
2009

Law School Career Services Survey

NALP
THE ASSOCIATION
FOR LEGAL CAREER
PROFESSIONALS

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SAMPLE JOB DESCRIPTIONS:

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

Introduction

The Law School Career Services Survey, conducted on a biennial basis, gathers information from law school career services offices at U.S. ABA-accredited law schools about their facilities, services, and staffing. Depending on the specific question, respondents provided information for the 2008-2009 academic year or as of July 1, 2009.

A total of 129 schools representing all five U.S. NALP regions responded to the survey. More private than public schools responded, reflecting the fact that over half of ABA-accredited law schools are private.

Analyses are based on NALP region, source of support, school size (fall 2008 JD enrollment), presence or absence of part-time students, LLM students, population of the metropolitan area (defined as population of the Metropolitan Statistical Area — MSA — in which

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

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

Response to 2009 Law School Career Services Survey By NALP Region and Law School Type

	ALL SCHOOLS		PRIVATE SCHOOLS		PUBLIC SCHOOLS	
	Number	% of Total	Number	% of Total	Number	% of Total
Total	129	100.0%	76	58.9%	53	41.1%
NALP GENERAL REGION						
Northeast	16	12.4	13	10.1	3	2.3
Mid-Atlantic	18	14.0	11	8.5	7	5.4
Southeast	39	30.2	22	17.1	17	13.2
Midwest	27	20.9	13	10.1	14	10.9
West/Rocky Mountain	29	22.5	17	13.2	12	9.3

NALP General Regions:

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

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

General Career Services Office Characteristics and Facilities

- In most schools the career services office goes by that name or some variant thereof. However, almost one-third of schools include a reference to “development,” and half of those include “professional development” specifically in the name.
- Well over half of schools (57%) reported that they prepared an annual report. The annual report was most frequently presented to law school administrators, such as the dean or associate dean. Most schools reported that the career services office identified formal goals or objectives, and most present these objectives to the law school dean.
- Except in the smallest schools, budgets of \$50,001 to \$110,000 are most typical. Just 16% of schools overall reported budgets of more than \$110,000. About 15% of schools do not distinguish the career services office as an identifiable line item(s) in the law school budget; this arrangement is more typical in small schools. At most schools reporting a distinct budget, the budget includes purchase of hard copy and electronic subscription items.

Formal Name of Career Services Office

	Percent
Career Services Office*	62%
Office of Career Development or Professional Development.....	31
Name includes “professional development” specifically	16
Career Planning and/or Placement	5
Career Services and other function**	2

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

** E.g., alumni.

Preparation of Annual Reports and Objectives

(percent of schools)

Prepared an annual report	56.6%
Formally identified goals and objectives presented to:	
Law school dean	70.5
Law school faculty	4.7
Plan is internal to CSO	20.9
Other.....	20.2
NA — no plan	14.0

For schools preparing an annual report, it is most typically presented to the dean/law school administration. Some schools report to the faculty, alumni, the board of trustees or governors, the visiting committee, or employers.

Career Services Operating Budget by Size of Law School

(percent of schools)

Operating Budget	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
\$30,000 or less	17.2%	37.0%	3.3%	2.3%
\$30,001-50,000.....	18.0	22.2	20.0	11.4
\$50,001-110,000.....	34.4	13.0	50.0	50.0
More than \$110,000.....	15.6	5.6	13.3	29.5
Not applicable	14.8	22.2	13.3	6.8
Budget includes purchase of library items	86.8	87.5	84.6	87.5
Budget includes purchase of electronic resources/ subscription fees	94.4	88.1	100.0	97.5

Note: "Not applicable" indicates that the career services budget is not a line item within the law school budget. Budget figures are exclusive of salaries and capital expenditures. Figures on inclusion of hard copy purchases or electronic subscription fees are based on schools with a distinct budget for career services.

- The median size of the career services office ranged from 800 square feet in small schools to more than twice that — 1,713 square feet — in large schools. Among those schools able to provide the information, the median amount spent for purchasing hard copy library resources ranged from \$675 in small schools to \$4,000 in large schools.
- Purchases for the career library are typically processed by CSO staff, but about 30% of schools reported that purchases are processed by law library staff instead of, or in addition to, CSO staff.
- About 62% of schools reported having rooms designated for on-campus interviews — typically no more than four. At the same time, two-thirds of schools reported that any available space on campus was used in addition to or instead of designated rooms. Mid-sized schools were most likely to report using off-site facilities in addition to or instead of on-site facilities.

Selected Measures of Facilities by Size of Law School

Item	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Median size of career services office*	1,162 sq. ft.	800 sq. ft.	1,093 sq. ft.	1,713 sq. ft.
(number reporting).....	(95)	(42)	(23)	(30)
Median budget for hard-copy library items.....	\$2,000	\$675	\$2,200	\$4,000
(number reporting).....	(68)	(26)	(19)	(23)
Median budget for electronic resources	\$6,500	\$3,200	\$8,100	\$10,000
(number reporting).....	(76)	(25)	(23)	(28)
Career library purchases handled by: **				
Career services staff	83.7%	77.8%	96.7%	82.2%
Law library staff	29.5	33.3	26.7	26.7
Facilities used for on-campus interviews**				
% using designated rooms***	61.2%	63.0%	50.0%	66.7%
1-2 rooms	42.9	50.0	38.5	37.9
3-4 rooms	22.9	28.6	15.4	20.7
5 or more rooms	34.2	21.4	46.1	41.4
% using any available space on campus	65.9	68.5	70.0	60.0
% using off-site facilities****	13.2	1.9	26.7	17.8

* Excludes space dedicated to on-campus interviews.

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

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

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

Note: With respect to who handles purchases for the career library, the business office was indicated a few times. Medians shown for electronic resources budgets are likely understated as many schools did not include Symplicity subscription fees in their figure.

- As might be expected, larger schools tend to have more computer equipment. Most schools have a scanner in the office, and three quarters of schools have video interview capability, or access to video interview capability.

- Most schools, between 66% and 80% depending on the specific item, have a telephone, fax, computer, printer, and copier available for student use. Typically, one such piece of equipment is available.

Computer Equipment for Staff Use By Size of Law School (percent of schools)

Type of Equipment	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Total # of Terminals/PC's				
4 or fewer	33.3%	72.0%	13.3%	2.3%
5-7	30.9	20.0	63.3	20.9
8 or more	35.8	8.0	23.3	76.7
Average #	6	4	6	9
# of Printers				
2 or fewer	36.1	53.1	40.0	14.0
3 - 4	28.7	28.6	23.3	32.6
5 or more	35.2	18.4	36.7	53.5
Average #	4	3	4	5
# of Scanners				
None	10.7	18.4	6.9	4.7
1 or more	89.3	81.6	93.1	95.3
Average #	1	1	1	1
# of Copiers				
None	7.3	11.8	3.4	4.7
1	78.9	76.5	86.2	76.7
2 or more	13.8	11.8	10.3	18.6
Average #	1	1	1	1
Video interview capability	75.6	65.4	76.7	86.7

Note: A few schools indicated that they have equipment in these categories but did not report quantities. Most schools with a scanner have one scanner. Other equipment typically includes fax machine(s). Equipment such as scanners and copiers may be shared with another office. Video interview capability may be within the larger university but available to the CSO.

Equipment Available for Student Use in the Career Services Office

(percent of schools)

Equipment	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
# of Telephones				
None.....	33.6%	34.7%	46.4%	23.8%
1	44.5	51.0	25.0	50.0
2 or more.....	21.8	14.3	28.6	26.2
Average #.....	1	1	1	1
# of Fax machines				
None.....	21.4	28.6	14.8	17.1
One	75.2	71.4	85.2	73.2
Average #.....	1	1	1	1
# of Computers				
None.....	26.9	38.8	31.0	9.8
1-2	41.2	42.9	41.4	39.0
3 or more.....	31.9	18.4	27.6	51.2
Average #.....	2	1	2	3
# of Printers				
None.....	34.7	38.0	39.3	27.9
1	43.8	46.0	39.3	44.2
2 or more.....	21.5	16.0	21.4	27.9
Average #.....	1	1	1	1
# of Copiers				
None.....	34.2	42.0	33.3	25.6
1	62.5	56.0	66.7	67.4
2 or more.....	3.3	2.0	0.0	7.0
Average #.....	1	1	1	1

Some schools, between 3 and 7 depending on the indicator, indicated that equipment is available but did not provide a specific number. Percentages for faxes do not add to 100 because a couple of schools reported that two or three faxes are available to students.

Services and Outreach

- Most schools offered formal informational programs to groups on interviewing skills, resume preparation, judicial clerkships, employment specialty areas, and orientation to the career services office and to fall OCI, with a median of two to three programs. Programs on employment specialty areas tend to be offered the most often, with a median of seven such programs.
- Most also offered programs designed for 1Ls specifically, often including topics such as resume preparation and interview skills. Relatively fewer schools put on programs dealing with bar preparation or diversity issues. However, some schools noted other offices within the school provide such programs.

Programs Offered by Career Services Offices

JD Enrollment/ Program Type	Program	Median # of Programs	Average # of Programs	% of Schools Offering No Program
Total	1L programming	3	4.3	10.2%
	Alternative careers	2	2.0	27.3
	Bar preparation.....	1	1.6	71.1
	Diversity programming	2	2.3	52.3
	Employment specialty areas	7	9.0	3.1
	Etiquette programs	1	1.7	28.1
	Interviewing skills	3	2.9	3.9
	Judicial clerkships	2	2.6	4.7
	Orientation to CSO.....	2	2.9	9.4
	Orientation to fall OCI.....	2	2.4	13.3
	Prepare-to-practice programs	1	2.2	34.4
	Resume preparation.....	2	3.4	7.0
	Student professionalism	1	2.2	28.1
By Size of JD Enrollment:				
Fewer than 550.....	1L programming	3	3.5	14.8
	Alternative careers	2	1.7	38.9
	Bar preparation.....	1	1.3	77.8
	Diversity programming	2	1.9	63.0
	Employment specialty areas	5	7.0	3.7
	Etiquette programs	1	1.4	33.3
	Interviewing skills	2	2.5	7.4
	Judicial clerkships	2	1.9	11.1
	Orientation to CSO.....	2	2.4	14.8
	Orientation to fall OCI.....	1	1.6	29.6
	Prepare-to-practice programs	1	1.7	33.3
	Resume preparation.....	2	2.7	7.4
	Student professionalism	1	1.7	35.2
550-749	1L programming	4	5.6	6.9
	Alternative careers	1	2.3	24.1
	Bar preparation.....	2	1.7	62.1
	Diversity programming	2	3.5	65.5
	Employment specialty areas	8	9.1	0

(continued on following page)

JD Enrollment/ Program Type	Program	Median # of Programs	Average # of Programs	% of Schools Offering No Program
550-749, continued	Etiquette programs.....	1	1.5	27.6
	Interviewing skills.....	3	3.0	0
	Judicial clerkships.....	2	2.9	0
	Orientation to CSO.....	3	3.5	3.4
	Orientation to fall OCI.....	2	2.3	0
	Prepare-to-practice programs.....	1	1.9	44.8
	Resume preparation.....	2	2.7	6.9
	Student professionalism.....	2	2.3	31.0
750 or more.....	1L programming.....	4	4.3	6.7
	Alternative careers.....	2	2.1	15.6
	Bar preparation.....	1	1.8	68.9
	Diversity programming.....	2	2.2	31.1
	Employment specialty areas.....	10	11.6	4.4
	Etiquette programs.....	2	2.1	22.2
	Interviewing skills.....	3	3.3	2.2
	Judicial clerkships.....	2	3.2	0
	Orientation to CSO.....	2	3.0	6.7
	Orientation to fall OCI.....	2	3.1	2.2
	Prepare-to-practice programs.....	1	2.8	28.9
	Resume preparation.....	3	4.6	6.7
	Student professionalism.....	2	2.8	17.8
	By Presence of Part-time/Evening Program			
No.....	1L programming.....	4	4.8	13.0
	Alternative careers.....	2	2.3	27.5
	Bar preparation.....	1	1.5	68.1
	Diversity programming.....	2	2.6	59.4
	Employment specialty areas.....	7	8.6	2.9
	Etiquette programs.....	1	1.5	29.0
	Interviewing skills.....	3	2.9	4.3
	Judicial clerkships.....	2	2.6	5.8
	Orientation to CSO.....	2	2.2	11.6
	Orientation to fall OCI.....	1	1.6	21.7
	Prepare-to-practice programs.....	1	2.0	31.9
	Resume preparation.....	2	2.6	5.8
	Student professionalism.....	2	2.1	33.3
Yes.....	1L programming.....	3	3.8	6.8
	Alternative careers.....	1	1.7	27.1
	Bar preparation.....	2	1.8	74.6
	Diversity programming.....	2	2.0	44.1
	Employment specialty areas.....	8	9.5	3.4
	Etiquette programs.....	1	1.9	27.1
	Interviewing skills.....	3	3.0	3.4
	Judicial clerkships.....	2	2.6	3.4
	Orientation to CSO.....	3	3.6	6.8
	Orientation to fall OCI.....	2	3.1	3.4
	Prepare-to-practice programs.....	1	2.3	37.3
	Resume preparation.....	3	4.3	8.5
	Student professionalism.....	1	2.3	22.0

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

- Among schools maintaining a proprietary employer database, access is most typically via the Internet, though not necessarily to all portions of the database. Some schools maintain hard copy reports, and a few provide both electronic and hard copy access depending on the type of employer.

Access to Employer Database

	JD ENROLLMENT			
	All Schools	Fewer thn 550	550-749	750 or More
CSO maintains proprietary employer database.....	88%	84.6%	93.1%	88.6%
Electronic access is:*				
Provided to all portions of database.....	18.2	22.7	18.5	12.8
Limited to a "student" page or only to records made available by CSO.....	50.0	43.2	51.9	56.4
Via Internet**	60.9	56.8	66.7	61.5
Via local inhouse network/database.....	10.9	13.6	7.4	10.2
Other access:*				
Students may request a spreadsheet	11.8	11.4	18.5	7.7
Employer information provided in hard copy directories	6.4	2.3	11.1	7.7

* Percentages are based on schools maintaining a proprietary employer database. Because more than one access response could be checked — and some schools provide both electronic access and other access depending on the circumstances — percentages add to more than 100.

** Some schools reported their electronic access as "other" and described it as Symplicity. These respondents were added to the "via Internet" category, but whether access is to all portions or limited could not be determined.

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

- Typically, the primary career services professional has primary responsibility for judicial clerkship counseling. However, more than one-third of schools, about 37%, have an assistant director, counselor, or judicial clerkship director with primary responsibility. A few schools noted that all counselors or staff share responsibility. Whichever the case, judicial clerkship counseling generally accounts for less than one-quarter of that individual's time. In a few schools, faculty take on all counseling responsibilities.

Services Provided for Judicial Clerkship Applications

(percent of schools offering each service)

	JD ENROLLMENT			
	All Schools	Fewer than 550	550-749	750 or More
Counsel students.....	96.9%	94.4%	96.7%	100.0%
Provide file for mail merge purposes	66.7	57.4	60.0	82.2
Process cover letters.....	34.9	27.8	43.3	37.8
Process letters of recommendation centrally for applications through OSCAR	51.2	37.0	63.3	60.0
Process letters of recommendation centrally for paper applications	46.5	38.9	56.7	4 8.9
Assemble and mail application materials	34.9	24.1	36.7	46.7
Bundle and ship multiple applications to individual judges.....	41.9	29.6	50.0	51.1
Of those who bundle applications and reported as to type of mail used (N = 50):				
Ship via expedited mail.....	80.0	73.3	85.7	81.0
Do not ship via expedited mail.....	20.0	26.7	14.3	19.0

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

Time Spent on Judicial Clerkship Counseling by Staff with Primary Responsibility

	JD ENROLLMENT			
	All Schools	Fewer than 550	550-749	750 or More
Less than 25%	71.2%	88.0%	57.1%	60.0%
25-50%	19.5	12.0	25.0	25.0
51-75%	5.1	0.0	7.1	10.0
More than 75%	4.2	0.0	10.7	5.0

Note: Figures based on 118 schools reporting time spent. In some cases, counseling is handled equally by two or more staff. Of these 118, a few indicated that faculty also, though not exclusively, provide clerkship counseling. In addition to these 118 schools, 5 schools indicated that clerkship counseling is handled exclusively by faculty.

- More than half (53%) of career services offices offered workshops/seminars to alums and 57% provided job listings via e-mail. Small schools were more likely to provide job listings via e-mail than were either mid-sized or large schools. Compared to schools with no part-time students, schools with part-time students were considerably more likely to offer workshops for alums. At the majority of schools alumni counseling is handled by any available counselor. If there is a “designated” staff member, that person is generally the primary or second person in the office, thus with duties beyond alumni services.

In very few schools do alumni office staff provide counseling. Counseling, online job postings, and reciprocity are nearly universally available to alums. Among schools with LLM students, about 41% reported that counseling is provided by any available counselor. Almost one-quarter reported that the LLM program office provides counseling, generally in addition to that provided by the CSO. Interestingly, based on schools reporting their number of LLM students, more students does not increase the likelihood of an LLM office providing counseling.

Services to Alumni (percent of schools offering each service)

	All Schools	JD ENROLLMENT			PART-TIME STUDENTS	
		Fewer than 550	550-749	750 or More	No	Yes
Alumni newsletter	32.6%	42.6%	30.0%	22.2%	31.9%	33.3%
Counseling	95.3	92.6	96.7	97.8	94.2	96.7
Job listings via e-mail	56.6	66.7	50.0	48.9	56.5	56.7
Online job postings	99.2	98.1	100.0	100.0	98.6	100.0
Reciprocity	96.9	96.3	96.7	97.8	94.2	100.0
Workshops/seminars	52.7	51.9	43.3	60.0	40.6	66.7

Note: Descriptions provided in the "other" category include resume and cover letter review, mock interviews, networking events, and access to Symplicity and other password-protected information.

Staff Providing Alumni Counseling

	All Schools	JD ENROLLMENT			PART-TIME STUDENTS	
		Fewer than 550	550-749	750 or More	No	Yes
Any available counselor	69.8%	61.1%	80.0%	73.3%	66.7%	73.3%
Designated CSO staff	32.6	35.2	23.3	35.6	31.9	33.3
Designated alumni office staff..	3.1	7.4	0.0	0.0	2.9	3.3

Note: Figures based on all survey respondents. A few schools noted that they have designated staff but also that counseling can be provided by any available staff. Designated staff may refer to a director/assistant dean or assistant/associate director, or both, in offices with no counselors on staff.

Staff Providing LLM Counseling

	All Schools	NUMBER OF LLM STUDENTS		
		15 or Fewer	16-65	More than 65
Any available CSO counselor.....	40.7%	45.8%	41.7%	37.0%
Designated CSO staff	46.9	25.0	66.7	44.4
LLM office/program staff	23.5	29.2	8.3	29.6

Note: Figures based on 81 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. A few schools did not report their number of LLM students, and so are included only in the total column.

- Most schools reported making employer development visits. The median number of visits was 20 across all school sizes. Fewer schools reported out-of-state visits, with a median of four visits. Although schools with a part-time program averaged more visits in general, they made fewer out-of-state visits specifically (with a median of two), than did schools with no part-time students (with a median of five visits).

Visits to Employers in 2008-2009

	% of Schools Reporting Visits	TOTAL VISITS			OUT-OF-STATE VISITS		
		Median # of Visits	Average # of Visits	# Reporting Visit Counts	Median # of Visits	Average # of Visits	# Reporting Visit Counts
All sizes	91.3%	20.0	32.6	92	4.0	11.9	85
By size of school (JD enrollment):							
Fewer than 550	84.6	20.0	25.1	37	5.0	10.9	31
550-749	96.7	25.0	39.3	21	5.0	14.0	20
750 or more	95.6	20.0	36.5	34	3.0	11.5	34
By type of program:							
No part-time/evening program.....	89.7	19.0	27.9	52	5.0	15.9	46
Part-time program	93.2	22.5	38.6	40	2.0	7.1	39

Staff Structure and Salaries

- Because classification of personnel as professional or support varies from school to school, reported figures were combined to determine total staff numbers for each school. These figures offer the most broadly comparable measure of staffing. Professional and support staff are also analyzed separately as reported.
- About 19% of schools reported two or fewer total full-time staff (professional AND support staff) in the career services office. About 44% of small schools reported a staff of this size. Most large schools have a total full-time staff of more than four. Public schools are three times more likely than private schools to have two or fewer total full-time staff. Smaller staffs at public schools are also reflected in figures for average staff size, with public schools averaging 3.8 full-time staff, compared with 5.0 full-time staff at private schools.
- Overall, 41% of schools have two or three full-time professional staff in the career services office; an equal percentage have three or more, and about 17% have just one full-time professional staff. Among small schools, the percentage reporting just one professional full-time staff is notably higher, at 41%. The average among all schools is 3.2 full-time professional staff. Only at large schools are more than three full-time professional staff typical.
- Over half of schools have one full-time support staff member; a sizable minority (14%) have no full-time support staff. The average is 1.3 full-time support staff.
- The majority of schools have no part-time staff; not surprisingly, large schools and those with LLM students are most likely to have one or more part-time professional staff.
- A majority of schools tap into student assistance in the office during the school year, employing an average of 1.6 students on a part-time basis during the school year. Student help during the summer is somewhat less common. Half of schools reported no part-time student assistance during the summer.
- Similar comparisons between public and private schools show that staff sizes at public schools are generally smaller than those at private schools. For example, 28% of public schools reported having just one full-time professional staff compared with about 9% of private schools. Averages were 2.6 and 3.4, respectively.
- Average staff sizes for full-time staff were somewhat larger at schools with a part-time/evening program compared to schools without a part-time/evening program, and at schools with LLM students compared to schools with no LLM students.

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

(percent of schools, except for averages)

	All Schools	SOURCE OF SUPPORT		JD ENROLLMENT			PART-TIME STUDENTS		LLM's	
		Public	Private	Fewer than 550	550-749	750 or More	No	Yes	No	Yes
Total staff										
2 or fewer	19.4	32.1	10.5	44.4	3.3	0.0	26.1	11.7	35.4	9.9
3-4.....	36.4	34.0	38.2	51.9	50.0	8.9	42.0	30.0	47.9	29.6
More than 4	44.2	34.0	51.3	3.7	46.7	91.1	31.9	58.3	16.7	60.5
Average # of FT staff	4.5	3.8	5.0	2.6	4.6	6.7	4.0	5.2	3.3	5.3
Professional Staff										
One	17.1	28.3	9.2	40.7	0.0	0.0	21.7	11.7	31.3	8.6
2-3.....	41.9	43.4	40.8	57.4	53.3	15.6	50.7	31.7	56.3	33.3
More than 3	41.1	28.3	50.0	1.9	46.7	84.4	27.5	56.7	12.5	58.0
Average # of FT professional staff..	3.2	2.6	3.5	1.8	3.3	4.7	2.7	3.7	2.2	3.7
Support Staff										
None	14.0	18.9	10.5	22.2	10.0	6.7	14.5	13.3	20.8	9.9
One	56.6	54.7	57.9	72.2	50.0	42.2	58.0	55.0	66.7	50.6
More than 1	29.5	26.4	31.6	5.6	40.0	51.1	27.5	31.7	12.5	39.5
Average # of FT support staff.....	1.3	1.2	1.4	0.8	1.3	2.0	1.2	1.5	1.0	1.5
FT Student Assistants — Summer 2009										
None	91.5	88.7	93.4	94.4	93.3	86.7	88.4	95.0	95.8	88.9
1 or more	8.5	11.3	6.6	5.6	6.7	13.3	11.6	5.0	4.2	11.1
Average # of FT student assistants	0.2	0.2	0.1	0.1	0.1	0.3	0.2	0.1	0.1	0.2

Note: Figures for professional and support staff are as of July 1, 2009.

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

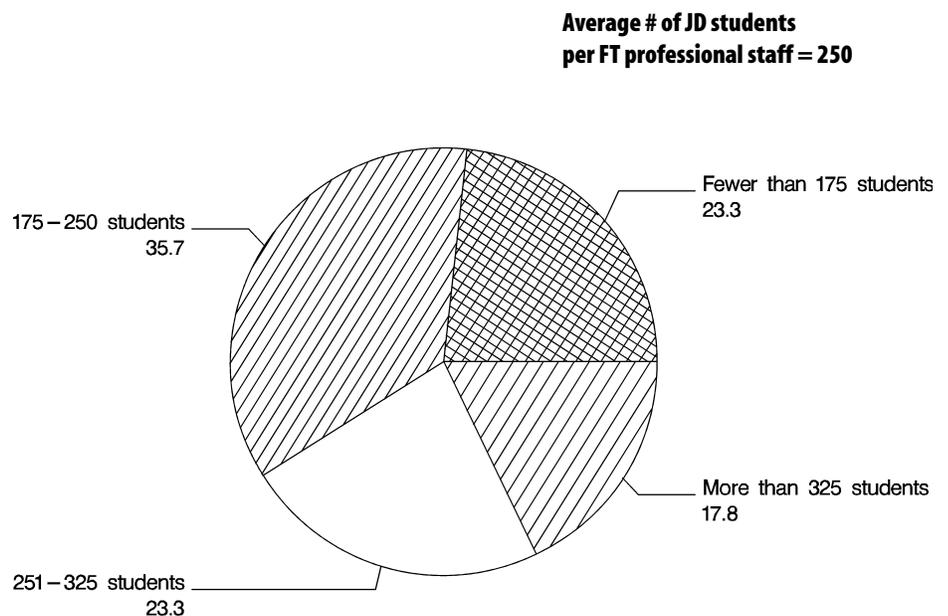
(percent of schools, except for averages)

	All Schools	SOURCE OF SUPPORT		JD ENROLLMENT			PART-TIME STUDENTS		LLM's	
		Public	Private	Fewer than 550	550-749	750 or More	No	Yes	No	Yes
Total staff										
None	65.1	64.2	65.8	79.6	56.7	53.3	65.2	65.0	77.1	58.0
1 or more	34.9	35.8	34.2	20.4	43.3	46.7	34.8	35.0	22.9	42.0
Average # of PT staff	0.6	0.5	0.6	0.3	0.8	0.8	0.6	0.6	0.3	0.8
Professional Staff										
None	73.6	77.4	71.1	92.6	63.3	57.8	76.8	70.0	87.5	65.4
1 or more	26.4	22.6	28.9	7.4	36.7	42.2	23.2	30.0	12.5	34.6
Average # of PT professional staff....	0.4	0.4	0.5	0.1	0.7	0.7	0.4	0.5	0.2	0.6
Support Staff										
None	86.8	84.9	88.2	87.0	86.7	86.7	87.0	86.7	87.5	86.4
1 or more	13.2	15.1	11.8	13.0	13.3	13.3	13.0	13.3	12.5	13.6
Average # of PT support staff.....	0.1	0.2	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.2
PT Student Assistants — Fall 2008										
None	32.6	34.0	31.6	44.4	30.0	20.0	36.2	28.3	52.1	21.0
One	22.5	32.1	15.8	24.1	20.0	22.2	26.1	18.3	20.8	23.5
More than 1	45.0	34.0	52.6	31.5	50.0	57.8	37.7	53.3	27.1	55.6
Average # of PT student assistants..	1.6	1.4	1.8	1.3	1.6	2.1	1.5	1.8	0.9	2.0
PT Student Assistants — Spring 2009										
None	34.9	39.6	31.6	44.4	43.3	17.8	42.0	26.7	56.3	22.2
One	23.3	28.3	19.7	27.8	13.3	24.4	23.2	23.3	22.9	23.5
More than 1	41.9	32.1	48.7	27.8	43.3	57.8	34.8	50.0	20.8	54.3
Average # of PT student assistants..	1.6	1.3	1.7	1.1	1.5	2.1	1.4	1.8	0.8	2.0
PT Student Assistants — Summer 2009										
None	50.4	58.5	44.7	63.0	43.3	40.0	56.5	43.3	72.9	37.0
One	25.6	22.6	27.6	24.1	33.3	22.2	24.6	26.7	14.6	32.1
More than 1	24.0	18.9	27.6	13.0	23.3	37.8	18.8	30.0	12.5	30.9
Average # of PT student assistants..	0.9	0.7	1.1	0.6	0.9	1.2	0.7	1.1	0.5	1.2

Note: Figures for professional and support staff are as of July 1, 2009. Part-time figures can include individuals who work full-time but have duties in an office other than the career services office.

- Comparing the ratio of JD students to professional staff shows that about 23% of schools have fewer than 175 JD students per full-time professional staff; at the same time 18% have more than 325 JD students per full-time professional staff. Across all schools the average number of JD students per full-time professional staff was 250. Analyzing the data by school size shows that the average was lowest at mid-sized schools (231) and that mid-sized schools were most likely to have fewer than 175 JD students per professional full-time staff. Private schools and those without part-time students are more likely than public schools and those with part-time students to have fewer than 175 JD students per full-time professional staff. Private schools and those with no part-time program average 241 and 234 JD students per full-time professional staff, respectively, compared with averages of 264 in public schools and 269 in those with a part-time program.

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



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

# of JD Students per Full-Time Professional Staff	JD ENROLLMENT			SOURCE OF SUPPORT		PART-TIME PROGRAM	
	Fewer than 550	550-749	750 or More	Private	Public	No	Yes
Fewer than 175.....	22.2%	43.3%	11.1%	28.9%	15.1%	31.9%	13.3%
175-250	31.5	23.3	48.9	31.6	41.5	37.7	33.3
251-325	24.1	13.3	28.9	23.7	22.6	18.8	28.3
More than 325	22.2	20.0	11.1	15.8	20.8	11.6	25.0
Average # per full-time professional staff.....	267	221	251	241	264	234	269

- For those schools with primary and second professionals, the most common combinations of titles were those of an Assistant or Associate Dean along with an Assistant or Associate Director or a Director. A somewhat less frequent combination is that of a Director with an Assistant or Associate Director.

Titles of Primary and Second Professionals For Law Schools Reporting Both

Primary Professional	Second Professional	% of Combinations
Assistant or Associate Dean.....	Director of Career Services	32%
Assistant or Associate Dean.....	Assistant or Associate Director	29
Director of Career Services	Assistant or Associate Director	23
Director of Career Services	Other titles.....	6

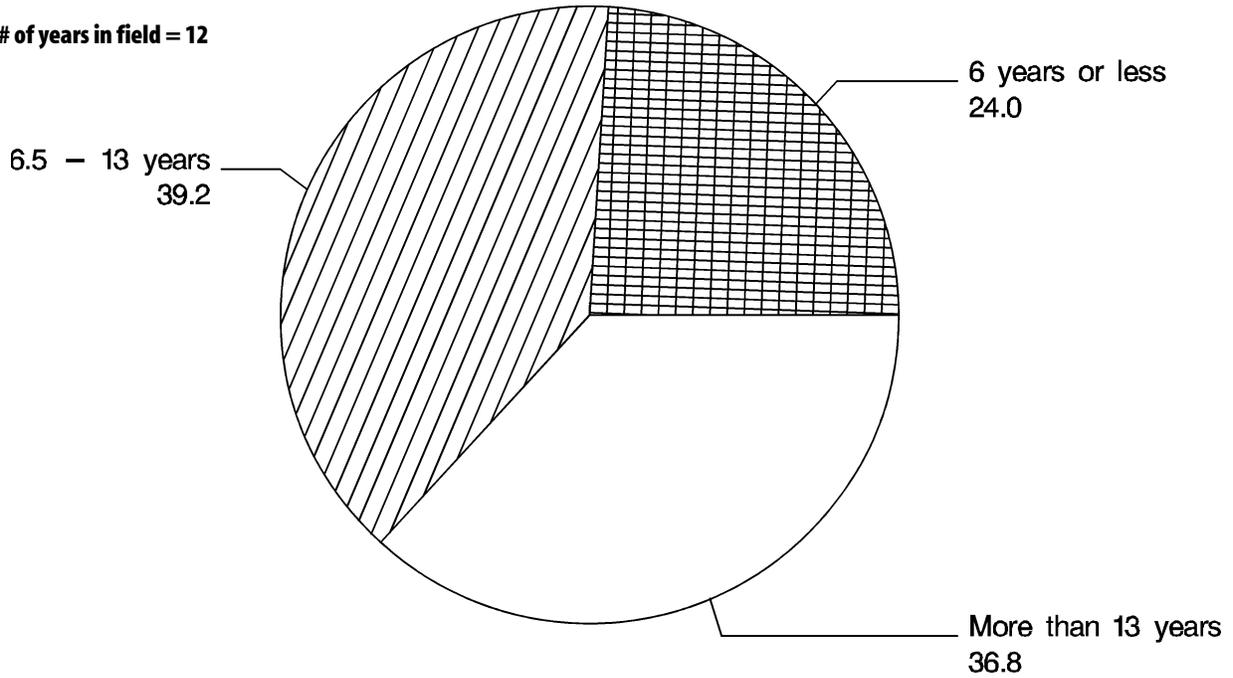
Note: Titles are generic rather than specific. For example, the title Director of Career Services includes variants, such as Director of Career Planning or Professional Development. Assistant or Associate Dean titles may include a reference to area(s) of responsibility, e.g., career services, or include two titles, such as Assistant Dean and Director of Career Services, or include the word senior. Other titles include Career or Academic Advisor or Counselor, and Program, Recruitment, or Career Services Coordinator. A few schools have combinations such as Directors in both positions or an Assistant or Associate Dean in combination with other titles. Thus percentages do not add to 100.

- About 79% of primary career services professionals have a JD degree. About one-quarter have been in the field of career services/legal recruitment six years or less; a larger percentage — 39% — have been in the field more than 13 years. (See following page.)

Years in Field — Primary Professional

of professionals = 125

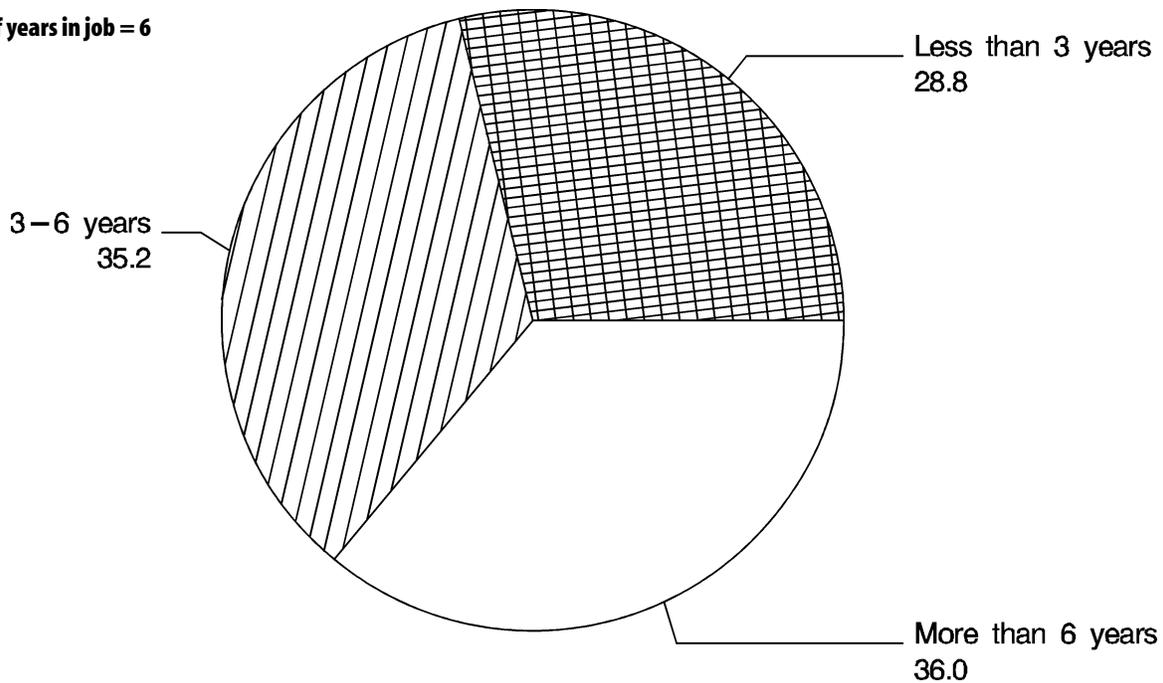
Average # of years in field = 12



Years in Job — Primary Professional

of professionals = 125

Average # of years in job = 6



- Analysis of job tenure and education together reveals that 83% of primary career services professionals who have been in their current job less than three years have a JD. By comparison, about 74% of those who have been in their current job more than six years have a JD.
- The pattern for second professionals is similar. Over three-quarters (76%) have a JD, and 35% have been in the field more than eight years, outnumbering by a small margin those who have been in the field three years or less. Among those who have been in their current job for a year or less, about 80% have a JD.
- About 77% of third professionals have a JD, as do 59% of fourth professionals. About 39% of third professionals have been in the field for more than five years. However, 42% of third professionals have been in their current job for a year or less. Among third professionals who have been in their current job for a year or less, 92% have a JD; among fourth professionals in their current job for a year or less, all do.
- Nearly all career services professionals with a JD — almost 90% — have previous experience as a practicing attorney.

Education of Career Services Professionals by Job Tenure

(percent of professionals)

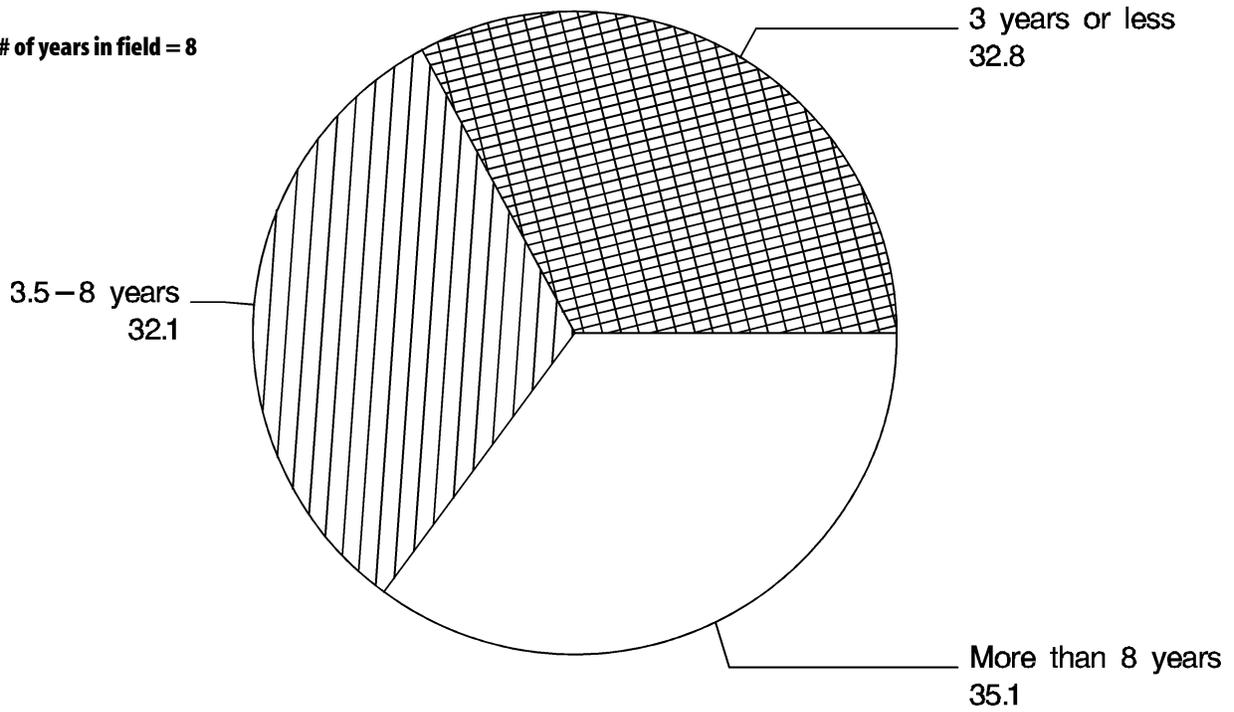
	JD or LLB DEGREE	
	YES	NO
Education of Primary Professionals	78.6%	21.4%
By years in current job:		
Less than 3 years	83.3	16.7
3-6 years.....	77.3	22.7
More than 6 years.....	74.4	25.6
Education of Second Professionals	76.4	23.6
By years in current job:		
1 year or less	80.0	20.0
1.5 - 3 years.....	84.6	15.4
More than 3 years.....	69.2	30.8
Education of Third Professionals	76.9	23.1
By years in current job:		
1 year or less	92.3	7.7
1.5 - 4 years.....	80.0	20.0
More than 4 years.....	45.5	54.5
Education of Fourth Professionals	58.8	41.2
By years in current job:		
1 year or less	100.0	0.0
More than 1 year	41.7	58.3

A total of 126 primary professionals reported education; 140 second professionals reported education; 91 third professionals reported education; and 17 fourth professionals reported education. The numbers also reporting job tenure were 123, 140, 91, and 16, respectively.

Years in Field — Second Career Services Professional

of professionals = 134

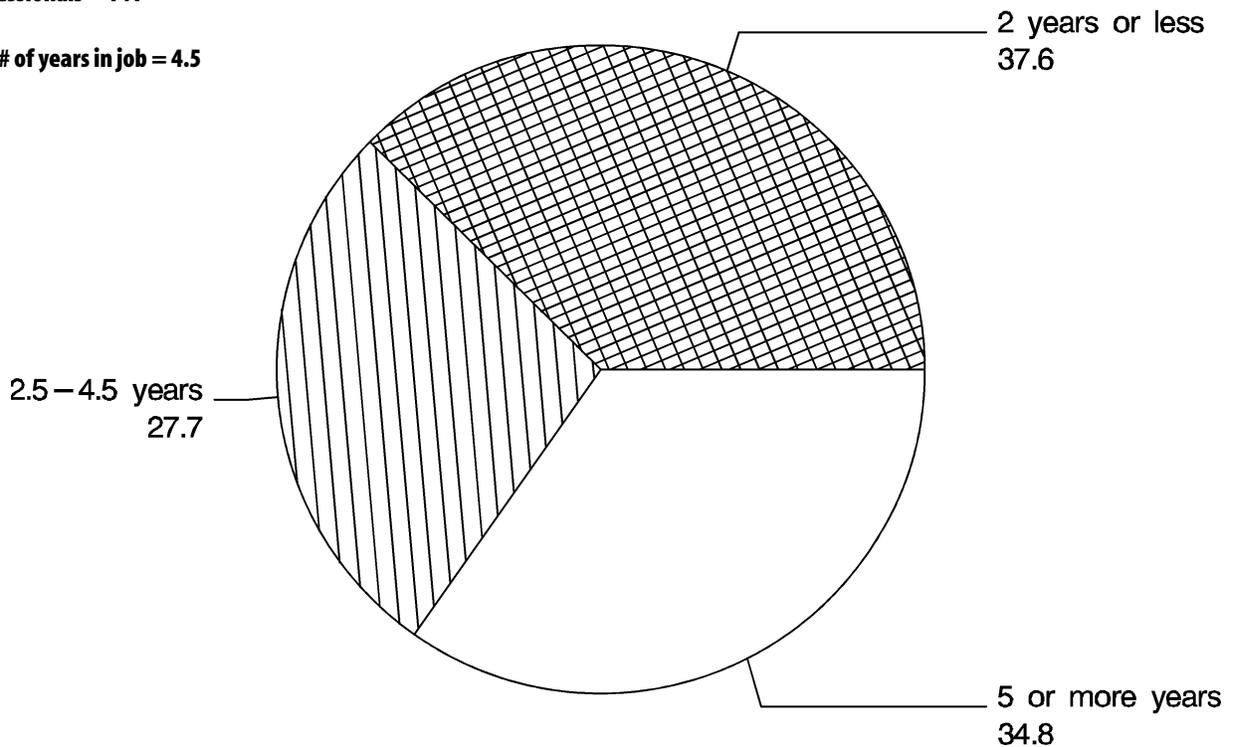
Average # of years in field = 8



Years in Job — Second Career Services Professional

of professionals = 141

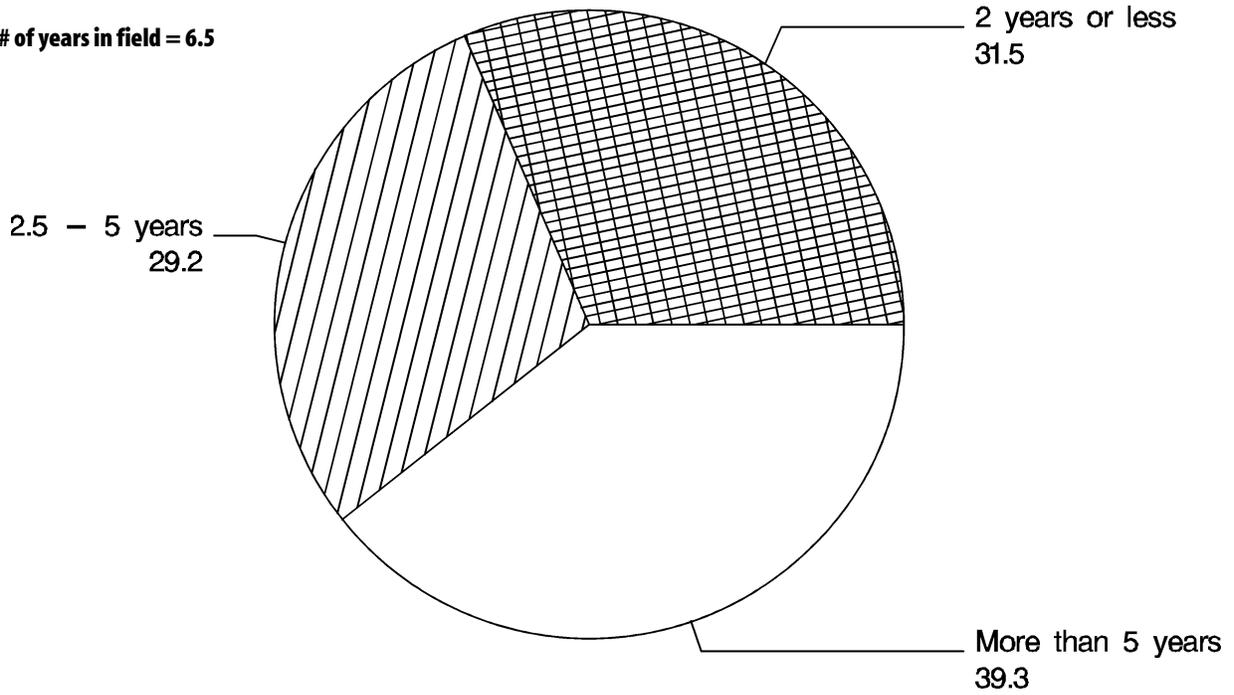
Average # of years in job = 4.5



Years in Field — Third Career Services Professional

of professionals = 89

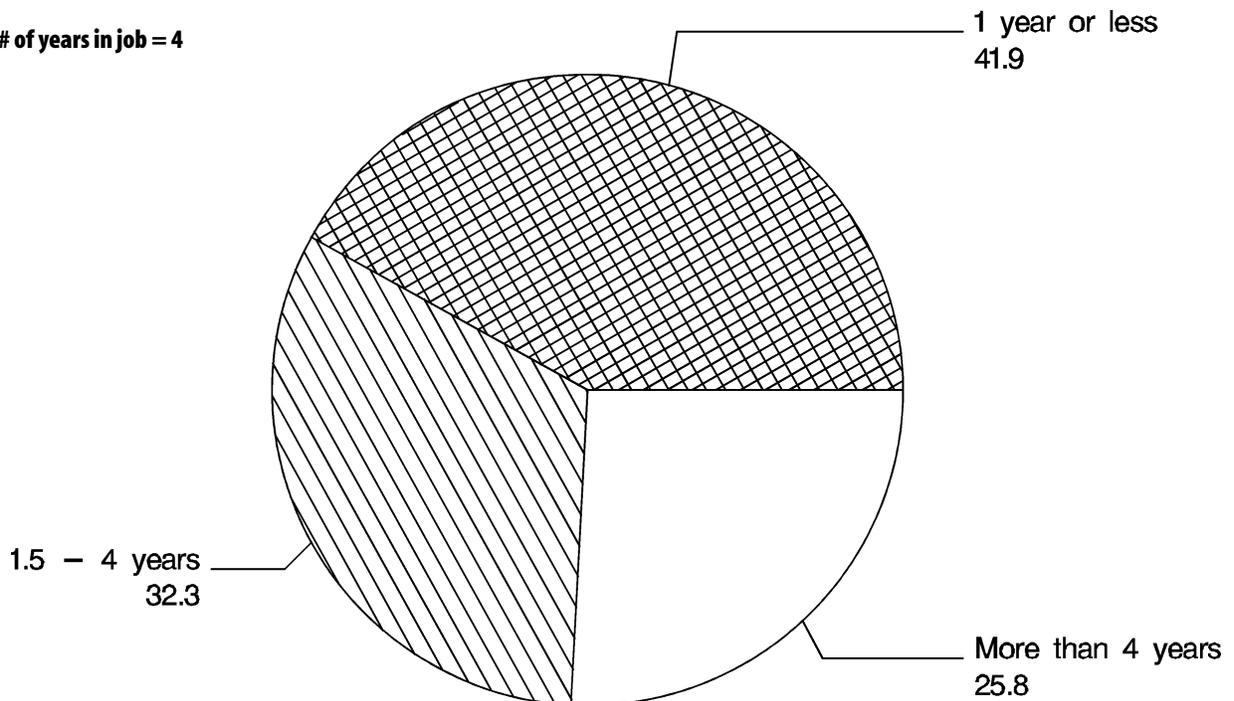
Average # of years in field = 6.5



Years in Job — Third Career Services Professional

of professionals = 93

Average # of years in job = 4



- The median salary for all primary career services professionals was \$81,000. For public schools as a whole, the median was \$78,000 and for private schools as a whole it was \$85,000. Medians were also generally higher for private schools in the West, large schools, and those in metropolitan areas with populations of more than 5 million.
- Median salaries for primary professionals correlated with education, which in turn is highly correlated with time in the field. For example, while the median varied some based on experience alone, the median for those in the field for more than 13 years with a JD exceeded that of those without a JD by \$23,000.
- The median salary for the second professional was \$61,275. For those new to their current job, the median was somewhat lower, about \$60,000. Although the overall median for those with a JD was \$62,000, more than \$8,000 higher than the median of \$54,500 for those without a JD, part of that differential appears to also correlate to job tenure and years in the field. For example, for those in their job for two years or less, the median salary is \$60,000 with or without a JD; for those in their job for five years or more, the median with a JD was \$65,000; for those without a JD the median was \$64,000. Medians are lower at small schools and public schools. For schools with a full-time third professional, the median salary was \$55,400. In the case of third professionals, the differences between those with and without a JD is large, almost \$14,000; there appears to be little correlation with job tenure. The median salary for the fourth professional was \$58,000.

Salaries for Primary Professionals by Law School Characteristics — as of July 1, 2009

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
Overall	\$70,000	\$81,000	\$95,000	\$85,716	101
Private Law Schools Overall	76,253	85,000	107,500	91,137	56
Northeast.....	77,000	85,000	95,000	90,144	9
Mid-Atlantic.....	79,500	82,000	117,000	95,875	8
Southeast	76,500	90,000	95,000	88,267	15
Midwest	70,000	80,000	109,000	88,382	12
West/Rocky Mtn	75,000	92,000	112,000	95,065	12
Metro area population less than 1M.....	69,150	73,500	83,500	76,192	12
Metro area population 1M-5M.....	80,000	90,000	108,000	93,877	22
Metro area population more than 5M.....	80,000	94,500	110,000	96,549	22
JD enrollment fewer than 550	69,500	73,000	81,000	74,812	17
JD enrollment 550-749.....	76,500	85,750	107,000	92,786	14
JD enrollment 750 or more.....	83,000	100,000	114,000	101,314	25
Public Law Schools Overall	68,000	78,000	91,000	78,971	45
Southeast	68,800	73,441	83,914	77,935	14
Midwest	70,000	75,750	84,750	79,575	12
West/Rocky Mtn	54,000	87,500	95,900	79,890	12
Metro area population less than 1M.....	59,000	70,941	82,957	73,120	24
Metro area population 1M-5M.....	70,000	86,250	95,000	85,200	14
Metro area population more than 5M.....	70,000	80,000	100,000	86,571	7
JD enrollment fewer than 550	59,000	70,000	80,750	71,621	24
JD enrollment 550-749.....	68,000	75,000	92,497	81,309	11
JD enrollment 750 or more.....	87,500	92,000	95,000	94,038	10

Note: Figures reflect full-time salaries only. Groupings with fewer than five salaries are not reported. Population figures are assigned based on the size of the metropolitan statistical area (MSA) in which the school is located. Population figures are published by the US Census Bureau and are as of July 1, 2008.

Salaries for Primary Professionals by Education and Tenure — as of July 1, 2009

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
Overall	\$70,000	\$81,000	\$95,000	\$85,716	101
Education					
Without JD/LLB	70,000	80,905	91,500	83,431	23
With JD/LLB	70,000	81,500	100,000	86,624	76
Years in Field					
6 years or less	70,000	78,500	81,000	77,015	26
6.5 - 13 years	71,881	86,500	95,000	86,717	39
More than 13 years ..	70,000	90,000	110,000	92,086	35
Years in job					
3-6 years	70,000	80,000	98,800	84,683	38
Less than 3 years	70,000	80,000	90,000	83,338	26
More than 6 years	70,000	85,000	100,000	88,378	36
By years in field and education:					
6 years or less					
With JD/LLB	70,000	79,000	81,000	77,195	25
6.5 - 13 years					
With JD/LLB	70,000	85,038	95,000	86,228	34
More than 13 years					
Without JD/LLB	70,000	80,000	90,000	84,189	17
With JD/LLB	90,000	103,000	114,000	101,281	17
By years in job and education:					
Less than 3 years					
With JD/LLB	70,000	80,000	90,000	83,581	22
3-6 years.....					
Without JD/LLB	70,000	77,953	98,800	87,071	10
With JD/LLB	70,000	80,000	99,000	83,831	28
More than 6 years					
Without JD/LLB	68,800	83,914	85,000	80,023	9
With JD/LLB	73,000	90,000	108,000	92,255	25

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

Salaries for Second, Third, and Fourth Professionals — as of July 1, 2009

	25th Percentile	Median	75th Percentile	Average	# of Salaries Reported
All second professionals	\$54,000	\$61,275	\$70,000	\$62,616	110
Education					
Without JD	45,953	54,500	65,500	57,875	24
With JD	57,000	62,000	73,500	64,093	84
Years in job					
2 years or less	53,000	60,000	65,000	60,316	39
2.5 - 4.5 years	51,500	63,000	73,400	62,805	32
5 or more years	55,000	64,000	76,000	64,762	39
Years in field					
3 years or less	55,000	60,000	64,000	59,625	37
3.5 - 8 years	56,122	64,000	80,000	65,403	34
More than 8 years	51,500	65,000	72,000	64,111	36
Type of school					
Private	57,000	64,000	76,800	64,909	71
Public	48,000	58,633	67,379	58,442	39
Size of school					
Fewer than 550	44,000	49,000	61,000	52,337	25
550-749	53,000	60,000	70,000	62,094	30
750 or more	60,000	64,000	76,800	67,574	55
NALP region					
Northeast	55,000	60,000	69,000	62,727	11
Mid-Atlantic	52,500	62,775	76,500	65,281	16
Southeast	48,125	60,000	65,510	58,842	32
Midwest	52,000	62,000	67,379	62,181	22
West/RM	60,000	62,000	78,000	65,599	29
By years in job and education:					
2 years or less					
Without JD/LLB	52,000	60,000	60,000	56,400	5
With JD/LLB	55,000	60,000	65,500	60,892	34
2.5 - 4.5 years					
With JD/LLB	60,000	64,500	78,213	65,670	28
5 or more years					
Without JD/LLB	46,906	64,000	72,000	62,400	15
With JD/LLB	60,000	65,000	78,000	67,032	22
All third professionals	50,000	55,400	67,000	57,047	66
Education					
Without JD/LLB	39,000	46,075	55,000	48,108	14
With JD/LLB	52,000	60,000	68,000	60,112	50
Years in job					
1 year or less	50,000	55,000	65,500	55,707	27
1.5 - 4 years	50,000	60,000	67,000	58,233	23
More than 4 years	46,075	55,000	69,500	57,602	16
All fourth professionals	48,000	58,000	65,000	55,122	9

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

- Primary professionals typically spend between 25% and 75% of their time on counseling. Second and third professionals devote more of their time to counseling, as do fourth professionals as a whole, although there is variation by school size.

Time Spent on Counseling

(percent of professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Primary Professional (# reporting = 128)				
Less than 25%	14.8%	9.4%	9.7%	25.0%
25-50%	43.8	35.8	51.6	47.7
51-75%	38.3	49.1	38.7	25.0
More than 75%	3.1	5.7	0.0	2.3
Second Professional (# reporting = 142)				
Less than 25%	5.6	8.1	7.5	3.1
25-50%	38.0	29.7	35.0	44.6
51-75%	39.4	48.6	27.5	41.5
More than 75%	16.9	13.5	30.0	10.8
Third Professional (# reporting = 97)				
Less than 25%	8.2	7.1	12.5	6.8
25-50%	24.7	42.9	25.0	20.3
51-75%	44.3	50.0	33.3	47.5
More than 75%	22.7	0.0	29.2	25.4
Fourth Professional (# reporting = 16)				
Less than 25%	12.5	0.0	0.0	25.0
25-50%	25.0	0.0	50.0	12.5
51-75%	18.8	50.0	16.7	12.5
More than 75%	43.8	50.0	33.3	50.0

Note: Since many schools have more than one professional at a "level," e.g., second, the figures in parentheses showing the number of individuals may exceed the number of schools reporting individuals at that "level."

- About 43% of schools indicated that public interest related activities are performed both within the career services office and in a separate office, compared with over half indicating that such activities are performed entirely within the career services office. A few schools indicated that public interest activities are housed entirely in a separate office. For schools reporting activities in both the career services office and elsewhere, the latter typically include pro bono requirements, externships, and loan forgiveness programs. A number of schools have an Office of Public Service (or similar name) in addition to activities in the CSO; some of these schools provided information about these offices in the same manner as schools with only a separate office.
- Most schools reported one FTE or fewer spending time on public interest activities. Not surprisingly, schools reporting that public interest services are performed both in the career services office and in a separate office tend to have more staff spending at least some of their time on public interest activities; almost half of these schools reported more than one FTE.
- Within the career services office, about 37% of the individuals with primary responsibility for public interest activities devote less than one-quarter of their time to these activities. About 28%, mostly in large schools, devoted more than half their time to public interest activities. About one-third of schools reported a second professional with public interest duties in the CSO. Nearly all of these individuals spend less than half their time on public interest activities.
- The primary individual responsible for public interest activities is often the primary CSO administrator. However, about 55% of schools reported that an assistant director, a director, or a counselor/advisor assumes responsibility for public interest activities. Of these, about half included reference to public interest specifically in the title reported. Because mid-sized and larger schools are more likely to have such an individual, it follows that the majority of individuals responsible for public interest activities in large schools report to the primary CSO administrator; in small schools, half report to the law school dean or an assistant or associate dean. For schools reporting a second professional, that individual typically reports to the CSO administrator or the individual with primary responsibility for public interest activities. Many of these second professionals are assistant/associate directors, counselors, or coordinators.
- Aside from counseling, the most common duties reported by the person in the CSO with primary responsibility for public interest activities are managing community service initiatives and pro bono programs. For the second person, duties mostly involve counseling, although in larger schools a substantial minority manage community service initiatives or a pro bono program.
- Information reported for a separate office includes offices which take on all public interest activities, as well as offices, such as an Office of Public Service, that operate along with activities in the CSO. This information, however, does not include professors, legal clinics, or offices with broader responsibilities such as financial aid or student services or affairs. Many of the primary individuals in these offices are directors of the office and report to a law school dean. Managing pro bono programs and community service initiatives are the most common activities. Counseling is less common, except, of course, where all public interest activities are housed in a separate office.
- Over half of schools (54%) have a Loan Repayment Assistance Program (LRAP).

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

Number of Staff Spending Time on Public Interest	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
0.50 FTES or fewer	45.0%	70.4%	33.3%	22.2%	55.2%	36.4%
0.51-1.00 FTES.....	20.2	14.8	23.3	24.4	23.9	16.4
More than 1 FTE	34.9	14.8	43.3	53.3	20.9	47.3

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

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

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Primary CSO administrator	65.2%	35.4%	78.6%	94.4%
Law school dean	26.8	50.0	14.3	5.6
Other.....	11.6	16.7	7.1	8.3

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures based on 112 schools. "Others" noted include faculty and associate deans or directors for students affairs, advancement, and external relations.

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

	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
Career counseling/sdvising	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Managing community service initiatives.....	31.6	22.4	20.7	52.8	40.0	20.4
Managing pro bono program.....	28.9	24.5	17.2	44.4	40.0	14.3
Other.....	27.2	28.6	41.4	13.9	32.3	20.4
Administering LRAP program ...	19.3	12.2	27.6	22.2	24.6	12.2
Managing externship program ..	10.5	8.2	6.9	16.7	12.3	8.2

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures based on 114 schools with some or all public interest activities housed in the CSO and answering the question about duties. Other duties mentioned include working with or advising student public interest groups, working on programming and job fairs, and duties related to scholarship programs, stipends, funding, and work study.

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

(percent of schools)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Primary professional	46.5%	64.7%	46.2%	23.1%
Primary CSO administrator	39.5	17.6	38.5	69.2
Other.....	20.9	17.6	23.1	23.1

Note: Percentages may add to more than 100 because more than one choice could be checked. In a few instances, the primary professional may be also be the primary CSO administrator. Figures based on 43 schools reporting a second professional and answering this question. "Others" noted include a dean or associate dean.

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

(percent of schools)

	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
Career counseling/advising	95.2%	94.1%	100.0%	91.7%	96.3%	93.3%
Other.....	21.4	11.8	23.1	33.3	18.5	26.7
Administering LRAP program	9.5	5.9	15.4	8.3	11.1	6.7
Managing community service initiatives	9.5	0.0	7.7	25.0	14.8	0.0
Managing pro bono program..	7.1	5.9	0.0	16.7	11.1	0.0
Managing externship program	4.8	11.8	0.0	0.0	3.7	6.7

Note: Percentages may add to more than 100 because more than one choice could be checked. Figures based on 42 schools with some or all public interest activities housed in the CSO, reporting a second professional, and answering the question about duties. Other duties mentioned include programming and job fairs.

Immediate Supervisor of Primary Public Interest Office Staff (percent of schools)

	All Sizes	JD ENROLLMENT			LOCATION OF PUBLIC INTEREST FUNCTIONS	
		Fewer than 550	550-749	750 or More	Within CSO	Within CSO and Center
Law school dean	63.0%	57.1%	60.0%	66.7%	66.7%	60.0%
Other.....	33.3	42.9	40.0	26.7	33.3	35.0
Primary CSO administrator ...	3.7	0.0	0.0	6.7	0.0	5.0

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

Duties of Primary Staff in Public Interest Office (percent of schools)

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

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

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

- Primary professionals were most likely to report to the law school dean (53%), followed by 36% reporting to an associate dean. This is most common at large schools, with 47% of primary professionals reporting to an associate dean. A few primary professionals report to another law school administrator, such as a dean or director of student services, administration, or external affairs.
- Somewhat more than half of schools overall reported that the primary professional participates in faculty meetings, although most participate in a non-voting capacity. Participation as a voting member is most common in small schools. Participation in faculty meetings typically involves occasional attendance to make presentations, or regular attendance as an observer, reporting and participating as appropriate outside of executive sessions. A few noted that they vote on personnel matters other than faculty appointments and tenure decisions. About 59% of primary professionals serve on faculty committees. The nature of involvement on faculty committees varied. Based on descriptive commentary, serving on committees for career services, judicial clerkships, public interest, diversity, and financial aid/LRAP are most common. Many primary professionals serve on more than one committee. Other committees mentioned include admissions, scholarships, bar preparation or passage, curriculum, student services, accreditation, grading, and amelioration. Serving in a voting capacity on committees appears to be about as common as serving in a non-voting capacity. In some cases, a mix of serving in a voting and non-voting capacity was indicated, depending on the committee. Some schools indicated that committee assignments change each year.
- About 46% of schools reported having a faculty advisory committee, and about 40% have a student advisory committee; such committees are more common at small schools. A judicial clerkship advisory committee is most common, particularly at large schools, with two-thirds reporting such a committee.

Person to Whom the Primary Career Services Professional Reports

(percent of primary professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Law school dean	52.7%	55.6%	50.0%	51.1%
Law school associate dean	36.4	25.9	40.0	46.7
Law school assistant dean	7.0	11.1	6.7	2.2
Other.....	5.5	9.3	3.3	2.2

Figures are based on 129 schools. Percentages may add to more than 100 because in some cases the primary career services professional reports to more than one person. Others mentioned include director of student services and vice dean for administration and external affairs.

Faculty Meeting and Committee Participation

(percent of primary professionals)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Faculty meetings:				
Voting member	2.3%	3.8%	0.0%	2.2%
Non-voting member	55.5	45.3	63.3	62.2
Does not attend.....	42.2	50.9	36.7	35.6
Serves on faculty committees.....	59.4	51.9	66.7	63.6

Committees Advising the Career Services Office

(percent of schools)

	JD ENROLLMENT			
	All Sizes	Fewer than 550	550-749	750 or More
Faculty Advisory Committee	45.7%	51.9%	40.0%	42.2%
Judicial Clerkship Advisory Committee.....	58.1	53.7	53.3	66.7
Student Advisory Committee	40.3	44.4	36.7	37.8
None reported	17.1	18.5	16.7	15.6

Figures are based on 129 schools. Percentages for types of advisory committee add to more than 100 because schools could report more than one committee.

Comments about Changes Affecting the CSO

The 2008-2009 survey asked schools about how the economy affected their office. The most frequent response, from 46% of schools, was that their budget was reduced or at least frozen. This response was somewhat more likely among large schools and private schools. About one-third reported that funds for staff professional development, conferences, and travel had been reduced or eliminated. A few schools noted in their comments that salaries were frozen or furloughs put in place.

Finally, schools were invited to discuss changes affecting the CSO office in the two years since the last survey. In response to this open question, a number of common threads emerged. Quotes included below are representative of those received; some have been edited slightly for clarity.

- Many reported that they are doing more with the same or fewer resources, while challenged by reduced job opportunities.** Many schools noted decreased participation in on-campus recruiting and job fairs. State and local government hiring freezes have also resulted in fewer job opportunities. Even as the number of opportunities shrinks, more out-of-work alumni are

seeking help, as are recent grads who have been deferred or had their job offer rescinded. Some schools have had to take on added responsibilities because of restructurings, staff layoffs, or vacant positions that cannot be filled, either in the CSO specifically or in the larger law school or university as a whole. If their budget hasn't been cut or frozen, there is anticipation that it will be.

“Our office has taken over the creation and administration of a formal pro bono program with no additional staff or budget.”

“The law school’s development officer did a lot of alumni outreach and helped with my non-CSO duties such as writing the alumni magazine and organizing CLE’s. Her position was eliminated so I will have to shoulder those non-CSO activities on my own.”

“We experience continued pressure to have outstanding placement rates (for the ABA, US News) regardless of issues that students and graduates may be facing and the legal job market.”

Effects of the Economic Downturn on CSOs (percent of schools)

	JD ENROLLMENT				Private Schools	Public Schools
	All Sizes	Fewer than 550	550-749	750 or More		
Office budget reduced	45.7%	44.4%	36.7%	53.3%	50.0%	39.6%
Decrease in funds for staff professional development conferences	33.3	35.2	40.0	26.7	34.2	32.1
Travel reduced or eliminated	32.6	37.0	40.0	22.2	28.9	37.7
Other.....	19.4	13.0	16.7	28.9	21.1	17.0
Position(s) in the office eliminated	11.6	11.1	3.3	17.8	10.5	13.2
Position in the office added	10.1	9.3	6.7	13.3	9.2	11.3
Office budget increased	7.8	9.3	3.3	8.9	6.6	9.4

Figures are based on 129 schools. Percentages add to more than 100 because more than one item could be checked. The "eliminated positions" category includes schools which indicated that hiring was frozen, or that previously approved positions were put on hold. The "budget reduced" category includes schools which indicated that their budget was frozen. Other effects described include salary freezes, furloughs, reduced OCI, and generally fewer resources for programs and events, along with more alumni seeking services.

“In fall 2009 we will enroll students for a part-time/evening program; no new staff will be added to support this.”

“Many more tools are being offered to students to accommodate the economic climate, including personal marketing plans, exam and study strategy sessions, bar prep, networking guides, etc.”

“Beginning in September 2009, all employees have had a mandatory pay cut of 4-10% with corresponding furlough days. The law school will be closing for 11 days to reach the minimum amount of furlough days and staff will be taking other time off. We have had to cut our budget but have also found less support from law firms and vendors in defraying costs. We are seeing an increase in demand ... and will be hiring a new counselor for a one-year contract to help with increased demand.”

“The law school has been subject to a salary freeze. However, even though we are operating under a hiring freeze, my office was able to justify rehiring to fill two positions based on the critical nature of the office’s work.”

“We have to manage part-time/ temporary staff because we cannot hire additional permanent staff.”

“We are managing student expectations and stress, increasing programming, and working with more graduates with no additional resources.”

■ **Some schools have been able to restructure or add staff. Technology continues to provide efficiencies but also challenges.**

“Financial aid is no longer a primary duty; scholarships and grants are now handled by the dean of students’ office. A pro bono program was also established working with the dean of students; mandatory first-year contact was incorporated into the second semester; and we established an alumni network to work with the CSO on the

business skills curriculum and on other CSO events.”

“We promoted a career advisor to the newly created position of Assistant Director for Employer Outreach in May 2009.”

“Our office has been enhanced by purchasing Symplicity and consolidating our job postings, advertising of events, RSVPs, and OCI on to one system.”

“In concert with other offices of the law school, we launched our own stimulus program to support students and alumni in navigating the difficult economic market.”

“We set up a blog and use Twitter to improve communication with students.”

“Our biggest technology challenge has been figuring out how our students can apply for jobs using electronic applications because our transcripts include lengthy narratives and we do not have number or letter grades or ranks. Our office has been involved in negotiating and administering a process that works for the employers and the law school.”

“Despite the economic downturn, the CSO received modest budget increases. However, it has been challenged by the number of alums needing assistance, law firm layoffs, rescinded offers, and the lack of job opportunities.”

“A third professional was added but the funding for the position was pre-existing.”