
2013

Law School Career Services Survey



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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 website. 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 U.S. ABA-accredited law schools about their facilities, services, and staffing. Depending on the specific question, respondents provided information for the 2012-2013 academic year or as of May 1, 2013.

A total of 122 schools, representing all five U.S. NALP general 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 2012 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 2013 Law School Career Services Survey By NALP Region and Law School Type

Region	ALL SCHOOLS		PRIVATE SCHOOLS		PUBLIC SCHOOLS	
	Number	% of Total	Number	% of Total	Number	% of Total
Northeast/Mid-Atlantic	31	25.4%	20	16.4%	11	9.0%
Southeast	38	31.1	19	15.6	19	15.6
Midwest.....	25	20.5	14	11.5	11	9.0
West/Rocky Mountain.....	28	23.0	16	13.1	12	9.8
Total.....	122	100.0%	69	56.6%	53	43.4%

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. Note that responses from the Northeast and Mid-Atlantic regions were combined to provide sufficient numbers for analysis.

General Career Services Office Characteristics and Facilities

- In most schools the career services office goes by that name or some variant thereof. However, one-third of schools include a reference to “development” and half of those include “professional development” specifically in the name. A few schools no longer include “career services” in their name at all.
- Over one-third of schools (37%) 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.
- Not surprisingly, budget sizes increase with school size. Among small schools, two-thirds reported a budget of \$50,000 or less; budgets at nearly all large schools exceeded \$50,000. About 20% of schools overall reported budgets of more than \$110,000. About 8% 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*	64%
Office of Career Development or Professional Development.....	34
Name includes “professional development” specifically**	16
Career Services and other function***	2

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

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

*** E.g., student services/affairs.

Preparation of Annual Reports and Objectives (percent of schools)

Prepared an annual report	37.2%
Formally identified goals and objectives presented to:	
Law school dean.....	60.7
Law school faculty.....	7.4
Students	1.6
Plan is internal to CSO	25.4
Other.....	13.1
NA — no plan	19.7

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, students, and the finance committee. Other recipients of formally identified CSO objectives include deans and 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.....	15.3%	33.3%	5.9%	0.0%
\$30,001-50,000	22.0	31.3	29.4	2.8
\$50,001-110,000	35.6	20.8	47.1	44.4
More than \$110,000	19.5	4.2	11.8	47.2
Not applicable.....	7.6	10.4	5.9	5.6

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 875 square feet in small schools to more than twice that — 1,900 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 \$1,000 in smaller schools to \$4,200 in large schools. Expenditures for electronic resources are much higher, ranging from \$10,000 to almost \$15,000.
- About 62% of schools reported having rooms designated for on-campus interviews — typically no more than four, except for the largest schools. At the same time, 65% 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*	1,200 sq. ft.	875 sq. ft.	1,348 sq. ft.	1,900 sq. ft.
(number reporting)	(98)	(40)	(30)	(28)
Median expenditure for hard-copy library items, 2012-2013	\$1,000	\$1,000	\$1,000	\$4,200
(number reporting)	(77)	(29)	(26)	(22)
Median expenditure for electronic resources, 2012-2013.....	\$12,000	\$10,000	\$12,750	\$14,760
(number reporting)	(92)	(33)	(30)	(29)
Facilities used for on-campus interviews**				
% using designated rooms***	61.5%	62.5%	65.7%	56.4%
1-2 rooms	41.5	63.0	26.3	26.3
3-4 rooms	26.2	25.9	42.1	10.5
5 or more rooms	32.3	11.1	31.6	63.2
% using any available space on campus.....	64.8	64.6	62.9	66.7
% using off-site facilities****	14.8	4.2	28.6	15.4

* 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 92 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. Figures for expenditures on hard-copy items are based on schools reporting an amount.

- As might be expected, larger schools tend to have more computer equipment. Most schools have a multi-function machine (e.g., copier/printer/scanner) in the office.
- About 70% of schools make office equipment, such as the copier, available to students. At small schools the figure is lower, just under half.

Office Equipment by Size of Law School

(percent of schools, except for averages)

Type of Equipment	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Total # of Terminals/PCs				
5 or fewer	36.1%	68.1%	28.6%	2.7%
6-8.....	37.8	29.8	51.4	35.1
9 or more	26.1	2.1	20.0	62.2
Average number	7.1	4.2	6.7	11.3
# of Multi-function Machines				
None	6.7	10.6	2.9	5.4
One	71.4	68.1	71.4	75.7
More than one.....	21.8	21.3	25.7	18.9
Average number	1.3	1.1	1.4	1.3
# of Printers				
1 or fewer.....	32.8	42.6	34.3	18.9
2 - 4.....	34.5	44.7	25.7	29.7
5 or more	32.8	12.8	40.0	51.4
Average number	3.6	2.4	3.6	5.1
# of Scanners				
None	73.6	80.9	80.0	59.0
1 or more	26.4	19.1	20.0	41.0
Average number	0.4	0.3	0.3	0.7
# of Copiers				
None	76.9	78.7	82.9	69.2
1 Or more	23.1	21.3	17.1	30.8
Average number	0.3	0.3	0.2	0.4

Note: A few schools did not report quantities. They are excluded from this analysis. Most schools with a scanner or multi-function machine have one such piece of equipment. Other equipment mentioned most often is a single-function fax machine. Also mentioned were a typewriter, a folding machine, and an iPad. Video interview capability is widely available and so was not specifically tracked. Since virtually all schools that make office equipment available to students fully or partially subsidize this use (92%), 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, social media guidance, student professionalism, and orientation to the career services office and to fall OCI, with a median of 1 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	5.4	9.8%
	Alternative careers.....	1	1.8	18.9
	Bar preparation.....	1	1.6	74.6
	Diversity programming.....	2	2.5	51.6
	Employment specialty areas.....	8	10.9	3.3
	Etiquette programs	1	1.7	38.5
	Interviewing skills.....	3	3.6	5.7
	Judicial clerkships.....	2	2.9	4.9
	Orientation to CSO	2	2.9	4.1
	Orientation to fall OCI	1	2.1	20.5
	Prepare-to-practice programs.....	2	3.9	0.0
	Resume preparation	2	4.7	8.2
	Social media guidance.....	1	1.6	37.7
	Student professionalism	2	2.8	24.6
By Size of JD Enrollment:				
Fewer than 550	1L programming	4	4.6	12.5
	Alternative careers.....	1	1.9	10.4
	Bar preparation.....	1	1.7	72.9
	Diversity programming.....	1	2.1	62.5
	Employment specialty areas.....	8	8.9	6.3
	Etiquette programs	1	1.6	33.3
	Interviewing skills.....	3	3.4	4.2
	Judicial clerkships.....	2	2.1	2.1
	Orientation to CSO	2	2.8	4.2
	Orientation to fall OCI	1	1.5	31.3
	Prepare-to-practice programs.....	2	2.2	35.4
	Resume preparation	2	3.3	8.3
	Social media guidance.....	1	1.6	43.8
	Student professionalism	2	2.3	20.8
550-749	1L programming	5	5.5	8.6
	Alternative careers.....	1	1.8	31.4
	Bar preparation.....	2	1.9	74.3
	Diversity programming.....	2	2.4	57.1
	Employment specialty areas.....	10	11.3	2.9
	Etiquette programs	2	1.6	37.1
	Interviewing skills.....	3	3.8	8.6
	Judicial clerkships.....	3	3.3	14.3

(continued on following page)

JD Enrollment/ Program Type	Program	Median # of Programs	Average # of Programs	% of Schools Offering No Program	
550-749, cont'd	Orientation to CSO	2	2.2	2.9	
	Orientation to fall OCI	2	1.8	17.1	
	Prepare-to-practice programs	2	3.3	40.0	
	Resume preparation	2	4.8	5.7	
	Social media guidance.....	1	1.6	40.0	
	Student professionalism	2	2.4	28.6	
750 or more	1L programming	5	6.3	7.7	
	Alternative careers.....	1	1.7	17.9	
	Bar preparation.....	1	1.1	76.9	
	Diversity programming.....	2	2.8	33.3	
	Employment specialty areas.....	9	12.8	0.0	
	Etiquette programs	1	2.1	46.2	
	Interviewing skills.....	2	3.7	5.1	
	Judicial clerkships.....	3	3.6	0.0	
	Orientation to CSO	3	3.7	5.1	
	Orientation to fall OCI	2	2.9	10.3	
	Prepare-to-practice programs	2	6.3	25.6	
	Resume preparation	3	6.5	10.3	
	Social media guidance.....	1	1.6	28.2	
	Student professionalism	2	4.0	25.6	
	By Presence of Part-time/Evening Program				
	No.....	1L programming	5	5.6	7.4
		Alternative careers.....	2	2.2	18.5
		Bar preparation.....	1	1.7	74.1
Diversity programming.....		1	1.8	61.1	
Employment specialty areas.....		9	11.3	1.9	
Etiquette programs		1	1.5	29.6	
Interviewing skills.....		3	3.2	5.6	
Judicial clerkships.....		2	3.0	3.7	
Orientation to CSO		2	2.1	3.7	
Orientation to fall OCI		1	2.1	24.1	
Prepare-to-practice programs.....		2	2.9	27.8	
Resume preparation		2	2.7	3.7	
Social media guidance.....		1	1.6	42.6	
Student professionalism		2	2.8	27.8	
Yes	1L programming	4	5.3	11.8	
	Alternative careers.....	1	1.5	19.1	
	Bar preparation.....	1	1.5	75.0	
	Diversity programming.....	2	2.8	44.1	
	Employment specialty areas.....	8	10.6	4.4	
	Etiquette programs	1	2.0	45.6	
	Interviewing skills.....	3	3.9	5.9	
	Judicial clerkships.....	2	2.9	5.9	
	Orientation to CSO	3	3.5	4.4	
	Orientation to fall OCI	2	2.0	17.6	
	Prepare-to-practice programs.....	2	4.8	38.2	
	Resume preparation	3	6.4	11.8	
	Social media guidance.....	1	1.6	33.8	
	Student professionalism	2	2.8	22.1	

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, financial matters including loan forgiveness, job search strategies, externships and internships, programs on public interest topics including fellowships and funding, mock interviews, MBTI and similar assessments, solo practice, orientation to Symplicity, government application process, programs on the military JAG, and the Presidential Management Fellows program, and 3L bootcamps.

- In support of students applying for judicial clerkships, 55% of schools provide a file for mail merge purposes, and 62% 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.
- About 40% of schools reported that the primary professional has primary responsibility for judicial clerkship counseling and about 60% reported that 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 some or 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
Provide file for mail merge purposes	54.9%	31.3%	51.4%	87.2%
Process cover letters	41.8	37.5	40.0	48.7
Process letters of recommendation centrally for applications through OSCAR	61.5	52.1	65.7	69.2
Process letters of recommendation centrally for paper applications	55.7	50.0	48.6	69.2
Assemble and mail application materials..	35.2	27.1	34.3	46.2
Bundle and ship multiple applications to individual judges	36.1	22.9	31.4	56.4
Of those who bundle applications and reported as to type of mail used (N = 33):				
Do not ship via expedited mail	21.4	30.0	9.1	23.8
Ship via expedited mail	78.6	70.0	90.9	76.2

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%	69.9%	90.2%	64.3%	50.0%
25-50%	18.4	7.3	28.6	23.5
51-75%	7.8	2.4	3.6	17.6
More than 75%	3.9	0.0	3.6	8.8

Note: Figures based on 103 schools reporting time spent. In some cases, counseling is handled equally by two or more staff. Of these 103, a few indicated that faculty also, though not exclusively, provide clerkship counseling. In addition to these 103 schools, three schools indicated that clerkship counseling is handled exclusively by faculty.

- Just under half (48%) of career services offices offered workshops/seminars to alums and 61% provided job listings via e-mail. Compared to schools with no part-time students, schools with part-time students were considerably more likely to offer workshops for alums. About 1 in 5 schools reported having a staff person whose duties primarily involve alumni counseling. At large schools, the figure rises to 44%.
- Counseling, online job postings, and reciprocity are nearly universally available to alums.
- Among schools with LLM students, about 42% reported that counseling is provided by any available counselor. About 38% reported that the LLM program office provides counseling, often, but not always, in addition to that provided by the CSO. Interestingly, based on schools reporting their number of LLM students, more LLM students does not increase the likelihood of an LLM office providing counseling.
- About 30% of responding schools reported that they offer a master's degree in law or legal studies; in more than half of these schools, the CSO provides career services to students in these programs.

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	31.1%	41.7%	22.9%	25.6%	22.2%	38.2%
Counseling	99.2	100.0	100.0	97.4	100.0	98.5
Job listings via email.....	60.7	68.8	48.6	61.5	55.6	64.7
Online job postings.....	98.4	100.0	97.1	97.4	98.1	98.5
Reciprocity.....	96.7	97.9	94.3	97.4	94.4	98.5
Workshops/seminars.....	47.5	41.7	31.4	69.2	33.3	58.8
Staffing: Staff whose duties primarily encompass alumni counseling...	21.3	8.3	14.3	43.6	18.5	23.5

Note: Figures for services and dedicated staff are based on all responses. Descriptions provided in the other category include resume and cover letter review, mock interviews, networking events, an alumni listserv and Facebook group, webinars and access to PSJD.

Staff Providing LLM Counseling

	All Schools Reporting LLM Students	NUMBER OF LLM STUDENTS		
		15 or Fewer	16-50	More than 50
Any available CSO counselor.....	41.9%	50.0%	35.0%	39.4%
Designated CSO staff.....	33.7	12.5	45.0	45.5
LLM office/program staff.....	38.4	40.6	40.0	36.4

Note: Figures based on 86 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. Thus, percentages do not add to 100. A few schools with an LLM program did not report their number of LLM students, and so are included only in the total column. Others mentioned as providing counseling include LLM faculty and the office of graduate programs.

School Offers Non-LLM Master's Degree in Law and Legal Studies (percent of schools)

	JD ENROLLMENT			
	All Schools	Fewer than 550	550-749	750 or More
School offers non-LLM master's degree(s).....	30.3%	22.9%	28.6%	41.0%
Of these schools: CSO provides career services to students in these programs	56.8	45.5	70.0	56.3

Figures for presence of master's program are based on all survey respondents. Figures for CSO services are based on those schools which indicated that they have such a master's program.

- Most schools reported making employer development visits. The median number of visits was 20 across all school sizes. Fewer schools reported out-of-state visits, with a median of 5 visits. Averages are higher at mid-size schools and those with part-time students.
- Just over one-quarter of schools have a staff person whose job is primarily focused on employer outreach.

Visits to Employers in 2012-2013

	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	20.0	36.6	101	5.0	12.2	95
By size of school (JD enrollment):						
Fewer than 550	12.0	21.3	42	3.0	6.9	39
550-749	30.0	54.5	28	5.0	19.2	27
750+	35.0	41.2	31	5.0	12.9	29
By type of program:						
No part-time/evening program	21.5	29.9	46	6.0	11.6	45
Part-time program	17.0	42.2	55	3.0	12.8	50

Note: Figures for the median and average number visits are based on schools reporting a number of such visits and includes schools which reported making no visits. A few schools indicated that they made visits but did not report numbers. They are excluded from calculations of medians and averages. Overall, 94% of schools reported making employer outreach 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	27.3%	12.5%	37.1%	36.8%	27.8%	26.9%

Note: Figures for staffing are based on 121 schools answering the question.

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.
- Just over one-third of schools reported three 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 five. Public schools are almost twice as likely as private schools to have three or fewer total full-time staff. Smaller staffs at public schools are also reflected in figures for average staff size, with public schools averaging 4.0 full-time staff, compared with 5.4 full-time staff at private schools.
- Overall, more than half (57%) of schools, have 2-4 full-time professional staff in the career services office; 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 27%. The average among all schools is 3.5 full-time professional staff. Only at large schools are more than four full-time professional staff typical.
- Over half of schools have one full-time support staff member; a sizable minority (20%) have no full-time support staff. The average is 1.3 full-time support staff.
- Just over half of schools have no part-time staff; large schools and those with LLM students are somewhat more likely to have one or more part-time professional staff, but not much more likely.
- A question about the presence of part-time counselors and similar staff found that 54% of large schools have such staff compared with less than half that (25%) at small schools. Schools with part-time students are less likely than schools with no part-time students to have part-time counselors — 35% and 43%, respectively. About 42% of private schools reported part-time counselors, compared with about one-third of public schools. The number of such staff is typically one, sometimes two, but rarely exceeds two. A wide variety of answers were given for the hours worked by these part-time counselors, but it appears that half-time up to 0.8 FTE per counselor is typical.
- A majority of schools tap into student assistance in the office during the school year, employing an average of 1.7 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, 17% of public schools reported having just one full-time professional staff compared with about 11% of private schools. Averages were 3.0 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 LLM's.

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		LLM STUDENTS	
		Public	Private	Fewer than 550	550-749	750 or More	No	Yes	No	Yes
Total staff										
3 or fewer	36.1%	47.2%	27.5%	66.7%	31.4%	2.6%	33.3%	38.2%	61.1%	25.6%
4-5.....	30.3	30.2	30.4	33.3	31.4	25.6	33.3	27.9	33.3	29.1
More than 5.....	33.6	22.6	42.0	0.0	37.1	71.8	33.3	33.8	5.6	45.3
Average #.....	4.8	4.0	5.4	2.9	4.9	7.1	4.7	4.9	3.0	5.6
Professional Staff										
One	13.9	17.0	11.6	27.1	2.9	7.7	11.1	16.2	33.3	5.8
2-4.....	57.4	64.2	52.2	70.8	74.3	25.6	64.8	51.5	61.1	55.8
More than 4.....	28.7	18.9	36.2	2.1	22.9	66.7	24.1	32.4	5.6	38.4
Average #.....	3.5	3.0	4.0	2.2	3.7	5.1	3.5	3.6	2.3	4.1
Support Staff										
None	19.7	26.4	14.5	35.4	17.1	2.6	16.7	22.1	27.8	16.3
One	54.1	54.7	53.6	62.5	48.6	48.7	55.6	52.9	72.2	46.5
More than 1.....	26.2	18.9	31.9	2.1	34.3	48.7	27.8	25.0	0.0	37.2
Average #.....	1.3	1.0	1.4	0.7	1.2	2.0	1.2	1.3	0.7	1.5
FT Student Assistants — Summer 2013										
None	92.6	94.3	91.3	100.0	91.4	84.6	90.7	94.1	97.2	90.7
1 or more.....	7.4	5.7	8.7	0.0	8.6	15.4	9.3	5.9	2.8	9.3
Average #.....	0.1	0.1	0.2	0.0	0.1	0.4	0.2	0.1	0.0	0.2

Note: Figures for professional and support staff are as of May 1, 2013. Figures can include individuals who work full-time but who have duties outside of the CSO.

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

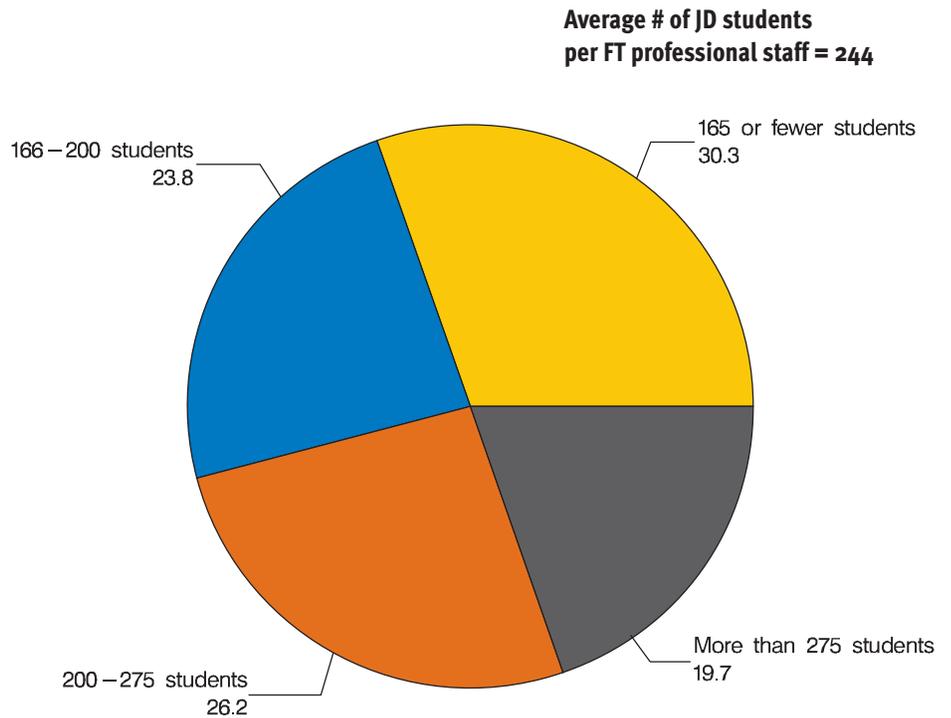
(percent of schools, except for averages)

	All Schools	SOURCE OF SUPPORT		JD ENROLLMENT			PART-TIME STUDENTS		LLM STUDENTS	
		Public	Private	Fewer than 550	550-749	750 or More	No	Yes	No	Yes
Total staff										
None	51.6%	49.1%	53.6%	56.3%	54.3%	43.6%	50.0%	52.9%	61.1%	47.7%
1 or more.....	48.4	50.9	46.4	43.8	45.7	56.4	50.0	47.1	38.9	52.3
Average #.....	0.9	0.9	0.9	0.6	1.1	1.3	1.1	0.8	0.6	1.1
Professional Staff										
None	63.1	67.9	59.4	79.2	62.9	43.6	57.4	67.6	80.6	55.8
1 or more.....	36.9	32.1	40.6	20.8	37.1	56.4	42.6	32.4	19.4	44.2
Average #.....	0.7	0.7	0.7	0.3	0.9	1.1	1.0	0.5	0.3	0.9
Support Staff										
None	82.0	81.1	82.6	75.0	82.9	89.7	87.0	77.9	77.8	83.7
1 or more.....	18.0	18.9	17.4	25.0	17.1	10.3	13.0	22.1	22.2	16.3
Average #.....	0.2	0.2	0.2	0.3	0.2	0.1	0.1	0.3	0.3	0.2
PT Student Assistants — Fall 2012										
None	32.8	39.6	27.5	37.5	31.4	28.2	35.2	30.9	50.0	25.6
One	24.6	22.6	26.1	29.2	20.0	23.1	24.1	25.0	30.6	22.1
More than 1.....	42.6	37.7	46.4	33.3	48.6	48.7	40.7	44.1	19.4	52.3
Average #.....	1.7	1.4	1.9	1.3	1.6	2.2	1.5	1.8	0.9	2.0
PT Student Assistants — Spring 2013										
None	32.0	37.7	27.5	41.7	28.6	23.1	38.9	26.5	50.0	24.4
One	23.8	26.4	21.7	25.0	17.1	28.2	22.2	25.0	25.0	23.3
More than 1.....	44.3	35.8	50.7	33.3	54.3	48.7	38.9	48.5	25.0	52.3
Average #.....	1.7	1.4	2.0	1.3	1.7	2.3	1.4	1.9	0.9	2.1
PT Student Assistants — Summer 2013										
None	49.2	58.5	42.0	54.2	42.9	48.7	46.3	51.5	63.9	43.0
One	31.1	24.5	36.2	31.3	28.6	33.3	31.5	30.9	27.8	32.6
More than 1.....	19.7	17.0	21.7	14.6	28.6	17.9	22.2	17.6	8.3	24.4
Average #.....	0.9	0.7	1.1	0.7	1.0	1.2	0.9	1.0	0.5	1.1

Note: Figures for professional and support staff are as of May 1, 2013.

- Comparing the ratio of JD students to professional staff shows that about 30% of schools have 165 or fewer JD students per full-time professional staff; at the same time 20% have more than 275 JD students per full-time professional staff. Across all schools the average number of JD students per full-time professional staff was 244. Analyzing the data by school size shows that the average was lowest at mid-sized schools (207) and that mid-sized schools were most likely to have 165 or fewer JD students per professional full-time staff. Public schools and those without part-time students are more likely than private schools and those with part-time students to have 165 or fewer JD students per full-time professional staff. Public schools and those with no part-time program average 214 and 189 JD students per full-time professional staff, respectively, compared with averages of 266 in private 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
165 or fewer students.....	33.3%	37.1%	20.5%	27.5%	34.0%	46.3%	17.6%
166-200 students.....	22.9	14.3	33.3	26.1	20.8	22.2	25.0
200-275 students.....	27.1	28.6	23.1	27.5	24.5	18.5	32.4
More than 275 students.....	16.7	20.0	23.1	18.8	20.8	13.0	25.0
Average # per full-time professional staff	214	207	314	266	214	189	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 36% 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 accounted for 29% and 23% of schools, respectively.

Titles of Primary and Second Professionals For Law Schools Reporting Both

Primary Professional	Second Professional	% of Combinations
Assistant or Associate Dean	Director(s)	36%
Assistant or Associate Dean	Assistant or Associate Director(s)	29
Director of Career Services	Assistant or Associate Director(s)	23
Director of Career Services	Other titles	7

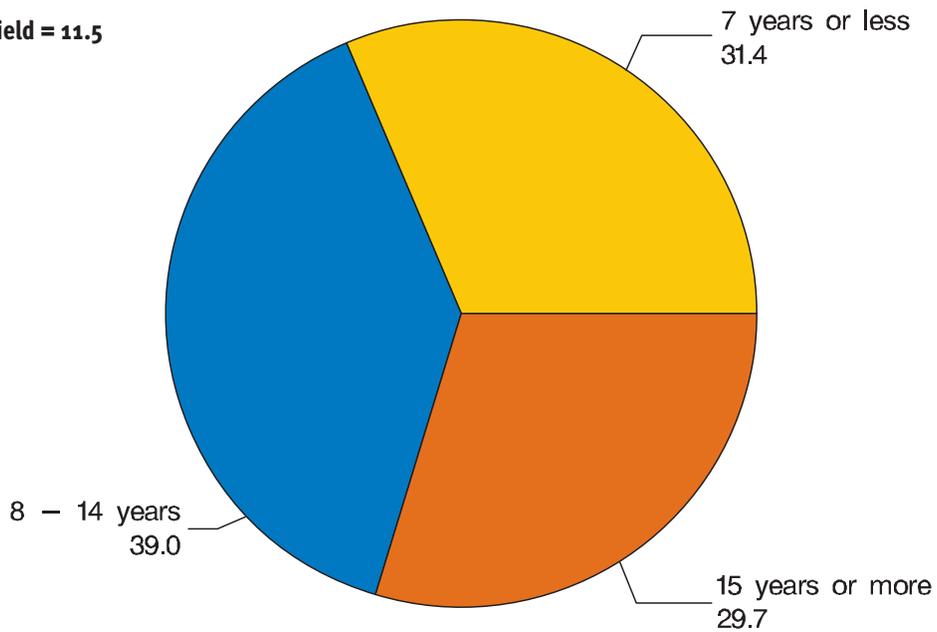
Note: Titles are generic rather than specific. For example, the title of Director includes Director of Career Services specifically, variants such as Director of Career Planning or Professional Development, and also titles such as Director of Recruitment & Marketing or Director for Public Service. There 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, such as counselor. Thus percentages do not add to 100.

- About 85% of primary career services professionals have a JD degree. About one-third (31%) have been in the field of career services/legal recruitment 7 years or less; 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 = 118

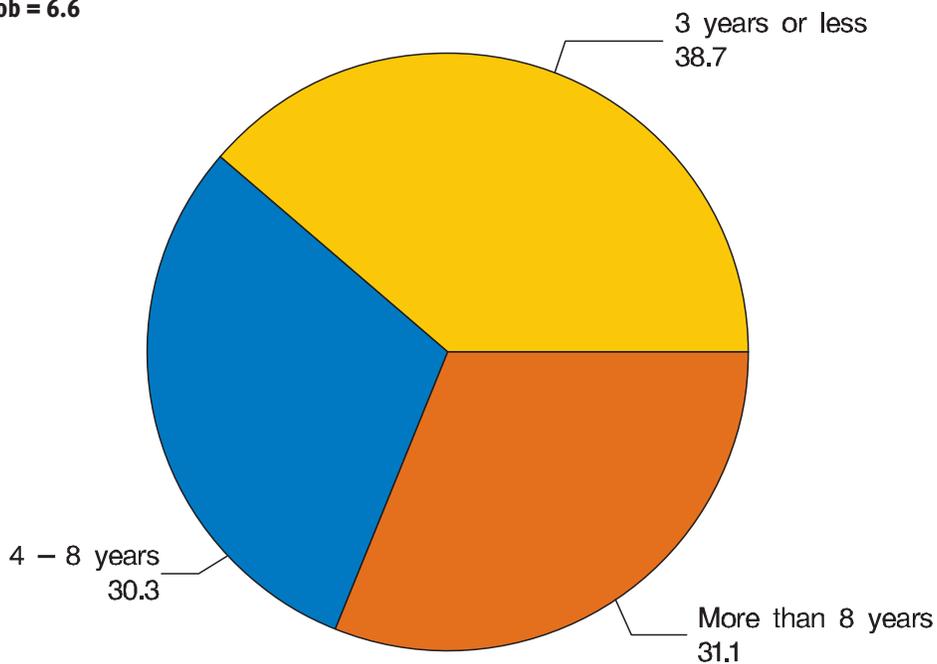
Average # of years in field = 11.5



Years in Job — Full-time Primary Professional

of professionals = 119

Average # of years in job = 6.6



- Analysis of job tenure and education together reveals that 94% of primary career services professionals who have been in their current job 3 years or less have a JD. By comparison, about 76% of those who have been in their current job more than eight years have a JD.
- The pattern for second professionals is similar. About 84% have a JD, and 38% 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 less than two years, over 92% have a JD.
- About 70% of third professionals have a JD, as do 51% of fourth/fifth professionals. About 39% of third professionals have been in the field for 6 years or more. However, 34% of third professionals have been in their current job for less than two years. Among third professionals who have been in their current job for less than two years, 82% have a JD; among fourth/fifth professionals in their current job less than two years, 68% do.
- Nearly all career services professionals with a JD have previous experience as a practicing attorney.

Education of Career Services Professionals by Job Tenure (percent of professionals)

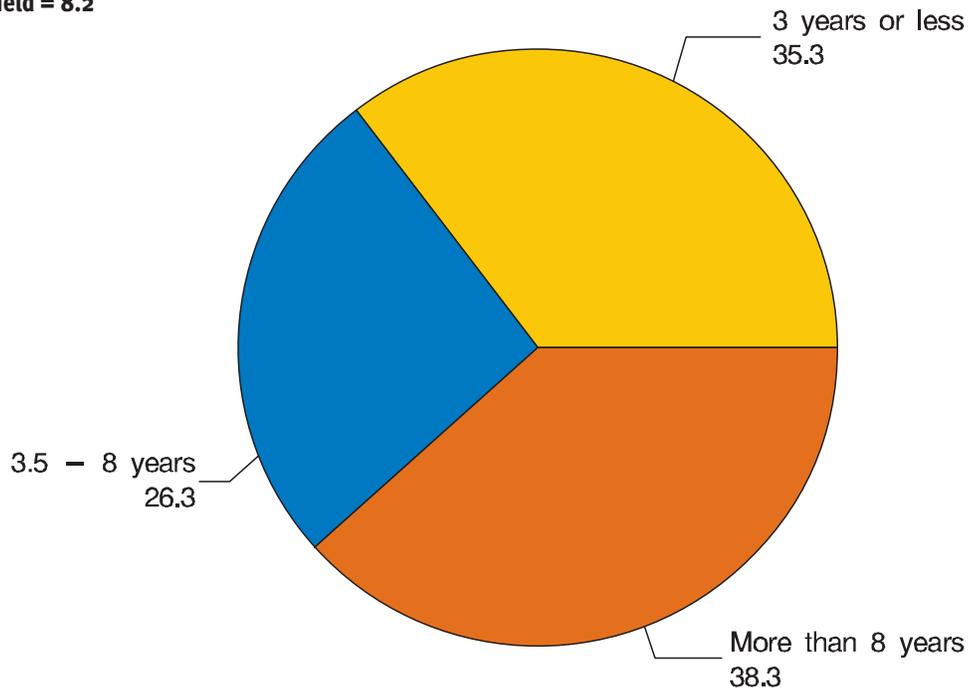
	JD or LLB DEGREE	
	YES	NO
Education of Primary Professionals	85.2%	14.8%
By years in current job:		
3 years or less	93.5	6.5
4 -8 years.....	83.3	16.7
More than 8 years.....	75.7	24.3
Education of Second Professionals	84.2	15.8
By years in current job:		
Less than 2 years	92.2	7.8
2-4 years.....	90.9	9.1
3-5 years or more	66.7	33.3
Education of Third Professionals	69.8	30.2
By years in current job:		
Less than 2 years	82.1	17.9
2 - 4.5 years.....	84.6	15.4
5 years or more.....	40.5	59.5
Education of Fourth Professionals	51.0	49.0
By years in current job:		
1 year or less	68.2	31.8
More than 1 year.....	37.0	63.0

A total of 122 primary professionals reported education; 177 second professionals reported education; 116 third professionals reported education; and 49 fourth/fifth professionals reported education. The numbers also reporting job tenure were 119, 173, 115, and 49, respectively.

Years in Field — Full-time Second Career Services Professional

of professionals = 167

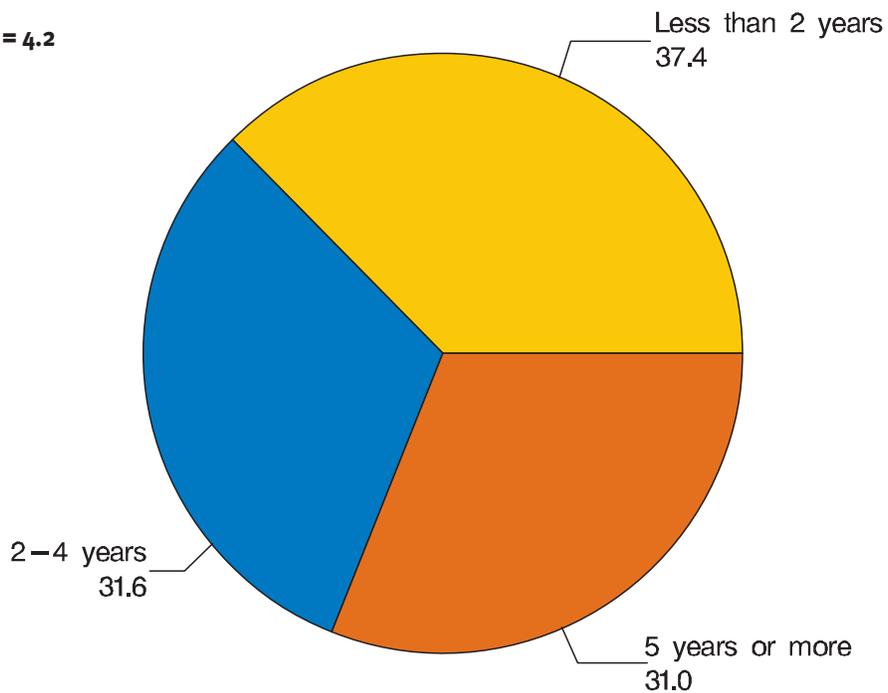
Average # of years in field = 8.2



Years in Job — Full-time Second Career Services Professional

of professionals = 174

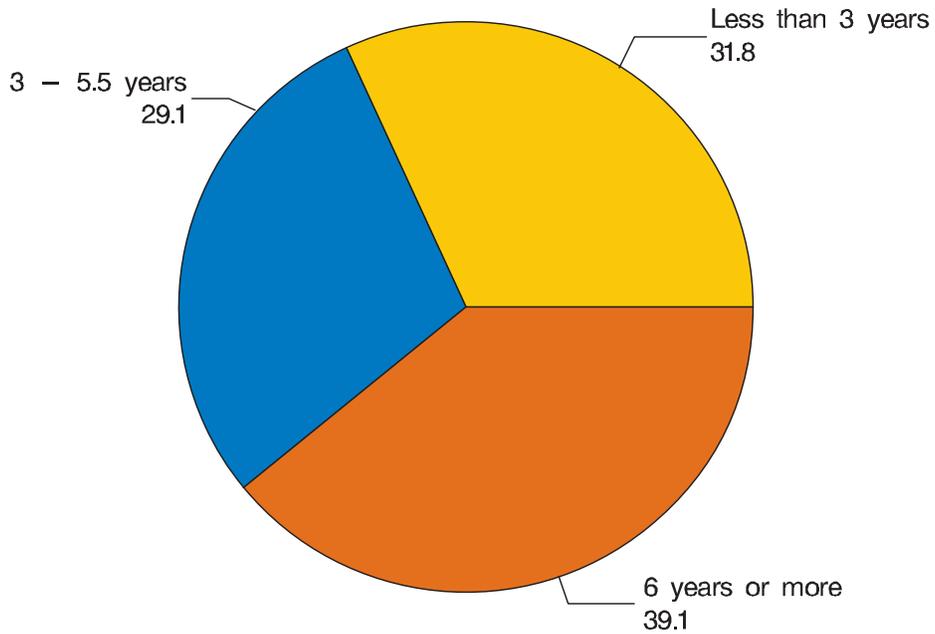
Average # of years in job = 4.2



Years in Field — Full-time Third Career Services Professional

of professionals = 110

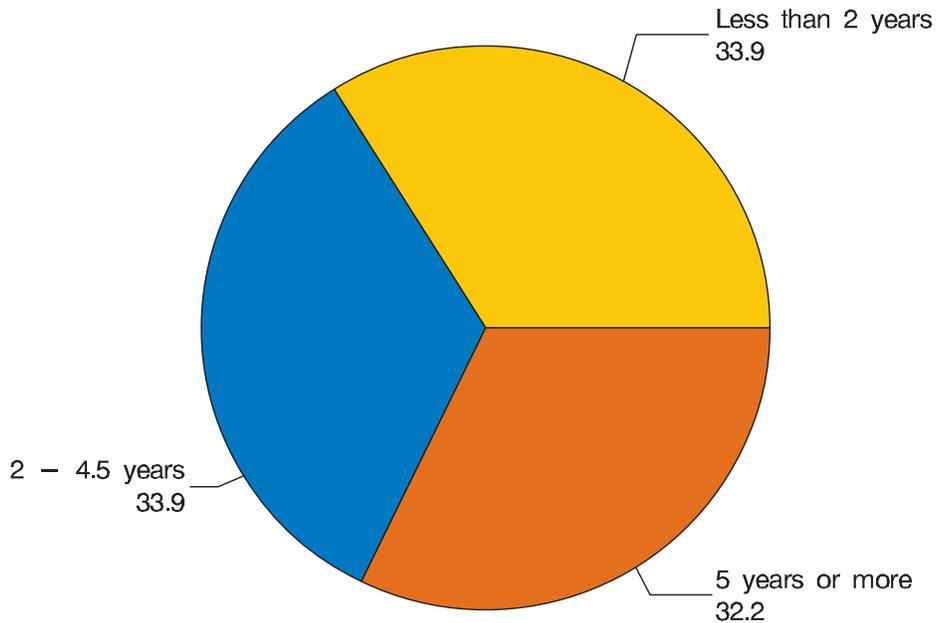
Average # of years in field = 6.1



Years in Job — Full-time Third Career Services Professional

of professionals = 115

Average # of years in job = 4.5



- The median salary for all primary career services professionals was \$89,000. For public schools as a whole, the median was \$86,000 and for private schools as a whole it was \$92,500. Medians were also generally higher for private schools in the West/Rocky Mountain region, for large schools, and for those in metropolitan areas with populations of more than 5 million.
- The median salary for primary professionals was slightly higher for those without a JD. Years of experience by itself does not necessarily correlate with salary levels, but among the most experienced primary professionals, the median for those with a JD is considerably higher than for those without a JD.
- The median salary for second professionals was \$66,000. Medians varied only a bit by years in current job, and more so by years in the field, region, and size of school. Most second professionals have a JD and the median salary for this group is over \$8,000 higher than the median for those without a JD.
- For schools with a full-time third professional, the median salary was \$57,000. In the case of third professionals, the differences between those with and without a JD is about \$10,000. Although size and location of the school appear to make a difference, job tenure and experience are not systematically correlated with salary levels.
- The median salary for the fourth professional was \$53,000. Having a JD, being in a school the Northeast/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 May 1, 2013

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
Overall	\$76,000	\$89,000	\$106,000	\$94,247	95
Private Law Schools Overall.....	79,999	92,500	115,000	98,222	50
Northeast and Mid-Atlantic.....	79,999	89,619	118,000	100,088	11
Southeast.....	77,000	88,000	99,000	95,676	17
Midwest.....	78,000	90,300	118,000	99,185	12
West/Rocky Mtn.....	87,125	104,250	107,000	99,343	10
Metro area population less than 1M.....	65,700	85,979	92,000	87,885	15
Metro area population 1M-5M.....	79,500	96,000	108,000	96,781	20
Metro area population more than 5M.....	87,600	115,000	126,600	110,480	15
JD enrollment fewer than 550	71,350	81,500	90,000	80,979	16
JD enrollment 550-749.....	84,500	99,000	116,750	102,920	16
JD enrollment 750 or more.....	87,125	108,750	125,000	109,373	18
Public Law Schools Overall.....	74,550	86,000	99,000	89,831	45
Northeast and Mid-Atlantic.....	73,000	86,763	101,000	93,948	10
Southeast.....	72,000	78,500	90,000	84,927	14
Midwest.....	79,500	82,000	90,000	84,696	9
West/Rocky Mtn.....	80,000	99,593	111,000	95,974	12
Metro area population less than 1M.....	72,000	81,181	95,000	86,048	22
Metro area population 1M-5M.....	75,000	87,763	110,500	95,365	16
Metro area population more than 5M.....	68,609	90,000	101,000	89,073	7
JD enrollment fewer than 550	72,000	77,000	88,000	80,303	25
JD enrollment 550-749.....	74,550	87,526	95,000	85,732	11
JD enrollment 750 or more.....	92,261	127,500	130,000	121,307	9

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.

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
All fourth professionals		45,050	53,000	60,650	54,293	40
Education.....	Without JD	41,000	45,050	54,500	47,930	20
	With JD	53,000	56,000	72,000	60,655	20
NALP region	Northeast and Mid-Atlantic	52,000	72,000	72,000	63,045	11
	Southeast	45,100	51,500	55,000	50,676	21
	West/RM	53,000	54,000	55,000	55,000	5
Size of school	550-749	40,000	42,000	44,000	42,125	8
	750 or more.....	51,500	55,000	68,000	57,640	30
Type of school	Private	52,500	55,000	70,000	57,974	27
	Public	41,000	45,100	51,100	46,646	13
Years in field.....	5 years or less.....	51,100	53,000	67,000	56,275	24
	More than 5 years	43,000	54,000	55,000	52,643	14
Years in job.....	Less than 2 years.....	51,100	54,000	64,000	55,500	21
	2 - 4.5 years	51,100	52,750	56,000	52,910	10
	5 years or more	45,000	50,000	55,000	53,011	9

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

- Primary 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. Second and third professionals are more likely to spend half or more of their time on counseling. Not all professionals have counseling as part of their job. Such individuals are included in the “less than 25%” category.

Time Spent on Counseling (percent of professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Primary Professional (# reporting = 119)				
Less than 25%	26.0%	8.5%	26.5%	47.4%
25-50%	41.2	53.2	32.3	34.2
51-75%	26.9	29.8	35.3	15.8
More than 75%.....	5.9	8.5	5.9	2.6
Second Professional (# reporting = 177)				
Less than 25%	6.8	6.4	2.0	9.9
25-50%	18.6	23.4	24.5	12.3
51-75%	46.3	38.3	49.0	49.4
More than 75%.....	28.3	31.9	24.5	28.4
Third Professional (# reporting = 114)				
Less than 25%	19.3	20.0	15.1	21.1
25-50%	10.5	10.0	6.1	12.7
51-75%	44.7	40.0	48.5	43.7
More than 75%.....	25.4	30.0	30.3	22.5
Fourth Professional* (# reporting = 43)				
Less than 25%	39.5	—	75.0	27.6
25-50%	9.3	—	8.3	6.9
51-75%	34.9	—	16.7	44.8
More than 75%.....	16.3	—	0.0	20.7

Note: Counseling time was reported for full-time professionals only. The “Less than 25%” category includes professionals whose jobs do not include counseling.

* Also includes a few fifth professionals.

A dash indicates insufficient responses for analysis.

- Half of schools indicated that public interest related activities are performed both within the career services office and in a separate office, compared with 41% 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. Externships may also be handled by the law clinic or faculty members. 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. A few schools also work with an outside nonprofit organization.
- About 60% of schools reported 1 FTE staff 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 staff.
- Within the career services office, about 30% 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. About 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, somewhat more than half 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, that person is about equally likely to be the law school dean or an assistant/associate dean or the primary CSO administrator. 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, which all reported, 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 smaller schools a substantial minority manage community service initiatives or a pro bono program.
- Information reported for a separate office includes offices which take on all public interest activities, as well as offices, such as an Office of Public Service, which 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. Managing the externship program is somewhat less common, except in smaller schools.
- Over half of schools (56%) 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	34.2%	56.5%	25.7%	15.4%	54.0%	21.3%
0.51-1.00 FTEs	25.8	19.6	37.1	23.1	28.0	26.2
More than 1 FTE.....	40.0	23.9	37.1	61.5	18.0	52.5

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	70.7%	42.1%	87.9%	89.3%
Law school dean	19.2	39.5	12.1	0.0
Other	10.1	18.4	0.0	10.7

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures based on 99 schools. "Others" noted include an associate or assistant dean for student services, the dean of students, and the director of development.

**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.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Managing community service initiatives.....	26.9	36.6	14.7	27.6	38.8	16.4
Managing Pro Bono program....	26.0	39.0	20.6	13.8	38.8	14.5
Administering LRAP program ...	14.4	9.8	14.7	20.7	24.5	5.5
Managing externship program ..	11.5	7.3	2.9	27.6	14.3	9.1
Other.....	30.8	24.4	29.4	41.4	32.7	29.1

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures based on 104 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 summer fellowships, scholarship programs, loan forgiveness, 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
Professional with primary responsibility for public interest activities....	50.0%	50.0%	53.8%	42.9%
Primary CSO administrator	41.2	42.9	30.8	57.1
Other	17.6	21.4	23.1	0.0

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 based on 34 schools reporting a second professional and answering this question. "Others" noted include an associate dean, the law school dean, and the director of externships.

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.....	88.2%	85.7%	92.3%	85.7%	83.3%	93.8%
Managing Pro Bono program.....	20.6	28.6	23.1	0.0	33.3	6.3
Managing community service initiatives.....	17.6	21.4	15.4	14.3	16.7	18.8
Managing externship program	8.8	0.0	15.4	14.3	11.1	6.3
Administering LRAP program	2.9	0.0	0.0	14.3	5.6	0.0
Other.....	26.5	21.4	23.1	42.9	27.8	25.0

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures based on 34 schools with some or all public interest activities housed in the CSO reporting a second professional and answering the question about duties.

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	44.1%	35.7%	57.1%	46.2%
Primary CSO administrator	5.9	7.1	0.0	7.7
Other	52.9	57.1	42.9	53.8

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures based on 34 schools, 11 of whom reported that all their public interest activities are housed in a separate office. For the other 23, some activities are also housed in the CSO. "Others" noted include an associate or assistant dean for student or academic affairs, the director of the law clinic or associate dean for clinical affairs, or a 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%	92.9%	87.5%	76.9%	77.8%	88.5%
Managing community service initiatives	68.6	71.4	75.0	61.5	44.4	76.9
Career counseling/advising	57.1	57.1	25.0	76.9	88.9	46.2
Managing externship program...	37.1	50.0	62.5	7.7	22.2	42.3
Administering LRAP program....	25.7	28.6	37.5	15.4	11.1	30.8
Other	11.4	7.1	12.5	15.4	11.1	11.5

Note: Percentages add to more than 100 because more than one choice could be checked. Figures based on 35 schools with some or all public interest activities housed in a separate office and answering the question about duties. Eleven schools reported that all their public interest activities are housed in a separate office. For the other 24, some activities are also housed in the CSO. Other duties mentioned include managing summer public interest fellowships, the mentoring program, and part-time staff attorney.

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 (57%), followed by 32% reporting to an associate dean. This is most common at large schools, with 39% 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 52% of schools overall reported that the primary professional participates in faculty meetings, although most participate in a non-voting capacity. Participation in faculty meetings typically involves occasional attendance to make presentations and answer questions about career services, or regular attendance as an observer, reporting and participating as appropriate outside of executive sessions. A more proactive role, such as proposing and advocating for curriculum changes or programming related to career services, is not typical.
- About 58% 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; public interest/externships/pro bono; 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, diversity, LRAP, experiential learning and professional skills, communications, student retention, dean search, the LSSE, facilities and safety, and technology. 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 30% of schools reported having a faculty advisory committee, and about 31% have a student advisory committee. A judicial clerkship advisory committee is most common, particularly at large schools, with 67% reporting such a committee. About one-quarter of schools 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.....	56.6%	58.3%	54.3%	56.4%
Law school associate dean.....	32.0	27.1	31.4	38.5
Law school assistant dean.....	7.4	10.4	5.7	5.1
Other law school administrator.....	4.1	4.2	5.7	2.6
Other.....	1.6	0.0	2.9	2.6

Figures are based on 122 schools. Percentages may add to more than 100 because in some cases the primary career services professional reports to more than one person. "Others" mentioned include the director of development, vice dean/vice president for operations or administration, the dean of students, and the law school chancellor.

Faculty Meeting and Committee Participation (percent of primary professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Faculty meetings:				
Attends as voting member.....	0.8%	2.1%	0.0%	0.0%
Attends as non-voting member.....	51.3	53.2	42.4	56.4
Does not attend.....	47.9	44.7	57.6	43.6
Serves on faculty committees.....	58.0	59.6	54.5	59.0

Committees Advising the Career Services Office (percent of schools)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Faculty Advisory Committee.....	27.9%	31.3%	22.9%	28.2%
Judicial Clerkship Advisory Committee.....	57.4	50.0	57.1	66.7
Student Advisory Committee.....	31.1	33.3	31.4	28.2
None reported.....	26.2	29.2	25.7	23.1

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." One school mentioned an alumni advisory committee, which is not categorized above.

Comments about Changes Affecting the CSO

The 2012-2013 survey asked schools about changes in their office since the time of the 2010-2011 survey. The most frequent response, from 44% of schools, was that their office had added staff. Among public schools over half (55%) indicated they had added staff. However, over one-third indicated that their operating budget was reduced; this percentage was 42% at private schools. Just over 1 in 5 schools reported that their office travel budget had been reduced or eliminated or that funds for professional development or conferences had been reduced or eliminated. Relatively few schools indicated that staff positions had been eliminated. However, a few schools noted in their comments that salaries or hiring were frozen or that positions had been changed to part-time or academic year length.

Finally, schools were invited to discuss challenges and changes affecting the CSO in the two years since the last survey. That the job market remains tough prefaced a number of comments. Other recurring themes were overall challenges to legal education, heightened expectations in general, increased demand for services, especially from, but not limited to, alums, and a much higher level of

scrutiny, particularly when it comes to reporting employment outcomes and much more time and effort devoted to this. Quotations included below are representative of other topics covered, and in some cases have been edited for clarity.

“New Assistant Dean for Professional and Career Development position created.”

“Changed office name from ‘Career Development’ to ‘Professional and Career Development.’”

“My time is divided between admissions and career services. In this difficult admissions year, my time was pulled away from career services.”

“Completely stagnant compensation since 2005; also loss of travel and professional development benefits and support staff positions.”

“Added one full-time assistant director — a huge plus.”

“General austerity measures taken in reviewing staffing, vacancies, and expenditures.”

Changes Experienced by CSOs Since 2011 Survey (percent of schools)

	JD ENROLLMENT				Private Schools	Public Schools
	All Sizes	Fewer than 550	550-749	750 or More		
Position(s) in office eliminated.....	12.3%	16.7%	11.4%	7.7%	13.0%	11.3%
Position(s) in office added.....	44.3	45.8	37.1	48.7	36.2	54.7
Office budget reduced.....	35.2	27.1	40.0	41.0	42.0	26.4
Office budget increased.....	18.9	22.9	22.9	10.3	17.4	20.8
Travel budget reduced or eliminated.....	22.1	18.8	20.0	28.2	24.6	18.9
Travel budget increased.....	17.2	22.9	22.9	5.1	10.1	26.4
Decrease in funds for professional development/conferences.....	23.0	20.8	22.9	25.6	27.5	17.0
Increase in funds for professional development/conferences.....	5.7	10.4	0.0	5.1	1.4	11.3
Other.....	7.4	4.2	11.4	7.7	2.9	13.2

Figures are based on all responding schools. Percentages add to more than 100 because more than one item could be checked. Other changes mentioned include splitting the CSO from admissions, eliminating funding for bridge program, adding Symplicity, increased office space, a salary/hiring freeze, changing positions to part-time/academic year, and a change in assistant dean.

- “Significant budget cuts.”*
- “Law school undergoing large construction/ renovation project over four years.”*
- “The law school had me take over the Dean of Students role in addition to Career Services. The Alumni Relations position has been vacant for four years so I have been doing that too.”*
- “The law school administration took away the space we had used for the career services library. The dean combined two faculty committees — professional development and judicial clerkships — into one so there is less faculty support for our office.”*
- “Effective January 2013 our school created an Assistant Dean of Experiential Learning position. Also we created a student-led Public Interest Board. Both of these areas were taken out of our office’s purview. Our priorities are now squarely on student counseling, programming, an alumni program for 0-5 year attorneys, and employer outreach.”*
- “Positions reduced to part-time and ten months.”*
- “Assistant Dean now reports to Associate Dean rather than Dean.”*
- “Added an Associate Director position with emphasis on judicial clerkships.”*
- “We reorganized some of our administrative positions to create additional counseling positions.”*
- “CDO split off from Admissions.”*
- “Brought Public Interest Center under our office supervision; the new Director ran that program until new staff was hired.”*
- “The primary professional left our CSO for another position at school and took some duties and budget from the office. The CSO has been under interim leadership and has had less than a full staff.”*
- “Heightened reporting requirements and a self-imposed audit of our reporting process has added to our staff’s overall workload, taking time away from counseling, programming, and outreach. Increased focus on employer outreach has added to staff duties.”*
- “Our office proposed that professionalism training be made a graduation requirement. Faculty approved and the new program went into effect in fall 2013.”*
- “We added a full-time support staff position and recently enhanced the position title and responsibilities for the third professional.”*
- “Complete turnover in OCP team; school is re-envisioning the role of the department head and hiring new head.”*
- “Essentially a budget freeze for the law school, but importance of CDO recognized so no limits at this point. Able to expand some electronic resources to provide enhanced service, and increase out-of-state employer/alumni outreach. Changing focus of student programming in terms of how to provide information, but keeping focus on professional development, education, and networking. “*
- “Office oversees identification and qualification for credit-bearing externships and is key participant in the Assured Outcomes & IL Honors Program.”*
- “We were able to staff up, adding a part-time alumni counselor and new full-time general counselor. We launched a bridge to practice program for grads, which was highly successful. However, as of spring 2013, the law school dean cancelled funding for the bridge program.”*