

The Educational Diversity Project



Results for Diversity of Perspectives and Attitudes (Section D)
2006-07

EDP



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

An Empirical Study of the Relationship between Race and Educational Diversity in U.S. Law Schools: The Educational Diversity Project

Results for Diversity of Perspectives and Attitudes
(Section D) 2006-07

Abigail T. Panter, Ph.D.¹
The University of North Carolina, Chapel Hill

Charles E. Daye, J.D.
The University of North Carolina, Chapel Hill

Walter R. Allen, Ph.D.
The University of California, Los Angeles

Linda F. Wightman, Ed.D.
The University of North Carolina, Greensboro

¹ Abigail Panter is in the L. L. Thurstone Psychometric Laboratory and the Department of Psychology; Charles Daye is in the School of Law; Walter Allen is in the Department of Sociology and the Graduate School of Education and Information Studies; and Linda Wightman is Emeritus from the Department of Educational Research Methodology.

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Additional copies of this report and an executive summary may be obtained from <www.unc.edu/edp>.

Acknowledgements

The Educational Diversity Project is a national longitudinal study investigating relations between race/ethnicity (and other person characteristics) and educational diversity in U. S. law students. This study is a collaborative effort and has dependent on numerous data sources. We could not have assembled this rich data set without the good will and efforts on many individuals.

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The opinions and conclusions contained in this report are those of the authors and do not necessarily reflect the position or policy of LSAC.

Abigail T. Panter, Ph.D.
Charles E. Daye, J.D.
Walter R. Allen, Ph.D.
Linda F. Wightman, Ph.D.
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Introduction

The *Grutter v. Bollinger* (2003) Supreme Court case ruled that, because diversity “promotes learning outcomes” and “better prepares students for an increasingly diverse workforce and society,” it is legally acceptable for institutes of higher education to narrowly tailor their admissions policies for purposes of achieving “the educational benefits that flow from a diverse student body.” A major goal of the Educational Diversity Project (EDP) was to determine whether a quantifiable measure of diversity exists, and to identify such a measure.

Section D of the EDP Baseline survey assessed student socio-political attitudes about federal spending, social issues, race relations, and discrimination against different groups in America. This technical report describes the attitudes of students as they entered law school in the Fall 2004. Descriptive statistics for each item in Section D are presented in the Appendix by race/ethnicity and gender.

In addition to describing the sample, this report summarizes how each attitude relates to race/ethnicity and gender. Individuals of different race/ethnicities, and of different genders, often differ significantly in terms of their beliefs and these differences benefit students as they discuss social, moral, and political issues during law school.

Results for Diversity of Perspectives and Attitudes (Section D)

The goal of the attitude and perspective section of the survey was to obtain a snapshot view of the general socio-political beliefs students held when arriving at law school. We asked about attitudes in a number of different areas and grouped the items by content. As with prior sections of the survey instrument, we analyzed these data in multiple ways. The findings presented in this report are based on analyses that used the unweighted responses from the EDP core sample only.

Government Policies and Attitudes

Federal Spending

Students indicated whether several federal government programs should be: Cut back, kept about the same, or expanded. There were three program types: Domestic programs, Homeland Security Initiatives, and Military Aid. On average, students showed the most support for expanding funding for Domestic programs, were slightly in favor of expanding Homeland Security, and were interested in cutting back Military Aid and Spending.

Views on domestic programs were slightly negatively correlated with views about Homeland Security ($r = -.14$) and with Military Spending ($r = -.23$). There was a strong positive correlation between Homeland Security and Military Spending ($r = .53$).

- **Domestic Programs** (four items; $\alpha = .67$). The federal domestic programs were education, health care, social security, and programs to reduce violence and crime. Race, and to a smaller extent gender and the race by gender interaction, were significant predictors of expressed views on federal spending for domestic programs ($ES = .09$). On average, the sample

endorsed expanded funding to these programs ($M = 2.66$). African American students ($M = 2.87$) endorsed expanded funding more than White students ($M = 2.61$), and females ($M = 2.74$) wanted to expand funding more so than males ($M = 2.57$). White students, Asian/PI students, and Hispanic/Latino students had more pronounced gender differences than other groups.

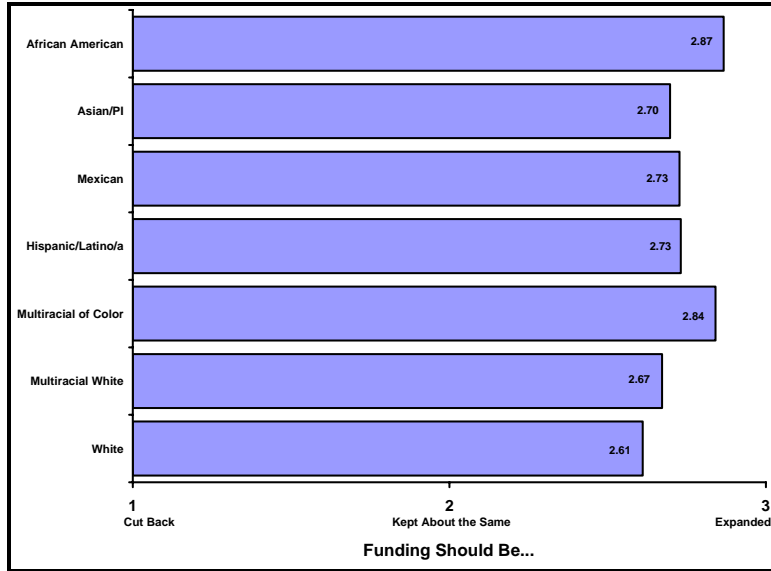


Figure 1. Funding for Domestic Federal Programs as a Function of Race

- Homeland Security** (two items; $\alpha = .64$). The items in this composite were (a) homeland security; and (b) gathering intelligence information about other countries. Gender, and, to a small extent, race predicted student views about homeland security initiatives ($ES = .04$) with males being more favorable about expanding spending for this area ($M = 2.35$) than females ($M = 2.10$).

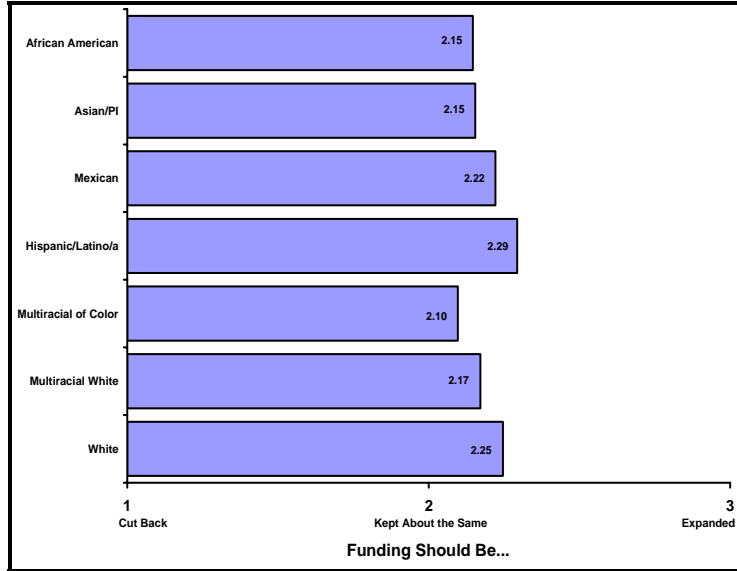


Figure 2. Funding for Homeland Security as a Function of Race

- Military Aid** (two items; $\alpha = .88$). The two federal government programs for this area were defense spending and military aid to other nations. Findings showed very small statistically significant effects ($ES = .02$) due to race and gender. Females wanted to cut back on spending ($M = 1.58$) more than males ($M = 1.67$).

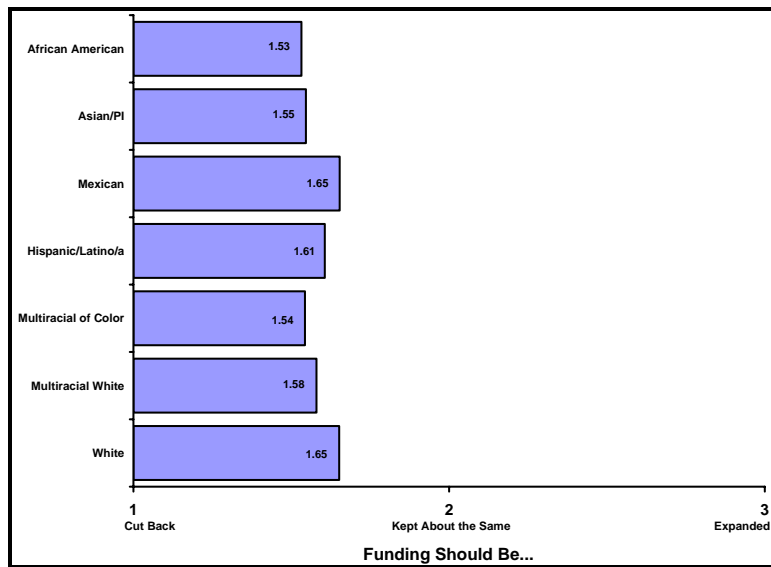


Figure 3. Funding for Military Aid as a Function of Race

Other Attitudes about U.S. Security

Unless otherwise noted, the response format for the items was a five-point scale ranging from Strongly Disagree (1) to Strongly Agree (5).

- **Monitoring the Citizenry** (two items; $\alpha = .66$). Two attitude items addressed the increasing sense that security needs of the United States warrant new governmental intervention. Students reported their agreement with the following statements:
 1. To meet the heightened security needs of our country, the United States should have the right to detain individuals without providing access to lawyers and/or pressing formal charges
 2. To combat terrorism, the American government should have access to travel, credit, and medical records of all U.S. citizens.

A model testing the effects of race, gender, and their interaction in predicting student perspectives on governmental intervention for national security purposes was statistically significant ($ES = .02$), mostly due to race.

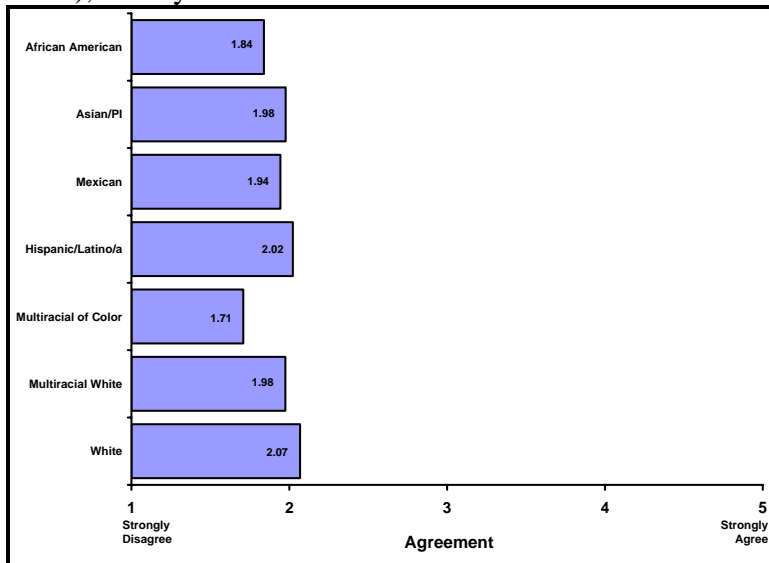


Figure 4. Support for Intervention to Monitor National Security as a Function of Race

- **Show Military Force** (two items; $\alpha = .65$). Views about the appropriateness of military force were assessed using two items:
 1. The United States should employ military force to bring democracy to societies dominated by dictators; and
 2. The President of the United States sometimes has to make tough decisions about war and should be supported in those decisions.

Findings showed that there were statistically significant effects due to race and gender ($ES = .04$). Overall, students disagreed that the United States should use military force ($M = 2.55$, on a five-point agreement scale). However, White students were less opposed to the use of military force ($M = 2.65$) than were African Americans ($M = 2.22$). Males were more in favor of military force ($M = 2.69$) than females ($M = 2.43$).

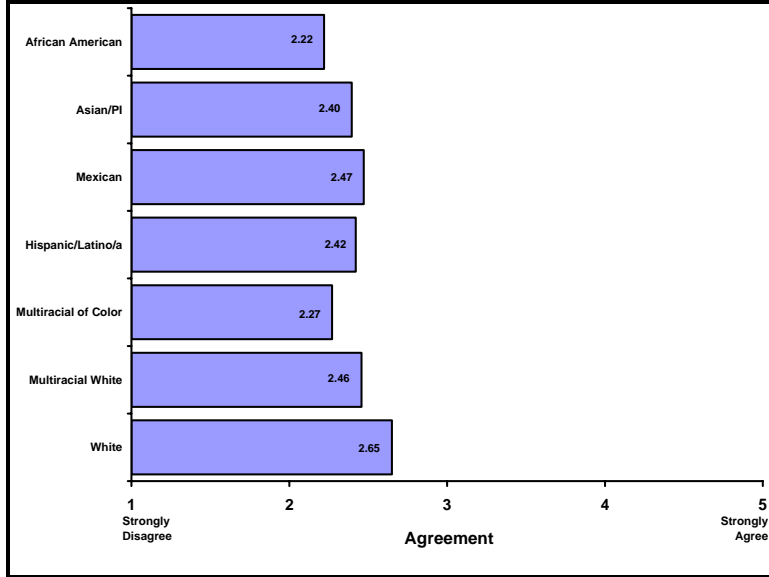


Figure 5. Support for Employing Military Force as a Function of Race

Immigration Laws Due to September 11 (one item). Respondents reported their views on the following attitude item: Based on the events of September 11th 2001 (the date of the terrorist attacks on the World Trade Center and the Pentagon), do you think that immigration laws of the United States should be tightened to restrict the number of immigrants from Arab or Muslim countries into the United States? They responded using a five-point scale ranging from “No, they should be loosened a lot” (1) to “Yes, they should be tightened a lot” (5). They were provided with an option to indicate that they had “no opinion” about this topic.

There was a race effect and a small interaction ($ES = .02$). In general, African American students and Hispanic/Latino/a students were more in favor of tightening immigration laws than were Asian/PI students and Multiracial students of Color.

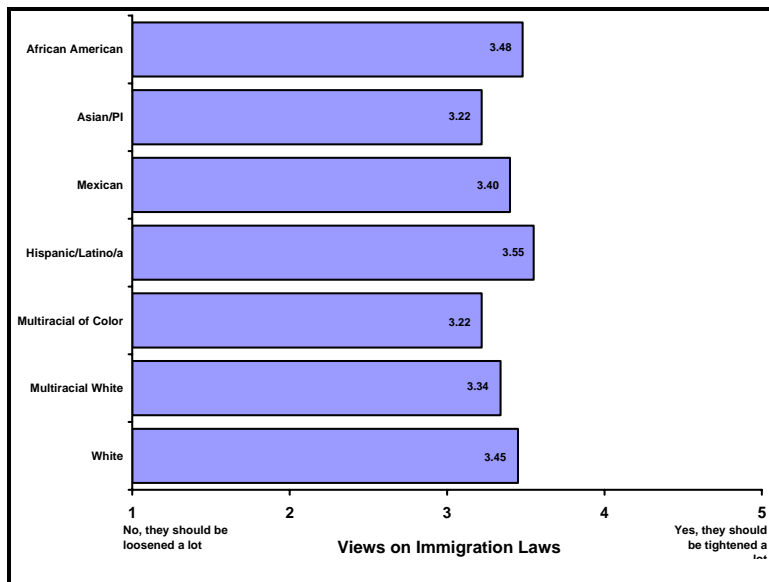


Figure 6. Views on Immigration Laws Due to September 11 as a Function of Race

The three types of attitudes described in this section have strong positive correlations with each other. Monitoring the citizenry correlates the strongest with showing military force ($r = .49$). Views about immigration law change after September 11 correlates with views about monitoring the citizenry ($r = .42$) and with views about the importance of showing military force ($r = .38$). These attitudes also showed moderate to strong relations with preferences about where federal spending should be expanded. Endorsement of attitudes about measures to increase U.S. security through monitoring the citizenry, using military force, and tightening immigration laws was negatively related to increasing federal dollars for domestic programs.

Table 1

Correlations between Attitudes about U.S. Security and Federal Spending Preferences

Attitudes about U.S. Security	Increased Federal Spending		
	Domestic Programs	Homeland Security Programs	Military Programs
Monitoring the Citizenry	-.28	.36	.36
Acceptability of Using Military Force	-.37	.41	.52
Tightening of Immigration Laws to September 11	-.19	.43	.33

Note. *N*s for correlations range from 5,212 to 6,017.

Social Attitudes

Race

A number of survey questions directly tapped respondent views on race, including some understanding of what African Americans deserve in this country, the current state of race relations, and views about marrying outside one’s race/ethnicity. Unless otherwise noted, the response format for the items was a five-point scale ranging from Strongly Disagree (1) to Strongly Agree (5).

- **Symbolic Racism** (three items, $\alpha = .81$). Symbolic racism was defined here with three items:
 1. Government should only attempt to ensure that people have equal opportunity, but it should not attempt to enforce equal outcomes;
 2. Because Irish, Italians, Jews, and many other minorities overcame prejudice and worked their way up, Blacks should do the same without any special favors; and
 3. Others believe the government should not be giving special treatment to Blacks -- What is your opinion on this, or have you not made up your mind about this?

A statistically significant and moderately large effect was obtained when race, gender, and their interaction were used in a general linear model to predict this symbolic racism construct

($ES = .14$). Race accounted for most of the variability in this construct. White students ($M = 3.23$), Multiracial White students ($M = 3.06$) and Hispanic/Latino students ($M = 3.00$) endorsed these statements to a greater extent than African American students ($M = 2.11$) or Multiracial students of Color ($M = 2.41$).

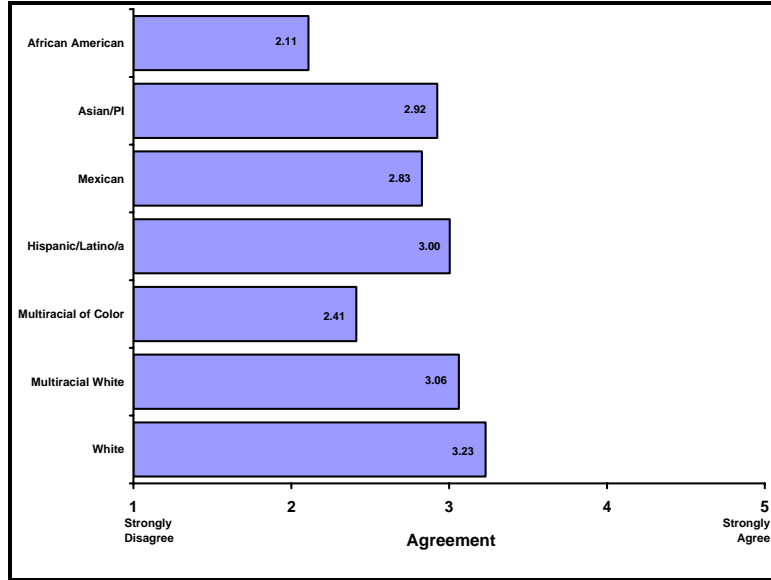


Figure 7. Support for Symbolic Racism Attitudes as a Function of Race

- Race Relations** (two items; $\alpha = .66$). We averaged two items that assessed student views on the current state of race relations in the United States. They were asked: (a) How would you rate the state of race relations in the United States these days? (from “Very Bad” to “Very Good”); and (b) Race relations in the United States are getting... (from “Worse at a Fast Pace” to “Better at a Fast Pace”). Race and gender significantly predicted views about race relations ($ES = .06$). African American students and Multiracial students of Color had a more negative assessment of the current state of race relations than Asian/PI students, Multiracial White students, or Mexican students. Hispanic/Latino students and White students had the most positive assessments of race relations (that they are improving) out of all of the racial/ethnic groups. Overall, males ($M = 3.23$) were more positive about race relations these days than were females ($M = 3.05$).

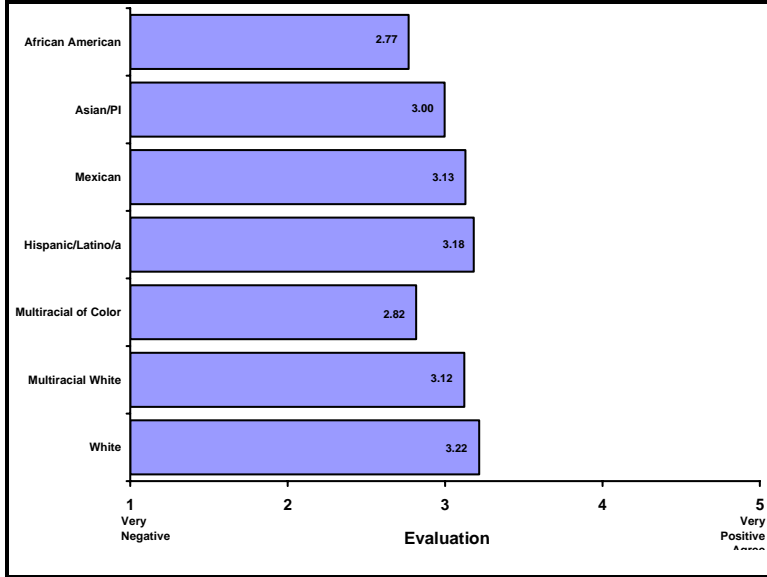


Figure 8. Support for Attitude that Race Relations Are Improving by Race

- Miscegenation** (one item). Students reported whether they agreed with the statement, “People should marry other people from their same racial and ethnic group.” Both race and gender predicted responses to this item ($ES = .03$). In general, students in the sample disagreed with the statement ($M = 2.26$), but African Americans endorsed this statement ($M = 2.59$) more than all other racial/ethnic groups (means < 2.26). In addition, males ($M = 2.36$) endorsed the statement more than females ($M = 2.16$).

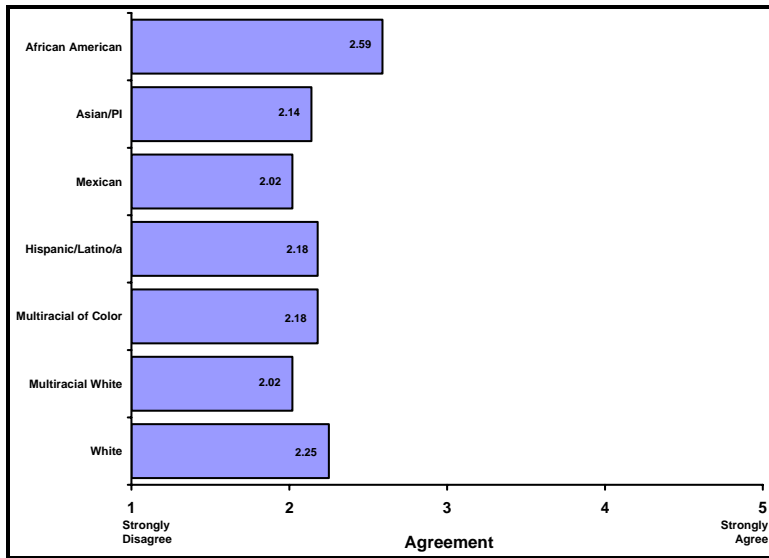


Figure 9. Belief that “People should marry other people from their same racial and ethnic group” by Race

Table 2
Correlations among Racial Attitudes

	Symbolic Racism	Race Relations
1. Symbolic Racism	--	
2. Race Relations	.34	--
3. Miscegenation	.17	.05

Note. $N = 5868$ to 6026 .

Rights and Values

- **Zero-Sum Immigrants** (three items; $\alpha = .63$). Attitudes toward immigrants to the United States were evaluated using three items, with high scores showing more negative attitudes:
 1. Governmental benefits such as healthcare and welfare should be available to non-documented immigrants;
 2. Immigrants today are a burden on our country because they take our jobs, housing, and healthcare; and
 3. English should be the official language of the United States.

Race and gender significantly predicted responses to these items ($ES = .04$). The sample as a whole was neutral about immigrants ($M = 3.09$). White students, African American students, and Multiracial White students were more negative about immigrants to this country than were Mexican students. Males were more negative ($M = 3.18$) than were females ($M = 3.01$).

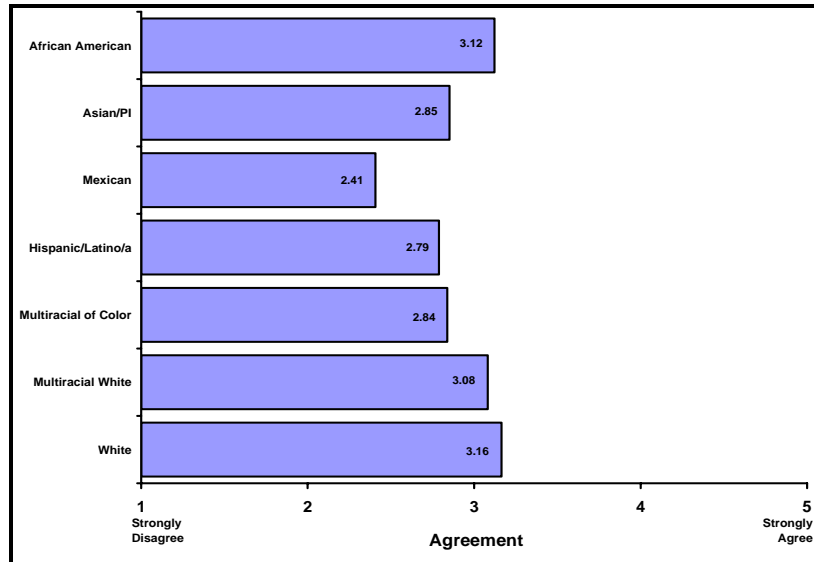


Figure 10. Negative Attitudes toward Immigrants in the United States by Race

- **Entitlements for All American Citizens** (one item). We asked students whether they believed there should be an entitlement for governmental benefits such as healthcare and welfare for all citizens. The sample generally agreed with this statement, with African American students ($M = 4.09$) and Multiracial students of Color ($M = 4.07$) agreeing more than Multiracial White

students ($M = 3.71$) and White students ($M = 3.58$). Race and gender significantly predicted responses to these items ($ES = .04$). Women endorsed this statement ($M = 3.85$) more than men ($M = 3.54$).

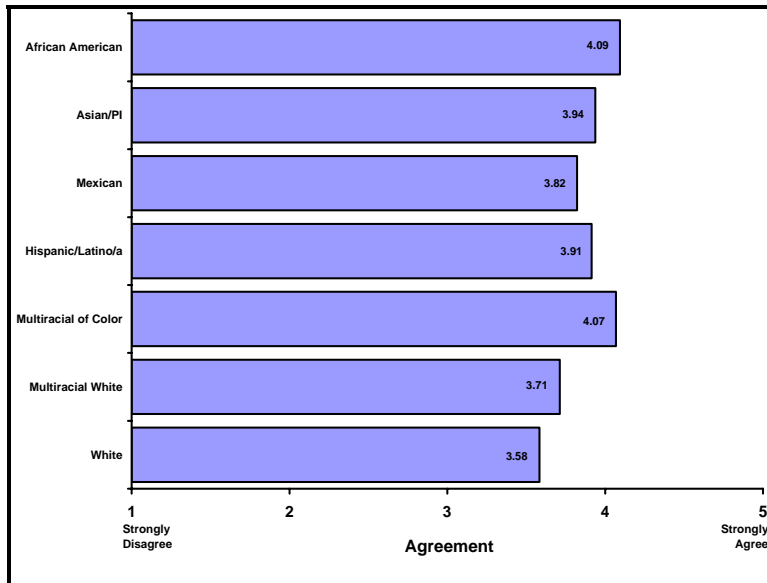


Figure 11. Agreement with “Governmental benefits such as healthcare and welfare should be an entitlement for all American citizens” as a Function of Race

- **Abortion** (one item). Respondents indicated their views on abortion using a four-point scale with the options:
 - Abortion should never be permitted;
 - Abortion should only be permitted in the case of rape, incest, or when the woman’s life is in danger;
 - Abortion should be permitted for reasons other than rape, incest, or danger to the woman’s life, but only after the need for abortion has been clearly established; and
 - A woman should always be able to obtain an abortion as a matter of choice.

Gender, but not race, significantly predicted responses to this item ($ES = .02$), with women ($M = 3.41$) being more in favor of reproductive choice than men ($M = 3.19$).

- **Gay/Lesbian Rights** (two items; $\alpha = .86$). To understand student views on rights for gay and lesbian couples, we asked about family (legal marriage, parental rights) and about benefits (health care, pension coverage). Specifically, we asked students to indicate their agreement to the stem, “Gay and lesbian couples should receive the same rights and benefits as heterosexual couples receive for...” The multivariate test examining how race, gender, and their interaction predicted views on Equal Family Rights and Equal Benefits showed a small effect due to race ($ES = .02$). Further examination of this multivariate effect showed larger race effects for Equal Family Rights ($ES = .05$) than for Equal Benefits ($ES = .02$). While the entire sample endorses these rights, African American students and Mexican students endorse these rights less strongly than do Asian/PI students and Multiracial White students.

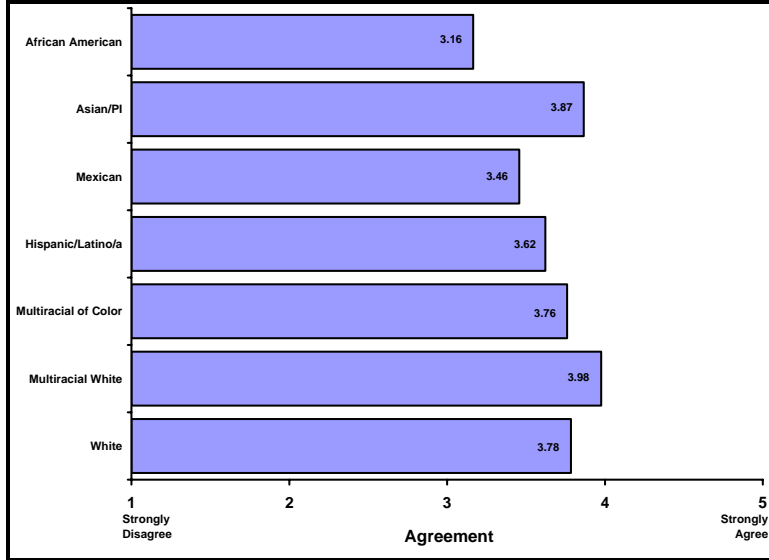


Figure 12. Positive Attitudes about Parental Rights for Gay and Lesbian Couples by Race

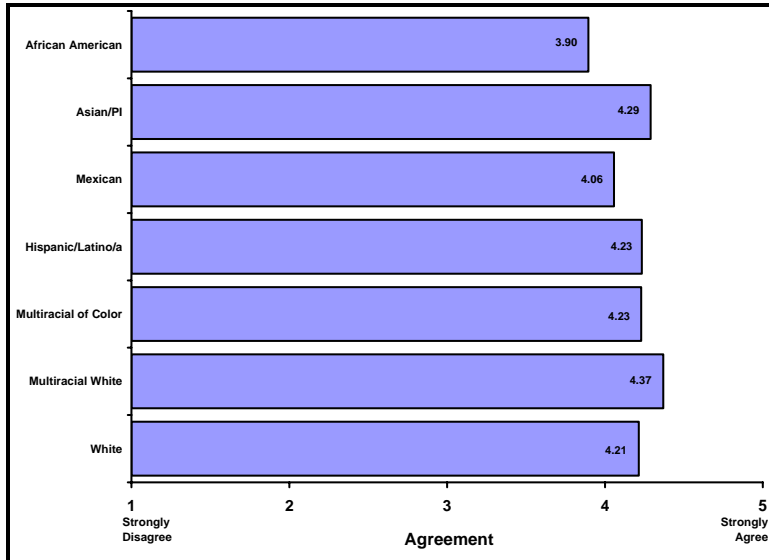


Figure 13. Positive Attitudes about Legal Rights for Benefits for Gay and Lesbian Couples by Race

Work Ethic. To reflect respondents’ values associated with “working hard” to achieve desirable outcomes, we asked students to indicate whether they agreed with the statement “People at the bottom of the economic scale are probably lazier than those at the top.” The findings showed race and gender differences ($ES = .04$). In general, the sample respondents disagreed with this statement. Asian/PI students ($M = 1.98$), White students ($M = 1.98$), and Multiracial White students were less negative about this statement than were African American students ($M = 1.56$) and Multiracial students of color ($M = 1.71$). In addition, men ($M = 2.09$) agreed the statement more than women ($M = 1.73$).

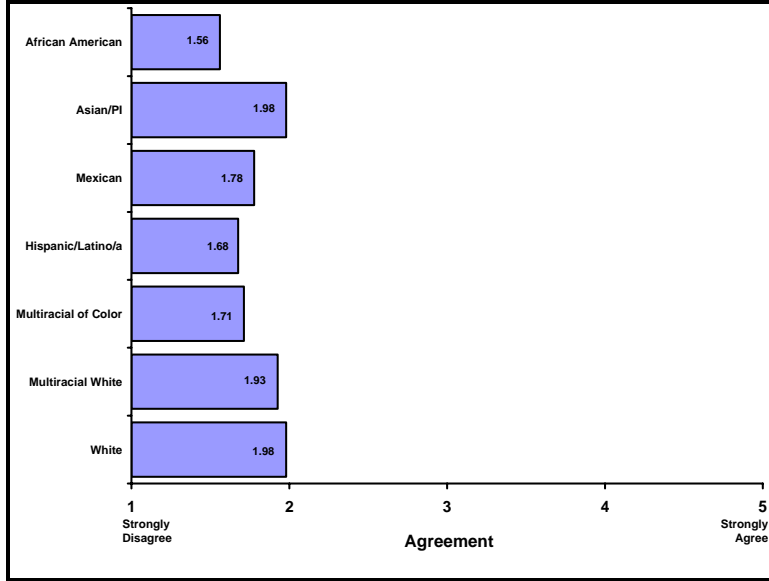


Figure 14. Agreement to “People at the bottom of the economic scale are probably lazier than those at the top” as a Function of Race

- Glass Ceiling** (one item). Respondents disagreed with the statement “In the corporate world, women executives are promoted to the highest level of the organization at the same rate as are men.” Overall, respondents disagreed that women’s promotion rates match those of men. There was a strong gender effect and a small race effect ($ES = .11$). Women ($M = 1.65$) disagreed more with the statement than men ($M = 2.17$).

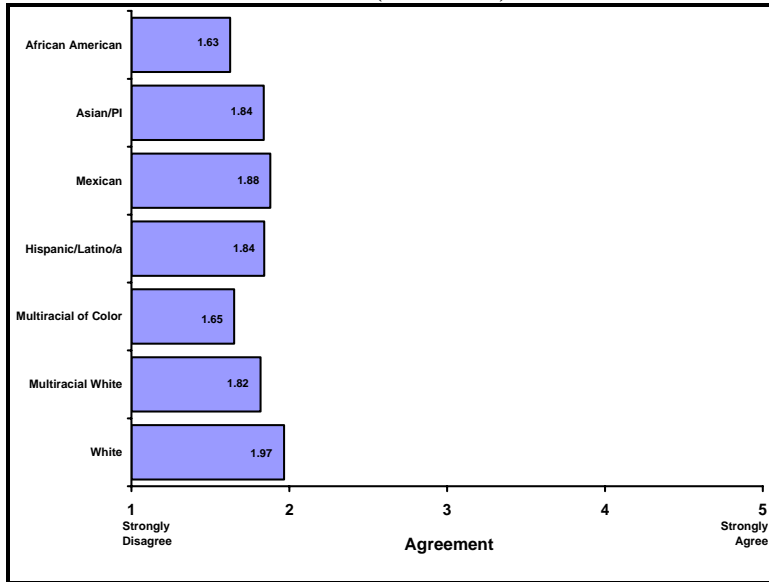


Figure 15. Agreement with “In the corporate world, women executives are promoted to the highest levels of the organization at the same rate as are men.”

Table 3
Correlations among Attitudes about Rights

	Zero-Sum Immigrants	Entitlements for All	Abortion	Gay Rights	Work Ethic
1. Zero-Sum Immigrants	--				
2. Entitlements for All	-.37	--			
3. Abortion	-.24	.28	--		
4. Gay Rights	-.35	.33	.49	--	
5. Work Ethic	.32	-.29	-.17	-.24	--
6. Glass Ceiling	.21	-.24	-.21	-.22	.24

Note. $N = 5919$ to 6011 .

University Admissions

- **Affirmative Action** (one item). Race significantly predicted responses to the question, “The law should allow consideration of race in university admissions decisions” ($ES = .15$). African American students ($M = 4.04$), Multiracial students of Color ($M = 3.90$), and Mexican students ($M = 3.74$) agreed with this item more than White students ($M = 2.60$) or Multiracial White students ($M = 2.96$).

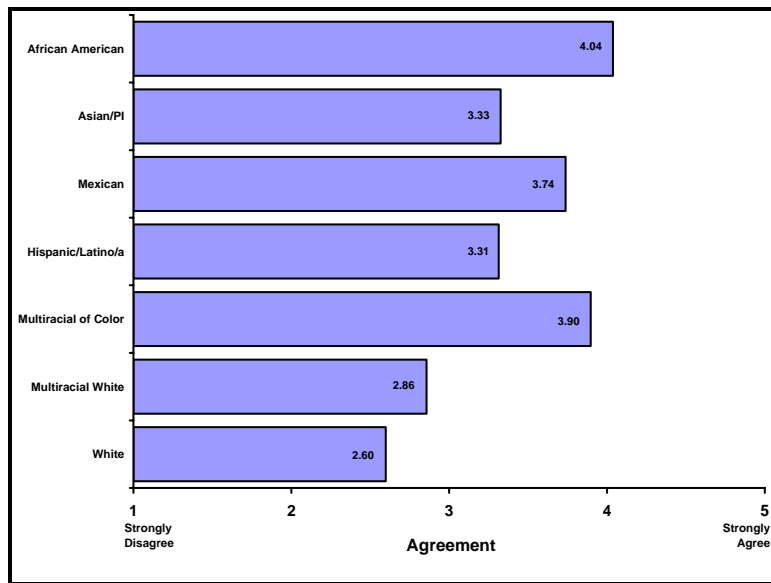


Figure 16. Agreement with “The law should allow consideration of race in university admission decisions” as a Function of Race

- **College Admissions Process** (three items; $\alpha = .77$). The composite consisted of three items starting with “I believe that the college admissions process is fair with respect to...”: (a) race; (b) economic status; and (c) family background. The overall model predicting student views about college admissions from race, gender, and their interaction was statistically significant

($ES = .02$) with the modest effect due to race and a small interaction. Male students who were African American ($M = 2.78$) or Mexican ($M = 3.00$) endorsed these statements slightly more than females (African American $M = 2.60$; Mexican $M = 2.75$).

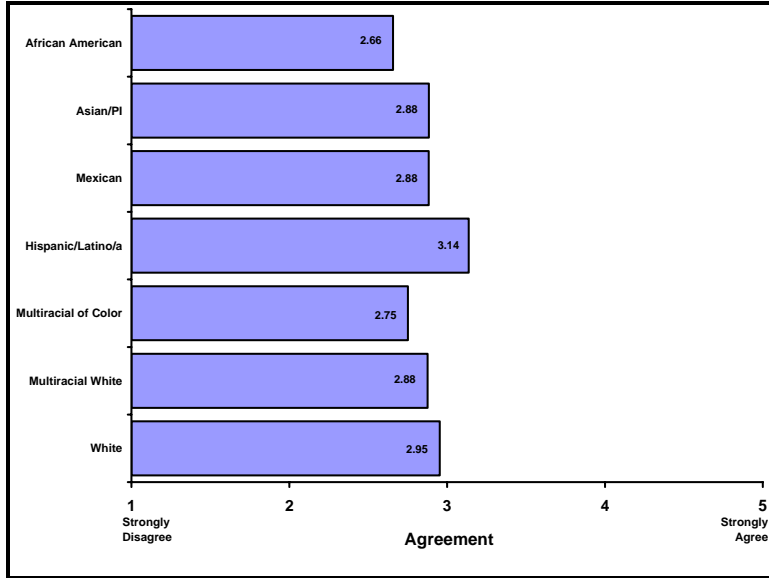


Figure 17. Agreement that the College Admissions Process is Fair as a Function of Race

The perception that the college admissions process is fair (with respect to race, economic status, and family background) does not relate to a student’s attitude about whether the law should consider race in university admissions decisions ($r = -.09$).

Discrimination against Societal Groups

Students reported how much discrimination they thought there is against 18 different groups in society today. Table 4 shows how the overall sample viewed each group from most to least experienced discrimination.

Table 4
Discrimination against Different Societal Groups (Ordered from Most to Least Discrimination)

Group	Mean	SD	Percent “Don’t Know”
1. Gays and lesbians	3.66	.57	2.4
2. Muslims	3.60	.62	4.6
3. Blacks	3.40	.67	2.2
4. People on welfare	3.31	.79	5.4
5. Immigrants	3.30	.71	4.1
6. People who are poor	3.27	.79	4.3
7. Hispanics/Latinos	3.17	.71	3.3
8. People who cannot read	2.90	.90	13.8
9. People with disabilities	2.89	.82	6.4
10. American Indians/Native Americans	2.88	.86	10.3
11. Women	2.78	.73	2.2
12. Older adults	2.57	.84	6.4
13. Asians	2.55	.75	5.3
14. Jews	2.53	.78	6.1
15. Fundamentalist Christians	2.42	.93	12.2
16. Atheists	2.31	.98	13.4
17. Devout Christians	2.20	.91	10.0
18. Whites	1.79	.78	3.8

Note. Students rated groups on the four-point scale: 1 = “None at All”; 2 = “Only a Little”; 3 = “Some”; 4 = “A Great Deal.” *Ns* = 5,049 to 5,772.

We classified these 18 societal groups into eight categories: (a) racial minorities, (b) individuals with low socio-economic status, (c) women; (d) individuals with disabilities; (e) immigrants; (f) older adults; (g) Whites; and (h) religious groups. When considered together in a multivariate general linear model with three predictors (race, gender, and their interaction), these eight categories were moderately associated with in race ($ES = .12$), gender ($ES = .03$), and the interaction between race and gender ($ES = .02$). Consistently, across most groups showing effects due to race, Multiracial students of Color and African American students perceived more discrimination than White students.

- **Racial Minorities** (four items; $\alpha = .78$). We constructed an index assessing discrimination due to membership in a minority racial group: (a) American Indians/Native Americans; (b) Asians; (c) Blacks; and (d) Hispanics/Latinos. Race was a statistically significant predictor of viewpoints about discrimination toward racial minorities ($ES = .08$). On average, respondents reported that racial minorities experience “some” discrimination in our society today ($M = 3.01$). White students, Hispanic/Latino students, and Multiracial White students had a lower mean rating about the amount of discrimination racial minorities experience than Multiracial students of color ($M = 3.30$) and African American students ($M = 3.33$).

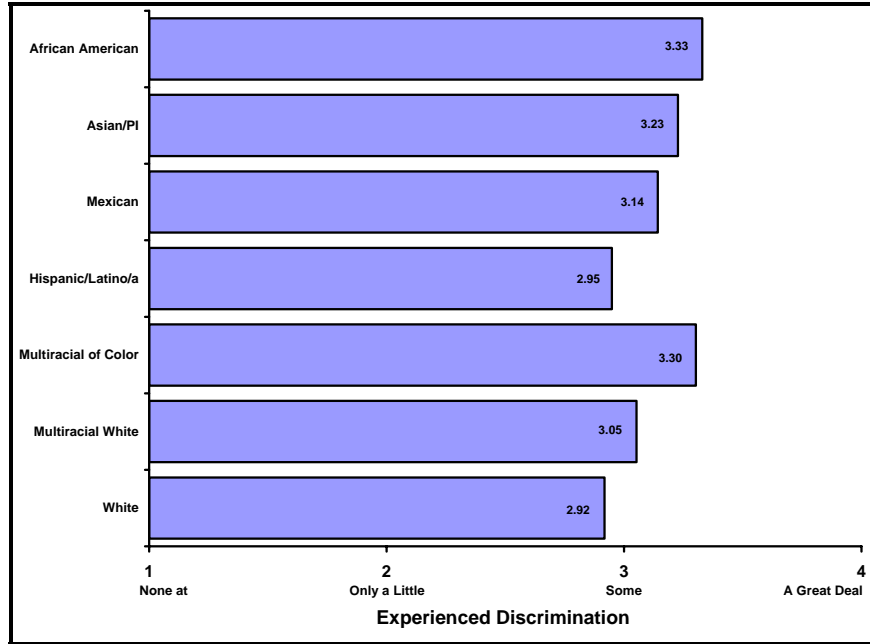


Figure 18. Perceived Discrimination against Racial Minorities as a Function of Race

- Low SES** (two items; $\alpha = .88$). The social groups reflected in this composite were (a) people who are poor; and (b) people who are on welfare. There were statistically significant effects for race and, to small degrees, gender and the race by gender interaction ($ES = .08$). Mexican students, Multiracial students of Color, and African American students perceived higher levels of discrimination against people with low socio-economic status than White students, Hispanic/Latino students, and Multiracial-White students. In general, women perceived more discrimination toward low SES individuals ($M = 3.42$) than men ($M = 3.16$). Interestingly, strong gender differences did not occur for African American students (M for men = 3.72; M for women = 3.76) or for Multiracial students of Color (M for men = 3.64; M for women = 3.67).

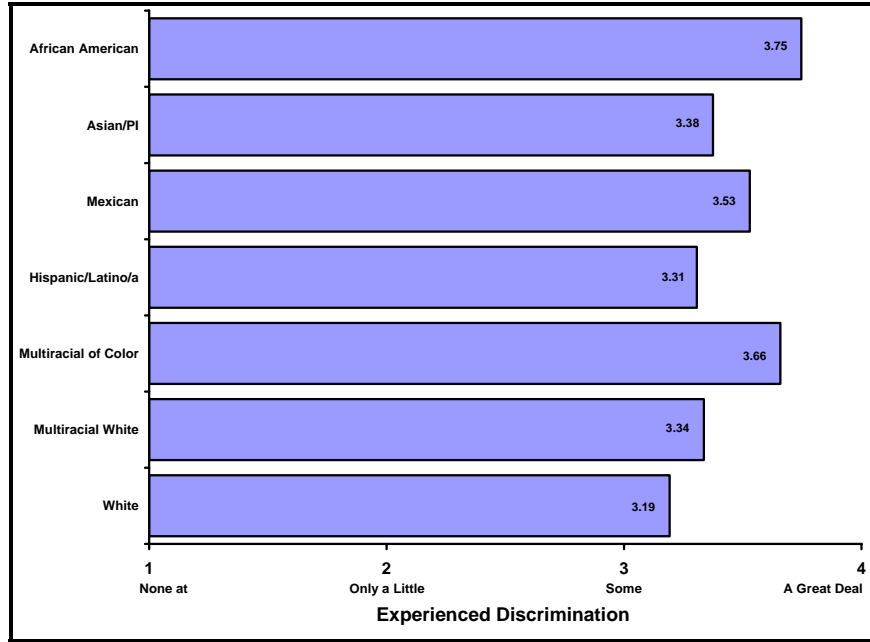


Figure 19. Perceived Discrimination against People with Low SES as a Function of Race

- Women** (one item). All three predictors in the model (race, gender, and their interaction) significantly accounted for perceived levels of discrimination against women in our society today ($ES = .08$). African American students ($M = 3.17$) and Multiracial students of Color ($M = 3.09$) and reported more discrimination against women than White students ($M = 2.69$). Women ($M = 2.92$) reported more discrimination toward women than men ($M = 2.62$). The interaction showed that this gender difference occurred in all racial/ethnic groups except for African Americans.

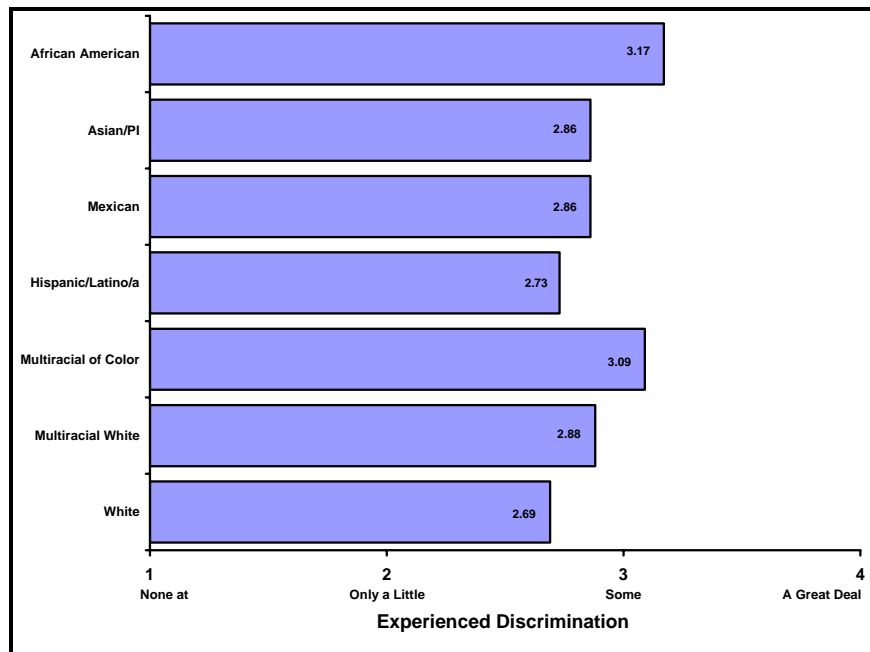


Figure 20. Perceived Discrimination against Women as a Function of Race

- Disability** (two items; $\alpha = .73$). We defined the disability composite as to include perceptions about experienced discrimination against people with disabilities and people who cannot read. Race and gender were significant predictors of respondent views concerning these groups ($ES = .06$). Multiracial students of color ($M = 3.25$) reported a higher level of discrimination for people with disabilities than White students ($M = 2.83$) and Hispanic/Latino students ($M = 2.85$). Women ($M = 3.03$) perceived more discrimination against those with disabilities than men ($M = 2.75$).

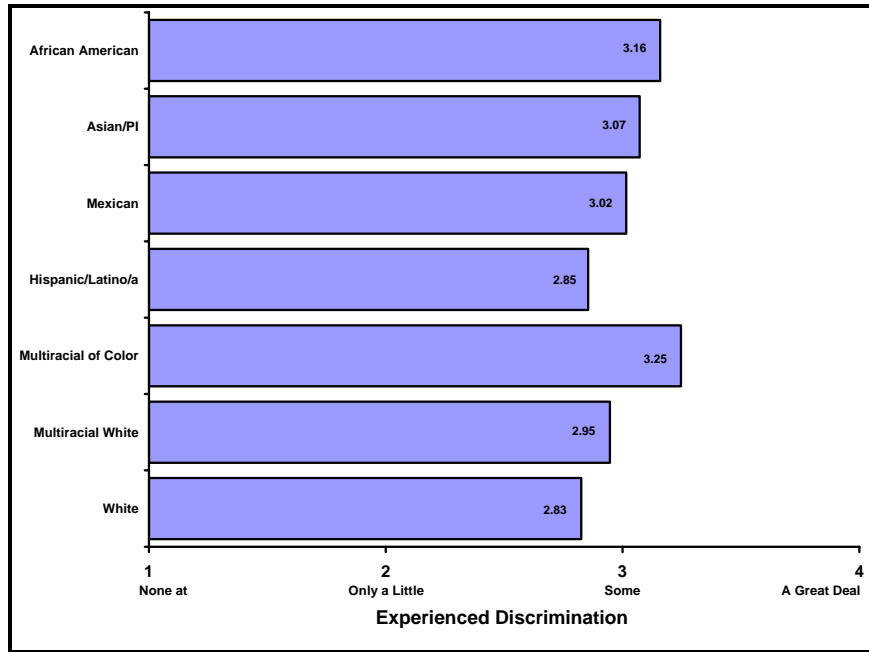


Figure 21. Perceived Discrimination against People with Disabilities as a Function of Race

- Immigrants** (one item). A statistically significant effect due to race emerged when respondents were asked to indicate the level of discrimination that immigrants experience ($ES = .06$). All students viewed immigrants as being the target of some to a great deal of discrimination. Multiracial students of color ($M = 3.62$) and African American students ($M = 3.56$) reported a higher level of discrimination for immigrants than White students ($M = 3.21$).

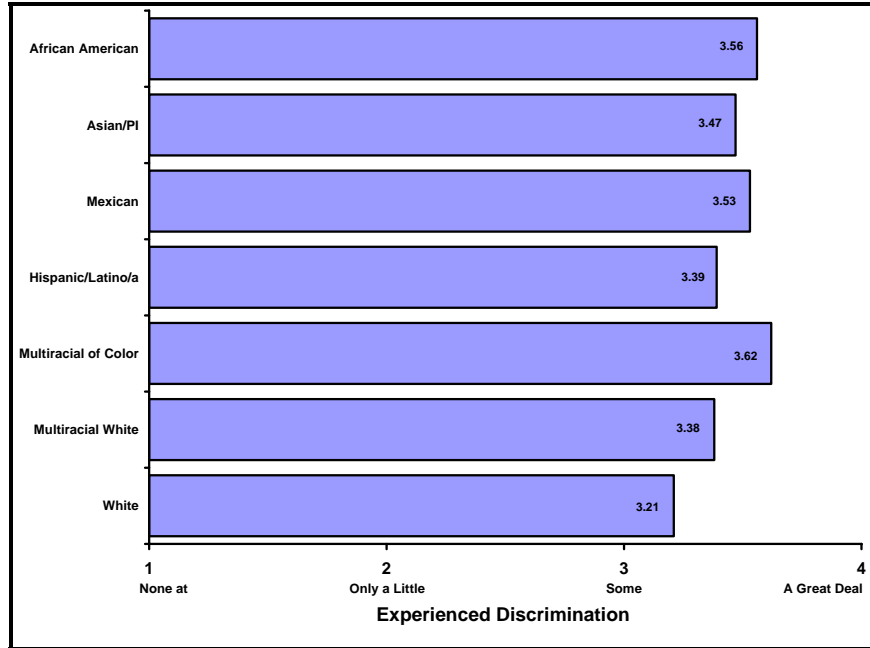


Figure 22. Perceived Discrimination against Immigrants as a Function of Race

- Older Adults** (one item). Race and gender significantly predicted responses about perceived discrimination against by older adults ($ES = .05$). White students ($M = 2.52$) and Hispanic/Latino students ($M = 2.54$) indicated on average that older adults experienced “a little” to “some” discrimination, whereas African American students and Multiracial students of Color (both $M = 2.77$) believed that older adults experience more discrimination in society. Women perceived more discrimination toward older adults ($M = 2.72$) than men ($M = 2.41$).

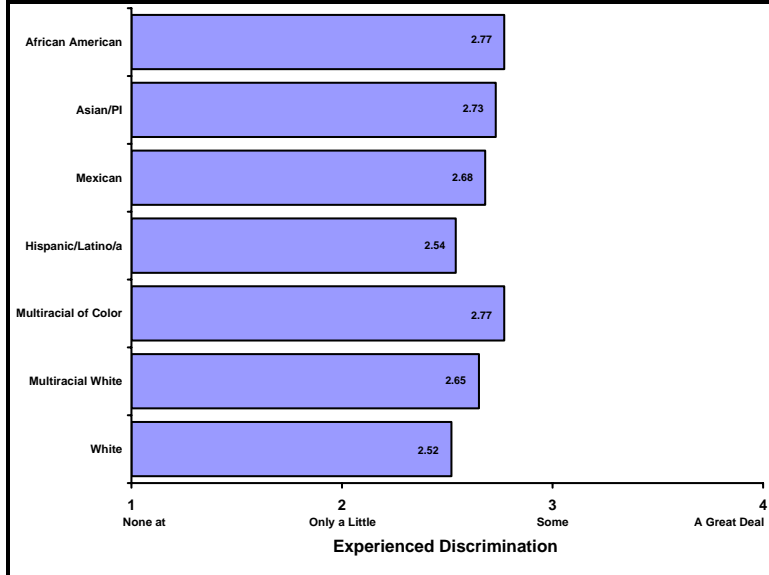


Figure 23. Perceived Discrimination against Older Adults as a Function of Race

- Whites** (one item). Race significantly predicted perceived discrimination against Whites ($ES = .03$). The sample as a whole perceived that the discrimination Whites experience is between “None at All” and “Only a Little” ($M = 1.80$). However, White students ($M = 1.87$) and Multiracial White students ($M = 1.81$) viewed Whites as experiencing discrimination more than all of the other racial/ethnic groups ($M_s < 1.70$).

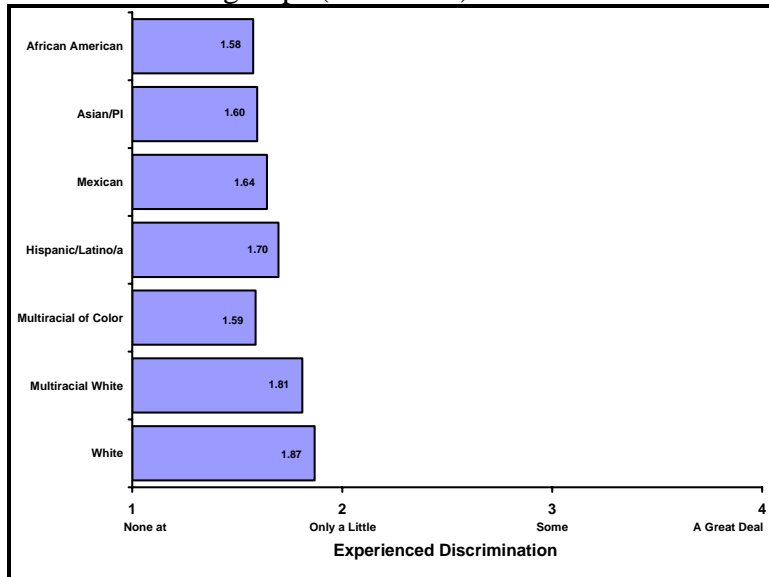


Figure 24. Perceived Discrimination against Whites as a Function of Race

- **Religious Groups.** There were no strong effects for views about experienced discrimination for atheists ($ES = .01$), Christian groups (Devout Christians, Fundamentalist Christians; $\alpha = .90$), Jews ($ES < .01$), and Muslims ($ES = .02$).

Summary of Major Findings

We asked respondents about a wide set of socio-political attitudes, including federal spending, government intervention, social attitudes involving race, race relations, and intergroup relations, rights for immigrants, women, and gays and lesbians, and experienced discrimination against a range of societal groups. Race predicted these responses in the following areas:

- **Domestic Federal Spending.** African American students endorsed funding expansions more than White students, and females wanted to expand funding more than males. White students, Asian/PI students, and Hispanic/Latino students had more pronounced gender differences than other groups.
- **Negative Attitudes Towards Immigrants.** The sample was neutral in their attitudes towards immigrants. White students, African American students, and Multiracial White students were more negative about immigrants to the United States than were Mexican students. Males were more negative than were females.
- **Entitlements for All American Citizens.** Law students generally agreed that there should be entitlements for all American citizens, but African American students and Multiracial students of Color agreed more than Multiracial White students and White students. Women endorsed this concept more than men.
- **Symbolic Racism.** Race, gender, and their interaction predicted variability symbolic racism. White students, Multiracial White students, and Hispanic/Latino students endorsed these statements to a greater extent than African American students or Multiracial students of Color.
- **Race Relations.** White students, African American students, and Multiracial White students were more negative about immigrants to this country than were Mexican students. Males were more negative than females.
- **Miscegenation.** Students tended to disagree that individuals should marry individuals from their same race/ethnicity, but African Americans endorsed this statement more than all other racial/ethnic groups. In addition, males endorsed the statement more than females.
- **Work Ethic.** In general, the sample respondents disagreed with the statement. Asian/PI students, White students, and Multiracial White students were less negative about the statement than African American students and Multiracial students of color. Men agreed with the statement more than women.
- **Gay/Lesbian Rights.** African American students and Mexican students endorse these rights less strongly than Asian/PI students and Multiracial White students.

- **Affirmative Action.** African American students, Multiracial students of Color, and Mexican students agreed with this item more than White students or Multiracial White students.
- **Discrimination against Societal Groups.** The sample as a whole ordered societal groups in terms of experienced discrimination in the following order (from most experienced discrimination to least experienced discrimination): Gays and lesbians, Muslims, Blacks, People on welfare, Immigrants, People who are poor, Hispanics/Latinos, People who cannot read, People with disabilities, American Indians/Native Americans, Women, Older adults, Asians, Jews, Fundamentalist Christians, Atheists, Devout Christians, and Whites.
 - **Racial Minorities.** White students, Hispanic/Latino students, and Multiracial White students perceived less discrimination against racial minorities than Multiracial students of color and African American students.
 - **Low SES.** Mexican students, Multiracial students of Color, and African American students perceived higher levels of discrimination for people with low socio-economic status than White students, Hispanic/Latino students, and Multiracial-White students. Women perceived more discrimination for low SES individuals than men. Interestingly, strong gender differences did not occur for African American students or for Multiracial students of Color.
 - **Women.** African American students and Multiracial students of Color and reported more discrimination for women than White students. Women reported more discrimination against women than men. The interaction showed that this gender difference occurred in all racial/ethnic groups except for African Americans.
 - **Disability.** Multiracial students of color reported a higher level of discrimination for people with disabilities than White students and Hispanic/Latino students. Women perceived more discrimination against people with disabilities than men.
 - **Immigrants.** Multiracial students of color and African American students reported a higher level of discrimination for immigrants than White students.
 - **Older Adults.** White students and Hispanic/Latino students reported a lower average level of discrimination experienced by older adults, and African American students and Multiracial students of Color perceived more discrimination against older adults. Women perceived more discrimination toward older adults than men.
 - **Whites.** White students and Multiracial White students viewed Whites as experiencing discrimination more than all of the other racial/ethnic groups.

Areas Not Showing Effects Due to Race or Gender

Race did not strongly predict students' attitudinal responses in a number of areas including views about the military and on several other social issues:

- **Military Focus:** Military Force, Homeland Security Spending, Military Aid Spending,

Attitudes Toward Monitoring the Citizenry for National Security, September 11 Immigration Laws

- **Social Issues:** Rehabilitation for Drug Offenses, Abortion, Overall Fairness of College Process, Perceived Discrimination against Religious Groups, Glass ceiling (only gender).

Conclusion

EDP Baseline Survey respondents are diverse in many respects, particularly when it comes to controversial socio-political attitudes. These differences are often important in the context of law school due to the legal nature of many of the issues. In addition to describing the beliefs and attitudes of the baseline sample, this report summarized how they are related to race/ethnicity and gender.

Results reported in this report indicate that race/ethnicity and gender predict many important facets of educational diversity, such as attitudes about federal spending, immigration, abortion, health care and other social services, as well as beliefs about the rights of, and perceived discrimination against, different cultural groups.

This report supports the “minor premise” of the *Grutter v. Bollinger* decision; that is, racial diversity contributes to educational diversity as defined by student characteristics.

Appendix

A-1 Federal Spending

A-2 Attitudes about U.S. Security

A-3 Social Attitudes

A-4 Rights and Values

A-5 University Admissions

A-6 Perceptions of Discrimination

Table A-1

Section D: Federal Spending

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	<i>N</i> = 402	<i>N</i> = 187	<i>N</i> = 289	<i>N</i> = 219	<i>N</i> = 160	<i>N</i> = 167	<i>N</i> = 282	<i>N</i> = 211	<i>N</i> = 1,994	<i>N</i> = 2,085
Composite of support for federal spending on domestic programs										
Mean	2.89	2.81	2.73	2.61	2.78	2.65	2.73	2.62	2.69	2.50
SE	.01	.05	.03	.03	.03	.04	.03	.04	.02	.02
Support for federal aid for education										
Mean	2.98	2.91	2.92	2.86	2.96	2.89	2.92	2.82	2.89	2.77
SE	.01	.05	.02	.04	.02	.04	.02	.07	.01	.02
% Cut	.0	2.5	.0	2.2	.0	1.2	1.1	.9	.8	3.8
% Same	2.2	3.6	7.7	9.7	4.2	9.1	5.5	16.4	9.9	15.1
% Expand	97.8	93.9	92.3	88.1	95.8	89.7	93.4	82.7	89.3	81.1
Support for federal aid for health care										
Mean	2.98	2.88	2.83	2.79	2.93	2.81	2.80	2.67	2.78	2.57
SE	.01	.06	.04	.06	.03	.06	.04	.08	.03	.03
% Cut	.0	3.5	1.6	1.7	.6	4.5	3.7	3.3	3.1	9.1
% Same	1.7	5.1	14.3	17.6	6.3	10.1	12.2	26.8	15.7	24.5
% Expand	98.3	91.4	84.2	80.7	93.1	85.3	84.0	69.9	81.2	66.4
Support for federal aid for violence and crime prevention										
Mean	2.76	2.74	2.60	2.45	2.55	2.56	2.63	2.57	2.57	2.48
SE	.04	.06	.05	.06	.05	.09	.06	.05	.02	.02
% Cut	1.7	1.3	1.4	4.9	2.5	4.7	1.1	4.7	2.9	3.8
% Same	20.9	23.3	37.3	45.1	39.6	35.0	35.0	34.0	37.5	44.5
% Expand	77.4	75.4	61.4	50.0	57.9	60.3	63.9	61.3	59.6	51.6
Support for federal aid for social security										
Mean	2.81	2.67	2.57	2.34	2.68	2.35	2.53	2.41	2.50	2.17
SE	.04	.09	.06	.08	.07	.08	.07	.08	.03	.04
% Cut	2.7	6.9	7.3	12.1	3.7	10.5	9.2	9.1	7.6	19.5
% Same	13.7	19.3	28.7	42.1	24.4	43.8	28.6	40.9	35.3	43.5
% Expand	83.6	73.8	64.0	45.9	71.8	45.7	62.2	49.9	57.1	36.9

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Composite of support for federal spending on homeland security										
Mean	2.04	2.26	2.05	2.31	2.22	2.22	2.03	2.32	2.11	2.37
SE	.07	.07	.04	.10	.07	.08	.05	.08	.03	.02
Support for federal aid for gathering intelligence information about other countries										
Mean	2.02	2.29	2.04	2.40	2.19	2.29	2.09	2.43	2.17	2.47
SE	.07	.08	.04	.09	.06	.09	.05	.07	.03	.01
% Cut	24.5	14.9	19.7	13.2	9.1	9.4	16.5	12.3	14.2	5.5
% Same	49.5	41.4	56.9	33.1	62.7	52.1	57.8	31.9	54.9	41.7
% Expand	26.0	43.7	23.5	53.7	28.2	38.5	25.7	55.7	30.8	52.8
Support for federal aid for homeland security programs										
Mean	2.05	2.22	2.06	2.10	2.17	2.16	1.97	2.20	2.08	2.26
SE	.11	.08	.05	.07	.11	.09	.06	.10	.03	.02
% Cut	25.4	19.3	23.6	24.8	16.0	14.4	32.2	19.7	19.4	15.3
% Same	44.4	39.7	46.3	40.3	50.9	55.5	38.4	40.4	53.5	43.5
% Expand	30.2	41.0	30.0	34.9	33.1	30.1	29.5	39.9	27.1	41.1
Composite of support for federal spending on military aid										
Mean	1.47	1.51	1.50	1.47	1.53	1.72	1.52	1.56	1.58	1.71
SE	.05	.05	.03	.06	.06	.07	.04	.03	.03	.02
Support for federal aid for defense spending										
Mean	1.53	1.75	1.66	1.62	1.69	1.73	1.65	1.79	1.74	1.90
SE	.09	.09	.05	.08	.08	.14	.05	.06	.04	.03
% Cut	56.3	42.8	44.9	50.1	43.9	45.5	48.9	37.3	40.1	32.7
% Same	34.5	39.2	44.4	37.7	43.3	36.4	36.7	46.4	45.5	44.8
% Expand	9.2	18.0	10.6	12.2	12.8	18.1	14.4	16.3	14.3	22.5
Support for federal aid for military support to other nations										
Mean	1.43	1.27	1.36	1.35	1.38	1.70	1.38	1.32	1.43	1.53
SE	.06	.05	.05	.04	.05	.21	.05	.05	.02	.02
% Cut	61.8	76.1	64.5	69.6	64.6	50.0	66.0	71.5	59.6	53.4
% Same	33.7	21.1	34.9	25.4	32.9	29.9	29.6	25.4	37.8	40.5
% Expand	4.6	2.8	.7	5.0	2.5	20.1	4.4	3.2	2.5	6.1

Note. Attitude items were ordered categorical and ranged from *Cut* to *Expand*. Frequencies and descriptive statistics were adjusted by sampling weights and clustering within law school.

Table A-2

Section D: Attitudes about U.S. Security

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female <i>N</i> = 402	Male <i>N</i> = 187	Female <i>N</i> = 289	Male <i>N</i> = 219	Female <i>N</i> = 160	Male <i>N</i> = 167	Female <i>N</i> = 282	Male <i>N</i> = 211	Female <i>N</i> = 1,994	Male <i>N</i> = 2,085
Support for governmental monitoring of the citizenry										
Mean	2.26	2.23	2.21	2.28	2.25	2.27	2.18	2.28	2.32	2.53
SE	.05	.06	.04	.10	.08	.15	.07	.07	.05	.05
To meet the heightened security needs of our country, the United States should have the right to detain individuals without providing access to lawyers and/or pressing formal charges.										
Mean	1.68	1.52	1.60	1.73	1.59	1.71	1.61	1.65	1.75	1.98
SE	.07	.08	.06	.15	.08	.16	.05	.07	.04	.05
% Disagree	86.4	90.5	89.5	79.6	92.4	83.1	86.2	86.7	83.7	74.7
% Neutral	6.8	7.2	6.0	10.5	2.9	5.5	8.1	6.2	9.6	13.6
% Agree	6.8	2.3	4.4	10.0	4.7	11.4	5.7	7.2	6.8	11.8
To combat terrorism, the American government should have access to travel, credit, and medical records of all U. S. citizens.										
Mean	1.84	1.91	2.11	2.11	2.07	2.17	1.98	2.01	2.13	2.26
SE	.08	.10	.05	.14	.13	.13	.09	.12	.06	.05
% Disagree	79.7	78.1	70.1	69.0	69.7	70.5	73.4	71.7	68.8	64.4
% Neutral	12.5	12.0	18.4	15.0	16.1	13.3	14.7	14.6	16.7	17.6
% Agree	7.8	9.9	11.5	16.0	14.1	16.2	11.9	13.8	14.4	18.0
Support for governmental show of military force										
Mean	2.18	2.40	2.25	2.62	2.31	2.46	2.29	2.56	2.50	2.80
SE	.05	.09	.09	.14	.12	.12	.06	.08	.05	.04
The United States should employ military force to bring democracy to societies dominated by dictators.										
Mean	1.88	2.03	1.89	2.30	1.94	2.19	1.95	2.30	2.16	2.49
SE	.07	.11	.07	.16	.10	.10	.05	.09	.04	.04
% Disagree	79.1	77.9	75.7	54.9	75.6	66.3	75.1	59.8	67.1	54.1
% Neutral	18.3	15.8	21.4	39.5	18.4	24.7	20.5	27.6	23.5	27.3
% Agree	2.6	6.3	3.0	5.5	6.0	9.0	4.4	12.6	9.5	18.6

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
The President of the United States sometimes has to make tough decisions about war and should be supported in those decisions.										
Mean	2.48	2.78	2.60	2.95	2.66	2.73	2.65	2.82	2.83	3.10
SE	.07	.11	.12	.13	.19	.16	.08	.13	.07	.06
% Disagree	55.3	38.8	55.0	32.3	50.3	50.5	46.0	40.9	43.8	33.8
% Neutral	24.7	37.3	19.0	34.9	22.9	24.1	30.2	26.5	23.3	25.1
% Agree	20.0	23.9	25.9	32.8	26.8	25.4	23.8	32.5	32.9	41.1
Do you think the immigration laws of the United States should be tightened to restrict the number of immigrants from Arab or Muslim countries into the United States?										
Means	3.46	3.43	3.10	3.19	3.40	3.38	3.22	3.30	3.30	3.48
SE	.08	.07	.07	.08	.12	.11	.11	.13	.05	.06
% Loosen	9.2	6.3	20.8	22.5	12.7	13.8	17.1	18.0	13.3	9.1
Neutral	49.1	48.9	48.1	40.7	42.5	40.9	43.1	41.5	47.0	42.3
% Tighten	41.7	44.8	31.1	36.8	44.8	45.4	39.9	40.5	39.8	48.6

Note. Attitude items were ordered categorical and ranged from *Strongly Disagree* to *Strongly Agree*. Choices for the September 11 item ranged from *No, they should be loosed a lot* to *Yes, they should be tightened a lot*. Frequencies and descriptive statistics were adjusted by sampling weights and clustering within law school.

Table A-3

Section D: Social Attitudes

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female <i>N</i> = 402	Male <i>N</i> = 187	Female <i>N</i> = 289	Male <i>N</i> = 219	Female <i>N</i> = 160	Male <i>N</i> = 167	Female <i>N</i> = 282	Male <i>N</i> = 211	Female <i>N</i> = 1,994	Male <i>N</i> = 2,085
Symbolic Racism										
Mean	2.03	2.25	2.85	2.97	2.82	2.99	2.76	3.18	3.06	3.39
SE	.10	.12	.05	.09	.11	.17	.08	.15	.06	.05
Government should only attempt to ensure that people have equal opportunity, but it should not attempt to enforce equal outcomes										
Mean	2.38	2.86	3.27	3.72	3.19	3.41	3.16	3.52	3.46	3.77
SE	.15	.15	.07	.18	.18	.18	.09	.12	.04	.05
% Disagree	57.7	44.1	27.0	14.3	33.7	22.8	29.5	22.6	22.0	15.6
% Neutral	22.7	14.1	20.0	20.3	13.2	17.5	27.4	13.0	20.8	16.6
% Agree	19.6	41.8	53.0	65.5	53.1	59.8	43.1	64.4	57.2	67.8
Because Irish, Italians, Jews, and many other minorities overcame prejudice and worked their way up, Blacks should do the same without any special favors										
Mean	1.77	1.97	2.45	2.41	2.50	2.57	2.38	2.83	2.55	2.95
SE	.07	.14	.08	.12	.11	.14	.08	.15	.07	.06
% Disagree	84.9	73.7	54.9	60.8	56.6	45.0	58.9	43.3	50.5	36.9
% Neutral	11.9	13.8	27.9	26.3	23.8	39.2	25.3	27.0	30.7	30.8
% Agree	3.2	12.5	17.1	12.9	19.6	15.8	15.8	29.6	18.8	32.3
Others believe the government should not be giving special treatment to Blacks -- What is your opinion on this										
Mean	1.81	1.85	2.79	2.67	2.74	2.98	2.71	3.23	3.24	3.49
SE	.10	.13	.07	.15	.15	.23	.14	.22	.11	.06
% Disagree	84.2	77.7	49.8	53.6	51.1	39.6	53.5	41.0	34.5	27.9
% Neutral	6.8	12.3	22.0	21.6	20.2	21.8	14.9	13.3	20.3	19.6
% Agree	9.0	10.1	28.2	24.8	28.7	38.6	31.6	45.8	45.2	52.6

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Race relations										
Mean	2.65	2.90	2.96	3.03	2.96	3.11	3.03	3.13	3.13	3.31
SE	.05	.10	.04	.06	.10	.12	.06	.09	.03	.02
How would you rate the state of race relations in the United States these days?										
Mean	2.45	2.64	2.69	2.91	2.67	2.93	2.75	2.86	2.83	3.03
SE	.05	.10	.05	.12	.10	.07	.07	.07	.04	.03
% Bad	52.6	42.1	40.3	30.4	44.1	26.7	37.9	33.0	33.8	25.9
% Neutral	39.9	46.3	47.3	45.8	36.4	51.0	44.8	44.5	48.0	44.9
% Good	7.5	11.5	12.5	23.8	19.5	22.3	17.3	22.5	18.2	29.2
Race relations in the U.S. are getting										
Mean	2.86	3.16	3.26	3.16	3.30	3.28	3.31	3.32	3.44	3.60
SE	.07	.12	.07	.07	.13	.21	.07	.09	.03	.03
% Worse	40.5	27.5	17.2	29.1	19.5	25.8	17.8	21.3	13.7	9.6
% Same	27.4	26.6	36.8	20.8	26.2	21.1	30.4	22.4	27.9	21.8
% Better	32.1	45.9	46.0	50.1	54.3	53.0	51.8	56.3	58.3	68.6
People should marry other people from their same racial and ethnic group.										
Mean	2.50	2.42	2.01	2.32	1.94	2.13	1.96	2.17	2.11	2.35
SE	.12	.10	.05	.08	.10	.19	.08	.08	.04	.05
% Disagree	48.3	49.7	69.9	55.3	71.9	58.0	67.7	57.6	64.6	49.8
% Neutral	39.3	39.3	26.8	38.7	24.0	35.8	28.8	38.7	30.1	42.4
% Agree	12.4	11.0	3.4	6.0	4.1	6.2	3.5	3.7	5.3	7.7

Note. Attitude items were ordered categorical and ranged from *Very Bad* to *Very Good*, *Worse at a Fast Pace* to *Better at a Fast Pace*, and *Strongly Disagree* to *Strongly Agree*. Frequencies and descriptive statistics were adjusted by sampling weights and clustering within law school.

Table A-4

Section D: Rights and Values

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	<i>N</i> = 402	<i>N</i> = 187	<i>N</i> = 289	<i>N</i> = 219	<i>N</i> = 160	<i>N</i> = 167	<i>N</i> = 282	<i>N</i> = 211	<i>N</i> = 1,994	<i>N</i> = 2,085
Zero-Sum Immigrants										
Mean	2.98	3.18	2.78	2.93	2.44	2.82	2.95	3.07	3.08	3.21
SE	.08	.09	.07	.05	.08	.17	.07	.11	.05	.06
Governmental benefits such as healthcare and welfare should be available to non-documented immigrants										
Mean	2.84	2.32	2.85	2.63	3.16	2.57	2.70	2.49	2.53	2.18
SE	.12	.13	.13	.09	.13	.28	.09	.13	.08	.06
% Disagree	36.1	64.4	41.9	52.6	37.8	50.8	42.5	57.1	55.6	66.3
% Neutral	35.8	18.5	28.6	20.9	19.1	21.8	31.5	22.7	22.1	19.2
% Agree	28.2	17.1	29.5	26.5	43.1	27.4	26.0	20.2	22.3	14.5
Immigrants today are a burden on our country because they take our jobs, housing, and healthcare										
Mean	2.12	2.17	1.98	1.91	1.61	1.79	2.17	2.11	2.23	2.27
SE	.09	.09	.08	.05	.08	.07	.09	.11	.05	.06
% Disagree	69.5	71.6	74.4	76.0	87.8	85.6	70.3	69.0	66.8	65.1
% Neutral	21.4	20.6	19.6	18.2	8.9	12.1	17.2	24.9	22.7	23.8
% Agree	9.1	7.8	6.0	5.7	3.3	2.3	12.5	6.1	10.5	11.1
English should be the official language of the United States										
Mean	3.66	3.67	3.21	3.50	2.87	3.26	3.38	3.58	3.54	3.55
SE	.10	.14	.10	.13	.13	.20	.10	.12	.06	.08
% Disagree	16.1	17.3	29.3	21.1	43.5	28.4	25.9	22.6	21.6	22.8
% Neutral	20.5	21.2	20.9	26.7	15.7	17.9	20.7	13.1	16.9	17.4
% Agree	63.4	61.5	49.8	52.2	40.8	53.7	53.4	64.4	61.5	59.8

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Entitlements for All American Citizens										
Mean	4.14	4.16	3.99	3.71	4.18	3.90	3.90	3.50	3.71	3.40
SE	.09	.12	.08	.09	.10	.10	.09	.14	.06	.05
% Disagree	10.4	11.8	8.6	11.4	6.1	12.7	13.5	24.6	18.3	28.3
% Neutral	5.6	6.0	13.4	29.4	16.0	9.6	13.4	18.2	15.3	15.0
% Agree	84.0	82.2	78.0	59.2	77.9	77.7	73.1	57.1	66.4	56.7
When should abortion be permitted										
Mean	3.36	3.18	3.44	3.26	3.21	3.41	3.47	3.21	3.46	3.16
SE	.15	.11	.06	.08	.10	.13	.08	.11	.05	.05
Never	11.8	7.2	3.2	3.9	7.7	3.7	5.1	6.5	5.1	6.9
Special Case	8.2	20.7	12.4	16.2	21.6	16.6	13.7	21.8	12.7	21.9
Need-based	12.3	19.1	21.9	29.4	12.9	14.4	10.3	16.0	12.8	19.5
Always	67.7	53.0	62.4	50.5	57.8	65.3	70.9	55.6	69.3	51.6
Support for Gay/Lesbian Rights										
Mean	3.80	3.73	4.31	4.06	4.02	4.01	4.33	3.90	4.24	3.82
SE	.11	.10	.07	.17	.12	.19	.10	.16	.07	.08
Support for Gay/Lesbian Marriage										
Mean	3.49	3.25	4.17	3.74	3.70	3.76	4.16	3.59	4.11	3.54
SE	.12	.12	.08	.22	.19	.23	.12	.21	.08	.09
Support for Benefits for Gays/Lesbians										
Mean	4.12	4.22	4.45	4.38	4.34	4.25	4.50	4.21	4.38	4.10
SE	.10	.10	.07	.13	.10	.16	.08	.11	.06	.07

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
People at the bottom of the economic scale are probably lazier than those at the top.										
Mean	1.34	1.64	1.74	2.41	1.47	1.91	1.78	2.07	1.79	2.14
SE	.05	.12	.05	.13	.07	.12	.08	.16	.03	.04
% Disagree	96.3	86.0	82.3	57.4	94.2	81.5	80.3	71.0	82.0	68.5
% Neutral	2.3	9.0	13.2	23.0	3.6	7.8	13.9	16.3	12.5	20.7
% Agree	1.4	5.0	4.5	19.6	2.2	10.7	5.8	12.6	5.5	10.8
In the corporate world, women executives are promoted to the highest levels of the organization at the same rate as are men.										
Means	1.42	1.86	1.70	1.96	1.63	2.01	1.61	2.08	1.70	2.21
SE	.06	.11	.05	.10	.08	.09	.06	.07	.02	.04
% Disagree	95.6	86.8	89.1	79.0	93.2	83.3	93.7	73.1	89.5	70.7
% Neutral	4.0	5.8	8.5	16.8	5.2	9.8	6.0	24.7	8.5	22.3
% Agree	.5	7.4	2.4	4.2	1.6	6.9	.3	2.2	2.0	7.0

Note. Attitude items were ordered categorical and ranged from *Strongly Disagree* to *Strongly Agree*. Frequencies and descriptive statistics were adjusted by sampling weights and clustering within law school.

Table A-5

Section D: University Admissions

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female <i>N</i> = 402	Male <i>N</i> = 187	Female <i>N</i> = 289	Male <i>N</i> = 219	Female <i>N</i> = 160	Male <i>N</i> = 167	Female <i>N</i> = 282	Male <i>N</i> = 211	Female <i>N</i> = 1,994	Male <i>N</i> = 2,085
The law should allow consideration of race in university admissions decisions										
Mean	4.12	4.08	3.32	3.13	3.83	3.44	3.26	2.86	2.74	2.48
SE	.09	.11	.08	.23	.16	.13	.15	.16	.08	.07
% Disagree	7.0	7.7	24.2	30.8	14.5	16.6	30.5	48.6	45.4	54.8
% Neutral	13.0	15.0	26.2	24.1	12.2	31.6	21.0	11.5	22.6	17.2
% Agree	80.0	77.3	49.6	45.0	73.3	51.9	48.5	39.9	32.1	28.0
Perceived fairness of admissions process										
Mean	2.59	2.84	2.83	2.84	2.74	2.98	2.77	2.91	2.96	2.91
SE	.10	.11	.08	.08	.15	.12	.08	.10	.03	.03
I believe that the college admissions process is fair with respect to race										
Mean	2.68	3.13	2.84	2.87	2.84	2.96	2.81	2.91	2.92	2.78
SE	.11	.13	.09	.17	.16	.12	.09	.11	.03	.03
% Disagree	45.8	28.6	39.5	31.3	46.2	27.0	37.8	31.3	34.6	42.4
% Neutral	28.5	28.6	31.7	39.0	19.1	41.1	34.6	38.6	34.5	29.1
% Agree	25.8	42.8	28.8	29.7	34.6	32.0	27.6	30.1	30.9	28.5
I believe that the college admissions process is fair with respect to economic status										
Mean	2.50	2.69	2.79	2.95	2.57	2.93	2.65	2.81	2.86	2.92
SE	.10	.12	.09	.12	.16	.14	.09	.12	.05	.06
% Disagree	52.1	49.8	44.2	33.8	52.0	34.3	48.8	39.4	40.7	36.8
% Neutral	27.2	17.8	25.0	32.3	19.8	33.5	21.1	29.2	26.0	27.5
% Agree	20.6	32.4	30.9	33.9	28.2	32.2	30.1	31.4	33.2	35.7

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
I believe that the college admissions process is fair with respect to family background										
Mean	2.59	2.70	2.87	2.70	2.81	3.06	2.86	3.00	3.09	3.03
SE	.12	.13	.11	.15	.16	.13	.10	.10	.04	.04
% Disagree	44.3	48.6	37.3	47.9	39.0	24.5	36.3	29.0	26.5	29.4
% Neutral	31.8	20.0	33.4	27.7	27.6	40.9	32.1	35.2	35.6	35.1
% Agree	24.0	31.4	29.4	24.5	33.4	34.6	31.7	35.8	37.9	35.5

Note. Attitude items were ordered categorical and ranged from *Strongly Disagree* to *Strongly Agree*. Frequencies and descriptive statistics were adjusted by sampling weights and clustering within law school.

Table A-6

Section D: Perceived Discrimination against Societal Groups

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	<i>N</i> = 402	<i>N</i> = 187	<i>N</i> = 289	<i>N</i> = 219	<i>N</i> = 160	<i>N</i> = 167	<i>N</i> = 282	<i>N</i> = 211	<i>N</i> = 1,994	<i>N</i> = 2,085
<i>American Indians/Native Americans</i>										
Mean	3.38	3.01	3.03	2.91	3.06	2.85	3.05	2.94	2.90	2.73
SE	.06	.13	.07	.10	.12	.18	.08	.10	.05	.04
% None	1.1	6.2	5.4	4.9	4.9	5.0	6.6	7.1	6.3	6.1
% A Little	8.5	25.1	16.0	23.4	22.8	34.4	14.7	21.5	22.8	32.7
% Some	42.0	30.4	48.5	47.1	34.2	30.8	45.4	41.4	45.4	42.7
% A Lot	48.4	38.3	30.1	24.6	38.1	29.7	33.3	30.0	25.4	18.5
<i>Asian/Pacific Islanders</i>										
Mean	2.71	2.57	2.98	2.85	2.63	2.53	2.71	2.47	2.49	2.39
SE	.07	.09	.04	.06	.06	.11	.06	.07	.03	.02
% None	6.7	12.4	.0	2.5	7.7	5.4	4.9	8.4	9.3	10.4
% A Little	27.4	29.6	20.6	20.8	32.7	42.4	27.3	39.3	37.5	43.4
% Some	54.1	47.0	61.1	65.6	48.1	46.0	59.5	48.8	47.7	43.2
% A Lot	11.7	11.0	18.3	11.0	11.5	6.3	8.3	3.5	5.4	3.0
<i>African Americans</i>										
Mean	3.80	3.76	3.69	3.48	3.50	3.31	3.53	3.44	3.39	3.22
SE	.03	.08	.04	.04	.08	.09	.05	.07	.04	.03
% None	.0	2.5	.0	2.1	1.3	.7	1.6	.4	.9	1.2
% A Little	.2	.2	1.2	2.4	6.5	5.4	2.9	4.1	7.1	11.7
% Some	19.9	16.2	28.3	41.4	32.7	55.7	36.7	46.9	44.5	51.5
% A Lot	79.9	81.1	70.5	54.1	59.5	38.1	58.8	48.6	47.5	35.6

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<i>Hispanics/Latinos</i>										
Mean	3.57	3.47	3.38	3.23	3.38	2.98	3.32	3.20	3.16	2.97
SE	.04	.09	.04	.07	.09	.17	.08	.06	.03	.03
% None	.3	2.7	.3	2.4	1.9	1.0	1.0	.4	2.1	1.5
% A Little	2.7	2.7	4.2	6.8	6.8	26.8	11.6	13.7	10.9	20.7
% Some	37.0	39.2	53.0	56.3	42.4	45.4	41.9	51.0	55.3	57.2
% A Lot	60.1	55.3	42.5	34.5	48.9	26.7	45.5	34.9	31.7	20.6
<i>People who are poor</i>										
Mean	3.83	3.60	3.50	3.11	3.57	3.49	3.49	3.22	3.28	3.01
SE	.03	.09	.06	.13	.07	.11	.07	.09	.04	.05
% None	.0	2.5	.0	3.2	.3	2.4	1.8	3.9	1.7	4.8
% A Little	1.4	4.0	8.7	17.7	6.5	8.5	6.2	14.3	12.1	20.1
% Some	14.2	24.3	32.8	43.5	28.9	26.4	33.3	37.4	42.8	44.6
% A Lot	84.4	69.2	58.5	35.0	64.3	62.7	58.7	44.5	43.3	30.4
<i>People who are on welfare</i>										
Mean	3.79	3.63	3.48	3.12	3.60	3.51	3.51	3.21	3.36	3.08
SE	.04	.10	.06	.14	.07	.11	.06	.07	.03	.03
% None	.1	2.8	.3	3.5	.8	2.5	1.8	4.3	1.6	3.5
% A Little	2.0	4.4	12.3	18.9	6.9	7.6	8.2	12.5	10.5	18.2
% Some	16.6	20.2	26.3	39.4	24.1	26.8	26.8	41.0	38.0	45.1
% A Lot	81.4	72.7	61.1	38.1	68.2	63.2	63.2	42.2	49.8	33.2
<i>Women</i>										
Mean	3.11	2.98	2.97	2.62	3.08	2.62	3.00	2.73	2.82	2.51
SE	.04	.09	.05	.13	.10	.14	.06	.07	.03	.03
% None	.2	2.5	.2	3.9	.9	7.0	1.4	7.0	3.2	6.4
% A Little	11.4	16.8	19.6	42.6	19.9	38.1	21.9	25.2	25.3	42.2
% Some	65.5	61.2	63.5	41.5	50.0	41.2	52.1	55.3	58.2	45.4
% A Lot	22.8	19.4	16.7	12.1	29.3	13.8	24.6	12.5	13.3	6.0

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<i>People with disabilities</i>										
Mean	3.32	2.99	3.14	2.71	3.12	2.84	3.13	2.80	2.98	2.61
SE	.07	.08	.06	.16	.09	.18	.08	.07	.03	.04
% None	.7	3.5	2.2	17.0	2.8	5.0	2.5	6.6	3.0	9.0
% A Little	10.4	22.5	19.8	16.7	15.6	33.9	17.4	24.6	21.0	33.5
% Some	44.6	45.5	39.9	44.9	48.7	33.7	44.5	50.7	51.1	45.5
% A Lot	44.3	28.6	38.2	21.4	32.8	27.5	35.6	18.1	24.9	12.1
<i>People who cannot read</i>										
Mean	3.19	2.99	3.08	3.00	3.20	3.03	3.14	2.89	2.97	2.66
SE	.10	.10	.05	.06	.10	.19	.08	.07	.03	.04
% None	4.0	8.7	3.1	4.0	2.6	5.5	4.8	8.4	4.2	11.0
% A Little	12.3	20.3	21.2	27.4	18.4	22.7	17.6	21.5	25.5	32.5
% Some	44.5	34.6	40.1	33.2	35.1	35.5	35.9	43.0	39.0	35.6
% A Lot	39.3	36.4	35.6	35.4	43.9	36.3	41.7	27.1	31.3	20.9
<i>Immigrants</i>										
Mean	3.62	3.36	3.55	3.32	3.59	3.51	3.51	3.34	3.31	3.08
SE	.05	.09	.06	.06	.07	.10	.06	.05	.03	.02
% None	.3	2.7	1.1	2.1	1.3	.0	1.1	.4	.7	1.6
% A Little	2.1	6.0	5.6	4.3	4.7	9.9	6.4	11.3	9.7	17.1
% Some	32.9	43.4	30.7	52.5	27.9	29.3	33.3	42.1	46.9	52.8
% A Lot	64.7	47.8	62.6	41.0	66.0	60.8	59.2	46.1	42.6	28.5
<i>Older Adults</i>										
Mean	2.89	2.54	2.87	2.50	2.72	2.71	2.83	2.45	2.65	2.32
SE	.08	.10	.06	.12	.10	.10	.07	.07	.03	.03
% None	5.4	11.2	7.0	8.0	5.6	7.9	6.2	17.5	7.3	15.4
% A Little	21.2	36.6	21.4	44.4	31.1	23.4	24.2	29.2	34.0	42.7
% Some	52.2	39.8	49.9	37.0	48.6	58.3	49.7	44.4	44.8	36.7
% A Lot	21.1	12.5	21.8	10.6	14.6	10.4	19.8	8.9	13.9	5.2

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<i>Whites</i>										
Mean	1.60	1.59	1.56	1.57	1.64	1.79	1.75	1.78	1.80	1.94
SE	.09	.11	.06	.13	.08	.08	.07	.06	.03	.03
% None	51.6	54.8	57.9	55.3	49.9	41.2	44.0	43.1	38.0	31.2
% A Little	37.5	34.0	29.9	34.0	39.0	42.1	39.3	37.6	45.3	46.8
% Some	10.1	8.2	10.5	9.1	8.1	13.2	14.2	17.1	15.4	19.2
% A Lot	.8	2.9	1.7	1.6	3.1	3.4	2.5	2.2	1.2	2.8
<i>Atheists</i>										
Mean	2.27	2.52	2.15	2.43	2.26	2.44	2.43	2.39	2.33	2.23
SE	.09	.11	.06	.13	.09	.09	.10	.09	.05	.03
% None	26.9	18.7	31.1	21.0	28.4	24.2	25.6	22.1	24.1	26.0
% A Little	33.7	30.4	30.5	34.2	29.9	24.9	19.8	29.9	32.3	34.8
% Some	24.7	30.8	30.9	25.6	28.8	33.7	40.9	35.4	30.4	29.4
% A Lot	14.8	20.2	7.5	19.3	13.0	17.2	13.7	12.6	13.2	9.8
<i>Devout Christians</i>										
Mean	2.19	2.29	2.28	2.11	2.11	2.32	2.27	2.24	2.19	2.19
SE	.07	.14	.08	.15	.08	.10	.07	.10	.04	.03
% None	26.7	26.6	30.0	32.6	30.5	26.2	27.4	24.6	25.4	24.8
% A Little	34.2	29.1	22.8	32.7	37.2	28.6	27.5	31.4	37.6	37.3
% Some	32.5	33.2	36.0	25.5	23.4	31.7	35.8	39.2	29.9	31.9
% A Lot	6.6	11.1	11.2	9.2	8.9	13.5	9.3	4.8	7.1	6.0
<i>Fundamentalist Christians</i>										
Mean	2.23	2.49	2.48	2.53	2.18	2.43	2.51	2.52	2.46	2.46
SE	.05	.15	.11	.13	.07	.11	.10	.10	.03	.02
% None	19.8	19.8	23.1	18.0	21.0	14.6	18.1	12.9	17.4	16.9
% A Little	43.7	29.5	25.8	31.8	47.1	43.0	28.0	33.7	32.9	34.5
% Some	30.2	32.9	31.1	29.1	24.3	27.6	38.5	42.3	36.0	34.2
% A Lot	6.3	17.7	19.9	21.1	7.5	14.8	15.3	11.1	13.6	14.4

	African American		Asian/PI		Hispanic/Latino/a		Multiracial		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<i>Jews</i>										
Mean	2.59	2.58	2.57	2.45	2.60	2.97	2.44	2.51	2.47	2.52
SE	.09	.10	.06	.10	.10	.18	.06	.11	.03	.03
% None	8.8	9.0	6.2	8.5	10.4	4.3	11.0	12.6	9.1	7.3
% A Little	36.1	37.9	39.4	46.4	32.7	22.4	39.6	33.1	41.6	41.8
% Some	42.6	39.7	45.4	36.7	43.6	45.6	44.3	45.0	42.2	42.9
% A Lot	12.5	13.4	8.9	8.4	13.4	27.6	5.1	9.2	7.1	8.0
<i>Muslims</i>										
Mean	3.73	3.67	3.78	3.56	3.59	3.73	3.69	3.57	3.62	3.50
SE	.04	.08	.04	.05	.07	.06	.04	.06	.02	.03
% None	.2	1.8	.0	2.0	1.3	.4	.4	.4	.6	.9
% A Little	3.1	5.8	1.5	1.5	9.3	2.2	3.6	4.9	4.6	7.0
% Some	20.6	15.8	18.5	34.9	18.2	21.5	22.8	32.4	27.0	33.6
% A Lot	76.1	76.6	79.9	61.6	71.2	76.0	73.2	62.3	67.8	58.5

Note. Attitude items were ordered categorical and ranged from *None* to *A great deal*. Frequencies and descriptive statistics were adjusted by sampling weights and clustering within law school.