The 2023 LGBTQ+ Law School Survey

Teaching and Research

Inclusive Teaching, LGBTQ+-Centered Course Offerings and Research

A school's commitment to LGBTQ+ inclusion[i] should be reflected in the educational experience that schools create for students through inclusive learning experiences, course offerings, and more.
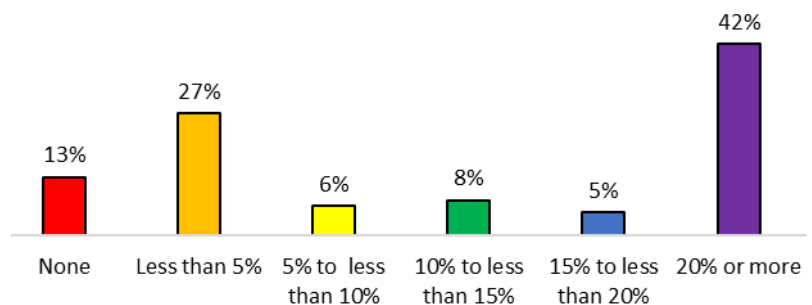
Training on Inclusive Teaching

As schools continue to work on addressing LGBTQ+ inclusion, it is crucial to emphasize that inclusive curricula and pedagogy must be part of any effective effort to support equity[ii] and cultivate the development of future leaders. However, not all faculty will inherently know how to ensure their teaching is inclusive or understand the complexities of identities and how those may impact learning. Training can provide faculty with the skills they need to implement inclusive teaching practices. Encouragingly, more than two-fifths of responding schools reported that 20% or more of their faculty attended an inclusive teaching training or workshop that specifically

Figure 1. Percentage of Faculty Attending Inclusive Teaching Training (n=79)

Source: 2023 LGBTQ+ Law School Survey data

addressed LGBTQ+ topics during the 2022-2023 academic year (Figure 1); although, more than one-tenth of schools did not report any faculty attending inclusive teaching trainings.

LGBTQ+-Focused Course Offerings

In the last couple of decades, legal education has come a long way, now offering a greater number of critical courses related to race, ethnicity, gender, and other identity-centered topics. However, LGBTQ+-related topics are less likely to be the sole subject covered in a course when compared to courses that are singularly focused on other historically marginalized[iii] groups. Schools responding to the 2023 survey indicated that in the 2022-2023 academic year:

- 42% did not offer any courses focused on LGBTQ+ topics, down from 47% in 2021.
- 32% only offered one course.
- 26% offered two or more LGBTQ+-focused courses, up from 17% of schools in 2021.

To learn about recruitment, admission, orientation, engagement, and more, download the full report online.

ⁱ Inclusion refers to an organizational climate and/or program environment where all participants are and feel respected, have a sense of belonging, and are able to participate and have an opportunity to achieve and/or demonstrate their potential.

ⁱⁱ Equity refers to fair and just practices and policies that reduce or eliminate barriers to access opportunities. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Equity means recognizing individuals of all races, ethnicities, genders, and other identities as individuals — not as representatives of a societally-defined group — and enabling all individuals to start on equal footing to compete for benefits, resources, and opportunities. Being equitable also means acknowledging and addressing barriers and structural inequalities — historic and current — that prevent full and fair access to some, but not others. Equity also involves and draws upon principles of universal design, i.e., building programs and resources with the variety of diverse and/or unique needs of the end-users in mind in order to reduce/eliminate barriers and improve access for all.

ⁱⁱⁱ Marginalized refers to populations that historically have been excluded, disempowered, disenfranchised, or otherwise treated as being insignificant, unimportant, or peripheral. Marginalized can be used to describe various populations and is not synonymous with or limited to racially/ethnically underrepresented populations.