



Loyola University Chicago School of Law

Cultural Assessment Findings and Recommendations

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
2.0% - 5.0% Differential = Yellow; 5.1% - 10.0% Differential = Orange; 10.1% & More of a Differential = Red



Executive Summary

In partnership with the Loyola University Chicago School of Law Diversity and Inclusion Working Group, Nextions developed a survey for students and recent alumni of the School of Law to assess the law school's climate and culture. Nextions also conducted interviews with students to understand the survey responses with greater clarity. As a result of its analysis of the survey data (see Executive Summary charts on next page), Nextions has arrived at three major conclusions.

First, a substantial majority of self-identified minority* and white students and recent alumni expressed satisfaction with their law school experience, particularly: the law school's mission and culture; engagement with faculty, staff, and administration; classroom learning environment; peer interactions, and curriculum. In fact, 88% of students and recent alumni who participated in the survey express overall satisfaction with their choice of Loyola University Chicago School of Law.

Second, although the satisfaction rates were generally high for all students, the rate of satisfaction among minority students is not as high as among white students in some important areas, such as: the level of diversity throughout the community; the value and respect of point of view by classmates; the perception that people of certain racial or ethnic backgrounds are less valued; the ability of faculty to resolve conflict, and the degree of stress. Such differential levels of satisfaction are significant. They demonstrate that the law school has a terrific opportunity to continue to improve in building a more diverse, equitable, and inclusive community for all of its students.

Third, the law school is already implementing intentional, comprehensive, and effective strategies to improve its community. The law school should build on those strategies, and should implement additional strategies suggested by Nextions, to strengthen the community for all its students.

The students were grateful for the opportunity to be heard and are excited to see the ways in which the School of Law will continue to make its environment an inclusive environment for all.

*Racial/ethnic minority refers to students who self-identified themselves on the survey as African American/African/Black, Hispanic/Latino(a), Asian (origins in Far East, South or Southeast Asia), Native American/American Indian or Alaska Native, Pacific Islander or Native Hawaiian, Middle Eastern and/or Bi-/Multi-Racial. Due to the small sample sizes within each racial group, the groups were combined.

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Executive Summary Charts

Majority/Minority Comparisons

Mission and Culture

Description	Racial/Ethnic Minority Students		White Majority Students	
	Percentage	Response	Percentage	Response
Faculty represent broad spectrum.	30%	disagree	11%	disagree
Administration and staff represent broad spectrum.	30%	disagree	10%	disagree
Student body represents broad spectrum.	31%	disagree	14%	disagree
Racial/ethnic background respected and valued.	27%	disagree	3%	disagree

Faculty, Staff, and Administration

Description	Racial/Ethnic Minority Students		White Majority Students	
	Percentage	Response	Percentage	Response
Point of view is accepted and valued by professors.	65%	agree	75%	agree
Students equally held accountable for behaviors/attitudes.	54%	agree	75%	agree

Classroom Conversations

Description	Racial/Ethnic Minority Students		White Majority Students	
	Percentage	Response	Percentage	Response
Satisfied with learning environment.	69%	agree	87%	agree
Classes have included discussions that allowed for diverse perspectives to be a part of the discussion.	54%	agree	75%	agree
Comfortable sharing point of view in class discussions.	65%	agree	75%	agree
Comfortable discussing difficult issues related to the law with other students in the law school.	64%	agree	84%	agree
Point of view is accepted and valued by classmates.	48%	agree	71%	agree

Peer Interactions

Description	Racial/Ethnic Minority Students		White Majority Students	
	Percentage	Response	Percentage	Response
School prepares students to effectively communicate with people across a broad spectrum of backgrounds.	56%	agree	79%	agree
Satisfied with the relationships that I have with other students in the law school.	69%	agree	85%	agree
Consider many other students in the law school to be friends.	55%	agree	69%	agree
Share values and interests of the other students in the law school.	59%	agree	71%	agree
Comfortable discussing difficult issues not related to the law with other students in the law school.	52%	agree	70%	agree
Often have serious conversations with students of a different race or ethnicity.	45%	agree	62%	agree

Stress Levels

Description	Racial/Ethnic Minority Students		White Majority Students	
	Percentage	Response	Percentage	Response
*Below is an aggregate of respondents who selected stress				
Stress level is interfering with my ability to have a healthy personal life.	50%		39%	

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Executive Summary Charts

Male/Female Comparisons

Mission and Culture

Description	Male Students		Female Students	
Faculty represent a broad spectrum of backgrounds.	67%	agree	58%	agree
Student body represents a broad spectrum of backgrounds.	69%	agree	59%	agree
People with my political perspectives are valued and respected here.	66%	agree	78%	agree

Faculty, Staff, and Administration

Description	Male Students		Female Students	
My point of view is accepted and valued by my professors.	77%	agree	69%	agree
The law school has high standards for my performance.	76%	agree	88%	agree

Stress Levels

Description	Male Students		Female Students	
*Below is an aggregate of respondents who selected stress levels 5-7 on a scale of 1-7 with 1 being very low and 7 being very high.				
Stress level is interfering with my physical health.	31.66%		39.91%	

Classroom Conversations

Description	Male Students		Female Students	
Comfortable sharing my point of view in class discussions.	75%	agree	70%	agree
My point of view is accepted and valued by my classmates.	69%	agree	61%	agree
Cannot speak up and say what I think in classroom discussions.	63%	disagree	57%	disagree

Peer Interactions

Description	Male Students		Female Students	
Share many of the values and interests of the other students in the law school.	63%	agree	70%	agree
Students resolve conflicts in a respectful and dignified manner.	61%	agree	54%	agree

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Mission and Culture

Minority/Majority Comparison

While the majority of students generally agreed that the faculty, administration, staff, and students in the law school represented a broad spectrum of backgrounds, the differentials between minority students and majority students do provide insights into how the school's constituents are being perceived more positively by majority students in comparison to their minority peers. Similar differentials in how positively majority students feel that people with their identities are respected in comparison to their minority peers highlight perceptual differences that must be bridged in order to increase inclusion in how all students fully experience the mission and culture of the school.

Please rate the following: The faculty at this law school represent a broad spectrum of backgrounds.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.05%	36.48%	18.90%	14.07%	3.74%	1.76%
Minority Students	22.37%	26.32%	19.74%	21.71%	9.21%	0.66%
White Students	26.40%	41.58%	18.48%	10.23%	0.99%	2.31%

Please rate the following: - The administration & staff at this law school represent a broad spectrum of backgrounds.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	18.83%	39.01%	21.30%	12.11%	4.71%	4.04%
Minority Students	17.22%	29.14%	22.52%	20.53%	9.27%	1.32%
White Students	19.66%	44.07%	20.68%	7.80%	2.37%	5.42%

Please rate the following: - The student body at this law school represents a broad spectrum of backgrounds.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	23.49%	39.15%	17.45%	14.09%	5.59%	0.22%
Minority Students	16.56%	29.14%	23.18%	21.19%	9.93%	0.00%
White Students	27.03%	44.26%	14.53%	10.47%	3.38%	0.34%

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NEXTIONS RESEARCH

Please rate the following: - I feel that people of my racial/ethnic background are valued and respected here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	31.69%	39.89%	15.85%	8.47%	2.46%	1.64%
Minority Students	13.39%	28.35%	30.71%	19.69%	7.09%	0.79%
White Students	41.42%	46.03%	7.95%	2.51%	0.00%	2.09%

Please rate the following: - I feel that people of my religion/religious beliefs are valued and respected here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	31.32%	42.31%	14.29%	5.77%	1.65%	4.67%
Minority Students	25.40%	42.06%	16.67%	5.56%	3.17%	7.14%
White Students	34.45%	42.44%	13.03%	5.88%	0.84%	3.36%

Please rate the following: - I feel that people with my political perspectives are valued and respected here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.88%	39.07%	12.84%	6.83%	6.28%	1.09%
Minority Students	29.92%	40.16%	15.75%	8.66%	4.72%	0.79%
White Students	35.98%	38.49%	11.30%	5.86%	7.11%	1.26%

Male/Female Comparison

The gender differentials in how students experienced the mission and culture of the school were varied and demonstrated greater levels of parity in experiences through a gender lens as opposed to the racial/ethnic lens. There were no differentials that were greater than 10% points between men and women.

Please rate the following: - The student body at this law school represents a broad spectrum of backgrounds.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	23.49%	39.15%	17.45%	14.09%	5.59%	0.22%
Male Students	25.31%	43.83%	18.52%	8.02%	3.70%	0.62%
Female Students	22.06%	37.01%	16.73%	17.79%	6.41%	0.00%

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NEXTIONS RESEARCH

Please rate the following: - I feel that people with my political perspectives are valued and respected here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.88%	39.07%	12.84%	6.83%	6.28%	1.09%
Male Students	31.85%	34.07%	17.04%	8.15%	7.41%	1.48%
Female Students	34.80%	42.73%	10.57%	5.73%	5.29%	0.88%

Please rate the following: - The faculty at this law school represent a broad spectrum of backgrounds.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.05%	36.48%	18.90%	14.07%	3.74%	1.76%
Male Students	30.30%	36.97%	16.97%	11.52%	1.82%	2.42%
Female Students	21.68%	36.36%	19.93%	15.73%	4.90%	1.40%

Please rate the following: - I feel that people of my religion/religious beliefs are valued and respected here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	31.32%	42.31%	14.29%	5.77%	1.65%	4.67%
Male Students	26.12%	46.27%	14.93%	6.72%	1.49%	4.48%
Female Students	34.07%	40.71%	14.16%	4.42%	1.77%	4.87%

Please rate the following: - I feel that people of my gender background are valued and respected here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	34.15%	47.81%	10.66%	5.74%	1.09%	0.55%
Male Students	33.33%	44.44%	12.59%	6.67%	1.48%	1.48%
Female Students	34.80%	50.66%	8.81%	4.85%	0.88%	0.00%

Please rate the following: - Overall, I am satisfied with my choice of Loyola University Chicago School of Law.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	46.17%	42.23%	7.44%	2.63%	1.09%	0.44%
Male Students	41.57%	44.58%	8.43%	2.41%	2.41%	0.60%
Female Students	49.13%	41.11%	6.27%	2.79%	0.35%	0.35%
Intersex	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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NEXTIONS RESEARCH

Please rate the following: - The administration & staff at this law school represent a broad spectrum of backgrounds.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	18.83%	39.01%	21.30%	12.11%	4.71%	4.04%
Male Students	21.60%	40.74%	19.75%	9.26%	2.47%	6.17%
Female Students	17.14%	37.86%	22.50%	13.57%	6.07%	2.86%

Sample of Qualitative Feedback

“Loyola's messaging is on point and I hope the values behind the messaging actually trickle down to saturate the entire system.”

“Loyola does a good job of saying that they want to be diverse and inclusive, but my experience has been that the messaging hasn't trickled down into all employees, professors, systems, policies, rules, etc. If Loyola truly values diversity and inclusion then they need to hire people that value that, train employees to embody that in every student interaction, and review all policies and procedures with that in mind and with all stakeholders at the table. We need a seat at the table as step one.”

“I am very satisfied with the opportunities I have been given at Loyola and the classes I have chosen to take that have incredible professors and educators and have lead me to gain mentors and help in my future career. However, I think there is a huge disconnect with the administration saying we are very diverse almost as a talking point but not actually looking at the effects of that, working with professors to teach about the laws disparate impact on the ground, and tackling these issues deeply.”

“I would say that Loyola needs to work on diversity in general. It's pretty clear that many of the students here come from extraordinary wealth. Further, Loyola has serious issues with racial diversity. [...]. Lastly, with regard to age, Loyola is admitting far too many 23/24 year olds.” I think all of these issues contribute to an environment where we aren't fostering a diversity of opinions. Further, it doesn't align with our school's mission of social justice.”



Faculty, Staff, and Administration

Majority/Minority Comparison

Most students feel positive about their relationships with faculty, staff, and administration; however, there are differentials between minority students and majority students in how their views are accepted by their professors, how students are held accountable for behaviors/attitudes, and their access to relationships within the law school that provide opportunities to enhance the overall academic and interpersonal experience for minority students.

Segment(s)	I feel that my point of view is accepted and valued by my professors.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	26.08%	45.69%	18.90%	5.98%	1.67%	1.67%
Minority Students	17.99%	47.48%	23.02%	8.63%	2.16%	0.72%
White Students	30.11%	44.80%	16.85%	4.66%	1.43%	2.15%

Segment(s)	All the students here are equally held accountable for behaviors/attitudes that we are taught and expected to follow.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.71%	42.08%	14.81%	10.39%	3.64%	3.38%
Minority Students	20.77%	33.08%	20.77%	13.85%	5.38%	6.15%
White Students	28.24%	46.67%	11.76%	8.63%	2.75%	1.96%

Segment(s)	I have the same access to faculty resources to develop my legal skills as every other student in the law school.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	30.52%	43.87%	11.72%	9.26%	1.63%	3.00%
Minority Students	23.02%	47.62%	15.08%	9.52%	2.38%	2.38%
White Students	34.44%	41.91%	9.96%	9.13%	1.24%	3.32%

Segment(s)	I am satisfied with the relationships that I have with the administration and staff here.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.35%	44.65%	20.70%	6.51%	0.93%	1.86%
Minority Students	20.55%	43.84%	27.40%	5.48%	0.68%	2.05%
White Students	27.82%	45.07%	17.25%	7.04%	1.06%	1.76%

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NEXTIONS RESEARCH

I have the same access to administrative/staff resources to develop my legal skills as every other student in the law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.77%	44.93%	9.32%	11.23%	2.47%	3.29%
Minority Students	21.60%	50.40%	9.60%	12.00%	4.00%	2.40%
White Students	32.50%	42.08%	9.17%	10.83%	1.67%	3.75%

I am satisfied with the relationships that I have with the faculty here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	27.91%	53.26%	13.26%	4.65%	0.23%	0.70%
Minority Students	21.23%	58.90%	13.01%	4.79%	0.68%	1.37%
White Students	31.34%	50.35%	13.38%	4.58%	0.00%	0.35%

The faculty here resolve conflicts in a respectful and dignified manner.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	22.86%	38.96%	16.88%	2.60%	1.82%	16.88%
Minority Students	18.46%	38.46%	23.08%	5.38%	2.31%	12.31%
White Students	25.10%	39.22%	13.73%	1.18%	1.57%	19.22%

I am comfortable asking faculty members for help with school-related matters.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	31.16%	50.00%	12.81%	3.52%	1.26%	1.26%
Minority Students	25.37%	56.72%	14.93%	1.49%	1.49%	0.00%
White Students	34.09%	46.59%	11.74%	4.55%	1.14%	1.89%

The faculty here demonstrates the professional behaviors/attitudes that we are taught and expected to follow.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	35.48%	49.10%	10.54%	3.60%	0.51%	0.77%
Minority Students	29.23%	50.77%	16.15%	3.85%	0.00%	0.00%
White Students	38.61%	48.26%	7.72%	3.47%	0.77%	1.16%

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NEXTIONS RESEARCH

The faculty, staff, and administration are confident in my ability to meet the high standards to excel in law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	34.79%	45.88%	12.89%	2.32%	1.03%	3.09%
Minority Students	29.46%	47.29%	17.83%	3.88%	0.78%	0.78%
White Students	37.45%	45.17%	10.42%	1.54%	1.16%	4.25%

The law school has high standards for my performance.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	32.90%	50.64%	11.31%	3.86%	0.51%	0.77%
Minority Students	27.69%	55.38%	10.77%	5.38%	0.77%	0.00%
White Students	35.52%	48.26%	11.58%	3.09%	0.39%	1.16%

I am comfortable discussing my development goals with faculty at the school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	29.08%	47.83%	11.96%	8.15%	1.09%	1.90%
Minority Students	24.41%	49.61%	14.96%	9.45%	0.00%	1.57%
White Students	31.54%	46.89%	10.37%	7.47%	1.66%	2.07%

I am comfortable discussing my development goals with administrative/staff at the school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	27.45%	47.28%	12.23%	9.24%	1.63%	2.17%
Minority Students	23.62%	51.18%	13.39%	10.24%	0.00%	1.57%
White Students	29.46%	45.23%	11.62%	8.71%	2.49%	2.49%

I feel that I have the access to formal and informal networking opportunities to maximize my development while in law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.96%	48.36%	11.20%	8.47%	3.55%	2.46%
Minority Students	26.77%	46.46%	11.81%	9.45%	3.15%	2.36%
White Students	25.52%	49.37%	10.88%	7.95%	3.77%	2.51%

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NEXTIONS RESEARCH

I feel included by faculty when attending events at school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.07%	44.14%	16.35%	5.45%	1.91%	4.09%
Minority Students	27.56%	44.88%	17.32%	6.30%	1.57%	2.36%
White Students	28.33%	43.75%	15.83%	5.00%	2.08%	5.00%

Male/Female Comparison

The gender differentials in how students experienced their relationships with faculty, administration, staff, and their peers were varied and demonstrated greater levels of parity in experiences through a gender lens as opposed to the racial/ethnic lens. There were no differentials that were greater than 10% points between men and women.

Please rate the following: - The law school has high standards for my performance.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	32.90%	50.64%	11.31%	3.86%	0.51%	0.77%
Male Students	30.99%	45.07%	14.79%	7.75%	0.70%	0.70%
Female Students	34.57%	53.50%	9.05%	1.65%	0.41%	0.82%

Please rate the following: - All the students here are equally held accountable for behaviors/attitudes that we are taught and expected to follow.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.71%	42.08%	14.81%	10.39%	3.64%	3.38%
Male Students	24.65%	43.66%	17.61%	6.34%	3.52%	4.23%
Female Students	26.78%	40.59%	13.39%	12.55%	3.77%	2.93%

Please rate the following: - I feel included by faculty when attending events at school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.07%	44.14%	16.35%	5.45%	1.91%	4.09%
Male Students	23.70%	49.63%	11.85%	7.41%	2.96%	4.44%
Female Students	30.70%	41.67%	18.42%	4.39%	1.32%	3.51%

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NEXTIONS RESEARCH

Please rate the following: - The faculty here resolve conflicts in a respectful and dignified manner.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	22.86%	38.96%	16.88%	2.60%	1.82%	16.88%
Male Students	25.35%	40.85%	13.38%	2.82%	0.70%	16.90%
Female Students	21.76%	37.24%	19.25%	2.51%	2.09%	17.15%

Please rate the following: - I have the same access to faculty resources to develop my legal skills as every other student in the law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	30.52%	43.87%	11.72%	9.26%	1.63%	3.00%
Male Students	26.67%	48.89%	14.07%	7.41%	0.74%	2.22%
Female Students	32.89%	41.67%	10.09%	10.09%	1.75%	3.51%

Please rate the following: - I am comfortable discussing my development goals with faculty at the school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	29.08%	47.83%	11.96%	8.15%	1.09%	1.90%
Male Students	25.93%	51.85%	11.85%	6.67%	0.74%	2.96%
Female Students	31.44%	44.54%	12.23%	9.17%	1.31%	1.31%

Please rate the following: - I am satisfied with the relationships that I have with the faculty here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	27.91%	53.26%	13.26%	4.65%	0.23%	0.70%
Male Students	33.33%	48.72%	11.54%	3.85%	0.64%	1.92%
Female Students	24.81%	56.30%	14.07%	4.81%	0.00%	0.00%

Please rate the following: - I feel that my point of view is accepted and valued by my professors.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	26.08%	45.69%	18.90%	5.98%	1.67%	1.67%
Male Students	32.24%	44.74%	15.79%	4.61%	1.32%	1.32%
Female Students	22.90%	46.18%	20.61%	6.49%	1.91%	1.91%

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
2.0% - 5.0% Differential = Yellow; 5.1% - 10.0% Differential = Orange; 10.1% & More of a Differential = Red



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Please rate the following: - I am satisfied with the relationships that I have with the administration and staff here.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	
All Respondents	25.35%	44.65%	20.70%	6.51%	0.93%	1.86%	
Male Students	30.13%	40.38%	19.87%	6.41%	1.28%	1.92%	
Female Students	22.59%	47.41%	21.11%	6.30%	0.74%	1.85%	

Please rate the following: - I have the same access to administrative/staff resources to develop my legal skills as every other student in the law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	
All Respondents	28.77%	44.93%	9.32%	11.23%	2.47%	3.29%	
Male Students	25.37%	49.25%	9.70%	11.94%	1.49%	2.24%	
Female Students	30.84%	43.17%	9.25%	10.57%	2.20%	3.96%	

Please rate the following: - I am comfortable asking faculty members for help with school-related matters.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	
All Respondents	31.16%	50.00%	12.81%	3.52%	1.26%	1.26%	
Male Students	33.33%	50.00%	11.81%	1.39%	1.39%	2.08%	
Female Students	30.40%	49.60%	13.20%	4.80%	1.20%	0.80%	

Please rate the following: - The faculty, staff, and administration are confident in my ability to meet the high standards to excel in law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	
All Respondents	34.79%	45.88%	12.89%	2.32%	1.03%	3.09%	
Male Students	32.39%	48.59%	13.38%	0.70%	2.11%	2.82%	
Female Students	36.78%	44.21%	12.81%	2.89%	0.41%	2.89%	

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
2.0% - 5.0% Differential = Yellow; 5.1% - 10.0% Differential = Orange; 10.1% & More of a Differential = Red



Please rate the following: - I am comfortable discussing my development goals with administrative/staff at the school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	27.45%	47.28%	12.23%	9.24%	1.63%	2.17%
Male Students	25.19%	48.15%	11.11%	10.37%	2.22%	2.96%
Female Students	29.26%	45.85%	13.10%	8.73%	1.31%	1.75%

Please rate the following: - I feel that I have the access to formal and informal networking opportunities to maximize my development while in law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.96%	48.36%	11.20%	8.47%	3.55%	2.46%
Male Students	24.44%	46.67%	11.85%	8.89%	4.44%	3.70%
Female Students	27.31%	49.78%	10.57%	7.49%	3.08%	1.76%

Please rate the following: - The faculty here demonstrates the professional behaviors/attitudes that we are taught and expected to follow.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	35.48%	49.10%	10.54%	3.60%	0.51%	0.77%
Male Students	36.62%	47.18%	11.27%	3.52%	0.00%	1.41%
Female Students	34.98%	50.21%	9.88%	3.70%	0.82%	0.41%

Sample of Qualitative Feedback

“It isn't that professors and students refuse to resolve conflicts in a respectful and dignified manner. Everyone is still nice to each other, but when there's a contentious statement made or something to that effect, people have a hard time addressing it or drawing attention to it. I've noticed that it gets ignored and becomes the elephant in the room.”



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"I think the administration has a long way to go in helping students resolve conflict. Sometimes it seems like the students we want to make comfortable here are often the white students, and we don't always address how many minorities are feeling uncomfortable on a daily basis. I don't think the administration here gives tools to help students in professionalism and resolving these conflicts and takes much more of a step back than it should."

"There is a general feeling that students should not make formal complaints about to administration about classes/staff, even where potentially appropriate. There is a feeling that if a student does press a formal complaint, they become the subject of negative gossip within administration. Meanwhile, some students have proven very successful in using formal complaints to the admin on trivial matters, which frustrates the credibility of administration as a fair arbiter. de-formalize/mediate process."



Peer Interactions

Majority/Minority Comparison

Most students feel positive about their interactions with their peers; however, there are differentials between minority students and majority students in regard to how positively they viewed their interactions with their peers and how they felt the school prepared everyone to interact in positive ways with each other.

Segment(s)	This law school prepares students to effectively communicate with people across a broad spectrum of backgrounds.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	31.65%	39.34%	15.38%	9.45%	2.20%	1.98%
Minority Students	25.66%	30.26%	20.39%	17.76%	4.61%	1.32%
White Students	34.65%	43.89%	12.87%	5.28%	0.99%	2.31%

Segment(s)	I often have serious conversations with students of a different race or ethnicity than my own.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	24.74%	31.63%	21.43%	16.33%	3.83%	2.04%
Minority Students	18.94%	26.52%	20.45%	25.76%	7.58%	0.76%
White Students	27.69%	34.23%	21.92%	11.54%	1.92%	2.69%

Segment(s)	I am comfortable discussing difficult issues not related to the law with other students in the law school.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	23.72%	40.31%	20.92%	9.44%	3.83%	1.79%
Minority Students	15.91%	35.61%	30.30%	12.88%	5.30%	0.00%
White Students	27.69%	42.69%	16.15%	7.69%	3.08%	2.69%

Segment(s)	I consider many other students in the law school to be my friends.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.32%	36.09%	21.80%	8.77%	3.01%	2.01%
Minority Students	17.91%	37.31%	28.36%	11.19%	5.22%	0.00%
White Students	33.58%	35.47%	18.49%	7.55%	1.89%	3.02%

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
2.0% - 5.0% Differential = Yellow; 5.1% - 10.0% Differential = Orange; 10.1% & More of a Differential = Red



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I share many of the values and interests of the other students in the law school.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	18.25%	49.10%	20.05%	9.00%	2.57%	1.03%
Minority Students	11.54%	47.69%	25.38%	10.77%	4.62%	0.00%
White Students	21.62%	49.81%	17.37%	8.11%	1.54%	1.54%

I am satisfied with the relationships that I have with other students in the law school.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.02%	46.28%	13.02%	3.95%	3.49%	0.23%
Minority Students	20.55%	48.63%	19.18%	5.48%	6.16%	0.00%
White Students	39.44%	45.07%	9.86%	3.17%	2.11%	0.35%

I am comfortable having serious conversations with students who are very different from me in their religious, political opinions, or personal values.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.67%	40.82%	15.56%	6.38%	2.55%	1.02%
Minority Students	30.30%	35.61%	17.42%	10.61%	5.30%	0.76%
White Students	35.38%	43.46%	14.62%	4.23%	1.15%	1.15%

The students here resolve conflicts in a respectful and dignified manner.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	16.10%	40.52%	22.08%	7.79%	1.56%	11.95%
Minority Students	13.85%	35.38%	27.69%	12.31%	1.54%	9.23%
White Students	17.25%	43.14%	19.22%	5.49%	1.57%	13.33%

I feel included by other students when attending events at school.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.89%	44.69%	16.89%	6.54%	2.45%	3.54%
Minority Students	25.20%	38.58%	22.05%	10.24%	3.15%	0.79%
White Students	26.25%	47.92%	14.17%	4.58%	2.08%	5.00%

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
 2.0% - 5.0% Differential = Yellow; 5.1% - 10.0% Differential = Orange; 10.1% & More of a Differential = Red



Segment(s)	I am comfortable asking other students in the law school for help with school-related matters.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	32.75%	49.75%	10.00%	4.75%	0.75%	2.00%
Minority Students	26.67%	51.11%	13.33%	8.15%	0.74%	0.00%
White Students	35.85%	49.06%	8.30%	3.02%	0.75%	3.02%

Segment(s)	Students from different backgrounds are in my personal network at school.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.25%	49.00%	9.00%	6.75%	0.75%	1.25%
Minority Students	33.33%	45.93%	8.89%	9.63%	2.22%	0.00%
White Students	33.21%	50.57%	9.06%	5.28%	0.00%	1.89%

Male/Female Comparison

The gender differentials in how students experienced their interactions with their peers demonstrated greater levels of parity in experiences through a gender lens as opposed to the racial/ethnic lens. While female students were comfortable in general discussions and dialogues, they were less likely to say that they felt included and that conflicts were resolved with dignity. There were no differentials that were greater than 10% points between men and women.

Segment(s)	Please rate the following: - I am comfortable having serious conversations with students who are very different from me in their religious, political opinions, or personal values.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.67%	40.82%	15.56%	6.38%	2.55%	1.02%
Male Students	37.76%	39.16%	11.19%	7.69%	2.80%	1.40%
Female Students	31.84%	41.63%	17.96%	5.71%	2.04%	0.82%

Segment(s)	I feel included by other students when attending events at school.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	25.89%	44.69%	16.89%	6.54%	2.45%	3.54%
Male Students	26.67%	47.41%	11.85%	7.41%	2.22%	4.44%
Female Students	25.88%	43.42%	19.30%	6.14%	2.63%	2.63%

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The students here resolve conflicts in a respectful and dignified manner.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	16.10%	40.52%	22.08%	7.79%	1.56%	11.95%
Male Students	20.42%	40.85%	21.83%	5.63%	0.70%	10.56%
Female Students	13.81%	40.17%	22.59%	8.79%	2.09%	12.55%

I consider many other students in the law school to be my friends.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.32%	36.09%	21.80%	8.77%	3.01%	2.01%
Male Students	30.56%	32.64%	24.31%	8.33%	2.08%	2.08%
Female Students	27.49%	38.25%	19.92%	8.76%	3.59%	1.99%

I am comfortable discussing difficult issues not related to the law with other students in the law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	23.72%	40.31%	20.92%	9.44%	3.83%	1.79%
Male Students	25.17%	34.97%	23.08%	9.79%	4.90%	2.10%
Female Students	23.27%	44.08%	18.78%	8.98%	3.27%	1.63%

Students from different backgrounds are in my personal network at school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.25%	49.00%	9.00%	6.75%	0.75%	1.25%
Male Students	34.72%	45.14%	10.42%	6.94%	1.39%	1.39%
Female Students	32.14%	51.98%	8.33%	6.35%	0.40%	0.79%

I share many of the values and interests of the other students in the law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	18.25%	49.10%	20.05%	9.00%	2.57%	1.03%
Male Students	16.90%	45.77%	19.72%	11.27%	4.93%	1.41%
Female Students	19.34%	50.21%	20.58%	7.82%	1.23%	0.82%

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
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I am satisfied with the relationships that I have with other students in the law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	33.02%	46.28%	13.02%	3.95%	3.49%	0.23%
Male Students	35.26%	43.59%	10.26%	7.05%	3.21%	0.64%
Female Students	32.22%	47.41%	14.44%	2.22%	3.70%	0.00%

I am comfortable asking other students in the law school for help with school-related matters.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	32.75%	49.75%	10.00%	4.75%	0.75%	2.00%
Male Students	32.64%	50.00%	11.81%	2.78%	0.00%	2.78%
Female Students	33.33%	49.60%	8.73%	5.56%	1.19%	1.59%

This law school prepares students to effectively communicate with people across a broad spectrum of backgrounds.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	31.65%	39.34%	15.38%	9.45%	2.20%	1.98%
Male Students	32.12%	37.58%	17.58%	9.09%	1.82%	1.82%
Female Students	31.82%	39.86%	14.34%	9.44%	2.45%	2.10%

Please rate the following: - I often have serious conversations with students of a different race or ethnicity than my own.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	24.74%	31.63%	21.43%	16.33%	3.83%	2.04%
Male Students	24.48%	32.17%	20.28%	15.38%	4.20%	3.50%
Female Students	25.31%	31.02%	22.45%	16.33%	3.67%	1.22%

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Sample of Qualitative Feedback

"I would suggest every student be required to take a micro-aggression class to inform students about their bias and how to respectfully converse about sensitive topics."

"All in all Loyola does a far better job with diversity and inclusion than many other law schools. But this is not enough. There is still a strong implicit bias presence and many of these problems have to do with the lack of minorities in positions of power. Intersectionality is also important to recognize and teach: a white woman's perspective is not the same as a black woman's is not the same as a trans women of color, etc."

"As I stated, I am still happy with my decision to attend Loyola for law school, and even today would not pick a different school. However, I do believe when Loyola says it values diverse opinions that is not entirely true. Even if someone is willing to engage me, body language and response has made it clear that they do not respect nor like what I have to say. This does not deter me, but if we will talk about diversity then we have to talk about all diversity including diversity of thought."

"I'm not big on speaking up for my race all the time and I feel that I'm kinda required to that."

Classroom Conversations

Majority/Minority Comparison

The differentials in positive perceptions about interactions in the classrooms with minority students negatively commenting on their points of view being accepted, diverse perspectives being encouraged, and comfort with discussing difficult issues creates considerable opportunity for growth in how faculty run and guide classroom discussions.

Segment(s)	I feel that my point of view is accepted and valued by my classmates.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	21.19%	42.38%	21.19%	9.29%	4.29%	1.67%
Minority Students	14.89%	33.33%	29.79%	17.02%	4.26%	0.71%
White Students	24.37%	46.95%	16.85%	5.38%	4.30%	2.15%

Segment(s)	My classes have included discussions that allowed for diverse perspectives to be a part of the discussion.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.14%	40.00%	15.58%	10.93%	4.19%	1.16%
Minority Students	20.55%	33.56%	21.23%	17.81%	6.85%	0.00%
White Students	32.04%	43.31%	12.68%	7.39%	2.82%	1.76%

Segment(s)	I am comfortable discussing difficult issues related to the law with other students in the law school.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.13%	49.36%	15.60%	4.35%	1.28%	1.28%
Minority Students	17.42%	46.97%	25.00%	8.33%	1.52%	0.76%
White Students	33.59%	50.58%	10.81%	2.32%	1.16%	1.54%

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
2.0% - 5.0% Differential = Yellow; 5.1% - 10.0% Differential = Orange; 10.1% & More of a Differential = Red



Overall, I am satisfied with the learning environment in my classes.							
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	
All Respondents	28.57%	52.46%	10.30%	6.79%	1.64%	0.23%	
Minority Students	19.44%	50.00%	18.06%	10.42%	2.08%	0.00%	
White Students	33.22%	53.71%	6.36%	4.95%	1.41%	0.35%	

I feel comfortable in sharing my point of view in class discussions.							
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	
All Respondents	28.57%	43.10%	14.52%	9.29%	3.81%	0.71%	
Minority Students	23.40%	41.84%	19.86%	10.64%	4.26%	0.00%	
White Students	31.18%	43.73%	11.83%	8.60%	3.58%	1.08%	

I feel that I cannot speak up and say what I think in classroom discussions.						
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	6.43%	17.62%	15.00%	33.33%	25.95%	1.67%
Minority Students	3.55%	18.44%	19.86%	34.04%	23.40%	0.71%
White Students	7.89%	17.20%	12.54%	32.97%	27.24%	2.15%

Male/Female Comparison

As with the other categories, gender parity in perspectives was greater than racial/ethnic parity; however, there was a notable difference between men and women in response to how comfortable students felt in sharing their views in class with women being notably more negative on this than men.

Please rate the following: - I feel that I cannot speak up and say what I think in classroom discussions.							
Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	
All Respondents	6.43%	17.62%	15.00%	33.33%	25.95%	1.67%	
Male Students	6.58%	17.11%	11.84%	32.24%	30.92%	1.32%	
Female Students	6.06%	18.18%	16.67%	33.71%	23.48%	1.89%	

The data in the charts is color coded to draw your attention to responses with the greatest differentials for the specific population represented.
2.0% - 5.0% Differential = Yellow; 5.1% - 10.0% Differential = Orange; 10.1% & More of a Differential = Red



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Please rate the following: - I feel comfortable in sharing my point of view in class discussions.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.57%	43.10%	14.52%	9.29%	3.81%	0.71%
Male Students	35.53%	39.47%	11.18%	9.21%	3.95%	0.66%
Female Students	24.62%	45.45%	16.29%	9.09%	3.79%	0.76%

Please rate the following: - I feel that my point of view is accepted and valued by my classmates.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	21.19%	42.38%	21.19%	9.29%	4.29%	1.67%
Male Students	26.97%	42.11%	19.08%	6.58%	3.95%	1.32%
Female Students	18.18%	42.42%	22.35%	10.61%	4.55%	.89%

Please rate the following: - My classes have included discussions that allowed for diverse perspectives to be a part of the discussion.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.14%	40.00%	15.58%	10.93%	4.19%	1.16%
Male Students	32.69%	38.46%	16.03%	8.33%	3.85%	0.64%
Female Students	25.56%	41.11%	15.56%	12.22%	4.07%	1.48%

Please rate the following: - Overall, I am satisfied with the learning environment in my classes.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.57%	52.46%	10.30%	6.79%	1.64%	0.23%
Male Students	29.03%	49.03%	12.26%	7.10%	1.94%	0.65%
Female Students	28.73%	54.10%	8.96%	6.72%	1.49%	0.00%

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Please rate the following: - I am comfortable discussing difficult issues related to the law with other students in the law school.

Segment(s)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
All Respondents	28.13%	49.36%	15.60%	4.35%	1.28%	1.28%
Male Students	30.99%	47.89%	14.08%	4.23%	1.41%	1.41%
Female Students	26.94%	50.61%	15.92%	4.08%	1.22%	1.22%

Sample of Qualitative Feedback

“When the conversation gets political amongst classmates, I often feel pressured to keep my mouth shut or just quietly agree with them as if their views were my own. This is less true at Loyola (more true in other settings I have been in) but it still exists here in hallways and outside of class. (During class, the professors do a great job of staying respectful of all viewpoints, and students follow suit.)”

“While I personally am comfortable having these conversations, I know plenty of students that are not. Friends have expressed their unwillingness to engage in these conversations due to the hostile response that they expect, rightfully so. There have been times when I have not spoken up because it is tiring to constantly be the "hated" opinion.”

“[...] we need to promote dialogue, both liberal and conservative, with guidance.”

“Efforts to have hard/serious conversations about race and identity are primarily student driven from my experience, the law school could make a better effort to start conversations, although it does a good job being a part of the conversation.”

“Generally speaking, I’m not a shy person, it just happens so often. It’s about how often I can speak up and maintain my credibility as a student. Can’t do it as often as I hear problematic comments. When I choose to, I am comfortable speaking my mind with the understanding that it will not be well received.”

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NEXTIONS RESEARCH

"I have had professors in class ask "has anyone been a victim of domestic violence?" I have had professors make jokes about autism, sexual violence, and suicide. It is impossible to expect students not to make insensitive comments like these when professors are doing it in our bar classes."

"Ultimately, I love Loyola and have created a strong network. But I have also been uncomfortable as a student of color in classes. 1L year, I felt that students of color took on the burden of speaking about race issues. Women took on the burden of talking about consent and sexual assault. Bar classes don't understand the complexity of these issues. If we don't talk about this now, how can practicing lawyers and policy makers learn all aspects of an issue to address them later? We can do better."

"First year was tough. Every aspect of the school should have a social conscious lens, but not all professors in 1L year had that lens. Some professors gloss over discrimination as a product of the law."

"Race and international heritage appears to be the biggest divide, because there is no inherent obligation to attempt to learn about each other and coexist. There are a lot of students who stick up for LGBT and women's rights, but there is no conversation about how those subgroups are affected differently on the basis of race. Conversations like these need to be included more in the scope of the law and ethics."

"...there needs to be more talk about how race and bias impacts different areas of the law. What I mean by that is for professors to incorporate more than just a white male dominated view point in lectured and discussion. We are a social conscious institution that skates over race relations, sex, gender etc. We must fully embrace diversity by including it in classes"

" I wish 1L students and professors forced to dive into issues of race, bias, and gender instead of optionally. Making that culture more mandatory. Anywhere you go in the legal field, you're going to deal with all different clients with different statuses. Students who don't want to deal with that, don't have to. Need to force students."

Stress Levels

Majority/Minority Comparison

More so than the other categories, majority and minority students had some but not stark variance in how they reported their stress levels.

Segment(s)	The extent to which my stress level is interfering with my ability to have a healthy personal life						
	1	2	3	4	5	6	7
All Respondents	8.24%	14.89%	18.09%	15.96%	16.76%	16.22%	9.84%
Minority Students	10.77%	10.00%	13.08%	16.15%	18.46%	19.23%	12.31%
White Students	6.91%	17.48%	20.73%	15.85%	15.85%	14.63%	8.54%

Segment(s)	The extent to which my stress level is interfering with my ability to do well in school						
	1	2	3	4	5	6	7
All Respondents	9.04%	16.22%	17.55%	20.21%	21.81%	9.84%	5.32%
Minority Students	8.46%	12.31%	17.69%	21.54%	20.00%	10.77%	9.23%
White Students	9.35%	18.29%	17.48%	19.51%	22.76%	9.35%	3.25%

Segment(s)	The extent to which my stress level is interfering with my physical health						
	1	2	3	4	5	6	7
All Respondents	12.77%	18.62%	18.88%	13.03%	16.49%	12.50%	7.71%
Minority Students	13.85%	14.62%	18.46%	12.31%	16.15%	13.08%	11.54%
White Students	12.20%	20.73%	19.11%	13.41%	16.67%	12.20%	5.69%

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NEXTIONS RESEARCH

Segment(s)	My access to resources at the law school to help reduce unnecessary stress						
	1	2	3	4	5	6	7
All Respondents	14.67%	22.40%	20.53%	18.67%	12.53%	8.27%	2.93%
Minority Students	17.83%	17.05%	18.60%	21.71%	18.60%	3.88%	2.33%
White Students	13.01%	25.20%	21.54%	17.07%	9.35%	10.57%	3.25%

Segment(s)	My access to resources in my personal life to help reduce unnecessary stress						
	1	2	3	4	5	6	7
All Respondents	8.80%	14.13%	16.53%	20.53%	15.47%	16.53%	8.00%
Minority Students	7.75%	13.95%	18.60%	21.71%	17.83%	12.40%	7.75%
White Students	9.35%	14.23%	15.45%	19.92%	14.23%	18.70%	8.13%

Segment(s)	Please select below all that contribute to your current stress levels:						
	Volume of classwork & assignments	Volume of work to be completed outside of class	Personal/family/relationships	Conflicts with faculty	Conflicts with other students	Conflicts with administration/staff	Financial concerns related to school
All Respondents	15.41%	15.97%	11.79%	0.87%	2.62%	0.94%	12.54%
Minority Students	14.75%	14.92%	11.36%	0.85%	3.39%	0.85%	12.88%
White Students	15.79%	16.58%	12.04%	0.89%	2.17%	0.99%	12.34%

Segment(s)	Please select below all that contribute to your current stress levels:					
	Financial concerns unrelated to school	Physical health concerns	Mental/Emotional health concerns	Feeling of isolation	Feeling of not belonging	If other, please specify
All Respondents	10.29%	6.18%	9.54%	6.74%	5.43%	1.68%
Minority Students	11.02%	5.76%	9.15%	6.61%	6.44%	2.03%
White Students	9.87%	6.42%	9.77%	6.81%	4.84%	1.48%

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Male/Female Comparison

On a scale of 1-7 with 1 being very low and 7 being very high, please rate the intensity of your stress level as the following:- The extent to which my stress level is interfering with my ability to do well in school

Segment(s)	1	2	3	4	5	6	7
All Respondents	9.04%	16.22%	17.55%	20.21%	21.81%	9.84%	5.32%
Male Students	11.51%	22.30%	15.83%	14.39%	25.18%	8.63%	2.16%
Female Students	7.73%	12.45%	18.45%	23.61%	19.74%	10.73%	7.30%

On a scale of 1-7 with 1 being very low and 7 being very high, please rate the intensity of your stress level as the following: - The extent to which my stress level is interfering with my physical health

Segment(s)	1	2	3	4	5	6	7
All Respondents	12.77%	18.62%	18.88%	13.03%	16.49%	12.50%	7.71%
Male Students	15.83%	25.18%	19.42%	7.91%	17.27%	9.35%	5.04%
Female Students	11.16%	15.02%	18.03%	15.88%	15.88%	14.59%	9.44%

On a scale of 1-7 with 1 being very low and 7 being very high, please rate the intensity of your stress level as the following: - The extent to which my stress level is interfering with my ability to have a healthy personal life

Segment(s)	1	2	3	4	5	6	7
All Respondents	8.24%	14.89%	18.09%	15.96%	16.76%	16.22%	9.84%
Male Students	10.79%	22.30%	16.55%	11.51%	17.27%	12.95%	8.63%
Female Students	6.87%	10.73%	18.45%	18.03%	16.74%	18.45%	10.73%

On a scale of 1-7 with 1 being very low and 7 being very high, please rate the intensity of your stress level as the following: - My access to resources at the law school to help reduce unnecessary stress

Segment(s)	1	2	3	4	5	6	7
All Respondents	14.67%	22.40%	20.53%	18.67%	12.53%	8.27%	2.93%
Male Students	14.49%	21.01%	20.29%	16.67%	15.94%	7.25%	4.35%
Female Students	15.02%	22.32%	21.03%	20.17%	10.73%	8.58%	2.15%

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NEXTIONS RESEARCH

On a scale of 1-7 with 1 being very low and 7 being very high, please rate the intensity of your stress level as the following: - My access to resources in my personal life to help reduce unnecessary stress

Segment(s)	1	2	3	4	5	6	7
All Respondents	8.80%	14.13%	16.53%	20.53%	15.47%	16.53%	8.00%
Male Students	8.70%	18.12%	17.39%	13.77%	15.94%	15.22%	10.87%
Female Students	9.01%	11.59%	16.31%	24.46%	15.02%	17.17%	6.44%

Please select below all that contribute to your current stress levels:

Segment(s)	Volume of classwork & assignments	Volume of work to be completed outside of class	Personal/family/relationships	Conflicts with faculty	Conflicts with other students	Conflicts with administration/staff
All Respondents	15.41%	15.97%	11.79%	0.87%	2.62%	0.94%
Male Students	15.46%	14.90%	12.48%	1.68%	3.17%	1.12%
Female Students	15.27%	16.51%	11.64%	0.48%	2.39%	0.86%

Segment(s)	Financial concerns related to school	Financial concerns unrelated to school	Physical health concerns	Mental/Emotional health concerns	Feeling of isolation	Feeling of not belonging	If other, please specify
All Respondents	12.54%	10.29%	6.18%	9.54%	6.74%	5.43%	1.68%
Male Students	10.80%	11.73%	5.77%	8.57%	7.82%	4.66%	1.86%
Female Students	13.36%	9.73%	6.30%	10.11%	6.11%	5.82%	1.43%

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Sample of Qualitative Feedback

“There are some good attempts to start good programming and talk at the law school. However, there needs to be more dedication to mental health issues and in reaching students who are introverted [...]Overpriced food, limited studying space, and rising costs aid financial related stress.”

“There needs to be a bit more open dialogue about the mental health and stress levels law students feel. I heard about LADP only in one class. There is still a lot of students who deal with stress and mental health issues but are afraid to seek help because it may reflect in our personal records. Myself included.”

“While the work load is definitely a source of stress, I think coming to a school where I don't always feel safe and comfortable adds to the stress. Dealing with micro aggressions on a daily basis impacts my mental, emotional, and physical health.”

“When it comes to navigating the demands of law school, I think a powerful way to provide support is to let students know they are not alone. Each person may experience things in their own unique way, with different nuances. But as a general rule, many law students have common needs, and common challenges. For people that seek out support (as I feel I did), I believe Loyola provides it as well as any. Finding ways to make students comfortable with seeking it out would be a great focus area.”

“It is stressful to be a part of any marginalized community, especially now under our current political regime. I feel like I do not have many avenues to relieve this stress. I am not even sure resources Loyola gives to relieve stress. I liked playing with the dogs during finals but that is pretty much it.”

“Law school is a stressful environment, it is just structured that way. Often people from marginalized communities feel left out, unprepared, and suffer from imposter syndrome. There are so many intricacies in the law school process that many people from those populations are not aware of. For me, the learning curve was too great.”

“Dealing with the constant occurrences of police brutality while and law school and being surrounded by students with minimal understanding or compassion was challenging. Having a resource to discuss those feelings with would have been extremely helpful.”



Strategies & Recommendations

During the assessment, a student letter was released to the administration with a list of demands to improve the learning environment and the safety and security of all students. In response to the student letter, the Dean outlined suggestions from the letter that are currently being implemented and more long-term goals, which include the following:

- All faculty and administrators will receive training in cultural competencies, explicit and implicit bias, and the art of facilitating difficult classroom discussions at a workshop scheduled within the month.
- Obtain and implement a series of best practices from Nextions based on the analysis of student responses to the comprehensive diversity and inclusion survey.
- Expand the implicit and explicit bias and cultural competency sessions in our mandatory orientation program from all incoming students.
- Ensure that all incoming law students and their professors will read one of the excellent books on the reading list of students' choosing.
- Starting with the next academic year, all first-year law students will be required to complete a mandatory professionalism course regarding race, gender, sexuality, class, immigration, sex, ability, implicit and explicit bias, and cultural competency.
- Construction of a gender-neutral bathroom between floors 10 and 14 of the law school.
- Taking immediate steps to address the wrongful behavior described in the student letter.
- Immediately communicate with students in many different media formats clear information about the multiple ways in which students can more effectively register their concerns about the kind of wrongful behavior described in the letter.
- Immediately make available information about the University-wide process for review and discipline of tenured faculty.
- Continue to appoint more faculty, administrators, and tutors who are people of color and other underrepresented minorities.
- Ensure that students continue to be active and meaningful participants in important law school committees, including the curriculum committee, the faculty and dean hiring committees, and the Code of Conduct Hearing Board.
- Increase transparency wherever possible.
- Improve meaningful professional training for faculty, administrators, and staff.
- Actively engage in the ongoing national evaluation and discussion about the equitable distribution of financial assistance to law students.

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- Accelerate the building out of additional space in the law school just for law students and discuss with students the optimal use of that new space, including the development of a meditation room.
- Work with the University and students to determine the best route to hiring a Title IX Coordinator and a Director of Diversity, Inclusion, and Cultural Competency.

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The following outlines Nextions' prioritized recommendations for next actions:

1. Integrate the mission into the school's accountability structure by adding it to self-evaluations and performance/faculty evaluation processes.
2. Hire an ombudsperson or other facilitative role to manage the inclusion initiatives and processes.
3. Develop and deliver (either internally or in collaboration with a partner) implicit bias training for 1L orientation, current students, faculty and staff.
4. Assign students roles to frame arguments so that arguments can be delivered in a less personal and/or emotionally charged way.
5. Reassign seats in class periodically to encourage students to get to know more students and create disruption of status quo patterns of dialogue in classroom discussions.
6. Bring together expectations of learning about the law, learning in the context of law school expectations, learning to dialogue with people who are different, and learning from both instructors and peers to create a more holistic learning model for students. Create peer accountability mechanisms for faculty to hold each other accountable for teaching through this lens.
7. Identifying diverse readings to guide/include different points of view.
8. Review all courses and material currently being used to teach to ensure it is aligned with what is reflected in current legal practice and in the university's values.
9. Connect class syllabi and class guidelines to the mission/vision/values of the institution. Communicate the connections to students explicitly and frequently.
10. Require the curriculum to have outcomes related to diversity and inclusion such as in classroom discussions, cases studied, etc.
11. Develop and execute a Loyola Law Community Book Club with readings focused on diversity, inclusion, communication, and other related social justice issues.