



**2021**

National Association for Law Placement

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

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# Introduction

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The 2021 Law School Career Services Survey gathered information from law school career services offices at ABA-accredited law schools in the United States. The questions have typically related primarily to staffing and salary topics; however, the 2021 survey expanded to capture new circumstances related to the COVID-19 pandemic and diversity, equity and inclusion (DE&I) activities. Depending on the specific question, respondents provided information for the 2020-2021 academic year, or as of May 1, 2021. A total of 104 schools, representing all five U.S. NALP regions, responded to the survey. More private than public schools responded, reflecting the fact that over half of ABA-accredited law schools are private. (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 CSO 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 almost 5 full-time equivalent professional staff and 1.1 full-time equivalent support staff. Fifteen percent of schools operate with 1.5 FTE's or fewer professionals; almost 12% operate with one FTE. Just over one-third of schools employ one or more part-time professionals. (Tables 3 and 4.) Part-time professionals are typically counselors. On average there are about 177 JD students per full-time equivalent professional staff. (Figure 1 and Table 5.) This figure is similar to those reported in 2017 and 2019, and remains below the figure of 200 in 2015.
- About 60% 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 (45%), and over half reported that public interest advising/counseling is handled by any available counselor. About 41% of schools reported having a staff person whose duties primarily encompass employer outreach. (Tables 7 and 8.)
- Almost half 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 10.)
- 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 almost 10 years; third professionals average 8 years. (Figures 2-7.)
- About 87% of primary and second professionals have a JD degree. (Table 11.) 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 head hunter was reported for about 40% of primary professionals and 30% of second professionals.
- The median salaries for primary career services professionals was \$105,000, but this varies considerably based on characteristics of the school and the individual. (Tables 12 and 13.) Salaries for second professionals average about \$77,000, with less variation than is the case for the primary professional. (Table 14.)
- About two-thirds of primary professionals spend half or less of their time on counseling, but 46% reported the 25-50% range. Second and third professionals not surprisingly spend more of their time on counseling. (Table 15.)
- About 80% of schools reported that the primary professional has primary responsibility for graduate employment data collection, documentation and reporting, and 46% of primary professionals reported devoting 25-50% of

## Selected Findings cont.

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their time to this task. About 60% of second and third professionals spend less than 25% of their time on this task. (Tables 16 and 17.)

- Most primary CSO professionals report to the law school dean or an assistant or associate dean, with 61% reporting to Dean of the law school, and one-third reporting to an assistant or associate dean. (Table 18.)
- About 60% of schools reported experiencing budget decreases since the 2019 survey. Schools were somewhat more likely to have reported an increase in staff—23%—than a decrease in staff—17%. About 14% of schools reported staff furloughs. Not surprisingly, most schools reported a decrease or elimination of the travel budget. However, an inquiry as to which changes were COVID-related and expected to be temporary, found that about two-thirds of schools experiencing a decrease in travel funds expected the cuts to be reversed, at least in part, if not entirely. Likewise, about two-thirds of schools experiencing staff furloughs expected them to be reversed. (Table 19.)
- The 2021 survey provided schools with an opportunity to describe how or if adaptations and changes made in their office in response to the COVID-19 pandemic were expected to continue longer term. While the open-ended responses can not be quantified, and were frequently prefaced by terms such as ‘anticipated’ or ‘may’, and were made at a time when the pandemic was subsiding, the anecdotes provide a sense of direction. Retaining the option for virtual counseling appointments, and continuing online programming were noted most frequently. The flexibility afforded by these practices was often noted. While in some cases there was reasonable certainty that at least some remote work would be available, more typically policies and procedures pertaining to remote work were still a work in progress at the time of the survey.
- The 2021 survey included new inquiries about Diversity, Equity, and Inclusion (DEI) activities and initiatives, whether law-school wide or in the CSO specifically. Three-quarters of schools reported that the law school has DEI committee involved in developing initiatives, and/or that student groups are involved. Over half of schools reported that activities are coordinated by the Student Services/Affairs office and a similar percentage have a dedicated school-wide office or staff person. About 40% of schools reported that the CSO has a staff person whose duties include DEI activities.
- Although most schools did not add staff with DEI duties in 2020-21, nearly all schools reported that the amount of time spent on these activities increased in 2020-21. No schools reported a decrease.

Table 1. Response to 2021 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	26	25.0%	18	17.3%	8	7.7%
Southeast	29	27.9	14	13.5	15	14.4
Midwest	28	26.9	12	11.5	16	15.4
West/Rocky Mountain	21	20.2	11	10.6	10	9.6
<b>TOTAL</b>	<b>104</b>	<b>100.0%</b>	<b>55</b>	<b>52.9%</b>	<b>49</b>	<b>47.1%</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*	66%
Office of Career and Professional Development**	23
Office of Professional Development**	8
Career Services and other function***	3

\*Includes variants such as Career Center, Law Career Services, Career Strategy, Career Planning, Academic Planning, 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.

\*\*\*E.g., employer relations, diversity initiatives, externships.

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

	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	42.3%	51.0%	34.5%	76.7%	41.7%	15.8%	39.0%	46.7%	73.1%	29.2%
3.5 – 6	34.6%	34.7%	34.5%	23.3%	47.2%	31.6%	33.9%	35.6%	23.1%	41.5%
More than 6	23.1%	14.3%	30.9%	0.0	11.1%	52.6%	27.1%	17.8%	3.8%	29.2%
Average #	4.8	4.1	5.5	2.5	4.1	7.3	5.1	4.4	2.7	5.6
<b>Professional Staff</b>										
One	11.7%	16.3%	7.4%	34.5%	5.6%	0.0	10.3%	13.3%	28.0%	4.6%
1 – 1.5*	14.6%	22.4%	7.4%	44.8%	5.6%	0.0	13.8%	15.6%	40.0%	4.6%
2 – 4.0	53.4%	55.1%	51.9%	51.7%	72.2%	36.8%	48.3%	60.0%	56.0%	53.8%
More than 4	32.0%	22.4%	40.7%	3.4%	22.2%	63.2%	37.9%	24.4%	4.0%	41.5%
Average #	3.9	3.3	4.4	2.1	3.3	5.8	4.1	3.6	2.2	4.6
<b>Support Staff</b>										
None	20.2%	23.1%	18.0%	21.7%	22.6%	17.1%	19.6%	21.1%	22.7%	21.4%
0.5 – 1	57.3%	64.1%	52.0%	78.3%	61.3%	40.0%	54.9%	60.5%	72.7%	50.0%
More than 1	22.5%	12.8%	30.0%	0.0%	16.1%	42.9%	25.5%	18.4%	4.5%	28.6%
Average #	1.1	1.0	1.2	0.7	0.9	1.6	1.2	1.0	0.7	1.2

Note: Figures for professional and support staff are as of May 1, 2021.

Individuals who work full-time but who have duties outside of the CSO 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.

\*Includes schools with one full-time professional, hence percentages in this section do not add to 100.

Table 4. Part-time Staff Size – By Law School Characteristics  
(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>										
None	48.8%	53.8%	44.2%	61.9%	51.6%	36.7%	46.7%	51.4%	61.1%	45.3%
1 or more	51.2%	46.2%	55.8%	38.1%	48.4%	63.3%	53.3%	48.6%	38.9%	54.7%
Average #	0.8	0.7	1.0	0.5	0.6	1.3	0.8	0.8	0.4	1.0
<b>Professional Staff</b>										
None	61.0%	65.7%	57.1%	78.9%	71.4%	40.0%	66.7%	54.3%	87.5%	54.0%
1 or more	39.0%	34.3%	42.9%	21.1%	28.6%	60.0%	33.3%	45.7%	12.5%	46.0%
Average #	0.6	0.5	0.7	0.2	0.4	1.2	0.6	0.7	0.1	0.8
<b>Support Staff</b>										
None	75.4%	75.8%	75.0%	70.0%	73.1%	82.6%	71.1%	80.6%	68.8%	77.3%
1 or more	24.6%	24.2%	25.0%	30.0%	26.9%	17.4%	28.9%	19.4%	31.3%	22.7%
Average #	0.3	0.2	0.3	0.3	0.3	0.2	0.3	0.2	0.3	0.2
<b>Student Assistants — Fall 2020</b>										
None	42.3%	45.7%	39.5%	52.6%	42.9%	35.5%	42.2%	42.4%	33.3%	42.0%
0.5 – 1	28.2%	28.6%	27.9%	26.3%	35.7%	22.6%	24.4%	33.3%	33.3%	26.0%
More than 1	29.5%	25.7%	32.6%	21.1%	21.4%	41.9%	33.3%	24.2%	33.3%	32.0%
Average #	1.1	1.0	1.2	0.7	1.0	1.5	1.1	1.1	1.1	1.2
<b>Student Assistants — Spring 2021</b>										
None	41.0%	42.9%	39.5%	47.4%	42.9%	35.5%	40.0%	42.4%	33.3%	40.8%
0.5 – 1	26.9%	28.6%	25.6%	26.3%	35.7%	19.4%	24.4%	30.3%	33.3%	22.4%
More than 1	32.1%	28.6%	34.9%	26.3%	21.4%	45.2%	35.6%	27.3%	33.3%	36.7%
Average #	1.2	1.1	1.3	0.8	1.0	1.6	1.2	1.2	1.1	1.3
<b>Student Assistants — Summer 2021</b>										
None	59.5%	65.6%	54.8%	66.7%	57.7%	56.7%	57.1%	62.5%	60.0%	62.5%
0.5 – 1	23.0%	18.8%	26.2%	16.7%	34.6%	16.7%	23.8%	21.9%	26.7%	18.8%
More than 1	17.6%	15.6%	19.0%	16.7%	7.7%	26.7%	19.0%	15.6%	13.3%	18.8%
Average #	0.7	0.6	0.8	0.6	0.6	0.9	0.7	0.7	0.6	0.7

Note: Figures for professional and support staff are as of May 1, 2021. Part-time professionals are typically counselors. 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 = 177

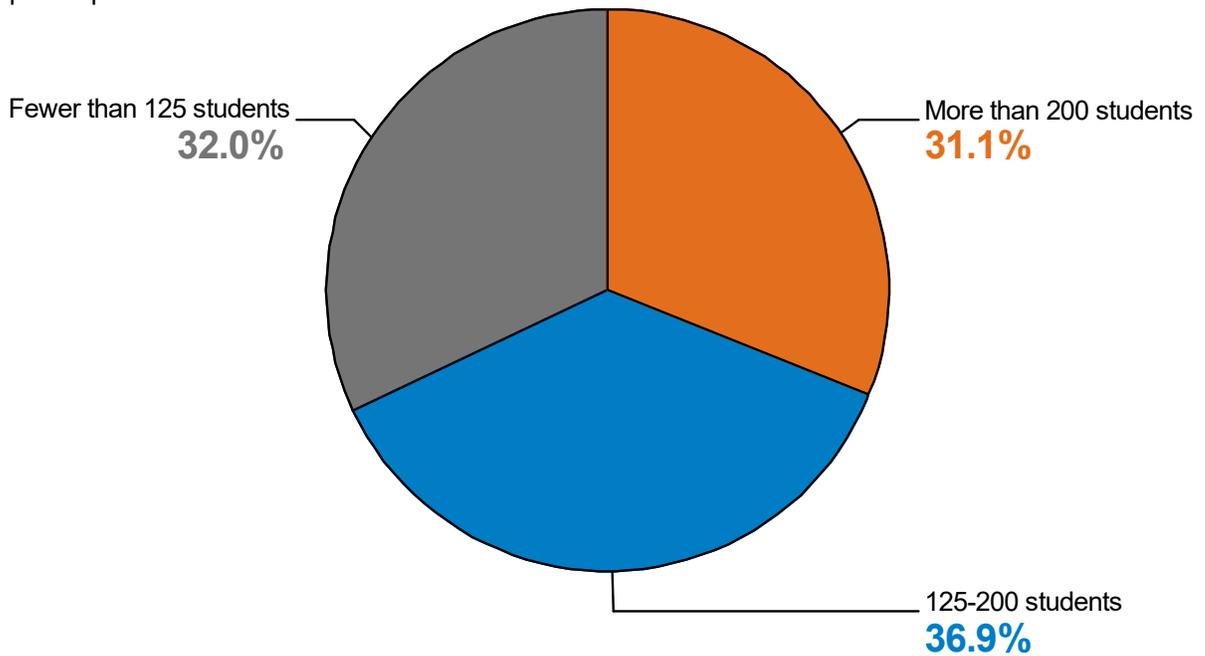


Table 5. **Number of JD Students per Full-time Professional Career Services Staff  
By Law School Characteristics**  
(percent of schools, except for averages)

# 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	34.5%	33.3%	28.9%	32.7%	31.5%	48.3%	11.1%
125-200 students	27.6%	33.3%	47.4%	32.7%	40.7%	29.3%	46.7%
More than 200 students	37.9%	33.3%	23.7%	34.7%	27.8%	22.4%	42.2%
Average # per full-time professional staff	181	180	172	172	181	151	211

Table 6. Titles of Primary and Secondary Professionals for Law Schools Reporting Both

Primary Professional	Second Professional	% of Combinations
Dean, Assistant or Associate Dean	Director(s)	44%
Assistant or Associate Dean	Assistant or Associate Director(s)	26%
Director of Career Services	Assistant or Associate Director(s)	17%
Director of Career Services	Other titles	5%

Note: A total of 86 schools reported a primary and second professional. 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 or Director for Public Service. There may be more than one director or assistant/associate director as a second professional. Dean, Assistant Dean, 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, advisor, coach, coordinator, and specialist. A small number of schools reported an Assistant or Associate Dean with other titles for the second professional, such as counselor; additionally, a small number of schools reported an Executive or Senior Director as the primary professional with one or more Directors as the second professional.

Table 7. 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	Private	Public
<b>Judicial Clerkship Advising:</b>						
One person in CSO has primary responsibility for clerkship advising	59.6%	46.7%	63.9%	65.8%	65.3%	54.5%
Responsibility for clerkship advising is divided among multiple CSO staff	29.8	40.0	33.3	18.4	28.6	30.9
NA-clerkship advising is independent of CSO*	6.7	–	–	–	–	–
<b>Public Interest and Government Job Advising provided by:</b>						
Designated CSO staff	45.2	33.3	38.9	60.5	40.8	49.1
Any available CSO counselor/staff	51.9	53.3	66.7	36.8	59.2	45.5
Staff in separate public interest office	10.6	3.3	2.8	23.7	2.0	18.2
Other*	5.8	–	–	–	–	–

Note: Among schools indicating that one person has primary responsibility for clerkship advising and providing the title of that person, about 57% reported an assistant or associate director, counselor, or director for public interest/clerkships/government — about 42% reported the assistant dean or director of career services (who may be the only professional staff in the office). A few schools checked ‘other’ and noted the role of faculty in addition to CSO advising.

With respect to public interest and government advising, a few schools noted the role of faculty, or a public interest office/staff within the CSO. Small, single-professional offices may have chosen either the ‘designated’ or ‘any available’ staff choice. Since more than one choice could be checked for each type of counseling, percentages add to more than 100.

\*Because of the small number of schools selecting this response, further breakouts are not shown.

Table 8. **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>41.3%</b>	23.3%	44.4%	52.6%	38.8%	43.6%
<b>Staff person for alumni counseling</b>	<b>16.3</b>	16.7	8.3	23.7	16.3	16.4

Note: Figures report the percentage of schools reporting that the office has a staff position whose duties are primarily in the area described.

Table 9. **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>	50.8%	54.2%	43.5%	55.6%
<b>Designated CSO staff</b>	33.8	33.3	43.5	22.2
<b>LLM office/program staff person</b>	30.8	8.3	52.2	33.3
<b>Other</b>	10.8	20.8	4.3	5.6

Note: Figures based on 78 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 faculty working in collaboration with the CSO.

Table 10. **Non-LLM Master’s in Law Degree Programs**  
(percent of schools)

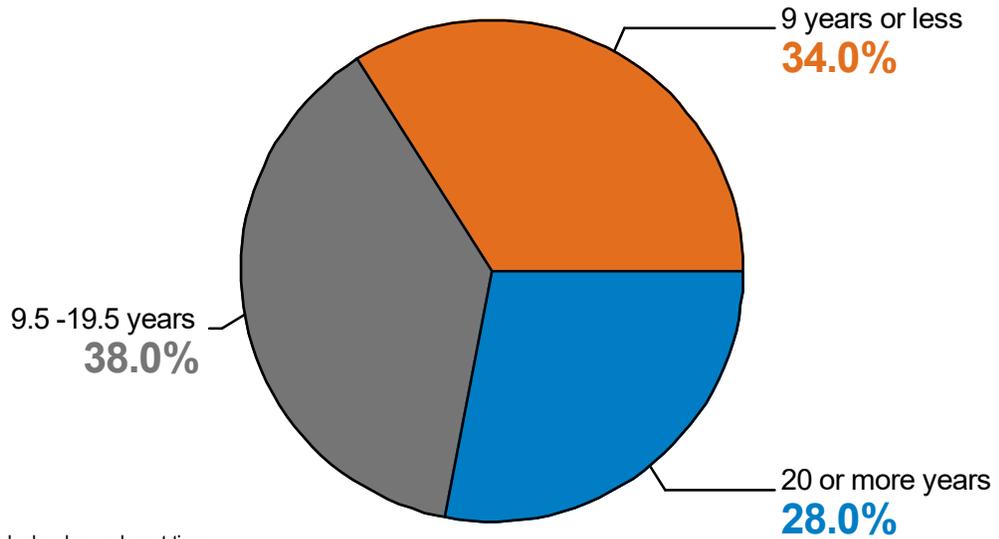
	All schools	JD Enrollment			Source of Support	
		Fewer than 400	400-600	More than 600	Private	Public
<b>School offers non-LLM master’s degree(s)</b>	48.1%	36.7%	50.0%	55.3%	47.3%	49.0%
<b>Counseling provided by:</b>						
Designated CSO staff	24.0	9.1	22.2	33.3	30.8	16.7
Any available CSO counselor/staff	34.0	54.5	38.9	19.0	34.6	33.3
Another office in the law school	34.0	27.3	33.3	38.1	23.1	45.8
Graduate career center outside of the law school*	10.0	–	–	–	–	–
Other*	10.0	–	–	–	–	–

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. Faculty was also noted as providing counseling. A few schools noted that career services are not offered for the program, or that the program currently does not have any students enrolled.

\* Because of the small number of schools selecting this response, further breakouts are not shown.

Figure 2. Years in Field – Primary Professionals

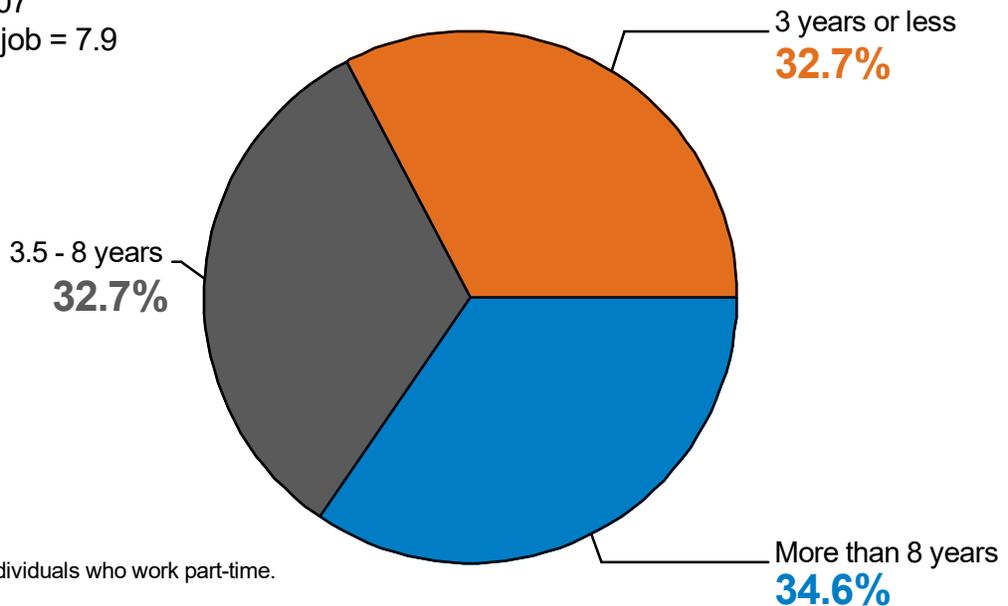
# of professionals = 100  
Average # of years in field = 14.3



These figures include a few individuals who work part-time.  
Years in field was not reported for all primary professionals.

Figure 3. Years in Job – Primary Professionals

# of professionals = 107  
Average # of years in job = 7.9

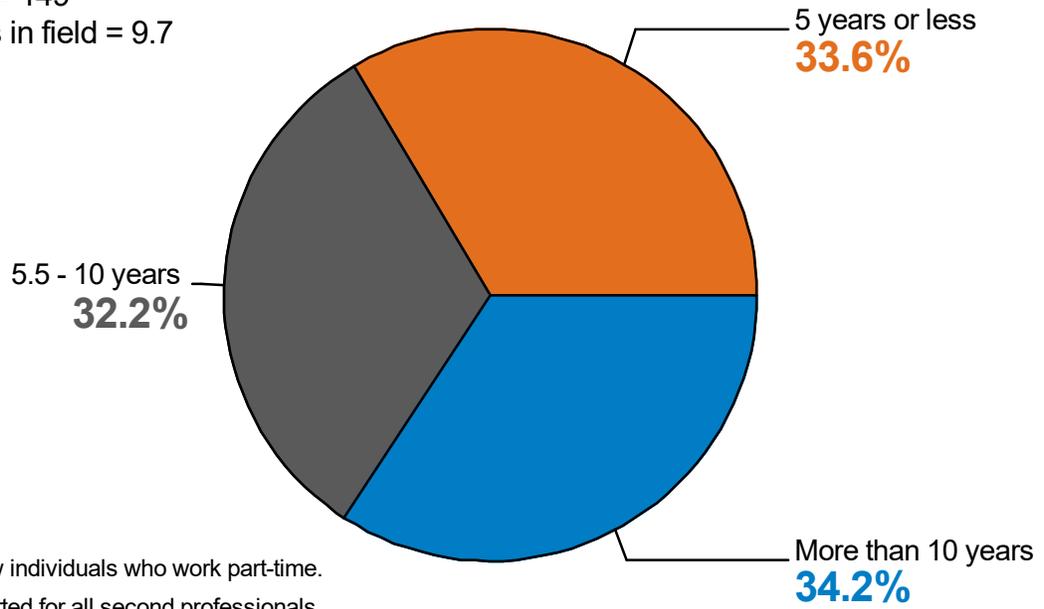


These figures include a few individuals who work part-time.

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

# of professionals = 149

Average # of years in field = 9.7

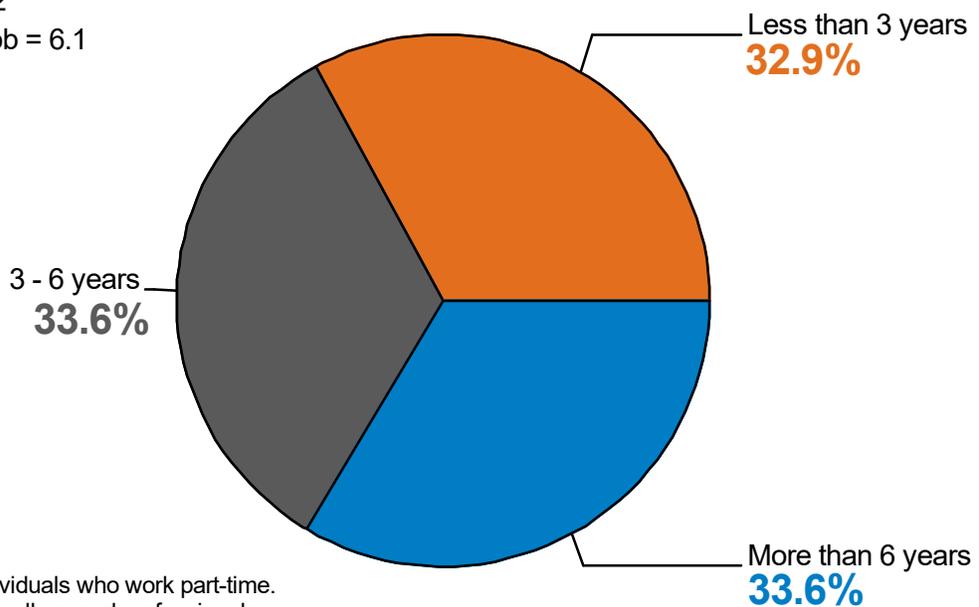


These figures include a few individuals who work part-time.  
Years in field was not reported for all second professionals.

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

# of professionals = 152

Average # of years in job = 6.1

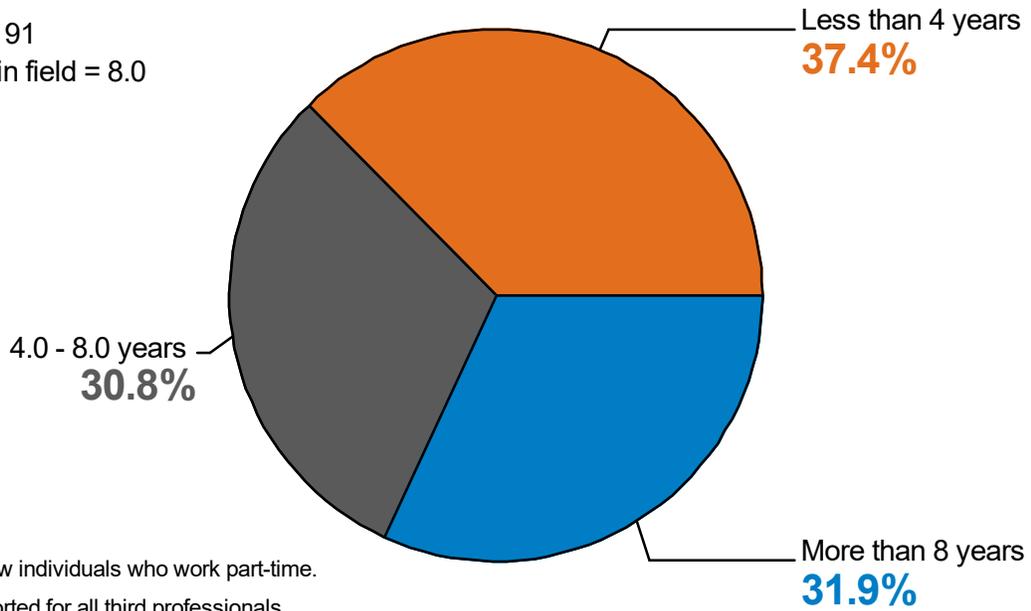


These figures include a few individuals who work part-time.  
Years in job was not reported for all second professionals.

Figure 6. Years in Field — Third Career Services Professionals

# of professionals = 91

Average # of years in field = 8.0

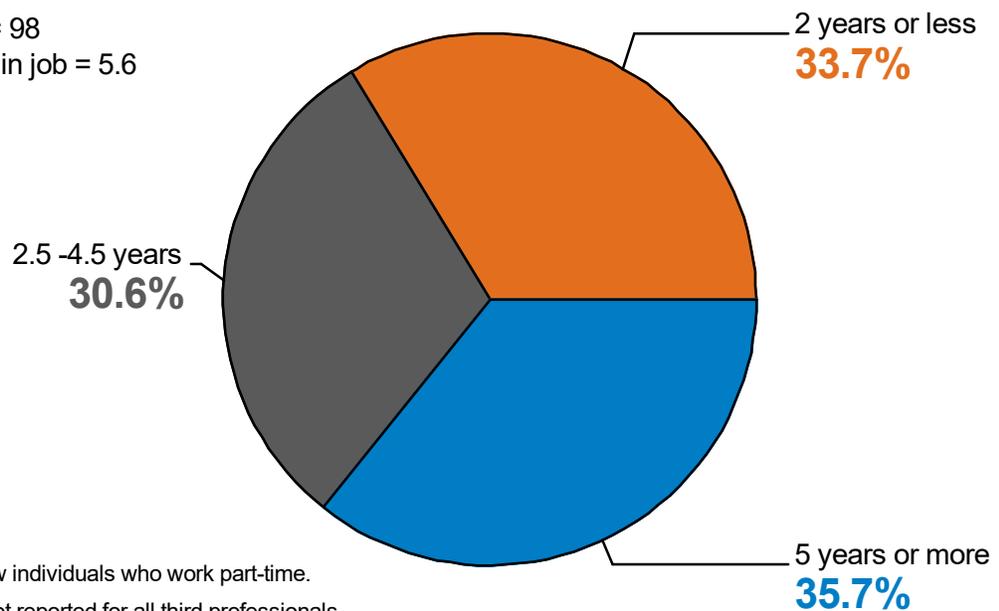


These figures include a few individuals who work part-time.  
Years in field was not reported for all third professionals.

Figure 7. Years in Job — Third Career Services Professionals

# of professionals = 98

Average # of years in job = 5.6



These figures include a few individuals who work part-time.  
Years in current job was not reported for all third professionals.

Table 11. **Education of Career Services Professional by Job Tenure**  
(percent of professionals)

	JD or LLB Degree	
	Yes	No
<b>Education of Primary Professionals Overall</b>	86.9%	13.1%
<b>By years in current job:</b>		
3 years or less	85.7	14.3
3.5 - 8 years	91.4	8.6
More than 8 years	83.8	16.2
<b>Education of Second Professionals Overall</b>	87.1	12.9
<b>By years in current job:</b>		
Less than 3 years	82.0	18.0
3 - 6 years	94.1	5.9
More than 6 years	84.0	16.0
<b>Education of Third Professionals Overall</b>	74.0	26.0
<b>By years in current job:</b>		
2 years or less	69.7	30.3
2.5 - 4.5 years	80.0	20.0
5 years or more	74.3	25.7
<b>Education of Fourth Professionals Overall</b>	64.5	35.5
<b>By years in current job:</b>		
3 years or less	66.7	33.3
More than 3 years	63.6	36.4
<b>Education of Fifth/Sixth Professionals Overall</b>	40.0	60.0

Note: Education was reported for 107 primary professionals; for 151 second professionals; for 100 third professionals; for 31 fourth professionals; and for 15 fifth/sixth professionals. Job tenure was also reported for most.

Table 12. Salaries for Primary Professionals By Law School Characteristics as of May 1, 2021

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>All Primary Professionals</b>	\$84,000	\$105,060	\$129,000	\$111,762	99
<b>Private Law Schools Overall</b>	91,000	110,000	141,000	120,106	48
<b>By Region:</b>					
Northeast and Mid-Atlantic	87,000	133,000	179,802	136,761	16
Southeast	90,000	105,030	112,000	109,022	10
Midwest	82,000	103,000	110,000	103,052	12
West/Rocky Mountain	105,000	122,000	140,000	125,008	10
<b>By Metro Area Population:</b>					
Metro area population less than 1.5M	76,938	90,000	110,584	103,211	13
Metro area population 1.5M-5M	88,000	105,030	122,000	109,795	16
Metro area population more than 5M	110,000	140,000	170,000	140,349	19
<b>By JD Enrollment:</b>					
JD enrollment fewer than 400	–	75,969	–	79,450	6
JD enrollment 400-600	90,000	106,000	142,000	114,058	19
JD enrollment more than 600	105,060	115,000	185,000	135,708	23
<b>Public Law Schools Overall</b>	82,500	98,000	115,000	103,908	51
<b>By Region:</b>					
Northeast and Mid-Atlantic	–	101,973	–	105,186	8
Southeast	83,671	97,000	115,000	104,629	15
Midwest	82,116	87,000	106,000	93,664	17
West/Rocky Mountain	78,000	115,000	146,109	117,825	11
<b>By Metro Area Population:</b>					
Metro area population less than 1.5M	75,712	90,000	109,939	96,397	31
Metro area population 1.5M-5M	84,000	113,000	150,000	117,936	11
Metro area population more than 5M	–	104,945	–	112,634	9
<b>By JD Enrollment:</b>					
JD enrollment fewer than 400	68,000	84,750	98,000	84,941	22
JD enrollment 400-600	84,000	104,470	115,000	109,040	18
JD enrollment more than 600	106,000	129,765	183,000	133,444	11

Note: Figures reflect full-time salaries only. 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, 2019. The median for each category divides salaries in half, with half the salaries above and half the salaries below the median. Only medians and averages are shown if fewer than 10 salaries were reported.

Table 13. Salaries for Primary Professionals By Education and Tenure as of May 1, 2021

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>All Primary Professionals</b>		\$84,000	\$105,060	\$129,000	\$111,762	99
<b>Education</b>	With JD/LLB	87,000	106,000	129,765	113,656	87
	Without JD/LLB	61,190	81,829	115,000	98,027	12
<b>Years in Field</b>	9 years or less	76,469	106,500	116,000	100,095	32
	9.5 -19.5 years	84,000	97,000	118,000	109,733	37
	20 or more years	95,021	118,318	176,500	130,969	24
<b>Years in Job</b>	3 years or less	74,516	94,500	111,000	95,526	32
	3.5 - 8 years	90,000	106,500	117,660	111,173	32
	More than 8 years	87,000	115,000	162,603	127,144	35

Note: Figures reflect full-time salaries only. Counts for individual categories may not add to the total because not all respondents reported both educational attainment and job tenure/experience. The median for each category divides salaries in half, with half the salaries above and half the salaries below the median. Because the number of primary professionals without a JD is small, figures for this group are not broken out further.

Table 14. Salaries for Other Professional and Administrative Positions—as of May 1, 2021

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>All Second Professionals</b>		\$63,000	\$75,000	\$90,000	\$77,647	131
<b>Education</b>	With JD/LLB	63,672	76,490	91,000	79,146	114
	Without JD/LLB	57,800	65,000	75,000	68,670	15
<b>JD Enrollment</b>	Fewer than 400	50,000	60,000	65,000	58,969	13
	400-600	62,000	70,721	82,699	73,055	46
	More than 600	70,000	80,000	97,000	83,954	72
<b>NALP region</b>	Northeast and Mid-Atlantic	76,000	87,871	108,397	89,472	31
	Southeast	60,000	63,794	78,500	70,847	36
	Midwest	60,000	63,836	72,000	67,860	30
	West/RM	74,000	79,200	92,508	82,703	34
<b>Type of school</b>	Private	65,000	76,990	92,000	79,656	74
	Public	60,000	72,000	85,000	75,040	57
<b>Years in field</b>	5 years or less	60,000	70,000	78,320	70,479	46
	5.5 - 10 years	61,000	70,721	93,000	76,538	36
	More than 10 years	72,000	84,830	98,601	86,045	44
<b>Years in job</b>	Less than 3 years	60,000	66,750	75,000	70,313	46
	3 - 6 years	63,672	76,000	83,000	76,921	45
	More than 6 years	71,442	91,000	101,622	88,675	37
<b>All Third Professionals</b>		60,000	72,000	86,000	72,745	85
<b>Education</b>	With JD/LLB	62,113	75,000	88,500	74,705	64
	Without JD/LLB	53,500	62,100	71,000	67,112	20
<b>JD Enrollment</b>	Fewer than 400	50,000	52,500	55,865	54,224	10
	400-600	56,000	68,971	77,000	68,334	26
	More than 600	68,000	76,000	90,000	78,866	49
<b>NALP region</b>	Northeast and Mid-Atlantic	67,500	76,000	92,905	80,445	28
	Southeast	54,080	57,817	75,000	65,179	15
	Midwest	55,865	58,915	70,942	60,720	15
	West/RM	65,000	76,910	88,000	75,645	27

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## 2021 NALP Survey of U.S. Law School Career Services Offices

(Continued from page 20)

		25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
<b>Type of school</b>	Private	63,827	75,000	90,000	76,548	50
	Public	55,000	65,000	80,000	67,313	35
<b>Years in field</b>	Less than 4 years	55,000	66,000	75,000	65,767	28
	4.0 - 8.0 years	61,200	75,000	86,000	73,880	25
	More than 8 years	62,500	76,455	91,250	79,576	24
<b>Years in job</b>	2 years or less	58,000	70,000	75,000	67,438	29
	2.5 - 4.5 years	62,226	74,050	82,000	73,214	26
	5 years or more	58,915	80,000	90,000	78,072	29
<b>All Fourth Professionals</b>		61,295	80,000	81,000	72,784	20
<b>Education</b>	With JD/LLB	80,000	81,000	82,000	81,935	11
	Without JD/LLB	–	57,590	–	61,599	9
<b>JD Enrollment</b>	More than 600	79,487	80,000	81,500	76,643	16
<b>NALP region</b>	Northeast and Mid-Atlantic	–	82,000	–	83,000	5
	Midwest	–	50,000	–	57,218	5
	West/RM	–	80,500	–	76,667	6
<b>Type of school</b>	Private	–	80,000	–	73,333	9
	Public	57,590	80,000	81,000	72,334	11
<b>Years in field</b>	4 years or less	–	78,973	–	69,483	7
	More than 4 years	65,650	80,500	81,500	74,108	12
<b>Years in job</b>	2 years or less	–	80,000	–	72,068	7
	More than 2 years	65,000	81,000	82,000	73,170	13
<b>Fifth/Sixth Professionals</b>		–	72,470	–	70,492	8
<b>Administrative Support Positions</b>		39,750	44,500	51,500	45,534	44
<b>JD Enrollment</b>	Fewer than 400		38,250		41,230	8
	400-600	40,000	45,102	49,000	44,520	18
	More than 600	42,000	48,000	57,000	48,459	18
<b>NALP region</b>	Northeast and Mid-Atlantic	42,000	47,712	57,500	47,913	20
	Southeast	–	42,705	–	39,940	9
	Midwest	–	42,340	–	43,013	6
	West/RM	–	49,000	–	47,519	9
<b>Type of school</b>	Private	40,891	45,000	48,000	45,337	27
	Public	35,000	44,000	55,000	45,846	17

Note: Only groupings with 5 or more salaries reported are included in the table. Only medians and averages are shown if fewer than 10 salaries were reported.

**Table 15. Time Spent on Counseling**  
(percent of professionals)

	All schools	JD Enrollment			Number of JD Students Per Full-Time Professional Staff		
		Fewer than 400	400-600	600 or more	Fewer than 125	125-200	More than 200
<b>Primary Professionals (# reporting = 105)</b>							
Less than 25%	19.0%	16.7%	10.8%	28.9%	26.5%	23.1%	6.3%
25-50%	45.7	26.7	56.8	50.0	44.1	41.0	53.1
51-75%	27.6	36.7	29.7	18.4	29.4	28.2	25.0
More than 75%	5.7	16.7	2.7	0.0	0.0	5.1	12.5
Not applicable	1.9	–	–	–	–	–	–
<b>Second Professionals (# reporting = 148)</b>							
Less than 25%	5.4	0.0	0.0	9.5	4.9	7.9	0.0
25-50%	20.3	22.2	30.4	14.3	19.7	22.2	16.7
51-75%	42.6	38.9	43.5	42.9	37.7	41.3	58.3
More than 75%	29.1	38.9	26.1	28.6	32.8	27.0	25.0
Not applicable	2.7	–	–	–	–	–	–
<b>Third Professionals (# reporting = 90)</b>							
Less than 25%	8.9	16.7	8.0	7.5	2.4	15.9	0.0
25-50%	11.1	33.3	16.0	3.8	14.6	9.1	0.0
51-75%	33.3	16.7	32.0	37.7	41.5	25.0	40.0
More than 75%	35.6	16.7	28.0	43.4	29.3	43.2	20.0
Not applicable	11.1	16.7	16.0	7.5	12.2	6.8	40.0
<b>Fourth Professionals (# reporting = 27)</b>							
Less than 25%	14.8						
25-50%	7.4						
51-75%	14.8						
More than 75%	40.7						
Not applicable	22.2						

Note: Counseling time was reported for full-time professionals only. Figures exclude professionals for whom time spent was not reported. Figures for fourth professionals are shown overall only because of the relatively small number. A dash indicates insufficient responses for analysis.

Figures for fifth professionals are not shown — the vast majority spend either less than 25% of their time on counseling or the task is not applicable.

Table 16. **Time Spent on Graduate Employment Data Collection/Documentation/Reporting**  
(percent of professionals)

	All schools	JD Enrollment			Number of JD Students Per Full-time Professional Staff		
		Fewer than 400	400-600	More than 600	Fewer than 125	125-200	More than 200
<b>Primary Professional (# reporting = 105)</b>							
Less than 25%	41.9	53.3	27.0	47.4	32.4	48.7	43.8
25-50%	45.7	36.7	54.1	44.7	58.8	35.9	43.8
More than 50%	11.4	10.0	18.9	5.3	5.9	15.4	12.5
Not applicable	1.0	–	–	–	–	–	–
<b>Second Professionals (# reporting = 147)</b>							
Less than 25%	60.5	50.0	63.0	61.4	61.7	65.1	45.8
25-50%	16.3	22.2	13.0	16.9	5.0	23.8	25.0
More than 50%	8.2	11.1	6.5	8.4	13.3	4.8	4.2
Not applicable	15.0	16.7	17.4	13.3	20.0	6.3	25.0
<b>Third Professionals (# reporting = 88)</b>							
Less than 25%	58.0	41.7	44.0	68.6	58.5	60.5	–
25-50%	20.5	41.7	28.0	11.8	26.8	14.0	–
More than 50%	8.0	0.0	12.0	7.8	7.3	7.0	–
Not applicable	13.6	16.7	16.0	11.8	7.3	18.6	–

Note: Time spent on graduate employment information was reported for full-time professionals only. Figures exclude professionals for whom time spent was not reported. Figures for fourth and fifth professionals are not shown due to small numbers reported — 25 and 12 responses respectively. Most spend either less than 25% of their time on graduate employment information or the task is not applicable.

For this analysis, the ‘51-75%’ and ‘more than 75%’ categories were combined. A dash indicates insufficient responses for analysis.

Table 17. 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 others in the office, such as an associate or assistant director.</li> </ul>	<b>80%</b>
<p><b>Other Professional Takes Lead</b></p> <ul style="list-style-type: none"> <li>Titles for these individuals include director, assistant or associate director, recruitment coordinator, recruitment and/or administration manager, data analyst/specialist, information manager.</li> <li>Titles may refer specifically to employment and/or data and information, or reference alumni advising or academic planning.</li> </ul>	<b>20%</b>

Note: Figures are based on 104 schools for which the lead or primary person was reported.

Table 18. Person to Whom the Primary Career Services Professional Reports  
(percent of schools)

	All Sizes	JD Enrollment		
		Fewer than 400	400-600	More than 600
Law school dean	60.6%	70.0%	58.3%	55.3%
Law school associate or assistant dean	32.7	30.0	33.3	34.2
Other law school administrator	6.7	–	–	–

Note: Figures are based on 104 schools. Other administrators/titles mentioned include vice dean and dean of students. Responses in the 'other' category are not broken out further because of the small number of responses in this category.

Table 19. Changes Experienced Since 2019 Survey  
(percent of schools)

	All Sizes	JD Enrollment			Source of Support	
		Fewer than 400	400-600	More than 600	Private Schools	Public Schools
<b>Position(s) in office eliminated or hours reduced</b>	23.1%	13.3%	19.4%	34.2%	21.8%	24.5%
<b>Position(s) in office added</b>	17.3	13.3	22.2	15.8	10.9	24.5
<b>Office budget reduced</b>	59.6	50.0	61.1	65.8	70.9	46.9
<b>Office budget increased</b>	5.8	–	–	–	–	–
<b>Staff furloughs</b>	14.4	13.3	13.9	15.8	18.2	10.2
<b>Duties added</b>	33.7	50.0	25.0	28.9	34.5	32.7
<b>Duties removed</b>	1.9	–	–	–	–	–
<b>Travel authority/budget reduced or eliminated</b>	71.2	60.0	77.8	73.7	74.5	67.3
<b>Decrease in funds for professional development/conferences</b>	48.1	40.0	50.0	52.6	54.5	40.8
<b>Increase in funds for professional development/conferences</b>	1.9	–	–	–	–	–
<b>Other</b>	6.7	3.3	8.3	7.9	7.3	6.1

Note: Figures are based on all responding schools. Percentages add to more than 100 because more than one item could be checked. A dash indicates insufficient responses for analysis.

In response to the opportunity to elaborate on changes in some of these categories, schools provided the following:

- Positions eliminated run the gamut from part-time student assistant to Director and Dean. In some cases, a position was simply not filled after a staff person resigned or retired, or a hiring freeze was in effect. Positions reported include: Assistant Dean of Employer Engagement; Director of Data & Operations; Assistant Director for Career Development; Director of Recruitment and Career Services; Career Center Coordinator; Employer Outreach Manager; Administrative Assistant; Program Administrator.
- Positions added likewise ranged from Administrative Assistant to Director. Positions reported include: CSO Manager; Assistant Director; Career Coach; Coordinator; Director for Emerging Careers.
- Schools reported a wide variety of duties added to their office. The tasks mentioned include, but are not limited to, responsibilities related to externship programs, including teaching, which were noted a number of times. Also noted were Pro Bono initiatives/public service programs; a larger role in professional development activities, including designing and teaching classes; CLE tracking; more work related to student affairs, well-being, and financial counseling; bar exam assistance; more or lead roles in the school's DE&I activities; a greater role in admissions; and teaching undergraduate classes.
- Few schools saw duties removed. ABA bar passage reporting was noted, as was creation of a new office focused on public interest, though the CSO continues to share in public interest advising.
- Other changes noted include elimination of the food/entertainment budget and pay freezes, some temporary, while others were still in effect, but expected to be temporary.
- An inquiry as to which changes were COVID-related and expected to be temporary, found that about two-thirds of schools experiencing either staff furloughs or a decrease in travel funds expected the cuts to be reversed, at least in part, if not entirely. About 45% of schools experiencing budget cuts or a decrease in funding for professional development expect those cuts to be restored, but again not necessarily to pre-pandemic levels. It is worth noting that a few schools stated that none of the changes were expected to be temporary, or that changes had occurred despite, not because of, the pandemic.

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## **Operational changes resulting from COVID-19 pandemic:**

The 2021 survey provided schools with an opportunity to describe how or if adaptations and changes made in their office in response to the COVID-19 pandemic were expected to continue longer term. While the open-ended responses provided by schools can not be quantified, the anecdotes do provide a sense of what might be expected, while noting that some comments were prefaced by terms such as ‘anticipated’ or ‘may’. Also, comments were provided at a time (May and June 2021) when COVID-19 cases were declining sharply.

- Retaining the option for virtual counseling appointments, and continuing online programming were noted most frequently. The flexibility afforded by these practices was often noted. “We will maintain the use of virtual appointments, virtual interviews, online scheduling tools, asynchronous videos, Symplicity Chat feature, and Zoom links for all live programming.” “I plan to keep many of my one-on-one meetings virtual... students have gotten comfortable with doing them that way and it is really convenient. It also works well for our extended division students.” “We offered virtual appointments prior to COVID and expect those to continue. We expect that we will offer far fewer live programs and will offer more virtual and recorded programs going forward.” “We will offer some program[s] virtually to take advantage of alumni/speakers that are not local.”
- Continuing virtual OCI as an option was also noted a number of times. Just a few schools mentioned continuing with all virtual OCI.
- Comments about policies regarding work-from-home are a decidedly mixed bag. While in some cases there was some certainty that at least some remote work would be available, more typically policies and procedures were still a work in progress at the time of the survey. A need for some staff to be in the office, at least while classes are in session, constraints posed by university-wide policies, and prioritizing an in-person experience for students were noted. “Our school is prioritizing the in-person experience for students, so our staff intends to primarily work from the building. That said, I expect that we will retain some flexibility with working from home on occasion.” “We anticipate increased support and willingness for some teleworking, although the school will return to mostly or nearly all in-person operations by Fall 2021... teleworking will probably be limited by the board of regents/campus policy.” “We will likely each have one ‘work from home’ day per week post-pandemic.” “We are currently piloting a hybrid work schedule.”
- It should be noted that some schools, a minority but nonetheless a countable number, indicated that they did not expect any changes to be continued, or that nothing had been decided at the time of the survey.

**Table 20. 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
<b>Law school has a dedicated school-wide office or staff person</b>	51.0%	20.0%	63.9%	63.2%	52.7%	49.0%
<b>Activities are coordinated by law school Dean</b>	25.0	16.7	27.8	28.9	23.6	26.5
<b>Activities are coordinated by faculty</b>	28.8	30.0	27.8	28.9	27.3	30.6
<b>Activities are coordinated by Student Services/Affairs office</b>	52.9	46.7	50.0	60.5	50.9	55.1
<b>CSO has at least one staff person whose duties include DEI activities</b>	41.3	23.3	41.7	55.3	50.9	30.6
<b>CSO has a staff person dedicated to DEI activities</b>	5.8	–	–	–	–	–
<b>Student groups are involved in developing initiatives</b>	75.0	73.3	77.8	73.7	80.0	69.4
<b>Law school has a DEI committee involved in developing initiatives</b>	75.0	76.7	80.6	68.4	72.7	77.6
<b>Other</b>	13.5	13.3	13.9	13.2	12.7	14.3

Figures are based on all responding schools. Percentages add to more than 100 because more than one item could be checked. A dash indicates insufficient responses for analysis.

**Some schools elaborated with descriptions using the ‘other’ option. Examples are quoted below, with some edits for clarity, length, or to remove identifying information.**

“Weaving DEI into the office culture and our programming is the responsibility of all team members.”

“All CSO events are organized using a DEI lens.”

“CSO has its own DEI Committee to ensure consistent focus in our work.”

“The Office of Career Strategy has hired a part-time student assistant who focuses on DEI-related projects and initiatives, including first generation issues.”

“Launch into Law (pipeline program), Student programming: Defamation Experience, Careers In Law (a partnership with the local chapter of the Thurgood Marshall Law Association), DEI Consultant to work with the College of Law.”

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“We have an Associate Dean of DEI.”

“Our Director for Diversity and Inclusion is a full-time non-tenured track faculty member. She teaches a seminar and offers many educational programs for students and faculty. She collaborates with CSO, Student Services and Admissions.”

“DEI person who is also the Assistant Dean for Admissions.”

“The law school shares a DEI staff member with the other University graduate programs.”

“We have a full-time tenured faculty person appointed as the Dean for Equity and Inclusion.”

“An associate dean includes DE&I among her responsibilities - her title is Associate Dean for Enrollment and Inclusion.”

“As a highly diverse [school] with a social justice mission, DE&I is at the core of everything the school does. So all faculty and staff are in some way involved in DE&I.”

“We have a very active Critical Race Studies Program and they have also led many initiatives.”

“The law school is part of multiple statewide and community consortia that lead efforts related to broad DEI matters.”

**Table 21. 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 DE&amp;I initiatives in academic year 2020-21</b>						
Yes	23.1%	23.3%	25.0%	21.1%	21.8%	24.5%
No	70.2	70.0	72.2	68.4	69.1	71.4
Don't know	6.7	–	–	–	–	–
<b>Amount of time spent on DE&amp;I initiatives in academic year 2020-21</b>						
Increased	81.7	73.3	94.4	76.3	81.8	81.6
Stayed about the same	15.4	23.3	5.6	18.4	16.4	14.3
Don't know	2.9	–	–	–	–	–

Note: Figures are based on all 104 schools and reflect school-wide activity in law schools, not just in the CSO. Dashes indicate insufficient responses for analysis. Note that no schools indicated that time spent on DEI activities decreased.

# Comments About Changes Affecting the CSO

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A number of schools provided open-ended commentary on changes and/or challenges (pandemic-related or not) that have affected their CSOs since the 2019 survey. Some comments have been edited slightly for clarity and length, or to omit identifying information. Comments are loosely grouped by topic, but many comments touched on multiple topics.

### Pandemic-related

- The pandemic led to complete reordering of our business processes; also led to more “placing” of students in summer 2020 when jobs were scarce.
- We have moved major events like OCI to virtual as well as career fairs. Team building has been challenging under COVID-Remote Work Environment.
- We moved more content to Symplicity or webpage for ease of use by students to find things on their own time. This was started pre-COVID but was accelerated in spring 2020.
- The loss of international students during the pandemic at the University with which we are affiliated greatly influenced budgeting and staffing in a negative way.
- We have had a year of transition with our Director leaving and the hiring of a new Associate Director. Combined with COVID and a completely virtual work environment for the entire academic year, this has been a year of transition. Next year we anticipate being fully staffed and are exploring ways we can use the things we learned during the pandemic to increase and improve student outreach. Part of that will mean continuing the availability of virtual student appointments as well as virtual programming allowing us to engage with alums practicing outside of our city. We have really appreciated the ability to utilize our alums living around the country.

- I believe adding a virtual option and presence will forever enhance the services we provide our students.
- Even with the abrupt shift to remote work and the need to reimagine the delivery of everything we do, our team rose to the occasion and our many important constituents — students alumni, employers, and colleagues across other offices of the law school — were well served. I do worry that travel and investment in the PD of our CSO team may be hindered in the near future if budget restrictions remain in place this year.
- Congressional funding assisted [the] School of Law in making payroll during the pandemic.

### Staffing, duties, and budget related

- More duties and functions continue to be assigned to the office.
- Increased focus on employer relationships in national markets, increased collaboration with the curriculum, and increased focus on DEI efforts school wide and in our office specifically.
- In January 2019 I was appointed as interim assistant dean of OPD, a position that was expected to last 1 year. My other job responsibilities (data and reporting) remained in my portfolio. We... were about to interview candidates from our second search in March 2020 when the pandemic hit and all hiring

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at our university was frozen. We are currently in the process of conducting interviews to fill the position, and hope to have a permanent assistant dean in place by the start of the fall 2021 semester. When I started as interim, both professional positions were vacant due to recent resignations. We also had 2 temporary, part-time career advisors at the same time that I started as interim, a situation that lasted for about a year before we were able to hire permanent replacements. Needless to say, the office is very much looking forward to having permanent, full-time staff dedicated 100% to career services.

- Higher enrollment increased the workload; filled open position for Associate Director.
- Our school enrollment has increased substantially since I joined... the number of students and alumni for whom I am responsible has nearly doubled and our budget currently does not provide for an additional hire. I am concerned that I am going to be spread too thin to adequately address our growing student body needs.
- We filled our outstanding positions [as of May 2021] so our office is fully staffed with 4 full-time professionals (3 JDs / 1 Support Staff).
- A synthesis of several brief comments: Staff turnover; budget and staff cuts; burnout on the part of faculty and staff; continued struggle for adequate staffing; voluntary early retirement programs; less funding

for staff professional development, all in a setting of remote work and remote students.

- We asked one of our staff members to take on DEI initiatives.
- [Although] the change won't happen until October 2021, I recently received approval to convert the current support staff position to a professional Assistant Director position. My current support person will retire....and be replaced by a JD-required Assistant Director and the support staff position will be eliminated.
- The Assistant Director left for another position in January of 2020. We still have not filled that position due to the pandemic and insufficient salary being budgeted for the position. However, we requested additional budget to raise the salary and have just reposted the position at a higher salary. When we do [fill the position], the number of staff devoted full-time to career services will go from 1 to 2.
- Each year for the past decade our enrollment has steadily been growing, which over time has taxed the staff. However, in Fall 2020 our enrollment increased by approximately 20% and the already stretched staffing levels did not increase at all. This really challenged our ability to serve our students well.
- School added an Associate Dean for Students & DEI.

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- There is a new faculty chair devoted to issues of discrimination and diversity. There is a faculty member charged with activities related to DEI issues.
- Many of our DE&I initiatives have become more robust in light of virtual programming options.
- Since January 2020, we have been down one professional staff member. I am hopeful that we will be able to fill the position during the 2021-2022 academic year.
- Budget considerations stalled a project intended to increase pay for staff in certain rungs of our office and also stalled a project designed to provide career advancement opportunities to CSO staff. We are trying to get this back on track, but it is an uphill battle.
- I would say much more is being demanded of us. Not only is the ABA reporting burden a constantly moving target, but we had to make a seismic shift to meet the needs of students during the pandemic, and then the ensuing budget crunch is forcing us to do more with less. Now with the new ABA guidelines on professional identity formation, I expect even more will be asked of us. Meanwhile, salaries are stagnant and I am doing all I can to retain staff by fighting for flexible work environments and offering plenty of (non-monetary) gratitude. Even with a strong job market, it's a tough time to be in law school career services.

### Other

- The continued decrease in available attorney jobs in the last few years has been a challenge as we work hard to see our graduates achieve desired employment outcomes.
- Improved technology and related virtual services, ADA services, and general communication.
- Our biggest challenge is the shifting demographics of people who are entering graduate school. As a stand-alone law school, we are trying to figure out how to offer the services of a larger university without being handcuffed by the cost of those services.
- The Office of Professional Development (OPD) implemented the Professional Development Program (PDP) in the Fall of 2019. The PDP is a mandatory program for all students and is modeled after state CLE requirements with the goal of helping students build their professional identities and encourage networking and career exploration throughout each year of their legal education. This program increased attendance at in-person and virtual CSO-hosted workshops and programming, as well as encouraged engagement with the local legal community. The pandemic created challenges within the first year due to a sudden remote shift and a renewed push for student's completing their requirements, while being flexible to the ever-evolving situation created by the pandemic. The second academic year went

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easier for students but increased the workload for CSO staff in terms of tracking completion, answering student questions about the requirement, and helping those that did not complete the requirements.

- We continue to grow and develop our first-generation programming and hope to continue outreach to these students who have not always engaged with our office in the past. Going forward all of our programming related to etiquette and professional development will discuss best practices in a virtual interview and/or virtual work environment.





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