

2011-2012

# Law Review Diversity Report

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This research was conducted as part of an ongoing partnership between the *New York Law School Law Review* and Ms. JD, a nonprofit, nonpartisan organization dedicated to the success of women in law school and the legal profession. The *Law Review* wishes to thank Ms. JD for its leadership on issues relating to diversity in legal education and the profession. Information about this partnership and research effort is included in this report and on the *Law Review's* website at [www.nylslawreview.com/diversity](http://www.nylslawreview.com/diversity).

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## EXECUTIVE SUMMARY

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### A. INTRODUCTION

This *2011-2012 Law Review Diversity Report* (the “NYLS 2011-2012 Report”) was prepared by the *New York Law School Law Review* (“NYLS”) as part of a collaboration with Ms. JD to examine how women and minorities are represented on law reviews nationwide, and builds upon the findings of prior surveys conducted by the two organizations.<sup>1</sup>

To measure diversity on law reviews for the 2011-2012 academic year, NYLS and Ms. JD surveyed law reviews at American Bar Association (“ABA”)-approved law schools, asking them to self-report data about their female student membership and leadership and about the gender and minority status of the editor-in-chief (“EIC”). Ms. JD conducted the survey only among law reviews at law schools ranked in the *U.S. News & World Report* (“*U.S. News*”) Top 50 (the “Top 50 Sample”), while NYLS conducted the same survey among law reviews at all law schools not ranked in the Top 50 (the “NYLS Sample”).<sup>2</sup> NYLS’s analysis both compared the results between the Top 50 Sample and NYLS Sample and then combined them (the “Combined Sample”) to look at overall patterns and correlations.

What follows is a discussion of the results and key findings, implications, and considerations to encourage discussion and inform future research.

### B. SUMMARY OF KEY FINDINGS

The results showed that women continue to lag far behind their male counterparts in achieving the coveted EIC position on law reviews and revealed other noteworthy patterns and correlations (fig. 1):

- In 2009-2010, Ms. JD reported that women held 46.2% of leadership positions on Top 50 law reviews, but only 33.3% of EIC positions.<sup>3</sup> In 2011-2012, this trend continued, with law reviews reporting even lower percentages of female EICs:
  - In the Top 50 Sample, women on average held 42% of law review leadership positions, but held only 29% of EIC positions.

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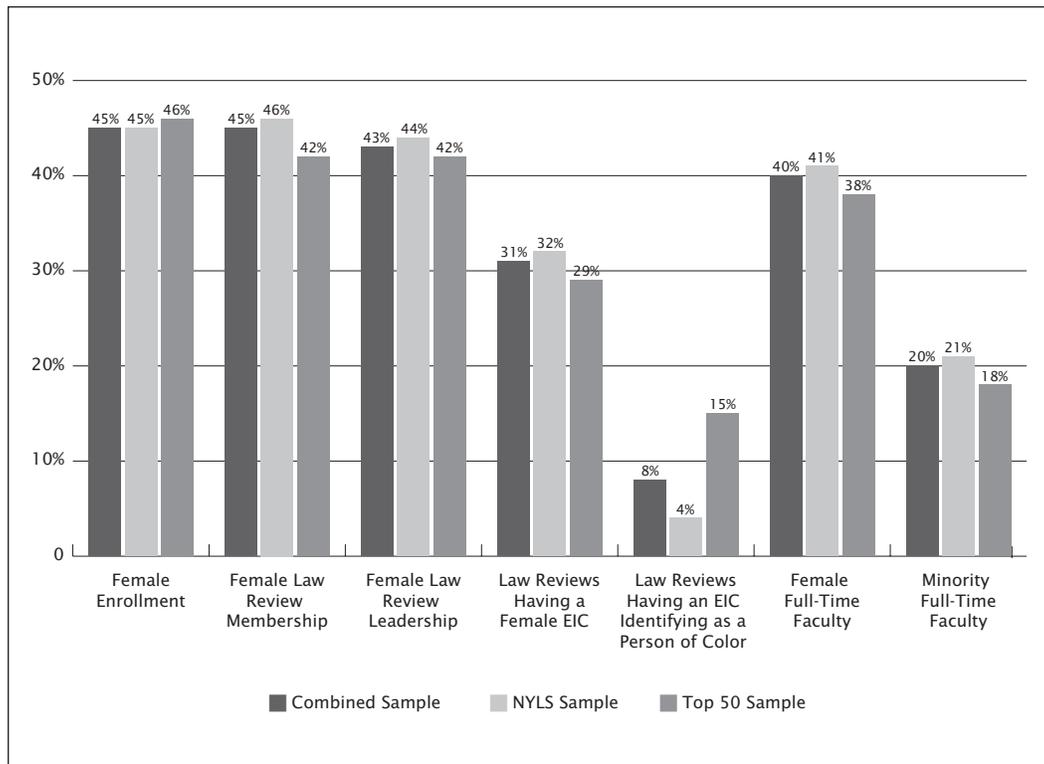
1. For the history and background of the law review diversity research conducted by Ms. JD and NYLS, including details about the earlier reports, refer to the discussion under “About the NYLS Survey, Data, and Methods.” Throughout this report, we refer to the prior Ms. JD report as the “Ms. JD 2010 Report.” We refer to the prior NYLS survey and report as the “NYLS 2010-2011 Survey” and the “NYLS 2010-2011 Report,” respectively.

2. For Ms. JD’s separate, companion report of the Top 50 results, see Ms. JD, *WOMEN ON LAW REVIEW: A GENDER DIVERSITY REPORT* (Oct. 17, 2012), <http://ms-jd.org/> [hereinafter Ms. JD 2011-2012 REPORT]. In each case, only the general interest, flagship law review at a law school was surveyed. See Ms. JD, *WOMEN ON LAW REVIEW: A GENDER DIVERSITY REPORT 2* (Aug. 23, 2010), [http://ms-jd.org/files/ms\\_jd\\_lr\\_8.23.2010.pdf](http://ms-jd.org/files/ms_jd_lr_8.23.2010.pdf). [hereinafter Ms. JD 2010 REPORT] (explaining that “general interest law reviews . . . are both common to every school surveyed and . . . membership on the law review is a traditional mark of success and prestige”). All “law review” references in this report, and in the prior studies, are therefore to the flagship, general interest law review or law journal at a law school.

3. See Ms. JD 2010 REPORT, *supra* note 2.

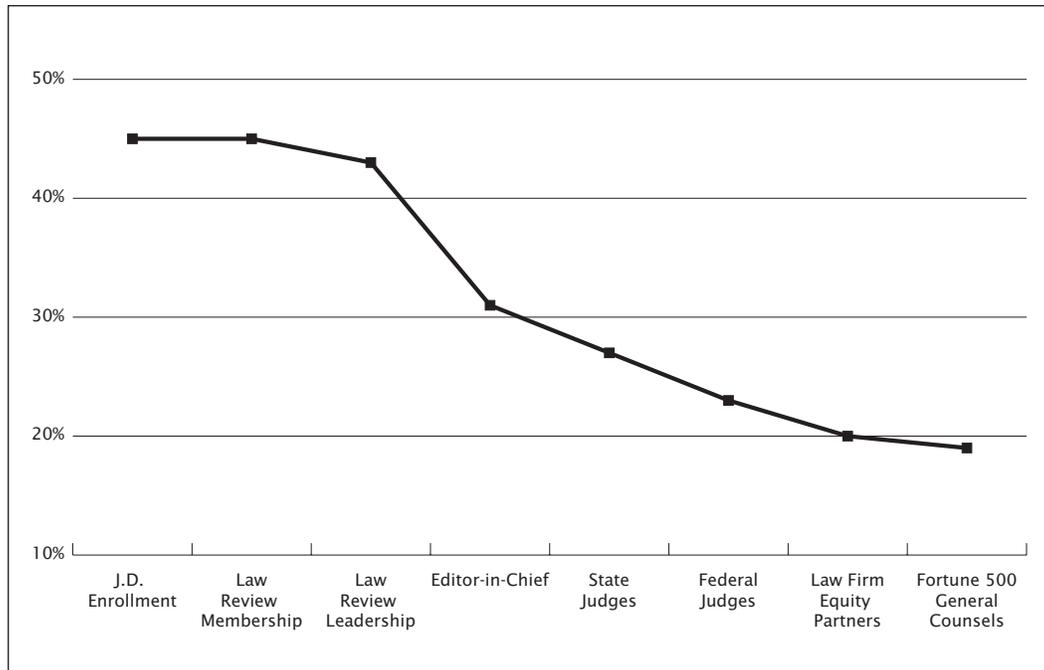
- In the NYLS Sample of law reviews outside of the Top 50, women on average held 44% of law review leadership positions and held just 32% of EIC positions.
- In the Combined Sample, including both Top 50 and non-Top 50 law reviews, women on average held 43% of leadership positions and held 31% of the EIC positions.
- In the Combined Sample, a higher percentage of female full-time faculty at a law school had a positive correlation to a higher percentage of female membership on law review.
- Law schools represented in the NYLS Sample as compared to those in the Top 50 Sample had, to a statistically significant degree, a *lower* average percentage of female J.D. enrollment (45% versus 46%), but a *higher* average percentage of female law review members (46% versus 42%).

Figure 1. Summary of Key Results.



When viewed together with data about women in the legal profession, the results raise questions about whether the low percentage of female EICs foreshadows the low percentages of women on the bench, in law firm partnerships, and in the general counsel’s office of Fortune 500 companies, as illustrated in the chart below (fig. 2).

Figure 2. Comparison of Female Representation on Law Reviews in the Combined Sample and in the Legal Profession.<sup>4</sup>



### C. SUMMARY OF NEXT STEPS

These findings highlight several issues for further study, discussed in more detail below, including:

- how the diversity of law faculties may influence student achievement of law review membership and leadership;
- how minority students are faring on law review;
- what dynamics affect whether and how female students move up through the law review leadership ranks and into the EIC job;
- how law review membership and leadership selection methods may affect the diversity of a law review; and
- how law reviews can effectively collect information about their students in order to better understand, and engage in meaningful conversations about, the role of diversity.

4. The data in Figure 2 for state judges, federal judges, law firm equity partners, and Fortune 500 general counsels is taken from CATALYST, WOMEN IN THE LAW IN THE U.S., JULY 6, 2012, available at [http://catalyst.org/file/706/qt\\_women\\_in\\_law\\_in\\_the\\_us.pdf](http://catalyst.org/file/706/qt_women_in_law_in_the_us.pdf).

## NYLS SURVEY RESULTS AND KEY FINDINGS

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### *Combined Sample: Results and Key Findings*

We analyzed data from the Combined Sample to determine whether any correlation existed between the representation of women on a law school's full-time faculty and the representation of female students in law review membership and leadership positions and in the EIC position.

- The results for this sample showed that a higher percentage of female full-time faculty at a law school had a statistically significant, positive correlation to a higher percentage of female membership on law review. The results did not show a correlation between the percentage of female full-time faculty and the percentage of female students in law review leadership positions or in the EIC position.

The results for the Combined Sample were as follows:

- Law schools represented in the Combined Sample had average female J.D. enrollment of 45%.<sup>5</sup>
- 45% of law review members on average were female.
- 43% of law review leadership positions on average were held by female students.
- 31% (26 of 85) of EICs were female and 8% (7 of 84)<sup>6</sup> of EICs identified as a person of color.
- Law schools represented in the Combined Sample had average female and minority full-time faculty of 40% and 20%, respectively.

### *Comparison of the NYLS Sample and the Top 50 Sample: Results and Key Findings*

A comparison of data from the NYLS Sample and the Top 50 Sample revealed a statistically significant difference on two of the data points—law review membership and J.D. enrollment (fig. 3):

- Law reviews outside of the Top 50 (those in the NYLS Sample) reported a higher average percentage of female members (46%) than law reviews in the Top 50 Sample (42%).
- The percentage of female students enrolled in law schools represented in the NYLS Sample, 45%, is lower than in the Top 50 Sample, 46%.

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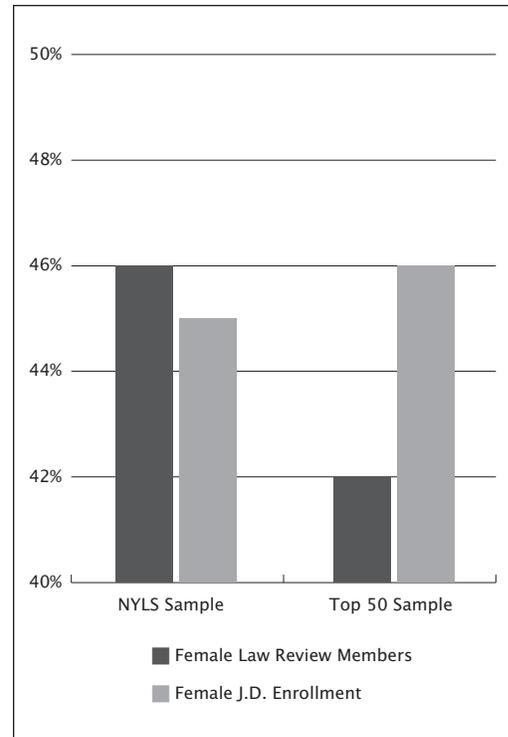
5. The total percentage of female J.D. enrollment at all ABA schools was 46.7% in 2011-2012. See *First Year and Total J.D. Enrollment by Gender, Statistics—Section for Legal Education and Admissions to the Bar*, AM. BAR ASS'N, [http://www.americanbar.org/content/dam/aba/administrative/legal\\_education\\_and\\_admissions\\_to\\_the\\_bar/statistics/jd\\_enrollment\\_1yr\\_total\\_gender.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/statistics/jd_enrollment_1yr_total_gender.authcheckdam.pdf) (last visited Oct. 15, 2012).

6. One law review did not respond to the question asking whether its EIC identified as a person of color.

The other results from the NYLS Sample and the Top 50 Sample were as follows:

- Law reviews in the NYLS Sample on average reported that 44% of their leadership positions were held by women, as compared to 42% for law reviews in the Top 50 Sample.
- The NYLS Sample included a higher percentage of female EICs at 32% (16 out of 50) than the Top 50 Sample, with 29% (10 out of 35).
- 4% of EICs in the NYLS Sample identified as a person of color, as compared to 15% at the law reviews in the Top 50 Sample.
- On average, 41% of full-time faculty at law schools represented in the NYLS Sample were female, as compared to 38% at law schools represented in the Top 50 Sample.
- On average, 21% of full-time faculty at law schools represented in the NYLS Sample identified as minority, as compared to 18% at law schools represented in the Top 50 Sample.

*Figure 3. Comparison of the NYLS Sample and the Top 50 Sample for Female J.D. Enrollment and Female Law Review Membership.*



## DISCUSSION AND IMPLICATIONS

### *The Relationship between Diversity on the Faculty and Diversity of Law Review Members*

The positive correlation in the Combined Sample between a higher percentage of female full-time faculty and a higher percentage of female law review membership suggests that female students at law schools having greater gender diversity among their full-time faculty may have a greater likelihood of success in achieving law review membership. The analysis, however, revealed no correlation between higher percentages of female full-time faculty and the percentages of female students in leadership positions or in the coveted

EIC job.<sup>7</sup> These results raise questions about how gender diversity on a law school faculty might influence law review diversity, how strong that influence might be, and how far such influence might extend.

### *The First Hurdle: Going from Law Student to Law Review Member*

Two data points suggest that female students at law schools outside of the Top 50 may have a greater chance of achieving a membership position on the law review than their counterparts at Top 50 schools. This is highlighted by the results showing that, to a statistically significant degree, law schools represented in the NYLS Sample have a *lower* average percentage of female J.D. enrollment (45%) as compared to Top 50 schools (46%), yet law reviews at the schools represented in the NYLS Sample report a *higher* average percentage of female law review members (46%) when compared to law reviews in the Top 50 Sample (42%).

### *Climbing the Ladder on Law Review and in the Legal Profession*

The low percentages of female EICs raise questions about what happens after women make law review and face opportunities to move into leadership roles. And, when viewed in the context of female achievement in the legal profession, questions arise about whether the low percentage of female EICs is a precursor to the low numbers of women on the state and federal benches, in law firm partnerships, and as general counsels of Fortune 500 companies, as illustrated in Figure 2 above under “Executive Summary—Summary of Key Findings.”

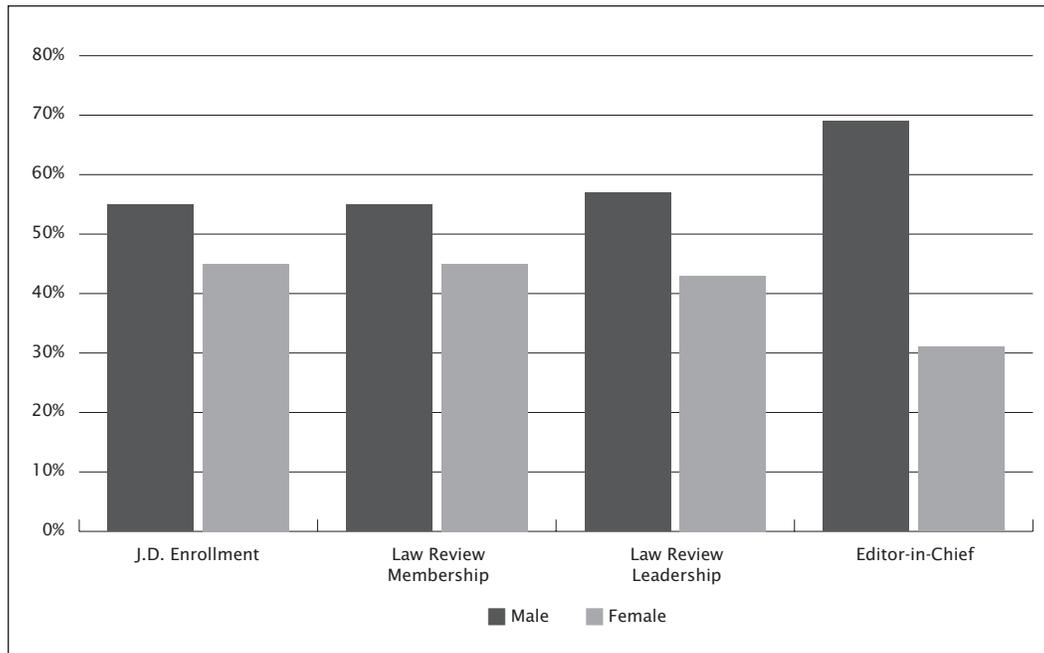
### *Men Still Lead the Law Reviews*

Male students were in the overwhelming majority with respect to who sits at the EIC’s desk across all three samples studied (fig. 4). Thus the disproportionately low representation of women EICs in the Top 50 initially reported by Ms. JD 50 in 2010 persists in 2012 both in and out of the Top 50, with the Top 50 law reviews having the lower percentage of female EICs.

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7. The NYLS 2010-2011 Report indicated some evidence of a similar correlation, though based on much more limited samples, in comparing the same data points for law reviews at schools in the Top 50 and outside of the Top 50. That report found that the results “suggest[ed] that female law students at schools with more diverse faculties are law review members and hold law review leadership positions at higher rates than their counterparts at law schools ranked in the U.S. News Top 50.” See BRODSKY, GARNER & SINCLAIR, 2010-2011 LAW REVIEW DIVERSITY REPORT, NEW YORK LAW SCHOOL LAW REVIEW (October 2011), <http://www.nylslawreview.com/diversity> [hereinafter NYLS 2010-2011 Report].

Figure 4. Comparing Male and Female Representation on Law Reviews in the Combined Sample.



## NEXT STEPS

The results of this survey and accompanying findings highlight some areas for further study in order to better understand the factors that may contribute to or inhibit diversity on law reviews.

### *What Is the Relationship between Faculty Diversity and Law Review Diversity?*

This report and the NYLS 2010-2011 Report both found some indication that the representation of female students among law review members could be related to the gender diversity of a law school's full-time faculty. Further investigation is needed to understand the nature of this relationship and its role among other factors that may impact law review diversity.

### *How Do Minority Students Fare in Achieving Law Review Membership and Leadership Positions?*

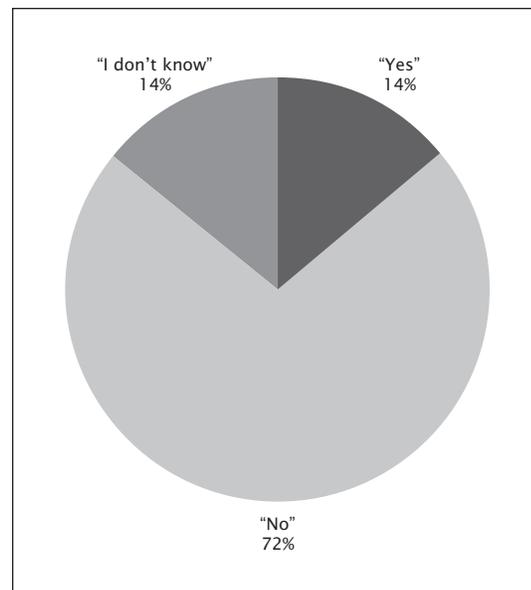
To date, the Ms. JD and NYLS studies have primarily focused on gender diversity of law review membership and leadership, and inquiry about levels of minority student participation has been limited to asking whether the EIC identifies as a person of color (based on the assumption that the EIC responding to the survey could self-identify, but would not be able to answer for other law review members). Thus far, results show that

few law reviews have an EIC who is a person of color, with law reviews in the Top 50 reporting the best record in this area at 15%, which is more than three times the percentage on law reviews outside the Top 50 (4%). More systematic data collection and reporting by law reviews about the racial or ethnic identity of their members and editors, as discussed further below, would enable us to collect more data about minority student representation on law reviews and identify noteworthy patterns and correlations.

### *How Can Law Reviews Learn Who Their Student Members and Leaders Are?*

Law review editors exploring issues of diversity within their organizations will need reliable data about their student members and leaders. But the data shows that few law reviews actually collect information about their students. When asked whether their law review collects diversity data, editors overwhelmingly responded “No” (72%), while “Yes” and “I don’t know” response rates were equal (14%) (fig. 5). This also highlights an opportunity for editors at law reviews that are already collecting this data to share best practices with their counterparts at other journals. We encourage law reviews to consider how best to collect data from their members and editors and do so in advance of the 2012-2013 survey.

Figure 5. Law Review Collection of Diversity Data: “Does your law review collect data on the gender or minority status of its students?”



### *How Do Methods of Law Review Membership and Leadership Selection Influence Law Review Diversity?*

How and to what extent law review membership and leadership selection methods may affect the diversity of a law review remain ripe for further study. The surveys included questions asking law reviews to report the methods they use in selecting both members and leaders; however, the answers provided were not specific enough to draw conclusions or identify correlations.

In the Combined Sample, 88% of law reviews reported using grades or class rank as factors in selecting students for law review membership. By contrast, only 12% of responding law reviews said they use grades or class rank as factors in selecting students for law review *leadership* positions. This raises the question of how the change in methods

between membership selection and leadership selection might affect the ability of female (and minority) students to successfully move into positions of leadership and into the EIC job. More specific survey questions about the factors in these selection processes, and how law reviews weigh them, could enhance an understanding of selection factors that have the greatest impact on a law review's diversity.

### *Enhancing the Survey for More and Better Data*

In order to obtain a clearer picture of diversity on law reviews, higher response rates are needed. However, gaining the attention of busy law review editors remains a perennial challenge and, as noted above, many law reviews do not have a systematic method of collecting this information. The previous NYLS and Ms. JD reports gained media attention and the NYLS editors who conducted the NYLS 2010-2011 Report presented their findings at the 2012 National Conference of Law Reviews. Continued media attention, support from within the law review community and the wider legal profession, as well as ongoing efforts by NYLS and Ms. JD can help in encouraging law review editors to respond to the surveys and, in turn, be a part of the dialogue. Ultimately, however, each law review must begin the conversation about diversity with its own members and leaders.

The survey questionnaire itself can also be modified to facilitate more and better responses—for example, ensuring that questions are as direct and specific as possible to minimize the time needed for the EIC to respond; improving the clarity of questions, such as the academic year the survey is covering to account for leadership transitions occurring at different times; and clearly explaining terms related to race, ethnicity, and gender to avoid inconsistencies.

## **ABOUT THE NYLS SURVEY, DATA, AND METHODS**

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### **A. HISTORY AND BACKGROUND**

In its 2010 report examining the gender diversity of the 2009-2010 student membership and leadership on law reviews at law schools ranked in the Top 50 by *U.S. News*, Ms. JD noted that, although the overall percentages of female members on those law reviews (44.3%) and in leadership positions (46.2%) were in line with the number of women awarded law degrees during the same time period (45.7%), the representation of women in the EIC position was “disproportionately low” at just 33%.<sup>8</sup>

In 2011, NYLS expanded upon Ms. JD's work by surveying two limited samples of law reviews at ABA-accredited law schools that were not ranked in the *U.S. News* Top 50 and

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8. Ms. JD 2010 REPORT, *supra* note 2.

had the highest reported percentage of female and minority full-time faculty, using a questionnaire developed in collaboration with Ms. JD.<sup>9</sup> The NYLS 2010-2011 Report found that law reviews at law schools having a high percentage of female full-time faculty and at law schools having a high percentage of minority full-time faculty had, on average, greater gender diversity among their 2010-2011 student membership and leadership as compared to law reviews at the Top 50 schools surveyed by Ms. JD in 2010, as well as a higher rate of female EICs.<sup>10</sup>

For the 2011-2012 academic year, NYLS and Ms. JD surveyed law reviews at ABA-approved law schools, asking them to report data about their female student membership and leadership, and about the EIC's gender and minority status. Ms. JD surveyed only law reviews at law schools ranked in the *U.S. News* Top 50 and issued a separate, companion report on the Top 50 Sample.<sup>11</sup> NYLS conducted the same survey among law reviews at law schools not ranked in the Top 50 for purposes of this report. As in the past, in each case, only the general interest, flagship law review at a law school was surveyed.<sup>12</sup>

## B. THE SAMPLES

### *The NYLS Sample*

The population under study by NYLS consisted of the law reviews at ABA-accredited law schools not ranked in the *U.S. News* Top 50. This list included 150 law reviews.<sup>13</sup> The NYLS 2011-2012 Survey, a self-administered, non-anonymous<sup>14</sup> survey, was sent to the EIC of each of these law reviews via email. The NYLS editors obtained the editors' email addresses from publicly available information, usually on the law reviews' or law schools' websites.<sup>15</sup> The survey was accompanied by a cover letter explaining the purpose of the study and inviting the EICs to participate by clicking on the link and completing

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9. See BRODSKY ET AL., *supra* note 7.

10. See *id.* No results were reported for 2010-2011 for law reviews at Top 50 law schools; therefore, the comparisons in the NYLS 2010-2011 Report necessarily involved two different academic years, 2010-2011 and 2009-2010. See *id.* at n. 6.

11. See Ms. JD 2011-2012 REPORT, *supra* note 2. As discussed further below, NYLS and Ms. JD together developed the survey questionnaire and coordinated the collection of the data; each organization conducted its analysis independently.

12. See *id.*

13. The list of law reviews that would receive the survey was compiled based on the ABA's list of approved law schools; provisionally approved schools were not included. See *Alphabetical School List, In Alphabetical Order—Section of Legal Education and Admissions to the Bar*, AM. BAR ASS'N, [http://www.americanbar.org/groups/legal\\_education/resources/aba\\_approved\\_law\\_schools/in\\_alphabetical\\_order.html](http://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools/in_alphabetical_order.html) (last visited Oct. 1, 2012). At the time the list of recipients for the NYLS 2011-2012 Survey was developed, there were 199 ABA-approved law schools (which did not include one school that was provisionally approved). After removing the *U.S. News* Top 50 schools, and accounting for the fact that one law school has a law review at each of its two campuses, the total number of recipients was 150. There were no changes to the list of fully ABA-approved law schools during the time that the survey was open.

14. The survey required the responding editor to identify the name of his or her law school, the name of the law review, and the responding editor's own name and contact information in case any follow-up communication was necessary to clarify the data reported. NYLS utilized SurveyMonkey's online survey tool to send the survey and collect responses.

15. In some cases, we also sent the survey by email to the law review's faculty advisor as an added measure to try to ensure that the survey would receive the attention of the EIC. However, the cover letter and questionnaire made clear that the survey was intended to be completed by the EIC.

the online questionnaire. Subsequently, NYLS editors used follow-up emails and phone calls to encourage responses from the law reviews. The survey was open from November 2011 to June 2012. Of the 150 law reviews contacted, a total of 50 law reviews completed the survey, representing a response rate of 33.33% and comprising the NYLS Sample.<sup>16</sup>

### *The Top 50 Sample*

During the same time that the NYLS 2011-2012 Survey was distributed, Ms. JD distributed an identical, self-administered survey (the “Ms. JD 2011-2012 Survey”) to the EICs of the law reviews at schools ranked in the *U.S. News* Top 50. Of the 50 law reviews that received Ms. JD’s survey, 35<sup>17</sup> completed the survey, representing a response rate of 70% and comprising the Top 50 Sample.<sup>18</sup> Ms. JD provided the data to NYLS to use for comparative analysis with the NYLS Sample.

### *The Combined Sample*

NYLS combined the NYLS Sample and the Top 50 Sample to test whether a higher percentage of female full-time faculty at a law school correlates to any of the student variables under study. The resulting sample consisted of 85 law reviews in the “Combined Sample” for a response rate of 43%.

## **C. SURVEY INSTRUMENT AND VARIABLES**

For purposes of their respective 2011-2012 surveys, NYLS and Ms. JD used the same questionnaire, which was collaboratively designed by the two organizations and had been used as the basis for the NYLS 2010-2011 Survey. The survey questions were designed to capture the following data, among others<sup>19</sup>: female student members on law review; female students in law review leadership positions;<sup>20</sup> female EICs in the sample; EICs

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16. A few specialty journals completed the survey; however, these journals were not included in our sample because, as noted *supra* note 2, the research currently focuses only on general interest, flagship law reviews.

17. One law review responded only to questions regarding leadership positions and whether the EIC is male or female.

18. For Ms. JD’s companion report and details on how the Ms. JD 2011-2012 Survey was conducted, see Ms. JD 2011-2012 REPORT, *supra* note 2.

19. The survey also contained questions about the gender and status of law review faculty advisors, publication of non-student female scholarship, methods for selecting law review members and leaders, and educational objectives and academic requirements of the law review. Although analysis of this data was beyond the scope of the present report, it may provide the basis for further study. All questions sought information about the composition of the law reviews during the 2011-2012 academic year; for leadership and EIC data, this would correspond to the editors who were in the 2012 graduating class.

20. A “leadership position” was defined as one for which there is a special application, selection, or election process. The survey explained, “For example, many law reviews consider editorial or executive board positions to be leadership positions.” For law reviews that use a different definition of “leadership position,” responding editors were given an opportunity to provide that definition.

identifying as a “person of color”;<sup>21</sup> and pieces of student scholarship in the law review’s most recently published volume that were authored by a female law student. The survey required the law reviews to provide the numbers for each of these data points, and those numbers were subsequently converted into percentages by the NYLS editors.<sup>22</sup>

In addition, NYLS utilized the most recent school-reported data published by the ABA’s Section of Legal Education and Admissions to the Bar and the Law School Admissions Council (“LSAC”) for additional data about the law schools whose law review was included in both the NYLS Sample and the Top 50 Sample: female J.D. enrollment, female full-time faculty members, and minority full-time faculty members.<sup>23</sup>

#### **D. STATISTICAL PROCEDURE**

The results, findings, and potential implications of the analysis described here are discussed above.

##### *Comparison of Results in the NYLS Sample and the Top 50 Sample*

NYLS used a two-sample t-test to compare the results reported by the law reviews in the NYLS Sample to the corresponding results reported by the law reviews in the Top 50 Sample, and to determine whether any differences were statistically significant. Specifically, the test compared the respective percentages from the two samples for each of the following key data points: female J.D. enrollment at the law schools; female membership on law reviews; female leadership on law reviews; law reviews having a female EIC; law reviews having an EIC who identifies as a person of color; female full-time faculty at the law schools; minority full-time faculty at the law schools; and female student scholarship published in the law reviews.

##### *Female Full-Time Faculty Correlation to Student Variables*

To test whether a higher percentage of female full-time faculty at a law school correlates to any of the student variables under study, NYLS analyzed the larger, Combined Sample and, using the ABA-LSAC data, calculated the average percentage of female full-time faculty members at each school represented in this sample. The average percentages of

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21. The purpose of this question was to collect racial and ethnic diversity data, as opposed to, for example, students’ sexual orientation, religious, or disability status; therefore, the questionnaire used a narrow term—“a person of color.” The ABA uses the term “minority” in its law school questionnaire to capture information about race and ethnicity.
  22. Editors responding to the 2011-2012 surveys were likely aware that the survey was fielded to study gender and minority diversity on law reviews. This awareness could have introduced some bias into the information provided by responding editors.
  23. See AM. BAR ASS’N SECTION FOR LEG. EDUC. & ADMISSIONS TO THE BAR & LAW SCH. ADMISSIONS COUNCIL, ABA-LSAC OFFICIAL GUIDE TO ABA-APPROVED LAW SCHOOLS (12th ed. 2011) [hereinafter ABA-LSAC GUIDE]. According to the ABA-LSAC OFFICIAL GUIDE, information contained in this edition was collected in fall 2010. *Id.* at i. Accordingly, the full-time faculty and J.D. enrollment data reflected in this report is based on the 2010-reported ABA-LSAC data.

female full-time faculty members, female student members of law review, female students in law review leadership positions, female students and persons of color in the EIC position, and published pieces of student scholarship written by a female student were then converted into categorical variables by collapsing the percentages into two groups: high and low percentages, where “high” was defined as above the median or middle point and “low” was defined as below the median or middle point.

A series of chi-square analyses was then performed to assess the association between a high percentage of female full-time faculty members and a high percentage of: (1) female members of law review; (2) female students in law review leadership positions; and (3) female students in the EIC position. Noteworthy results are reported above.

## APPENDIX: SUMMARY OF KEY RESULTS BY SAMPLE

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	Combined Sample	NYLS Sample	Top 50 Sample
Average percentage of female J.D. enrollment	45%	45%	46%
Average percentage of female law review membership	45%	46%	42%
Average percentage of female law review leadership	43%	44%	42%
Percentage of law reviews having a female EIC	31%	32%	29%
Percentage of law reviews having an EIC who identifies as a person of color	8%	4%	15%
Average percentage of female full-time faculty	40%	41%	38%
Average percentage of minority full-time faculty	20%	21%	18%

### **ABOUT NEW YORK LAW SCHOOL**

Founded in 1891, New York Law School is an independent law school located in lower Manhattan near the city's centers of law, government, and finance. New York Law School's renowned faculty of prolific scholars has built the school's strength in such areas as constitutional law, civil and human rights, labor and employment law, media and information law, tax law, real estate and urban legal studies, international law, financial services and regulation, and a number of interdisciplinary fields. The school is noted for its nine academic centers: Center on Business Law & Policy, Center on Financial Services Law, Center for International Law, Center for New York City Law, Center for Professional Values and Practice, Center for Real Estate Studies, Diane Abbey Law Center for Children and Families, Institute for Information Law & Policy, and Justice Action Center. New York Law School has more than 13,000 graduates and currently enrolls some 1,365 full-time students and 400 part-time students in its J.D. program and 95 students in its five advanced degree programs in American business law, financial services law, real estate, tax, and mental disability law studies. *For more information visit [www.nyls.edu](http://www.nyls.edu).*

### **ABOUT THE NEW YORK LAW SCHOOL LAW REVIEW**

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