
2011

Law School Career Services Survey

NALP
THE ASSOCIATION
FOR LEGAL CAREER
PROFESSIONALS®

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SAMPLE JOB DESCRIPTIONS:

Participants in the *Law School Career Services Survey* were invited to submit sample job descriptions for professional positions within their career services office. The sample job descriptions received are being posted on NALP's web site. Schools are invited to submit additional job descriptions so that this web page can continue to be updated. Send job descriptions to the attention of NALP's Director of Research, Judith Collins, at the address below or via email to jcollins@nalp.org.

Introduction

The Law School Career Services Survey, conducted on a biennial basis, gathers information from law school career services offices at the nation’s ABA-accredited law schools about their facilities, services, and staffing. Depending on the specific question, respondents provided information for the 2010-2011 academic year or as of July 1, 2011.

A total of 124 schools representing all five U.S. NALP regions responded to the survey. More private than public schools responded, reflecting the fact that over half of ABA-accredited law schools are private.

Analyses are based on NALP region, source of support, school size (Fall 2010 JD enrollment), presence or absence of part-time students, LLM students, population of the metropolitan area (defined as population of the Metropolitan Statistical Area — MSA — in which the school is located), or job tenure, as appropriate.

Analyses based on school size refer to small, mid-sized, and large schools. These descriptions correspond to JD enrollments of fewer than 550, 550-749, and 750 or more. The terms school and career services office (CSO) are used interchangeably in discussions of findings.

Since not all schools responded to every question on the survey, and not every series of questions was applicable to all schools, the number of responses varies from analysis to analysis. If the number of schools responding to a question is considerably less than the total number of survey respondents, this is indicated on the corresponding chart. Finally, because many schools have two or more primary, second, third, or fourth professionals, the number of professionals represented exceeds the number of schools reporting individuals in those capacities.

Response to 2011 Law School Career Services Survey By NALP Region and Law School Type

	ALL SCHOOLS		PRIVATE SCHOOLS		PUBLIC SCHOOLS	
	Number	% of Total	Number	% of Total	Number	% of Total
Total	124	100.0%	71	57.3%	53	42.7%
NALP GENERAL REGION						
Northeast/Mid-Atlantic.....	33	26.6%	24	19.4%	9	7.3%
Southeast.....	36	29.0	20	16.1	16	12.9
Midwest.....	29	23.4	13	10.5	16	12.9
West/Rocky Mountain	26	21.0	14	11.3	12	9.7

NALP General Regions:

- Northeast: CT, MA, ME, NH, NY, RI, VT
- Mid-Atlantic: DE, DC, MD, NJ, PA, VA
- Southeast: AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, WV
- Midwest: IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI
- West/RM: AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY

Note: This survey is not applicable to Canadian law schools.

General Career Services Office Characteristics and Facilities

- In most schools the career services office goes by that name or some variant thereof. However, almost one-third of schools include a reference to “development” and 60% of those include “professional development” specifically in the name. A few schools no longer include “career services” in their name at all.
- Over half of schools (53%) reported that they prepared an annual report. The annual report was most frequently presented to law school administrators, such as the dean or associate dean. Most schools reported that the career services office identified formal goals or objectives, and most present these objectives to the law school dean.
- Except in the smallest schools, budgets of \$50,001 to \$110,000 are most typical. Not quite 15% of schools overall reported budgets of more than \$110,000. About 12% of schools do not distinguish the career services office as identifiable line item(s) in the law school budget; this arrangement is more typical in small schools.

Formal Name of Career Services Office

	Percent
Career Services Office*	66%
Office of Career Development or Professional Development	31
Name includes “professional development” specifically	19
Career Services and other function***	3

* Includes variants such as Career Center, Career Planning, Law or Legal Career Services, Career Strategy, and Career Resources.

** The name reported by five schools includes only “professional development” — e.g., Center for Professional Development.

*** E.g., alumni.

Preparation of Annual Reports and Objectives (percent of schools)

Prepared an annual report	53.3%
Formally identified goals and objectives presented to:	
Law school dean	64.5
Law school faculty	8.1
Students	2.4
Plan is internal to CSO	21.0
Other	19.4
NA — no plan.....	17.7

For schools preparing an annual report, it is most typically presented to the dean/law school administration/executive board. Some schools report to the faculty, staff, alumni or the alumni advisory board, the board of trustees or governors, or board of visitors. Other recipients of formally identified CSO objectives include other senior administrators, the board of trustees, and the alumni advisory panel.

Career Services Operating Budget by Size of Law School (percent of schools)

Operating Budget	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
\$30,000 or less	15.6%	35.7%	6.7%	4.0%
\$30,001-50,000.....	18.0	23.8	23.3	10.0
\$50,001-110,000.....	40.2	14.3	53.3	54.0
More than \$110,000.....	14.8	4.8	6.7	28.0
Not applicable.....	11.5	21.4	10.0	4.0

Note: "Not applicable" indicates that the career services budget is not a line item within the law school budget. Budget figures are exclusive of salaries and capital expenditures.

- The median size of the career services office ranged from 900 square feet in small schools to more than twice that — 1,942 square feet — in large schools. Among those schools able to provide the information, the median amount spent for purchasing hard-copy library resources ranged from \$800 in small schools to \$3,000 in large schools. Expenditures for electronic resources are much higher, ranging from \$10,000 to \$14,000.
- About 68% of schools reported having rooms designated for on-campus interviews — typically no more than four. At the same time, 58% of schools reported that any available space on campus was used in addition to or instead of designated rooms. Mid-sized schools were most likely to report using off-site facilities in addition to or instead of on-site facilities.

Selected Measures of Facilities by Size of Law School

Item	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Median size of career services office*	1,300 sq. ft.	900 sq. ft.	1,250 sq. ft.	1,942 sq. ft.
(number reporting)	(95)	(35)	(24)	(36)
Median expenditure for hard-copy library items, 2010-2011 ...	\$2,000	\$800	\$2,000	\$3,000
(number reporting)	(75)	(27)	(16)	(32)
Median expenditure for electronic resources, 2010-2011	\$11,500	\$10,000	\$10,626	\$14,000
(number reporting)	(89)	(29)	(21)	(39)
Facilities used for on-campus interviews**				
% using designated rooms***	67.7%	65.1%	58.1%	76.0%
1-2 rooms	43.8	66.6	31.2	33.3
3-4 rooms	23.3	16.7	31.2	24.2
5 or more rooms	32.9	16.7	37.5	42.4
% using any available space on campus	58.1	58.1	67.7	52.0
% using off-site facilities****	13.7	7.0	19.4	16.0

* Excludes space dedicated to on-campus interviews.

** Since respondents could check more than one answer, percentages do not add to 100.

*** Percentages based on respondents indicating designated rooms and reporting the number of rooms designated.

**** Off-site refers to facilities off both the law school and the larger university campus.

Note: Figures for expenditures on electronic resources are based on 89 schools reporting an amount. These expenditures may or may not be a line item within the CSO budget. Figures reported for electronic resources may not include subscription fees, such as for Symplicity, if such fees are within the budget of another department, such as IT. A few schools reported spending no money on hard-copy resources. They are included in the median calculation.

- As might be expected, larger schools tend to have more computer equipment. Most schools have a scanner in the office, and 88% of schools have video interview capability, either in the office or in the law school but available for CSO use.

Office Equipment by Size of Law School

(percent of schools, except for averages)

- Just over three-quarters of schools make office equipment, such as the copier, available to students.

Type of Equipment	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Total # of Terminals/PCs				
4 or fewer	30.9%	67.4%	16.7%	8.0%
5-7	34.1	25.6	53.3	30.0
8 or more	35.0	7.0	30.0	62.0
Average number	7	4	6	9
# of Printers				
2 or fewer	30.3	40.5	36.7	18.0
3 - 5	41.0	50.0	36.7	36.0
6 or more	28.7	9.5	26.7	46.0
Average number	4	3	4	6
# of Scanners				
None	9.2	17.1	3.4	6.0
1 or more	90.8	82.9	96.6	94.0
Average number	1	1	1	1
# of Copiers				
None	6.6	12.2	3.3	4.0
1	81.8	75.6	86.7	84.0
2 or more	11.6	12.2	10.0	12.0
Average number	1	1	1	1
Video interview capability	87.8	85.7	87.1	90.0
Provide office equipment for student use	77.0	71.4	70.0	86.0

Note: A few schools did not report quantities. Most schools with a scanner have one scanner. Other equipment typically includes fax machine(s). Video interview capability may be within the CSO specifically or in the law school. Multi-function equipment, e.g., a combination printer/copier/fax may or may not have been reported in multiple categories. Since virtually all schools that make office equipment available to students fully or partially subsidize this use (95%), these figures are not included in the table.

Services and Outreach

■ Most schools offered formal informational programs to groups on interviewing skills, resume preparation, judicial clerkships, employment specialty areas, and orientation to the career services office and to fall OCI, with a median of 2 to 3 programs. Programs on employment specialty areas tend to be offered the most often, with a median of 7 such programs.

Most also offered programs designed for 1Ls specifically, often including topics such as resume preparation and interview skills. Relatively fewer schools put on programs dealing with bar preparation or diversity issues. However, some schools noted other offices within the school provide such programs.

Programs Offered by Career Services Offices

JD Enrollment/ Program Type	Program	Median # of Programs	Average # of Programs	% of Schools Offering No Program
Total.....	1L programming.....	4	5.7	8.3%
	Alternative careers.....	1	2.2	15.7
	Bar preparation.....	2	1.8	69.5
	Diversity programming.....	2	2.6	50.8
	Employment specialty areas.....	8	10.8	9.9
	Etiquette programs.....	1	1.6	37.8
	Interviewing skills.....	3	3.4	5.0
	Judicial clerkships.....	2	3.0	3.3
	Orientation to CSO.....	2	3.7	2.5
	Orientation to fall OCI.....	2	2.1	17.4
	Prepare-to-practice programs.....	2	3.7	35.3
	Resume preparation.....	2	3.9	5.0
	Student professionalism.....	2	2.6	28.3
By Size of JD Enrollment:				
Fewer than 550.....	1L programming.....	3	3.9	16.7
	Alternative careers.....	2	2.5	14.3
	Bar preparation.....	2	1.7	63.4
	Diversity programming.....	1	2.1	65.9
	Employment specialty areas.....	6	8.7	11.9
	Etiquette programs.....	1	1.6	46.3
	Interviewing skills.....	2	2.8	9.5
	Judicial clerkships.....	2	2.1	2.4
	Orientation to CSO.....	2	2.6	0.0
	Orientation to fall OCI.....	1	1.9	33.3
	Prepare-to-practice programs.....	2	3.0	40.5
	Resume preparation.....	2	2.8	2.4
	Student professionalism.....	1	2.5	33.3
550-749.....	1L programming.....	5	5.3	10.3
	Alternative careers.....	1	1.8	20.0
	Bar preparation.....	2	2.3	69.0
	Diversity programming.....	2	3.0	57.1
	Employment specialty areas.....	7	10.0	6.7
	Etiquette programs.....	1	1.4	34.5
	Interviewing skills.....	3	3.2	3.3

(continued on following page)

JD Enrollment/ Program Type	Program	Median # of Programs	Average # of Programs	% of Schools Offering No Program
<i>By Size of JD Enrollment, 550-749 continued</i>				
	Judicial clerkships	2	2.9	6.7
	Orientation to CSO	2	3.4	3.3
	Orientation to fall OCI.....	2	1.8	13.3
	Prepare-to-practice programs.....	2	2.9	41.4
	Resume preparation.....	2	2.6	3.3
	Student professionalism	2	2.0	30.0
750 or more	1L programming	4	7.2	0.0
	Alternative careers	1	2.2	14.3
	Bar preparation.....	1	1.3	75.0
	Diversity programming	2	2.7	34.7
	Employment specialty areas.....	10	12.9	10.2
	Etiquette programs	1	1.6	32.7
	Interviewing skills	3	4.0	2.0
	Judicial clerkships	3	3.9	2.0
	Orientation to CSO	3	4.9	4.1
	Orientation to fall OCI.....	2	2.5	6.1
	Prepare-to-practice programs.....	2	4.6	27.1
	Resume preparation.....	3	5.8	8.2
	Student professionalism	2	3.1	22.9
By Presence of Part-time/Evening Program				
No.....	1L programming	4	5.8	5.6
	Alternative careers	2	2.7	14.8
	Bar preparation.....	2	1.7	59.6
	Diversity programming	1	3.3	63.5
	Employment specialty areas.....	7	10.1	7.4
	Etiquette programs	1	1.6	40.4
	Interviewing skills	3	3.3	5.6
	Judicial clerkships	3	3.3	5.6
	Orientation to CSO	1	2.0	3.7
	Orientation to fall OCI.....	1	2.0	20.4
	Prepare-to-practice programs.....	2	3.0	32.1
	Resume preparation.....	2	2.7	1.9
	Student professionalism	2	2.7	28.3
Yes	1L programming	4	5.7	10.6
	Alternative careers	1	1.8	16.4
	Bar preparation.....	1	1.8	77.3
	Diversity programming	2	2.3	40.9
	Employment specialty areas.....	9	11.3	11.9
	Etiquette programs	1	1.5	35.8
	Interviewing skills	2	3.5	4.5
	Judicial clerkships	2	2.8	1.5
	Orientation to CSO	3	5.1	1.5
	Orientation to fall OCI.....	2	2.3	14.9
	Prepare-to-practice programs.....	2	4.3	37.9
	Resume preparation.....	3	5.1	7.5
	Student professionalism	2	2.6	28.4

Note: Figures are based on formally organized group programming with the CSO. Additional individual programming may be available. Also, in some instances, a program may be offered by another office in the law school. This is especially true in the case of bar preparation programs. Also, because multiple topics may be covered in a single program, the number of times the content is covered may be greater than shown. For example, orientation to the CSO may be part of 1L programming. Some schools indicated that they offer programs but did not report the number of programs offered. They are excluded from this analysis. Other programs described include networking, programs for alumni specifically, programs tailored to part-time/evening students, financial matters including loan forgiveness, the current economy, externships and internships, programs on public interest topics including fellowships and funding, mock interviews, MBTI and similar assessments, solo practice, orientation to Symplicity, and topics related to social media.

- In support of students applying for judicial clerkships, 61% of schools provide a file for mail merge purposes, and 56% process letters of recommendation centrally for applications through OSCAR. Additional services, such as processing cover letters, assembling and mailing application materials, and bundling and shipping multiple applications going to the same judge, are less common, especially at smaller schools.

- Schools are about evenly split between those where the primary professional has primary responsibility for judicial clerkship counseling and those where an assistant director, counselor, or judicial clerkship director has primary responsibility. A few schools noted that all counselors or staff share responsibility. Whichever the case, judicial clerkship counseling generally accounts for less than one-quarter of that individual's time. In a few schools, faculty take on all counseling responsibilities.

Services Provided for Judicial Clerkship Applications

(percent of schools offering each service)

	JD ENROLLMENT			
	All Schools	Fewer than 550	550-749	750 or More
Counsel students	98.4%	97.7%	96.8%	100.0%
Provide file for mail merge purposes	61.3	46.5	58.1	76.0
Process cover letters.....	32.3	27.9	35.5	34.0
Process letters of recommendation centrally for applications through OSCAR	55.6	46.5	51.6	66.0
Process letters of recommendation centrally for paper applications.....	49.2	34.9	54.8	58.0
Assemble and mail application materials	33.1	18.6	29.0	48.0
Bundle and ship multiple applications to individual judges.....	39.5	23.3	41.9	52.0
Of those who bundle applications and reported as to type of mail used (N = 48):				
Do not ship via expedited mail....	22.9	40.0	16.7	19.2
Ship via expedited mail.....	77.1	60.0	83.3	80.8

Note: Percentages based on all survey respondents except where noted.

Time Spent on Judicial Clerkship Counseling by Staff with Primary Responsibility

	JD ENROLLMENT			
	All Schools	Fewer than 550	550-749	750 or More
Less than 25%	68.6%	87.5%	64.5%	55.3%
25-50%	18.6	10.0	22.6	23.4
51-75%	6.8	0.0	6.5	12.8
More than 75%	5.9	2.5	6.5	8.5

Note: Figures are based on 118 schools reporting time spent. In some cases, counseling is handled equally by two or more staff. Of these 118, a few indicated that faculty also, though not exclusively, provide clerkship counseling. In addition to these 118 schools, 2 schools indicated that clerkship counseling is handled exclusively by faculty.

- About half (51%) of career services offices offered workshops/seminars to alums and 56% provided job listings via email. Compared to schools with no part-time students, schools with part-time students were considerably more likely to offer workshops for alums. Not quite 23% of schools reported having a staff person whose duties primarily involve alumni counseling. At large schools, the figure rises to 40%. At more than half the schools with such a position, the position is new since 2007. Counseling, online job postings, and reci-

procity are nearly universally available to alums. Among schools with LLM students, about 37% reported that counseling is provided by any available counselor. Over one-quarter reported that the LLM program office provides counseling, generally in addition to that provided by the CSO. Interestingly, based on schools reporting their number of LLM students, having a greater number of LLM students does not increase the likelihood of an LLM office providing counseling.

Services to Alumni and Staffing for Alumni Services

(percent of schools offering each service)

	All Schools	JD ENROLLMENT			PART-TIME STUDENTS	
		Fewer than 550	550-749	750 or More	No	Yes
Alumni newsletter	37.1%	48.8%	35.5%	28.0%	30.9%	42.0%
Counseling	97.6	100.0	93.5	98.0	100.0	95.7
Job listings via email	55.6	58.1	54.8	54.0	52.7	58.0
Online job postings	99.2	97.7	100.0	100.0	100.0	98.6
Reciprocity	98.4	97.7	96.8	100.0	96.4	100.0
Workshops/seminars	50.8	41.9	38.7	66.0	43.6	56.5
Staffing:						
Staff whose duties primarily encompass alumni counseling ..	22.6	4.7	19.4	40.0	21.8	23.2
Position is new since fall 2007...	53.6	0.0	83.3	50.0	75.0	37.5

Note: Figures for services and dedicated staff are based on all survey respondents. Figures for whether that staff position is new since fall 2007 are based on schools that answered Yes to the question on staffing. Descriptions provided in the other category include resume and cover letter review, mock interviews, networking events, and access to Symplicity and other password-protected information.

Staff Providing LLM Counseling

	All Schools	NUMBER OF LLM STUDENTS		
		15 or Fewer	16-65	More than 65
Any available CSO counselor	37.3%	34.6%	42.9%	40.0%
Designated CSO staff	44.0	30.8	47.6	60.0
LLM office/program staff	28.0	30.8	23.8	24.0

Note: Figures are based on 75 school reporting that they have LLM students. Note that designated staff can refer to any CSO staff member. Schools may use any available counselor in addition to a designated staff member or LLM program staff. Others mentioned include tax professors. A few schools did not report their number of LLM students, and so are included only in the total column.

- Most schools reported making employer development visits. The median number of visits was 24 across all school sizes. Fewer schools reported out-of-state visits, with a median of 7 visits. Averages are higher at larger schools and those with part-time students.

Visits to Employers in 2010-2011

	% of Schools Reporting Visits	TOTAL VISITS			OUT-OF-STATE VISITS		
		Median # of Visits	Average # of Visits	# Reporting Visit Counts	Median # of Visits	Average # of Visits	# Reporting Visit Counts
All sizes	88.5%	24.0	42.3	90	7.0	13.5	79
By size of school (JD enrollment):							
Fewer than 550.....	89.5	20.0	29.2	33	4.0	10.0	27
550-749	92.3	25.0	34.3	23	5.5	9.3	20
750+	85.0	25.0	60.4	34	10.0	19.1	32
By type of program:							
No Part-time/evening program.....	89.4	20.0	31.0	40	10.0	12.2	33
Part-time program.....	87.7	25.0	51.3	50	5.0	14.4	46

Note: Figures for the median and average number of total visits are based on schools reporting making such visits and providing a number. Figures for the median and average number of out-of-state visits are based on schools reporting making employer visits, including those that reported making no out-of-state visits.

Staffing for Employer Outreach

	All Schools	JD ENROLLMENT			PART-TIME STUDENTS	
		Fewer than 550	550-749	750 or More	No	Yes
Office has a staff member whose duties primarily encompass employer outreach.....	23.8%	9.5%	22.6%	36.7%	25.9%	22.1%
Position is new since fall 2007.....	55.2	25.0	57.1	61.1	50.0	60.0

Note: Figures for staffing are based on 122 schools answering the question. Figures for whether the position is new since fall 2007 are based on those that reported having such a position.

Staff Structure and Salaries

- Because classification of personnel as professional or support varies from school to school, reported figures were combined to determine total staff numbers for each school. These figures offer the most broadly comparable measure of staffing. Professional and support staff are also analyzed separately as reported.
- About 19% of schools reported two or fewer total full-time staff (professional AND support staff) in the career services office. About 47% of small schools reported a staff of this size. Most large schools have a total full-time staff of more than four. Public schools are three times more likely than private schools to have two or fewer total full-time staff. Smaller staffs at public schools are also reflected in figures for average staff size, with public schools averaging 4.1 full-time staff, compared with 5.6 full-time staff at private schools.
- Overall, 44% of schools have two or three full-time professional staff in the career services office; an equal percentage have 3 or more; and about 14% have just one full-time professional staff. Among small schools, the percentage reporting just one professional full-time staff is notably higher, at 35%. The average among all schools is 3.5 full-time professional staff. Only at large schools are more than 3 full-time professional staff typical.
- Over half of schools have one full-time support staff member; a sizable minority (14%) have no full-time support staff. The average is 1.4 full-time support staff.
- Over half of schools have no part-time staff; not surprisingly, large schools and those with LLM students are most likely to have one or more part-time professional staff.
- A question about the presence of part-counselors and similar staff found that 60% of large schools have such staff compared with 16% of small schools. The presence of part-time counselors is at about the national average of 40% regardless of the presence of part-time/evening students. About 45% of private schools reported part-time counselors, compared with about one-third of public schools. The number of such staff is typically one, and rarely exceeds two. Some work half-time, but others are at 0.8 FTE, and still others work less than half-time.
- A majority of schools tap into student assistance in the office during the school year, employing an average of 1.5 - 1.6 students on a part-time basis during the school year. Student help during the summer is somewhat less common. Half of schools reported no part-time student assistance during the summer.
- Similar comparisons between public and private schools show that staff sizes at public schools are generally smaller than those at private schools. For example, 23% of public schools reported having just one full-time professional staff compared with about 7% of private schools. Averages were 2.8 and 4.0, respectively.
- Overall staffing levels are comparable when comparing schools with part-time students to schools with no part-time students. Schools with LLM students have more staff compared to schools with no LLMs.

Full-Time Staff Size — By Type or Size of Law School

(percent of schools, except for averages)

	All Schools	SOURCE OF SUPPORT		JD ENROLLMENT			PART-TIME STUDENTS		LLMs	
		Public	Private	Fewer than 550	550-749	750 or More	No	Yes	No	Yes
Total staff										
2 or fewer.....	18.7%	30.2%	10.0%	46.5%	9.7%	0.0%	20.0%	17.6%	35.4%	8.0%
3-4	34.1	32.1	35.7	44.2	41.9	20.4	30.9	36.8	50.0	24.0
More than 4.....	47.2	37.7	54.3	9.3	48.4	79.6	49.1	45.6	14.6	68.0
Average #	4.9	4.1	5.6	2.8	4.5	7.0	4.9	4.9	3.4	5.9
Professional Staff										
One.....	13.7	22.6	7.0	34.9	6.5	0.0	10.9	15.9	24.5	6.7
2-3	43.5	45.3	42.3	55.8	51.6	28.0	45.5	42.0	63.3	30.7
More than 3.....	42.7	32.1	50.7	9.3	41.9	72.0	43.6	42.0	12.2	62.7
Average #	3.5	2.8	4.0	2.0	3.3	4.9	3.4	3.5	2.5	4.3
Support Staff										
None	13.8	17.0	11.4	25.6	12.9	4.1	14.5	13.2	22.9	8.0
One.....	56.1	58.5	54.3	69.8	54.8	44.9	49.1	61.8	66.7	49.3
More than 1.....	30.1	24.5	34.3	4.7	32.3	51.0	36.4	25.0	10.4	42.7
Average #	1.4	1.2	1.6	0.8	1.2	2.1	1.4	1.5	1.0	1.7
FT Student Assistants — Summer 2011										
None	89.4	90.4	88.7	93.0	86.7	88.0	87.3	91.2	95.8	85.3
1 or more	10.6	9.6	11.3	7.0	13.3	12.0	12.7	8.8	4.2	14.7
Average #	0.2	0.2	0.3	0.1	0.1	0.3	0.2	0.2	0.1	0.3

Note: Figures for professional and support staff are as of July 1, 2011.

Part-Time Staff Size — By Type or Size of Law School

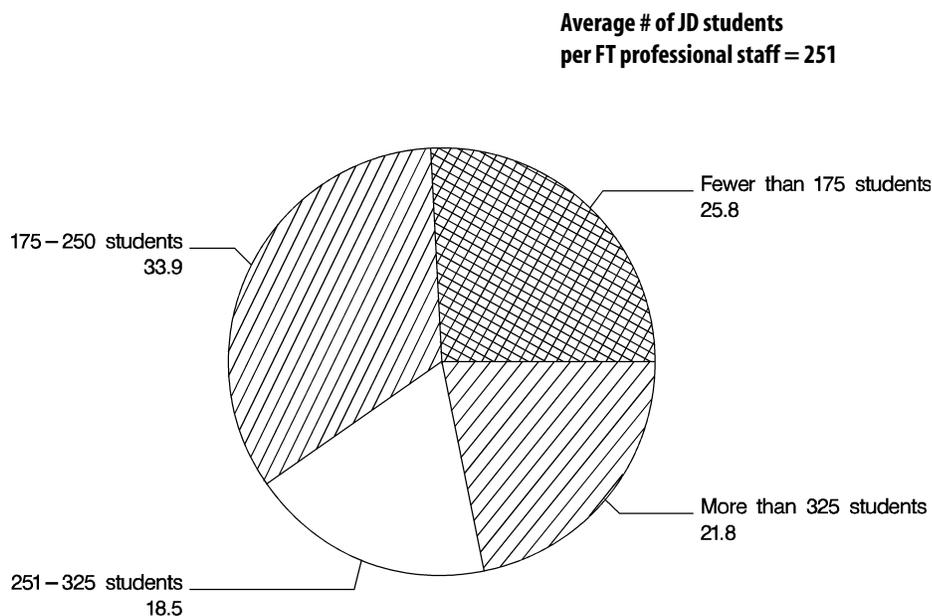
(percent of schools, except for averages)

	All Schools	SOURCE OF SUPPORT		JD ENROLLMENT			PART-TIME STUDENTS		LLMs	
		Public	Private	Fewer than 550	550-749	750 or More	No	Yes	No	Yes
Total staff										
None	54.5%	63.5%	47.8%	78.6%	43.3%	40.8%	58.2%	51.5%	66.0%	47.3%
1 or more	45.5	36.5	52.2	21.4	56.7	59.2	41.8	48.5	34.0	52.7
Average #	0.9	0.7	1.0	0.4	1.0	1.2	0.9	0.8	0.6	1.1
Professional Staff										
None	60.2	67.9	54.3	83.7	56.7	42.0	61.8	58.8	75.5	50.0
1 or more	39.8	32.1	45.7	16.3	43.3	58.0	38.2	41.2	24.5	50.0
Average #	0.8	0.6	0.9	0.3	0.8	1.2	0.8	0.7	0.5	0.9
Support Staff										
None	88.4	92.3	85.5	88.1	83.3	91.8	90.9	86.4	87.2	89.2
1 or more	11.6	7.7	14.5	11.9	16.7	8.2	9.1	13.6	12.8	10.8
Average #	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.1	0.1
PT Student Assistants — Fall 2010										
None	28.2	35.8	22.5	37.2	22.6	24.0	30.9	26.1	38.8	21.3
One	26.6	30.2	23.9	34.9	38.7	12.0	30.9	23.2	26.5	26.7
More than 1	45.2	34.0	53.5	27.9	38.7	64.0	38.2	50.7	34.7	52.0
Average #	1.6	1.2	2.0	1.0	1.6	2.2	1.4	1.9	1.2	1.9
PT Student Assistants — Spring 2011										
None	25.8	34.0	19.7	37.2	16.1	22.0	29.1	23.2	34.7	20.0
One	33.1	35.8	31.0	37.2	48.4	20.0	38.2	29.0	30.6	34.7
More than 1	41.1	30.2	49.3	25.6	35.5	58.0	32.7	47.8	34.7	45.3
Average #	1.5	1.1	1.8	1.0	1.5	1.9	1.3	1.7	1.1	1.7
PT Student Assistants — Summer 2011										
None	49.6	63.5	39.1	67.4	37.9	40.8	51.9	47.8	61.7	41.9
One	23.1	19.2	26.1	20.9	27.6	22.4	16.7	28.4	21.3	24.3
More than 1	27.3	17.3	34.8	11.6	34.5	36.7	31.5	23.9	17.0	33.8
Average #	0.9	0.6	1.2	0.6	1.0	1.2	0.9	0.9	0.6	1.1

Note: Figures for professional and support staff are as of July 1, 2011. Part-time figures can include individuals who work full-time but have duties in an office other than the career services office.

- Comparing the ratio of JD students to professional staff shows that about 26% of schools have fewer than 175 JD students per full-time professional staff; at the same time 22% have more than 325 JD students per full-time professional staff. Across all schools the average number of JD students per full-time professional staff was 251. Analyzing the data by school size shows that the average was lowest at mid-sized schools (246) and that mid-sized schools were most likely to have fewer than 175 JD students per professional full-time staff. Private schools and those without part-time students are more likely than public schools and those with part-time students to have fewer than 175 JD students per full-time professional staff. Private schools and those with no part-time program average 246 and 205 JD students per full-time professional staff, respectively, compared with averages of 258 in public schools and 287 in those with a part-time program.

Number of JD Students per Full-Time Professional Staff (percent of schools in each range)



Number of JD Students per Full-time Career Services Staff By Type and Size of Law School (percent of schools)

# of JD Students per Full-Time Professional Staff	JD ENROLLMENT			SOURCE OF SUPPORT		PART-TIME PROGRAM	
	Fewer than 550	550-749	750 or More	Private	Public	No	Yes
Fewer than 175	20.9%	41.9%	20.0%	26.8%	24.5%	41.8%	13.0%
175-250	39.5	25.8	34.0	35.2	32.1	30.9	36.2
251-325	20.9	6.5	24.0	16.9	20.8	18.2	18.8
More than 325	18.6	25.8	22.0	21.1	22.6	9.1	31.9
Average # per full-time professional staff	255	246	251	246	258	205	287

- For those schools with primary and second professionals, the most common combinations of titles were those of an Assistant or Associate Dean along with a Director (or Directors) — about 40% of schools. This is followed by an Assistant/Associate Dean or Director of Career Services along with an Assistant or Associate Director (or Directors.) These two combinations each accounted for about one-fifth of schools.

Titles of Primary and Second Professionals For Law Schools Reporting Both

Primary Professional	Second Professional	% of Combinations
Assistant or Associate Dean	Director(s)	43%
Assistant or Associate Dean	Assistant or Associate Director(s)	22
Director of Career Services	Assistant or Associate Director(s)	21
Director of Career Services	Other titles.....	7

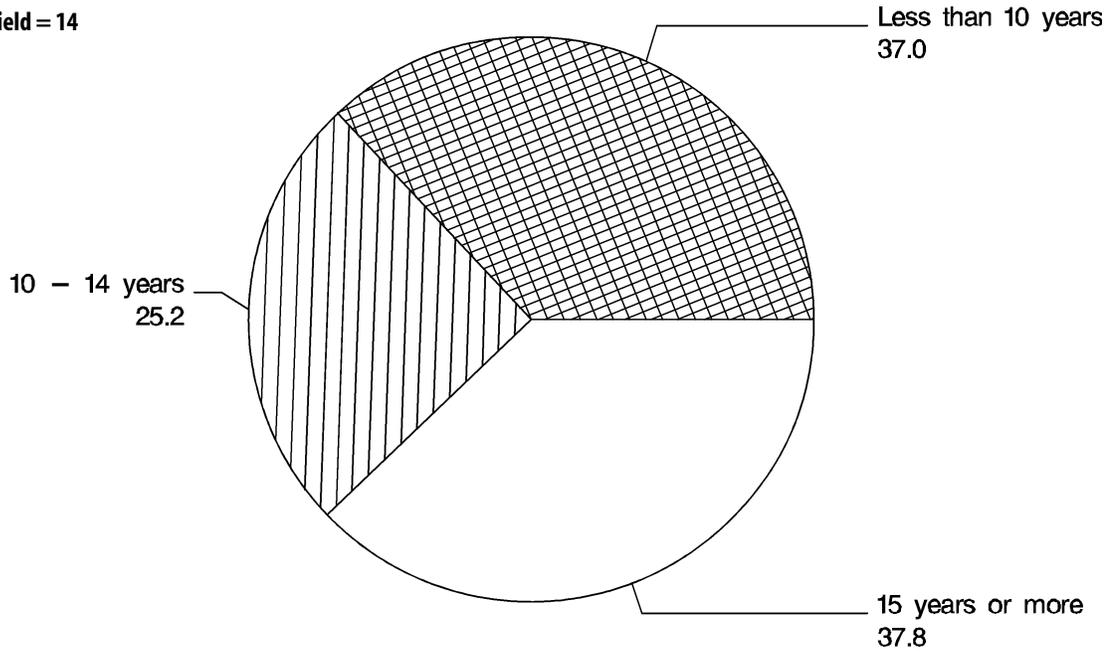
Note: Titles are generic rather than specific. For example, the title of Director includes Director of Career Services specifically, variants such as Director of Career Planning or Professional Development, and also titles such as Director of Recruitment & Marketing or Director for Public Service. There may be more than one director or assistant/associate director as a second professional. Assistant or Associate Dean titles may include a reference to area(s) of responsibility, e.g., career services, or include two titles such as Assistant Dean and Director of Career Services. Other titles include counselor, coordinator, or specialist. A few schools have combinations such as Assistant/Associate Deans in both positions or an Assistant/Associate Dean in combination with other titles. Thus percentages do not add to 100.

- About 78% of primary career services professionals have a JD degree. Over one-third (37%) have been in the field of career services/legal recruitment less than 10 years; a similar percentage have been in the field for 15 years or more. (See following page.)

Years in Field — Full-time Primary Professional

of professionals = 119

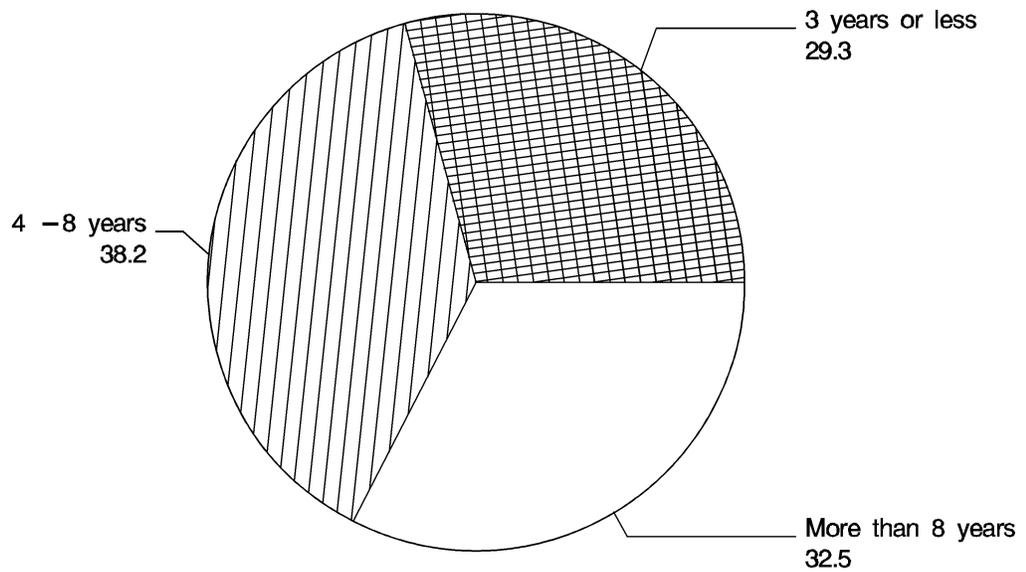
Average # of years in field = 14



Years in Job — Full-time Primary Professional

of professionals = 123

Average # of years in job = 7



- Analysis of job tenure and education together reveals that 86% of primary career services professionals who have been in their current job three years or less have a JD. By comparison, about 72% of those who have been in their current job more than eight years have a JD.
- The pattern for second professionals is similar. About 81% have a JD, and 40% have been in the field more than 8 years, outnumbering by a small margin those who have been in the field three years or less. Among those who have been in their current job for a year or less, nearly all — 94% — have a JD.
- About 74% of third professionals have a JD, as do 61% of fourth/fifth professionals. About one-third of third professionals have been in the field for more than 5 years. However, 35% of third professionals have been in their current job for a year or less. Among third professionals who have been in their current job for a year or less, 87% have a JD; among fourth/fifth professionals in their current job for a year or less, 86% do.
- Nearly all career services professionals with a JD — 92% — have previous experience as a practicing attorney.

Education of Career Services Professionals by Job Tenure

(percent of professionals)

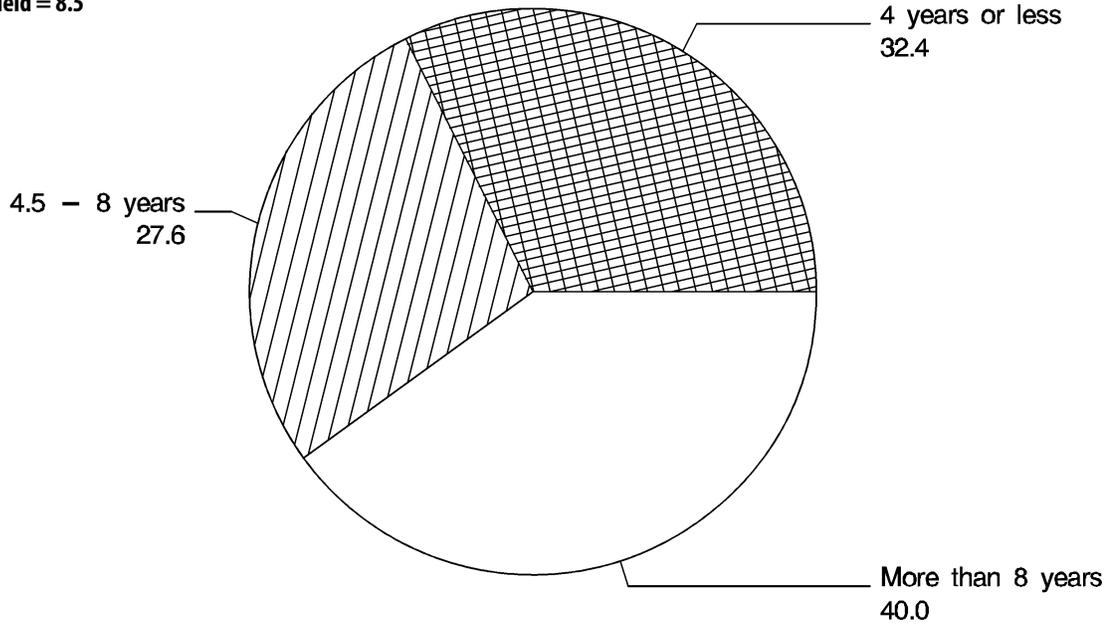
	JD or LLB DEGREE	
	YES	NO
Education of Primary Professionals	78.2%	21.8%
By years in current job:		
3 years or less	86.1	13.9
4 -8 years	76.6	23.4
More than 8 years	72.5	27.5
Education of Second Professionals	81.3	18.8
By years in current job:		
1 year or less	94.2	5.8
1.5-5 years	87.0	13.0
More than 5 years	58.3	41.7
Education of Third Professionals	73.9	26.1
By years in current job:		
1 year or less	87.2	12.8
1.5 - 4 years	81.0	19.0
More than 4 years	48.3	51.7
Education of Fourth Professionals	61.0	39.0
By years in current job:		
1 year or less	85.7	14.3
More than 1 year	52.0	48.0

A total of 124 primary professionals reported education; 160 second professionals reported education; 111 third professionals reported education; 41 fourth/fifth professionals reported education. The numbers also reporting job tenure were 123, 154, 110, and 39, respectively.

Years in Field — Full-time Second Career Services Professional

of professionals = 145

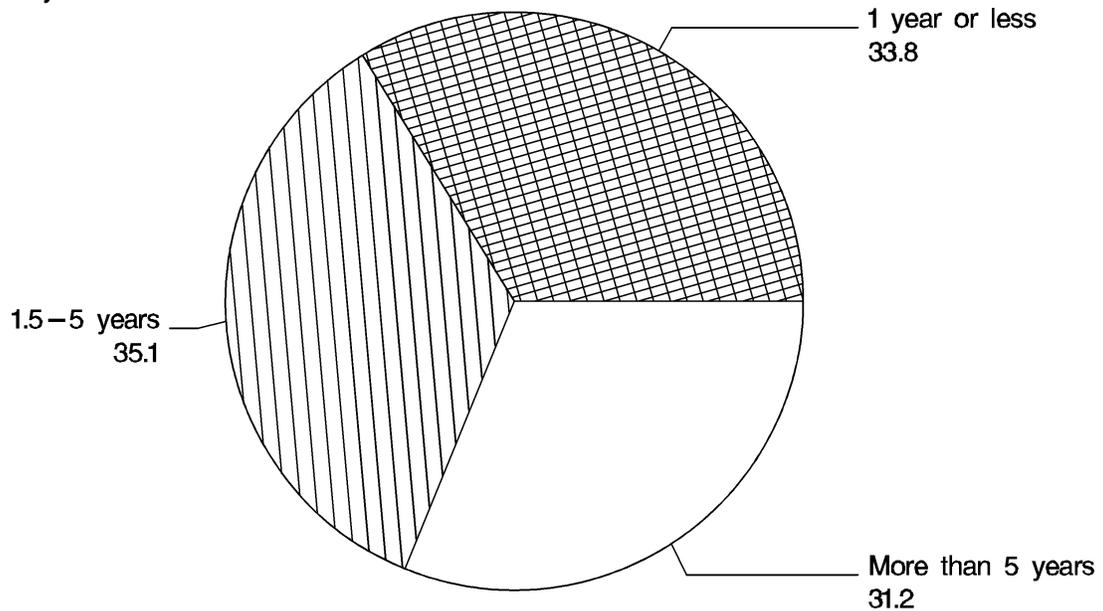
Average # of years in field = 8.5



Years in Job — Full-time Second Career Services Professional

of professionals = 154

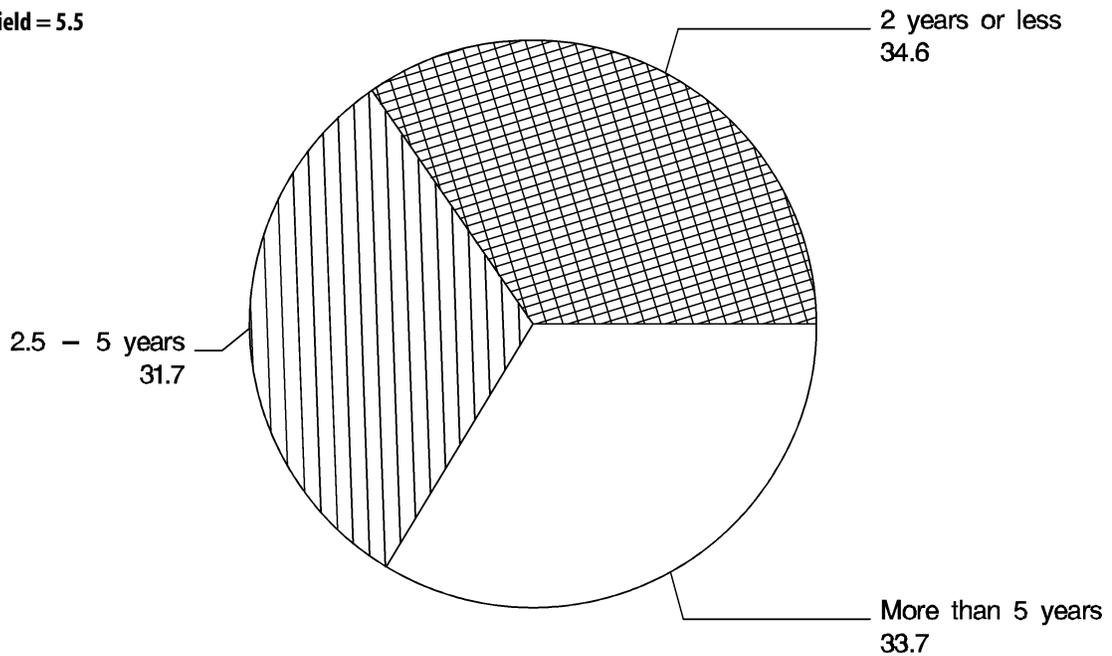
Average # of years in job = 4.5



Years in Field — Full-time Third Career Services Professional

of professionals = 104

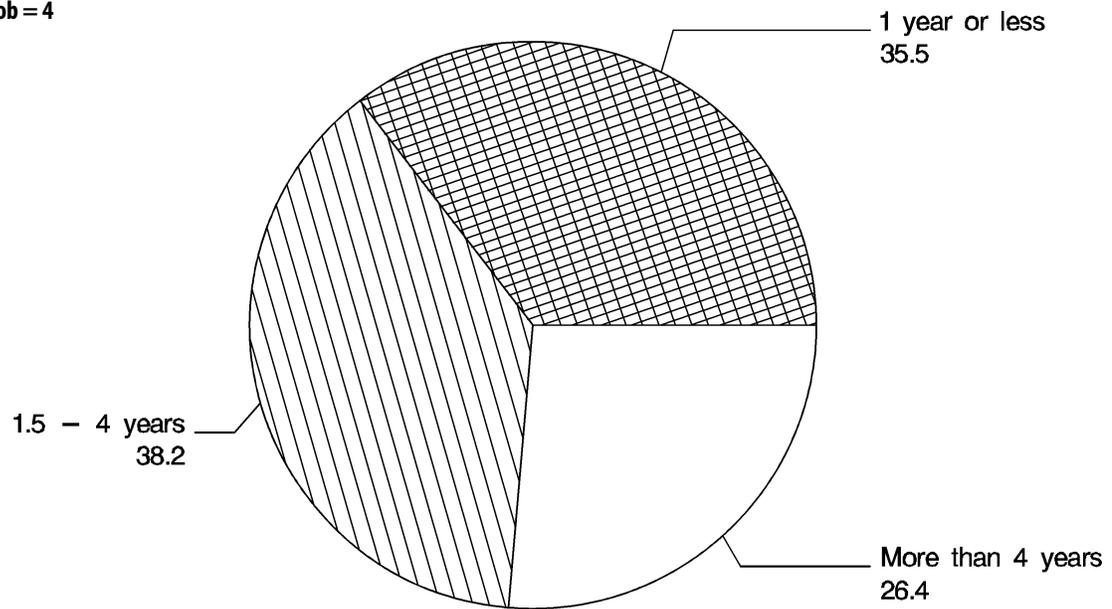
Average # of years in field = 5.5



Years in Job — Full-time Third Career Services Professional

of professionals = 110

Average # of years in job = 4



- The median salary for all primary career services professionals was \$85,000. For public schools as a whole, the median was \$80,000, and for private schools as a whole it was not quite \$94,000. Medians were also generally higher for private schools in the Northeast, large schools, and those in metropolitan areas with populations of more than 5 million.
- Median salaries for primary professionals were the same for those with and without a JD. However, differences of \$6,000 - 11,000 are evident when education and experience or job tenure are considered together.
- The median salary for second professionals was \$65,000. For those new to their current job, the median was lower, about \$60,000 compared to about \$73,000 - 74,000 for those with longer job tenure or more experience. Medians are lower at small schools and public schools.
- For schools with a full-time third professional, the median salary was \$59,500. In the case of third professionals, the differences between those with and without a JD is \$8,000; there appears to be little gain with more than 4 years of job tenure or total experience of more than 5 years compared with those who have been in their job for 1.5 - 4 years or with 2.5 - 5 years total experience job tenure. Salaries are higher in the Northeast, and at large schools. The differential between public and private schools is small, however.
- The median salary for the fourth professional was \$55,000. Having a JD, being in a school the Northeast or Mid-Atlantic regions, at a large school, or at a private school all correlate with higher salaries.

Salaries for Primary Professionals by Law School Characteristics — as of July 1, 2011

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
Overall	\$73,000	\$85,000	\$101,000	\$90,299	106
Private Law Schools Overall	77,000	93,770	115,000	96,924	58
Northeast.....	88,500	106,090	124,000	108,015	12
Mid-Atlantic.....	71,000	80,222	133,060	93,820	8
Southeast	73,150	89,500	102,750	92,551	16
Midwest	75,000	88,065	118,319	96,580	11
West/Rocky Mtn	75,000	94,000	104,000	93,783	11
Metro area population less than 1M	64,038	79,000	88,500	80,690	16
Metro area population 1M-5M.....	82,000	94,000	100,880	95,969	21
Metro area population more than 5M.....	88,065	113,000	131,119	110,247	21
JD enrollment fewer than 550.....	64,038	77,500	82,722	76,088	16
JD enrollment 550-749	80,000	89,500	100,000	94,003	16
JD enrollment 750 or more	95,000	112,500	131,119	111,543	26
Public Law Schools Overall	70,000	80,000	91,500	82,295	48
Mid-Atlantic.....	67,000	87,250	95,000	83,439	6
Southeast	72,000	80,000	90,000	84,289	15
Midwest	70,000	76,050	83,300	76,592	14
West/Rocky Mtn	70,000	91,000	101,500	88,074	12
Metro area population less than 1M	67,000	75,100	83,300	77,861	25
Metro area population 1M-5M.....	75,000	93,000	101,000	89,200	15
Metro area population more than 5M.....	67,500	79,250	90,567	83,204	8
JD enrollment fewer than 550.....	65,500	73,695	83,500	75,370	24
JD enrollment 550-749	78,022	80,000	86,000	81,132	10
JD enrollment 750 or more	81,500	91,500	110,000	94,997	14

Note: Figures reflect full-time salaries only. Groupings with fewer than five salaries are not reported. Population figures are assigned based on the size of the metropolitan statistical area (MSA) in which the school is located. Population figures are published by the US Census Bureau and are as of July 1, 2010.

Salaries for Primary Professionals by Education and Tenure — as of July 1, 2011

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
Overall	\$73,000	\$85,000	\$101,000	\$90,299	106
Education					
Without JD/LLB.....	73,000	85,000	90,000	86,023	25
With JD/LLB.....	73,319	85,000	107,500	91,619	81
Years in Field					
Less than 10 years ..	67,000	80,000	93,000	81,859	39
10 - 14 years.....	72,660	89,000	102,500	90,281	28
15 years or more	78,022	90,000	115,000	97,775	34
Years in job					
3 years or less	71,000	77,050	89,750	80,212	28
4-8 years.....	73,319	85,000	107,500	92,235	41
More than 8 years....	77,511	90,000	115,500	96,227	36
By years in field and education:					
Less than 10 years					
With JD/LLB.....	68,500	80,000	91,250	83,197	36
10-14 years					
Without JD/LLB.....	70,000	86,150	97,000	82,383	6
With JD/LLB.....	73,319	92,500	110,000	92,435	22
15 years or more					
Without JD/LLB.....	73,000	86,000	90,000	92,059	15
With JD/LLB.....	78,022	95,000	118,319	102,288	19
By years in job and education:					
3 years or less					
With JD/LLB.....	71,000	77,550	91,250	82,455	24
4-8 years					
Without JD/LLB.....	78,000	93,500	100,880	96,057	10
With JD/LLB.....	71,000	83,000	112,000	91,002	31
More than 8 years					
Without JD/LLB.....	69,000	85,000	90,000	83,909	11
With JD/LLB.....	80,000	96,000	118,319	101,647	25

Note: Figures reflect full-time salaries only. Counts for individual categories may not add to the total because not all respondents reported both educational attainment and job tenure/experience. The median for each category divides salaries in half, with half the salaries above and half the salaries below the median. Only groupings with five or more salaries reported are included in the table.

Salaries for Second, Third, and Fourth Professionals — as of July 1, 2011

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
All second professionals	\$55,000	\$65,000	\$74,500	\$66,067	139
Education					
Without JD	50,000	65,000	76,000	67,080	25
With JD	56,500	65,000	74,080	66,084	112
Years in job					
1 year or less	50,000	60,000	67,000	60,759	47
1.5 - 5 years	60,000	68,000	75,000	67,207	48
More than 5 years	58,000	72,683	86,000	72,771	36
Years in field					
4 years or less	50,000	60,000	67,000	59,031	43
4.5 - 8 years	55,000	67,500	74,330	65,857	32
More than 8 years	58,000	74,438	84,000	73,967	47
NALP region					
Northeast	62,500	78,000	90,000	77,581	16
Mid-Atlantic	62,500	69,254	76,219	70,868	24
Southeast	50,000	58,000	67,000	59,689	42
Midwest	50,000	64,992	68,000	64,704	35
West/RM	56,000	71,000	75,000	66,802	22
Size of school					
Fewer than 550	47,000	50,500	65,000	55,320	30
550-749	55,000	62,500	75,000	66,978	36
750 or more	60,000	68,000	76,000	70,035	73
Type of school					
Private	60,000	67,000	78,000	69,597	86
Public	50,000	60,000	70,058	60,340	53
All third professionals	50,000	59,500	67,500	58,504	97
Education					
Without JD	42,000	52,000	66,000	54,347	25
With JD	52,000	60,000	69,375	59,948	72
Years in job					
1 year or less	45,742	56,000	68,625	56,813	32
1.5 - 4 years	52,244	60,000	66,000	58,901	39
More than 4 years	50,000	61,000	70,000	59,991	26
Years in field					
2 years or less	45,483	52,244	63,038	54,885	33
2.5 - 5 years	53,000	60,000	64,150	57,184	29
More than 5 years	52,000	62,250	72,000	62,657	31
NALP region					
Northeast	55,000	68,000	72,000	64,843	21
Mid-Atlantic	62,250	63,400	65,600	65,183	9
Southeast	43,272	52,000	59,500	52,432	39
Midwest	53,739	60,550	67,500	59,819	10
West/RM	54,000	60,702	65,500	60,196	18
Size of school					
Fewer than 550	47,000	51,000	52,632	51,246	8
550-749	42,000	52,000	60,000	52,451	19
750 or more	53,000	61,900	70,002	60,976	70
Type of school					
Private	50,000	60,000	67,500	58,459	69
Public	51,000	58,000	66,576	58,615	28

(continued on following page)

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
All fourth professionals		50,000	55,000	61,300	55,700	37
Education	Without JD	46,000	50,000	56,000	50,708	15
	With JD	54,000	60,000	65,000	59,853	21
Years in job	1 year or less	51,000	55,000	60,000	57,077	13
	More than 1 year	50,000	56,500	61,750	55,744	22
Years in field	5 years or less	51,000	56,000	61,300	56,442	17
	More than 5 years	50,000	55,000	67,392	56,403	17
NALP region	Northeast	56,000	59,234	68,000	60,911	6
	Mid-Atlantic	51,000	60,650	63,000	58,713	10
	Southeast	49,500	51,000	54,500	51,625	8
	West/RM	47,000	53,000	65,000	54,479	9
Size of school	550-749	44,540	50,000	60,000	52,880	9
	750 or more	51,000	55,000	61,750	57,219	27
Type of school	Private	50,000	57,000	65,000	57,261	25
	Public	50,000	51,000	55,500	52,448	12

Note: Only groupings with five or more salaries reported are included in the table. A few fifth level professionals are included with fourth professionals.

- Primary and second professionals who work full-time typically spend between 25% and 75% of their time on counseling; a larger fraction at small schools spend this amount of time. Third professionals are more likely to spend half or more of their time on counseling.

Time Spent on Counseling

(percent of professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Primary Professional (# reporting = 121)				
Less than 25%	21.5%	4.6%	26.7%	34.0%
25-50%	47.9	61.4	36.7	42.5
51-75%	23.1	29.5	26.7	14.9
More than 75%	7.4	4.6	10.0	8.5
Second Professional (# reporting = 154)				
Less than 25%	6.5	8.8	7.1	5.1
25-50%	26.0	32.4	26.2	23.1
51-75%	50.7	50.0	42.9	55.1
More than 75%	16.9	8.8	23.8	16.7
Third Professional (# reporting = 105)				
Less than 25%	18.1	20.0	28.6	14.9
25-50%	12.4	30.0	19.1	8.1
51-75%	37.1	30.0	42.9	36.5
More than 75%	32.4	20.0	9.5	40.5
Fourth Professional* (# reporting = 35)				
Less than 25%	25.7	—	50.0	15.4
25-50%	11.4	—	12.5	11.5
51-75%	37.1	—	0.0	50.0
More than 75%	25.7	—	37.5	23.1

Note: Counseling time was reported for full-time professionals only.

* Also includes a few fifth professionals.

A dash indicates insufficient responses for analysis.

- About 43% of schools indicated that public interest-related activities are performed both within the career services office and in a separate office, compared with 48% indicating that such activities are performed entirely within the career services office. A handful of schools indicated that public interest activities are housed entirely in a separate office. A few schools have a public interest office that is housed entirely within the CSO. For schools reporting activities in both the career services office and elsewhere, the latter office typically handles pro bono requirements and externships. The financial aid office typically administers loan forgiveness programs. A number of schools have an Office of Public Service (or similar name) headed by an associate or assistant dean or a director for public service activities. Public interest activities may also fall under student affairs.
- Over half of schools reported 1 FTE or fewer spending time on public interest activities. Not surprisingly, schools reporting that public interest services are performed both in the career services office and in a separate office tend to have more staff spending at least some of their time on public interest activities; just over half of these schools reported more than 1 FTE.
- Within the career services office, about 28% of the individuals with primary responsibility for public interest activities devote less than one-quarter of their time to these activities. About one-third, mostly in large schools, devoted more than half their time to public interest activities. Just over one-third of schools reported a second professional with public interest duties in the CSO. Nearly all of these individuals spend less than half their time on public interest activities.
- The primary individual responsible for public interest activities is often the primary CSO administrator. However, about two-thirds of schools reported that an assistant director, a director, or a counselor/advisor assumes responsibility for public interest activities. Of these, about half included reference to public interest specifically in the title reported. Because mid-sized and larger schools are more likely to have such an individual, it follows that the majority of individuals responsible for public interest activities in large schools report to the primary CSO administrator; in small schools, about 59% report to the law school dean or an assistant or associate dean. For schools reporting a second professional, that individual typically reports to the CSO administrator or the individual with primary responsibility for public interest activities. Many of these second professionals are assistant/associate directors, counselors, or coordinators.
- Aside from counseling, the most common duties reported by the person in the CSO with primary responsibility for public interest activities are managing community service initiatives and pro bono programs. For the second person, duties mostly involve counseling, although in larger schools a substantial minority manage community service initiatives.
- Information reported for a separate office includes offices that take on all public interest activities, as well as offices, such as an Office of Public Service, that operate along with activities in the CSO. This information, however, does not include professors, legal clinics, or offices with broader responsibilities such as financial aid or student services or affairs. Many of the primary individuals in these offices are either an assistant or associate dean for public service (or similar title) or director of the office and report to a law school dean. Managing pro bono programs and community service initiatives are the most common activities. Counseling is somewhat less common, except in small schools, and, as might be expected, at schools where all public interest activities are housed in a separate office.
- Over half of schools (58%) have a Loan Repayment Assistance Program (LRAP).

Public Interest Staffing by Size of Law School and Structure of Public Interest Functions (percent of schools)

Number of Staff Spending Time on Public Interest	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
0.50 FTES or fewer	36.9%	64.3%	32.3%	16.3%	50.0%	27.6%
0.51 - 1.00 FTES.....	18.9	16.7	25.8	16.3	21.2	20.7
More than 1 FTE	44.3	19.0	41.9	67.3	28.8	51.7

Staff counts are on a full-time equivalent (FTE) basis and include both full- and part-time staff.

Immediate Supervisor of Career Services Staff with Primary Responsibility for Public Interest Activities (percent of schools)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Primary CSO administrator	77.7%	44.8%	89.7%	94.4%
Law school dean	25.5	58.6	17.2	5.6
Other	24.5	55.2	17.2	5.6

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures are based on 94 schools. "Others" noted include an associate or assistant dean for student affairs/services, a vice dean, and faculty.

Duties of Career Services Staff with Primary Responsibility for Public Interest Activities (percent of schools)

	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
Career counseling/advising	99.0%	100.0%	96.4%	100.0%	100.0%	97.9%
Managing pro bono program	34.3	31.3	42.9	30.8	56.9	10.6
Managing community service initiatives	30.3	25.0	25.0	38.5	43.1	17.0
Administering LRAP program ...	18.2	15.6	14.3	23.1	23.5	12.8
Managing externship program..	17.2	21.9	7.1	20.5	23.5	10.6
Other	26.3	25.0	25.0	28.2	25.5	27.7

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures are based on 99 schools with some or all public interest activities housed in the CSO and answering the question about duties. Other duties mentioned include working with student groups, working on programming and job fairs and employer outreach, teaching, administering bridge program, and duties related to scholarship programs, stipends, funding, and work-study.

Immediate Supervisor of Second Career Services Staff with Responsibility for Public Interest Activities

(percent of schools)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Primary CSO administrator	46.2%	38.5%	38.5%	61.5%
Primary professional.....	35.9	30.8	46.2	30.8
Other	17.9	30.8	15.4	7.7

Note: Percentages may add to more than 100 because more than one choice could be checked. In a few instances, the primary professional may be also be the primary CSO administrator. Figures are based on 39 schools reporting a second professional and answering this question. Others noted include an associate or assistant dean for student affairs/services, academic affairs or administration.

Duties of Second Career Services Staff with Responsibility for Public Interest Activities

(percent of schools)

	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
Career counseling/advising	84.6%	92.3%	75.0%	85.7%	78.9%	89.5%
Administering LRAP program	12.8	15.4	8.3	14.3	21.1	0.0
Managing externship program.....	12.8	30.8	0.0	7.1	21.1	5.3
Managing Pro Bono program	7.7	0.0	8.3	14.3	10.5	5.3
Managing community service initiatives	7.7	0.0	0.0	21.4	10.5	5.3
Other	35.9	15.4	50.0	42.9	52.6	21.1

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures are based on 39 schools with some or all public interest activities housed in the CSO, reporting a second professional, and answering the question about duties. Other duties mentioned include organizing programs and career fairs, job postings, and duties related to externships, internships, and pro bono activities.

Immediate Supervisor of Primary Public Interest Center Staff

(percent of schools)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Law school dean	44.4%	38.5%	38.5%	61.5%
Primary CSO administrator	5.6	30.8	46.2	30.8
Other	50.0	30.8	15.4	7.7

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures are based on 36 schools, 10 of which reported that all their public interest activities are housed in a separate office. For the other 26, some activities are also housed in the CSO. "Others" noted include an associate or assistant dean for student affairs/services, and the director of the law clinic, or faculty member serving in that role.

Duties of Primary Staff in Public Interest Office

(percent of schools)

	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
Managing pro bono program ...	85.7%	62.5%	100.0%	92.9%	83.3%	90.5%
Managing community service initiatives	64.3	37.5	83.3	71.4	50.0	71.4
Career counseling/sdvising	60.7	75.0	50.0	57.1	100.0	47.6
Managing externship program	39.3	50.0	50.0	28.6	33.3	38.1
Administering LRAP program	32.1	37.5	16.7	35.7	33.3	33.3
Other	14.3	12.5	16.7	14.3	16.7	9.5

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures are based on 27 schools, six of which reported that all their public interest activities are housed in a separate office. For the other 21, some activities are also housed in the CSO. "Others" mentioned were administrators, directors, or executive directors.

Activities and Relationships within the Overall Law School Context — Primary Career Services Professional

- Primary professionals were most likely to report to the law school dean (54%), followed by 39% reporting to an associate dean. This is most common at large schools, with 44% of primary professionals reporting to an associate dean. A few primary professionals report to another law school administrator, such as a vice-president for operations.
- About 58% of schools overall reported that the primary professional participates in faculty meetings, although most participate in a non-voting capacity. Participation as a voting member is more common in small schools but is still rare. Participation in faculty meetings typically involves occasional attendance to make presentations, or regular attendance as an observer, reporting and participating as appropriate outside of executive sessions. About 59% of primary professionals serve on faculty committees. The nature of involvement on faculty committees varied. Based on descriptive commentary, serving on committees for career services and judicial clerkships is by far the most common, followed by student affairs/services; a committee or committees dealing with admissions, financial aid, and scholarships; and strategic planning. Many primary professionals serve on more than one committee. Other committees mentioned include bar preparation or passage, curriculum, accreditation, grading, amelioration, diversity, LRAP, experiential learning and professional skills, and dean search. Serving in a voting capacity on committees appears to be less common than serving in a non-voting capacity, although many respondents did not indicate this one way or the other. In some cases, a mix of serving in a voting and non-voting capacity was indicated, depending on the committee. Some schools indicated that committee assignments change each year.
- About 35% of schools reported having a faculty advisory committee, and about 37% have a student advisory committee. A judicial clerkship advisory committee is most common, particularly at large schools, with 68% reporting such a committee. About one-fifth of schools, regardless of size, indicated having no advisory committee support.

Person to Whom the Primary Career Services Professional Reports

(percent of primary professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Law school dean	54.0%	65.1%	48.4%	48.0%
Law school associate dean	38.7	25.6	48.4	44.0
Law school assistant dean	4.8	7.0	3.2	4.0
Other law school administrator	4.8	2.3	9.7	4.0
Other	0.8	0.0	0.0	2.0

Figures are based on 124 schools. Percentages may add to more than 100 because in some cases the primary career services professional reports to more than one person. Other administrators include vice-president/vice-president for operations.

Faculty Meeting and Committee Participation

(percent of primary professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Faculty meetings:				
Voting member	2.5%	4.8%	3.3%	0.0%
Non-voting member	55.7	47.6	56.7	62.0
Does not attend	41.8	47.6	40.0	38.0
Serve on faculty committees	59.3	52.4	54.8	68.0

Committees Advising the Career Services Office

(percent of schools)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Faculty Advisory Committee	35.5%	39.5%	25.8%	38.0%
Judicial Clerkship Advisory Committee	62.1	58.1	58.1	68.0
Student Advisory Committee	37.1	27.9	41.9	42.0
None reported	20.2	20.9	19.4	20.0

Figures are based on all responding schools. Percentages for types of advisory committee add to more than 100 because schools could report more than one committee. If no item was checked, the response was recorded as "none reported."

Comments about Changes Affecting the CSO

The 2010-2011 survey asked schools about changes in their office since the time of the 2008-2009 survey. The most frequent response, from just about half of schools, was that their office had added staff. However, over one-quarter indicated that their operating budget was reduced; this percentage was about 30% at small schools and at private schools. At the same time almost as many schools (22%) reported that their office operating budget had increased. Relatively few schools indicated that staff positions had been eliminated. However, a few schools noted in their comments that salaries were frozen or furloughs put in place.

Finally, schools were invited to discuss challenges and changes affecting the CSO office in the two years since the last survey. That the job market remains tough prefaced a number of comments. The economy has forced CSOs to be more resourceful and to offer new kinds of programs and services, even as resources to do so have not necessarily increased. Other recurring themes were heightened expectations in general and increased demand for services, especially from, but not limited to, alums, and a much higher level of scrutiny, particularly when it comes to employment figures. Quotes in-

cluded below are representative of other topics covered. Some have been modified for clarity.

“The Office of Career Services merged with the Office of Public Service in April 2011 to form the new Office of Career Planning for the Public, Private, and Non-profit Sectors.”

“We combined the Career Services and Admissions offices with the goal of a wholistic approach to law school.”

“Between 2009 and some of 2010, the office operated with one professional staff member and no administrative or student help.”

“We do more and have received less compensation (three years of furloughs and pay reductions; hiring freeze on full-time positions; no budget for merit or cost-of-living increases) and extreme scrutiny at every level.”

“Changed office name to Center for Professional and Leadership Development.”

Changes Experienced by CSOs Since 2009 Survey (percent of schools)

	JD ENROLLMENT				Private Schools	Public Schools
	All Sizes	Fewer than 550	550-749	750 or More		
Position in the office added	49.2%	41.9%	58.1%	50.0%	49.3%	49.1%
Office budget reduced	26.6	30.2	22.6	26.0	29.6	22.6
Decrease in funds for staff professional development.....	21.8	23.3	22.6	20.0	16.9	28.3
Office budget increased	21.8	18.6	16.1	28.0	25.4	17.0
Travel reduced or eliminated	18.5	16.3	22.6	18.0	14.1	24.5
Position(s) in the office eliminated.....	7.3	9.3	3.2	8.0	7.0	7.5
Other	7.3	0.0	6.5	14.0	7.0	7.5

Figures are based all survey respondents. Percentages add to more than 100 because more than one item could be checked. In a few cases, adding positions involved a change in status from part-time to full-time, or creating two part-time positions out of one full-time position. Other effects described include salary freezes, furloughs, fewer resources for programs and events, more scrutiny of spending, and fewer work-study positions.

“We expanded our part-time career counselor position to a full-time Assistant Director for Professional Development position. This position primarily serves 3Ls and recent graduates.”

“The office relocated to space in the university’s student services center ... the space is more attractive and in a better location for students to access.”

“A new Judicial Clerkship Office was created in 2009.”

“The office was downsized in 2010, but we now have clearance to hire staff back to our pre-downsize level plus one part-time position.”

“We added an Assistant Director, but the budget otherwise has been reduced by almost half.”

“We have received support for additional staff, but only on a part-time basis.”

“We voluntarily reduced travel, though that was not required or requested.”

“We’ve had furloughs and salary freezes but are continuing to have more and more demand for services.”

“We doubled our office from one to two professionals. The assistant dean/director will be doing more outreach.”

“Our personnel budget remained the same but we made some positions part-time to increase the number of staff.”

“We reconfigured the office slightly to allow the Associate Director to work a part-time schedule. We now have three full-time staff and two professional part-time staff. This has

given us some additional help, but we have been told that the part-time Career Advisor position will be looked at on a year-by-year basis to determine if it is necessary.”

“A post-graduate fellowship program was developed in 2010. The program office is located off-campus in rented space. We placed over 40 Class of 2010 graduates with government and public interest organizations via this six-month program.”

“We experienced a decrease in the number of employers participating in formal recruiting programs.”

“The Director of Career Services needs to spend far more time on employer outreach and on nurturing established relationships.”

“We’ve had a substantial increase in year-round corporate and small firm hiring due to our short-term assistance research pool (SHARP) program.”

“There is a university-wide initiative to shift the make-up of the student body to more ‘traditional’ students.”

“CSO staff has to keep up with technology as systems for applying for jobs and participating in job fairs are becoming increasingly complex — OSCAR, PMF — and then advise students/grads on how to use them. Students want information when they want it, delivered personally, and many are less independent (need more coaching, advising, materials reviewed) than the students who came before them.”

“All informational programs will be delivered online. The only face-to-face programs will be 1L orientation, 2L orientation, and 3L job search.”