DIVERSITY & INCLUSION
1L CURRICULUM SURVEY
INTRODUCTION

Over spring break 2021, the Diversity and Inclusion Committee fielded a survey to current 1Ls and 2Ls. The aim of the survey was to evaluate overall experiences with respect to diversity and inclusion in the 1L year as a means to facilitating discussion among faculty and students.

Results were collected by the Dean of Students office; comments were filtered for material specific to recognizable professors or classes before being shared with the Diversity and Inclusion Committee. What follows, therefore, is a summary of the survey results. We aim to build on this work by continuing in future years to solicit students’ perspectives and ideas on these topics.
TOP-LEVEL HIGHLIGHTS

94.2% of students responded “very well” or “well” to the question of whether professors model respectful behavior that fosters diverse engagement. Women, however, were significantly less likely to respond positively.

77.7% of students were somewhat (46.6%) or extremely satisfied (31.1%) with the topics covered in the 1L curriculum.

When asked to rank what should change about 1L classroom discussions in order to create a more comprehensively inclusive classroom experience...

81.5% of students ranked “Smaller class size” as somewhat (42.7%) or very important (38.8%).

51.5% of students ranked “Managing students’ contributions equitably and effectively” very important.

69.9% of students ranked decreasing cold calling as not important.
WHO RESPONDED?

27% of the 1L and 2L classes responded

1L Response Rate: 26.5%
2L Response Rate: 28.0%

Underrepresented in Law
44% of responses and 42% of enrollment

Gender

WOMEN
56.3% of responses and 49.7% of enrollment

MEN
39.8% of responses and 49.7% of enrollment

NON-BINARY/NON-CONFORMING
3.9% of responses and .06% of enrollment

Demographic breakdowns supplied where statistically feasible.
Do professors in the 1L model respectful and tolerant behavior and ways of engagement with others?

We present here the breakdown of responses overall, and a breakdown by gender. (Other demographics breakdown do not show any significant differences).
TEACHING STYLES & RANGE OF 1L TOPICS

Teaching Styles

The question here was: *What style of teaching, in your view, worked best to engage the attention and participation of a broad spectrum of your classmates?*

This question revealed high levels of support for both Socratic and discussion-based styles, and no statistically significant differences across groups.

Satisfaction with Range of Topics Covered in 1L

![Diagram showing satisfaction levels for different categories]
Students evaluated proposals raised here or implemented in peer institutions as follows:

**SMALLER CLASS SIZE**
Statistically significant for white but not minority students: Fewer under represented students ranked smaller class sizes as “Very Important” and more ranked as “not important”. Fewer white/other students ranked smaller class size as “Not Important” and more ranked smaller class size as “Very Important”.

**INCREASE COLD CALLING**
Statistically significant: More 2L students ranked as “Very Important” than 1L students.

**PROFESSORS BEING MORE APPROACHABLE AND OPEN TO QUESTIONS**
Statistically significant: More women ranked as “Very Important.”

**PROFESSORS BEING MORE RESPONSIVE**
Statistically significant: More women ranked as “Very Important.”

**MANAGING STUDENTS’ CONTRIBUTIONS EQUITABLY AND EFFECTIVELY**
Statistically significant: More women ranked as “Very important.”

**APPROPRIATE ACKNOWLEDGMENT OF AND SENSITIVITY AROUND DIFFICULT TOPICS, MATERIALS, AND IMAGES RAISED DURING CLASSES**
Statistically significant: More women ranked as “Very important.”
EXAMPLES OF INCLUSIVE PRACTICES

Students offered the following additional suggestions for considerations in comments:

- **Ensuring** diverse voices were called on during discussion periods
- **Assigning** students a perspective from which to argue during calls colds
- **Sensitivity** to personal experience in respect to materials in criminal law on rape
- **Encouraging** students to attend office hours, and making these plentifully available
- **Finding** students’ personal links to a case during cold calls
- **Including** pronouns on Zoom IDs
Questions? Send an email to:
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