



# 2023

National Association for Law Placement

## Survey of U.S. Law School Career Services Offices

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# Contents

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<b>Introduction</b>	<b>4</b>
<b>Selected Findings</b>	<b>5</b>
Table 1. Response to 2023 Law School Career Services Survey	7
Table 2. Formal Name of Career Services Office	7
Table 3. Full-time Staff Size — FTEs by Type or Size of Law School	8
Table 4. Part-time Staff Size — By Type or Size of Law School	9
Table 5. Number of JD Students per Full-time Professional Career Services Staff By Type or Size of Law School	10
Figure 1. Number of JD Students per Full-Time Professional Staff	10
Table 6. Counseling for Judicial Clerkship and Public Interest Positions	11
Table 7. Staffing for Selected Functions	11
Table 8. Staff Providing LLM Counseling	12
Table 9. Non-LLM Master’s in Law Degree Programs	12
Figure 2. Years in Field — Primary Professionals	13
Figure 3. Years in Job — Primary Professionals	13
Figure 4. Years in Field — Second Career Services Professionals	14
Figure 5. Years in Job — Second Career Services Professionals	14
Figure 6. Years in Field — Third Career Services Professionals	15
Figure 7. Years in Job — Third Career Services Professionals	15
Table 10. Education of Career Services Professional by Job Tenure	16
Table 11. Salaries for Primary Professionals By Law School Characteristics as of May 1, 2023	17



Table 12. Salaries for Primary Professionals By Education and Tenure as of May 1, 2023.....	18
Table 13. Salaries for Other Professional and Administrative Positions—as of May 1, 2023.....	19
Table 14. CSO Staff Person with Lead Responsibility for Collecting, Compiling, and Reporting Graduate Employment Data.....	21
Table 15. Person to Whom the Primary Career Services Professional Reports.....	21
Table 16. Changes Experienced Since the 2021 Survey.....	22
Table 17. Operational Changes Since March 2020 and Impetus for Change.....	25
Table 18. Law School Diversity, Equity, Inclusion Activities.....	26
Table 19. Staffing for Diversity, Equity, & Inclusion Initiatives.....	27
<b>Open-Ended Questions/Commentary.....</b>	<b>28</b>

# Introduction

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*The 2023 Law School Career Services Survey* gathered information from law school career services offices at ABA-accredited law schools in the United States. Depending on the specific question, respondents provided information for the 2022-2023 academic year, or as of May 1, 2023. A total of 92 schools, representing all five U.S. NALP regions, responded to the survey, though not all schools completed all items on the survey. More private than public schools responded, reflecting the fact that over half of ABA-accredited law schools are private. **(See Table 1.)**

Some key findings are highlighted below. Readers are encouraged to refer to the tables for more details on these topics and others not highlighted here. Note that the terms ‘school’ and ‘career services office’ are used interchangeably, and that the term CSO is used for ease here, but includes a variety of office names as shown in **Table 2.**

# Selected Findings

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- Schools average just over four full-time equivalent (FTE) professional staff and one full-time equivalent support staff. Thirteen percent of schools operate with 1.5 FTE's or fewer professionals; twelve percent operate with one FTE. About 28% of schools employ one or more part-time professionals. **(Tables 3 and 4.)** Part-time professionals are typically counselors. On average there are about 167 JD students per full-time equivalent professional staff. **(Figure 1 and Table 5.)** This figure is similar to those reported in the previous three cycles, which ranged from 172 to 177, and remains below the figure of 200 in 2015.
  - Just over half of schools reported that the CSO has a staff person designated with primary responsibility for judicial clerkship advising. Schools are less likely to have a designated public interest counselor (42%), and almost three-quarters of schools reported that public interest advising/counseling is handled by any available counselor. About one-third of schools reported having staff, typically one FTE, whose duties primarily encompass employer outreach. **(Tables 6 and 7.)**
  - About 46% of schools have a Masters of Law (non-LLM) program. When offered, career services for these students falls to the CSO as often as not. **(Table 9.)**
  - The primary professional is an assistant or associate dean at three-quarters of schools; for some, the title also includes director.
- The majority of second professionals, about 60%, are directors. Most of the rest are assistant or associate directors or advisors.
- Primary professionals reported an average of just over 14 years in the field (including both school and employer experience but not time in practice); second professionals averaged about 10 years; third professionals averaged about 8 years. **(Figures 2-9.)**
  - Turnover in the field is evidenced by the finding that 38% of primary professionals have been in their current job for two years or less. In 2021, this was the case for about 8% of primary professionals. Likewise, among second professionals, 30% had been in their current job for a year or less, compared with about 8% in 2021. The topic of staffing challenges came up in many of the open-ended comments offered. About 90% of primary and second professionals have a JD degree. **(Table 10.)** Nearly all of these professionals with a JD (93%) have previously practiced law. Related experience, such as in undergraduate career services, curriculum development, or as a headhunter was reported for about one-third each of primary professionals and second professionals.
  - The median salary for primary career services professionals was \$114,000, but this varies considerably based on the characteristics of the school and the individual. **(Tables 11 and 12.)**

## Selected Findings cont.

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- The median salary for second professionals was \$80,000, again with variation based on school and individual demographics. **(Table 13.)**
- Most primary CSO professionals report to the law school dean or an assistant or associate dean, with 62% reporting to dean of the law school, and 35% reporting to an assistant or associate dean. **(Table 15.)**
- About one-quarter of schools reported experiencing budget decreases since the 2021 survey. Schools were more likely to have reported an increase in staff (31%), than a decrease in staff (18%). Few schools reported staff furloughs. The majority of schools initiated or increased programming related to student wellbeing, professional development, or virtual etiquette. About one-quarter of schools each reported a decrease or elimination of the travel budget, or a decrease in staff professional development funds. An inquiry as to which changes were Covid-related and expected to be temporary found that budget/funding decreases were most likely to be temporary, and that Covid was not a major driver of changes.
- Nearly all schools have offered and will continue to offer virtual counseling appointments, and at least some programming in a hybrid or virtual format. Continued availability of remote/hybrid work is a bit less pervasive, at about 83% of schools.
- Two-thirds of schools reported that the law school has a DE&I committee involved in developing initiatives, and 80% reported that student groups are involved. About 59% of schools reported that activities are coordinated by the Student Services/Affairs office and a similar percentage (61%) have a dedicated school-wide office or staff person. About 44% of schools reported that the CSO has a staff person whose duties include DE&I activities.
- Although the majority of schools (58%) did not add staff with DE&I duties in 2022-23, nearly all schools reported that the amount of time spent on these activities increased in 2022-23. A few schools reported a decrease.

Table 1. Response to 2023 Law School Career Services Survey

(By NALP Region and Law School Type)

NALP Region	All Schools		Private Schools		Public Schools	
	Number	% of Total	Number	% of Total	Number	% of Total
Northeast and Mid-Atlantic	19	20.6%	13	14.1%	6	6.5%
Southeast	30	32.6	18	19.6	12	13.0
Midwest	20	21.7	8	8.7	12	13.0
West/Rocky Mountain	23	25.0	10	10.9	13	14.1
<b>TOTAL</b>	<b>92</b>	<b>100.0%</b>	<b>49</b>	<b>53.3%</b>	<b>43</b>	<b>46.7%</b>

**NALP 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, 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.

Table 2. Formal Name of Career Services Office

	Percent
Career Services Office*	68%
Office of Career and Professional Development**	25
Office of Professional Development**	7

\*Includes variants such as Career Center, Law Career Services, Career Strategy, Career Planning, Career Opportunities, Career Management, and a reference to career development in some cases.

\*\*Together, not quite one-third of schools reported a formal office name that references ‘professional development’ specifically.

A few schools noted an additional area, such as co-op or externships. Those schools are included above based on the overall name.

Table 3. Full-time Staff Size — FTEs by Type or Size of Law School  
(percent of schools, except for averages)

	All schools	Source of Support		JD Enrollment			Part-time Program		LLM Students	
		Public	Private	Fewer than 400	400-600	More than 600	No	Yes	No	Yes
<b>Total Staff</b>										
3 or fewer	35.9%	41.9%	30.6%	77.8%	29.0%	8.8%	32.8%	41.2%	64.3%	23.4%
3.5 – 6	37.0%	30.2%	42.9%	14.8%	58.1%	35.3%	31.0%	47.1%	32.1%	39.1%
More than 6	27.2%	27.9%	26.5%	7.4%	12.9%	55.9%	36.2%	11.8%	3.6%	37.5%
Average #	5.2	4.9	5.4	3.1	4.6	7.5	5.8	4.2	3.0	6.2
<b>Professional Staff</b>										
1 – 1.5	13.0%	18.6%	8.2%	37.0%	6.5%	0.0%	12.1%	14.7%	32.1%	4.7%
2 – 4.0	47.8%	39.5%	55.1%	55.6%	64.5%	26.5%	44.8%	52.9%	64.3%	40.6%
More than 4	39.1%	41.9%	36.7%	7.4%	29.0%	73.5%	43.1%	32.4%	3.6%	54.7%
Average #	4.2	4.0	4.3	2.4	3.7	6.1	4.6	3.5	2.4	5.0
<b>Support Staff</b>										
None	29.3%	37.2%	22.4%	48.1%	22.6%	20.6%	25.9%	35.3%	39.3%	25.0%
0.2 – 1	51.1%	46.5%	55.1%	44.4%	61.3%	47.1%	48.3%	55.9%	60.7%	46.9%
More than 1	19.6%	16.3%	22.4%	7.4%	16.1%	32.4%	25.9%	8.8%	0.0%	28.1%
Average #	1.0	0.9	1.1	0.7	0.9	1.4	1.2	0.7	0.5	1.2

Note: Figures for professional and support staff are as of May 1, 2023.

Individuals who work full-time but who have duties outside of the CSO are included in these figures, but are counted according to the portion of their time that is devoted to the CSO. Just a handful of schools reported any full-time student help, therefore figures are not reported.

Table 4. 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 Program		LLM Students	
		Public	Private	Fewer than 400	400-600	More than 600	No	Yes	No	Yes
<b>Total Part-time Staff</b>										
None	60.9%	69.8%	53.1%	77.8%	64.5%	44.1%	63.8%	55.9%	78.6%	53.1%
1 or more	39.1%	30.2%	46.9%	22.2%	35.5%	55.9%	36.2%	44.1%	21.4%	46.9%
Average #	0.5	0.5	0.6	0.2	0.4	0.9	0.5	0.6	0.2	0.7
<b>Professional Part-time Staff</b>										
None	71.7%	81.4%	63.3%	88.9%	80.6%	50.0%	74.1%	67.6%	85.7%	65.6%
1 or more	28.3%	18.6%	36.7%	11.1%	19.4%	50.0%	25.9%	32.4%	14.3%	34.4%
Average #	0.4	0.3	0.4	0.1	0.2	0.7	0.4	0.4	0.1	0.5
<b>Support Staff</b>										
None	87.0%	86.0%	87.8%	88.9%	80.6%	91.2%	89.7%	82.4%	92.9%	84.4%
1 or more	13.0%	14.0%	12.2%	11.1%	19.4%	8.8%	10.3%	17.6%	7.1%	15.6%
Average #	0.2	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.1	0.2
<b>Student Assistants — Fall 2022</b>										
None	43.5%	44.2%	42.9%	48.1%	45.2%	38.2%	48.3%	35.3%	53.6%	39.1%
1	23.9%	18.6%	28.6%	25.9%	35.5%	11.8%	24.1%	23.5%	25.0%	23.4%
2 or more	32.6%	37.2%	28.6%	25.9%	19.4%	50.0%	27.6%	41.2%	21.4%	37.5%
Average #	1.2	1.2	1.2	1.0	0.8	1.7	1.0	1.5	0.9	1.3
<b>Student Assistants — Spring 2023</b>										
None	40.2%	37.2%	42.9%	44.4%	41.9%	35.3%	43.1%	35.3%	50.0%	35.9%
1	28.3%	25.6%	30.6%	29.6%	41.9%	14.7%	29.3%	26.5%	25.0%	29.7%
2 or more	31.5%	37.2%	26.5%	25.9%	16.1%	50.0%	27.6%	38.2%	25.0%	34.4%
Average #	1.2	1.3	1.2	1.0	0.8	1.8	1.1	1.5	1.0	1.3
<b>Student Assistants — Summer 2023</b>										
None	63.0%	62.8%	63.3%	66.7%	77.4%	47.1%	60.3%	67.6%	75.0%	57.8%
1	22.8%	18.6%	26.5%	25.9%	19.4%	23.5%	25.9%	17.6%	17.9%	25.0%
2 or more	14.1%	18.6%	10.2%	7.4%	3.2%	29.4%	13.8%	14.7%	7.1%	17.2%
Average #	0.6	0.6	0.6	0.4	0.3	1.1	0.6	0.7	0.4	0.7

Note: Figures for part-time professional and support staff are as of May 1, 2023. Figures for part-time staff reflect the number of individuals who work part time, regardless of how many hours per week that may be. All of the part-time professional staff collectively reported by schools were reported as being counselors.

Figure 1. **Number of JD Students per Full-Time Professional Staff**  
(percent of schools in each range)

Average # of JD students per FT professional staff = 167

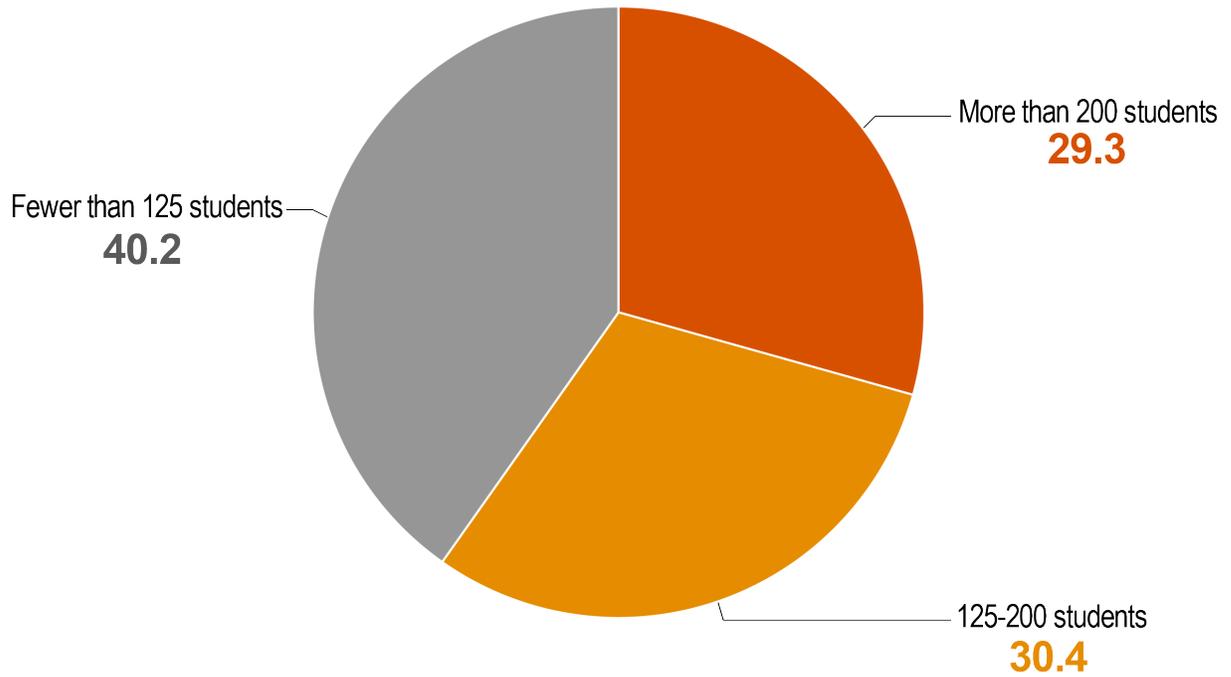


Table 5. **Number of JD Students per Full-time Professional Career Services Staff**  
**By Type or Size of Law School**  
(percent of schools, except for averages)

# of JD Students per Full-time Equivalent Professional Staff	JD Enrollment			Source of Support		Part-time Program	
	Fewer than 400	400-600	More than 600	Public	Private	No	Yes
Fewer than 125 students	29.6%	48.4%	41.2%	41.9%	38.8%	53.4%	17.6%
125-200 students	33.3%	22.6%	35.3%	30.2%	30.6%	27.6%	35.3%
More than 200 students	37.0%	29.0%	23.5%	27.9%	30.6%	19.0%	47.1%
Average # per full-time professional staff	189	160	156	165	170	149	199

Table 6. **Counseling for Judicial Clerkship and Public Interest Positions**  
(percent of schools)

	All schools	JD Enrollment			Source of Support	
		Fewer than 400	400–600	More than 600	Public	Private
<b>Judicial Clerkship Advising:</b>						
One person in CSO has primary responsibility for clerkship advising	53.3%	48.1%	51.6%	58.8%	65.1%	42.9%
Responsibility for clerkship advising is divided among multiple CSO staff	34.8	37.0	38.7	29.4	30.2	38.8
NA-clerkship advising is independent of CSO	10.9	11.1	6.5	14.7	7.0	14.3
<b>Public Interest and Government Job Advising Provided By:</b>						
Designated CSO staff	42.4	40.7	29.0	55.9	51.2	34.7
Any available CSO counselor/staff	72.8	66.7	80.6	70.6	76.7	69.4
Staff in separate public interest office	15.2	7.4	12.9	23.5	4.7	24.5
Other	3.3	7.4	0.0	2.9	2.3	4.1

Note: Among schools indicating that one person has primary responsibility for clerkship advising and providing the title of that person, about 65% reported an assistant or associate director, or a director specified as for public interest/clerkships/government/internships/externships. About 35% reported the assistant dean, assistant dean and director, or director of career services (who may be the only professional staff in the office). A few schools noted using a combination of methods.

Percentages for public interest and government job advising add to more than 100, since more than one option could be chosen.

Table 7. **Staffing for Selected Functions**  
(percent of schools)

	All schools	JD Enrollment			Source of Support	
		Fewer than 400	400-600	More than 600	Public	Private
<b>Staff person for employer outreach</b>	<b>32.6%</b>	18.5%	32.3%	44.1%	37.2%	28.6%
<b>Staff person for alumni counseling</b>	<b>15.2</b>	14.8	9.7	20.6	14.0	16.3

Note: Figures report the percentage of schools reporting that the office has a staff person whose duties are primarily in the area described. An additional inquiry on staffing levels reveals that schools with employer development staffing averaged one FTE, regardless of size or type of school. The small number of schools with staff for alumni counseling typically also have about one FTE in this role.

Table 8. **Staff Providing LLM Counseling**  
(percent of schools)

	All schools reporting LLM students	Number of LLM Students		
		10 or fewer	11-30	More than 30
<b>Any available CSO counselor/staff</b>	37.5%	43.8%	56.5%	17.4%
<b>Designated CSO staff</b>	48.4	31.3	43.5	69.6
<b>LLM office/program staff person</b>	43.8	31.3	34.8	56.5
<b>Other</b>	4.7	12.5	0.0	4.3

Note: Figures based on 64 schools 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.

Some schools with an LLM program did not report their number of LLM students, and so are included only in the total column. Others noted as providing counseling were faculty, and main campus career services.

Table 9. **Non-LLM Master’s in Law Degree Programs**  
(percent of schools)

	All schools	JD Enrollment			Source of Support	
		Fewer than 400	400-600	More than 600	Public	Private
<b>School offers non-LLM master’s degree(s)</b>	45.7%	33.3%	51.6%	50.0%	46.5%	44.9%
<b>Counseling provided by:</b>						
Designated CSO staff	14.3	22.2	18.8	5.9	20.0	9.1
Any available CSO counselor/staff	40.5	33.3	37.5	47.1	40.0	40.9
Another office in the law school	45.2	55.6	31.3	52.9	55.0	36.4
Graduate career center outside of the law school	26.2	11.1	43.8	17.6	25.0	27.3
Other	4.8	0.0	0.0	11.8	5.0	4.5

Note: Figures for presence of a master’s program are based on all survey respondents. Figures for career services are based on schools which indicated that they have such a master’s program. Also noted as providing career services were relevant faculty, and a small CSO role that is anticipated to grow with the program.

Figure 2. Years in Field — Primary Professionals

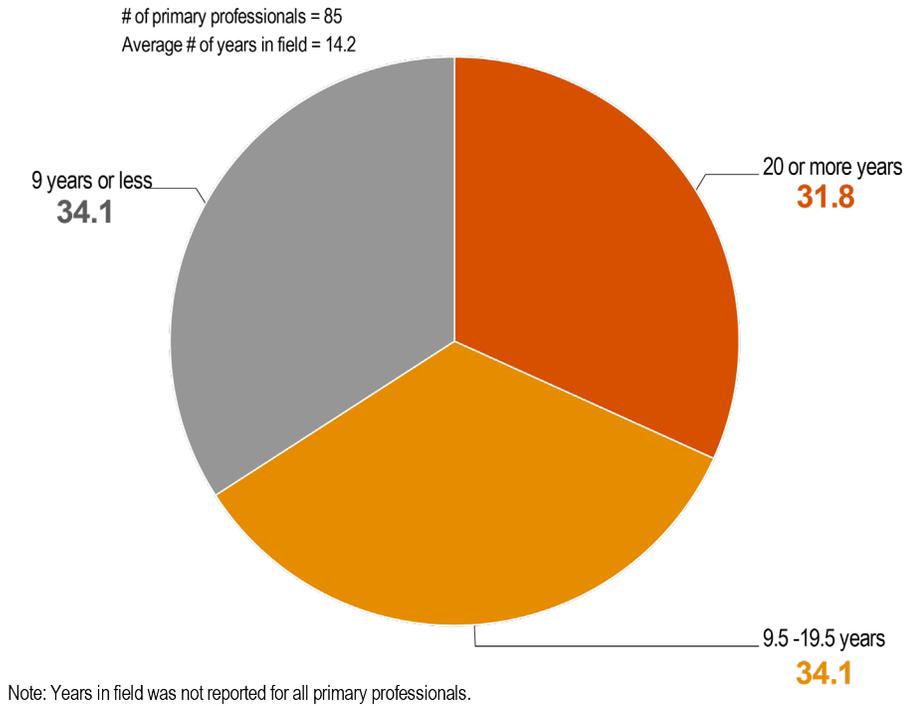
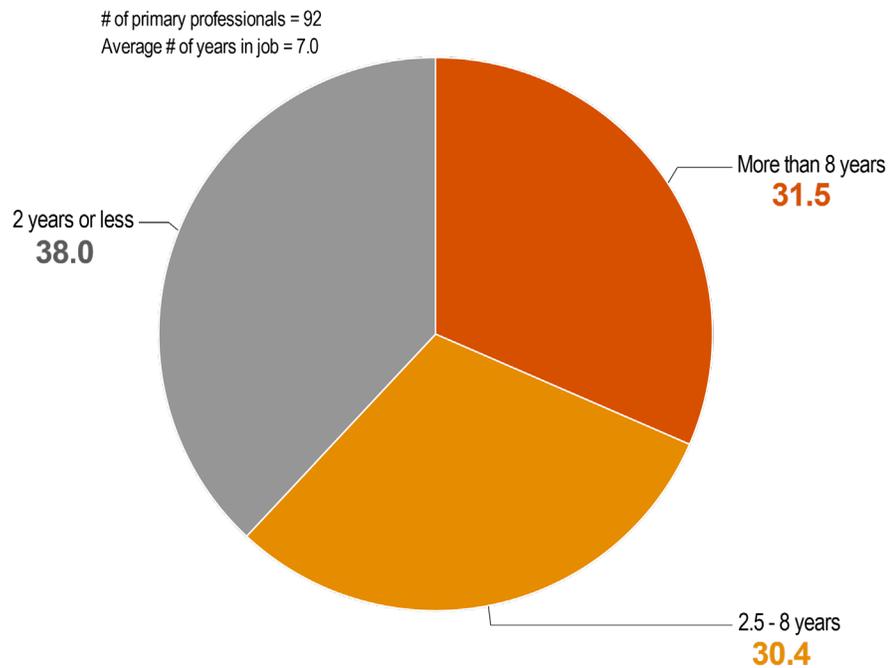
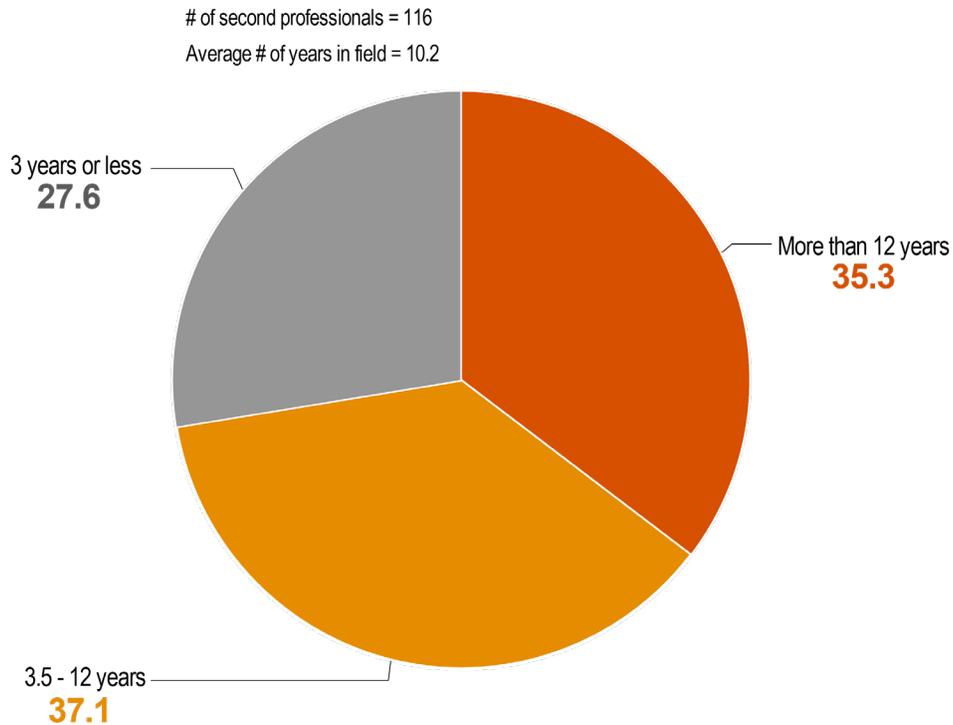


Figure 3. Years in Job — Primary Professionals



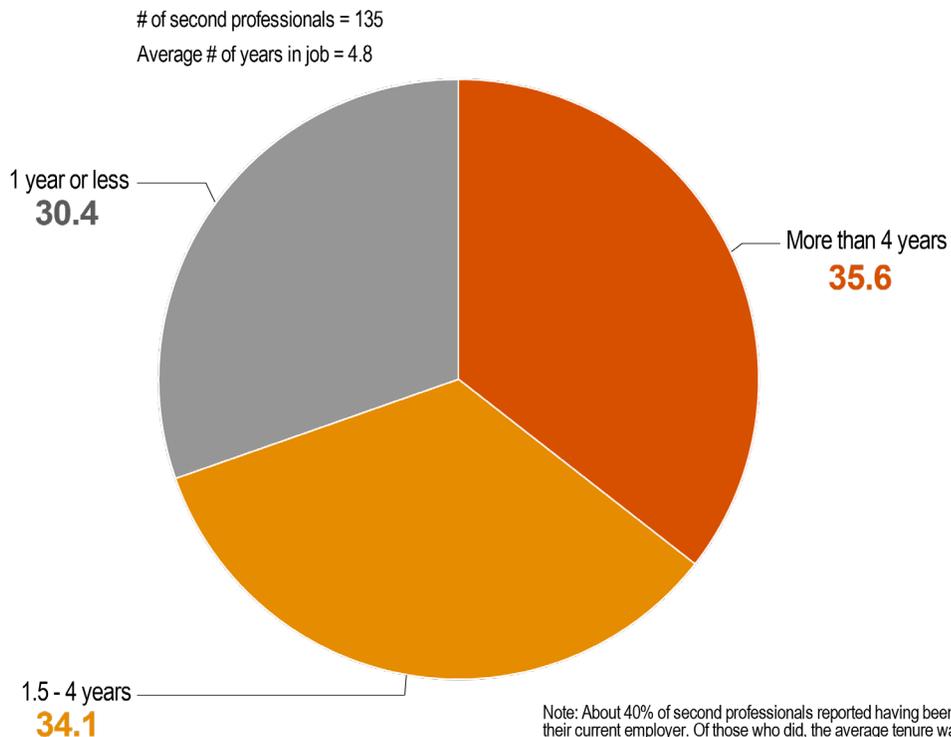
Note: Just over half (57%) of primary professionals reported having been in a previous job (or jobs) with their current employer. Of those who did, the average tenure was six years.

Figure 4. **Years in Field — Second Career Services Professionals**



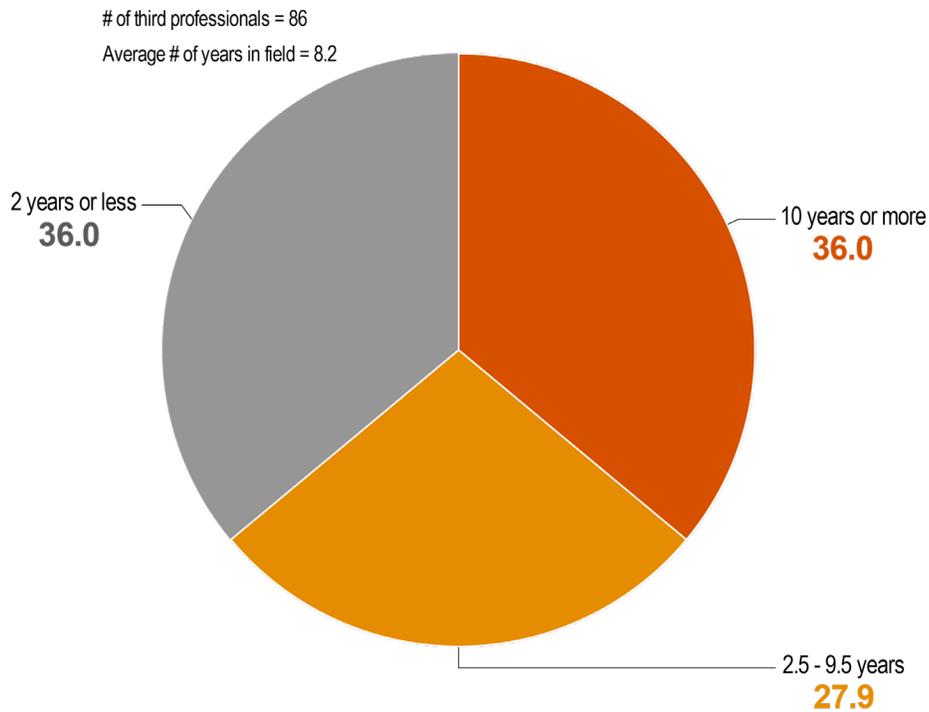
Note: Years in field was not reported for all second professionals. A few work part-time.

Figure 5. **Years in Job — Second Career Services Professionals**



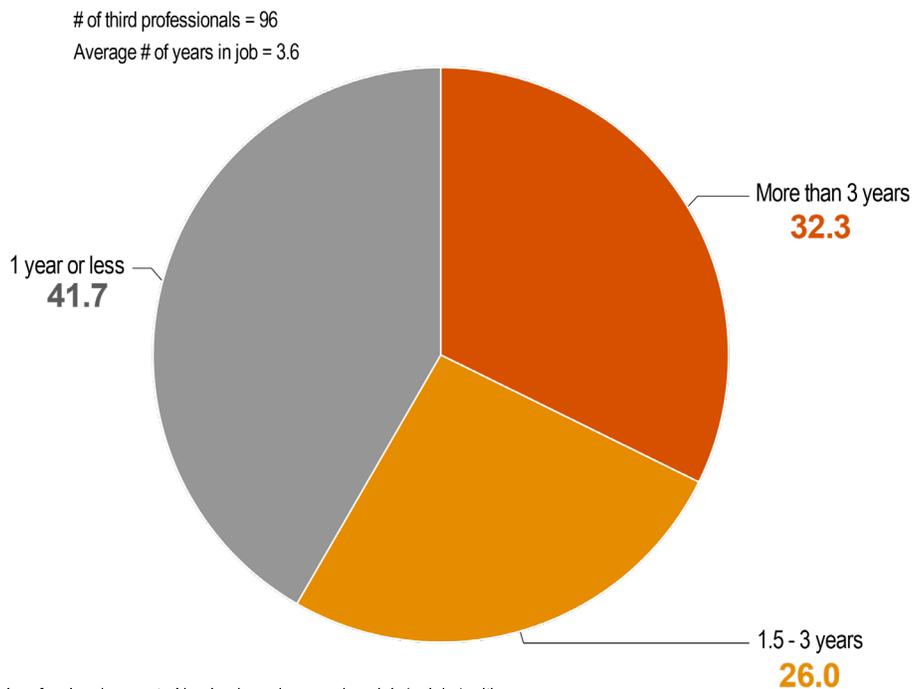
Note: About 40% of second professionals reported having been in a previous job (or jobs) with their current employer. Of those who did, the average tenure was not quite seven years.

Figure 6. **Years in Field — Third Career Services Professionals**



Note: Years in field was not reported for all third professionals. Figures include a few part-time staff.

Figure 7. **Years in Job — Third Career Services Professionals**



Note: About one-third of third professionals reported having been in a previous job (or jobs) with their current employer. Of those who did, the average tenure was about 7.5 years.

Table 10. Education of Career Services Professional by Job Tenure  
(percent of professionals)

	JD or LLB Degree	
	Yes	No
<b>Education of Primary Professionals Overall</b>	90.2%	9.8%
<b>By years in current job:</b>		
2 years or less	82.9	17.1
2.5 - 8 years	96.4	3.6
More than 8 years	93.1	6.9
<b>Education of Second Professionals Overall</b>	84.8	15.2
<b>By years in current job:</b>		
1 year or less	85.4	14.6
1.5 - 4 years	87.0	13.0
More than 4 years	81.3	18.8
<b>Education of Third Professionals Overall</b>	74.5	25.5
<b>By years in current job:</b>		
1 year or less	77.5	22.5
1.5 - 3 years	76.0	24.0
More than 3 years	71.0	29.0
<b>Education of Fourth Professionals Overall</b>	63.0	37.0
<b>By years in current job:</b>		
1 year or less	73.7	26.3
More than 1 year	53.8	46.2

Note: Education was reported for 92 primary professionals and for 138 second professionals. Education was reported for 98 third professionals, and for 46 fourth professionals. Job tenure was also reported for most. Among additional staff, none have a JD.

Table 11. Salaries for Primary Professionals By Law School Characteristics as of May 1, 2023

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>All Primary Professionals</b>	\$93,600	\$113,859	\$139,926	\$119,549	87
<b>Private Law Schools Overall</b>	92,400	112,204	138,000	120,893	45
<b>By Region:</b>					
Northeast and Mid-Atlantic	–	119,025	–	130,269	9
Southeast	90,000	110,376	134,000	114,639	17
Midwest	–	105,000	–	118,658	9
West/Rocky Mountain	110,000	116,725	130,000	125,098	10
<b>By Metro Area Population:</b>					
Metro area population less than 1.5M	82,000	100,568	115,000	106,917	14
Metro area population 1.5M-5M	92,400	118,450	140,000	121,306	17
Metro area population more than 5M	106,000	115,615	168,000	134,369	14
<b>By JD Enrollment:</b>					
JD enrollment 600 or fewer	90,000	111,136	132,000	112,244	27
JD enrollment more than 600	105,000	124,225	168,000	133,867	18
<b>Public Law Schools Overall</b>	93,600	116,250	139,926	118,108	42
<b>By Region:</b>					
Northeast and Mid-Atlantic	–	116,000	–	117,045	5
Southeast	105,200	117,933	152,050	129,842	10
Midwest	81,500	94,300	113,611	98,055	12
West/Rocky Mountain	80,000	131,200	160,312	126,683	15
<b>By Metro Area Population:</b>					
Metro area population less than 1.5M	80,000	103,500	131,200	108,542	26
Metro area population 1.5M-5M	–	137,463	–	135,564	8
Metro area population more than 5M	–	124,500	–	131,744	8
<b>By JD Enrollment:</b>					
JD enrollment 600 or fewer	85,000	98,250	127,832	105,074	28
JD enrollment more than 600	119,365	136,900	167,987	144,177	14

Note: About three-quarters of the professional staff reflected in this table have a title of assistant or associate dean. The remainder are directors. Figures reflect full-time salaries only. Groupings with fewer than five salaries are not reported. Only medians and averages are shown if fewer than ten salaries were 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, 2022.

Table 12. Salaries for Primary Professionals By Education and Tenure as of May 1, 2023

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>All Primary Professionals</b>		\$93,600	\$113,859	\$139,926	\$119,549	87
<b>Education</b>	With JD/LLB	93,000	112,204	140,000	118,928	79
	Without JD/LLB	–	124,683	–	125,683	8
<b>Years in Field</b>	9 years or less	93,000	109,000	120,000	106,280	27
	9.5 -19.5 years	93,600	110,000	125,221	111,338	29
	20 or more years	132,000	145,500	182,330	147,096	25
<b>Years in Job</b>	2 years or less	102,000	113,000	138,000	117,469	33
	2.5 - 8 years	85,000	111,136	125,221	111,944	27
	More than 8 years	95,000	118,450	160,312	129,695	27

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. Only groupings with five or more salaries reported are included in the table. Only the median and average are shown if fewer than 10 salaries were reported.

Table 13. Salaries for Other Professional and Administrative Positions—as of May 1, 2023

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>All Second Professionals</b>		\$72,000	\$80,000	\$98,000	\$85,815	125
<b>Education</b>	With JD/LLB	74,000	82,000	101,652	87,423	106
	Without JD/LLB	70,000	75,000	80,500	76,847	19
<b>JD Enrollment</b>	600 or fewer	72,000	77,250	88,000	79,515	63
	More than 600	72,000	91,342	109,000	92,217	62
<b>NALP region</b>	Northeast and Mid-Atlantic	77,000	85,000	111,000	92,538	23
	Southeast	67,000	77,200	88,000	80,376	50
	Midwest	65,000	75,000	90,499	79,257	18
	West/Rocky Mountain	78,785	92,843	104,000	92,738	34
<b>Type of school</b>	Private	67,000	80,000	97,000	84,688	63
	Public	72,956	80,028	101,652	86,960	62
<b>Years in field</b>	3 years or less	69,491	75,000	79,568	75,555	31
	3.5 - 12 years	69,028	80,028	95,948	83,208	40
	More than 12 years	82,000	101,086	114,000	100,832	34
<b>Years in job</b>	1 year or less	72,997	79,250	90,499	82,295	40
	1.5 - 4 years	66,713	77,000	93,500	80,633	41
	More than 4 years	80,056	94,303	109,000	94,265	42
<b>All Third Professionals</b>		67,709	77,250	90,000	77,881	87
<b>Education</b>	With JD/LLB	72,000	79,867	91,667	82,234	68
	Without JD/LLB	50,000	60,000	70,000	62,300	19
<b>JD Enrollment</b>	600 or fewer	62,000	70,000	77,508	69,266	33
	More than 600	70,000	80,463	94,140	83,146	54
<b>NALP region</b>	Northeast and Mid-Atlantic	70,000	81,201	93,624	82,068	16
	Southeast	62,000	75,000	80,000	72,745	38
	Midwest	67,000	70,000	80,926	72,667	10
	West/Rocky Mountain	75,000	89,300	98,000	85,720	23
<b>Type of school</b>	Private	65,000	75,720	80,926	73,562	42
	Public	70,000	78,000	92,700	81,912	45

## 2023 NALP Survey of U.S. Law School Career Services Offices

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>Years in field</b>	2 years or less	65,000	69,628	76,440	69,139	27
	2.5 - 9.5 years	67,709	78,000	89,300	77,166	23
	10 years or more	79,463	92,600	98,802	89,480	28
<b>Years in job</b>	1 year or less	66,000	75,000	80,000	75,157	35
	1.5 - 3 years	69,628	77,250	90,000	75,664	21
	More than 3 years	75,000	88,000	96,887	84,351	29
<b>All Fourth Professionals</b>		62,623	75,000	88,000	75,716	41
<b>Education</b>	With JD/LLB	74,880	87,000	91,960	82,098	25
	Without JD/LLB	57,375	66,451	72,364	65,745	16
<b>JD Enrollment</b>	600 or fewer	–	61,980	–	66,649	6
	More than 600	64,896	77,400	89,000	77,271	35
<b>NALP region</b>	Southeast	–	70,000	–	69,067	9
	Midwest	–	62,901	–	65,329	7
	West/Rocky Mountain	73,427	87,000	94,050	83,218	21
<b>Type of school</b>	Private	62,500	63,899	76,000	68,600	12
	Public	70,000	80,000	89,000	78,661	29
<b>Years in field</b>	Less than 5 years	62,500	70,000	77,000	70,529	17
	5 years or more	70,000	87,000	94,050	81,101	21
<b>Years in job</b>	1 year or less	62,500	75,000	88,000	74,694	17
	More than 1 year	62,901	74,880	91,960	76,286	23
<b>Additional Staff</b>		42,000	45,000	54,079	49,366	27
<b>JD Enrollment</b>	600 or fewer	41,500	43,530	45,000	43,009	10
	More than 600	45,000	53,000	62,400	53,106	17
<b>NALP region</b>	Southeast	41,849	45,000	53,000	47,352	16
	West/Rocky Mountain	–	53,790	70,390	–	6
<b>Type of school</b>	Private	40,000	42,000	45,000	44,691	11
	Public	45,000	52,250	59,844	52,580	16
<b>Years in field</b>	1 year or less	41,500	44,030	45,000	45,415	10
	More than 1 year	44,294	53,000	59,600	52,481	12
<b>Years in job</b>	1 year or less	41,500	45,000	51,500	47,436	15
	More than 1 year	44,450	53,000	62,400	53,850	11

Note: Figures reflect full-time salaries only. Counts for individual categories may not add to the total because not all respondents reported job tenure/experience, and only groupings with five or more salaries reported are included in the table. Only the median and average are shown if fewer than 10 salaries were reported. Most second professionals reported (about 96%), are either directors [with descriptors such as career development, JD advising] or assistant or associate directors. Directors are more prevalent than associate or assistant directors—56% versus 40% of second professionals, respectively. The vast majority of titles reported for third professionals—about 80%—are assistant or associate director, or attorney counselor. The remainder are distributed among directors, managers, and coordinators. The majority of fourth professionals—about 70%—are assistant/associate directors or attorney counselors. Most of the rest are managers. Additional staff reported are coordinators, specialists, administrators, assistants, analysts.

Table 14. CSO Staff Person with Lead Responsibility for Collecting, Compiling, and Reporting Graduate Employment Data

<p><b>Primary Professional Takes Lead</b></p> <ul style="list-style-type: none"> <li>Some schools noted the assistance of others in the office; at a few schools the lead is shared between two individuals.</li> </ul>	<b>75%</b>
<p><b>Other Professionals Take Lead</b></p> <ul style="list-style-type: none"> <li>Titles for these individuals include director; assistant or associate director; recruitment, information, administration, technology manager.</li> <li>Titles may refer specifically to employment and/or data and information, or reference alumni advising, employer outreach, or student engagement.</li> </ul>	<b>25%</b>

Note: Figures are based on 91 schools for which the lead or primary person was reported.

Table 15. Person to Whom the Primary Career Services Professional Reports  
(percent of schools)

	All Sizes	JD Enrollment		
		Fewer than 400	400-600	More than 600
<b>Law school dean</b>	62.0%	63.0%	64.5%	58.8%
<b>Law school associate or assistant dean</b>	34.8	37.0	32.3	35.3

Note: Figures are based on 90 schools. Other administrators/titles mentioned include the provost and academic dean.

Table 16. **Changes Experienced Since the 2021 Survey**  
(percent of schools)

	Percent of Schools				
	No	Yes	Change was or is expected to be temporary	Change was Covid-related	Both circumstances apply
Position(s) in the office eliminated	82.4%	17.6%	5.5%	1.1%	–
Position(s) in the office added	69.2	30.8	–	–	–
Office budget reduced	74.2	25.8	9.0	3.4	1.1%
Office budget increased	82.2	17.8	3.3	1.1	–
Staff furloughs	96.7	3.3	1.1	1.1	1.1
Responsibilities added to CSO portfolio	53.3	46.7	1.1	1.1	–
Responsibilities removed from CSO portfolio	94.4	5.6	–	–	–
Initiated or increased programming related to student mental or physical health	46.7	53.3	2.2	5.5	–
Initiated or increased programming related to student professional development	32.6	67.4	2.3	3.4	–
Initiated or increased programming related to virtual etiquette	37.1	62.9	3.4	18.0	2.3
Travel authority/budget reduced or eliminated	73.6	26.4	8.8	3.3	4.4
Travel authority/budget increased	94.4	5.6	–	–	–
Decrease in funds for staff professional development/conferences	76.9	23.1	7.7	2.2	3.3
Increase in funds for staff professional development/conferences	89.1	10.1	–	–	–

Note: All percentages are based on the number of respondents who chose at least one option for the change. That number ranges from 89 to 91 depending on the question. Percentages across add to more than 100, because the nature of the change is a subset of the 'Yes' responses.

Specifics provided for some categories are reported below.

Staff positions noted as eliminated (in some cases by multiple schools):

- Dean of Career and Professional Development
- Assistant Dean for Law Career Services & Alumni Affairs
- Associate and Assistant Directors
- Support and administrative staff
- Career Fellow
- Coordinators or Administrators for Career Services, Employer Outreach, or Programs
- Senior Career Counselor
- Recruiting and Program Manager

Staff positions noted as added (in some cases by multiple schools):

- Career Counselors/Advisors/Consultants, full- and part-time
- Assistant and Associate Directors (e.g. for DEI initiatives; Employer Relations; LLM Advising; FlexJD Advising; Alumni programs; Student Services; Professional Development; some positions unfrozen)
- Director of Career Services or Senior Director
- Specialists (e.g., data; program; writing)
- Student Affairs and Career Development Manager
- Coordinators (e.g., public interest; programs)
- Receptionist replaced with administrative staff
- Support from Office Coordinator of Student Journals

The kinds of duties specified as added (many by multiple schools) include:

- Additional course programming and event planning in general.
- Support for externships and fellowships in a variety of ways, e.g., serving as adjunct faculty; overseeing or serving as director of externships; managing field placements.
- Role in new Professional Identity Formation Course, e.g., design; teaching; oversight (ABA Standards 303(b) and 303 (c).
- More counseling, e.g., master's students and certificate students; part-time students; LLMs; alums.

- Connecting students with alumni mentors
- Covid-specific initiatives such as Litigation Lab and Mergers & Acquisitions Boot Camp approved as ongoing programs within the Career Center's budget and responsibility
- Tasks related to pro bono service, programs, clinics; public interest scholarships and fellowships
- Programming initiatives/events, e.g., community-building; DEI; young alumni events; small-group mentorship program for 2Ls and 3Ls; management of some student groups/initiatives
- Disabilities workforce recruiter program
- Lost access to Symplicity/12twenty adds significantly to duties
- [Our state's] Supervised Practice Bar Licensing Program
- Larger role in commencement planning
- Marketing and social media
- More responsibilities related to bar success

The kinds of duties/responsibilities specified as removed from the CSO:

- Staff person responsible for employment data collection no longer in the CDO
- Externship program; director of externships was hired
- Student wellness
- Bar advising
- Student success
- Networking moved to student affairs

Table 17. **Operational Changes Since March 2020 and Impetus for Change**  
(percent of schools)

	Yes			No
	Change made in response to Covid-19	Change made for reasons other than Covid-19	Change made in response to Covid-19 and also for other reasons.	
Remote/hybrid work will continue to be available to some or all CSO staff	44.0%	3.3%	35.2%	17.6%
The CSO will continue to offer virtual counseling appointments	49.5	3.3	46.2	1.1
At least some programming will continue to be offered in an all-virtual or hybrid format	44.0	2.2	49.5	4.4

Note: 91 schools answered this series of questions. Responses are not broken out further because of small cell counts; however, the majority of schools indicating that remote/hybrid work was never in place or that virtual programming was not put in place are in the Southeast region.

Table 18. Law School Diversity, Equity, Inclusion Activities  
(percent of schools)

	All Sizes	JD Enrollment			Source of Support	
		Fewer than 400	400-600	More than 600	Private Schools	Public Schools
Law school has a dedicated school-wide office or staff person	60.9%	29.6%	80.6%	67.6%	67.3%	53.5%
Activities coordinated by law school dean	27.2	29.6	32.3	20.6	28.6	25.6
Activities coordinated by faculty	28.3	33.3	29.0	23.5	28.6	27.9
Activities coordinated by student services/affairs office	58.7	48.1	64.5	61.8	57.1	60.5
CSO has at least one staff person whose duties include DEI activities	43.5	25.9	38.7	61.8	55.1	30.2
CSO has a staff person dedicated to DEI activities	6.5	7.4	6.5	5.9	8.2	4.7
Student groups are involved in developing initiatives	80.4	74.1	87.1	79.4	77.6	83.7
Law school has a DEI committee involved in developing initiatives	66.3	55.6	74.2	67.6	59.2	74.4
Other	8.7	11.1	0.0	14.7	8.2	9.3

Figures are based on all responding schools. Percentages add to more than 100 because more than one item could be checked. Others described include: programs for all graduate schools developed by the University; the CSO collaborates with student groups to conduct programs; the DE&I office is university-wide; the law school administration, faculty, staff, and students all work on DE&I programs; the law school's associate dean for academic affairs is also DE&I liaison; legislative mandates have put DE&I activities in flux.

Table 19. **Staffing for Diversity, Equity, & Inclusion Initiatives**  
(percent of schools)

	All schools	JD Enrollment			Source of Support	
		Fewer than 400	400-600	More than 600	Private	Public
<b>Added staff whose duties include DEI initiatives in academic year 2022-23</b>						
Yes	30.8%	19.2%	35.5%	35.3%	25.6%	35.4%
No	58.2	65.4	58.1	52.9	55.8	60.4
Don't know	11.0	15.4	6.5	11.8	18.6	4.2
<b>Amount of time spent on DEI initiatives</b>						
Increased	53.8	30.8	61.3	64.7	58.1	50.0
Decreased	2.2	7.7	0.0	0.0	4.7	0.0
Stayed about the same	28.6	38.5	25.8	23.5	18.6	37.5
Don't know	15.4	23.1	12.9	11.8	18.6	12.5

Note: Figures are based on 91 schools answering these questions and reflect school/university-wide activity, not necessarily just in the CSO.

# Open-Ended Questions/Commentary

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In response to an open-ended question asking schools about what methods and /or new initiatives have been effective in motivating students to begin or increase engagement with the CSO since the start of the Covid-19 pandemic, schools offered a number of observations and methods.

For example:

- Making programs and networking events more interactive, providing face-to-face contact with employers and attorneys, with interactive panel discussions, ‘speed’ networking, etc. Traditional panels of ‘talking heads’ are less effective, as students are anxious for in-person and one-to-one contacts, interactions in small groups, and opportunities to engage in networking.
- Being flexible in how, when, and where counseling appointments are available, including taking drop-ins/establishing drop-in hours; offering self-guided modules. Use of Calendly (a scheduling program) to schedule appointments.
- Concerted efforts at personal outreach, multiple touch points, regular check-ins; tracking student engagement and sending personal emails to students who may be disengaged.
- Reaching out and connecting with newly admitted students prior to their arrival and during orientation, for example with brief appointments with an assigned counselor, an introduction to the career database, etc. This showcases the value of the office immediately.
- Working with, and leveraging student groups and their leadership to publicize/promote programs and services; co-sponsoring with student groups; testimonials from the graduating class.
- Virtual programs and scheduling flexibility make it easier for students to attend, and allow for a more geographically broad pool of speakers. These programs can also be recorded and posted.
- Instituting or continuing with mandatory programs/activities for 1Ls early and often, such as requiring several meetings with an assigned counselor, programs providing an office overview, resume and cover letter review, mock interviews, and working with the student affairs office on certain programs.
- Being more visible: tabling in common areas; keeping the CSO office door open to encourage foot traffic; providing coffee, snacks, games/puzzles in the office; refreshing resources and making them available online; marketing in a number of ways: email, flyers, social media, weekly career newsletter, and via the Student Bar Association .
- Engaging alums with the CSO, for example, having alums practicing in a field of interest provide some counseling.

- Tried and true: food, especially if upgraded (admittedly costly); earned swag, e.g., after attending a certain number of programs.
- Lack of success and struggles to find the most reliable communication method and to account for a variety of student preferences was also noted, as was the presence of a lot of competition for students' time in the form of programs, some mandatory, from other offices in the law school.

### Comments quoted below capture some of these thoughts:

- “Increased visibility on campus, more drop-in office hours, engaging with 1Ls earlier in the fall semester. Less emphasis on traditional programs, more emphasis on informal meet and greets and other interactions in smaller settings.”
- “Virtual counseling appointments were almost non-existent before the pandemic, we have now seen their utility and offer them as an option for students. There's a mix of preferences, but some students certainly find it more convenient and appreciate having the option. I also think it helps us stay in closer contact during the summer. We have continued to do some programming virtually because it allows us access to a larger and more diverse attorney/alumni base, but a number of students have expressed a preference for these programs to return to in person. They are hungry for in person interaction with potential employers!”
- “We seem to find that students engage more in both the very small and very large opportunities. They seem to connect more when they feel like they have received a personalized invitation where they can meet one-on-one or in small more intimate settings. We have also had luck when we have hosted large networking events with employers. We have not had as much luck when it is the traditional talking head panels. [Students] seem to want and appreciate the ability to be more proactive where they can get to actively participate whether in an event or in counseling.”
- “Continuing to provide on-ground, in-person programming. Also, returning to community-wide legal networking events.”
- “We have started reaching out and connecting with our newly admitted students prior to arrival and getting them set up in our career database and teaching them how to use the system before they arrive. We have started brief 1:1 "get to know your advisor" appointments prior to their arrival. We have started several "series", e.g., Access to Etiquette -a 3-session series...the series approach has really worked in increasing student engagement.”

An opportunity to share significant changes, challenges (pandemic-related or not) or enhancements that have affected the operation or mission of the CSO since 2021 resulted in comments that fall into three general buckets: budget, staffing, and programming; the recruiting process/cycle; and the students. Some comments have been lightly edited for clarity and anonymity.

### ***Budget, staffing, programming:***

- “Budget cuts have been the most significant change that has affected the operation of our office.”
- “The current state of the employment market is making it harder to recruit and retain career services staff.”
- “Budgetary challenges and lack of being fully staffed.”
- “With the addition of another counselor in February, we now have a lower counselor-to-student ratio, which will allow us to provide more customized career counseling and job search strategies to our students and recent grads!”
- “Budget was cut during the pandemic and has not returned to “normal” forcing us to continue to do more with less. Staff departures continue to have an impact, with the loss of institutional knowledge, the time it takes to hire and train new staff, and the added burden on those who remain. It feels like we’re maybe turning a corner (or we can see the corner off in the distance), but there is still a huge burden on CSOs that law school leaders and the ABA don’t seem to recognize. While...recognition that professional development is an essential component of a legal education [is appreciated], it also creates an added burden on underpaid, undervalued, and burned-out professional staff members that has to be addressed.”
- “The office functioned with two interim co-directors and no other counselors for the 2022-2023 academic year during 11-month open search for director.”
- “Given the nature of the work, not all team members have the same level of flexibility and that has caused new dynamics and, occasionally tensions, that we must navigate.”
- “The administration of our robust externship program was added to our existing duties. This includes promotion, applications, placements, teaching the reflective seminars, vetting supervisors and placements, evaluation, curriculum development, and grading assignments. It is very rewarding work but has been too much for our staffing levels. We currently have a request in for a substantial staff increase to handle these responsibilities, especially given that we are heading into a 3rd year of record enrollment.”
- “I started the position in March 2021, [in] a one person office. Enhancements....includ[e] having a student worker assist with resume review, resume templates, and releasing access to Symplicity earlier than before.”

- “Financial pressures and a diversion of resources towards faculty recruitment and retention, along with the draw of law firm salaries, have made it challenging to recruit and retain CSO advisers and staff, and nearly impossible to create new positions.”
- “We lost a professional career counselor position and a program coordinator position during the pandemic. We have cut down on programming due to the loss of these positions.”
- “Lack of money has made it difficult to do employer outreach and create programming that entices students to attend.”
- “In years prior to 2021, our CSO staff was relatively stable and experienced only occasional turnover. Since May 2021, however, the office has experienced significant (near constant) turnover, which has dramatically reduced our institutional knowledge, undermined our efficiency, reduced our ability to be nimble and proactive, and has caused us to temporarily jettison or reduce certain types of higher level work that benefits our students and our law school (e.g. we had to temporarily reduce employer outreach).”
- “We seem to have regained some stability in our staff. We are at full staff again for the first time since September 2021.”
- “Increase in programming for DEI and mental health. Alumni became more engaged during the pandemic and remain active and involved. Pursuit toward student engagement has forced the office to revisit marketing, branding, image, etc., and the exercise has been helpful to realign purposes.”
- “We are ... a two-location law school ...the introduction of Zoom has helped CDO with our ability to interact well and meaningfully with our students who might not be in our location (one co-director [in each location].... but we counsel students in both locations).”
- “Operating in a hybrid world for interview, network and educational programming has been challenging. It requires more human resources, technology platforms and ingenuity.”

### ***Recruiting and students:***

- “The students admitted to law school seem to have more personal challenges and are more vocal about mental health and well-being issues; unfortunately we are not provided additional resources in order to deal with the needs of more demanding / time consuming students so it becomes another source of stress in trying to do too much with little. Employers seem to want more attention and to feel special which becomes another pull for the CSO's limited time.”
- “The hyper-aggressive recruiting approach of large law firms is problematic for students' well-being, law school acclimation and performance, and career planning and success. I ... hope that ... [NALP] continues to lead the conversation about fair and ethical recruiting practices.”
- “We have seen more students renege after accepting offers. This may have to do with the

speed and compression of recruiting, but it has been distressing. This seems to be happening more with Gen Z than it did with millennials. The additional speed at which the precruting is happening is also distressing for students and for our office as it is chaotic and very hard for everyone to manage. Trying to help students navigate this while also maintaining their wellbeing has proven challenging.”

- “Fewer students want to sit for the bar and are exploring/targeting JD Advantage jobs or putting off getting jobs. International students have difficulty in finding post-grad jobs.”
- “On-campus interviews have remained 100% virtual.”
- “Student engagement and preparedness seems different post-Covid — from professional skills, to writing, to reading rates. Mental health concerns are more prevalent with increased requests for accommodations. Fewer students with cars, affecting in some cases their ability to get to employers. On a positive note: more students are engaging with employers in far away states as they are able to be remote employees.”
- “The increase in precruting creates a nearly year-round recruiting cycle, starting with pre-12/1 1L recruiting. This places strains on a stretched staff and changes our approach to career development: what was once slow paced, thoughtful, and methodical is now a mad dash to get the students ready ahead of firm recruitment, while also trying to be mindful of the needs of First Gen students who are not ready to be so quickly assessed and judged.”
- “Less law firms are participating in OCI and not as many law students are attending programs

and events since Covid. We are trying to connect with firms. Our focus is connecting with students since so many started school during Covid and don't know who we are or why they should attend certain events or programs (current 3Ls didn't attend events because of Covid and can't pass on the value). We try to be in the halls/gathering places to connect with students. We offer treats and coffee in our office area so they will drop in; we have even set up tables with our computers outside their headshot room so we can update their 12Twenty profiles.”

- “The engagement of students — particularly '23 and '24 grads — has been the number one challenge. Students are finding positions, but engaging in job searches more independently and not always utilizing services the office has to offer. Although big-law professes to want to diversify the schools they recruit from, we are still experiencing difficulty “breaking through” to new firms. Another challenge is that students' response to emails and notices has dropped significantly. They claim to have too much email, despite several coordinated efforts by the school to reduce email.”
- “Most students are working significant schedules, necessary because of dramatically increasing costs of housing, food, and most other expenses in the market. This reduces on-campus engagement, the nature of influence, the culture of co-curricular offerings, and academic and bar exam performance.”

**Questions?** Please contact NALP's research team at [research@nalp.org](mailto:research@nalp.org).





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