana.edu

Elizabeth Bodamer- AccessLex Dissertation Grant proposal
Additional Information Requested

TABLE OF CONTENT

RESEARCH QUESTIONS
Since submitting the grant application in November, I refined my dissertation research questions.

The larger question is what affects sense of belonging? Using the 2018 Law School Survey of Student Engagement (LSSSE), my dissertation is guided by four research questions in pursuing an understanding of how antecedent experiences impact belonging: (1) Does stereotype threat affect law students' sense of belonging differently based on race/ethnicity, gender, sexual orientation, and first-generation status? (2) Does law school climate affect law students' sense of belonging differently based on race/ethnicity, gender, sexual orientation, and first-generation status? (3) Do support systems affect law students' sense of belonging based on race/ethnicity, gender, sexual orientation, and first-generation status? (4) Do support systems moderate the negative effects of law school climate and stereotype threat on minoritzed law students' sense of belonging?

DATASET
The Law School Survey of Student Engagement is the only dataset that focuses on law students' perceptions of the effects and impacts of their law school experience. The survey questions measure various aspects of the student experience, including demographics, academic and intellectual experiences, mental activities, enriching education experiences, student satisfaction, time usage, law school environment, quality of relationships, career expectations, and educational and personal growth outcomes. In addition to these questions, belonging, climate, and support system questions were added to the 2018 survey. Dr. Mary Murphy and Victor Quintanilla added four questions on belonging and belonging uncertainty. LSSSE approved and included in the 2018 survey eight questions I included questions about law school climate and support systems. My beta set was sent to 25 US schools, where all but five of the schools also the belonging items. According to LSSSE, this will net a nationally representative sample. Only current JD students were surveyed and the total sample size is 2,759 across 20 law schools. See Table 1 for descriptions of the variables, Table 2 for descriptive statistics, and Table 3 for diversity of the respondents.

LITERATURE REVIEW

Legal education is an institution that historically excluded women, immigrants, people of color, and people from low socioeconomic backgrounds from participating (Stevens 1983). Despite legal changes and increase representation of minority groups, legal education continues to be experienced differently along social identities, like race/ethnicity, gender, sexual orientation, social economic background, and first-generation status (Evans and Moore 2015; Moore 2008). Underrepresented students continue to feel isolated and alienated like they do not belong (Hess 2002; Iijima 1998; Krieger 2002; Lain 2018). It is essential to the legal profession to explore law students' sense of belonging because it has been shown to directly and significantly affect law students' education satisfaction and academic performance (Green et al. 2018). These recent findings imply that a sense of belonging influences students' involvement in various academic, co-curricular, and summer opportunities, which in turn impact their subsequent employment in the legal profession (Hess 2002; Sheldon and Krieger 2004; Wangerin 2001).

Law is prestigious. Critical scholars have long argued that the legal profession grew out of and reproduces white male hegemony (Epstein 2012; Kennedy and Carrington 2004; Goodrich and Mills 2001; Pierce 1995; Bourdieu 1990) and legal education propagates such expectations (Costello 2001, 2005; Mertz 2007; Moore 2008; Pan 2015). The primary function of legal education is to condition law students for privilege and exclusivity (Apple 1982; Costello 2001, 2005). It socializes law students to adopt the expectations of power and authority, wealth, comfort, and an appreciation of upper-class culture. These expectations are transmitted in the surroundings, in the grand stairways, classical pediments, and in the art pieces of white powerful male legal professionals, which contributes to the alienation of minority law students who do not look like the expectation or lack the cultural capital and socioeconomic status (Costello 2001). Law schools are, what sociologist and legal scholar Wendy Leo Moore (2008) calls white institutional spaces. Minoritized students must learn to navigate and survive the racialized structures, ideologies, and discourses found in law schools. This is seen in Granfield's work (1986) at Harvard where working class students must learn to fake the dominant cultural representation of elitism to be successful. Women must learn to act more masculine in order to hold their own in the classroom, which often does not prevent women from being treated as inferior to men (Banks 1988). This is seen among minority law students who are simultaneously invisible and hyper-visible in the classroom. These students turn to affinity student groups for social, academic, and professional support that they cannot find within law school (Pan 2017; Moore 2008). As Guinier et al. (1997) argue in *Becoming Gentlemen: Women, Law School, and Institutional Change*, the law school culture takes a disproportionate toll on women and minority students.

Kimberlé Crenshaw, Carrie Yan Costello, Louwanta Evans, Robert Granfield, Lani Guinier, Wendy Leo Moore, Yung-Yi Diana Pan, Elizabeth Mertz, and others have shown the processes of how underrepresented students experience and survive law school. The experiences these scholars describe is what higher education scholars refer to as stereotype threat and climate. The fear of failure, the feeling inadequacy, alienation, and inferiority are all experienced in class discussion, within the hallways, in interactions with faculty, staff, and peers. The threat in the air that students are not good enough, the pressure to speak and behave in a particular way,

and the need for supportive relationships all point to stereotype threat, the impact of climate, and the value of support systems in a highly competitive and elite educational environment.

Sense of belonging is important to all students, especially those from stigmatized racial and ethnic groups who are afraid of being judged by a group-based stereotype. This fear is known as social identity threat. Stereotype threat, a type of social identity threat, explains that when identities are stigmatized by negative stereotypes in a particular context, people experience arousal and anxiety that interferes with their performance and well-being (Steele 1997, 2011; Steele, Spencer, and Aronson 2002). This is seen in the underperformance of women and minority students on math and standardized exams. Within education, there are long-standing stereotypes about black, Latinx, and Asian students' intellectual abilities (Murphy and Zirkel 2015). These students find higher educational environments, where they are underrepresented, threating to their social identities; therefore, triggering stereotype threat. Murphy, Steele, and Gross (2007) found that vulnerability to identity threat is not inherent to the person, but rather situational. Even when individuals are confident and proven achievers, if they read situational cues as threatening, such as perceiving a setting that is less inclusive of women, they will experience the threat of potentially being stereotyped in that setting (Murphy, Steele, and Gross 2007). Stereotype threat is a proven phenomenon that a threat in the air can have real performance consequences, especially in education.

In higher education, campus climate is the perception of the environment reflected in four dimensions, including historical, structural, perceptual, and behavioral (Hurtado, Milem, et al. 1998). Each dimension affects students' psychological response to the environment, intergroup relations, and group cohesion (Hurtado 1994). "A college's historical legacy of exclusion can continue to influence current practices that determine prevailing climate" (Hurtado 1994). This is often seen in admission practices that net less diverse classes at institutions, which sends a social message to underrepresented students about the institution's view on diversity and inclusion. In fact, the social environment of predominately white institutions are problematic even for minority students with strong academic preparation that met the institutional standard for admissions (Hurtado 1994; Skinner and Richardson 1988). The structural dimension of climate shapes social interactions and attitude within institutions (Kiecolt 1998). This has been measured by referring to institutional characteristics such as size, selectivity, and racial composition (Hurtado 1994; Weidman 1989). These structural characteristics are significantly related to student perception of racial tension on campus (Hurtado 1992). The perceptual dimension of climate is how individuals view of institutional responsiveness to diversity issues (Hurtado 1994). This can be measured by respondent's view on the philosophical role of colleges with regard to diversity, the ideology and intent of institutions reflected in the commitment and support for minority concerns, such as academic, social, and financial support (Hurtado et al. 1999), and perception of actual behavior on campus, such as interracial activities, and psychological measures of trust and hostility among groups (Hurtado 1994). Student perceptions of climate vary by racial/ethnic groups across undergraduate institutions (Hurtado 1992). Views of supportive climate for student development is associated with perception of lower racial tensions among all racial/ethnic groups (Hurtado 1992). Lastly, behavioral measures include actual reports and experiences of discrimination on campus (Hurtado 1994). In a 1994 study of 3000 Latinx freshmen college students, Hurtado focused on the behavioral aspect of a hostile climate measuring for actual experience of discrimination, isolation, exclusion, and inappropriate

interactions. She found that low racial tension and fewer experiences of discrimination are associated with campus where students perceived faculty and administrators as open and supportive of student concerns. Low hostility is associated with perceptual and behavioral measures of climate (Hurtado 1994).

Climate is seen in how students feel in the classroom, how they perceive their law school surroundings, and how they engage with others in the institution. Research shows that it is an important predictor of belonging for minoritized students (i.e. Cabrera et al. 1999; Locks et al. 2008). As a result, over the last two decades, universities have engaged in campus climate studies to understand how to create better learning environments (Hart and Fellabaum 2008; Hurtado, Milem, Clayton-Pederson, and Allen 1998). With the growing need to address diversity and inclusion issues in law school and the legal profession, studying climate must be front and center in current and future work.

As Wendy Leo Moore and Yung-Yi Diana Pan have shown, relationships in law school matter, especially for underrepresented law students. In higher education, strong and supportive relationships are an important aspect of a positive school climate (Thapa, Cohen, Guffey, and Higgins-D' Alessandro 2013). Research suggests that the quality of students' social relationships in school is an important predictor of sense of belonging in school (Murphy and Zirkel 2015). In the latest work at Indiana University Bloomington, Green et al. (2018) show that compared to non-stigmatized students, stigmatized law students reported weaker relationships with faculty, staff, and students, which in turn directly reduced their sense of belonging. This up and coming research in legal education and research established in higher education show that supportive relationships matter. Support systems positively affect motivation, attachment, and academic success of minoritized students (i.e. Hausmann, Schofield, and Woods 2007; Choi 2002; Schneider and Ward 2003).

Both stereotype threat and climate have been shown to impact sense of belonging (i.e. Murphy and Zirkel 2015; Murphy, Steele, and Gross 2007; Hurtado and Carter 1997). However, there is a lack of empirical research on climate and stereotype threat in law schools. This dissertation will merge the literature in social psychology and higher education to develop a more complete picture of how minoritized students experience law school across the U.S. I will be taking the first temperature of law school climate, measuring stereotype threat experiences, and demonstrating the importance of support systems for minoritized students to understand what antecedent experiences affect belonging. This dissertation will show that access to the legal profession is not simply about access to law school; it is about the long-lasting impact of the socialization experience of students while in law school, particularly minoritized students.

Elizabeth Bodamer- AccessLex Dissertation Grant proposal
Additional Information Requested

TABLE 1 LSSSE Original Variable Descriptions

Variable	Description	Response Values and Labels	Used in Analyses for			
			Q1	Q2	Q3	Q4
Belonging						
	I feel like I belong at this law school	1 = Strongly Disagree 2 = Disagree 3 = Somewhat disagree 4 = Somewhat agree 5 = Agree 6 = Strongly Agree	x	x	x	x
Climate						
	I experienced not being taken seriously in a class because of my race/ethnicity, gender, gender identity, and/or sexual orientation.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree		x		x
	I have experienced bias, discrimination, or unfair treatment at my law school based on my race/ethnicity, gender, gender identity, and/or sexual orientation			x		x
	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	1 = Never 2 = Sometimes 3 = Often 4 = Very often		x		x
	Had serious conversations with students of a different race or ethnicity than your own			x		x
	To what extent does your law school emphasize each of the following? Encouraging contact among students from different economic,	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much		x		x

5

	social, sexual orientation, and racial or ethnic backgrounds					
	To what extent has your experience at your law school contributed to your knowledge, skills, and personal development in the following areas? Understanding people of other racial and ethnic backgrounds			x		x
Stereotype Threat						
	In class, I worry that my professor underestimate my intelligence.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree	x			x
	Others in my school would be surprised to see me succeed.		x			x
Support System						
	There is someone at my law school that I can share my personal worries and fears.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree			x	x
	During the current school year, to what extent has student and advising services (e.g. student affairs staff, dean of students, diversity and inclusion officers, and others) provided personal support during difficult times?	1 = Did not use 2 = Little 3 = Some 4 = Quite a bit 5 = Very much			x	x

	During the current school year, which student organizations that you actively participated in provided personal support during difficult times? (Select all that apply) Diversity-related Student Organizations (e.g., Black/Latinx/Asian Pacific American Law Student Associations, OUTLaw, Feminist Law Forum, religiously affiliated groups, etc.) Pro Bono/Public Interest Professional Practice Interest (e.g. Business and Law Society, Family Law, Health Law Society, International Law Society, Labor and Employment Law Society, etc.) Political Social Student Government None	0 = not selected 1 = selected				x	x
	To what extent does your law school emphasize each of the following? Providing the support you need to thrive socially	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much				x	x
	To what extent does your law school emphasize each of the following? Providing the support you need to help you succeed academically					x	x
Minoritized Students							
Race or Ethnicity	Racial or ethnic identification: American Indian or Alaska Native, Asian or Asian American, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, Other, I prefer not to respond	0 = Not selected 1 = Selected	x	x	x	x

Elizabeth Bodamer- AccessLex Dissertation Grant proposal
Additional Information Requested

Gender	What is your gender identity?	1 = Man 2 = Woman 3 = Another gender identity 4 = I prefer not to respond	x	x	x	x
Sexual Orientation	Which best describes your sexual orientation?	1 = Heterosexual 2 = Gay 3 = Lesbian 4 = Bisexual 5 = Another sexual orientation 6 = Questioning or unsure 7 = I prefer not to respond	x	x	x	x
First Generation	First-generation status (Neither parent/guardian holds a bachelor's degree.)	1 = No 2 = Yes	x	x	x	x
Demographics and Enrollment Status						
International Student	Are you an international student or foreign national?	1 = No 2 = Yes	x	x	x	x
Student Status	Are you enrolled full-time or less than full-time?	1 = Less than full-time 2 = Full-time	x	x	x	x
	Are you enrolled in the day division or evening division?	1 = Day division 2 = Evening division	x	x	x	x
	What is your current classification in your JD program?	1 = 1L 2 = 2L 3 = 3L 4 = 4L 5 = Other, specify:	x	x	x	x

Elizabeth Bodamer- AccessLex Dissertation Grant proposal
Additional Information Requested

	Did you begin law school at your current institution or elsewhere?	1 = Started elsewhere 2 = Started here	x	x	x	x
	Are you participating in a joint degree program?	1 = No 2 = Yes	x	x	x	x
Age	22 or younger, 23-25, 26-30, 31-40, Over 40	age #	x	x	x	x
Past Performance						
LSAT Scores	What was your LSAT score (if applicable)?	1 = 120-145 2 = 146-150 3 = 151-155 4 = 156-160 5 = 161-165 6 = 166-170 7 = 171-180	x	x	x	x
Undergraduate GPA	What was your undergraduate grade point average?	1 = 0-1.99 2 = 2.00-2.49 3 = 2.50-2.99 4 = 3.00-3.49 5 = 3.50 and above	x	x	x	x
School Characteristic						
School Ranking	Tier 1. Tier 2. Tier 3, Tier 4 (based on 2018 U.S News and World Report)	1 = Tier 1 2 = Tier 2 3 = Tier 3 4 = Tier 4	x	x	x	x
School Indicator	Created by LSSSE Coming in Feb. 2019	#	x	x	x	x

TABLE 2: Descriptive Statistics

Variable	Observations	Mean	Std. Dev.	Min.	Max.
Race/Ethnicity (white=0)	2,759	1.20	2.28	0	9
Black	2,759	0.06	0.24	0	1
Asian	2,759	0.06	0.24	0	1
American Indian and Alaska Native	2,759	0.01	0.09	0	1
Latinx	2,759	0.07	0.26	0	1
Other	2,759	0.04	0.20	0	1
Other Black Multiracial	2,759	0.01	0.08	0	1
Black Multiracial (Black x White)	2,759	0.01	0.09	0	1
White Latinx	2,759	0.03	0.17	0	1
Other Multiracial	2,759	0.02	0.14	0	1
Minority (all nonwhite)	2,759	0.30	0.46	0	1
Female	2,759	0.56	0.50	0	1
LGBTQ	2,759	0.09	0.28	0	1
International Student	2,759	0.04	0.20	0	1
First Generation Student	2,759	0.30	0.46	0	1
Fulltime Student	2,759	0.87	0.34	0	1
Transfer Student	2,759	0.04	0.19	0	1
Class (1L, 2L, 3L, and 4L)	2,759	1.98	0.86	1	4
Joint Degree	2,759	0.06	0.24	0	1
Day Session Student	2,759	0.88	0.32	0	1
Age 30 or younger	2,759	0.82	0.39	0	1
Tier (Tier 1, Tier 2, Tier 3, and Tier 4)	2,759	2.78	1.15	1	4
Tier 1	2,759	0.19	0.39	0	1

Tier 2	2,759	0.22	0.42	0	1
Tier 3	2,759	0.20	0.40	0	1
Tier 4	2,759	0.39	0.49	0	1
LSAT (ranges)	2,759	3.39	1.22	1	7
Undergraduate GPA (ranges)	2,759	3.33	0.74	1	5
Sense of Belonging					
Belonging	2,759	4.79	1.17	1	6
Belong (binary)	2,759	0.89	0.32	0	1
Climate					
Climate Index	2,759	7.31	3.39	1	18
Not taken seriously in class	2,759	3.37	0.84	1	4
Not taken seriously in class (binary)	2,759	0.15	0.36	0	1
Experienced bias/discrimination	2,759	3.41	0.79	1	4
Experienced bias/discrimination (binary)	2,759	0.13	0.33	0	1
Interacted with others racially/ethnically different	2,759	2.88	0.93	1	4
Interacted with others racially/ethnically different (binary)	2,759	0.62	0.49	0	1
Interacted with others from different backgrounds	2,759	2.89	0.90	1	4
Interacted with others from different backgrounds (binary)	2,759	0.64	0.48	0	1
Law School Experience contributed to understanding people of other racial/ethnic background	2,759	2.45	0.98	1	4
Law School Experience contributed to understanding people of other racial/ethnic background (binary)	2,759	0.46	0.50	0	1
Law School encouraged contact among students from different economic, social, sexual orientation, and racial/ethnic backgrounds	2,759	2.69	1.01	1	4

Elizabeth Bodamer- AccessLex Dissertation Grant proposal
Additional Information Requested

Law School encouraged contact among students from different economic, social, sexual orientation, and racial/ethnic backgrounds (binary)	2,759	0.57	0.50	0	1

Stereotype Threat

Stereotype Threat Index	2,759	2.86	1.49	1	7
Worry professor underestimate them	2,759	1.97	0.87	1	4
Worry professor underestimate them (binary)	2,759	0.26	0.44	0	1
Others would be surprised to see them succeed	2,759	1.89	0.81	1	4
Others would be surprised to see them succeed (binary)	2,759	0.20	0.40	0	1

Support System (provided support)

Support System Index	2,759	8.39	2.87	1	15
Student Affairs	2,759	2.46	1.36	1	5
Student Affairs (binary)	2,759	0.49	0.50	0	1
Have Someone	2,759	3.16	0.83	1	4
Have Someone (binary)	2,759	0.84	0.37	0	1
Student Organizations	2,759	0.18	0.38	0	1
Affinity Group	2,759	0.19	0.39	0	1
Pro Bono/Public Interest Group	2,759	0.13	0.33	0	1
Professional Group	2,759	0.13	0.33	0	1
Political Group	2,759	0.05	0.23	0	1
Social Group	2,759	0.18	0.38	0	1
Student government	2,759	0.06	0.25	0	1
None	2,759	0.55	0.50	0	1
School support to thrive socially	2,759	2.26	0.94	1	4
School support to thrive socially (binary)	2,759	0.37	0.48	0	1
School support to succeed academically	2,759	3.05	0.84	1	4
School support to succeed academically (binary)	2,759	0.75	0.43	0	1

TABLE 3: Law Student Diversity, LSSSE 2018

	N	Percent
Race/Ethnicity		
White	1,925	69.77%
Latinx	199	7.21%
Black	163	5.91%
Asian	165	5.98%
American Indian and Alaska Native	22	0.80%
Other	111	4.02%
Multiracial		
White Latinx	78	2.83%
Black Multiracial (Black x White)	21	0.76%
Other Black Multiracial	18	0.65%
Other Multiracial	57	2.07%
White	1925	69.77%
Minority (nonwhite)	834	30.23%
Gender		
Women	1,556	56.40%
Men	1,203	43.60%
LGBTQ		
LGBTQ	242	8.77%
Heterosexual	2,517	91.23%
First Generation		
First Generation	831	30.12%
Not	1,928	69.88%
International Student		
International	111	4.00%
Domestic	2,648	95.98%
N= 2, 759		

FIGURE 1: The Effects of Antecedent Experiences on Belonging
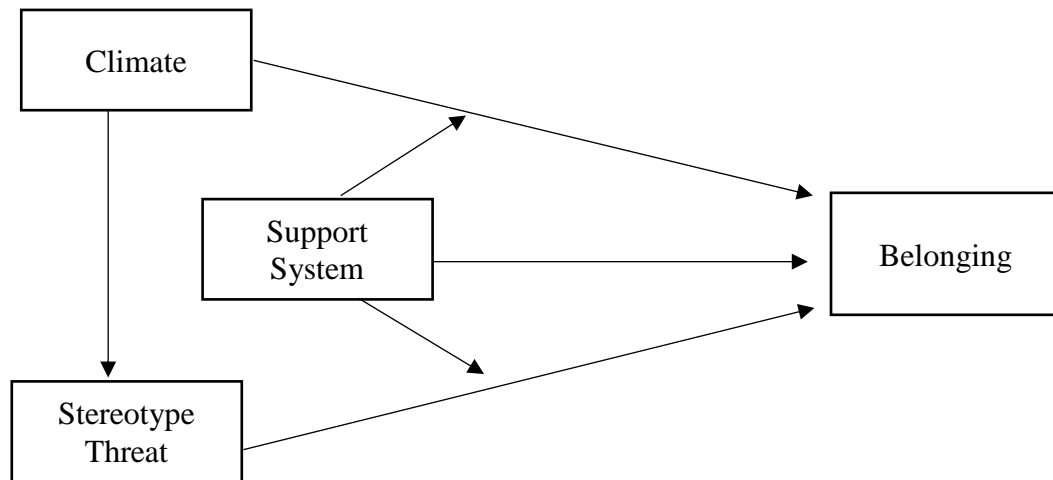
REFERENCES

Apple, Michael. 1982. *Cultural and Economic Reproduction in Education*. London: Routledge & Kegan Paul.

Banks, Taunya Lovell. 1988. "Gender Bias in the Classroom." *Journal of Legal Education* 38:137-46.

Bourdieu, Pierre, and Jean-Claude Passeron. 1990. *Reproduction in Education, Society, and Culture*. London: Sage.

Choi, Keum-Hyeong. 2002. "Psychological Separation-Individuation and Adjustment to College among Korean American Students: The Roles of Collectivism and Individualism." *Journal of counseling Psychology* 49(4): 468.

Costello, Carrie Yang. 2001. "The (Re)production of Social Stratification in Professional School Settings." Pp. 43-60 in *The Hidden Curriculum in Higher Education*, edited by Eric Margolis. New York: Routledge.

Costello, Carrie Yang. 2005. *Professional Identity Crisis: Race, Class, Gender, and Success at Professional Schools.* Nashville, TN: Vanderbilt University Press.

Crenshaw, Kimberlé Williams. 1994. "Forward: Toward a Race-Conscious Pedagogy in Legal Education." *National Black Law Journal* 1:1-14.

Dinovitzer, Ronit, Bryant G. Garth, Richard Sander, Joyce Sterling, Gita Z. Wilder, Janet E. Smith, Abbie F. Willard, and Paula A. Patton. 2004. "After the JD: First Results of a National

Study of Legal Careers." The NALP Foundation for Law Career Research and Education and the American Bar Foundation.

Epstein, Cynthia Fuchs. 2012. *Women in Law*. Quid Pro Books.

Evans, Louwanda, and Wendy L. Moore. 2015. "Impossible Burdens: White Institutions, Emotional Labor, and Micro-Resistance." *Social Problems* 62(3):439-454.

Goodrich, Peter, and Linda G. Mills. 2001. "The Law of White Spaces: Race, Culture, and Legal Education." *Journal of Legal Education* 51(1): 15-38.

Granfield, Robert. 1986. "Making It by Faking It: Working-Class Students in an Elite Academic Environment." *Journal of Contemporary* Ethnography 20(3):331-51.

Granfield, Robert. 1992. *Making Elite Lawyers: Visions of Law at Harvard and Beyond*. New York: Routledge.

Green, Dorainne, Heidi E. Williams, Victor D. Quintanilla, Elizabeth Bodamer, Michael Frisby, Sam Erman, and Mary C. Murphy. 2018 "Relationship Inequalities in Law School Predict Disparities in Law School Satisfaction and Achievement." Indiana University, Bloomington, IN. Manuscript in preparation.

Guinier, Lani, Michelle Fine, and Jane Balin. 1997. *Becoming Gentlemen: Women, Law School, and Institutional Change*. Boston: Beacon Press.

Hart, Jeni, and Jennifer Fellabaum. 2008. "Analyzing Campus Climate Studies: Seeking to Define and Understand." *Journal of Diversity in Higher Education* 1(4): 222.

Hausmann, Leslie RM, Janet Ward Schofield, and Rochelle L. Woods. 2007. "Sense of Belonging as a Predictor of Intentions to Persist Among African American and White First-Year College Students." *Research in higher education* 48(7): 803-839.

Hess, Gerald F. 2002. "Heads and Hearts: The Teaching and Learning Environment in Law School." *Journal of Legal Education* 52:75.

Hurtado, Sylvia. 1992. "The Campus Racial Climate : Contexts of Conflict." *The Journal of Higher Education* 63(5):539–69.

Hurtado, Sylvia. 1994. "The Institutional Climate for Talented Latino Students." *Research in Higher Education* 35(1):21–41.

Hurtado, Sylvia, Adriana Ruiz Alvarado, and Chelsea Guillermo-wann. 2015. "Creating Inclusive Environments: The Mediating Effect of Faculty and Staff Validation on the Relationship of Discrimination/Bias to Students' Sense of Belonging." *Journal Committed to Social Change on Race and Ethnicity* 1(1):60–80.

Hurtado, Sylvia and Deborah Faye Carter. 1997. "Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students." *Sociology of Education* 70(4):324–45.

Hurtado, Sylvia, Jeffrey Milem, Alma Clayton-Pedersen, and Walter Allen. 1998. "Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice." *Review of Higher Education* 21(3):279–302.

Hurtado, Sylvia, Jeffrey Milem, Alma Clayton-Pedersen, and Walter Allen. 1999. "Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education." *ERIC Digest*.

Hurtado, Sylvia and Luis Ponjuan. 2005. "Latino Educational Outcomes and the Campus Climate." *Journal of Hispanic Higher Education* 4(3):235–51.

Iijima, Ann L. 1998. "Lessons Learned: Legal Education And Law Student Dysfunction." *Journal of Legal* Education 524-538.

Kennedy, Duncan and Paul D. Carrington. 2004. *Legal Education and the Reproduction of Hierarchy: A Polemic against the System.* New York: New York University Press.

Kiecolt, K. Jill. 1988. "Recent Developments in Attitudes and Social Structure." *Annual Review of Sociology*, 14(1): 381–403.

Krieger, Lawrence S. 2002. "Institutional Denial about the Dark Side of Law School, And Fresh Empirical Guidance for Constructively Breaking the Silence." *Journal of Legal Education* 52:112.

Lain, Erin. 2018. "Racialized Interactions in the Law School Classroom: Pedagogical Approaches to Creating a Safe Learning Environment." *Journal of Legal Education* 67:780.

Locks, Angela M., Sylvia Hurtado, Nicholas A. Bowman, and Leticia Oseguera. 2008. "Extending Notions of Campus Climate and Diversity to Students' Transition to College." *The Review of Higher Education* 31(3):257–85.

Mertz, E., 2007. *The Language of Law School: Learning To" Think Like A Lawyer".* Oxford University Press

Moore, Wendy Leo. 2008. *Reproducing Racism: White Space, Elite Law Schools, and Racial Inequality.* Rowman & Littlefield.

Murphy, Mary C., Claude M. Steele, and James J. Gross. 2007. "Signaling Threat: How Situational Cues Affect Women In Math, Science, And Engineering Settings." *Psychological Science* 18(10): 879-885.

Murphy, Mary C. and Sabrina Zirkel. 2015. "Race and Belonging in School: How Anticipated and Experienced Belonging Affect Choice, Persistence, and Performance." *Teachers College Record* 117(12):1–40.

Pan, Yung-Yi Diana. 2015. "Becoming a (Pan) ethnic Attorney: How Asian American and Latino Law Students Manage Dual Identities." *Sociological Forum* 30(1):148-169.

Pan, Yung-Yi Diana. 2017. I*ncidental Racialization: Performative Assimilation in Law School.* Temple University Press.

Pierce, Jennifer L. 1995. *Gender Trials: Emotional Lives in Contemporary Law Firms*. University of California Press.

Saenz, Victor B., Ning Ngai Hoi, and Sylvia Hurtado. 2007. "Factors Influencing Positive Interactions across Race for African American, Asian American, Latino, and White College Students." *Research in Higher Education* 48(1):1–38.

Schneider, Monica E., and Dahlia J. Ward. 2003. "The Role of Ethnic Identification and Perceived Social Support in Latinos' Adjustment to College." *Hispanic Journal of Behavioral Sciences* 25(4): 539-554.

Sheldon, Kennon M., and Lawrence S. Krieger. 2004. "Does Legal Education Have Undermining Effects On Law Students? Evaluating Changes in Motivation, Values, and Well-Being." *Behavioral Sciences & the Law* 22.2: 261-286.

Skinner, Elizabeth Fisk, and Richard C. Richardson Jr. 1988. "Making It in a Majority University: The Minority Graduate's Perspective." *Change: The Magazine of Higher Learning* 20(3): 34-42.

Steele, Claude M. 1997. "Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance." *American Psychologist* 52(6):613.

Steele, Claude M., and Joshua Aaronson. 1995. "Stereotype Threat and the Intellectual Test Performance of African Americans." *Journal of Personality and Social Psychology* 69(5):797-811.

Steele, C. M., Spencer, S. J., & Aronson, J. 2002. "Contending With Group Image: The Psychology of Stereotype and Social Identity Threat." *Advances in Experimental Social Psychology* 34: 379-440. Academic Press.

Steele, Claude M. 2011. *Whistling Vivaldi: And Other Clues To How Stereotypes Affect Us (Issues Of Our Time)*. WW Norton & Company.

Stevens, Robert B. 1983. *Law School: Legal Education in America from the 1850s to the 1980s*. The Lawbook Exchange, Ltd.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. 2013. "A Review of School Climate Research." *Review of Educational Research* 83(3): 357-385.

Wangerin, Paul T. 2001. "Calculating Rank-In-Class Numbers: The Impact of Grading Differences among Law School Teachers." *Journal of Legal Education* 51:98.

Weidman, John. 1989. "Undergraduate Socialization: A Conceptual Approach." *Higher education: Handbook of theory and research* 5: 289-322.

Wilkins, David B. 2000. "Rollin' on the River: Race, Elite Schools, and the Equality Paradox." *Law & Social Inquiry* 25(2):527-55

**ELIZABETH BODAMER- ACCESSLEX DISSERTATION GRANT PROPOSAL
ADDITIONAL INFORMATION REQUESTED: METHODS**

1. Provide more detailed information for the research methods that will be used for each research question. While the proposal notes "quantitative methods" such as regression and path models, greater specificity is needed.
2. Outline the statistical method that will be used for each of the four research questions.

DATA AND METHODS BY RESEARCH QUESTION

Law School Survey of Student Engagement Sample

The Law School Survey of Student Engagement is a dataset that focuses on law students' perceptions of the effects and impacts of their law school experience. The survey questions measure various aspects of the student experience, including demographics, academic and intellectual experiences, mental activities, enriching education experiences, student satisfaction, time usage, law school environment, quality of relationships, career expectations, and educational and personal growth outcomes. In addition to these questions, belonging, climate, and support system questions were added to the 2018 survey. Dr. Mary Murphy and Victor Quintanilla added four questions on belonging and belonging uncertainty. LSSSE approved and included in the 2018 survey eight questions I included questions about law school climate and support systems. My beta set was sent to 25 U.S. schools, where all but five of the schools also the belonging items. Only current JD students are surveyed, and the total nationally representative sample size is 2,759 across 20 law schools. Below, I describe the data, variables, and method of analysis[1] for each research question.

Dependent Variable: Sense of Belonging

I will analyze sense of belonging of law students both at the individual student level and at the school level. One of the belonging items, which is from Murphy and Zirkel (2015), asks current JD students to specify if they strongly disagree, disagree, somewhat disagree, somewhat agree, agree, or strongly agree with the statement, "I feel like I belong at this law school." Using this 6-point scale, I consider the likelihood of students feeling like they belong at their law school versus feeling like they do not belong. This is the dependent variable for all the research questions in this dissertation.

Minoritized Law Students

The primary focus of this dissertation is to examine the experiences of minoritized law students, which include students minoritized by their race/ethnicity, gender, sexual orientation, and first-generation status. This information was self-reported by students. See Table 3[2] for the diversity breakdown of the sample.

---

[1] I recognize that my method will evolve during the dissertation process.
[2] Submitted in previous request for additional information.

Race/*Ethnicity*

Students self-reported their race/ethnicity, selecting all categories that applied. From this I created a race variable where white is set as zero. There are nine racial/ethnic categories, which include Black, Asian, Latinx, American Indian/Alaskan Native, Other, White Latinx, Black-White Multiracial, Other Black Multiracial, and Other Multiracial. The four main categories, Black, Asian, Latinx, American Indian/Alaskan Native, include students who only selected the one racial/ethnic category. Other includes students who only selected other. I added students who selected Pacific Islander to Other. White Latinx includes students who only selected the two categories, White and Latino. Similarly, Black-White Multiracial includes students who only selected the two categories, White and Black. Other Black Multiracial includes students who selected Black and other racial/ethnic categories. For example, a student who selected Black and Latinx or Black, Asian, and White, was categorized as Other Black Multiracial. Lastly, Other Multiracial includes students who selected two or more racial/ethnic minoritized categories and not Black. For example, students who selected Asian and Latino were categorized as Other Multiracial. This variable will allow me to analyze the nuances of racial/ethnic experiences of various groups compared to the dominant white majority.

Gender

I restricted the sample to students who self-reported as a man or a woman. Students who selected either another gender identity (N=11) or prefer not to respond (N=6) were excluded. The sample size of another gender is too small for a meaningful analysis, especially at the school level. I created a dichotomous variable for gender where woman equals 1 and man equals 0.

LGBTQ

I excluded students who selected not to report their sexual orientation. Using a dichotomous variable for LGBTQ, I can compare students who self-reported as gay, lesbian, bisexual, another, and questioning, with students who self-identified as heterosexual.

First Generation Status

LSSSE explicitly asks students if they are first-generation students, which is defined as neither parent/guardian holds a bachelor's degree. First-generation status is a dichotomous variable so I can compare first-generation students with non-first-generation students.

Control Measures

Law School Characteristics

Upon my request, LSSSE created a law school ranking variable. Using the 2018 U.S. News and World Report ranking,[3] I created a list of all the schools surveyed by LSSSE in 2018 with their corresponding tier. Tier 1 schools are the top 50 schools, Tier 2 includes schools ranked 51-100, Tier 3 includes schools rank 101-150, and Tier 4 includes schools ranked 151+. Since I do not know which 20 schools were given the belonging, climate, stereotype threat, and support system questions, LSSSE used the ranking list I created to create the variable for my sample. In order to protect the anonymity of the schools, no other information, such as

---

[3] www.usnews.com. (2018). *Best Law Schools*. [online] Available at: https://www.usnews.com/best-graduate-schools/top-law-schools/law-rankings

geographic location, can be provided. Therefore, this dissertation is limited in the ability to control for school diversity, geography, and rural versus city experiences. However, LSSSE will provide a school indicator variable to control for law school context.[4] This will allow me to examine the individual student level experiences and the school level experiences.

Enrollment Status

Experiences may vary for law students based their enrollment status. I will control for fulltime status because students in a part-time program will not be exposed to the same environments and dynamics as students who spend most of their time at the school. Similarly, I will control for if students are enrolled in the day program or night program. Most J.D. programs take 3 years to complete; however, for those in a part-time program, it may take longer. Therefore, I control for class status (1L, 2L, 3L, and 4L). Moreover, the first-year experience is one of the toughest students will endure; therefore, it is important to account for varying experiences across classes. Transfer student status will be controlled for because transfer students have the added task of transiting into a new school a year after everyone else has settled into their schools. Similarly, students pursing a joint degree tend to spend some time away from the law school, which can impact their personal experiences at the law school.

Demographics and Past Performance

In addition to enrollment status, I will control for demographic measures, specifically age and international status. Most law students are between the ages 22 and 24. I created an age variable for students 30 years old or younger to control for how life course can impact how students experience and navigate law school. In the sample, 4% of the respondents are international students. Experiencing legal education while transitioning into a new country and education system brings its own set of needs and nuances. Therefore, I will control for whether or not students self-identified as international or a foreign national. Lastly, I will control for past academic performance that can affect how students perceive their personal abilities to succeed in law school, specifically I will control for undergraduate GPA and LSAT scores, which some argue predict law school performance and bar passage rates.

Method of Analysis

For all questions, the general strategy is to test the hypothesized mechanisms of group differences by modeling interaction terms. This can be done by running separate regression models for each marginalized group or by including interaction terms in each model that include all students. I will be using STATA 15.0. The following describes the proposed method of analysis for each research question.

Research Question 1: Does stereotype threat affect law students' sense of belonging differently based on race/ethnicity, gender, sexual orientation, and first-generation status?

Stereotype Threat Measure

When students' social identities are stigmatized by negative stereotypes, they experience stereotype threat (Steele, Spencer, and Aronson 2002). As stated earlier, within education, there are longstanding negative stereotypes about the intellectual capacities and outsider status of

---

[4] LSSSE will get this variable to be in February of 2019. The research associate handling my dataset is on maternity leave.

women, Latinx, Black, and Asian American students. In LSSSE, stereotype threat is measured by two items that directly speak to the experiences of students with social identities vulnerable to negative stereotype in educational contexts: "*In class, I worry that my professor underestimates my intelligence*" and "*Others in my school would be surprised to see me succeed*" (1=Strongly Disagree; 4=Strongly Agree). Since the items show internal consistency (α =.72), they were added to create a stereotype threat index. Higher numbers indicate a stronger threat experience.

Method of Analysis

I will run ordered logistic regression to examine who is more likely to experience stereotype threat and how stereotype threat affects their sense of belonging. This will allow me to look at group differences comparing minoritized student group to non-minoritized student groups. First, I will look at how much variation there is in belonging within law schools (analysis of the individual student level) and how much variation is there between law schools. Second, I will examine who is more likely to experience stereotype threat. Lastly, I will look at students' sense of belonging by including interaction terms to compare those who experience stereotype threat and those who do not.

Research Question 2: Does law school climate affect law students' sense of belonging differently based on race/ethnicity, gender, sexual orientation, and first-generation status?

School Climate Measure

In higher education, institutional climate for diversity impacts students' academic and social lives (Hurtado, Milem, Clayton-Pederson, and Allen 1996). Climate has been measured by various items such as experienced discrimination and campus tension (Hurtado and Carter 1997); the perception of climate and how campus operations demonstrate diversity as an essential value (Rankin and Reason 2005; Hurtado, Milem, et al. 1998); in classroom experiences (i.e. Allan and Madden 2006); and outside the class room experiences (i.e. Woodard and Sims 2000).

There are six items in the LSSSE I will consider for law school climate. Two items are related to actual experiences in and outside the classroom: "*I experienced not being taken seriously in a class because of my race/ethnicity, gender, gender identity, and/or sexual orientation*" and "*I have experienced bias, discrimination, or unfair treatment at my law school based on my race/ethnicity, gender, gender identity, and/or sexual orientation*" (1=Strongly disagree; 4=Strongly agree). Two items ask about interactions with peers: "*Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values*" and "*Had serious conversations with students of a different race or ethnicity than your own*" (1= Never; 4=Very often). And two items measured the extent to which the law school encouraged and contributed to contact and understanding of diversity: "*To what extent does your law school emphasize each of the following? Encouraging contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds*" and "*To what extent has your experience at your law school contributed to your knowledge, skills, and personal development in the following areas? Understanding people of other racial and ethnic backgrounds*" (1= Very little; 4=Very much). After recoding variables that measure discrimination and in class experience to match the direction of the other variables, the six items show internal consistency (α =.67). This will allow me to proceed in two directions,

to create a climate index and to create a latent variable with the standardized items for structural equation modeling. Higher numbers indicate a negative climate.

The negative climate measure will be used for school level analysis. For the individual student level analyses, I will focus on three concepts, discrimination experiences, diversity interactions, and negative perception of school's commitment to diversity. These options give me the flexibility to find the best method of analysis to answer the research questions.

Method of Analysis

I will run ordered logistic regression to examine who is more likely to experience negative climate and how negative climate affects belonging. This will allow me to look at group differences to see how climate impacts belonging differently for minoritized students compared to students in the majority. First, I will examine group differences at the individual level of discrimination experiences, diversity interactions, and perception of school's commitment to diversity vary based on race/ethnicity, gender, sexual orientation, and first-generation status. Second, I will compare at the individual student level how discrimination experiences, interactions, and perception of school's commitment to diversity impact minoritized and non-minoritized students' sense of belonging. Lastly, I will compare how climate varies between schools and as a result how belonging varies between schools based on their climates.

Research Question 3: Do support systems affect law students' sense of belonging based on race/ethnicity, gender, sexual orientation, and first-generation status?

Support System Measure

Quality of relationships with faculty, staff, and students have a direct effect on belonging in law school, especially for stigmatized students (Green et al. 2018). This is not surprising given that in higher education, for racially and ethnically minoritized students, the size of students' social networks and positive interactions with faculty are associated with academic interests, satisfaction with school experiences, greater retention, academic performance, and overall intellectual development (Lundberg and Schreiner 2004; Zirkel 2004; Anaya and Cole 2001). To better understand support systems, I will look at various relationships and sources of support not explored, such as the impact of student groups and student affairs professionals.

Support systems include five items in the LSSSE: *"There is someone at my law school that I can share my personal worries and fear"* (1=Strongly disagree; 4=Strongly agree), *"During the current school year, to what extent has student and advising services (e.g. student affairs staff, dean of students, diversity and inclusion officers, and others) provided personal support during difficult times"* (1=Did not use; 5=Very much), *"During the current school year, which student organizations that you actively participated in provided personal support during difficult times? (Select all that apply)"* (0=did not select; 1=select), *"To what extent does your law school emphasize each of the following? Providing the support you need to thrive socially"* (1= Very little; 4=Very much), and *"To what extent does your law school emphasize each of the following? Providing the support you need to help you succeed academically"* (1= Very little; 4=Very much). For the student organization support variable, I created a dichotomous variable where one equals anyone who indicated that a student group provided support during difficult times. Variables for each type of student group will be used to analyze how important affinity

groups are for minoritized students in law school. A support system index can be created from these six standardized items (α =.60) where higher numbers indicate greater support.

Method of Analysis

I will run ordered logistic regression to examine who is supported and how support systems affect belonging. This will allow me to look at group differences to see how support systems are key for students' sense of belonging differently based in race/ethnicity, gender, sexual orientation, and first-generation status. First, I will look at where students find support examining each support system items in the LSSSE. For example, I explore whether minoritized student are more likely to find support from student groups compared to other students. Second, I will analyze how each item affects students' sense of belonging. For example, I will explore whether students' who have a positive perception of their schools' support for their academic and social life are more likely to belong than those who do not. Third, using the support system index, I will look at who is mostly likely to have a strong support system and who is more likely to have a weaker support system. Fourth, I will look at how who the strength of the support system impacts students' sense of belonging. Lastly, I will look at how supportive systems varies between schools and how this variation affects sense of belonging between schools.

Research Question 4: Do support systems moderate the negative effects of law school climate and stereotype threat on minoritized law students' sense of belonging?

Ordered Logistic Regression

Using Stata 15.0, I will run ordered logistic regression to examine how stereotype threat, climate, and support systems affect belonging. This will allow me to look at groups differences for various minoritized student groups experiencing different effects of stereotype threat, climate, and support systems. First, at the individual level, I will look at how discrimination experiences, lack of diversity interactions, and negative perception of school's commitment to diversity affect students' probability of experiencing stereotype threat within schools. Second, I will examine how support systems moderate the effects of each negative experience or perception of law schools and stereotype threat on students' sense of belonging. Fourth, at the school level, using the climate index, I will look at variation in climate between schools and how negative climate impacts the probability of their students experiencing stereotype threat. Lastly, I will analyze how support systems moderate the effects of stereotype threat and negative climate on belonging between schools. For example, I will test whether support systems have a significant effect on improving sense of belonging for schools with negative climate and that are characterized as a place where students experience stereotype threat compared to schools found not to have negative climates and where there is a lesser probability of stereotype threat among their students.

Structural Equation Modeling: Group Analysis

In order to unfold the story of how stereotype threat, climate, and support systems are experienced differently for minoritized students compared to students in the majority, I will conduct path analyses. Green et al. (2018) conducted a multi-level path analysis to examine whether stigmatized (vs. non-stigmatized) students' weaker relationships in law school would be associated with lower sense of belonging, which would, in turn, reduce their satisfaction and lower grades in law school. For this dissertation, a multi-level path analysis will allow me to

analyze how each measure affects belonging differently and how they affect each other. I will be able to see how climate affects stereotype threat and how support systems moderate the effects of climate and stereotype threat on belonging. Additionally, by conducting a group analysis of this form of structural equation modeling, I will be able to compare paths for white versus nonwhite students, men versus women, LGBTQ students versus heterosexual students, and first-generation students versus non-first-generation students.

REFERENCES

Allan, Elizabeth J., and Mary Madden. 2006. "Chilly Classrooms for Female Undergraduate Students: A Question of Method?" *The Journal of Higher Education* 77(4): 684-711.

Anaya, Guadalupe, and Darnell G. Cole. 2001."Latina/O Student Achievement: Exploring the Influence of Student-Faculty Interactions on College Grades." *Journal of College Student Development* 42(1): 3-14.

Green, Dorainne, Heidi E. Williams, Victor D. Quintanilla, Elizabeth Bodamer, Michael Frisby, Sam Erman, and Mary C. Murphy. 2018 "Relationship Inequalities in Law School Predict Disparities in Law School Satisfaction and Achievement." Indiana University, Bloomington, IN. Manuscript in preparation.

Hurtado, Sylvia and Deborah Faye Carter. 1997. "Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students." *Sociology of Education* 70(4):324–45.

Hurtado, Sylvia, Jeffrey Milem, Alma Clayton-Pedersen, and Walter Allen. 1998. "Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice." *Review of Higher Education* 21(3):279–302.

Lundberg, Carol A., and Laurie A. Schreiner. 2004. "Quality and Frequency of Faculty-Student Interaction as Predictors of Learning: An Analysis by Student Race/Ethnicity." *Journal of College Student Development* 45(5): 549-565.

Murphy, Mary C. and Sabrina Zirkel. 2015. "Race and Belonging in School: How Anticipated and Experienced Belonging Affect Choice, Persistence, and Performance." *Teachers College Record* 117(12):1–40.

Rankin, Susan R., and Robert Dean Reason. 2005. "Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups." *Journal of College Student Development* 46(1): 43-61.

Steele, Claude M., Steven J. Spencer, and Joshua Aronson. 2002. "Contending with Group Image: The Psychology of Stereotype and Social Identity Threat." *Advances in Experimental Social Psychology* 34: 379-440. Academic Press.

Woodard, Virginia Spiegel, and Johnnie M. Sims. 2000. "Programmatic Approach to Improving Campus Climate." *NASPA Journal* 37(4): 539-552.