

## **A Study of Women's Experiences at Harvard Law School**

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## ABSTRACT

A student group at Harvard Law School is in the midst of a year-long study of women's experiences at the school. The study targets three aspects of women's lives at Harvard: (i) feelings of connectedness, comfort, and inclusion in the law school community, (ii) academic and "credential-gathering" success, and (iii) changes in self-esteem and self-perception that women exhibit as a result of their time at law school. We are collecting and analyzing data from sources that include: (i) student surveys; (ii) student focus groups; (iii) faculty interviews; (iii) observation of classroom participation; (iv) academic honors lists and/ or grades; (v) journals/ extracurricular activity information; (vi) mental health counseling statistics; and (vii) clerkship and initial employment placement records.

Last semester, we surveyed first-year law students, achieving a response rate of about 52%, or 289 students. We are currently analyzing the data, but preliminary results suggest that, compared with men, women are less confident in their academic performance and less satisfied with their classes. Women reported spending more time on law-school-related extracurricular activities, but said they were less likely to apply for Harvard Law Review at the end of the year. Additionally, more women than men thought that in 10 years they would working for a non-profit or legal services organization. On the other hand, many more men expected to be working in a law firm or as an in-house counsel.

We have also analyzed data from Harvard's mental health counseling services, and discovered that almost twice as many female than male students utilized mental health services during 2001 and 2002. In addition, we are currently analyzing academic honors lists and employment and clerkship statistics. Finally, we have started a round of student focus groups and will begin monitoring student participation in classes shortly.

Although our results are not yet complete, we will have a more detailed picture of women's experiences at Harvard Law School by the end of the academic year. We believe that inclusion of our study findings at the conference this summer will begin a fruitful discussion of gender not only at Harvard, but in legal education as a whole.

## INTRODUCTION

- “HLS is the most male place I have ever been, in terms of both teaching style and social interaction. I would like to see a lot more senior women faculty members.”
- “I definitely feel like there is a difference in the level of male and female participation in class, particularly in the manner in which the different genders frame their comments or questions. Women tend to qualify or make excuses for their questions, while in general, men tend to more boldly assert a claim or be more likely to offer a comment that is off-point.”
- “[G]ender dynamics are partially responsible for my discomfort with the social and academic scenes at HLS.”

Anonymous responses to an open-ended, optional survey question administered to first-year Harvard Law School students in December 2002.

A group of Harvard Law School students is in the midst of a year-long study of women’s experiences at the school. The study was prompted by observations of gender differences in class participation, gaps in men’s and women’s grades, underrepresentation of women among Harvard Law Review editors, and reports of alienation and dissatisfaction among women. A study on the experiences of female students at Harvard is especially timely, as this year is the 50<sup>th</sup> anniversary of the first class of women at Harvard Law School. In addition, gender issues in legal education as a whole are coming under increasing scrutiny, and many law schools have studied the role of gender in their academic environment.<sup>4</sup>

The Harvard project builds on these past studies, while also targeting issues that are particular to Harvard Law School. The study examines possible areas of difference between men’s and women’s law school experiences and, to the extent that women’s experiences are negative, will open discussion on how

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<sup>4</sup> See, e.g., LANI GUINIER ET AL., *WOMEN, LAW SCHOOL, AND INSTITUTIONAL CHANGE* (Beacon Press Boston 1997) (University of Pennsylvania); Janet Taber, et al. *Gender, Legal Education, and the Legal Profession: An Empirical Study of Stanford Law Students and Graduates*, 40 STAN. L. REV. 1209 (1988) (Stanford); Suzanne Homer & Lois Schwartz, *Admitted But Not Accepted: Outsiders Take an Inside Look at Law School*, 5 BERKELEY WOMEN'S L.J. 1 (1989-90) (Boalt Hall); Marsha Garrison, Brian Tomko, & Ivan Yip, *Succeeding in Law School: A Comparison of Women's Experiences at Brooklyn Law School and the University of Pennsylvania*, 3 MICH. J. OF GENDER & L. 515 (1996); Joan M. Krauskopf, *Touching the Elephant: Perceptions of Gender Issues in Nine Law Schools*, 44 J. LEGAL EDUC. 311, 328 (1994) (Ohio’s nine law schools). The Law School Admission Council has also done studies on gender in legal admissions and education. See Linda F. Wightman, *WOMEN IN LEGAL EDUCATION: A COMPARISON OF THE LAW SCHOOL PERFORMANCE AND LAW SCHOOL EXPERIENCES OF WOMEN AND MEN* (Law School Admission Council Research Report Series, 1996).

to create a more gender-balanced environment. We also anticipate that the issues our study raises will coincide with the current reexamination of the legal profession underway in scholarship and popular debate: questions about the lawyer's role in today's society, discussions of alternatives to litigation, and arguments about the form that legal education should take in the 21<sup>st</sup> century. Above all, we hope that, as a result of our study and the discussion it begins, no future Harvard student will describe her school as "the most male place [she] ha[s] ever been."<sup>5</sup>

This paper describes our study's structure, methodology, and partial results. Because we began our research this academic year, our results are incomplete. The study is ongoing, however, and we anticipate that by the time of the "Taking Stock" conference, we will have a more detailed picture of women's experiences at Harvard Law School. In the meantime, we hope that this preliminary paper and our initial results will begin a fruitful discussion within the ABA community that can continue and expand at the conference this summer.

## **STRUCTURE AND METHODOLOGY**

The study targets three aspects of women's lives at Harvard Law School: i) women's feelings of connectedness, comfort, and inclusion in the law school community, ii) women's academic and "credential-gathering" success, which in turn influences career goals and options, and iii) the changes in self-esteem and self-perception that women exhibit as a result of their time at law school.

In examining the first aspect, we will investigate the similarities and differences in the way female and male students experience Harvard Law School. We will focus on students' interests, social networks, course selection, and extracurricular and social activities.

We will evaluate the second aspect, credential-gathering, by examining whether gender disparities exist in areas such as academic honors, leadership positions on journals, research assistant positions, and summer jobs. We will also be careful to investigate how these measures are influenced or explained by confounding factors other than gender, such as differences in career goals, personal and relationship demands, age, and prior work experience.

The third aspect, women's changes over the course of law school, is more difficult to measure, and will rest largely on longitudinal comparisons of women's own reporting of their experiences. On this point, we have been influenced by Guinier, et al.'s finding that women in their first year at the University of Pennsylvania Law School participated little in class and were unhappy with their participation. By their third year, however, the same women reported similarly

low levels of classroom activity, but were satisfied with their participation.<sup>6</sup> Our study investigates whether Harvard works a similar transformation on its women students.

Data for the study is available from multiple sources: (i) online student surveys administered at the beginning and end of the academic year; (ii) student focus groups; (iii) faculty interviews; (iii) observation of classroom participation; (iv) academic honors lists and/ or grades; (v) journals and extracurricular activity information; (vi) mental health counseling statistics; and (vii) clerkship and initial employment placement records. In our analysis of the data, we will begin to identify the factors that have the most influence women's law school experiences. While being careful to account for confounding variables, we hypothesize that the formation of social networks and participation in social and extracurricular activities have an effect on women's self-esteem and feelings of inclusion in the law school community. We also predict that professors' gender, class size, exam format, and the way in which professors conduct class have an impact on women's academic performance.

Throughout our study, though we may identify factors that have a greater influence on women law students than men, we resist using these findings to "essentialize" women. We recognize that the category of "women" comprises vastly different people, and do not intend our study to minimize those differences. We do suspect, however, that, to some extent, Harvard Law School is a different place for men than for women. Our initial survey results have borne this out, and the remainder of our work will cast further light on these differences.

### **Online Student Survey**

Our first source of data is an online survey on students' personal background, perceptions of legal education in general and Harvard Law School in particular, extracurricular activities, and social networks. We administered the survey to the first-year class in December 2002, and received 289 responses, or 51.8% of the 557-person first-year class. The survey questions are attached as Appendix A. We will administer the same survey to the first-year class again at the end of the academic year, and a slightly modified version to second and third-year students at the same time. In this way, we can compare men's and women's responses, capture changes in first-year women's responses between the beginning and end of the academic year, and contrast the responses of women in their first year with those of second and third-year women.

The survey questions were in part responsive to issues raised in the student focus groups and informal faculty interviews conducted before the survey's administration. Other questions were designed to test our hypotheses regarding classroom structure and social connectedness. Still others were meant to

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<sup>6</sup> GUINIER, ET AL., *supra* note 1, at 44-45.

identify potentially confounding variables that we could then eliminate in our analysis of the data

Though the survey was designed to gather information on gender differences at the law school, we did not include any questions that inquired about gender directly. This decision stemmed from concerns that such questions would taint the response pool, generating responses from the students who were the most concerned about or the most hostile to gender issues. It is telling, given the neutrality of our presentation, that several students voluntarily mentioned gender differences in classroom participation, feelings of alienation, and composition of the faculty in the optional, open-ended section of the survey.

Though we have only recently begun analyzing the survey responses, we have come to some preliminary conclusions. Compared with men, women were on average less satisfied with their first semester courses and also expected to receive worse grades.<sup>7</sup> Women and men also appear to differ in their activities outside the classroom. Women spent almost 3 hours more per month on law-school-related extracurricular activities than men did (16.2 v. 13.7). However, fewer women reported plans to apply for Harvard Law Review. Of those respondents who said they would definitely apply for the Law Review, most were men (47 out of 66). Of those who said they definitely would not apply, most were women (23 out of 30).

Women and men also differed in the job they said they would most likely have in 10 years. Forty-six percent of men chose firm or in-house counsel, compared with 29% of women. Twenty-seven percent of women chose nonprofit organization/legal services, compared with 6% of men. However, when asked to choose their most important consideration in career plans among only three answers, more than half of men (63%) and women (55%) chose “work/life balance.” The responses were also fairly similar for “advancing a cause you believe in” (28% of men v. 26% of women) and “high salary” (10% v. 9%). We plan to examine this further to see whether men and women define “work/life balance” differently.

In other measures, men and women responded very similarly. Men and women reported comparable numbers of close friends in their class sections, the first-year class, at law school overall, and outside law school. Building on these results, we plan to examine whether men and women’s social relationships change over time or between class years.

Additionally, we expect to finish a multivariate analysis shortly in order to test the explanatory power of different factors on certain disparities or trends.

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<sup>7</sup> In order to correct for misperceptions concerning the “grading curve,” the question was asked in terms of what percentile of their class they thought their grade would most likely fall.

## **Student Focus Groups**

Our second data source is a series of students focus groups, which will enable us to supplement our quantitative data with narratives. Last semester, we conducted three informal focus groups, using the participants to generate ideas and test possible questions for our survey.

This semester, we will conduct several additional, more formal, groups. We will assemble all-female, all-male, and mixed-gender groups chosen randomly from the Registrar's list of enrolled students. Members of the Office of Student Life Counseling who are trained in focus group facilitation will assist us in preparing for and overseeing the focus groups.

During each session, a group leader will pose a series of questions to help the group develop a dialogue based on personal experiences and perceptions. Some questions will be prompted by survey results, and we will use the groups to get explanations for survey responses that varied between men and women. Examples of other questions include:

- How much and when do you interact with faculty members?
- What makes you decide whether to speak in a class?
- Is there anything professors do that you especially like or dislike?
- How did you choose your extracurricular activities?
- How do you find law school socially?

We view the focus group component as being crucial to our study, as it will give context to our survey results and classroom observation, and will allow us to explore more fully the issues of gender at Harvard Law School.

## **Faculty Interviews**

Faculty interviews represent another important data source. During the first semester, we conducted several informal interviews with faculty members. During the second semester, we plan to interview the rest of the full-time, permanent professors on their views of gender's effect on students' classroom participation and interaction with professors. Because we will have finished our analysis of the survey data by the time we conduct interviews, we will be able to present our findings to each faculty member and get his or her reaction. In this way, the survey results will function as a springboard for conversation and a focus for discussion. We will also cover issues such as:

- Gender of research assistants
- Gender of former students with whom each professor keeps in closest contact
- Perceptions of whether and how the gender of students affects classroom

performance, frequency of contact outside of class, and willingness to ask for recommendations and references.

## **Classroom Observation**

Throughout the second semester, we will collect data on student classroom participation in a range of classes so that we can assess whether participation is influenced by class size, professor's gender, students' gender,<sup>8</sup> class-year of students, professor's teaching style, class type (introductory, advanced, seminar), and subject matter. We will observe each class over the course of two or three weeks, and will supplement the data with information on enrollment from the Registrar.

Harvard Law School's size and number of courses offer a terrific research opportunity. For example, first-year students take all of the same courses, though from different professors. First-year students are also divided into sections, with whom they take all of their classes. We can therefore compare first year students' classroom participation in each Criminal Law class, for example, effectively holding course content constant. Likewise, we can compare participation in different classes within a first-year section (participation of Section 5 students in Criminal Law compared to Civil Procedure), essentially controlling for students. These types of comparisons will provide insight on the malleability of students' participation and the factors that encourage or discourage classroom activity. We will also observe classroom participation in second- and third-year classes, which will provide not only additional data but also a comparison of participation among class years. Most second-year students at Harvard take a standard "bundle" of classes; this grouping provides the same opportunity to control for class content as the first-year "section" structure.

We will categorize student participation along a number of dimensions, including:

- Initiation of participation (called on by professor; response to question posed to class by professor; response to comment by a student; volunteered)
- Duration of participation
- Repeat participants (initial participation by student; not initial participation by student)
- Type of participation (substantive; information-seeking)

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<sup>8</sup> We will examine whether classes with substantial gender gaps in enrollment have different participation patterns than classes without such substantial gaps.

- Professor's response to participation (professor asked another question to student; professor incorporated participation into discussion; professor directly answered or responded; professor interrupted)

## Academics

Our data on academic performance comes from the published *cum laude* recipient lists and possibly from an analysis of grades.<sup>9</sup>

From the honors lists, we will compare the percentage of women and men who receive honors at graduation, a significant credential for future employment. We know from faculty interviews that men tend to outnumber women at the very top of the grade range, and we expect our examination of the *cum laude* list to reveal similar pattern.

If we are able to examine grades, we will investigate how academic performance and course selection vary by gender. We will examine both overall grade point average and grading by course. We will also categorize courses along dimensions such as subject matter, size, professor's gender, teaching style of professor,<sup>10</sup> type of exam (closed-book, in-class, take-home), and course type (first-year core, second-year bundle, introductory, advanced). In this way, we will identify factors that are influential on women's academic success.

## Extracurricular Activities

As part of our analysis of women's connectedness to Harvard Law School, we will examine the gender of students involved in extracurricular activities. Here, we will examine activities that are purely social and those that are considered important employment credentials. Our survey provided initial data in this area, asking students to report the number of hours per week they spend working on or associated with journals, clubs, affinity groups, sports, and other activities. We will also gather data directly from those organizations, examining the gender of their members and their leadership.

One of the activities that many employers consider to be important is participation in academic journals, and the Harvard Law Review in particular. The editors of the Law Review are going to release to us their application and selection data from the last group of applicants. In examining that data, we will determine whether women are disproportionately not applying to the Law Review and whether they are being disproportionately rejected. We will have access to similar data for other journals on campus, and will perform similar analyses.

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<sup>9</sup> We recognize that an analysis of grade data by gender and by course would provide us more complete information than the honors lists. We are currently working with the school to gain access to grade data.

<sup>10</sup> We will use course evaluations and classroom observations to classify professors' classroom teaching styles (e.g., primarily Socratic, primarily panel, primarily lecture, and combinations of the above).

The Harvard Legal Aid Bureau and other student practice organizations are also valuable credentials and important ways that students form connections to the life of the school. We will compare the gender of students involved in student practice organizations to those working on journals, inquiring whether there are “female” and “male” extracurricular activities, credentials, and social spheres at Harvard Law School.

### **Mental Health Counseling Statistics**

As part of our investigation of changes in women’s self-esteem and self-perception, we have obtained statistics from Harvard University’s mental health counseling services. We are not able to link this data to any individual student, but have been able to identify preliminarily, in the aggregate, differences in women’s and men’s use of mental health counseling. This information, paired with women’s own reporting of their self-esteem and self-perception, will give us some insight into the effect of the law school experience on women’s, as compared to men’s, mental health.

So far, we have found that almost twice as many female than male law students visited Harvard psychiatrists during both 2001 and 2002. The average number of visits per patient was similar for men and women, suggesting that the disparity in the number of male and female patients is not due to women’s seeking psychiatric help for less severe conditions. However, among the American population, women seek mental health care more frequently than men on average. Disparities in preexisting psychiatric conditions also may explain some of the results. Additionally, many students presumably visit mental health professionals outside the Harvard network. Therefore, although this information is telling, interpretation must be done cautiously.

### **Employment and Clerkships**

The final data sources that our study will tap are the Office of Career Services’ and Office of Public Interest Advising’s records of students’ summer work and post-graduate employment and clerkships.

The competition for clerkship positions suggests that any disparities in academic and extracurricular credentials will be important in determining access to clerkship opportunities. We will look at gender of graduates clerking at all state and federal courts, all federal circuit courts, the federal circuit courts perceived to be most prestigious, and the Supreme Court.

We also will examine students’ summer and initial post-graduate employment. For firms, we will compare the composition of students employed in the most competitive markets with other markets. We will also compare student

composition at comparably sized firms within a market based on prestige.<sup>11</sup> In addition, we will examine the gender of students working in public interest employment in the first summer, second summer, and after graduation.

Because we are not equipped to do a full scale study of women in legal careers, this portion of our study will be relatively small. Its purpose is to link, to the extent we can, women's experiences during and after Harvard Law School.

## **CONCLUSION**

The preliminary results of our study show that Harvard Law School is a different place for men than for some women. Those differences may shape women's academic performance and feelings of social connectedness and change some women's behavior and self-image over their time at the school. The remainder of our study will shed additional light on these phenomena, attempting to find their causes and suggesting remedies. We hope that this paper and our participation in the "Taking Stock" conference will bring further attention to these issues and spark a healthy debate this summer and in the future.

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<sup>11</sup> With the Office of Career Services, we are developing an appropriate measure of prestige of firms, perhaps incorporating Vault rankings

## APPENDIX A

### 1L Student Experiences Survey December, 2002 Questions

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

- I. Career
  - a. What job will you most likely have in 10 years?
    - i. Large law firm (more than 50 lawyers)
    - ii. Small law firm (fewer than 50 lawyers)
    - iii. In-house/corporate counsel
    - iv. Nonprofit organization/legal services
    - v. Government
    - vi. Academics
    - vii. Non-legal
    - viii. Other
  - b. Of the following factors, which is the most important consideration in your career plans?
    - i. Advancing a cause you believe in
    - ii. High salary
    - iii. Work/life balance
- II. Classroom
  - a. In what percentile of your class do you think your grade will most likely fall? (For this question and the rest of the survey, please ignore the class you are not taking this semester.)
    - i. Civil Procedure: Bottom 20%, 21%-40%, 41%-60%, 61%-80%, Top 20%
    - ii. Contracts: Bottom 20%, 21%-40%, 41%-60%, 61%-80%, Top 20%
    - iii. Criminal Law: Bottom 20%, 21%-40%, 41%-60%, 61%-80%, Top 20%
    - iv. Torts: Bottom 20%, 21%-40%, 41%-60%, 61%-80%, Top 20%

- b. Taking everything into account, how satisfied are you with your overall experience in each of your classes?
- i. Civil Procedure:
    1. 1 (Very satisfied)
    2. 2
    3. 3
    4. 4
    5. 5 (Very dissatisfied)
  - ii. Contracts:
    1. 1 (Very satisfied)
    2. 2
    3. 3
    4. 4
    5. 5 (Very dissatisfied)
  - iii. Criminal Law:
    1. 1 (Very satisfied)
    2. 2
    3. 3
    4. 4
    5. 5 (Very dissatisfied)
  - iv. Torts:
    1. 1 (Very satisfied)
    2. 2
    3. 3
    4. 4
    5. 5 (Very dissatisfied)

### III. Faculty Interaction

- a. Approximately how many times this semester have you interacted with each of your professors outside of class? (Please exclude interactions regarding purely administrative issues. Include things such as emails, talking before and after class, office hours, and student-initiated lunches. Note that there are sixteen weeks of classes per semester.)
- i. Civil Procedure: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17-32, 33-60.
  - ii. Contracts: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17-60.
  - iii. Criminal Law: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17-60.

- iv. Torts: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17-60.

#### IV. Extracurricular Activities

- a. Please estimate the number of hours you spend per month on each of the following activities. (Please include time spent at social activities sponsored by the group or organization you are a member of.)

- i. on journals? 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 20-40.
- ii. on student practice organizations (e.g., TAP, Defenders, PLAP) or clinical projects? 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 20-40.
- iii. ... on student affinity groups (e.g., BLSA, Lambda, NALSA)? 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 20-40.
- iv. on other law-school extracurricular activities? 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 20-40.

- b. How probable is it that you will seek a higher-up position or a position in any of your law-school-related activities in the future?

- i. 1 (Definitely)
- ii. 2
- iii. 3 (Undecided)
- iv. 4
- v. 5 (Definitely not)

- c. How probable is it that you will apply for Law Review?

- i. 1 (Definitely)
- ii. 2
- iii. 3 (Undecided)
- iv. 4
- v. 5 (Definitely not)

#### V. Social Life

- a. Approximately how many close friends do you have within your 1L section? (A close friend is someone who you made social plans with or contacted socially within the last two weeks. Please do not include a significant other.) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21-30, 31-40, 41-50, 51-60

- b. Approximately how many close friends do you have who are 1Ls but not in your section?

- i. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21-30, 31-40, 41-50, 51-60

- c. Approximately how many close friends do you have who are 2Ls, 3Ls, or LLMs at HLS?
  - i. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21-30, 31-40, 41-50, 51-60
- d. Approximately how many close friends do you have who are not at HLS (whether local or not)?
  - i. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21-30, 31-40, 41-50, 51-60
- e. How many times this semester have you participated in a study group? (Note that there are 16 weeks of classes per semester.)
  - i. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17-34, 35-70.
- f. Please estimate how many times per month you go to HLS-related social events (e.g., Bar Reviews, ice cream socials):
  - i. 0...16, 17-34, 35-70
  - ii.
- g. To what extent do you agree with the following statement: "I feel that I have to change myself to fit in at HLS."
  - 1. 1 (Definitely disagree)
  - 2. 2
  - 3. 3
  - 4. 4 (Neutral)
  - 5. 5
  - 6. 6
  - 7. 7 (Definitely agree)

VI. Demographics

- a. What first-year section are you in?
  - i. 1, 2, 3, 4, 5, 6, 7.
- b. What year did you finish college? \_\_\_\_
- c. What is your gender?
  - i. Male
  - ii. Female
- d. Do you identify yourself as a: (check all that apply)
  - i. African-American or African
  - ii. American Indian or Alaska Native
  - iii. Asian-American or Asian
  - iv. Latino/a
  - v. Native Hawaiian or Pacific Islander
  - vi. White
  - vii. Or, if you would prefer, please describe yourself: \_\_\_\_\_
- e. What are your personal relationships and commitments?
  - i. Single.

- ii. Committed relationship, local.
- iii. Committed relationship, long distance.
- iv. Married or domestic partnership, local.
- v. Married or domestic partnership, long-distance.

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

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

VII. Optional:

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

- i. \_\_\_\_\_