Survey of Carleton's Law Graduates

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Carleton University

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I. Introduction

Law is offered as an undergraduate social science discipline at Carleton University. Students may take programs leading to both Major and Honours B.A. degrees in law or may also undertake the study of law in a combined Major or Honours program in conjunction with another discipline. The purpose of the program is to promote an awareness of the place of rules respecting human conduct in political, social and economic environments and to provide insights of other disciplines relevant to particular legal problems. Carleton University is the only post secondary educational institution that offers the study of law in this form.

One may ask, "Why take a B.A. in law?" This is an intriguing question. It is interesting not just because of the philosophical implications but because of the various ways one may interpret the question. Does the interrogator mean the perceived occupational utility of a B.A. in law, or rather the utility of the study of law as a social science discipline, or even the perceived preparation that such a program provides for further academic study? These questions are important because they identify a basis of common enquiry for students, employers, social scientists and even educationists. In order to provide answers to these questions, however, it is essential to have input from the people most affected by the program — the graduates.

The Department of Law obtained funding from the Dean of Social Sciences during the spring of 1984 for a comprehensive survey of law graduates. The Department enlisted the expertise of Carleton's Office of Planning, Analysis and Statistics which has had considerable experience in formulating and conducting surveys. The survey had four specific objectives. The first was to develop a statistical profile of Carleton University law graduates in terms of specific features, such as demographic characteristics, occupational patterns, connection between

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2. The assistance of the Office of Planning, Analysis and Statistics was invaluable. Special appreciation is owed to Ms. Imelda Mulvihill who designed the questionnaire after consultation of research objectives with the Department of Law, performed the statistical treatment of the survey results and prepared a preliminary report. Also, special appreciation is owed to the Department's Administrator, Ms. Linda Fielding.
field of study and subsequent occupational or academic activity. The second objective was to assess the perceived occupational utility of the study of law as a social science and the perceived preparation that such a program provided for further academic study. The third objective was to explore the feasibility of a graduate program in law at Carleton University. The final objective was to provide factual information for the purpose of advising current and potential students.

The survey was mailed to all graduates during April and May, 1984. The research population extended back to 1971, the first year of law graduates of Carleton University. The research population numbered 844 graduates and the response sample was 432, or 51%, which was very encouraging because the survey was 12 pages in length. This relatively high response rate was more than sufficient to give a survey of this nature statistical credibility. Further, the response sample was very representative, indeed almost exact, of the research population by the characteristics employed, namely, year of graduation, sex of graduate and type of degree obtained.3

This paper will discuss the survey results as they relate to the research objectives outlined above. For convenience, the second objective which deals with the perceptions of graduates has been split into two sections. One will deal with the occupational utility of the B.A. in Law and the other will examine the preparation for further academic study afforded by the program. The survey is appended as schedule “A”.

II. Statistical Profile of Carleton University Law Graduates

The age of the law graduates as of December 31, 1984 may seem relatively young when compared to the age of law graduates from other institutions. The majority of the graduates (54%) are between 25 and 35 years of age. Only 15.8% of the graduates are over 35 years of age and 30.2% are less than 25 years of age. There are two reasons for this anomaly. First, the program is an undergraduate program, thus graduates can complete the degree at age 21 or 22. Second, the law program at Carleton University has been in existence for 16 years with only 13 years of graduation. The graduates over 35 years of age are people who were on retraining programs from a police force, the military or government

3. For example, 24.2% of the research population graduated between 1971-77 and the response rate for that period was 24.4%. Similarly, from 1978-83, 75.7% of the research population graduated and the response rate was 75.5%. Of this research population, 87.6% graduated with a major or combined major and 12.4% graduated with an honours or combined honours degree. The response rate was 84.9% and 15.1% respectively. With respect to sex of the graduate, 61.7% of the research population was male and 38.3% female. The response rate was 61.1% and 38.9% respectively.
Survey of Carleton's Law Graduates

departments who took the program for career purposes or others who took the program on the basis of interest.

Approximately one-half (51.5%) of the graduates sought employment upon graduation. Most of those who did not seek employment at that time, sought admission to graduate school (70.5%). About 17% of all the graduates obtained a graduate degree at a Master, Doctoral or Professional level. However fewer graduates are now seeking higher degrees than in the seventies. For example, from 1971-74, 20% of the graduates attained a professional degree (LL.B) and from 1975-77 the percentage rose to 22.1%. But, during the 1978-80 period, only 11.8% attained a professional degree.4

About one-third (33.7%) of the law graduates had employment before graduation. Most of them (89%) had secured employment within six months of graduation. The graduates secured various types of jobs — managerial (18%), clerical (18%), sales (16%), correctional officers, military or police (12%) and social work (9.4%). The time in the first job was revealing. A good number of graduates (36.9%) transferred to another job within the first year of employment. About another third of the graduates (31.8%) stayed less than 2 years and 17.2% found alternative employment within 4 years. Only 2% of the graduates remained in the first job for more than 10 years. More recent graduates are not remaining in their first full time job as long as graduates from the early seventies. For example, graduates from 1971-74 spent 3.9 years on average in the first full time job whereas the average time for the 1978-80 graduate was only 2.41 years. All other intervals indicate a similar decline.5

This pattern of job mobility may have been a product of economic conditions existing at the time the graduate sought admission to the job market. In the alternative, the graduate may have taken employment at any level in order to get into the job market itself. However, whatever the economic conditions, graduates have been able to transfer to jobs with a greater satisfaction and perceived prestige. These factors have become evident from the current employment of the graduates. When the survey was taken, more graduates were currently employed in positions of managers (22%), correctional officer, military or police (16%), teaching

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4. The percentage is even lower (2.9%) during the 1981-83 period but is not as reliable because the 1982 and 1983 graduates may not yet have attained the professional degree. A similar pattern is reflected in the Master degree level. From 1971-74, 11.5% of the graduates attained a Master's degree. Comparative figures for the 1975-77, 1978-80 and 1981-83 periods are 8.8%, 10.9% and 3.4%. Again, graduates from the 1981-83 period may not yet have completed a Master's degree.

5. During the period of 1975-77 the mean number of years in the first job was 3.59 years and for the period of 1981-83, 1.40 years.
The mean Blishen scores are invariably higher for each graduation period as indicated in Table A. It is interesting to note, however, that the mean Blishen Scores for each successive graduation period decline — from 66 to 51.73. These scores have declined in terms of the first full time job as well — from 58.44 to 52.28. Several observations may be made. First, the graduates from the first period of graduation, 1971-74, felt that their jobs gave a greater occupational prestige than the recent graduates from the period of 1981-83. This may be due in part to the number and quality of jobs in the job market or to the greater number of graduates entering in the job market for the first time. The second observation is that the jobs that recent graduates are securing are not perceived to be ranked in as high a socio-economic grouping as those jobs obtained by the 1971-74 graduates. This may because of the nature of the job secured or the expectations of the graduates upon entering the job market. The final observation is that the longer a graduate has been in the job market, the higher the perception of occupational prestige.

With respect to occupational grouping, the majority of the graduates (62.6%) indicated managerial while others were in higher professions (11.7%), white collar and clerical (10.6%) and semi-skilled (10.3%) occupations. With respect to socio-economic status, the majority (56.5%) felt that they were in the upper-middle level, while 28.4% felt they belonged to the middle level and 15% to the lower level. The mean current salary levels for graduation periods are given in Table A.

For each graduation period the mean female salary as a ratio of the mean male salary is less than one. For example, the mean female salary was only .79 of the mean male salary for the period from 1971-74. This ratio sank to a low of .74 during 1974-77 and rose to a high of .82 during 1978-80, but fell back to .77 during 1981-83. This ratio is troubling because the mean Blishen Score for female graduates was mostly higher than the males for the graduation periods given in Table A. What this indicates is that females are paid less than are male counterparts for a job

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6. Blishen scores are derived from an occupational prestige scale designed by sociologist Bernard Blishen (1971) which ranks census occupational titles in terms of the education and income characteristics of those in the occupations, as well as the prestige of the occupations (as derived from a national survey of the public's evaluation of occupations). The entire Blishen scale for census occupation ranges from 14 to 75 and thus has properties of an entire interval scale. The assignment of a Blishen score to occupations allows the analyst to derive socio-economic groupings (see Porter, Porter and Blishen (1982) Stations and Callings) with the most frequently used groupings being: upper-middle class (60-75 on the Blishen scale), middle class (40-59 on the Blishen scale) and lower class (14-39 on the Blishen scale).
which has the same occupational prestige level. No doubt, this can also reflect on the hiring practice of the employers.

### TABLE A

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Mean Blishen Score of First Full-Time Job</th>
<th>Mean Blishen Score of Current Occupation</th>
<th>Mean Current Salary</th>
<th>Mean Female Salary As a Ratio of Mean Male Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-74</td>
<td>58.44</td>
<td>66.00</td>
<td>$46,091</td>
<td>.79</td>
</tr>
<tr>
<td>1975-77</td>
<td>53.21</td>
<td>61.92</td>
<td>$37,123</td>
<td>.74</td>
</tr>
<tr>
<td>1978-80</td>
<td>54.04</td>
<td>58.65</td>
<td>$29,940</td>
<td>.82</td>
</tr>
<tr>
<td>1981-83</td>
<td>50.50</td>
<td>51.73</td>
<td>$26,360</td>
<td>.77</td>
</tr>
</tbody>
</table>

### III. Occupational Utility of the B.A. in Law

One of the ways of measuring occupational utility of any program is by asking the people who have completed it. Their responses are opinions and perceptions of the program. Responses tend to be very subjective and often reflect the expectations of the individual.

About one-half (52.2%) of the law graduates entered the program for the purpose of meeting specific employment or career objectives. However, career and employment considerations were the primary reason for the selection of the program by less than one-half (46.3%). A good number of graduates used the B.A. program to decide on whether to go to a law school.

With respect to job search patterns, most graduates (58.9%) did not restrict their search for employment to positions requiring a B.A. For the graduates (38.2%) who did seek positions which required a B.A., the percentage that were law related varied. Some graduates (17.7%) sought only positions that related to the field of law. For others (29.1%), the vast majority of the positions were law related and 13.9% of the graduates restricted the job search to about half of the positions of this nature. About 19% of the graduates chose positions that required a B.A. but were not law related.

The type of employer interviewing for positions that required a B.A. and were related to law was primarily government or government related. The federal government was the main employer (44%), followed

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7. This percentage excludes those who sought graduate school upon completion of the Carleton degree and those who were already in the labour force.
by provincial government (22%). Other employers in this category included law enforcement agency (6%), municipal government (4%) and in non-governmental category, the business firm (16%). The views of these prospective employers with respect to the B.A. in law were favourable. In most cases (68.9%) the applicant seemed suitably qualified. In others (6.6%), the graduate’s preparation seemed impressive or the graduate was perfectly qualified. In some cases (21.3%), however, the prospective employer felt that the candidate was lacking in qualifications because the degree was not an accredited law school. This may be explained in part by the lack of a professional degree, but it also reflects the assumption of some employers that only graduates from law schools will apply for positions that are law related.

Most employers (75.2%) who had positions that did not require a B.A. made comments with respect to the B.A. in Law. The comment most often received was one of curiosity (41%). Such questions as, “What was studied?”, “is it like a LL.B.?” or “how extensive is it?” were frequently asked. Some employers commented that they were unaware of the program (8.4%) and others were impressed by it (13.3%) or felt that the program was a good indicator of competence (8.4%). Several employers felt that the graduate was over-qualified (8.4%) and others wondered why the applicant had not gone to law school (7.2%). From these reactions, employers on the whole are intrigued by the law program, but are lacking specific knowledge of its existence and content. Hopefully the graduates themselves will be part of the answer to this problem, but it would also help if the Department of Law itself became involved in a campaign to raise the identity of the program.

In overall terms, almost half (47.3%) of the graduates felt that the occupational benefit of a B.A. in law was somewhat helpful. The percentage of graduates who felt that the degree was very beneficial (21.9%) was almost the same as those who felt it was of minimal benefit (20.1%). Some graduates felt that the degree was not at all beneficial with respect to occupational benefit (10.7%).

In terms of securing employment, somewhat less than half (40.0%) of those graduates in the labour force felt that the B.A. in law was somewhat beneficial. More graduates felt that the degree was very beneficial (22.7%) than those who felt it was minimally beneficial in this regard. A surprisingly high percentage (18.2%) felt that the degree was of no benefit in terms of securing employment. In terms of facilitating promotion the percentages are almost the same. 8

8. The perceived occupational benefit of the B.A. in law in terms of facilitating promotion were as follows:
The graduates did feel that the degree was beneficial in terms of job satisfaction. The majority (50.7%) felt that the degree was somewhat beneficial in this regard and a surprising number (24.4%) felt that the degree was very beneficial. Some thought that the degree was only minimally beneficial (13.8%) but they were fewer in number than those who felt that the degree was minimally beneficial with respect to securing employment or facilitating promotion. The same can be stated with respect to those who felt that the degree was of no benefit at all (11.1%) in terms of job satisfaction.

The graduates perceived the occupational benefit of the B.A. in law to be positive. A strong majority (69.2%) felt in overall terms that the degree was either very beneficial or somewhat beneficial with respect to occupational benefit. The reactions of the graduates with respect to either securing employment or promotion in employment may be a reflection of adverse economic conditions or restricted hiring policies of the main employer, government. However, three-quarters of the graduates in the labour force had a positive perception that the B.A. in law contributed to job satisfaction.

Many graduates (31.3%) did feel that Commercial and Contract Law were more beneficial to their occupation. Others stated that Criminal Law (20.8%) was the most beneficial area of study with respect to occupation. Some graduates (22.5%) really were unable to say which area of study was most beneficial. Other areas of study which were beneficial but not selected as often were Labour Law, Family Law, Administrative Law and Structure of the Legal System. Most graduates (78.3) did not feel that additional areas of study should be offered based on their occupational experience. For those who did suggest additional areas (21.7%), Minorities, Native Peoples, Juveniles and Legal Research Skills were most often noted.

IV. Preparation for Further Academic Study

Not all graduates in law from Carleton University seek employment after graduation. Of the response sample from the survey, 124 of the graduates sought admission to graduate school. These people are of interest to our program for various reasons. They are the graduates who will be able to apply the knowledge acquired from the undergraduate program to graduate school, perhaps in another discipline. Also these graduates are in a good position to objectively assess the B.A. in law from the perspective

<table>
<thead>
<tr>
<th>Beneficial Level</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Very beneficial</td>
<td>18.0%</td>
</tr>
<tr>
<td>Somewhat beneficial</td>
<td>46.0%</td>
</tr>
<tr>
<td>Minimally beneficial</td>
<td>17.5%</td>
</tr>
<tr>
<td>Not at all beneficial</td>
<td>18.5%</td>
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</tbody>
</table>
of a subsequent program of their choice. Thus, one of the objectives of the survey was to request the perceptions of these graduates on the preparation for further academic study afforded by Carleton's law program.

Most of the graduates who sought full time post-bachelor study did so in a professional law program at either the LL.B. level (59.7%) or at the LL.M. level (2.4%). Approximately one-quarter of graduates sought admission to Master's degrees in other disciplines (22.5%). Most popular disciplines in this category were Public Administration (7.3%), Criminology (4%) and Business Administration (2.4%). Other graduates took a Bachelor of Education degree (11.3%).

The graduates selected a variety of Universities for further academic study. Most of the graduates selected the University of Ottawa (33.6%) for the LL.B. program. Because most of the Carleton students come from the Ottawa area, it makes for good economics to stay in the same location for as much of the academic stay as possible. Other graduates went to Queen's University (15%), Carleton (12.1%), University of Toronto (5.6%), McGill University (4.7%) and the University of Western Ontario (3.7%). From the response sample, the graduates selected 24 Universities across Canada and Great Britain to pursue further academic studies.

A minority (35.8%) of the educational institutions to which graduates sought admission made comments about the B.A., in law. These reactions were varied — curiosity (19.4%), unaware of the program (11.9%), impressed (10.4%), program viewed negatively (9%), access eased into

9. The actual type of full-time graduate study taken was,

- LL.B. 57.0%
- LL.M. 2.8%
- Public Administration 7.5%
- Criminology 4.7%
- Business Administration 2.8%
- Total Other Disciplines 25.1%
- Bachelor of Education 12.2%

Of the 124 graduates from the response sample who sought admission to further study, 107 actually completed the further study.

10. The first choice of university Post-Bachelor study sought were,

- University of Ottawa 38.7%
- Queen's University 14.5%
- Carleton University 12.1%
- University of Toronto 5.6%
- McGill University 4.0%
- University of Western Ontario 3.2%

These percentages are very similar to the actual university of Post-Bachelor study.
law school (9%) and not necessarily good for LL.B. (6%). As with employers, what comments of this variety indicate is that educational institutions are not familiar with the B.A. in law program at Carleton University. The Department of Law, together with its graduates, should take an active role in establishing the identity of the program. This endeavour would establish a familiarity with content and purpose of the program so that graduates from it could seek admission to graduate studies at other institutions without perception or fear of graduating from a relatively little known program.

A large majority (77.6%) of the graduates who went to law school felt that the B.A. in law was an advisable undergraduate program. Many (30.3%) felt that it was a good way of determining interest in law before entry to law school. Others (44.2%) thought that it gave a good base and background especially if combined with another discipline. Some (16.3%) would advise a B.A. in law because it gave a policy perspective not offered at law school. This comment supports Carleton’s approach to the study of law as a social science discipline. The final reason given as to the advisability of the program (9.3%) was that it gave a good introduction to law and provided a familiarity with legal concepts.

The perceived value of Carleton’s approach to law in terms of its application to further study of law at law school was positive (77.4%). This positive value was described in various ways — it gave a good base (24.1%), it gave familiarity with terms (17.2%), it gave a valuable overview (12.1%), it provided valuable analytical training (6.9%) and it gave a rounded perspective (5.2%). Of those graduates who felt a negative value in this respect (22.3%), a variety of comments were offered — it was not much use (12.1%), it tended to make law school repetitive (3.4%), there was no real advantage over other disciplines (3.4%).

The perceived value of Carleton’s approach to law in terms of its contribution to academic development was very positive (91.2%) for those graduates who subsequently attended law school. The B.A. in law was described as a positive value in the following terms — it was very valuable and very good (32.2%), it gave a good preparation and provided for sound academic development (19.7%), it developed good work and knowledge.

11. Areas studied and perceived to be beneficial to graduates who attended law school included,

<table>
<thead>
<tr>
<th>Commercial/Contracts</th>
<th>35.8%</th>
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<tbody>
<tr>
<td>Constitutional Law</td>
<td>10.4%</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>7.5%</td>
</tr>
<tr>
<td>History of the Legal System</td>
<td>6.0%</td>
</tr>
<tr>
<td>Tax</td>
<td>6.0%</td>
</tr>
<tr>
<td>Labour</td>
<td>6.0%</td>
</tr>
<tr>
<td>Legal Research Methods</td>
<td>6.0%</td>
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</tbody>
</table>
study habits (8.9%), it offered a different perspective (8.9%) and it
confirmed interest in law and gave incentive to enter law school (7.1%).
The comments of the few graduates (9%) who expressed a negative value
in this respect stated that the B.A. in law provided only general
knowledge, made a marginal contribution or impeded one's adaptation
to law school. This latter comment may be viewed as a compliment to
Carleton's law program because it refers to the respondent's difficulty in
adapting to a strictly legal focus at law school after having experienced a
broad policy context of law as a discipline in the social sciences.

Virtually all (96.4%) of the graduates felt that the B.A. in law was
beneficial to intellectual growth. Most felt that it was very beneficial
(54.9%) while others felt that it was moderately beneficial (41.5%). Only
1% of the graduates felt that the program was not at all beneficial to
intellectual growth. Areas studied at Carleton that were of most benefit
to intellectual growth included Commercial and Contract Law (23%),
Criminal Law (10.6%), Legal History and the Structure of the Legal
System (13.8%), Philosophy of Law (8.7%) Constitutional Law (8%) and
Torts (7.1%).

1. Feasibility of a Graduate Program in Law at Carleton

The Department of Law is considering the possibility of offering a
Master's degree in law with a social science orientation. The introduction
of a graduate program in any discipline in Ontario requires enormous
planning and patience. As part of the Department's graduate planning
program, one of the objectives of the survey was to explore the feasibility
of a graduate program with the graduates. The feedback was not only
interesting, but helpful.

The graduates were requested to state their educational aspirations.
Approximately one-quarter (26.1%) stated that they aspired to a Post-
Bachelor professional degree, such as a LL.B. However, more graduates
(38.9%) indicated that they would have preferred a Master's degree.
Others (11.3%) wanted a Doctoral degree. Several (19.2%) felt that the
B.A. in law was sufficient education.

The graduates were also asked whether they had any interest in a M.A.
program in law as a social science. Many (40.3%) had no interest at all.
However, 40.1% of all the graduates indicated a strong interest in such a
program. Some (9.8%), stated that they had a strong interest and would
be prepared to enroll, if such a program were available. Others (30.3%),
indicated that they had a reasonably strong interest and would consider
pursuing such a program. The remainder (19.6%), felt only somewhat
interested in a M.A. program in law.
These interests vary considerably in strength when those graduates who did not have educational aspirations at or beyond the Master's level are eliminated from the calculations. Of the sample response of 424, 201 graduates indicated an educational aspiration at or beyond the Master's level. From this group, 54.7% indicated a strong interest in the program. Some (16.9%), were strongly interested in such a program and were prepared to enrol, if the program was available. Others (37.8%), felt that they had a reasonably strong interest and would consider pursuing the program. A few (19.4%), indicated that they were only somewhat interested in this program. The remainder (25.9%), were not interested in a M.A. in law with a social science orientation.

Separating those who had educational aspirations at or beyond the Master's level from other graduates, was useful in determining what type of Master's program was preferred. Most of those graduates (84.9%) wanted a part-time program. The remainder (14.3%) preferred a full-time degree. The area of study preferred by most (20.4%) was criminal law. Several indicated Philosophy of Law (10.9%) or Administrative Law (10.2%). Other subjects included International Law (8.8%), Family Law (8.2%) and Commercial/Contracts (8.2%). A surprising number of graduates (12.2%) preferred a combined degree of law and another discipline.

Graduates who had educational aspirations at or beyond the Master's level were also asked the preferred social science perspective for a M.A. program. These perspectives varied — Public Administration (25.2%), Sociology and Anthropology (18.9%), Economics (15.4%), Political Science (14%), International Affairs (10.5%) and Psychology (7.7%) were the most favoured response.

The form of M.A. program preferred by the same group of graduates was varied as well. Most of the graduates (41.7%) preferred a M.A. composed of five credits. Others (38.1%) would choose a research paper plus four credits. The remainder (20.1%) indicated a preference for a thesis and three credits.

V. Perceptions and Attitudes to Assist in Advising Students.

One of the objectives of the survey was to provide faculty counsellors with a factual data bank to be used for advising current and potential

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12. The graduates who obtained combined major and combined honours degrees had a stronger degree of interest — 18.1% and 18.2% respectively.
13. The graduates who obtained honours and combined honours degrees had a stronger preference for a full-time program — 33.3% and 30.8% respectively.
14. Graduates with a combined honours degree had a stronger than average (26.7%) preferred perspective for Economics.
15. The preferred form for a Masters varied with the type of degree held. Combined majors
students. This would be particularly useful for the supervisors of the majors and honours programs and the chairman of the department. It would also be useful for the administrator of the department in selecting class room space, the number of sections for each course and the number of casebooks required.

The primary initial source of information regarding the law program for graduates was the Carleton undergraduate calendar (46%). Some students first came into contact with the program by taking a law course (33.7%). The next most frequent primary source was through a friend on campus (14.1%). It may be surprising to some people that none of the graduates first learned of the program through high school guidance counsellors and very few through university counsellors. The reason for this void was because the department was not recruiting students for the program.

In reality, the program itself flourished and faculty were constantly trying to prepare courses which were more social science oriented. Further, additional resources were slow in coming from the university and the department was not allowed to place enrolment ceilings on any individual course nor put in place program enrolment restrictions. However, restrictions are now in place and it is hoped that potential students will learn of the existence of the program by sources other than the undergraduate calendar or a law course. The department itself can play a major role in this endeavour together with the university high school liaison office.

The majors and honours graduates are quite distinguishable with respect to attitudes and perceptions of the program. This is reflected in vocational goals and considerations for selecting the B.A. in law. For example, the combined honours graduates upon entry were less positive than other graduates with respect to specific employment or career objectives. Nor did the honours or combined honours students consider career and employment as the primary reason for selecting the B.A. in law. However, the honours and combined honours graduates did use the program more than other graduates to decide if they wanted to go to law school. The combined majors, on the other hand, were more inclined to use the degree for a specific career or employment.

All graduates would select the same undergraduate program if they had to do an undergraduate program again. The combined honours graduates felt stronger in this conviction. For the few who would not, particularly among the combined majors, Commerce and Economics would be the alternate choice of program.

had a stronger preference (48.5%) for a Master's degree of five credits and a low preference (12.9%) for a thesis and three credits. Combined honours graduates preferred the very reverse — 14.3% for five credits and 50.0% for thesis and three credits.
The honours and combined honours graduates felt that the B.A. in law was very beneficial to their intellectual growth. Subjects that were most beneficial to the honours graduates in terms of intellectual growth included Constitutional law, International Law, Legal Process, Civil Liberties and Labour Law. Other graduates felt that Commercial/Contract law, Criminal Law, History and Structure of the Legal System were most beneficial to intellectual growth. The combined honours graduates also felt that the program was very or moderately beneficial to their occupation or further study. The combined major graduates did not feel that the program was as beneficial in this regard. Commercial/Contract Law and Criminal Law were perceived by all graduates other than combined honours to be the most beneficial in terms of current occupation or study. On the other hand, the combined honours graduates selected Criminal Law, Labour Law, Administrative Law and Family Law for this purpose.

The combined major and honours graduates did feel that the degree was very beneficial in terms of securing employment. The honours graduates did not indicate that the degree was very beneficial with respect to facilitating promotion once employed. The major and combined major graduates, however, did feel the degree was somewhat beneficial in terms of facilitating promotion. The majors and combined honours graduates indicated that the degree was beneficial with respect to job satisfaction. The major and combined major graduates felt that it was important to have a job that related to undergraduate specialization. The honours and combined honours graduates did not as strongly share this view.

The major and combined honours graduates were more selective than others in job searching by restricting the search to positions requiring a B.A. Further, these graduates sought out more positions relating to the field of law than other graduates. Employers felt that the combined honours graduates were best qualified of the graduates for the positions sought.

All graduates felt that Philosophy of Law, Criminal Law, Constitutional Law and History of the Legal System should be emphasized in order to fulfill the goal of teaching law as a social science discipline. To this list, major and combined major students would add Commercial/Contract Law. In contrast, all graduates felt that Commercial/Contract Law should be most emphasized to prepare for further study in the field of law. Criminal Law and Constitutional Law were also emphasized in this regard.

The combined honours student were least convinced that no additional areas should be offered in the program. Even though the vast majority of other graduates felt that no additional areas should be offered, combined
honours graduates felt strongly that a course dealing with Legal Research Skills should be offered. These people agreed with others who wanted additional courses, such as, Native Peoples, Minorities and Juveniles, but also would add Land Use Law to the list.

Would the graduate be willing to recommend Carleton’s B.A. in law to a friend? The response was overwhelmingly, “Yes” (95.7%). Why? Various reasons were emphasized by the graduates. Combined honours graduates emphasized the program’s contribution to intellectual growth. The majority of honours graduates felt that the program was good, interesting and flexible. Major and combined major graduates also emphasized these qualities, but also felt that the program provided a good basis for further study.

VI. Conclusion

The survey and its results have been most beneficial to the Department of Law. Valuable information has been acquired with respect to the occupational utility of the program as well as its value as a preparation for further academic activity. The program planning committee of the Department of Law has evidence to guide its deliberations and direction with respect to a graduate program. Faculty counsellors now have a data base for advising present and potential students. In short, the objectives of the survey have been achieved.

The value of the survey, however, has been more than the mere realization of its objectives. The Department of Law is now more familiar with the graduates and has a better knowledge of their perceptions and attitudes with respect to the program. The departmental program planning committee must take them into account during its deliberations. The Department of Law itself must take positive steps to establish the identity of the program for prospective employers and Post-Bachelor educational institutions and attempt to bridge the gap between itself and potential students.

The survey has been a valuable undertaking. Much needed information has been gathered and conclusions drawn. However, this information must be updated from time to time in order to draw even more valuable and current conclusions. Probably another survey should be done in the next four or five years.
Instructions for answering the enclosed questionnaire

The enclosed questionnaire contains 32 questions and should take you roughly 30 to 40 minutes to complete. Questions are easily answered by circling the appropriate number, checking columns or entering numeric codes that are given to you. Please do not use the numbered code boxes to answer the questionnaire. Once you have completed it, simply place the completed questionnaire in the enclosed envelope and mail it.

We hope you find the questionnaire as interesting to answer as we did in putting it together.
Schedule "A"

SURVEY OF CARLETON UNIVERSITY LAW GRADUATES 1983-84

1. YOUR UNDERGRADUATE PROGRAM IN LAW

1. Which Law program did you successfully complete at Carleton? (Circle the appropriate number.)
   1. Full Majors Program
   2. Combined Majors Program
   3. Full Honours Program
   4. Combined Honours Program
   
   GO DIRECTLY TO QUESTION 3

2. Did you do your Honours Essay in Law? (Circle the appropriate number.)
   1. No
   2. Yes
   3. Can't recall
   
   COULD YOU BRIEFLY OUTLINE THE TOPIC OF YOUR HONOURS PAPER?

3. Would you say that you entered Carleton University with the specific intention to study Law as part of your undergraduate program? (Circle the appropriate number.)
   1. No
   2. Yes
   3. Can't recall
   
   How did you first learn about the Law program? Please indicate by circling the response that most closely describes the most important source of information.
   1. I learned about it from the University's Undergraduate Calendar.
   2. I found out about the program through friends on campus.
   3. I was told of it by one or more of my professors/departmental staff.
   4. I was informed about the program in a University orientation session.
   5. I picked up the information from University high school guidance counsellors.
   6. I learned about the program while taking a Law course.
   7. Other (Please specify.)

4. (a) In total, how many full courses in Law did you successfully complete while at Carleton?

(b) How many half-courses in Law did you successfully complete at Carleton?
5. Did you enter the undergraduate law program for the purpose of meeting specific employment or career objectives? (Circle the appropriate number.)

1. No
2. Yes
3. Can't recall

6. Would you say that career or employment considerations were the primary reason for your selection of an undergraduate program in law?

1. No
2. Yes
3. Can't recall

II. YOUR CURRENT ASSESSMENT OF THE UNDERGRADUATE LAW PROGRAM AT CARLETON

7. Given your experiences since completing the law program at Carleton, would you select the same undergraduate program if you had it to do over again?

1. No
2. Yes
3. Can't really say

8. Generally speaking, an academic program can be assessed in two ways: first, in terms of the intellectual growth it makes possible, and second, in terms of the practical application of knowledge it enables the student to make. How beneficial would you say your study of law at Carleton has been?

(a) Your intellectual growth: (Circle the appropriate number.)

1. very beneficial
2. moderately beneficial
3. of minimal benefit
4. not beneficial at all
5. can't really say
(b) Your current occupation/study: (Circle the appropriate number.)

1. very beneficial
2. moderately beneficial
3. of minimal benefit
4. not beneficial at all
5. can't really say

How beneficial was the program in terms of:

(a) securing employment
   1. very
   2. somewhat
   3. not at all
   4. can't say
   5. minimally

(b) facilitating promotion and advancement
   1. very
   2. somewhat
   3. not at all
   4. can't say
   5. minimally

(c) Job satisfaction
   1. very
   2. somewhat
   3. not at all
   4. can't say
   5. minimally

9. What areas of law at Carleton would you say were MOST BENEFICIAL in terms of:
   (a) your intellectual growth:
   (b) your current occupation/studies (in all aspects):

10. In general, how important is it to you that a job or career be related to the field of study or specialization pursued at the undergraduate level?
    1. very important
    2. somewhat important
    3. not really important
    4. not at all important
    5. can't say

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The next series of questions pertains only to those who, upon completion of their undergraduate Law degree, either sought full-time employment or entrance to further full-time studies. All others should proceed directly to question No. 13.
As you know, Carleton's undergraduate Law program has, from its inception, been unique in Canada in that it has had two goals: (1) the instruction of Law from a social-science context and from a broad policy-oriented perspective; and (2) a program of study in which students develop a specialized knowledge of the substantive areas of law on the basis of which they can pursue graduate work in the field of law.

The following questions are aimed at exploring your impressions of how such a program is perceived by employers/educational institutions.

NOTE: THOSE WHO SOUGHT FULL-TIME EMPLOYMENT IMMEDIATELY UPON GRADUATION ANSWER QUESTION 11;
THOSE WHO PURSUED FURTHER ACADEMIC STUDIES (EITHER DIRECTLY AFTER GRADUATION OR LATER ON) ANSWER QUESTION 12.

11. (a) When you were seeking full-time employment, did you restrict yourself to applying for jobs requiring at least a Bachelor's degree?
1. No ++++++++ 02 DIRECTLY TO QUESTION 11(b) OR USE NEXT PAGE
2. Yes ++++++++ How many of these positions were related (even generally to the field of law)?
   1. All were related.
   2. The vast majority were related.
   3. About one-half were related.
   4. Fewer than one-half were related.
   5. None was related.
   6. Can't recall.

11. (b) In those cases where you were interviewed for a position requiring knowledge of the law, how would you describe prospective employers' basic reaction to your Law degree?
1. They tended to view me as suitably qualified.
2. They tended to view me as over-qualified.
3. They tended to view me as lacking qualifications due to the fact that my Law degree was not from an accredited law school.
4. Other (please specify): __________________________

5. Not applicable; I was never interviewed for such a position.

11. (c) As well as you can remember, for the most important interviews of the kind referred to in (a)(b) above (say, up to three most important), HOW WOULD YOU CLASSIFY THE EMPLOYERS IN EACH CASE? (Note: Enter the appropriate number in blanks beside Interview listings below.)

1. Federal Government (Canada)
2. Provincial Government (Canada)
3. Municipal Government
4. Non-Canadian Government (any level)
5. Federal/Provincial Crown Corporation (Canada)
6. Union
7. Private Law Firm
8. Private Business Firm
9. Research Organization (non-government)
10. Education Institution/Organization
11. Law Enforcement-Military/R.C.M.P./Police
12. Political Party
13. Other: Please Specify

(type of employer for)
First most important interview: __________________________
Second most important interview: __________________________
Third most important interview: __________________________

(Note: If you experienced fewer than three such interviews, just enter N/A in the second and/or third space.)

PROCEED TO QUESTION NO. 12 IF YOU HAVE PURSUED FURTHER ACADEMIC STUDIES; IF NOT, SKIP TO QUESTION NO. 13.
11. (d) In those cases where you were interviewed for a position, did your undergraduate B.A. Law degree elicit any particular interest or comment by those considering you for employment?
1. No
2. Yes-delicate
3. Can't recall

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12. When you were seeking entrance to educational institutions for further academic study, did your undergraduate degree in law attract or elicit any comment or interest on the part of the institutions to which you had applied?
1. No
2. Yes-delicate
3. Can't recall

13. Based on both your experience as a student of Law and any occupational experience you may have had in the field of Law, do you feel that Carleton's Department of Law should be emphasizing in order to fulfill our two aims specified below:

(a) The instruction of law within a social-sciences context from a relatively broad policy-oriented perspective (Enter general areas you feel would best further this goal.)

(b) To provide an undergraduate program in which students develop a specialized knowledge of the substantive areas of law on the basis of which they can pursue graduate work in the field of law. (Enter general areas you feel could further this aim.)

14. At present, Carleton's Department of Law offers courses in the areas listed below. Based on your experience as a student at Carleton, as well as any subsequent occupational experience you may have had in the field of Law, do you feel that the Department should be focusing attention on any additional field of Law?

- Philosophy of Law/Law and Politics
- Civil Liberties
- International Law/Comparative Law
- Commercial Law/Contracts
- Property/Landlord & Tenant Relations
- Tax Law
- Labour Law
- Administrative Law
- Environmental Law
- Constitutional Law
- Criminal Law
- Family Law
- Tort

1. No, the current array seems adequate.
2. Yes, I feel that you should focus on:
3. Can't say.
15. Should any areas be dropped?

   1. No
   2. Yes • • • • • • Which ones? • • • • • • Why?
   3. Can't say

16. Would you recommend the undergraduate law program at Carleton to a friend or acquaintance?

   1. No • • • Why not?
   2. Yes • • • On what grounds would you recommend it?
   3. Can't say.

The next two questions apply only to those graduates who attended law school after leaving Carleton. All others proceed directly to Question No. 19.

17. Do you think it advisable for students interested in law school to study law in their undergraduate program?

   1. No, I don't think it is advisable. • • Why do you feel this way?
   2. Yes, it is advisable. • • • Why do you feel this way?
   3. I have no particular views on whether it is advisable or not.
18. How would you describe Carleton's approach to the study of law in terms of:

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<th>(a) Its contribution to your academic development?</th>
<th>(b) Its value to further study in law school?</th>
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III. YOUR VIEWS ON A POSSIBLE GRADUATE PROGRAM IN LAW AT CARLETON

19. What is the highest diploma or degree you have completed?
1. Bachelor's Degree
2. Master's Degree
3. Doctoral Degree
4. Professional Degree (e.g., LL.B.)
5. Other (Please specify.)

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20. What is the highest educational diploma or degree you would eventually like to receive?
1. I don't wish to pursue a degree beyond the bachelor's level.
2. Master's Degree
3. Doctoral Degree
4. Professional Degree (e.g., LL.B.)
5. Other (Please specify.)

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21. In particular, what degree of interest would you have in master's level program in law with a social science orientation, if it were available to you on either a part-time or full-time basis?
   1. I am strongly interested in such a program and would be prepared to enrol if the program were available.
   2. I have a reasonably strong interest and would consider pursuing such a program.
   3. I am only somewhat interested in such a program.
   4. I have no interest in such a program.
   5. Other (Please specify).

PROCEED TO QUESTIONS #22-25 BELOW

22. On what basis would you be interested in pursuing such a program?
   1. Full-time study
   2. Part-time study
   3. Can't really say

23. What area of law would you most wish to study within such a program? (Circle the number beside the area in which you are MOST interested.)
   1. Philosophy of Law/Law & Politics
   2. Civil Liberties
   3. International Law/Comparative Law
   4. Commercial Law/Contracts
   5. Property/Landlord & Tenant Relations
   6. Tax Law
   7. Labour Law
   8. Administrative Law/Environmental Law
   9. Constitutional Law
   10. Criminal Law
   11. Family Law
   12. Torts
   13. Other Please Specify:

24. From which of the following perspectives would you be interested in pursuing such a program in law? (Circle the number beside the one in which you have the MOST interest.)
   1. Economics
   2. Geography
   3. International Affairs
   4. Political Science
   5. Psychology
   6. Public Administration
   7. Sociology & Anthropology
   8. Soviet & East European Studies
   9. Other (Please Specify)

25. What form of master's program in law would you prefer?
   1. Thesis plus three full-course equivalent
   2. Research paper plus four full-course equivalent
   3. Five full-course equivalent
   4. Other (Please Specify)
IV. BACKGROUND CHARACTERISTICS

This section of the questionnaire is extremely important and very necessary to our analysis of the data compiled from earlier questions. While we recognize that the questions are personal, we need to ask them for the following reasons:

(a) There is no other way of determining if the group of people who respond to this survey are representative of all law graduates of Carleton University unless we can determine your "representativeness" in terms of certain characteristics (e.g., age, sex, occupation, year of graduation, etc.). In other words, we cannot draw conclusions about our program and areas for its future development unless we have confidence that those who responded represent the whole group in significant ways;

(b) We would like to be able to analyze the responses given in earlier sections in terms of the differences and similarities among graduates. For example, we would like to compare the occupational experiences of those who have been in the labour force for some time with the experiences of those who have graduated more recently, and to compare the experiences of our female graduates with those of male graduates.

Without this background information, it will be impossible to perform this kind of analysis. This information will not be used for any other purpose and will be treated as confidential. Your cooperation is important to this study.


27. Your date of birth: Year: ______ Month: ______ Day: _____

28. In what year were you awarded your degree in Law from Carleton University? (Circle the appropriate number corresponding to the year you received your degree in Law.)


29. Immediately upon receiving your Law degree from Carleton University, did you seek full-time employment?

1. No • • • GO DIRECTLY TO NEXT QUESTION (NUMBER 33 ON NEXT PAGE)

2. Yes • • • (a) How long was it before you secured full-time employment?

1. I had secured a position before actually graduating.
2. within one month
3. within two to four months
4. within five to six months
5. within one to two years
6. more than two years
7. I never did secure full-time employment. I have worked on a part-time basis. • • • GO DIRECTLY TO QUESTION #31.

(b) Could you briefly describe the nature of this employment? (Please be as specific as possible.)

(c) How long did you stay (or have you stayed) in this first full-time position?

1. Less than a full year
2. One to two years
3. Three to four years
4. Five to six years
5. Six to ten years
6. More than ten years

• • • • GO DIRECTLY TO QUESTION #33.

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Immediately upon receiving your Law degree from Carleton University, did you seek admission to some kind of full-time post-Bachelor's-level study?

1. No — — What activities did you pursue, if not full-time employment or full-time study?

2. Yes — (a) To what kind of full-time study did you seek admission and where did you seek admission? (Note: If you applied to several institutions, list them in the order of your preference.)

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(b) Were you successful in gaining admission to the program of study you most wanted?

1. No — — Did you secure admission to alternate study?

   1. No — — Did you then seek full-time employment?
      1. No.
      2. Yes. Were you successful?
         1. Yes.
         2. No — — How long was it before you secured full-time employment?

   2. Yes — (a) To what kind of study did you secure admission?

   | | |
   | | |
   | | |

(b) Did you successfully complete these studies?

1. Yes
2. No
3. Not Yet.

2. Yes — — Did you successfully complete this further study?

1. Yes
2. No.
31. Do you currently have a paying job?

NOTE: (1) If you are a full-time student with some form of paid employment, enter "student" and specify the type of employment.
(2) Please indicate if you are self-employed.

1. Yes. (a) What is your current (paid) occupation? Please list your job title and briefly describe your work. (Please be as specific as possible e.g. executive assistant within a federal civil service department rather than simply "civil servant," "lawyer specializing in labour law," rather than simply "lawyer," "secondary school teacher," rather than just "teacher," etc.

(b) How many hours do you currently work (for pay) each week?
1. 35 hours per week or more
2. 20 - 35 hours per week
3. fewer than 20 hours per week

(c) How long have you had your current job? __________

(d) What are your current gross annual earnings?

NOTE: For full-time students receiving scholarships and/or payment as teaching or research assistants, check the category equal to the most recent amount received for a full calendar year.

1. Less than $6,000
2. $6,000 to $7,999
3. $8,000 to $9,999
4. $9,000 to $10,999
5. $11,000 to $12,999
6. $12,000 to $13,999
7. $14,000 to $15,999
8. $15,000 to $16,999
9. $17,000 to $19,999
10. $20,000 to $22,999
11. $23,000 to $25,999
12. $26,000 to $29,999
13. $30,000 to $33,999
14. $34,000 to $37,999
15. $38,000 to $41,999
16. $42,000 to $45,999
17. $46,000 to $49,999
18. $50,000 to $54,999
19. $55,000 to $59,999
20. $60,000 or more
21. Do not know

2. No. (a) Are you currently engaged in full-time studies with no form of paid employment?
1. No. (b) How would you describe your current occupational status? (Note: If you are a full-time homemaker, enter "HOMEMAKER." If unemployed, enter "CURRENTLY UNEMPLOYED.")

2. Yes.
32. In addition, we would appreciate hearing your comments on any other aspects of your experience as a student of law and as a graduate of a law program that might be useful for our program planning. We look forward to hearing from you.

COMMENTS:

________________________________________________________________________

________________________________________________________________________

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THANK YOU FOR YOUR COOPERATION.

* * * * * * * * * * * * * * *