



LGBTQ+ Inclusion: From Candidate to Law Student, 2024 Update

Debra Langer
Applied Research Analyst
LSAC

Judi O'Kelley
Chief Program & Policy Officer
National LGBTQ+ Bar Association and Foundation



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Introduction

This report builds on prior law school campus surveys conducted by the National LGBTQ+ Bar Association and Foundation (“LGBTQ+ Bar”) and a report based on a 2021 survey published by LSAC in 2022 that jointly reflect seminal efforts to detail law school policies and practices related to how LGBTQ+¹ candidates face the challenging task of finding a law school that meets their academic and professional needs, as well as a law school culture that will support their full authentic selves inside and outside of the classroom. Providing a resource where LGBTQ+ prospective law students can evaluate the law school environment is growing in importance. As of April 2024, there were 487 anti-LGBTQ bills that had been introduced in states across the U.S. in their 2024 legislative sessions (American Civil Liberties Union, 2024). At the same time, the prevalence of LGBTQ+ youth facing discriminatory and exclusionary experiences is on the rise. For example, in 2020, 60% of LGBTQ+ youth ages 13 to 24 reported having experienced discrimination due to either their sexual orientation or gender identity, and in 2022, 73% reported having experienced discrimination (The Trevor Project 2020, 2022). The impact of these exclusionary experiences is often compounded when gender and/or sexual orientation identities intersect with other marginalized² identities, such as race, ethnicity, first-generation college status, and socioeconomic status (SES).³

For the purposes of this survey, LGBTQ+ refers to people who identify with any sexual orientation other than heterosexual and people with any gender identity other than cisgender man or woman.

In addition to the ongoing work of the LGBTQ+ Bar and LSAC, research into LGBTQ+ experiences of candidates and/or law students points to the ongoing struggle of LGBTQ+ students in law schools (Ballakrishnen, 2023). In an effort to support access and inclusion⁴ in the enrollment journey and beyond, in 2021, LSAC created a more robust candidate-centric LGBTQ+ Survey, which was also used to create the [LSAC LGBTQ+ Guide to Law Schools](#) for law school candidates.⁵ In collaboration with the LGBTQ+ Bar, LSAC updated the survey to incorporate the most current perspectives on policies and practices impacting LGBTQ+ candidates and law students.

¹ This report uses the term LGBTQ+ except where information is taken from a specific source that uses another acronym or is making explicit reference to specific members within the group. For example, “LGBTQ” is used when citing information from the ACLU because they use that term.

² The term “marginalized” refers to populations that historically have been excluded, disempowered, disenfranchised, or otherwise treated as being insignificant, unimportant, or peripheral. Marginalized can be used to describe various populations and is not synonymous with or limited to racially/ethnically underrepresented populations.

³ The National LGBTQ Task Force provides a [number of studies](#) and reports that explore the compounding effects of intersectional identities.

⁴ Inclusion refers to an organizational climate and/or program environment where all participants are and feel respected, have a sense of belonging, and are able to participate and have an opportunity to achieve and/or demonstrate their potential.

⁵ In this context, a law school candidate is anyone who could potentially go to law school.



The specific purpose of the 2023 LGBTQ+ Law School Survey was to update information collected by LSAC in 2021 and the LGBTQ+ Bar in 2022 on how law schools support LGBTQ+ students.⁶ The survey was administered in November 2023 to all 217 LSAC member law schools in the U.S. and Canada. A total of 118 law schools, including 116 U.S. law schools from 43 states and two Canadian law schools, provided responses (at a response rate of 54%).⁷

The results of this survey will have the following immediate uses:

- Providing information on current LGBTQ+-related practices and policies so law school professionals will have a common understanding of barriers to access and inclusion for LGBTQ+ law school candidates, students, faculty, and staff
- Noting how policies and practices have changed since 2021 to indicate where law school professionals may want to focus their efforts to address barriers to access and inclusion for LGBTQ+ individuals throughout the legal education journey

This report builds on the 2022 LSAC report and the LGBTQ+ Bar's report and incorporates new information about policies and practices to both present a nuanced perspective on how law schools support LGBTQ+ students and examine the progress legal education has made in creating an inclusive environment for LGBTQ+ candidates and law students. This report provides an overview of current law school policies and practices during the 2022-2023 academic year related to (1) LGBTQ+ representation, (2) recruitment and admission, (3) the student experience, and (4) faculty, courses offered, and alumni involvement. Our organizations' joint goal in providing this overview is to continue the conversation about how law schools are cultivating an inclusive environment for LGBTQ+ individuals as well as opportunities for growth and improvement. As stated in the previous report, we expect this to be an ongoing conversation that involves regularly evaluating the use of language, effective support, and the nuanced intersectional experiences often overlooked when we group people under one identity umbrella. We look forward to continuing to engage with schools, candidates, law students, and other stakeholders as we work together to create an inclusive law school experience, address needs, and amplify the voices of our LGBTQ+ candidates and students.

LGBTQ+ Individuals on the Path to and Through Law School

Research shows that LGBTQ+ individuals continue to face discriminatory and exclusionary experiences in all aspects of their lives. For example, the 2023 U.S. National Survey on the Mental Health of LGBTQ Young People found that across the U.S., almost one-quarter

⁶ The 2023 LGBTQ+ Law School Survey results reflect school policies and practices for the 2022-2023 academic school year.

⁷ Schools had the ability to skip questions on the survey if they did not have the relevant information or did not feel comfortable disclosing that information. Therefore, throughout the report, the number of schools responding to each question varies.



of LGBTQ+ youth between the ages of 13 and 24 reported that they had been physically threatened or harmed in the past year, and 60% said they felt discriminated against in the past year due to their LGBTQ+ identity (The Trevor Project, 2022). In addition, 63% of transgender and nonbinary youth reported not having access to a gender-neutral bathroom in school (The Trevor Project, 2023). These results are similar to findings in research conducted among LGBTQ+ populations in higher education that shows many students experience campus climates that are negative and non-inclusive (e.g., Ballakrishnen, 2023; Beagan et al., 2021; Cantor et al., 2020; Chica 2019; Coley 2018; Conron et al., 2022; Craig et al., 2017) which negatively impacts their sense of belonging and persistence in their educational programs (e.g., Parker, 2021; Renn, 2022). For more information on the experience of LGBTQ+ law students, download the first report based on the updated LGBTQ+ Law School Survey published in 2022, [LGBTQ+ Inclusion: From Candidate to Law Student](#).

While more work is needed to explore the various and nuanced experiences of LGBTQ+ individuals on the path to and through law school, current research is clear: LGBTQ+ candidates and students continue to face discrimination and exclusion from legal education and practice spaces, but, working together, we can increase access and inclusion. This report is part of beginning to move in this direction by outlining how schools are working toward inclusivity and cultivating a sense of belonging among LGBTQ+ students. To ensure a common understanding for all readers, the following subsection briefly reviews language.

Language

For the purpose of the LGBTQ+ Law School Survey and, by extension, this report, LGBTQ+ refers to people who identify with any sexual orientation other than heterosexual and/or with any gender identity other than cisgender. While LGBTQ+ is a common umbrella term, it actually encompasses various distinct definitions and experiences related to gender and sexual orientation diversity. We start with outlining language to ensure a common understanding, because gender identity and sexual orientation are important aspects of an individual's identity and are essential aspects of a specific lived experience, just as an individual's racial and ethnic identity are.

The term "gender identity" refers to a person's internal, deeply held knowledge of their own gender. Everyone has a gender identity. For most people, their gender identity matches the sex they were assigned at birth, i.e., cisgender. For transgender people, their gender identity does not align with the sex they were assigned at birth. Many people have a gender identity of man or woman (or, for children, boy or girl). For other people, their gender identity does not fit neatly into one of those two binary genders, i.e., nonbinary.

Gender expression is separate from gender identity and is defined as "how a person presents their gender on the outside, often through behavior, clothing, hairstyle, voice, or body characteristics" (The National Center for Transgender Equality, 2016). For example,



“gender nonconforming” refers to people whose gender expression differs from conventional expectations of masculinity and femininity.

Finally, sexual orientation describes a person’s enduring physical, romantic, and/or emotional attraction to another person. The definitions offered here should be thought of as a foundation for general understanding but also for reading and understanding this report.⁸

LGBTQ+ Representation Among Law School Applicants and Matriculants

While we use the umbrella term “LGBTQ+,” it is important to keep in mind that students’ experiences in legal education vary not only due to gender identity and sexual orientation, but also at the point where these identities intersect with their racial, ethnic, and/or other marginalized identities. This report builds on LSAC’s previous LGBTQ+ report that highlighted the intersectional complexity among the LGBTQ+ population that will affect how LGBTQ+ students experience the different practices and policies that law schools have in place. For example, the barriers that Black LGBTQ+ individuals face to get to the application stage of the enrollment journey are likely different from those experienced by white LGBTQ+ individuals. To help inform recruitment and support access to and inclusion efforts in law school, it is important to understand LGBTQ+ representation, both in the applicant pool and among those enrolling in law school. LSAC 2023 data shows that 47% of LGBTQ+ law school applicants in the 2022-2023 admission cycle were from racially and ethnically marginalized groups and 42% of LGBTQ+ law students in the 2023-2024 first-year class (matriculants) were from racially and ethnically marginalized groups (Table 1).⁹ The LGBTQ+ representation within each racial and ethnic group reveals intersectional diversity important for informing law school efforts for recruiting and supporting LGBTQ+ candidates and students (Table 1).¹⁰

⁸ For more information on terminology, see [GLAAD Media Reference Guide](#).

⁹ The data in this section comes from the 2022 LSAC End-of-Year Applicant and Matriculant Data and was not collected during the 2023 LGBTQ+ Law School survey. It is provided here as context to consider when reading the report.

¹⁰ The way LSAC reports data has changed since the previous report was published. Previously, maximum reporting was used, whereby an individual could be counted in more than one race and ethnicity category. In this report, single reporting is used, whereby an individual can only be counted in one race and ethnicity category. Therefore, data provided in this report cannot be compared to previous reports for the purposes of identifying trends.



LGBTQ+ applicants for the 2022-2023 admission cycle comprised 13.4% of the applicant pool and 13.9% of students matriculating in the 2023-2024 academic year. A closer examination of the racial and ethnic diversity of LGBTQ+ applicants and matriculants reveals:

- Half of all LGBTQ+ applicants and more than half of LGBTQ+ matriculants identified as white.
- Almost 30% of LGBTQ+ applicants and about one-quarter of matriculants identified as Latiné, Black, and/or Asian.
- About 2% of LGBTQ+ applicants and matriculants identified as American Indian or Alaska Native.

Table 1: Racial and Ethnic Diversity of LGBTQ+ Applicants and Matriculants for the 2022-2023 Academic Year

Race and Ethnicity	Percentage of LGBTQ+ by Race/Ethnicity		Percentage of LGBTQ+ Within Race/Ethnicity	
	Applicants	Matriculants	Applicants	Matriculants
Indigenous Person of Canada	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.7%	0.6%	18.2%	17.3%
Middle Eastern/North African	1.7%	1.6%	9.0%	8.7%
American Indian or Alaska Native	2.4%	2.0%	16.0%	15.9%
Black or African American	10.5%	8.9%	12.5%	13.3%
Asian	8.2%	6.2%	9.7%	11.1%
Latiné	10.1%	9.5%	14.0%	14.9%
Multiracial/Ethnic (two or more)	11.4%	11.9%	16.0%	17.0%
Caucasian/White	50.4%	54.7%	14.3%	14.2%
Not Indicated	4.6%	4.5%	10.6%	11.0%
Total Number of LGBTQ+	8,487	5,285	8,487	5,285
Total Number	63,291	38,013	63,291	38,013

Source: LSAC 2022 End-of-Year Applicant and Matriculant Data. Gender diverse applicants comprised 1.2% of the applicant pool and 1.2% of matriculants for the 2022-2023 academic year. LGBTQ+ applicants comprised 13.3% of the applicant pool and 13.8% of matriculants for the 2022-2023 academic year. Conclusions about Indigenous Persons of Canada, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native applicants and matriculants should be made cautiously since the actual numbers of applicants and matriculants in each category are very small. Specifically, for the 2022-2023 academic year, there were 12 and three Indigenous Persons of Canada applicants and matriculants, respectively; 346 and 179 Native Hawaiian and Other Pacific Islander applicants and matriculants, respectively; and 1,247 and 666 American Indian and Alaska Native applicants and matriculants, respectively.



The differences between races/ethnicities among LGBTQ+ applicants and matriculants illustrate why it is important to consider intersectional identities. Data reveal that LGBTQ+ applicants and matriculants from certain racially and ethnically marginalized backgrounds are more likely to self-identify as LGBTQ+ (Table 1).¹¹

- Middle Eastern/North African applicants and matriculants are least likely to identify as LGBTQ+ (9.0% and 8.7%, respectively).
- Asian applicants and matriculants are also not very likely to identify as LGBTQ+, with 9.7% of Asian applicants and 11.1% of Asian matriculants identifying as LGBTQ+.
- Among all racial/ethnic groups with numbers large enough to draw some conclusions, the percentage of LGBTQ+ individuals decreased slightly or remained about the same from applicants to matriculants in only two groups — Middle Eastern/North African and white.

Based on these data points, there are two takeaways: While about half of the overall LGBTQ+ applicants and matriculants are white, (1) the percentage of LGBTQ+ applicants and matriculants in many racially and ethnically historically marginalized groups is about the same or greater than the percentage of white LGBTQ+ applicants and matriculants, and (2) among the five largest racial and ethnic groupings, Asian applicants and matriculants are least likely to identify as LGBTQ+. This indicates that when considering how to best support LGBTQ+ applicants and matriculants, schools also need to consider intersectional racial and ethnic diversity within the group so that they can develop and implement tailored efforts for inclusion that appropriately address the heterogeneity within the umbrella grouping of LGBTQ+ applicants and matriculants.

With this understanding of LGBTQ+ representation among applicants and matriculants in mind, the following sections present the aggregate findings of the 2023 LSAC and LGBTQ+ Bar's LGBTQ+ Law School Survey and reveal what schools are currently doing related to 1) LGBTQ+ representation, 2) recruitment and admission, 3) the student experience, and 4) faculty, courses offered, and alumni involvement. The report ends with final thoughts.

Law School Commitment to LGBTQ+ Individuals

As the results of the survey detailed below demonstrate, creating an inclusive and welcoming environment starts before individuals apply to and attend law school and is

¹¹ It is also important to take note of how applicants and matriculants are categorized in the data since how the data is reported can change aggregate understanding of a population. For example, previous data highlighted in the 2021 LSAC report showed Latiné applicants were slightly more likely than white applicants to identify as LGBTQ+; however, with the change to single reporting for race and ethnicity and the addition of a multiracial category to analysis, many of those formerly included as Latiné are now in the multiracial category, making it appear that Latiné applicants are now less likely to identify as LGBTQ+ when it is actually an artifact of how the data is reported.



largely determined by policies and practices in admission, curriculum, programming, and language used. The degree of a school's commitment to LGBTQ+ individuals is reflected in its policies and official statements. Out of the 114 schools that reported information about their nondiscrimination statements relating to employment, 95% explicitly mentioned sexual orientation, 94% mentioned gender identity, and 82% mentioned gender expression. With regard to nondiscrimination statements addressing admission, 93% mentioned sexual orientation, 91% mentioned gender identity, and 81% mentioned gender expression. In addition, an overwhelming majority of responding schools indicated they have filing policies for bias/discrimination complaints (96%), sexual harassment complaints (95%), and harassment/bullying complaints (90%). Schools also reported that their bias/discrimination, sexual harassment, and harassment/bullying complaint filing policies explicitly mentioned sexual orientation (93%, 90%, and 87%, respectively), gender identity (91%, 89%, and 84%, respectively), and gender expression (81%, 79%, and 73%). While there is some room for improvement, these types of statements and the high rate that explicitly mentioned sexual orientation, gender identity, and gender expression are good places to start in working toward creating law schools where students can feel comfortable expressing their full and authentic selves in order to effectively learn and contribute to the law school experience for all.

Representation Matters: LGBTQ+ Representation in Law School

Finding community in law school, including students seeing their multiple intersecting identities reflected in their fellow students as well as faculty and staff, is important for students' success and sense of belonging (e.g., Deo et al., 2010). In the first section of the survey, schools were asked about LGBTQ+ representation in the school's student body as well as representation among faculty, administration, and staff in general and specifically among administration and staff in student-facing offices for the 2022-2023 academic year.

Law School Characteristics

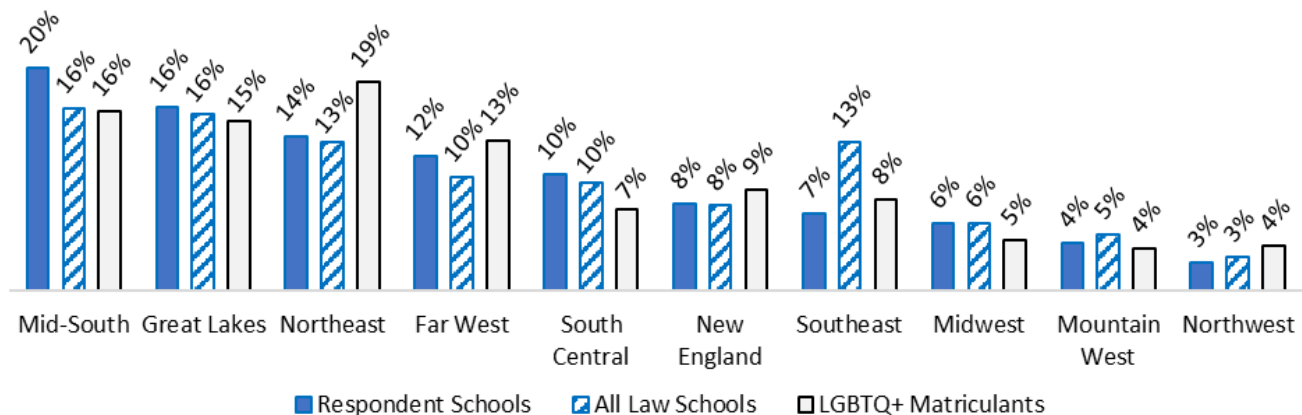
When considering how law schools are formulating and enacting policies and practices that affect LGBTQ+ students, it is important to take into consideration the characteristics of the law schools themselves. Based on their location, their relationship with an affiliate university, or their status as a public or private school, law schools may have, for example, restrictions on programs they can implement or be subjected to different state laws. This broader context will necessarily affect what schools can and will consider to ensure inclusive and welcoming environments for all. Among the 116 U.S. law schools that provided valid responses to the 2023 survey, seven (6%) of the schools are independent, meaning they are standalone law schools with no affiliated undergraduate institution, and more than half are private institutions (58%, n=68). Figure 1 shows the distribution of U.S.



schools responding to the survey (n=116) across LSAC regions,¹² the distribution of U.S. LSAC member law schools (n=197) across LSAC regions, and the distribution of LGBTQ+ matriculants across LSAC regions. These reveal that:

- 20% of responding U.S. law schools are located in the Mid-South, meaning this region may be slightly overrepresented in survey responses.
- While 13% of all law schools are located in the Northeast, almost one-fifth (19%) of all LGBTQ+ matriculants go to school in the Northeast. This may indicate LGBTQ+ students find schools in these jurisdictions more welcoming, apart from any school-enacted policies or practices.
- 13% of law schools are also located in the Southeast, yet only 8% of all LGBTQ+ students matriculate in that region made up of mostly states that have passed many LGBTQ+-restrictive laws in the past couple of years.
- With the exception of the Mid-South and the Southeast, the proportion of responding schools is roughly the same as the proportion of all U.S. member law schools across regions. Only 31% of the 26 law schools located in the Southeast responded to the survey, compared to all other regions where school response rates were between 50% and 72%.

Figure 1. Percentage of Responding U.S. Schools and 2022-2023 Matriculants (n=116)



Sources: 2023 LGBTQ+ Law School Survey data and
LSAC 2023 End-of-Year Applicant and Matriculant Data

¹² States are included in the various regions as follows: Mid-South (Washington, D.C.; DE; KY; MD; NC; TN; VA; WV), Great Lakes (IL, IN, MI, MN, OH, WI), Northeast (NJ, NY, PA), Far West (CA, HI, NV), South Central (AR, LA, OK, TX), New England (CT, MA, ME, NH, RI, VT), Southeast (AL, FL, GA, MS, SC, PR), Midwest (IA, KS, MO, ND, NE, SD), Mountain West (AZ, CO, ID, MT, NM, UT, WY), and Northwest (OR, WA).



When thinking overall about the impact of the practices and policies detailed in this report, it is important to keep in mind where LGBTQ+ law students are located and where schools are geographically located in the U.S. The location of schools may affect current policies and practices in place at schools as well as shape what policies and practices schools can consider implementing in the future.

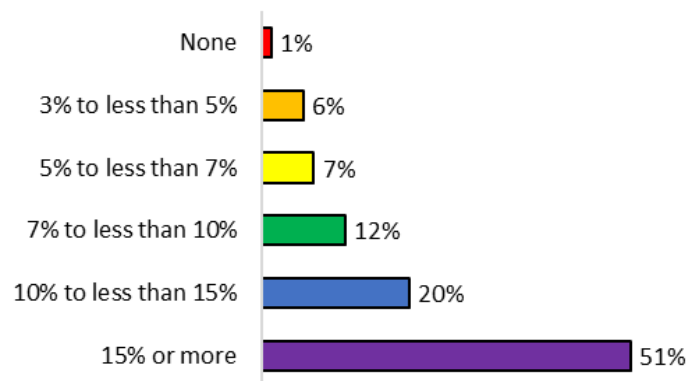
2022-2023 LGBTQ+ Student Population in Law Schools

In order to ensure schools were representing the population of LGBTQ+ students at their schools, only the 76 schools (66%) that indicated they collect information about the LGBTQ+ identities of their students were then asked to indicate what percentage of their student body identified as LGBTQ+. Most schools who responded (n=59) indicated they collected the information via an optional question on their admission application and/or application information collected via LSAC. A number of schools indicated that they collected this information through a survey for new or entering students (n=3) or a year-end student survey (n=1), a survey of prospective students (n=2), information collected during enrollment (n=1), or an optional survey for student affinity groups (n=1). Only six schools noted that students can update their student identity information at any time during their time in law school, for example, in the school's student management system or job portal. Because student identities may change during their time in law school, it is important to provide the opportunity for students to update information about their LGBTQ+ identity as they progress through school. This will provide a more accurate picture of the needs of the student population.

Among the 70 schools that provided information regarding how many LGBTQ+ law students were enrolled, slightly more than 50% (n=36) reported that LGBTQ+ students comprised 15% or more of their student population (Figure 2). An overwhelming majority of schools who had self-identification for students indicated that their student body included at least one transgender/nonbinary student (91%, n=70). Only one school reported that none of their students identified as LGBTQ+, and six schools declined to specify how many of their students identified as LGBTQ+.

While schools may hesitate to collect information about student identity, understanding that it is crucial to protect the privacy of students, especially those in the margins, information about who is enrolled in law school is an important factor that prospective LGBTQ+ law students want to know when deciding

Figure 2. Percentage of Schools by Percent of Student Body Identifying as LGBTQ+ (n=69)



Source: 2023 LGBTQ+ Law School Survey data



whether schools are more or less likely to offer them a welcoming community and affirming spaces.

LGBTQ+ Law School Faculty, Staff, and Administration

Research indicates that increasing the number of LGBTQ+ faculty is a key component of increasing access for and retention of LGBTQ+ students (Archer et al., 2019; Johnson, 2010; Robson, 2017). Therefore, representation of LGBTQ+ individuals among faculty¹³ and, by extension, any staff who may have interaction with students or who are part of creating the culture within the law school, including administration,¹⁴ professional staff,¹⁵ and support staff,¹⁶ will be a significant factor in attracting and ensuring maximum opportunities for success among LGBTQ+ students. In addition, understanding what representation looks like at a school, that is, how many faculty and other employees identify as LGBTQ+, can inform policy and practices for employees and help employees feel “seen.” Slightly more than 60% of responding schools provided an opportunity for faculty, administrators, professional staff, and support staff to self-identify.

While a majority of schools gave all employees the opportunity to self-identify, many were not sure how many employees actually did identify as LGBTQ+ (Figure 3). This makes it difficult for schools to understand who their faculty and staff are and how to evaluate whether policies and practices are effectively supporting LGBTQ+ employees. This will be key to not just attracting but also retaining LGBTQ+ employees who will be a crucial part of creating an inclusive and affirming environment for LGBTQ+ applicants and students.

Representation across employee groups at law schools varied with the largest proportion of schools reporting faculty identifying as LGBTQ+ (63%, n=39) followed by professional staff (44%, n=28), administrators (41%, n=26), and support staff (27%, n=17; Figure 3).¹⁷ In addition, consistent with the 2021 LSAC LGBTQ+ Law School Survey, a greater proportion of faculty identify as LGBTQ+ as compared to other employee groups, with 34% of schools reporting 7% or more LGBTQ+ faculty compared to only 11%, 24%, and 3% of

¹³ Faculty members include tenure-track and clinical professors as well as adjunct instructors.

¹⁴ Administration includes the dean of the law school, executive deans, dean of research, dean of faculty affairs, dean of communication, dean of students, dean of admission, dean of alumni engagement, dean of international studies, dean of career services, dean of financial aid, dean of admission for graduate law studies (LLM, master's), and others involved in development, fiscal affairs, and other areas of operations.

¹⁵ Professional staff include directors, assistant directors, and other non-support staff in offices such as admission, student affairs, registrar, academic support, international, diversity and inclusion, financial aid, and career services.

¹⁶ Support staff include office coordinators, administrative professionals, faculty secretaries, and others who support administrators, faculty, and professional staff.

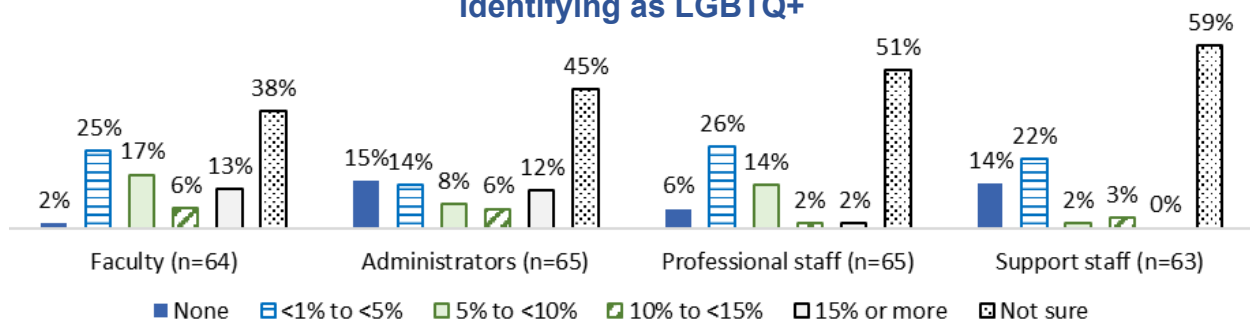
¹⁷ These percentages are calculated by adding the number of schools who reported any specific percentage of employees in each employee group, illustrated in Figure 3, and dividing by the total number of schools who provided answers for the question specifying the percentage of LGBTQ+ employees at their schools. The percentages above each bar in Figure 3 represent how many schools reported a percentage of each employee type. For example, the first bar associated with the administrators employee group means that 15% of the 65 schools who responded to the question about administrators at their school reported that none of their administrators identify as LGBTQ+.



schools reporting that 7% or more of their professional staff, administrative staff, and support staff, respectively, identify as LGBTQ+. While some schools may be reluctant to provide an opportunity for faculty to self-identify due to a belief that asking may violate nondiscrimination policies, that is a misunderstanding, as the LGBTQ+ Bar noted in the executive summary based on its survey conducted in 2022:

“... it is entirely appropriate and legal to invite employees to identify their sexual orientation and gender identity in self-identification surveys, provided that the survey both a) is voluntary and b) provides an option of confidentiality, and that it will not be used to impose negative consequences to the employee or others. All schools currently collect and regularly report data regarding race and gender of their employees and students. Asking about sexual orientation and gender identity is also appropriate and lawful.” (LGBTQ+ Bar, 2022a: p. 6-7)

Figure 3. Percentage of Law Schools by Percentage of Type of Employee Identifying as LGBTQ+



Source: 2023 LGBTQ+ Law School Survey data

Among the schools that shared specific identities of their employees, more schools reported gay males were present among faculty (82%, n=37), administrators (65%, n=20), professional staff (63%, n=20), and support staff (44%, n=11) as compared to other LGBTQ+ identities identified within these employee groups. Transgender and nonbinary employees were least prevalent, with only 29% (n=13), 10% (n=3), 28% (n=9), and 36% (n=9) of schools reporting transgender/nonbinary individuals among their faculty, administrators, professional staff, and support staff, respectively. When considering representation, it is important to capture and accurately convey to prospective applicants who falls under the umbrella term of LGBTQ+ so they know whether they will find someone sharing their specific identity at a specific school — since the experience of a gay cisgender white man will likely be qualitatively different than that of, for example, a Black lesbian transgender woman.

While the survey reveals it is most common to find identified LGBTQ+ faculty members as opposed to support staff at schools, representation both inside and outside of the classroom is important to send students a message of inclusivity and to bring multiple



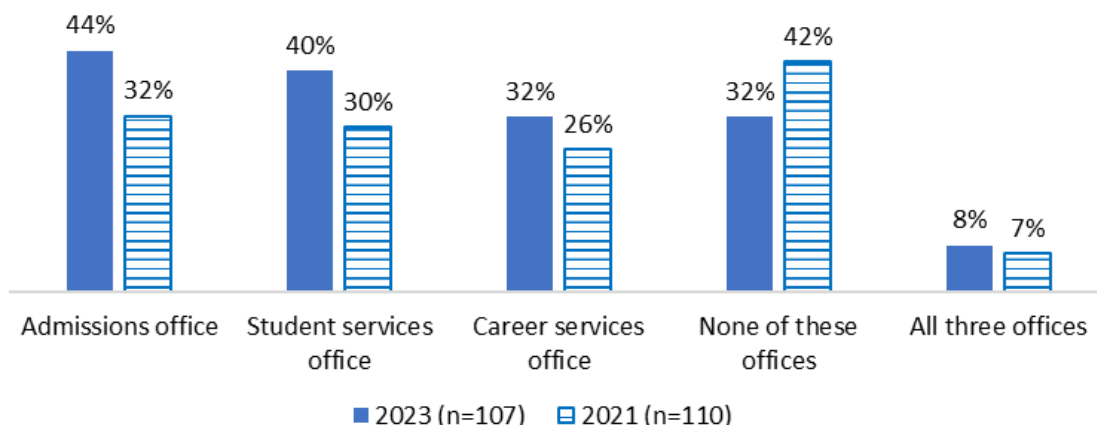
perspectives to the administrative side of a school's operations and interactions. Therefore, the survey also explored LGBTQ+ representation in some of the most utilized student-facing offices in law schools.

LGBTQ+ Representation in Student-Facing Offices

As students move through their legal education, they often interact with staff outside of the classroom for academic, social, emotional, personal, career, and professional support. The staff with whom students interact when seeking support can be as or even more important than the resources provided.

When asked about student-facing offices, 73 of the 107 law schools (68%) that responded to this question indicated that at least one of the three major offices — admissions, student affairs, and career services — include LGBTQ+ staff, up from the 58% reported in LSAC's 2021 survey (Figure 4). Specifically, 44% of schools indicated that they had LGBTQ+ staff in their admission offices, 40% in their student affairs offices, and 32% in their career services offices. Of these 73 schools, only nine reported that they have LGBTQ+ staff in all three offices. While representation in each student-facing office among schools that responded in 2023 is higher than reported by responding schools in 2021, the proportion of schools that have representation in all three of these offices is essentially the same. Although, it is important to keep in mind that office size and staffing structures vary greatly among law schools.

Figure 4. Percentage of Law Schools With LGBTQ+ Staff in Admissions, Student Services, and/or Career Services Offices in 2021 and 2023



Sources: 2023 LGBTQ+ Law School Survey data and
2021 LSAC LGBTQ+ Law School Survey data

While the survey shows growth over the past two years in inclusion of LGBTQ+ faculty and staff, there is room for improvement. LGBTQ+ representation in student-facing staff positions that play a crucial role in admitting, guiding, and supporting students through



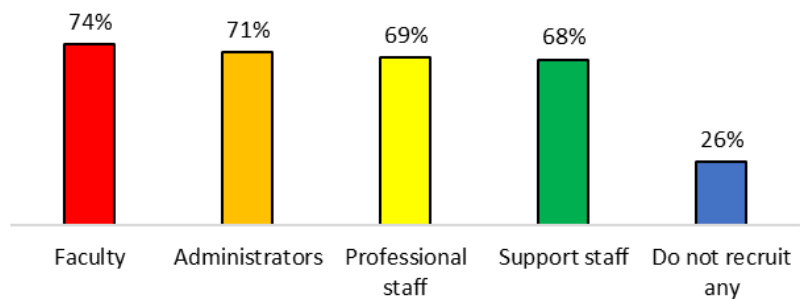
their law school experience and preparing them for their legal career can play a significant role in LGBTQ+ student inclusion and retention.

Employee Recruitment

As described above, representation among law school employees is a key element in creating a law school culture that is inclusive and supportive of LGBTQ+ students. Among the 97 schools that shared information about their recruiting practices, almost 75% actively recruited LGBTQ+ faculty, administrators, professional staff, and/or support staff (Figure 5). While the largest

percentage of schools intentionally recruit LGBTQ+ faculty, a high proportion of schools intentionally recruit LGBTQ+ individuals for other employee groups. Of the 25 schools who indicated they do not intentionally recruit LGBTQ+ employees, 16 specified that they cannot recruit members of any specific identity group due to either their state or university nondiscrimination policies relating to employment. Although schools may not be allowed to intentionally recruit LGBTQ+ employees, by enacting policies and practices that go beyond recruitment and create a welcoming and supportive environment for LGBTQ+ identities and advertising in a variety of outlets that serve specific populations, among other methods, universities can increase their pools of LGBTQ+ job applicants and those with intersectional identities, and thereby increase their chances of hiring openly LGBTQ+ well-qualified employees.

Figure 5. Percentage of Schools Who Intentionally Recruit LGBTQ+ Employees (n=96)



Source: 2023 LGBTQ+ Law School Survey data

Recruitment and Admission

For the 2022-2023 academic year, LGBTQ+ applicants comprised 13.4% of all law school applicants, a significant proportion of prospective law students. The recruitment process is the first interaction candidates have with schools. When schools are intentional about showing LGBTQ+ candidates how they create an inclusive and supportive environment during the recruitment process, it sends an important message. The next section of this report explores current practices related to recruitment and admission, addressing intentionality of recruitment — including what language schools currently use and what financial assistance is available to LGBTQ+ candidates.



Student Recruitment

The majority of the 112 schools (60%, n=112) that responded to a question about student recruitment practices reported that they do intentionally recruit students who identify as LGBTQ+ based on their sexual orientation and gender identity, which is greater than the 50% (n=60) of schools who indicated they intentionally recruit based on both of these dimensions in 2021. Out of an additional 10 schools (9%) that responded “Other” relating to recruitment of LGBTQ+-identifying candidates, four specified that they broadly recruit diverse candidates, including LGBTQ+, two mentioned that they will recruit LGBTQ+ students who self-identify as such, and one elaborated that they “recruit based on diverse experiences.” The schools that do not intentionally recruit LGBTQ+ students may be restricted from doing so based on policies that prevent such practices. This is unfortunate since lack of specific recruitment may end up depriving a school’s entire student body of an education that prepares them to work in an increasingly diverse society (Leahy, 2020). On a positive note, only 35% of schools (n=39) indicated they did not recruit based on LGBTQ+ identity, down from the 43% of schools (n=52) that indicated they did not intentionally recruit LGBTQ+ students in 2021.

Intentional and targeted admission practices signal to LGBTQ+ candidates that their experiences and perspectives are valued. Print and/or web-based materials provide a crucial first impression of schools for candidates, and if they don’t find information that speaks to them as a member of a marginalized group (or groups), it follows that they may not see a place for themselves as openly LGBTQ+ individuals. All but one of the 77 law schools that reported intentionally recruiting students based on LGBTQ+ identity shared the ways in which they reach out to these potential students. By far the most popular methods of recruiting diverse students were by connecting them with current LGBTQ+ law students (87%, n=67) or faculty and staff members (68%, n=52; Figure 6); although, more than 50% of the schools that specified their

Figure 6. Percentage of Schools by Methods Used to Recruit LGBTQ+ Students (n=77)



Source: 2023 LGBTQ+ Law School Survey data



recruiting methods employed four or more methods, so the most prevalent recruitment strategies are not used in isolation.

Beyond facilitating the personal connections between candidates and LGBTQ+ individuals who can give the candidates insight into the lived experience of law school and the culture they might find therein, close to half of the responding schools indicated that they used LSAC's Candidate Referral Service (CRS) to identify LGBTQ+ candidates for recruitment (Figure 6). Hosting information sessions with LGBTQ+ student groups, virtually and/or in person, is another way that more than two-fifths of responding schools (n=33) help law school candidates learn more about student culture and opportunities they may have to find like-minded individuals. Just over one-quarter of schools (n=21) reported they attend LGBTQ+ events, with eight of the schools specifically mentioning using the LGBTQ+ Bar's annual Lavender Law® Conference and Career Fair ("Lavender Law") as a recruitment venue. Schools also mentioned Lambda Legal events and general legal events where affinity group programming takes place. Almost one-fifth of schools indicated that they recruit LGBTQ+ students in other ways including special events for admitted students day such as a diversity luncheon, special programs hosted by LGBTQ+ student organizations, or LGBTQ+ faculty presentations; connecting candidates to LGBTQ+ alumni in addition to faculty, staff, and current students; having LGBTQ+ law students serve as student ambassadors; hosting virtual sessions addressing specific identities as part of an inclusive community series; inviting prospective students to LGBTQ+ student organization events on campus or inviting LGBTQ+ organizations to on-campus events; reaching out to LGBTQ+ students identified by prelaw advisors; and promoting LSAC resources such as the [LGBTQ+ Guide to Law Schools](#).

Financial Aid

The cost of law school and the increase in debt levels for law school graduates has been an issue of concern for more than two decades (Scott, 2009; Webber & Burns, 2018), even more so for students from historically marginalized groups who hold a disproportionate amount of that debt (Deo & Christensen, 2020). Research indicates that students who receive Pell Grants leave college with more debt than their peers who do not receive Pell Grants (e.g., NASFAA, 2022; Wong, 2020), and LGBTQ+ law school applicants for the 2022-2023 academic year were significantly more likely to receive Pell Grants than their peers who did not identify as LGBTQ+. ¹⁸ Taken in concert with the fact that LGBT individuals are more likely to experience poverty as compared to non-LGBT individuals (Wilson et al., 2023), it is likely that financial aid plays a pivotal role in recruitment and retention of LGBTQ+ students. Yet, the majority (68%) of the 110 schools that responded to the question about financial aid did not offer any financial aid based on a student's sexual orientation or gender identity (Table 2), more than the 57% (n=68) of reporting schools that indicated this in the 2021 LSAC LGBTQ+ Law School Survey. Only a small

¹⁸ Source: LSAC 2022 End-of-Year Applicant and Matriculant Data



number of schools offer specific financial aid for LGBTQ+ students, proportions which are exactly the same as in 2021. About one-quarter of responding schools reported that students can qualify for general diversity and inclusion financial aid on the basis of their gender identity and sexual orientation. This is fewer than the one-third of schools that reported offering general diversity and inclusion financial aid to LGBTQ+ students in 2021.

Table 2. Types of Financial Aid Offered Based on Student Identity (n=110)

Type of Financial Aid	Percentage of Schools	Number of Schools
Do not offer any financial aid based on students' sexual orientation or gender identity	68%	75
General diversity and inclusion financial aid students can qualify for based on their sexual orientation	25%	27
General diversity and inclusion financial aid students can qualify for based on their gender identity	24%	26
Specific financial aid for students based on their sexual orientation	15%	16
Specific financial aid for students based on their gender identity	13%	14

Source: 2023 LGBTQ+ Law School Survey data

Ensuring financial aid is available to LGBTQ+ prospective students is important, but to make a tangible difference and increase access to law school for LGBTQ+ individuals, schools must also use that money. Sixteen of the 18 schools that offer financial aid specifically for students based on their sexual orientation and/or gender identity provided information about how much of these specific funds were awarded for the 2022-2023 academic year. Only five schools (31%) disbursed all of the financial aid designated for LGBTQ+ students, and one school reported they did not award any of the money. Nine schools (56%) disbursed less than 20% of available funds, and one school reported they awarded between 80% and 99% of their designated funds.

While many schools reported intentionally recruiting LGBTQ+ candidates, this inclusive recruitment strategy is not reflected in their financial aid offerings. Moving forward, for schools to be successful in their intentional efforts to recruit LGBTQ+ students, they need to move beyond admitted student events and connecting candidates to LGBTQ+ individuals and include key material support. Considering that many students do not attend their first-choice law school simply because of total cost of attendance (Ryan, 2020), and debt levels are continuing to rise precipitously (Deo et al., 2020), if a school's commitment to supporting LGBTQ+ students is not reflected in their financial aid award practices, it is unlikely that intentional recruiting efforts alone will result in a significant increase in the LGBTQ+ student population.



The Student Experience

For support to be effective, it must be based on students' needs and how they experience the various policies, practices, and spaces in law school. To better understand the types of experiences LGBTQ+ students have in law school, we asked questions related to the school environment that students navigate beyond their academic experience. This section addresses some of those experiences, including policies and practices related to orientation, name in use, pronouns, honorifics, resources and student engagement opportunities, training for students, restroom facilities, the local community, student healthcare, and alumni engagement.

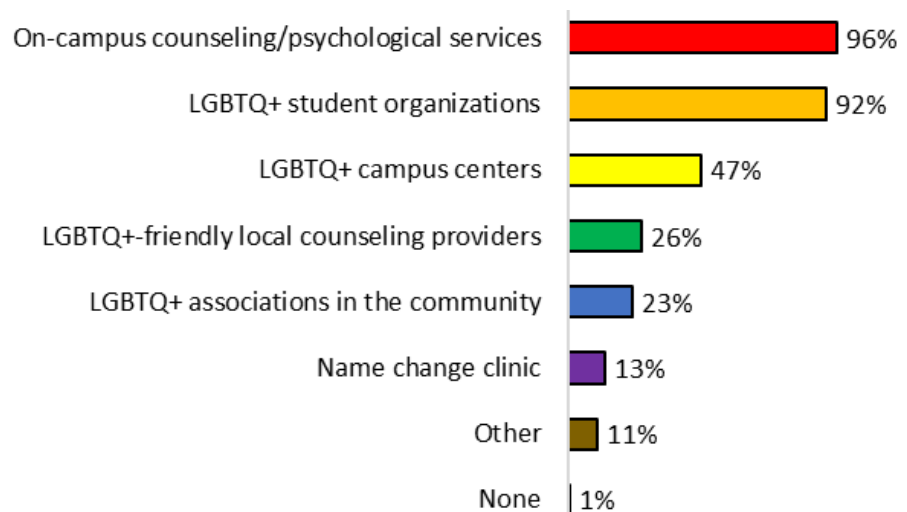
Orientation

For many students, new student orientation is a key experience in law school and can set the tone for the years to come, thus, orientation is a prime opportunity to make new students aware of the numerous resources and opportunities available through the school or in the wider community. The survey asked schools to indicate some of the information they share at orientation that may be of specific interest to LGBTQ+ students.

Almost all of the 114 responding schools indicated they provide information about counseling and psychological services available on campus (Figure 7), close to the 99% (n=119) of schools in 2021 that reported notifying students of these services. While this resource is vitally important, it may not be one that LGBTQ+ students feel comfortable using unless they know they can specifically receive LGBTQ+-friendly services.¹⁹ Just over one-quarter of responding schools (n=30) also provide information about local counseling providers who are LGBTQ+-friendly, similar to the 22% (n=26) who reported providing this information in 2021.

Most schools provide information at orientation about LGBTQ+ student organizations (n=105),

Figure 7. Percentage of Schools by Resources and Opportunities Shared With Students at Orientation (n=114)



Source: 2023 LGBTQ+ Law School Survey data

¹⁹ Health services and access to LGBTQ+-culturally competent care providers is discussed further in the "Health Services" section below.



and just under half (n=54) inform students about LGBTQ+ campus centers (Figure 7). Fewer than one-quarter of schools (n=26) share information about LGBTQ+ associations in the community, slightly fewer than the 31% (n=37) of responding schools in 2021 that shared this information. Interestingly, significantly more private law schools (32%) than public law schools (11%) share information about these local associations with students. Simply providing a list of community resources, relatively low-hanging fruit for schools that do not already do so, could make a big difference to LGBTQ+ students.

Encouragingly, the proportion of schools sharing information about a name change clinic more than doubled from 2021 to 2023 (6%, n=7 compared to 13%, n=15, respectively). Whether this is due to the increase in number of name change clinics at or near law schools over the past two years or simply more schools sharing the information, this speaks to the increasing efforts to be inclusive of transgender and nonbinary students, even though the actual proportion of schools sharing the information is still the lowest of all resources asked about.

Twelve schools (11%) noted some additional information they provide at orientation centering on LGBTQ+ students' interests or needs. School-specified "other" responses include:

- Health and wellness resources in the local community
- How to indicate pronouns in the student portal
- Changing name in use (mentioned by four schools)
- LGBTQIA+ welcome breakfast
- Welcome brunch at the home of the dean of students hosted by the dean's office and the LGBTQ+ student group
- Virtual counseling services offered through the university

As mentioned earlier in this report, language matters, and many schools (88%, n=99) reported that they use gender-inclusive language when they provide information during orientation. Gender-inclusive language is defined as language that avoids terms and expressions that may reinforce inappropriate or outdated attitudes or assumptions about gender. Although, this does not mean all of these schools will always use gender-inclusive language at orientation. As one school noted, "... our orientation program (which is outstanding) includes dozens of speakers, not all of whom will use nonbinary pronouns in their presentations. So not all encounters between the law school and staff/students/faculty will involve the same degree of adherence with our aspirational goals about promoting an environment free of unnecessarily sexed/gendered exchanges." Thirteen schools indicated that they did not use gender-inclusive language during orientation.

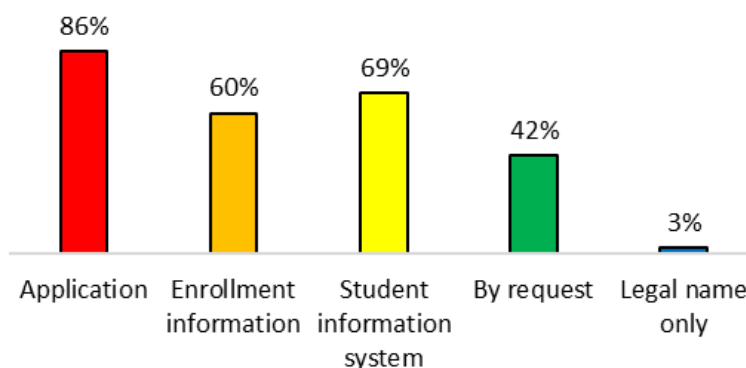
Name in Use

What and how information is collected from students to create an inclusive experience is important to examine. Schools can signal their commitment to inclusion through their policies and practices pertaining to a student's name in use.²⁰ While many students may legally change their names during their legal education due to marriage, gender transition, adult adoption, or other personal reasons, many either have not yet or cannot undergo this legal process while in law school; nevertheless, many have developed a strong identity associated with a name different from their legal one.²¹ Therefore, ensuring that students can use their chosen names, even without a legal name change, is crucial to the law school experience for these students, and is disproportionately critical to the mental well-being of transgender and nonbinary students (Pollitt et al., 2021; Scheim et al., 2020).

Close to all of the 115 schools that responded to questions about name in use practices indicated that they allow students to officially use a name that differs from their legal name (97%, n=112), slightly more than the 92% of schools which allowed this in 2021. The most common way that students can get their name in use into the system is via their application (86%; Figure 8).

While a majority of schools (69%) reported students could change their name in the school's student information system, if the only other option for the other 28% of schools is to make a request, this creates a barrier to a student employing their name in use later in their schooling once the application and enrollment processes have long since been completed. This may mean that students do not realize they can do this unless they seek out the information on their own. Students may feel this is too great a burden to undertake when they are already navigating a heteronormative law school environment, or they may never know it is even an option. Only 6% of responding schools (n=7) reported that they provide no way for students to change their name in use except by making a specific request.

Figure 8. Percentage of Schools by Whether/Where Students Can Indicate Name in Use (n=115)



Source: 2023 LGBTQ+ Law School Survey data

²⁰ Schools employ various terms to refer to name in use such as "preferred name," "chosen name," or "name of use." In the context of this report, name in use means any name an individual uses other than their legal name.

²¹ A name in use that is different than an individual's legal name may indicate a different first name, surname, or both.



Students' ability to have their name in use officially recognized is just one part of name-related inclusive policies. Students also need to know exactly **where** their name in use will appear (and where their former/legal name will appear instead), as well as the *process* involved to ensure that their name in use appears wherever possible. For instance, 97% (n=109) of the law schools responding to the follow-up name in use question reported that a student's name in use can appear on school-generated name tags at school events like new student orientation, 93% (n=103) said they can appear on faculty class rosters, 86% (n=92) indicated they can appear on school-generated materials for on-campus interviews, and 71% (n=77) said they can appear on students' diplomas, the last being a sharp discrepancy from the mere 30% (n=31) of schools reporting that name in use can appear on students' transcripts that can be sent to employers.

While a student's name in use can appear in many places, how a student's name in use appears in these areas varies (Table 3). So, while as noted above, an overwhelming majority of schools indicated that name in use would appear on school-generated name tags, faculty class rosters, on-campus interview materials, and diplomas, a smaller proportion of schools indicated that name in use would appear **automatically** in these places — in some cases, not even half (school-generated materials for on-campus interviews) or one-fifth (student diplomas) of schools so reported. While students can often make requests for name in use to appear in these places, transcripts seem to be the exception, with 70% of schools reporting that name in use does not appear on transcripts sent to employers, nearly double the 40% of schools that reported this in 2021 — a startling negative trend. It is also notable that only a small proportion of responding schools will put a student's name in use on transcripts sent to employers, yet most allow name in use to appear on on-campus interview materials. The inability to have their name in use appear on transcripts, as well as the disconnect between policies related to transcripts and on-campus interview materials, can cause a problem since transcripts play a critical role in securing internships and employment. The inability to use their name in use on transcripts means that students may be “outed” as transgender to prospective employers, and, consequently, must take the additional step of explaining who they are during the already nerve-racking interview process and face potential employment discrimination. It is also disheartening that almost a third of responding schools reported that a student's chosen name cannot appear on their diploma (Table 3).

Table 3. Where and How Name in Use Appears by Percentage of Responding Schools (n=113)

Where Name in Use Appears	Automatically	By Request	Does not Appear	No Response
On school-generated name tags at school events	74%	22%	3%	1%
On faculty class rosters	69%	22%	7%	2%
On student transcripts that can be sent to employers	14%	13%	70%	7%
On school-generated materials for on-campus interviews	48%	34%	13%	5%
On student diplomas	21%	47%	27%	4%

Source: 2023 LGBTQ+ Law School Survey Data

Schools were asked another follow-up question related to name in use to determine whether a student's legal name will appear **in addition to** name in use if a student follows a school's procedure for changing their name in use. In all places, except for school-generated name tags, some proportion of schools indicated that a student's legal name will appear **in addition to** their name in use, a policy which, again, may result in outing that student as transgender. Specifically, 13% (n=13) of schools reported this occurs on faculty class rosters, 5% (n=5) said this occurs on transcripts for employers, 8% (n=8) noted this occurs for on-campus interview materials, and 3% (n=3) indicated this occurs on student diplomas.

Twelve schools identified other places where a student's name in use would appear once it is in the school's system, including:

- On school ID cards (n=6)
- In school email addresses (n=6)
- In school directories (n=4)
- On schools' learning platforms (n=3)
- In commencement programs (n=2)
- In all IT systems
- On the dean's list
- In library records
- On seating charts
- On internal and external publications

When taking a student- or candidate-centric approach, simply allowing a student to use their name in use is not enough. Schools must evaluate how students will experience the

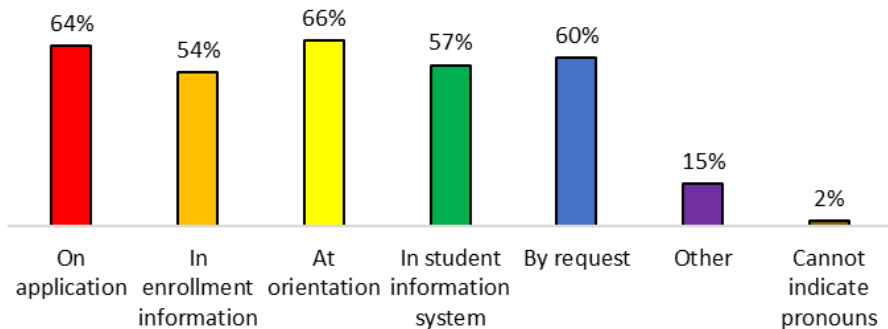


process and what procedures they must go through to ensure the school uses a name that affirms their gender identity, protects their privacy, and best reflects who they are.

Pronouns

Schools and institutions can also demonstrate inclusivity through their policies and practices pertaining to pronouns. Of the 114 law schools that responded to this question, only two schools (2%) indicated they do not provide students with an opportunity to indicate their pronouns, down from 8% (n=9) of reporting

Figure 9. Percentage of Schools by Whether/Where Students Can Indicate Pronouns (n=114)



Source: 2023 LGBTQ+ Law School Survey data

schools in 2021 (Figure 9). The most common way schools gave students the opportunity to indicate their pronouns was on the school's application (n=73) and/or at orientation (n=75). There are now more schools allowing students to indicate their pronouns in both of these places as compared to 2021 when only 58% of schools allowed students to indicate their pronouns on the school's application and 62% reported students could do this at orientation. Students could indicate their pronouns only by personal request at 5% (n=6) of responding schools.

Seventeen schools noted other places students could indicate their pronouns, including:

- In a student's email signature block (n=4)
- On schools' learning platforms (n=3)
- In class, where faculty are encouraged to confirm pronouns at the beginning of each course (n=2)
- In the student information system
- Through student services
- By making a request to the associate dean for academic affairs
- On student résumés
- By filling out a form

When collecting student information (e.g., pronouns), schools should be prepared to **use** that information to ensure an inclusive experience throughout a student's law school journey — from application to the classroom and through graduation. However, only a very small percentage of schools automatically included pronouns on any school materials



(Table 4). In fact, fewer than half of responding schools indicated they included pronouns on faculty class rosters, and an even lower one-fifth of schools reported that they appeared automatically rather than by student request. Including this information automatically where students will be interacting with their classmates and faculty helps prevent misgendering and plays a critical role in creating an inclusive environment.

Table 4. Where and How Pronouns Appear by Percentage of Responding Schools (n=113)

Where Pronouns Appear	Automatically	By request	Do not appear	No Response
On school-generated name tags at school events	18%	44%	31%	7%
On faculty class rosters	23%	21%	46%	10%
On student transcripts that can be sent to employers	1%	4%	82%	12%
On school-generated materials for on-campus interviews	4%	35%	48%	14%
On student diplomas	1%	5%	81%	13%

Source: 2023 LGBTQ+ Law School Survey Data

In addition to name tags, class rosters, student transcripts, materials for on-campus interviews, and diplomas, responding schools indicated a number of other places student-indicated pronouns appear, including:

- In schools' learning platforms (n=6)
- In internal school directories (n=4)
- In the school database
- In the student viewbook
- On internal and external publications
- On seating charts
- In the school's information portal

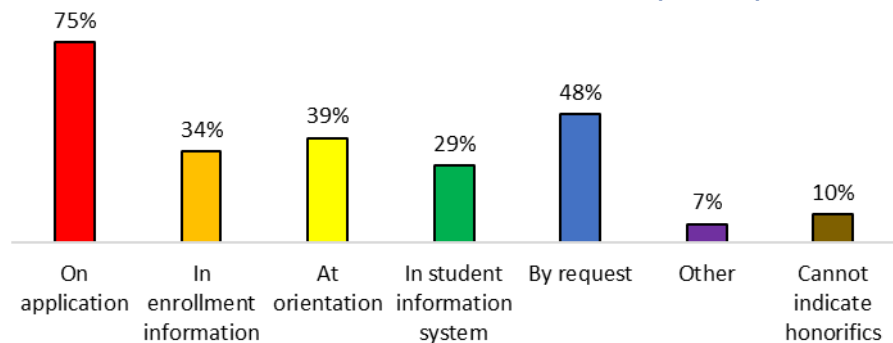
Honorifics

A longstanding tradition in law school is for faculty to call students by an honorific, such as Mr. or Ms., in front of their last name. Therefore, even if a student indicates their pronouns, without specification of a student's honorific, the student could still be called by a term that does not align with their identity. An inclusive, student-centric approach should consider the multiple dimensions by which an individual is identified in various settings such as in interactions with other students, faculty, and staff.

Of the 115 responding schools, 90% provided an opportunity for students to indicate their honorifics. Students could indicate their honorifics on their school applications at three-quarters of schools (n=86;

Figure 10). Apart from making a request, only between 29% and 39% of schools provided an opportunity to indicate honorifics in enrollment information, at orientation, and/or in a school's student information system. Two schools noted that they no longer use honorifics, so they have no need to collect the information.

Figure 10. Percentage of Schools by Whether/Where Students Can Indicate Honorifics (n=115)



Source: 2023 LGBTQ+ Law School Survey data

Schools who reported other places students could indicate honorifics specified in the schools' learning management system, in a student's email signature, in the student portal, and when filling out a form prior to orientation. One school also specified that faculty confirm honorifics at the beginning of each course.

Although 90% of schools provided an opportunity for students to indicate honorifics, very few appeared to use this information (Table 5). Honorifics most commonly appeared on name tags, although with fewer than 30% of schools indicating they could appear, it is clear that most schools do not feel that correctly identifying honorifics is important. One would expect many schools to report that honorifics appear on class rosters automatically considering their widespread use in law school; however, only 7% of schools said they appeared automatically, and only an additional 14% of schools said they appeared on class rosters only by student request (Table 5). Although 70% (n=73) of schools reported they gave students an opportunity to indicate a non-gendered honorific such as "Mx.," it is unclear where that information is used and who sees it, if anyone. The practice of asking for this information and then not utilizing it to ensure that students are respected is a missed opportunity to prevent misgendering in the law school environment.



Table 5. Where and How Honorifics Appear by Percentage of Responding Schools (n=103)

Where Honorifics Appear	Automatically	By Request	Do not Appear	No Response
On school-generated name tags at school events	2%	27%	60%	11%
On faculty class rosters	7%	14%	70%	10%
On student transcripts that can be sent to employers	4%	5%	79%	13%
On school-generated materials for on-campus interviews	3%	22%	63%	12%
On student diplomas	1%	11%	77%	12%

Source: 2023 LGBTQ+ Law School Survey Data

Name in Use, Pronouns, and Honorifics

While schools can allow or even encourage students to inform faculty, staff, and others of their name in use, pronouns, and honorifics, as an institution, schools must lead by example. Too often schools rely on marginalized students to take time and energy away from their education and law school experience to advocate for and create a more inclusive environment for themselves. Instead, schools concerned with inclusivity can proactively evaluate how policies and practices concerning students' name in use, pronouns, and honorifics are experienced by the very students they are intended to support.

This analysis of policies and practices related to chosen name usage points to the importance of conducting ongoing evaluation of and updates to policies and processes intended to support LGBTQ+ students in order to ensure effectiveness and transparency (Renn, 2017). Supporting an inclusive environment necessarily requires evaluation to ensure that what schools are communicating is reflected in action.



Resources and Student Engagement Opportunities

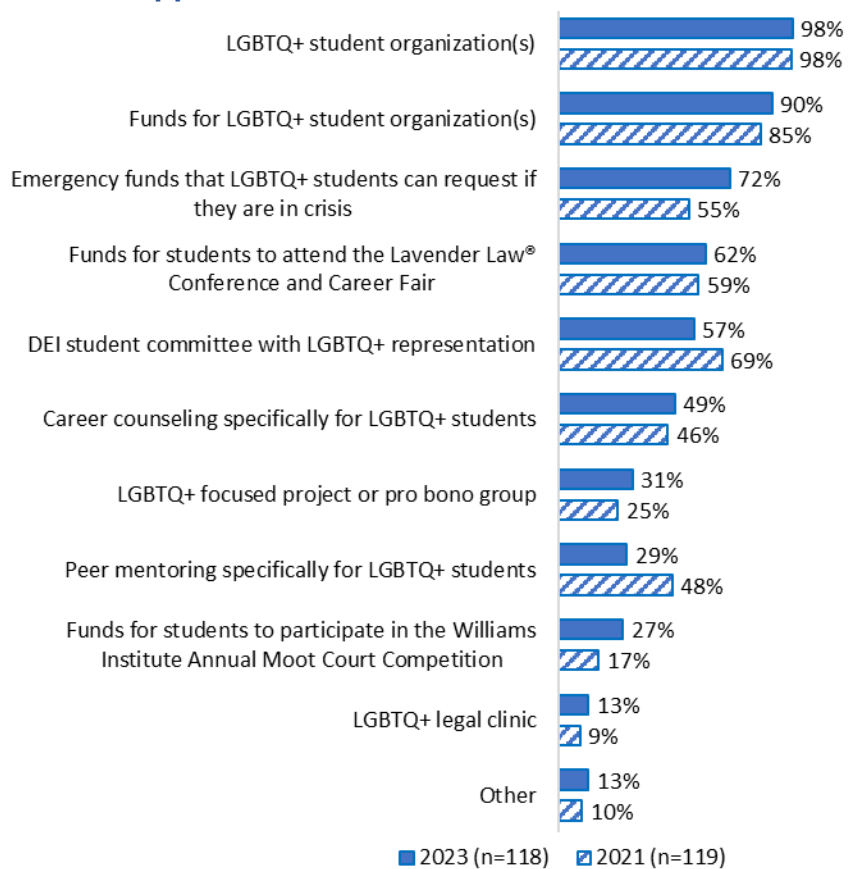
LGBTQ+ law school candidates often ask about resources and opportunities law schools provide that are tailored to or aligned with their needs and interests. The most common opportunities that the 118 responding schools reported offering to students included school-recognized LGBTQ+ student organizations and funds for these organizations (Figure 11). Identity-based organizations are important because they provide law students who are members of

historically marginalized groups with a safe space to find social, cultural, emotional, and academic support as well as mentoring in predominantly white and male institutions (Capers, 2021; Deo, 2013; Deo & Griffin, 2011; Moore, 2007; Pan, 2017); therefore, it is important to examine how schools support student-led LGBTQ+ organizations. While 98% of the 119 reporting schools in LSAC's 2021 survey also offered LGBTQ+ student organizations, more reported offering funds for those organizations in 2023 (85% in 2021 compared to 90% in 2023). Out of the 95 schools that provided further information about their LGBTQ+ student

organizations, eight reported they had two student organizations. Four schools

reported having transgender/nonbinary-centered law student organizations in addition to general LGBTQ+ student groups; these transgender/nonbinary groups included "Queer and Transgender People of Color Collective," "Trans Law Students Association," "Non-Binary, Gender Non-Conforming & Allies Student Association," and "Advocates for Trans* Law Students (ATLS)." These new organizations may be a reflection of transgender/nonbinary students, including those who have multiple intersectional identities, wanting to hold spaces that are specifically created for their needs rather than

Figure 11. Percentage of Schools by Resources and Opportunities Offered in 2023 and 2021



Sources: 2023 LGBTQ+ Law School Survey data and 2021 LSAC LGBTQ+ Law School Survey data

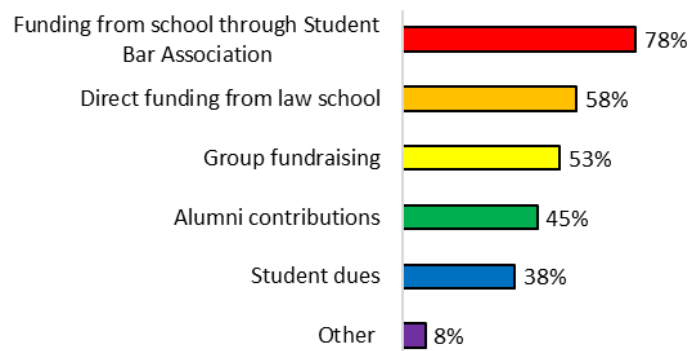


those of the broader LGBTQ+ community, as those "umbrella" groups have historically been white and cisgender-led and focused.

Almost all of the law schools with student organizations reported the most common ways these organizations were funded was by the school, either through the student bar association (78%, n=83) or directly by the school (58%, n=62; Figure 12). Significantly more private schools (89%) offered funding through their student bar organization than did public schools (67%). Group fundraising was used by more than half of school

organizations, and alumni contributions were also common. Student dues were a source of funding for slightly fewer than two-fifths of schools. Of the eight schools that noted other sources of funding, such sources included law firm sponsorships (n=2) and general university or graduate school funding (n=5) with schools specifying offices such as the University Student Life Office; Graduate School Office of Diversity, Inclusion & Funding; and the school's Graduate Assembly.

Figure 12. Percentage of Schools by Student Organization Funding Sources (n=106)



Source: 2023 LGBTQ+ Law School Survey Data

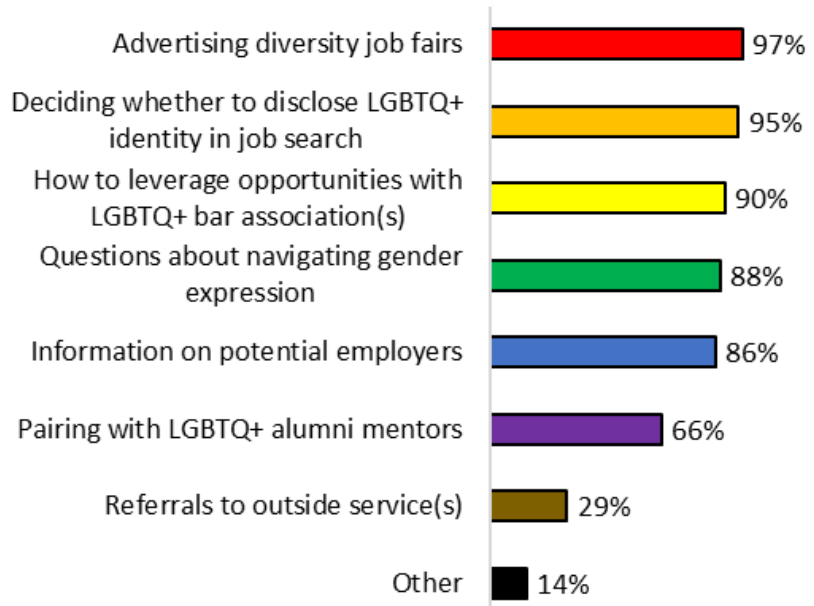
Many law schools also reported they have a DEI student committee (65%, n=77), although only 67 (57%) of the schools indicated those committees included at least one openly LGBTQ+ student, whereas 69% (n=82) of schools responding in 2021 reported having a student committee with LGBTQ+ student representation (Figure 11). Significantly more private than public schools had a DEI committee. More than three-fifths of schools provided funds for students to attend Lavender Law (62%, up from 59% in 2021), and just over one-quarter provided funding for students to participate in the Williams Institute Annual Moot Court, a 10% increase from schools reporting in 2021. Importantly, almost three-quarters of schools offered emergency funding for LGBTQ+ students in crisis, a critical resource for this historically marginalized population, especially for schools in states hostile toward LGBTQ+ individuals, whereas only 55% offered this resource in 2021. While there is no significant difference between the percentage of schools who do and do not offer emergency funds by region, responding public schools (83%) are significantly more likely to offer the funds than private schools (63%).

The percentage of schools offering peer mentoring specifically for LGBTQ+ students changed the most between 2021 and 2023 with 48% and 29%, respectively, offering this resource (Figure 11). Schools in the South Central (0%) and Southeast (12%) regions were significantly less likely to offer this resource than schools in other regions where the percentage of schools offering it ranged from 21% to 80%.

Almost half (n=58) of the responding schools reported they offered career counseling services specifically for LGBTQ+ students, similar to the proportion of schools reporting this resource in 2021 (Figure 11). An overwhelming majority of schools indicated their services included advertising diversity job fairs (97%, n=56); helping students decide whether to disclose their gender identity and/or sexual orientation during the job search process (95%, n=55); guiding students in leveraging opportunities with national, local, and/or state LGBTQ+ bar association(s) (90%, n=52); assisting students with questions about navigating their gender expression (88%, n=51); and providing students with information about potential employers, e.g., use of pronouns, office culture, and number of current LGBTQ+ lawyers (86%, n=50; Figure 13). Two-thirds of responding schools (n=38) said their services included pairing LGBTQ+ students with LGBTQ+ alumni mentors, and 29% (n=17) made referrals to outside services, including connecting students with:

- Statewide LGBTQ+ education and advocacy organizations
- Outside counseling services that the school has retained to support students with unlimited, no-cost teletherapy for any issues related to their emotional and mental health
- Local, state, and national LGBTQIA+ bar associations or bar associations that have LGBTQIA+ affinity sections
- Local attorneys
- A name change clinic
- Local LGBTQ+ resources such as a local LGBT Center
- Lawyers Concerned with Lawyers (LCL)
- Gay & Lesbian Advocates & Defenders (GLAD)
- A statewide professional liability fund

Figure 13. Percentage of Schools by Guidance and Resources Offered via Career Services Offices (n=58)



Source: 2023 LGBTQ+ Law School Survey data



- Groups that help provide professional dress clothing for students to affirm their gender identity

Schools that reported they provide other services for LGBTQ+ students through their career services offices (14%, n=8; Figure 13) specified they:

- Offer travel stipends for students to attend affinity group-based interview opportunities, not just for the Lavender Law Conference and Career Fair
- Participate in OUTLaw Safe Space training
- Have a career development office team member who serves as a liaison with the school's OUTLaw group
- Support a Lavender alumni community
- Partner with LGBTQ+ student groups and a statewide center for equality
- Provide résumé and cover letter review and interview prep
- Discuss protected status questions and how to respond to and address them
- Work closely with the Queer Caucus (the LGBTQ+ student group on campus) which includes sending them relevant information about LGBTQ+ legal conferences, panels, and events

Training for Students

In examining how to educate the future generation of legal professionals, many law schools are beginning to incorporate DEI by integrating it into course content and providing standalone programming. Survey participants were asked about DEI training, topics covered, and how it is provided. Of the 113 law schools that responded to this question, 79% reported they offered students DEI training that addressed both sexual orientation and gender identity topics. A few indicated their student DEI training addressed sexual orientation but not gender identity (n=4) or gender identity but not sexual orientation (n=1). A small number of schools (n=11) reported that while they offered DEI training to students, the training did not include any topics that specifically addressed sexual orientation or gender identity. Encouragingly, in 2023, fewer schools reported not offering DEI training of any kind to their students (7%, n=8 in 2023 and 12%, n=13 in 2021). Of the schools that reported offering DEI training of some kind including LGBTQ+ topics, 84% (n=79) reported this training was mandatory. Schools in the Mid-South and Southeast were the least likely to report their DEI training was mandatory (63%, n=10 and 40%, n=2, respectively, compared to 89% of all responding schools).

DEI training for students was provided in a variety of settings according to the 92 responding schools. An overwhelming majority indicated training was offered at new student orientation (90%, n=83), more than the 79% which reported offering it at this time in 2021 (Figure 14). Only one of the schools reporting in 2023 said new student orientation was the only time DEI training was offered for students. This will likely not be adequate for



students, considering how much other information they are getting at orientation and the small likelihood that this information will have a lasting effect.

The next most popular setting for offering student DEI training was during a law school event put on by a law school office such as student affairs or career services (46%).

Schools noted events including:

- “Professional Fundamentals,” a nine-week required course delivered by staff in the Career Services Office that includes DEI training
- Culture-specific months events, which include identity intersections
- Programming during annual diversity week or month
- “Safe Zone 101” trainings
- Student leader orientation DEI training
- “Doctrine and Diversity”
- Externship and clinic orientations
- “Finding Your Strong Suit”
- First-Year Compass program that includes a presentation from the Office of Diversity Inclusion and Affinity Relations
- Implicit bias training offered by the Office of Diversity, Equity & Inclusion
- Implicit bias training for law review and journals
- “Inclusive Lawyering” program(s)
- “JD as Me: An LGBTQ+ Student” (put on with Pride Law)
- Training session for student organizations put on jointly by student affairs and the library
- Law & Sexuality Symposium
- Microaggressions event
- Part of the DEI workshop series on “Navigating Difficult Conversations” which included hypotheticals around SOGI
- Professional Development Day
- Programming during Wellness Week and Diversity Week as well as at orientation for continuing students
- Academy for Inclusive Leadership Development
- Sessions for 1Ls throughout the year with the associate dean of equity, justice, and engagement
- Sessions on implicit bias and cultural competence throughout the year



An additional 23% of schools chose “Other” and reported providing different types of DEI learning opportunities for students (Figure 14). These included DEI training through the Allies Training Center for Inclusion and Cross-Cultural Engagement, online Title IX training, training by the DEI office upon request, and pre-orientation modules during the summer before 1L. A number of schools also mentioned DEI training offered through their affiliated university which is mandatory for all students.

While DEI training sessions are commonly offered during orientation and by various law school offices, 34% of schools, down from 43% in 2021, reported that DEI training for students also happens during events put on by students (Figure 14), such as:

- Various events held during Diversity Weeks
- Events held collaboratively between the law school and student groups, e.g., the “JD as Me” event mentioned above, put on in conjunction with the school’s Pride Law student organization
- Richard B. Atkinson Law LGBTQ Law & Policy Program
- National Coming Out Day Program
- “Beyond Allyship”
- Various OUTLaw events, e.g., program on pronouns and program on food insecurity in the LGBTQ+ community
- As part of the name change clinic
- “Dress to Transgress,” an event where law students are encouraged to dress as they would if the concept of “professionalism” fully embraced their identities and communities

While it was less common for schools to incorporate DEI training for students into the classroom in 2021, many more schools (46%, n=42) reported that they are doing so in 2023 in a legal ethics or other course. Out of these, 18% reported DEI training was offered to students in legal ethics course(s), up from 8% in 2021, and 34% (n=31) reported it was offered in courses other than legal ethics, up from 22% in 2021 (Figure 14). Specific courses in which schools reported offering training included:

- Critical Perspectives
- Family Law
- Sexuality, Gender, and the Law
- D and I in the Legal Profession
- First-year professional development course, often called Professional Identity Formation or Professional Responsibility
- Foundations of Law
- Foundations of Practice and Administrative Law



- Introduction to the Profession
- Lawyering, Leadership & Professionalism
- Clinical and experiential courses
- Externships
- University Law Academy
- Practicing Greatness
- LGBT Inclusive Lawyering
- Various topic-focused courses such as Race and the Law, Impact & Legacy of the Holocaust on the Law, Contemporary Issues in Juvenile Law, Elder Law, Immigration Law, International Human Rights, Poverty Law, Native American Law, and Wrongful Convictions

The information about DEI training presented here points to the fact that more schools are making an effort to weave DEI into the curriculum and classroom rather than relying primarily on training and programming outside of the formal learning environment, whether led by law school offices or student organizations, although there is still much room for growth. While schools indicated offering an array of resources and student engagement opportunities, in practice, schools commonly depend on LGBTQ+ student organizations, both as sources of information for the needs of LGBTQ+ students and as the main space for the school to provide information related to LGBTQ+-specific resources and services.

In 2023, the survey also asked about anti-sexual harassment training for students. Out of the 101 schools that answered the question about anti-sexual harassment training, close to one-fifth (18%, n=18) did not offer any anti-sexual harassment training for students. While an additional 20% (n=20) did offer this type of training, they did not cover same-sex sexual harassment, harassment of transgender/nonbinary people, or other respondent-identified topics of interest to the LGBTQ+ community. A total of 63 schools offered some type of anti-sexual harassment training. Fifty-six percent of schools (n=57) reported including specific mention of same-sex sexual harassment and just less than half (49%, n=49) explicitly mentioned harassment of transgender/nonbinary students. Seventeen schools mentioned other topics of interest to the LGBTQ+ community that their training addressed, including:

- Anti-bias
- Belonging
- Identity and stereotyping
- Inclusive language
- Misgendering
- How to file a sex or gender discrimination complaint



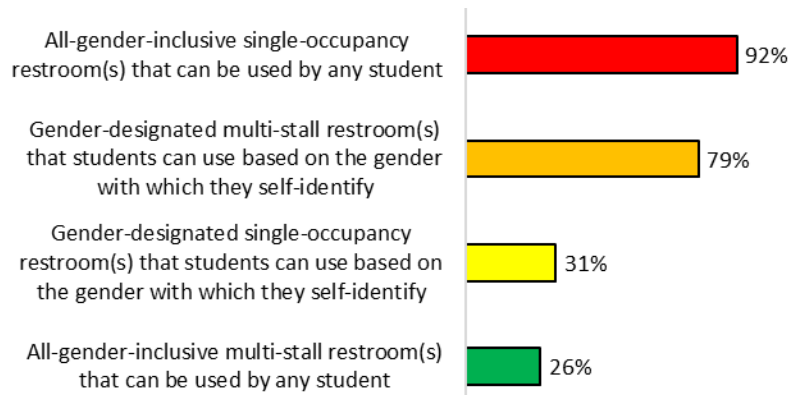
- Bystander intervention
- Resources students can access if they experience or witness sexual harassment
- Relationship violence and sexual misconduct
- Title IX
- Stalking and intimate partner violence

While the research related specifically to sexual violence experienced by LGBTQ+ students is very limited, what does exist indicates that LGBTQ+ students have more often experienced sexual harassment than their cisgender and/or heterosexual peers (Cantor et al., 2020; Kosciw et al., 2022; McGinley et al., 2016; Wood et al., 2018). Research on this issue among law school students is even more rare, but initial work suggests that the same increased rates of sexual harassment among LGBTQ+-identifying individuals in middle school, high school, and college is also present in law school (Boyle & McKinzie, 2021). Therefore, anti-sexual harassment training in general and especially training specifically including LGBTQ+ topics would be beneficial to all if integrated into the training offered.

Restroom Facilities and Policies

How students navigate law school spaces is an important facet of their overall experience, and restrooms are a crucial part of this. Of the 117 responding schools, almost all (92%, n=108) had gender-inclusive, single-occupancy restrooms that could be used by any student (Figure 15. Just over one-quarter also had gender-inclusive, multi-stall restrooms that could be used by any student. Almost four out of five schools reported gender-designated (e.g., man and woman) multi-stall restrooms that could be used by students based on the gender with which they self-identify.

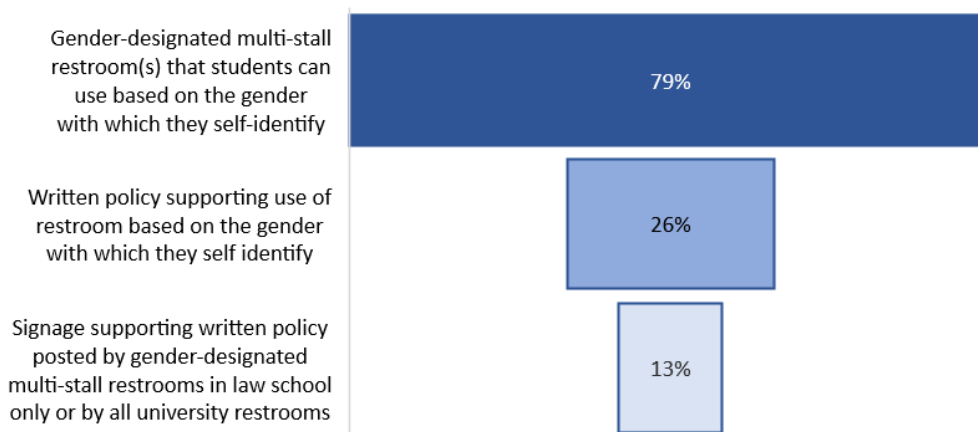
Figure 15. Percentage of Schools by Restroom Facility and Use Policies (n=117)



Source: 2023 LGBTQ+ Law School Survey data

As explained earlier, while these policies may appear to be inclusive, much of how schools frame the student experience is deeply rooted in the binary understanding of gender as only male or female. The largest number of restrooms available (i.e., gender-designated, multi-stall restrooms) make the assumption that students — specifically transgender and gender nonbinary students — will simply use whichever gender-designated restroom matches their gender identity. However, in practice, this assumption or codified policy forces transgender or gender nonbinary students to fit into a traditional binary system of gender that does not recognize them. For this reason, the survey also asked what policies and practices further supported the use of restrooms based on the gender with which a student self-identified. Only 30 schools out of the 93 that indicated they had gender-designated, multi-stall restrooms that students could use based on the gender with which they self-identified had written policies supporting students in so doing (Figure 16. Further, only 15 schools had signage near gender-designated, multi-stall restrooms indicating individuals may use the restroom that best aligns with their gender identity (of which seven schools had that signage only by restrooms in law school buildings and eight had signage by restrooms in all university buildings). Written policies and signage are important in creating an environment in which students feel safe and do not fear discrimination just for using the restroom. If a school supports use of restroom facilities based on the gender with which a student self-identifies, they should not make students jump through hoops to ensure they feel comfortable using the restroom.

Figure 16. Percent of Schools by Policies and Signage Supporting Restroom Use (n=117)

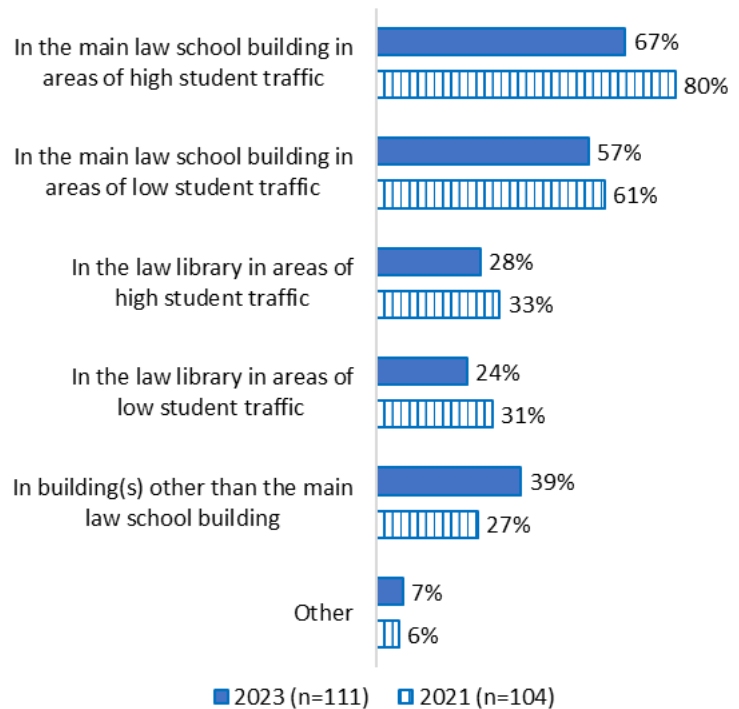


Source: 2023 LGBTQ+ Law School Survey data



In addition to restroom facilities and use policies, survey participants were asked to describe where gender-inclusive restrooms are located, recognizing that it is not enough to simply have gender-inclusive restrooms available. If schools want to be truly inclusive, gender-inclusive restrooms must be as easily accessible to LGBTQ+ students, including students with disabilities, as other restrooms, rather than tucked away in a separate building. Of the 111 schools that indicated the locations of their gender-inclusive restrooms, 67% (n=74) reported the restrooms are located in high student traffic areas in the main law school building, fewer than the 80% that reported this in 2021 (Figure 17). About three-fifths of schools reported they have gender-inclusive restrooms in the main law school building but in low student traffic areas, similar to schools reporting in 2021. Around one-quarter of schools also indicated that they have gender-inclusive restrooms in the library in high or low student traffic areas, and almost two-fifths of schools reported having gender-inclusive restrooms in other campus buildings. Twelve schools (11%) indicated that they did not have gender-inclusive, single- or multi-stall restrooms anywhere in their main law school buildings, up from one school indicating this in 2021.

Figure 17. Percentage of Schools by Location of Gender-Inclusive Restrooms in 2021 and 2023



Sources: 2023 LGBTQ+ Law School Survey data and 2021 LSAC LGBTQ+ Law School Survey data

Of the six schools that indicated they had gender-inclusive restrooms in other locations and **did not** have any in the main law school building, two reported that gender-inclusive restrooms were located in buildings connected to the main law school building, two specified theirs were in their clinic located within the main law school building, and one said there was a gender-inclusive restroom option in the main law school building, but students needed to formally request access — a major barrier to use of a gender-inclusive bathroom.

Of the 108 schools reporting on the ADA accessibility status of their gender-inclusive restrooms, 82% (n=89) reported all were ADA accessible, and 17% (n=18) said some but not all were ADA accessible. Only one school indicated none of their gender-inclusive restrooms were ADA accessible, same as in 2021.



Inclusive practices related to restrooms extend beyond location policies and signage. Many schools and institutions provide sanitary product receptacles in their restrooms. Receptacle placement is often dictated by the binary understanding of gender, and many schools only provide them in restrooms specifically designated for women. However, not all menstruating people are women. Out of the 113 schools that indicated they have single-occupancy restrooms, 105 answered the question about sanitary product receptacles. More than two-thirds of schools (70%, n=74) that have single-occupancy restrooms include sanitary product receptacles in all of those restrooms, and 29% (n=31) reported such receptacles are found only in single-occupancy restrooms designated for women. Two of the schools clarified that there are receptacles in only some of their single-occupancy restrooms. Of the 110 responding schools with multi-stall restrooms, less than three-fifths (58%, n=64) had sanitary product receptacles in multi-stall restrooms designated for women, and just less than one-quarter (23%, n=14) included receptacles in all multi-stall restrooms regardless of gender designation. One school reported that they were in the process of installing receptacles in all multi-stall restrooms. Four schools reported that they did not provide sanitary product receptacles in any restrooms.

While it is encouraging to find that many schools operationalize their inclusive practices by locating sanitary product receptacles in all single-occupancy restrooms regardless of gender designation, more work is needed to create inclusive spaces where students — especially transgender and gender nonbinary students — do not have to plan their day and breaks around the time and resources it will take them to access appropriate spaces to meet their basic bodily functions.

Local Community

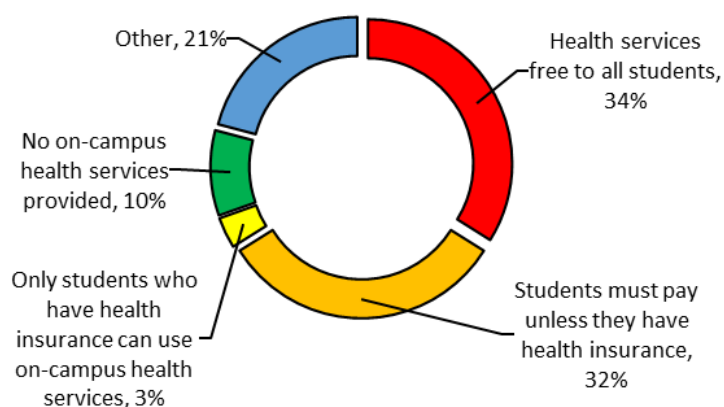
When candidates are searching for law schools that may meet their academic, personal, and professional needs, in addition to access to and inclusion within the law school itself, it is important to understand whether the environment outside of their prospective law school will be a safe and affirming place for them. To assess this aspect of the student experience, the survey included specific questions about the local community surrounding the law school. Of the responding law schools, all reported their local communities held LGBTQ+-specific events (n=115), and all but one (n=114) indicated their local communities held Pride events. A large proportion of schools (85%, n=98) responded that there are readily identifiable LGBTQ+-owned businesses and readily identifiable LGBTQ+-friendly businesses (e.g., those with a visible Pride flag sticker; 93%, n=107). What schools reported in 2023 was almost exactly what schools indicated in 2021. The local environment outside of students' prospective law schools is crucial to their feelings of physical and emotional safety in their overall community and ties into their ability to thrive in school. In recruitment efforts and at orientation, schools have a unique opportunity to highlight the local community, programming offered, businesses and resources available, and efforts to improve access and inclusion in addition to connecting candidates to current LGBTQ+ students who can speak to their experiences inside and outside of the school.

Health Services

Access to health services is critical for LGBTQ+ students. Research indicates that LGBTQ+ graduate students, including students in law school, are more likely than non-LGBTQ+ students to experience mental health struggles, most commonly depression and anxiety (Conron et al., 2022). Many LGBTQ+ individuals are often reluctant to seek help from medical professionals for many reasons including fear that they would be outed as LGBTQ+ and that providers would not understand their gender identity or sexual orientation (Babbs et al., 2023; James et al., 2024; Lund et al., 2021). In addition, due to the rising debt among law school students, mandatory healthcare costs may be prohibitive for some students or cause them to go into greater debt to meet these costs, especially among LGBTQ+-identifying individuals who are more likely to experience poverty than their non-LGBTQ+ peers and carry higher educational debt loads (NASFAA, 2022; Wilson et al., 2023; Wong, 2020). While it appears that most schools require a student to have insurance, fewer than three-quarters of schools offer emergency funds for LGBTQ+ students in crisis, for which regular healthcare costs such as copays are often not qualifying expenses. Encouragingly, many schools mentioned that mental health services are offered free to students, unrelated to health insurance coverage. With the high need for health services among LGBTQ+ students, it is important that schools understand all aspects of how LGBTQ+-identifying students access their health services, including the financial and other barriers that may create barriers to use of available services.

An overwhelming majority of responding schools (90%) reported offering on-campus health services to students, up from 78% in 2021; however, only 34% (n=39) reported these services are free to all students (Figure 18). Almost one-third of responding schools (n=37) indicated that students can pay to use the services if they do not have health insurance, and a few schools (n=4) indicated that students must have health insurance to access on-campus services. More than one-fifth of schools marked “Other” in relation to student access to health services. Eleven of these schools indicated that students are required to carry health insurance, either privately or through the school, which allows them access to all on-campus services. Many schools further clarified how students may access health services, including:

Figure 18. Percentage of Schools by Access to On-Campus Health Services (n=115)



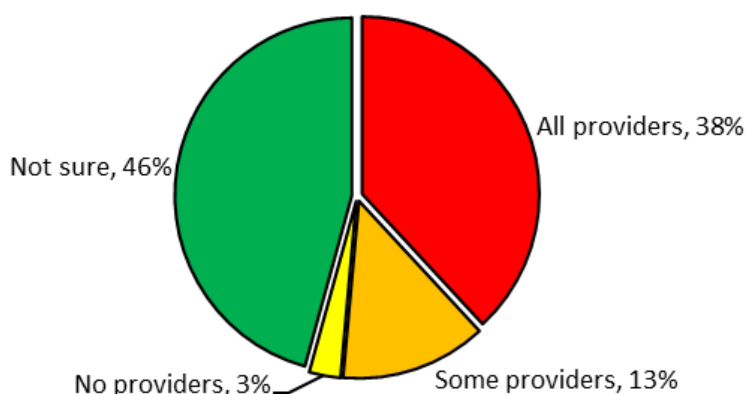
Source: 2023 LGBTQ+ Law School Survey data



- Certain services are free while others require health insurance.
- Students are automatically enrolled in and billed for the university health insurance unless they have proof of other insurance coverage.
- Students are assessed a mandatory fee per semester, even with outside health insurance, which provides them with on-campus counseling and health promotion services.
- All students can use on-campus emergency services, and they can access all services if they pay a fee.
- All students have access to free telehealth care.
- Students must have insurance, but the school offers free on-campus mental health services.
- As a condition of enrollment, students must purchase university health services.
- Enrolled students can receive some services for free and others at a reduced “health fee” rate, and all students must pay a mandatory health fee.
- Mental health counseling is available on the law school campus, but other services are provided on the university’s main campus.
- Mental health counseling is free for in-residence students.
- Mental healthcare services are free to all and the health center services are free to students enrolled in the school-sponsored insurance program.
- There are sliding scale and free care options for students that are financially vulnerable.
- Health services are provided through an independent health provider whose offices are located across the street from the law school building.

To understand not only access but also whether LGBTQ+ students would be comfortable utilizing available health services, our survey asked schools whether their on-campus healthcare providers were trained in providing culturally and clinically competent care to LGBTQ+ patients. Of the 105 schools that answered the question, close to two-fifths (n=40) reported all of their providers were trained to provide such care specifically for LGBTQ+ patients (Figure 19). An additional 13% indicated some of their providers were trained to provide culturally and clinically competent care to LGBTQ+ students. However, close to half of responding schools (n=48) were unsure whether their on-campus services could meet the needs of LGBTQ+ students. While this uncertainty does not mean that these schools do not have on-campus health providers who are clinically and culturally competent in providing care to LGBTQ+ students, not knowing means that prospective LGBTQ+ law students will not know if they are assured care they feel comfortable accessing.²² Fifty schools that indicated they had access to culturally and clinically competent trained providers for LGBTQ+ students specified ways in which their providers are deemed culturally and clinically competent, including:

Figure 19. Percentage of Schools by LGBTQ+ Competent On-Campus Health Providers (n=105)



Source: 2023 LGBTQ+ Law School Survey data

- Education on HIV PrEP; gender-affirming care and clinical services; sexually transmitted infection screening, diagnosis, and treatment; and mental health services by LGBTQ+-affirming providers
- Required university DEI training
- Safe Zone training to increase awareness of cross-cultural differences and health disparities
- Attendance at a conference, “Transforming Care Conference,” that provides culturally competent training and education in best practices
- Access to continuing education webinars

²² While law schools typically will not control health services provided by their affiliated university systems, they do have a responsibility to ensure that they are directing students in distress to facilities which will meet their needs. Moreover, as graduate level institutions within the greater systems, they are in a strong position to ask for accurate information about how the institution serves all its students and to advocate for change where needed.



- Completion of formal training in care of LGBTQ+ patients in conjunction with reviews, provider surveys, and patient surveys conducted by a quality improvement committee to ensure high quality care for LGBTQ+ patients
- Onboarding of all healthcare staff includes a training, “Foundations of LGBT Health,” and all staff must complete at least one training per year focused on the care of LGBTQ+ students
- In addition to required training, have two providers who specialize in the treatment and care of the LGBTQ+ community
- LGBTQ+-specific cultural humility training, “Foundational Policies and Training in LGBTQ+ Patient-Centered Care.”
- Following the World Professional Association for Transgender Health (WPATH) guidelines for transgender care
- Attending/utilizing external trainings/conferences/resources like the Big 10 Gender Care Coalition
- Hosting an education session with a transgender educator
- For providers new to gender-affirming hormones, being mentored by an experienced clinician for the first 6+ months
- LGBTQ+ competency training through the university and access to continuing medical education responsive to the care of LGBTQ+ patients
- Implementation of training and protocols to offer gender-affirming care
- Allies training offered through the university’s Pride Center and provision of funding for continuing medical education on specific topics of interest
- An educational session on culturally competent and/or humble care that includes providing care to the LGBTQ+ population, and a committee with representation from the university’s Pride Center focusing on reducing health disparities
- Various trainings such as “Meaningful Supports for Transgender Youth and Their Families” and “LGBTQ Affirmative Cognitive Behavioral Therapy”
- Safe space and implicit bias trainings
- Roundtable discussion with a physician specializing in gender-affirming care



Faculty, Courses Offered, and Alumni Involvement

A school's commitment to LGBTQ+ inclusion should be reflected in the educational experience that schools create for students through interactions with faculty, course offerings, and more. To examine how schools weave this commitment into educational experiences, the survey contained questions about faculty use of pronouns, faculty training to support inclusive teaching practices and faculty-student interactions, course offerings, and faculty research.

Pronouns in Email Signature

Being seen, acknowledged, and respected creates a sense of inclusion and belonging. As discussed above, institutional policies can contribute to creating a welcoming space for all. An example of one of the policies law schools can use to indicate a clear message of inclusion is requiring all faculty and staff to include their pronouns in email signatures. While there is no readily accessible research on the impact of this specific policy, such small policies and practices can make a significant impact in setting expectations for inclusivity. In our survey, none of the schools that responded to this question reported that they have a policy requiring faculty and staff to include pronouns in their email signatures. Most schools (56%) reported that their schools allow faculty and staff to include pronouns (Table 6), 43% of schools encourage faculty and staff to include their pronouns, and one responding school noted that they also have the option to use pronouns on door signage. These numbers are almost identical to responses in the 2021 survey.

Table 6. Policies for Inclusion of Pronouns in Faculty and Staff Email in 2021 and 2023

Policies for Pronouns in Email Signatures	Percentage of Schools in 2023 (n=116)	Percentage of Schools in 2021 (n=123)
Allowed to include	56%	54%
Encouraged but not required to include	43%	43%
Other: no policy or guidance at the law school level	1%	2%
Required to use a specific email signature format that does not include pronouns	0	1%

Sources: 2021 LSAC LGBTQ+ Law School Survey data and 2023 LGBTQ+ Law School Survey data

Overall, based on the fact that most schools at least support the use of pronouns in email signatures, it is clear that many schools do recognize changing practices in language and how they affect feelings of inclusivity. Although this may not be possible in some jurisdictions, having a policy requiring pronouns in email signatures would show an elevated understanding of and sensitivity to issues surrounding gender identity and would be a relatively easy way to signal a school's values; even if schools cannot enact such a policy for all faculty, ensuring that the administration is modeling this practice would be a starting place and demonstrate inclusion to students engaging with administrators.

Faculty Training

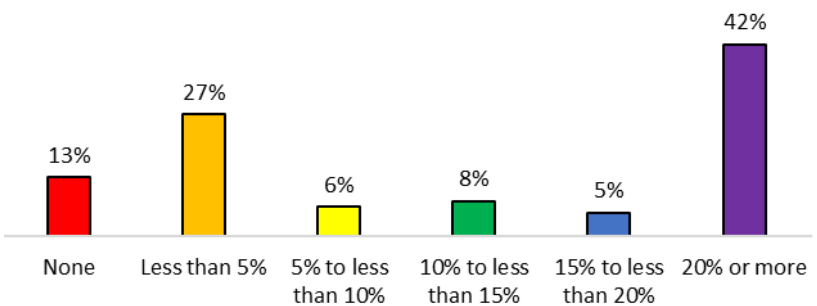
As schools continue to work on addressing LGBTQ+ inclusion, it is crucial to emphasize that inclusive curricula and pedagogy must be part of any effective effort to support equity and cultivate the development of future leaders (e.g., Bahadur & Zhang, 2021; Darling-Hammond & Holmquist, 2015; Deo, 2011; Leahy, 2020). However, not all faculty will inherently know how to ensure their teaching is inclusive or understand the complexities of identities and how those may impact learning. Therefore, offering training to help faculty implement inclusive teaching practices will not only give faculty the skills they need to create an affirming educational environment but also, it will signal to faculty that the school is committed to inclusion in all areas of the law school experience.

To assess what support schools offered faculty to develop their inclusive teaching acumen, the survey asked schools to specify what percentage of faculty attended a workshop or training about inclusive teaching that explicitly addressed LGBTQ+ topics. More than two-fifths of responding schools reported that 20% or more of their faculty attended an inclusive teaching training or workshop that specifically addressed LGBTQ+ topics during the 2022-2023 academic year

(Figure 20, an additional one-fifth of schools (19%)

reported that between 5% and 19% of their faculty received such training, and slightly over one-fourth of schools (27%) reported that under 5% of their faculty were so trained. Thirteen percent of responding schools had no faculty attending such training.

Figure 20. Percentage of Schools by Percentage of Faculty Attending Inclusive Teaching Training (n=79)



Source: 2023 LGBTQ+ Law School Survey data

The survey also asked about general DEI training for faculty. Out of 107 schools that responded, 8% (n=9) did not offer such training to faculty. Among the remaining schools that offered DEI training for faculty, 13 (12%) schools reported their DEI training did not specifically address interactions with students, while 85 (79%) reported it did. While it is a positive to offer DEI training, not specifically addressing interactions with students may leave some faculty lacking the knowledge of how to ensure their interactions with all students are creating a positive learning environment. Schools may want to focus more heavily upon these training opportunities to facilitate an educational environment where all students feel included.

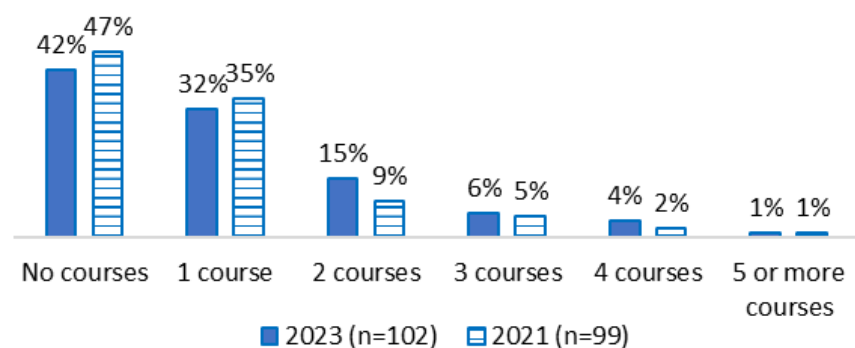
Course Offerings and Faculty Research

In the last couple of decades, legal education has come a long way, now offering a greater number of critical courses related to race, ethnicity, gender, and other identity-centered topics. However, LGBTQ+-related topics are less likely to be the sole subject covered in a course when compared to courses that are singularly focused on other historically marginalized groups. Of the 102 law schools that responded to the question asking how many courses their school offered during the 2022-2023 academic year that focused solely on LGBTQ+ topics, the

largest proportion of schools (42%) reported they did not offer any courses focused solely on LGBTQ+ topics (Figure 21). An additional one-third of schools said they only offered one course.

Slightly more schools reported offering an LGBTQ+-focused course or courses in 2023 (58%) compared to 2021 (53%).

Figure 21. Percentage of Schools by Number of Courses Focusing on LGBTQ+ Topics in 2021 and 2023



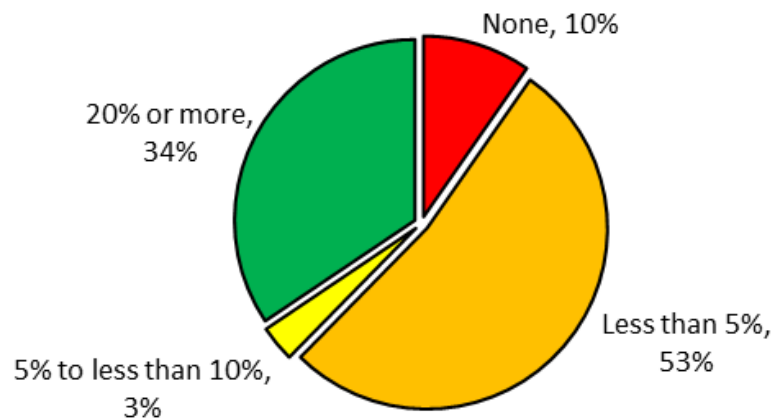
Sources: 2023 LGBTQ+ Law School Survey data and 2021 LSAC LGBTQ+ Law School Survey data

Of the schools that reported offering courses that exclusively focus on LGBTQ+ topics, responses included more than 40 different course names, such as Gender, Sexuality, and the Law; Transgender Rights and the Law; First Amendment and the LGBTQ+ Movement; and Immigration and the LGBTQI Community. In examining the course names 59 schools provided, 25 specifically mentioned gender, 24 mentioned sexuality, 20 mentioned sexual orientation, 12 mentioned gender identity, 10 mentioned LGBTQ+ or another acronym, and only five specifically included transgender. Four schools shared course names that dealt with LGBTQ+ discrimination or rights. With regards to the number of schools whose course names explicitly mention gender, sexuality, and sexual orientation, the numbers are almost exactly the same as schools that shared course names in 2021. While more than half of law schools are carving out space in their curricula for students to engage with how the law intersects with the lived experiences of people based on gender identity and sexual orientation, there is still room for improvement.



Of the 93 schools that responded to a question about faculty research, slightly over one-third of schools said that 20% or more of their faculty members conduct research primarily focused on LGBTQ+ issues (Figure 22. More than half of responding schools (n=49) indicated that less than 5% of their faculty conduct LGBTQ+ research. Only 10% (n=9) of schools reported that none of their faculty members conduct research primarily focused on LGBTQ+ topics — a significant improvement over responses to the 2021 LSAC survey in which 36% (n=29) reported that none of their faculty conducted LGBTQ+-focused research during the 2019-2020 academic year.

Figure 22. Percentage of Schools by Percent of Faculty Conducting LGBTQ+-Focused Research (n=93)



Source: 2023 LGBTQ+ Law School Survey data

DEI Faculty Committee

In addition to student DEI committees, schools were asked about faculty-led committees dedicated to diversity, equity, and inclusion. Of the 114 law schools that responded to this question, 79% reported they have a DEI faculty committee, the same proportion of schools reporting the existence of a DEI faculty committee in 2021. While the existence of a DEI faculty committee is a good first step, it is important to understand representation on the committee to ensure that various perspectives and experiences are considered. Of the 90 schools that indicated they have a DEI faculty committee, almost all (n=87) reported the committee included at least one LGBTQ+ faculty member, an improvement from the 67% (n=75) reporting this in 2021. As mentioned earlier in this report, it is important to understand the diversity within the umbrella term of LGBTQ+, since one gay male faculty member will likely have a different viewpoint and experience than a transgender woman. While more than two-thirds of schools (68%, n=61) said they were not sure of the specific identities of their LGBTQ+ DEI faculty committee members, among those who were able to specify, most reported including gay (29%, n=26) and lesbian (27%, n=24) faculty. Only a small number of schools said their committees included bisexual and transgender/nonbinary faculty (n=8 and n=4, respectively).

The survey indicates that schools are making efforts to educate faculty on DEI, diversify course offerings, support faculty research, and create faculty-led DEI committees; however, more work is needed to create and offer more inclusive and LGBTQ+-centered curricula that supports students and serves to holistically educate the next generation of legal professionals.



Alumni Engagement

Alumni involvement with law schools can provide an invaluable resource for law students by helping them understand what faces them when they graduate and providing mentorship while helping to create an affirming space. Research has recognized the extraordinary impact that mentors have on law students' professional identity formation and perseverance in law school, as well as the positive impact that mentorship has on alumni (e.g., Hamilton, 2021, 2023; Lawlor, 2023). These connections are especially impactful for students from historically marginalized groups (e.g., Pruitt & Bhardwaj, 2024; Bowman et al., 2022; Robbins, 2020). To assess alumni engagement among responding schools, our survey asked whether schools have an active LGBTQ+ alumni board or association. Out of 110 responding schools, only 22% indicated they had this resource. This is definitely an area for growth for schools.

The questions in the survey related to the student experience aimed to understand the school environment, policies, and practices that LGBTQ+ students must navigate beyond their academic experience. While more work is needed to examine the actual law school classroom experience (i.e., Deo, 2011; Leahy, 2020) by breaking down each policy and practice, the survey revealed the importance of considering **how** students experience the very policies and practices schools implement to build and support inclusive law school spaces. Providing access to resources that support the whole student and ensuring that affirming spaces are available are crucial steps that law schools can take to support the well-being and learning experience of LGBTQ+ students (e.g., Jaffe et al., 2022).

Conclusion

LSAC's and the LGBTQ+ Bar's purpose in conducting this survey and issuing this report is to provide an overview of current law school policies and practices related to LGBTQ+ issues with respect to (1) diverse representation, (2) recruitment and admission, (3) the student experience, and (4) faculty, courses offered, and alumni involvement. Our goal in providing this overview is to continue our multi-year data-tracking and conversation about how schools are cultivating an inclusive environment centering on LGBTQ+ law school candidates and students as well as preparing the next generation of legal professionals.

As the 2020 LSSSE Annual Results Diversity & Exclusion report revealed, "Those who are most affected by policies involving diversity — the very students who are underrepresented, marginalized, and non-traditional participants in legal education — are the least satisfied with diversity efforts on campuses nationwide" (Deo & Christensen, 2020, p. 5). LGBTQ+ individuals are a growing segment within legal education, and it is important that law schools are aware of and meet their needs. Effectively supporting LGBTQ+ students requires an understanding of the nuanced experiences of these students, taking into account their intersectional identities. As many schools reported, support is often most effective when it is tailored to each student's needs. Nonetheless, there are policies and practices that can support LGBTQ+ students' learning experiences



by ensuring that faculty address them accurately and respectfully in the classroom, students are not required to plan their days around restroom breaks, their unique health needs and community support needs are met, and their legal education includes LGBTQ+ topics. The aggregate results of the survey support that, as a community, we must collectively and consistently continue to evaluate and improve on policies and practices by asking, “What is the student experience when they interact with us and our system?”

While schools are constantly learning about and improving on their efforts to support and meet the needs of LGBTQ+ students, this report shows that although there have been improvements, more work is needed. LSAC and the LGBTQ+ Bar are committed to building a more inclusive experience and environment for LGBTQ+ candidates and students. Moving forward, our organizations will continue this work by operationalizing the results of this survey in collaboration with students, candidates, and other stakeholders to bring about meaningful change in the journey to and through law school for all candidates and students.



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