



Dear Andrés,

Thank you for submitting your proposal. A printable summary is below. Your confirmation number is 27563. A confirmation email will be sent to you within 24 hours.

Applicants will be notified of the status of the proposed project on February 1, 2019.

If you have questions or need assistance regarding your application please contact the AIR Grant staff at 850-391-7109 or grants@airweb.org.

SUMMARY

Personal Information

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Highest degree	Doctorate
Discipline of highest degree	Social Science - All Others
Position description	Faculty - Teach Other Than IR
Staff members in IR office	
Campus type	Single Campus Institution
Years of experience in IR	4
IR Roles	Qualitative analysis
Year of birth	
Race/Ethnicity	
Gender	

Grant Type

I am applying for a:

Research Grant

Financial Representative

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Project Description**Project title:**

What's it all for? Exploring how Latinx students and university officials at differently-ranked law schools articulate legal education's value through normative case studies

Statement of the research problem and national importance (limit 750 words):

- What is the research problem this proposal intends to address?
- How does this topic relate to the research priorities areas of access, affordability, and value of legal or graduate/professional education?
- Why is this topic of national importance?
- Why is it timely to conduct this research at this time?

The field of law offers a snapshot of postsecondary education's stratification in the United States. Research on legal education has documented the rising cost of law degrees (AccessLex Data Deck, 2018), the vicissitudes of enrollments in the face of precarious economic times (Daniels, 2017), and law schools' hierarchies of prestige that further entrench competition amongst its students (Sturn & Guinier, 2007). Alongside research investigating the value of a law degree, other scholars have lamented the paucity with which institutions have increased the access, persistence, and completion of students of color within the legal profession. National organizations like the American Bar Association have noted the importance of ensuring a wider representation of students of color within the legal field (Deo, 2009). Thus, the emphasis of greater ethnoracial diversity within the legal profession is pursued within the perceptual context of the degrees' diminishing affordability and non-financial value (Taylor, 2017).

Within this broader context, this project addresses the intersections of two timely research priorities within legal education: understanding how Latinx law students articulate the value of pursuing a law degree and, relatedly, how representatives of law schools justify the value proposition of their respective institution's degree within the broader context of organizational efforts seeking to increase the legal profession's ethnoracial diversity.

Despite efforts to increase ethnoracial representation within the legal profession, the field remains a space where employers' perceptions of law schools' perceived prestige are a strong mediating factor in students' future employment opportunities; it is also a field where students' class ranking determines the types of extracurricular opportunities they can access (such as participating in law journals) (Sander & Bambauer, 2012; Cotton, 2006). These issues are not exclusive to the field of law; indeed, they are symptomatic of a broader stratification of opportunity within U.S. higher education writ large (Armstrong & Hamilton, 2013). However, investigating the issues of equitable ethnoracial representation within legal education offers a particularly compelling domain of inquiry given that law schools that are traditionally ranked in lower tiers are also the most successful at enrolling students of color (Sloan, 2015; Taylor, 2015).

Researchers focused on undergraduate education have undertaken comparable projects exploring how students of color can thrive and be supported within institutions that have historically been deemed less prestigious under traditional rankings. Specifically, scholars of Minority Serving Institutions (MSIs), a subset of ~600 federally-designated colleges and universities, have noted the disproportionate enrollment and success of degree conferral amongst students of color at MSIs (Castro Samayoa & Gasman, in press; Conrad & Gasman, 2015). Broadly, research on MSIs explores the institutional contexts that support students' ethnoracial identities and academic success within Tribal Colleges & Universities, Historically Black Colleges & Universities, Asian American & Native American Pacific Islander Serving Institutions, and Hispanic Serving Institutions (HSIs).

Understanding how students of color, particularly Latinx students, articulate the value proposition of a graduate legal degree is a project of timely national importance. Researchers invested in addressing the underrepresentation of Latinx individuals within the legal field often note how only 4% of lawyers identify as Latinx, despite projections that 1 in 5 adults in the U.S. will identify as Latinx within the next decade (Cepeda, 2016). Lawyers affect numerous sectors of society, including policy and law making as politicians, interpreting law and creating common law as judges, and representing an increasingly diverse group of clients as prosecutors, public defenders, and non-profit organization and private attorneys. Similarly, some institutions that have a history of supporting Latinx students have begun to sundown their law schools. Most recently, Whittier College, a Hispanic Serving Institution in California, announced that it would phase out its law school and no longer admitted law students for Fall 2017 (Seltzer, 2017). Supporting this initial phase of a longitudinal project will yield insights on the intersections between Latinx students' articulations of the value proposition of a law degree and the organizational strategies through which institutional representatives act upon these values.

Review the literature and establish a theoretical grounding for the research (limit 1000 words):

- What has prior research found about this problem?
- What is the theoretical/conceptual grounding for this research?

This proposal draws on research focused on HSIs, colleges and universities that become eligible for this federal designation when they enroll at least 25% Latinx-identifying students at the undergraduate level (Núñez, Crisp & Elizondo, 2016). Given the undergraduate focus for this designation, few scholars have used this framing to explore graduate education (Marin & Pereschica, 2018). By leveraging the insights from HSI scholarship, we seek to understand how institutions enact their mission to serve Latinx student from a systems perspective (García, 2017) while also considering scholarship specific to legal education's efforts to diversify the profession.

Taylor's (2015) examination of enrollment trends across law schools empirically demonstrated the increase of students of color in the legal field, yet cautioned that this trend also revealed an increase in the racial stratification within law schools. Taylor cautioned that researchers should be attentive to the "increasing racial and ethnic stratification among law schools" (2015, p. 354). In this study we heed Taylor's concerns by framing our own approach through Tejani's conceptualization of legal education's professional apartheid (2017). Tejani's work considers the racialization of law schools in the United States following the 2008 financial crisis by documenting how fourth-tier institutions have employed market-driven logics to recruit students of color and increase a school's financial stability. Tejani's framing synthesizes the broader economic forces affecting law schools' enrollments and contrasts institutional agents' decisions to diversify their student population as responsive to economic forces in tandem with social justice framings focusing on the moral value of diversifying the legal profession.

The extant scholarship examining the value of legal education traditionally frames these inquiries in terms of graduates' work placement success (Gallup, 2018; Redding, 2003). Yet, this research has left unanswered how students of color navigate the process of choosing to pursue a legal degree at institutions that have lower rankings. Similarly, research has yet to address how institutions that may be regarded as lower in rankings, in fact, have succeed in the charge of diversifying the legal profession which continues to be articulated as an important goal for the field.

We offer a more nuanced conceptualization of law schools' value proposition by incorporating Tejani's notion of the law's professional apartheid alongside organizational theories proposed by scholars of Hispanic Serving Institutions examining how institutional stakeholders (students and administrators, for example) experience an institution's responsiveness to the value of ethnoracial diversity. In the context of HSIs, García (2017) has proposed a typology that classifies institutions on a matrix that places institutions as Latinx-enrolling, Latinx-producing, Latinx-serving, or Latinx-enhancing. In this typology, institutions are considered Latinx-enhancing when both organizational outcomes and organizational cultures are supportive of Latinx students. Conversely, when organizational outcomes and culture are unresponsive to the specific needs of Latinx students, they are classified as Latinx-enrolling.

Our conceptualization for this study draws from Tejani and García by exploring how various institutional stakeholders navigate the competing discourses of a law degree's value within a macro (contextual) level that values efforts to increase ethnoracial representation alongside the legal field's emphasis on institutional rankings and prestige. At the meso (institutional) level, we consider how these discourses are manifested within the everyday experiences of students' and administrators' understanding of the institutions they inhabit and, from a micro (individual) level, we examine how respondents' own social locations (e.g. ethnoracial identities) inform how they navigate these competing discourses that attribute different values to the pursuit of a law degree.

Describe the research method that will be used (limit 1000 words):

- What are the research questions to be addressed?
- What is the proposed research methodology?
- What is the statistical model to be used?

In this study, we develop normative case studies (Thacher, 2006) based on 5 law schools at HSIs and 3 law schools at non-HSIs, each of which is differently-ranked and enrolls over 20% Latinx students. By interviewing 120 participants across these institutions (80 students and 40 administrators), we seek to understand how Latinx students and administrators at differently-ranked institutions justify the value of pursuing a law degree at these institutions. We choose to amplify the voices of students within the legal profession in order to explore how students navigate the process of choosing to enroll at institutions with rankings that current scholarship would suggest underserve their future prospects (Taylor, 2015). Importantly, our study also situates law students' voices alongside institutional representatives who articulate the value proposition offered by their institution. In doing so, we build upon contemporary scholarship on Hispanic Serving Institutions drawing attention to the nexus between students' experiences and institutional actions that can either affirm students' ethnoracial identities or foreclose their relevance (García & Dwyer, 2018).

Unlike case studies seeking to describe or develop theories, normative case studies "perhaps the least familiar to many researchers, focus on contributions to normative theory about what is and should be valued." (Schwandt & Gates, 2017, p. 351). Our design purposefully considers institutions that are simultaneously lauded for advancing greater ethnoracial representation in the field while at the same time disregarded given their lower rankings. Seeking to understand how students that pursue their legal preparation within these institutions articulate the value of legal education offers an opportunity to examine and challenge assumptions about what is, in fact, of value for those that participate in the legal field. As Schwandt & Gates synthesize, "a normative theory (or framework) is concerned with justifying ends or outcomes, specifically what is right or wrong, desirable or undesirable, just or unjust, and so on. It is about evaluation, not explanation." (p. 351).

Research questions.

We seek to answer four research questions across two domains of interest: (a) perceptions on the value of legal education across institutional hierarchies; (b) accounts on the importance of ethnoracial diversity in legal education. We seek to compare these perspectives from the vantage point of both students and institutional representatives:

1. How do Latinx students articulate the value of their legal education in the context of their institutions' ranking?
2. How do Latinx students articulate the institution they chose for their law degree and the field's interest in increasing ethnoracial diversity?
3. How do institutional representatives articulate the value proposition of their degree in the context of their institutions' ranking?
4. How do institutional representatives articulate identify and articulate institutional actions supporting greater ethnoracial diversity amongst students?

Selection of Institutions

To select institutions for this study, we created a database merging data of 20011-2017 Standard Disclosure 509 forms (retrieved from: ABARequiredDisclosures.org). These data were cross-referenced with rankings reported by U.S. News & World Report (2019) and Frye's (2017) revealed preference rankings. The eight institutions included in this study were selected by sorting according to the proportion of enrollment of Latinx-identifying students within three adjacent cohorts of law school students. The two institutions with the largest proportion of Latinx-identifying students within each ranking tier were selected. Additionally, we noted which of these institutions passed the enrollment threshold (25% of Latinx-students) to be designated as HSIs. In using these rankings to select institutions, our analytic strategy does not seek to legitimate the validity of these metrics, but rather, ensure that we have a breadth of institutional representation across rankings to explore whether the macro level of rankings manifests in specific ways across these differently-ranked institutions. We have included a table with the selected institutions in the Appendices.

Participant Recruitment

For each institution, recruitment messages for students will be sent to the chapters of the National Latino/a Law Student Association and the Latino Law Students' Associations, specifically. We will request that these representatives support our efforts to disseminate call for participation in this study. The eligibility criteria for participation will be current 2Ls (i.e. rising 3Ls over the summer) pursuing a J.D. at one of the 8 selected institutions who self-identifies as Hispanic, Latino/a, or Latinx.

Recruitment messages for institutional representatives will be targeted. Given the role of specific institutional agents in promoting the vision for an institution (Tejani, 2017), we seek to recruit the participation of individuals within the following functional areas: Dean of Law School, Admissions Director (or equivalent), 1 representative from Career Services (with designated emphasis on law students), Dean of Student Life for Law School (or equivalent). Our protocol (see Appendices) also ensures that we can snowball our sampling in the event we are unable to secure the participation of individuals with these specific roles.

Data Analysis

Our data analysis process will focus on coding transcriptions through NVivo and developing codes using the Rawlsian principle of "reflective equilibrium," advocated by Thacher (2006). Thacher explains how an analytic strategy of "reflective equilibrium rests on the idea that we try to criticize, clarify, and improve our existing views about normative ideals by reflecting on the implications they have for other convictions" (p. 1647). Thus, the seemingly paradoxical values of enrolling at differently-ranked institutions with disproportionate representation of Latinx students can be clarified by examining the normative assumptions of how these two discourses complement and compete with one another in participants' accounts. Additionally, we also triangulate participants' responses with the contextual database of institutional policies specific, and media coverage of each institution (further described in our datasets section). Our engagement in this process of iterative analysis will unfold in weekly meetings held by the research team.

This proposal seeks support for the initial phase of a study building longitudinal normative case studies exploring the value of law degrees from the vantage point of under examined institutional and student populations. Our goal is to expand these normative case studies over multiple years to account for the emergent evidence that a recent increase in the interest in law schools may be attributed to the current political climate in the United States (Randazzo, 2017). This shifting context, which has also included an increased visibility of violence against Latinx individuals and hostility towards those of Latin American heritage, offers an opportunity to understand how Latinx students choose to pursue law degrees at differently-ranked institutions. We anticipate requesting further support through intramural funding sources (e.g. Boston College's Research Across Department Grant of \$50,000) and the Spencer Foundation's Small Research Grant (\$50,000). Thus, we hope to secure an additional \$100,000 in funding to continue this project upon completion of the initial stages that would be supported by the AccessLex Institute/AIR Research Grant.

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Project Description - Appendix

- [Appendices](#)

Datasets

List the datasets that will be used and explain why they best serve this research (limit 500 words)

We created a database merging data of 20011-2017 Standard Disclosure 509 forms (retrieved from: ABARequiredDisclosures.org). This repository will be available for other researchers and the co-PIs' future identification of additional case studies by adopting sorting strategies that identify unusual cases (Flyvberg, 2011) with respect to the ethnoracial representation within each ranking tier.

We will also develop a unique repository with the transcripts from based on the 120 interviews conducted with students and administrators at the 8 participating institutions. These transcripts will be supplemented with reflective memos produced by the interviewer. To ensure the protection of participants' anonymity, these data will not be available for other researchers' to review.

Students' and administrators' responses will be triangulated with publicly available institutional policy documents from each institution, such as diversity strategic plans focused on supporting Latinx students between 2016-present. Similarly, this contextual database will contain media coverage from institutional, regional, and national newspapers/publications discussing each of the eight institutions. Specific attention will be given to articles focused on the institutions' ranking and strategic plans

Statement of use of restricted datasets (limit 250 words):

Applicants should provide a statement indicating whether the proposed research will require use of restricted datasets. If restricted datasets will be used, the plan for acquiring the appropriate license should be described.

If restricted datasets will not be used, leave this text box blank and click *Save and Continue*.

Timeline and Deliverables

Timeline:

Provide a timeline of key project activities.

- December 2018
 - o Submit IRB to BC by December 15.
- January 2019
 - o Anticipated approval for BC IRB (end of month)
- February 2019
 - o Inquiries about IRB approval at 8 participating institutions sent by PI.
- March 2019
 - o Grant acceptance. Graduate student hired to participate in project.
 - o Recruitment messages sent to student organizations at 8 participating institutions.

- o Recruitment messages sent to specific institutional representatives from the 8 participating institutions.
- o Graduate student begins to collect institutional policy documents focused on institutions' efforts to enhance ethnoracial diversity and media coverage on the institution between 2015-present. This process will be applied for each institution to build a contextual database for future triangulation of participants' responses.
 - April - July 2019
- o Interviews conducted with participants (with transcriptions requested within 24 hours of interviews) and accompanying debrief memo written by interviewer.
- o Initial coding of transcriptions through NVivo, triangulated with digital trail of institutional policies specific to each institution, and media coverage of each institution. This will take place through an iterative approach with weekly meetings by research team members. Of note, given the volume of interviews, the approach used here is derived from the successful strategy employed by the PI for an analog project focused on graduate education in the humanities and social sciences at Hispanic Serving Institutions.
- o Progress Report to AIR by June 29; submit proposals for consideration in American Educational Research Association 2020 and Association of American Law Schools (all three of these will take place in July). Reach out to other grantees of AccessLex/AIR Research Grant (and doctoral grant) to offer mutual support and accountability on projects.
 - August 2019 - November 2019
- o Share transcripts for member checking with participants
- o Submission of Spencer Small Research Grant (for funding to expand data collection to include further case studies)
- o Progress Report to AIR by October 29. Reach out to other grantees of AccessLex/AIR Research Grant (and doctoral grant) to offer mutual support and accountability on projects.
- o Attend AccessLex Institute Legal Education Research Symposium (3 principal investigators and research assistant).
- o In November, share a brief with emergent findings with institutional representatives across eight institutions. We plan to use this opportunity to identify opportunities for participation research incorporating the perceived needs to identify areas for future research with these longitudinal case studies.
 - December 2019
- o Submit proposal for intramural "Research Across Departments and Schools" \$50,000 grant.
- o Submit first peer-reviewed piece for review.
 - January 2020
- o Present findings at Association of American Law Schools
- o Submit second peer-reviewed piece for review
 - February 2020
- o Submit op-eds pitches to Inside Higher Education, The Chronicle of Higher Education, The Hechinger Report, Diverse Issues in Higher Education, University World News, Above the Law, and the National Law Journal.
 - April 2020
- o Present findings at American Educational Research Association
- o Submit third peer-reviewed piece for review
- o Final report to AIR (grants@airweb.org)
- o (Please note that we anticipate submitting the fourth, methods-focused peer-reviewed piece after the duration of this grant)

Deliverables:

List deliverables such as research reports, books, and presentations that will be developed from this research initiative.

PROGRESS REPORTS. As noted in our timeline, we plan to produce multiple progress to share with AccessLex/AIR to be submitted on June 30, 2019 and October 29, 2019. Additionally, we plan to submit the final report by April 30, 2020.

GRANTEE PROGRESS CHECK-INS. As early career scholars, we are also interested in cultivating community alongside colleagues who are also invested in projects focused on legal/graduate education affordability, access, and value. As such, we have planned to coordinate regular updates with the dissertation and research grantees of the 2019 AccessLex/AIR funding cycle. We expect to do these check-ins in tandem with the submission of our progress reports. We hope this offers an opportunity to a meaningful network with colleagues who are engaging in projects through multiple methodological dispositions that can enhance our own work.

MANUSCRIPTS. We anticipate producing four articles from this project. One manuscript, submitted to a law journal, will offer (target journal: Law & inequality: A journal of theory and practice). We anticipate submitting two manuscripts to journals specialized in higher education (target journals: Journal of Higher Education and Research in Higher Education). These two articles will focus on the contributions of these case studies to scholarship on organizational theories of HSIs with a focus on graduate (legal) education based on the interviews with the 120 participants. We also plan on submitting a methodological paper focused on the use of normative case studies to explore equity issues in legal education (target journal: Sociological Methods & Research).

OP-EDS - An important commitment for the researchers involved in this study is the dissemination of accessible findings to non-specialized audiences. In line with this interest, we also expect to produce at least two op-eds disseminated through online media outlets. We plan to share one-page findings with select editors from Inside Higher Education, The Chronicle of Higher Education, The Hechinger Report, Diverse Issues in Higher Education, University World News, Above the Law, and the National Law Journal, to highlight the main findings of our work. We have prior working relationships with these editors. In sharing the emergent findings of our studies with editors, we will also pitch 800-word op-eds that describe the contemporary national relevance of Latinx individuals' access to legal education in the context of the legal field's deeply stratified landscape.

Disseminate results:

Describe how you will disseminate the results of this research.

(Note: Costs of travel to meetings should be calculated on the budget page.)

As with other projects undertaken by the PI and co-PIs, we approach the dissemination of findings through a three-prong approach:

A. Community Engagement. First, we are committed to producing findings that can translate to meaningful resources for the communities that enable us to do this research. Thus, we anticipate preparing jargon-free research briefs to share with institutional representatives from the institutions participating in this study. Our goal is to engage in policy-relevant conversations with institutions; in that process, we seek to identify further avenues for ongoing participatory research that we can develop with these institutional partners as we expand the longitudinal scope of this study.

B. Scholarly Communities. Secondly, we are committed to engaging in peer-review processes to disseminate our work. In addition to the intended

journal manuscripts, we also hope to share our work at three professional associations: AccessLex Legal Education Research Symposium, the American Educational Research Association (April 17-21, 2020; proposals submitted to Division I-Education of the Professions, Hispanic Research Issues Special Interest Group, and Division J-Postsecondary Education), and the Association of American Law Schools Annual Meeting (January 2-5, 2020). For these presentations, the budget for this proposal can guarantee our attendance to AccessLex's Legal Education Research Symposium. We anticipate applying for intramural support to travel to the additional two conferences listed.

C. Public Scholarship. As described before, the research team is interested in sharing the emergent findings from this work with lay audiences. We anticipate producing a one-page media finding to share with editors.

IRB Statement

Statement of Institutional Review Board approval or exemption (limit 250 words):

As part of the proposal, a statement outlining a plan for Institutional Review Board (IRB) approval is required. The statement should outline the applicant's timeline and plan for submitting the proposal to an IRB or explain why IRB approval is not necessary. Final IRB action is not necessary prior to submitting the application.

We have begun the IRB process at our institution to ensure that our interview protocols (see appendices) and consent forms are compliant with federal and institutional policies. We anticipate this process will be completed by January 29th, 2019. From past research projects, the PI is also aware of the need to inquire with each of the 8 selected institutions' IRB offices for approval to engage and recruit administrators in their official capacity. Thus, we anticipate beginning this process February 5th, 2019 and believe this will be completed on a rolling basis through April 2019. Our interview strategy will unfold on a rolling basis as we secure the necessary IRB clearances (if required) from each institution.

Biographical Sketch(es)

Biographical sketch (limit 750 words):

Emily Gates is Assistant Professor in Measurement, Evaluation, Statistics, and Assessment (MESA) at the Lynch School of Education at Boston College. As an evaluator, she uses a variety of quantitative, qualitative, and systems methods to examine the implementation, effectiveness, outcomes, and impacts of programs, with emphases on diversity and equity. Her research interests focus on the translation and application of systems thinking and complexity science to evaluation; the creative use of multiple and mixed methodologies; and the role of values and valuing in evaluation. She has co-lead and assisted with evaluations funded by the National Science Foundation in the areas of science, technology, engineering, and mathematics education and, specifically, with regards to K-12 teacher professional development, higher education curriculum reform, and educational technology. Gates received her bachelor's from New College of Florida, and her master's and doctorate from the University of Illinois at Urbana-Champaign.

Biographical sketch (limit 750 words):

Andrés Castro Samayoa is Assistant Professor of Higher Education at the Lynch School of Education at Boston College. Castro Samayoa's research focuses on the organizational practices that support students of color from under-resourced communities—specifically focusing on Hispanic Serving Institutions. His expertise includes the social history of large-scale datasets in post-secondary education; educational researchers' use of data to explore issues of diversity; and the institutionalization of services for lesbian, gay, bisexual, queer, and transgender students. Previously, Castro Samayoa served as assistant director for assessment at the University of Pennsylvania's Center for Minority Serving Institutions. His current projects focus on diversifying the teaching profession at the K-12 and post-secondary levels. Currently, he serves as co-PI with colleagues from the Penn Center for Minority Serving Institutions on a \$5.1 million grant from The Andrew W. Mellon Foundation focused on students' transition from Hispanic Serving Institutions into graduate education programs in the humanities and social sciences. Castro Samayoa is co-editor of multiple edited collections focused on Minority Serving Institutions, including the forthcoming *A Primer on Minority Serving Institutions* (with Marybeth Gasman, Routledge). He earned his bachelor's degree from Harvard University, his master's degree from Cambridge University, and his doctoral degree from the University of Pennsylvania.

Biographical sketch (limit 750 words):

Raquel Muñiz is Assistant Professor of Educational Leadership & Higher Education and Liaison to the Law School at Boston College. Muñiz studies how education law and policy can create more equitable educational opportunities for all students, particularly students who have experienced substantial adversity. This research interest has led Muñiz to study laws and policies that contribute to the educational experience of different children, youth, and young adult populations. During her J.D. studies, she participated in the Children's Advocacy Clinic—where she helped found the Pennsylvania Trauma-Sensitive Education Task Force—and the Center for Immigrants' Rights Clinic—where she conducted a research study that examined the experience of lawyers and law students who hold DACA status under the Trump administration. For her Ph.D. dissertation, Muñiz examined how the summer staff at Upward Bound, one of the federal TRIO programs serving underprivileged student populations, conceptualize socio-emotional skills and promote socio-emotional learning opportunities during the program's summer academy. Muñiz received her bachelor's from Texas A&M International University and her J.D./Ph.D. from Penn State University.

Budget

- [Budget](#)

Funding History

Funding history (limit 250 words):

A statement of prior, current, and pending funding for the proposed research from all sources is required. The statement should also include a history of all prior funding from AIR to any of the PIs for any activity. Funding from other sources will not disqualify the application but may be considered in the funding decision.

Neither the PI nor the co-PIs have received funding from AIR for prior grant-funded work. As this proposal is requesting support for the first stage of a longitudinal project, we anticipate submitting two future proposals (one intramural and one for the Small Research Grant from The Spencer Foundation) in 2020.

Below, we offer evidence of prior successful funding for each of the co-PIs:

Castro Samayoa, A. (PI). (2018). Narrating Boston College's Pursuit of Social Justice: Networks of Alumni Voices Informing Future Higher Education Practitioners. Teaching, Advising & Mentorship Grant. Boston College. \$10,000.

Gasman, M. (PI) & Castro Samayoa, A. (Co-PI). (2017). Strengthening preparation for junior faculty at Minority Serving Institutions. University Research Foundation Award. \$3,000.

Gasman, M. (PI) & Castro Samayoa, A. (Co-PI). (2016). Propelling More Underrepresented Students toward Success in STEM Careers by Strengthening Minority Serving Institutions. National Academy of Sciences. \$133,000.

Gasman, M. (PI), Castro Samayoa, A. (Co-PI) & Esmieu, P. (Co-PI). (2016-2020). Hispanic Serving Institutions: Pathways to the Professoriate. Andrew W. Mellon Foundation. \$5,100,000.

Gasman, M. (PI) & Castro Samayoa, A. (Co-PI). (2014-2016). Understanding Teacher Education at Minority Serving Institutions and its Impact on Local Communities. W.K. Kellogg Foundation. \$750,000.

Gasman, M. (PI) & Castro Samayoa, A. (Co-PI). (2014-2015). Understanding Ph.D. Pipelines for Latinos/as: The Role of Hispanic Serving Institutions. Andrew W. Mellon Foundation. \$100,000.

Muñiz, R. (Team Member). (2017). Upward Bound Math and Science. U.S. Department of Education. Awarded: \$310,856.

Muñiz, R. (Team Member). (2017). Upward Bound Regular (serving predominantly rural student populations). U.S. Department of Education. Awarded: \$499,000.

Muñiz, R. (Team Member). (2017). Upward Bound Regular (serving predominantly Latinx student populations). U.S. Department of Education. Awarded: \$275,000.

DeStefano, L., Anderson, J., Friedman, J. & Gates, E. (2014). U.S. State Department, Bureau of Educational and Cultural Affairs. Evaluation of A Study of the U.S. Institutes for Scholars: Global Institute for Secondary Educators (three-year grant). Co-wrote grant proposal.

Dissertation Advisor Letter of Support

There are no files attached.

How Did You Hear About This Grant Opportunity?

Check all that apply:

- Association for Institutional Research (AIR) website or direct communication

Direct e-mail from colleague

Appendices

Project Title: What's it all for? Exploring how Latinx students and university officials at differently-ranked law schools articulate the value of legal education through normative case studies

Principal Investigator: Andrés Castro Samayoa, Ph.D. (andres.castrosamayoa@bc.edu)

Co-Principal Investigators: Raquel Muñiz, Ph.D. & Emily Gates, Ph.D.

Institutional Affiliation: Boston College

Interview Protocol for Institutional Representative (n = 40)

[Interviewer: Prior to starting the script, ensure that all questions re: consent form & study have been thoroughly addressed]

Thank you for sharing your time so I can learn more about your experiences at [*Name of Institution*]. As a quick reminder, I'm anticipating that this conversation will last between 50-60 minutes, and please do let me know if you have any clarifying questions at any moment during our conversation.

[Interviewer: please ensure that you are recording the conversation before proceeding with script. Please notify the participant when the recording has started]

(A. Interviewee's Organizational Position & Context)

1. I'd like to begin by learning more about your time at [*Name of Institution*]. Can you tell me your title and how long you've been in that position?
 - a. Probes: (a) Had you been in a different role at [*Name of Institution*] before your current position? (b) Had you worked at other law schools prior to joining [*Name of Institution*]?
2. If you had to describe your role to someone unfamiliar with law schools, how might you describe it?
 - a. Probes: (a) Specifically, what is within your professional portfolio of duties at [*Name of Institution*]? (b) Who would you describe as the colleagues with whom you work most closely (ask for their titles/functional areas if they only provide names)?

(B. Interviewee's Perspectives on Institution's Assets)

1. How would you describe the mission of [*Name of Institution*]?
2. From your perspectives, what are the areas where [*Name of Institution*] excels?
 - a. Probes: Inquire about particulars if interviewee only mentions general functional areas, or if they do not reference specific examples. Once particulars are offered, follow-up with: What do you think [*Name of Institution*] does to excel in [repeat example that interviewee mentioned]?
3. From your perspective, what are the areas where [*Name of Institution*] is currently struggling?
 - a. Probes: Ensure participant offers explicit examples illustrating their response; follow-up with: from your perspective, is this struggle specific to [*Name of Institution*]?
4. From your perspective, what are the top three priorities for [*Name of Institution*] in the next five years?

5. If a 2L from [*Name of Institution*] were to ask you, what are the benefits of choosing to come to [*Name of Institution*], how might you respond to them?

(C. Interviewee's Awareness of Ethnoracial Diversity Within [*Name of Institution*])

1. I would like to focus on on your perception of the students at [*Name of Institution*]. How would you describe students at [*Name of Institution*]?

2. From your vantage point, what are the areas where students from [*Name of Institution*] excel?

3. What about areas where students struggle?

4. (If respondent has not brought up the ethnoracial diversity of student population, please use the following framing): One of the reasons that we were interesting in learning from [*Name of Institution*] was because of its high proportion of enrolling students of color. Were you aware of this?

a. Probe: regardless of response, follow-up with: For context, the last three years, [*Name of Institution*] has enrolled [*Statistics*] students of color. And, for Latinx students, it has been [*Statistic*].

b. Probe: From your perspective, to what factors might you attribute this change in the demographic composition of [*Name of Institution*]'s student body?

(D. Interviewee's Perspectives on Law School Rankings)

1. As you know from our correspondence, we're interested in understanding how representatives within law schools navigate schools' rankings. Are you aware of [*Name of Institution*] current ranking?

a. Probe: and what ranking is that one? (e.g. U.S. News). Are there other rankings of which you are aware?

b. Probe: Are there ways in which these rankings affect your work at [*Name of Institution*]?

i. If the answer is negative, inquire: from your perspective, are there any areas within the institution that are affected by these rankings? In what ways?

(E. Miscellaneous Wrap-Up).

1. Being mindful of time, I want to make sure you also have a moment to share any anecdotes or examples of things you may have thought about during our conversation but perhaps haven't had a moment to share with me yet. Is there anything else that you wanted to add?

2. Are there other individuals within [*Name of Institution*] who you think we should contact to participate in this study? (Clarify that they will not be told who recommended them).

(F. Demographic Questionnaire)

1. I'd like to close by asking some brief questions about you. Perhaps you may have already answered some of these in the course of the conversation, but I'd like to ensure I have these properly recorded. If there's something you'd prefer to not disclose, please do let me know:

a. What is the highest degree of education you have completed?

b. What is your year of birth?

c. Where were you born?

d. Have both of your parents attended and completed a four-year degree?

e. (Please let the interviewee know that there is a consistent standard language applied to each of forthcoming questions. The focus of these questions is to better understand various social identities)

- i. What racial identity best represents you? You may choose as many as you wish.
- ii. What ethnic identity best represents you? You may choose as many as you wish.
- iii. What gender identity best represents you? You may choose as many as you wish.
- iv. Are there other salient identities that you think would be important to share for the purposes of this conversation?

(G. Closing)

Thank you, again for the time you have offered to share these insights. Upon completing the transcript for our interview, I would like to share it with you for your review. Would that be okay with you?

Lastly, as an appreciation for your time, I'd like to make sure I have your preferred mailing address so we can mail you the \$20 Amazon gift card. From my records, I have [*confirm address that participant offered in e-mail response*]. Is this correct?

Interview Protocol for Student (n = 80)

[Interviewer: Prior to starting the script, ensure that all questions re: consent form & study have been thoroughly addressed]

Thank you for sharing your time so I can learn more about your experiences at *[Name of Institution]*. As a quick reminder, I'm anticipating that this conversation will last between 50-60 minutes, and please do let me know if you have any clarifying questions at any moment during our conversation.

[Interviewer: please ensure that you are recording the conversation before proceeding with script. Please notify the participant when the recording has started]

(A. Interviewee's Process of Joining *[Name of Institution]*)

1. I'd like to begin by learning more about your decision to come to choose law school as a continuation of your education. Can you tell me what motivated you to enroll in law school?
2. As you thought about graduate options, did you consider other options instead of *[Name of Institution]*?
 - a. Probe: Did you apply to other schools? If so, be sure to ask which ones. And, follow-up with question that clarifies why they opted for *[Name of Institution]* in the end.
3. As you're in your second year (if interview takes place in early summer, please say 'As you've just finished your second year'), I'm curious to learn what future opportunities you would like to explore after finishing law school?

(B. Interviewee's Perspectives on Institution's Assets)

1. How would you describe the mission of *[Name of Institution]*?
2. From your perspectives, what are the areas where *[Name of Institution]* excels?
 - a. Probes: Inquire about particulars if interviewee only mentions general functional areas, or if they do not reference specific examples. Once particulars are offered, follow-up with "What do you think *[Name of Institution]* does to excel in [repeat example that interviewee mentioned]?"
3. From your perspective, what are the areas where *[Name of Institution]* is currently struggling?
 - a. Probes: Ensure participant offers explicit examples illustrating their response; follow-up with: from your perspective, is this struggle specific to *[Name of Institution]*?
4. From your perspective, what are the top three priorities for *[Name of Institution]* in the next five years?
5. If a prospective law student were to ask you, 'what are the benefits of choosing to come to *[Name of Institution]*?', how might you respond to them?

(C. Interviewee's Awareness of Ethnoracial Diversity Within *[Name of Institution]*)

1. I would like to focus on on your perception of the students at *[Name of Institution]*. How would you describe students at *[Name of Institution]*?
2. From your vantage point, what are the areas where students from *[Name of Institution]* excel?
3. What about areas where students struggle?
4. (If respondent has not brought up the ethnoracial diversity of student population, please use the following framing): One of the reasons that we were interested in learning from *[Name of Institution]* was because of its high proportion of enrolling students of color, specifically Latinx students. Were you aware of this?

a. Probe: regardless of response, follow-up with: For context, the last three years, [*Name of Institution*] has enrolled [Statistics] students of color. And, for Latinx students, it has been [statistic].

b. Probe: From your perspective, to what factors might you attribute this change in the demographic composition of [*Name of Institution*]'s student body?

(D. Interviewee's Perspectives on Law School Rankings)

1. As you know from our correspondence, we're interested in understanding how representatives within law schools navigate schools' rankings. Are you aware of [*Name of Institution*] current ranking?

a. Probe: and what ranking is that one? (e.g. U.S. News). Are there other rankings of which you are aware?

b. Probe: Are there ways in which these rankings affect your experience at at [*Name of Institution*]?

i. Be sure to get concrete examples.

(E. Miscellaneous Wrap-Up).

1. Being mindful of time, I want to make sure you also have a moment to share any anecdotes or examples of things you may have thought about during our conversation but perhaps haven't had a moment to share with me yet. Is there anything else that you wanted to add?

2. Are there other individuals within [*Name of Institution*] who you think we should contact to participate in this study? (Clarify that they will not be told who recommended them).

(F. Demographic Questionnaire)

1. I'd like to close by asking some brief questions about you. Perhaps you may have already answered some of these in the course of the conversation, but I'd like to ensure I have these properly recorded. If there's something you'd prefer to not disclose, please do let me know:

a. What is the highest degree of education you have completed?

b. What is your year of birth?

c. Where were you born?

d. Have both of your parents attended and completed a four-year degree?

e. (Please let the interviewee know that there is a consistent standard language applied to each of forthcoming questions. The focus of these questions is to better understand various social identities)

i. What racial identity best represents you? You may choose as many as you wish.

ii. What ethnic identity best represents you? You may choose as many as you wish.

iii. What gender identity best represents you? You may choose as many as you wish.

iv. Are there other salient identities that you think would be important to share for the purposes of this conversation?

(G. Closing)

Thank you, again for the time you have offered to share these insights. Upon completing the transcript for our interview, I would like to share it with you for your review. Would that be okay with you?

Lastly, as an appreciation for your time, I'd like to make sure I have your preferred mailing address so we can mail you the \$20 Amazon gift card. From my records, I have [*confirm address that participant offered in e-mail response*]. Is this correct?

Appendix: Institutions Selected for Inquiry

US News Law School Rank (2019)	Data from Frye (2017)		Tier	Institution	% Latinx (1L-3L students)	% Minority (1L-3L students)	Over 500 Students?	Over 25% Latinx?	Over 50% ethnoracial minorities?
	Revealed Preference Rank	US News Rank							
[REDACTED]			T-1	[REDACTED]	18%	33%	Yes	No	No
			T-1	[REDACTED]	16%	35%	Yes	No	No
			T-2	[REDACTED]	52%	63%	No	Yes	Yes
			T-2	[REDACTED]	32%	44%	Yes	Yes	No
			T-3	[REDACTED]	25%	55%	No	Yes	Yes
			T-3	[REDACTED]	21%	48%	No	No	No
			T-4	[REDACTED]	66%	80%	Yes	Yes	Yes
			T-4	[REDACTED]	49%	58%	Yes	Yes	Yes



Research Grant Proposal Budget Form



Personnel - Salary

Principal Investigator	\$	<input type="text"/>
Second Principal Investigator	\$	<input type="text"/>
Third Principal Investigator	\$	<input type="text"/>
Graduate Research Assistant	\$	<input type="text"/>

Travel

2019 AccessLex Institute Legal Education Research Symposium: Principal Investigator	\$	<input type="text"/>
2019 AccessLex Institute Legal Education Research Symposium: Second Principal Investigator	\$	<input type="text"/>
2019 AccessLex Institute Legal Education Research Symposium: Third Principal Investigator	\$	<input type="text"/>
2019 AccessLex Institute Legal Education Research Symposium: Graduate Research Assistant*	\$	<input type="text"/>
Other research related travel:	\$	<input type="text"/>

(Note: Other planned travel should be listed in the "Timelines and Deliverables" section)

Other research expenses

Please provide a breakdown of expenses below and add the total value in the box to the right. Allowable expenses include: materials, such as software, books, supplies, etc.; consultant services, such as transcription, analysis, external researchers, etc.; and costs for publishing articles in journals. The purchase of computer hardware, overhead or indirect costs, and living expenses are not allowable. If you have questions about specific expenditures, please contact AIR.

TOTAL REQUESTED – Maximum Allowable is \$50,000 \$

**Note: The AccessLex Institute believes graduate student professional development and mentoring opportunities are important aspects of the Research Grant Program. Therefore, Research Grant recipients are strongly encouraged to designate funds for graduate student travel for the AccessLex Institute Legal Education Research Symposium Presentation.*



BOSTON COLLEGE
**Lynch School of Education
and Human Development**

Ms. Tinsley Smith
Director of Contracts
Association for Institutional Research (AIR)
1983 Centre Point Blvd., #1
Tallahassee, FL 32308

February 21, 2019

RE: Requested revisions for *What's it all for? Exploring how Latinx students and university officials at differently-ranked schools articulate legal education's value through normative case studies*
Request ID: 10017439

Dear Ms. Smith,

We were delighted to learn that our proposal was selected for funding on February 1. We're also appreciative of the opportunity to address some of the reviewers' suggestions. We believe that these requests enhance the specificity and quality of our research project and we are glad to have this opportunity to clarify and refine our research project.

Below, we have noted (in bold) the two requested edits to our proposal, with our responses following each request and relevant attachments following our letter. At the end of our responses, we have also included a request regarding the public availability of some of our proposal's content.

- **Five letters of institutional support should be secured before the project is funded.**

We acknowledge the breadth of this particular investigation and have taken the necessary steps to demonstrate a good faith effort to meet the request to procure letters of institutional support by February 8, 2019. The timeline proposed in our application anticipated that we would begin outreach to the 8 institutions that we had identified for our analytic sample in February 2019. Given the request to procure these letters by February 8, 2019, this invitation has offered an opportunity to be ahead of our original timeline as proposed in our application.

Thus, we are glad to share that between February 1, 2019 and February 21, 2019, we have secured 5 letters of commitment and 1 letter of interest and have ongoing dialogues with the remaining two institutions.

As a contingency, we have also identified 2 alternate institutions across each law school ranking tier (T1, T2, T3, & T4) in the event that any of the remaining institution declines our request to recruit from their campus community. Though we have no reason to believe any of the current requests could be denied, we have taken the necessary steps to account for unanticipated scenarios where an institution declines to offer support to recruit participants from their community.

Lynch School of Education & Human Development
Boston College
140 Commonwealth Avenue
Chestnut Hill, MA 02467

We note, however, that some of these alternate institutions, have lower enrollments of Latinx-identified law students (between 15-19%). This means that some of these alternate institutions are lower than the stipulated analytic sample that sought at least 20% of Latinx law students enrolled. We rationalize that this notable difference does not detract from our ability to answer the proposed research questions, given that our theoretical framing is guided by the notion of stratified rankings within law schools. We are particularly interested in ensuring that there are at least 2 institutions from the four ranking tiers in our institutional sampling.

In the appended table, we note the status of the communication with each of the 8 institutions, as well as the list of the alternate institutions in descending order of their tier status.

- **Author needs to reformulate the construct to acknowledge more precisely the project will investigate the value proposition of legal education for Latinx individuals among non-elite law schools.**

We are grateful that reviewers noted the purposeful sampling of schools across the various tiers of ranking. We want to note that we have included 2 institutions in the sample which, under normative rankings, are classified within Tier 1 (i.e. Top 50 law schools). We agree with the reviewers that students choosing to attend law schools that are not within, for example, the Top 25-30 would do so for a number of reasons, including “not being admitted to higher ranked schools, because of affordability issues, or because of life circumstances and geographical restrictions.” These are precisely the variances that we want to capture as part of this study as our review of the literature suggests that the mediating factors noted by the reviewers may limit prospective law students’ choices of which school they may enroll in, but extant research does not explicitly address how these students conceptualize the value of attending a differently-ranked institution.

We appreciate how reviewers, in inviting us to acknowledge one of our current study’s limitations, have also offered a suggestion for a follow-up study. We agree with the reviewers that findings from our proposed study are limited to students who did enroll at a law school and thus omit the perspectives of students “who desired to go to law school but were not accepted to any law school or not accepted by their first choice and decided not to enroll at all.” We acknowledge this is a limitation of the current construct of our student sample, and we look forward to exploring how to design a recruitment strategy where we can learn from these prospective law students in a future follow-up study.

Requesting Anonymity in Application Materials

Finally, in an effort to protect the anonymity of the institutions who have agreed to participate in this study and which we identified at the time of submitting our original proposal, we request that the publicly available application hosted on the AccessLex/AIR website is redacted to ensure the online audience is not privy to the names of the institutions that are partaking in this study. We have attached both the original letters of support and redacted versions, should these be necessary to post online. Similarly, we request that both the appendix table from our original Application and table from this response letter are redacted so that they are not viewable to the general public for the same reason.

We look forward to learning from this research study and we are grateful for the support AccessLex & AIR have offered for this study so we can share our findings with colleagues at the 2019 AccessLex Institute Legal Education Research Symposium. Please do contact us via e-mail (andres.castrosamayoa@bc.edu) should there be additional queries that we need to address.

Lynch School of Education & Human Development
Boston College
140 Commonwealth Avenue
Chestnut Hill, MA 02467

With best wishes,

/s/ Andrés Castro Samayoa, Ph.D.

Assistant Professor of higher education, Boston College Lynch School of Education & Human Development

/s/ Raquel Muñoz, J.D., Ph.D.

Assistant Professor of law & education policy, Lynch School of Education & Human Development
Liaison, College of Law
Boston College

/s/ Emily Gates, Ph.D.

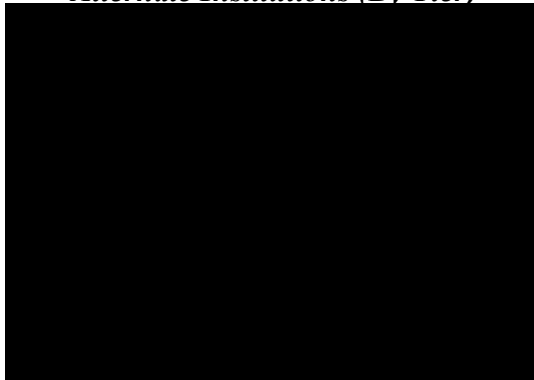
Assistant Professor of evaluation, Boston College Lynch School of Education & Human Development


Lynch School of Education & Human Development
Boston College
140 Commonwealth Avenue
Chestnut Hill, MA 02467

Appendix. Status of Letters of Support

	IRB Status	Letter	Date Received	Initial Outreach to Law School Dean	Initial Outreach to IRB Representative
Boston College	Required & Received		2/6/19		2/2/19
	Not Required	Of Commitment	2/21/19	2/1/19	2/3/19
	Not Required	Of Commitment	2/6/19	2/1/19	2/3/19
	Not Required	Of Interest (forthcoming)		2/1/19	2/3/19
	Required (In Progress)	Of Interest	2/5/19	2/1/19	2/3/19
	Not Required	Of Commitment	2/7/19	2/1/19	2/3/19
	Not Required	Of Commitment	2/5/19	2/1/19	2/3/19
	Not Required	Of Commitment	2/13/19	2/1/19	2/3/19
	Deliberating	TBD		2/1/19	2/3/19

Alternate Institutions (By Tier)

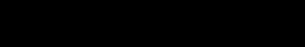






DATE: February 21, 2019


TO: Ms. Tinsley Smith
Director of Contracts
Association for Institutional Research
1983 Centre Point Blvd., #101
Tallahassee, FL 32308

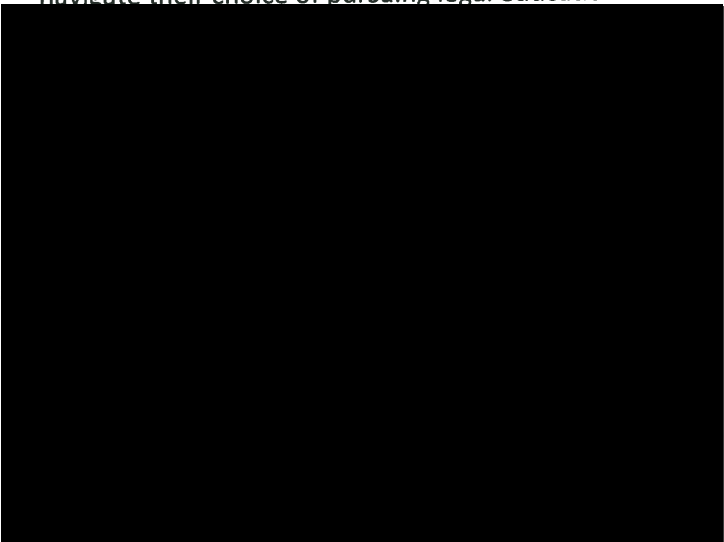
Ms. Smith,

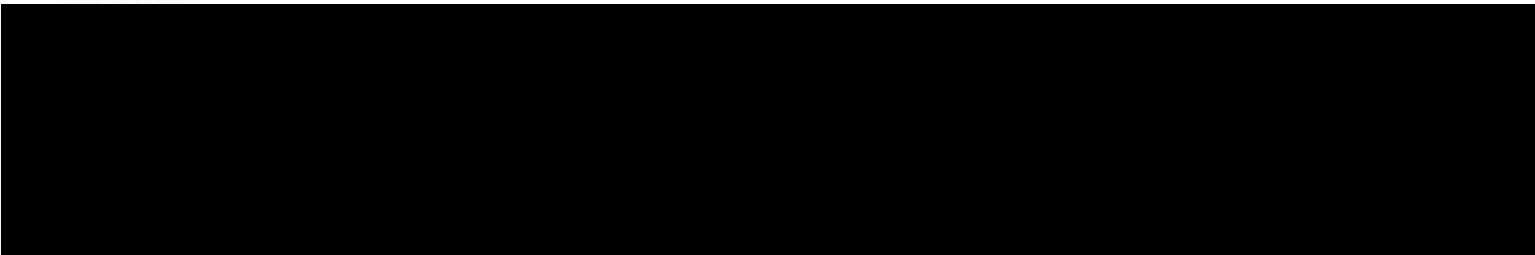
 has received a request from Professors Andrés Castro Samayoa, Raquel Muñiz, and Emily Gates of Boston College's Lynch School of Education & Human Development for a research project on the value of legal education.

After careful consideration, the  has **authorized them to recruit staff and students for participation in this study.**

The Principal Investigator in this study will not have to obtain  IRB approval because they indicated the following  faculty, staff, and students will NOT: (1) obtain informed consent from subjects, (2) conduct study procedures/interactions, (3) collect or analyze data, or (4) receive publication privileges.

Should the PI intend to involve  faculty, staff, and students in any of those 4 activities, they will need to obtain UF IRB approval before engaging in them.

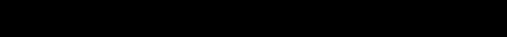
Thank you for your support of this research proposal to better understand how Hispanic students navigate their choice of pursuing legal education. Should you have any questions, please contact me at 



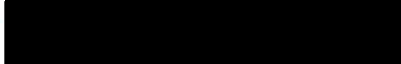
February 13, 2019

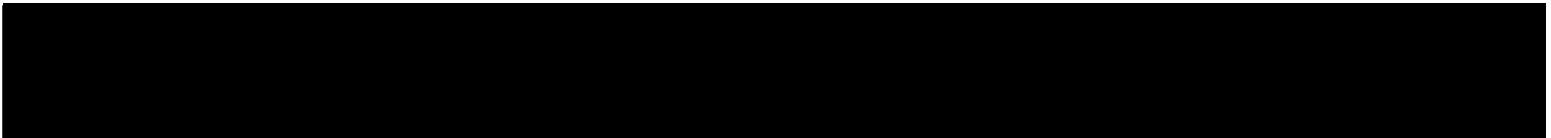
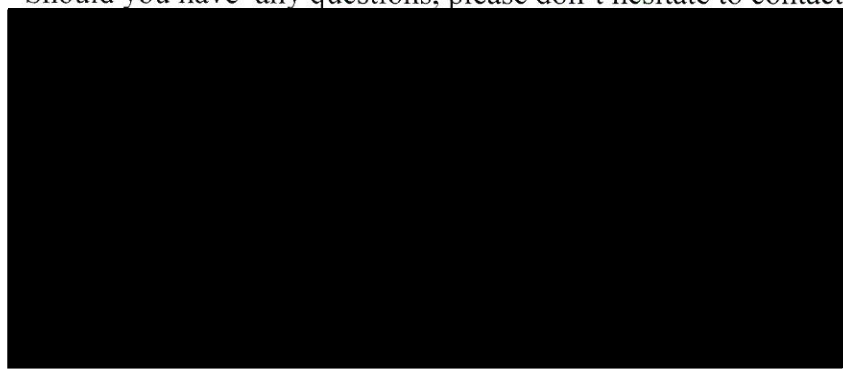
Ms. Tinsley Smith
Director of Contracts
Association for Institutional Research
1983 Centre Point Blvd., #101
Tallahassee, FL 32308

Dear Ms. Smith,

 has agreed to support a study on Hispanic law students' conceptualization of the value of a legal education conducted by professors Andrés Castro Samayoa, Raquel Muñiz Castro, and Emily Gates from Boston College's Lynch School of Education & Human Development. We are interested and supportive in their selection of our institution as one of the sites where they will recruit five (5) administrators and ten (10) 2L Hispanic-identifying law students. Their research will advance our collective understanding of the decisions that students take to enter the legal profession.

Thank you for your support of this research proposal to better understand how Hispanic students navigate their choice of pursuing legal education.

Should you have any questions, please don't hesitate to contact me 





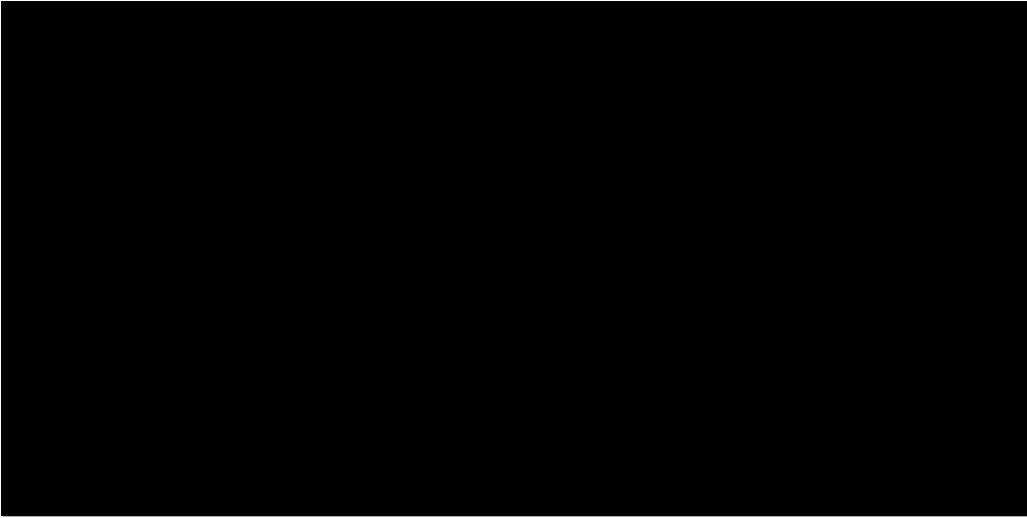
February 5, 2019


■
Ms. Tinsley Smith
Director of Contracts
Association for Institutional Research
1983 Centre Point Blvd., #101
Tallahassee, FL 32308

■
Dear Ms. Tinsley,

■ has agreed to support a study on Hispanic law students' conceptualization of the value of a legal education conducted by professors Andrés Castro Samayoa, Raquel Muñiz Castro, and Emily Gates from Boston College's Lynch School of Education & Human Development. We are interested and supportive in their selection of our institution as one of the sites where they will recruit five (5) administrators and ten (10) 2L Hispanic-identifying law students. Their research will advance our collective understanding of the decisions that students take to enter the legal profession.

Thank you for your support of this research proposal to better understand how Hispanic students navigate their choice of pursuing legal education.







February 5, 2019

Ms. Tinsley Smith
Director of Contracts
Association for Institutional Research
1983 Centre Point Blvd., #101
Tallahassee, FL 32308

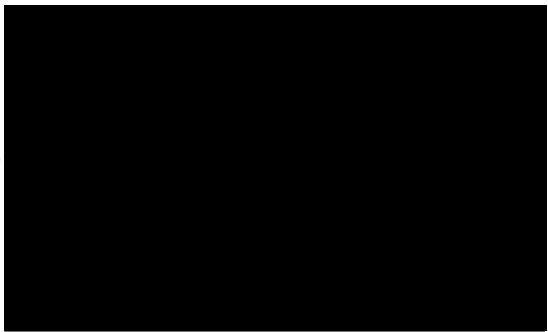
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Professors Samayoa, Castro and Gates have agreed to share their findings with  prior to sharing at the AccessLex Institute or otherwise distributing.

Thank you for your support of this research proposal to better understand how Hispanic students navigate their choice of pursuing legal education.

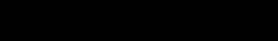
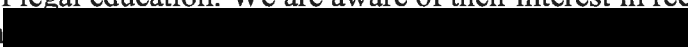


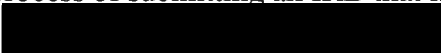



Ms. Tinsley Smith


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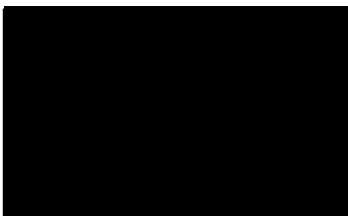
Dear Ms. Smith,

 has received a request from Professors Andrés Castro Samayoa, Raquel Muñiz, and Emily Gates of Boston College's Lynch School of Education & Human Development for a research project on the value of legal education. We are aware of their interest in recruiting participants for this study from .

They are currently in the process of submitting an IRB that is required for them to engage in research with participants from the . Given that their IRB approval at Boston College is still pending, we are unable to meet the request to submit a letter of full support by the February 8th, 2019 deadline.

We have, however, outlined the steps needed for them to submit the IRB materials so that they can recruit participants from the . At the time of successfully receiving IRB approval, we would be able to offer a letter of full support documenting of our support so they can recruit five (5) administrators and ten (10) 2L Hispanic-identifying law students, pending IRB approval and assurances of institutional anonymity in their findings.

Thank you for your support of this research proposal to better understand how Hispanic students navigate their choice of pursuing legal education. Should you have any questions, please don't hesitate to contact me at .



[REDACTED]

February 6, 2019

[REDACTED]

Ms. Tinsley Smith
Director of Contracts
Association for Institutional Research
1983 Centre Point Blvd., #101
Tallahassee, FL 32308

Dear Ms. Tinsley Smith,

[REDACTED] has agreed to support a study on Hispanic law students' conceptualization of the value of a legal education conducted by professors Andrés Castro Samayoa, Raquel Muñiz Castro, and Emily Gates from Boston College's Lynch School of Education & Human Development. We are interested and supportive in their selection of our institution as one of the sites where they will recruit five (5) administrators and ten (10) 2L Hispanic-identifying law students. Their research will advance our collective understanding of the decisions that students take to enter the legal profession.

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[REDACTED]