



Law Society of British Columbia
Articling Program Assessment

FULL REPORT

November 29, 2024

Structure of the Report

This report is divided into three sections

1. The first section provides an overview of the survey methodology, including survey design, sample recruitment, response rates, result reporting, analysis, and sample description.
2. The second section presents key highlights from the survey.
3. The third section presents the detailed survey findings, including the findings shared in the highlights.

Methodology

METHODOLOGY

Survey Overview

To deepen the understanding of articling experiences in the province, the Law Society of British Columbia conducted two online surveys—one targeting articling students and new lawyers, and the other tailored for recruiters, principals, mentors—that helped identify parallel issues from their unique perspectives.

The results of this survey provide insight into the provincial articling system, highlighting areas that need improvement or change. This will assist the Law Society in making informed decisions about programs and resources, particularly in relation to articling, lawyer competence, and equity, diversity, and inclusion. Ultimately, this research will help the Law Society enrich the articling experience and better prepare articling students for the practice of law in the future.

Furthermore, this survey is part of a broader collaboration among the Law Societies of Alberta, British Columbia, Manitoba, Nova Scotia, and Saskatchewan. The findings will facilitate cross-provincial comparisons, offering valuable insights into how the law societies can collectively enhance the articling experience to meet their shared objectives.

Research Sponsor

The results in this report are based on two online surveys mentioned above, funded by the Law Society of British Columbia.

Survey Design and Sample Recruitment

The two 15-minute online surveys—one targeting articling students and new lawyers, and the other tailored for principals, recruiters, and mentors—were designed by an external consultant in collaboration with all participating Law Societies. Many questions remained consistent across provinces to facilitate interjurisdictional comparisons, while the Law Society of British Columbia added a few province-specific questions.

To ensure improvements were relevant to current lawyer experiences, a distribution list of 3,041 articling students, new lawyers, and those who completed articling within the past five years but aren't practising was created, along with a separate list of 2,824 principals from the past five years in British Columbia. Screening questions at the start of the surveys ensured we reached the intended sample. To qualify for the student survey, individuals must have started articling between 2019 and 2024 and either be current articling students or have completed articling within the last five years. For the principal survey, participants must have been recruiters, principals, or mentors within the past five years.

Before launching, the Law Society of British Columbia thoroughly tested the online surveys. Afterward, we posted the surveys on our website and notified everyone on the distribution lists. Follow-ups were conducted to boost participation, and a draw for a free course from the continuing professional development program was offered as an incentive.

METHODOLOGY

Survey Design and Sample Recruitment continued...

The surveys were completed between May 9 and June 20, 2024. Availability of the surveys over 7 weeks allowed the respondents the time to complete the survey when it was convenient for them. The Law Society of Alberta, Manitoba, Nova Scotia, and Saskatchewan also invited their members to complete these surveys during the same timeframe.

Survey Questionnaire

The survey questionnaires used to gather this data are included in the [appendix](#), featuring versions for students and new lawyers, as well as for principals, mentors, and recruiters. Please note that some questions are missing from the questionnaires as they were not relevant to British Columbia and were therefore excluded from the questionnaires used in our province while retaining the original question numbering. To clarify, the missing questions were tailored for use in Alberta, Manitoba, or Saskatchewan, and therefore were not included in the British Columbia questionnaires. Where applicable, missing questions will be indicated with the following note: “QX not included due to lack of relevance to British Columbia.”

Response Rates

The surveys were completed by a total of 514 articling students,

new lawyers, and those who completed articling in the past 5 years but are not practising and 298 principals, recruiters and mentors. Specifically, the sample includes 380 new lawyers, 88 students, 46 respondents who completed articling but are not practising, along with 180 principals, 91 mentors, and 27 recruiters. If a respondent chose to withdraw before completing the survey, their responses were excluded from the analysis in accordance with the consent form agreed upon prior to participation. This does not apply to qualitative responses, which were optional, unlike the required quantitative responses. A 16.9% response rate was achieved among British Columbia articling students, new lawyers, and those who completed articling but were not practising. The response rate for principals was 8.32%. An estimated participation rate for recruiters and mentors could not be determined as the Law Society does not track these roles.

Survey Limitations

We relied on non-probability sampling and self-selection, where respondents volunteered to participate in the survey. This limits the generalizability of the results. Additionally, despite the distribution list including all students, lawyers, and principals with articling experience in the past five years, the response rate was low. As a result, the findings may not fully represent the entire BC legal profession, and any extrapolation of the results should be done with caution.

METHODOLOGY

Reporting and Analysis of Results

The following terms are used throughout the report.

- “Articling students” refers to those who were actively articling when they completed the survey.
- “New lawyers” refers to practising lawyers who started articling between 2019 and 2024.
- “Completed articling but not practising” combines those who have “completed articling and the bar admission program, but have not been called to the bar” and those who have been “called to the bar but are not currently working as a lawyer”.
- “Recruiters” refers to those who have only been in the recruiter role in the past five years.
- “Principals” refers to those who have only been in the principal role in the past five years.
- “mentors” refers to those who have only been in the non-principal mentor role in the past five years.

Please note that although principals, mentors, and recruiters could identify with multiple roles, this was not the case. Participants selected only one category, and it is assumed they chose their primary role or the one in which they were most involved.

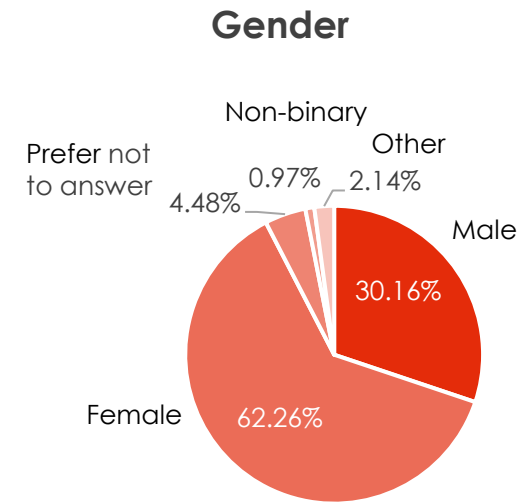
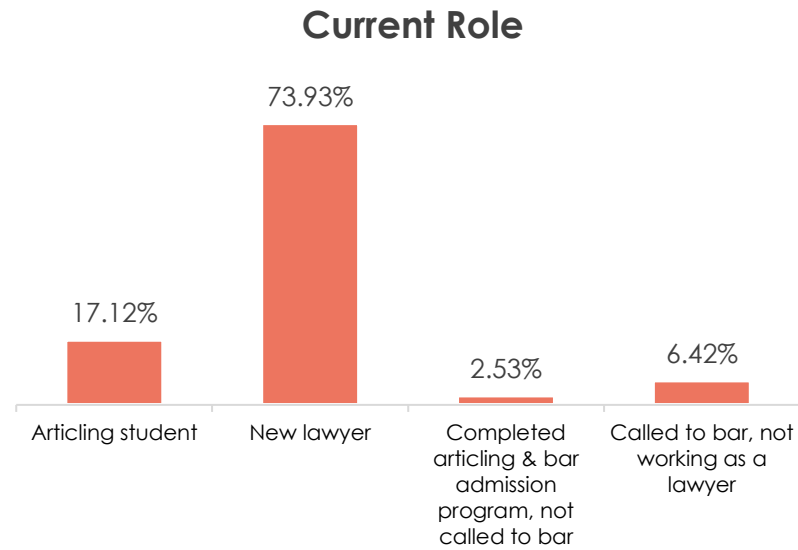
The quantitative data presented is unweighted. Quantitative data was largely analyzed using frequency, percentage, and cross-tabulation analysis. When reporting quantitative findings, we provide rounded percentages. Please note that percentages may occasionally total 99% or 101% due to rounding.

Qualitative data was largely analyzed using thematic analysis to identify and organize recurrent patterns in content and meaning. We do not provide exact counts for qualitative themes, as qualitative analysis is not intended for generalization. When themes generated from thematic analysis are presented, we include a power quote to exemplify them. Where a formal thematic analysis was not performed, we do not provide a power quote and instead, only list some recurring ideas mentioned by participants to provide insight into their responses.

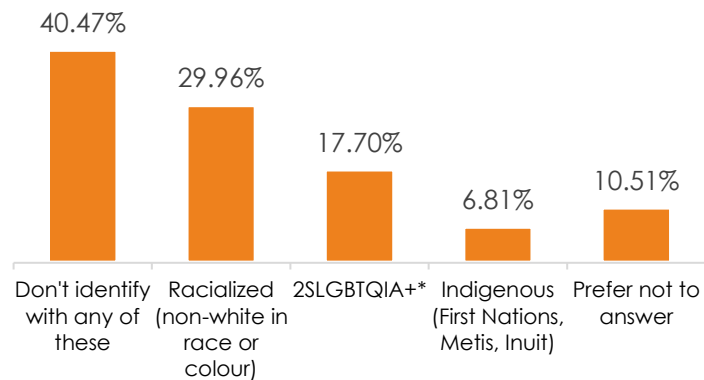
In the report, graphs and comment bubbles with participant quotes in various shades of red represent data from students, new lawyers, and lawyers who completed articling in the past five years but are not practising, while graphs and comment bubbles in shades of blue represent data from recruiters, principals, and mentors. On some slides, the term “respondents” may be used, or the top-line findings may not specify the group due to space limitations. To clarify, refer to the top right corner of each slide or the sub-headings on the slides, which indicate whether the findings are from articling students, new lawyers, those who have completed articling but are not practising, principals, mentors, recruiters, or a combination of both. Questions that allowed multiple-choice responses, where participants could select more than one answer, have been labeled as ‘Multiple-Choice Question’.

In the upcoming slides, we begin with a detailed breakdown of the samples from the two survey versions, followed by a highlights section and the detailed findings.

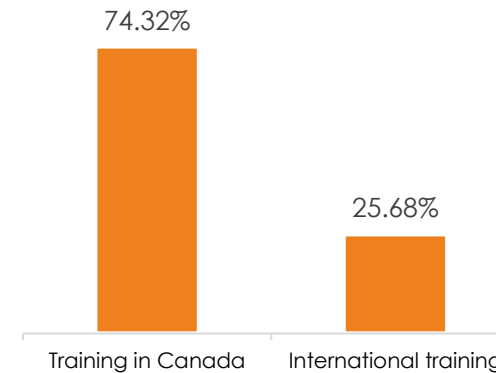
METHODOLOGY: SAMPLE DESCRIPTION OF ARTICLING STUDENTS, NEW LAWYERS, AND THOSE WHO COMPLETED ARTICLING BUT ARE NOT PRACTISING (N=514)



Self-Identification with Diverse Groups (Multiple-Choice Question)



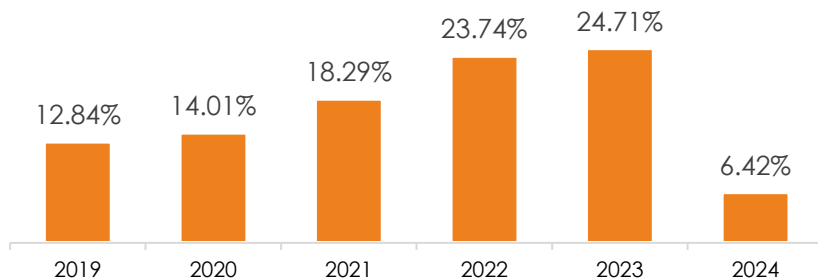
Education



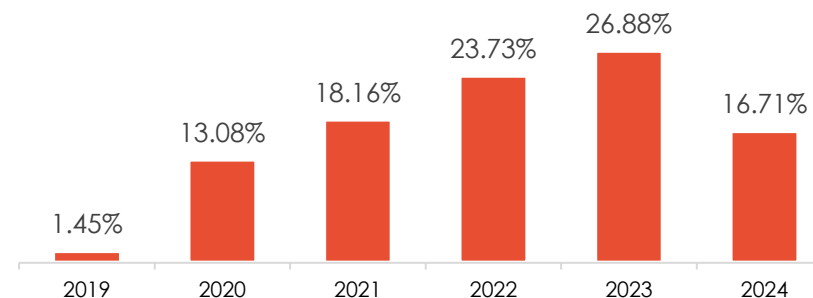
* This acronym stands for: Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual. The plus sign (+) represents all the different, new and growing ways that people might identify with, as well as the ways that we continually expand our understanding of sexual and gender diversity. Definition taken from the [University of British Columbia Equity and Inclusion glossary of terms](#).

METHODOLOGY: SAMPLE DESCRIPTION OF ARTICLING STUDENTS, NEW LAWYERS, AND THOSE WHO COMPLETED ARTICLING BUT ARE NOT PRACTISING (N=514)

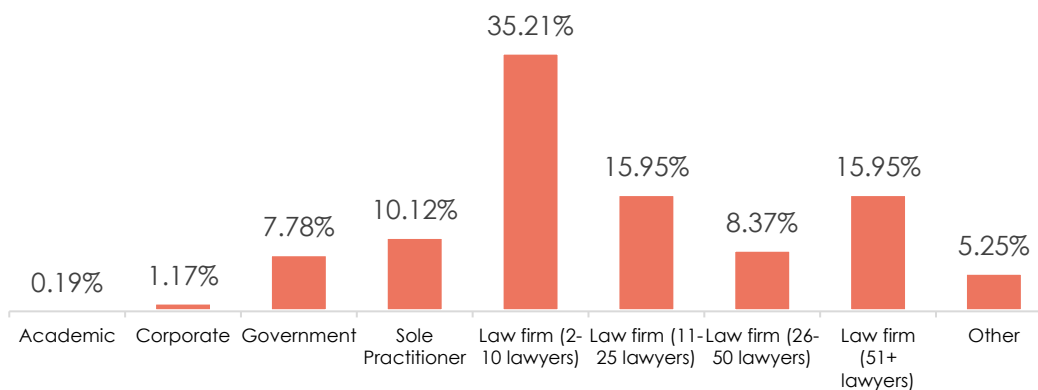
Year Started Articling



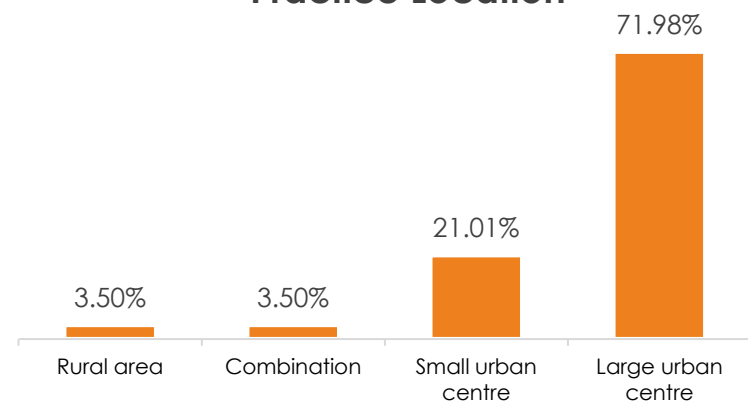
Year Called to the Bar *



Practice Setting of Recruiting Organization



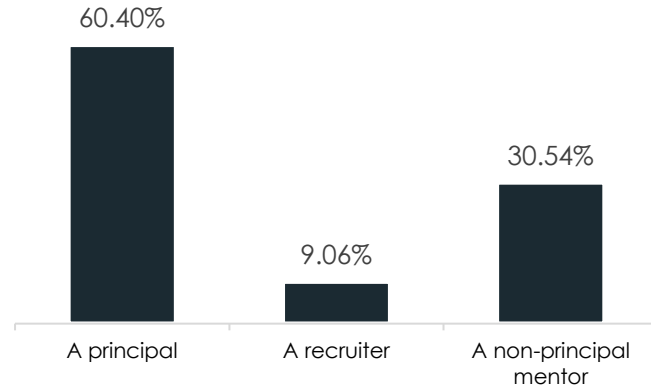
Practice Location



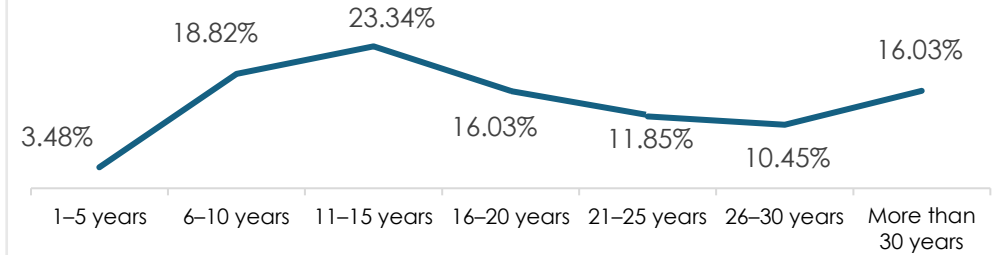
* Reduced base size (n=413): Current articling students and those who have completed articling but have not yet been called to the bar were not asked this question

METHODOLOGY: SAMPLE DESCRIPTION OF PRINCIPALS, RECRUITERS, AND MENTORS (N=298)

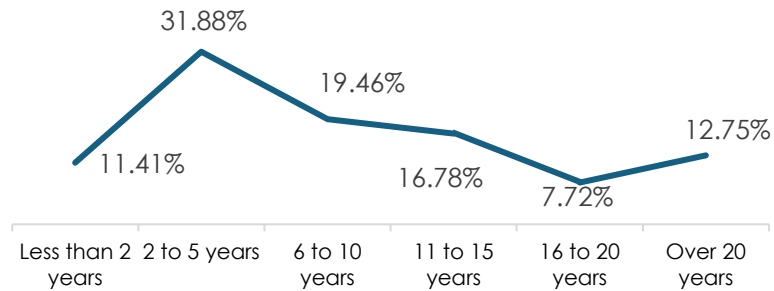
Current Role



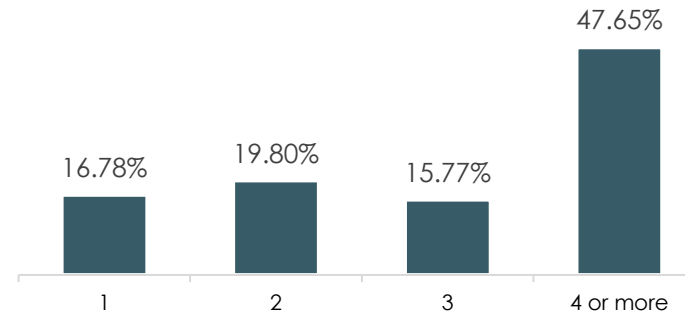
Tenure as a Lawyer *



Years Recruiting, Mentoring and/or Supervising



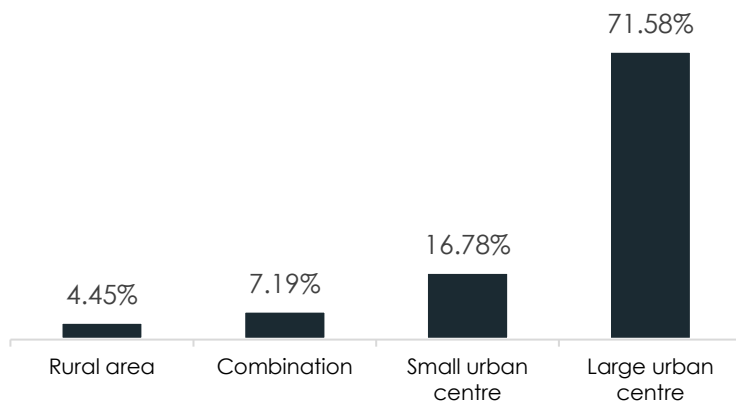
Number of Articling Students Worked with



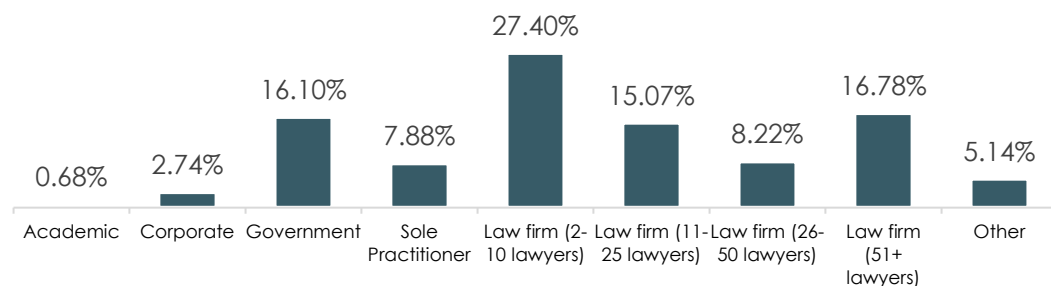
* Reduced base size (n=287): Re-based to exclude those who selected 'NA - Not a lawyer'

METHODOLOGY: SAMPLE DESCRIPTION OF PRINCIPALS, RECRUITERS, AND MENTORS (N=298)

Articling Location



Practice Setting of Recruiting Organization



Primary Area(s) of Practice

55.37%	Civil Litigation
44.97%	Corporate & Commercial
34.90%	Wills and Estates
34.23%	Employment / Labour
32.89%	Real Estate Conveyancing
30.87%	Administrative / Boards / Tribunals
30.54%	Family & Domestic
25.50%	Insurance
25.50%	Personal Injury
24.16%	Construction
20.47%	Arbitration & Mediation
20.13%	Landlord & Tenant
20.13%	Tax
19.13%	Bankruptcy / Insolvency / Receivership
17.79%	Aboriginal
17.79%	Indigenous
17.45%	Environmental & Natural Resources
16.78%	Constitutional & Human Rights
16.78%	Intellectual Property
13.76%	Criminal
13.42%	Privacy
13.09%	Immigration
12.08%	Municipal
10.40%	Health
8.39%	Charities & Not-for-Profit
8.05%	Criminal (Prosecution)
7.05%	International
7.05%	Other
5.70%	Education
5.70%	Pensions & Benefits
4.70%	Competition
4.03%	Entertainment

Highlights of Articling Students' Experiences

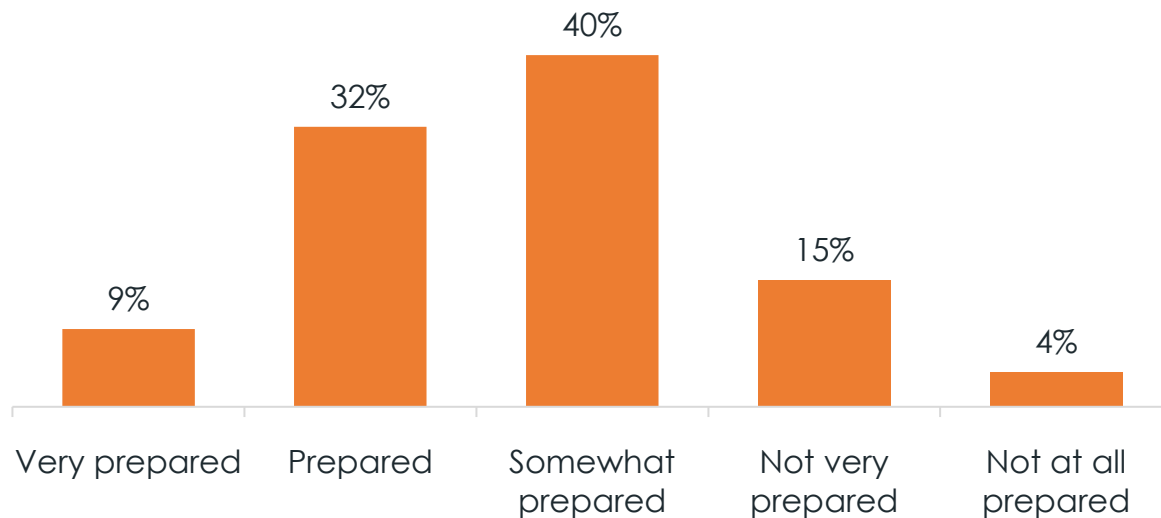


NOTE: As stated in the methodology section, we used a non-probability sample. Consequently, the results may not be representative of the entire legal profession in British Columbia, limiting the generalizability of the findings. These results should be interpreted with this limitation in mind.

HIGHLIGHTS: LEVEL OF PREPAREDNESS FOR ENTRY-LEVEL PRACTICE AFTER ARTICLING

Almost 60% of respondents who completed articling in the past 5 years felt less than fully prepared for entry-level practice. Reasons included lack of mentorship, insufficient practical/hands-on training, limited exposure to diverse practice areas.

Level of Preparedness for the Entry-Level Practice *



Reasons for Lower Level of Preparedness for Entry-Level Practice *

“Little to no mentorship, and partners were so busy it felt like I couldn't ask questions. Besides doing rote work (legal research and drafting), I had next to no training about how the practice of law actually works”

* Reduced base size: Current students, who have not completed articling, were not asked this question.

Q23. How prepared were you to enter the practice of law once you completed your articling? Base: New lawyers and those who completed articling but are not practising (n=426)

Q24. Please explain why you believe you were [SELECTION AT Q23] for entry level practice once you completed your articling. Base: Those who felt somewhat/not very/not at all prepared (n=220)

HIGHLIGHTS: PERCEPTIONS OF TRAINING ADEQUACY DURING ARTICLING

On average, 35% of respondents who completed articling in the past 5 years did not feel they were receiving adequate training for entry-level practice through their articling experience. Specifically, conducting matters, client relationship management, practice management, and dispute resolution were perceived as particularly challenging areas in training.

Agreement That Articling Provided Adequate Training by Area
(% 'Strongly agree' + 'Agree')

	Total
	n=514
Communication skills	75%
Substantive legal knowledge	74%
Ethics and professionalism	74%
Analytical skills	74%
Conducting matters	61%
Client relationship management	61%
Practice management	49%
Dispute resolution	48%
Average	65%

Q18. Thinking about your general articling experience, to what extent do you agree or disagree that you are receiving/received adequate training to prepare you for entry level practice in each of the following areas? Base: Articling students, new lawyers and those who completed articling but are not practising (n=514)

On average, over 50% of all survey respondents felt students did not receive adequate training in PLTC (55% of articulated students, new lawyers, and completed articling but not practising, 57% of principals, recruiters, and mentors).

Agreement That PLTC Provided Adequate Training by Area
(% 'Strongly agree' + 'Agree')

	Total
	n=514
Recognizing and dealing with professional responsibility issues	70%
Drafting	62%
Writing	55%
Interviewing	54%
Advocacy	52%
Managing your practice	35%
Practising law at an entry level	34%
Legal research	23%
Negotiating/ mediating	20%
Average	45%

Q13. Thinking about the Professional Legal Training Course, to what extent do you agree or disagree that you are receiving/received adequate training to prepare you for the following areas. (n=514)

Agreement That PLTC Provided Adequate Training by Area
(% 'Strongly agree' + 'Agree')

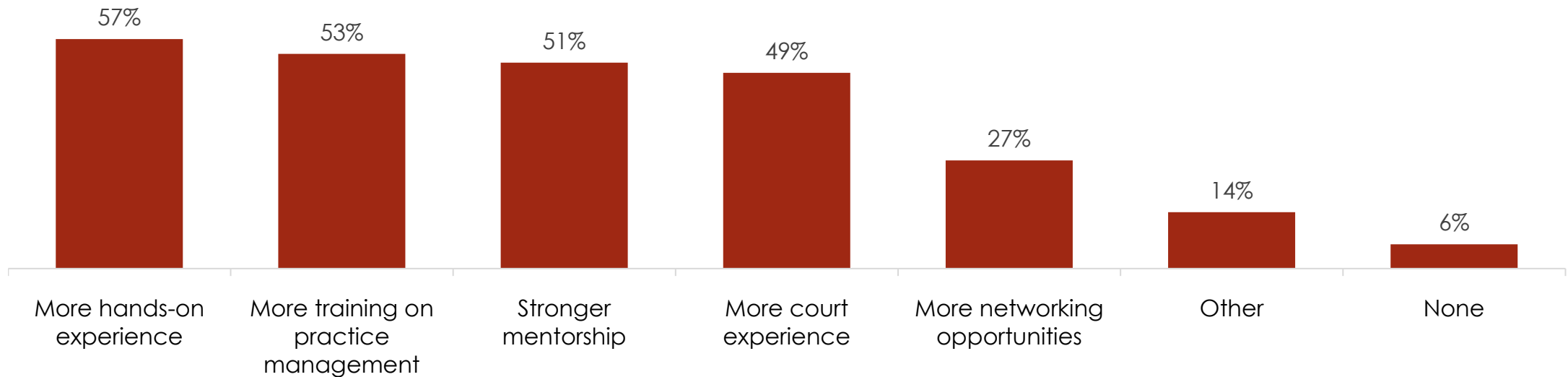
	Total
	n=298
Recognizing and dealing with professional responsibility issues	58%
Drafting	50%
Writing	49%
Legal Research	48%
Interviewing	48%
Advocacy	46%
Practising law at an entry level	38%
Negotiating / mediating	31%
Managing practice	18%
Average	43%

Q15. To what extent do you agree or disagree that articling students receive adequate training during the Professional Legal Training Course (bar admission course) to develop the following legal skills. (n=298)

HIGHLIGHTS: TOOLS AND RESOURCES TO BETTER PREPARE FOR ENTRY-LEVEL PRACTICE

Over half of the respondents indicated that more opportunities for hands-on experience, additional training on practice management, and stronger mentorship would have better prepared them for entry level practice.

**Tools and Resources Needed to Better Prepare for Entry Level Practice
(Multiple-Choice Question)**

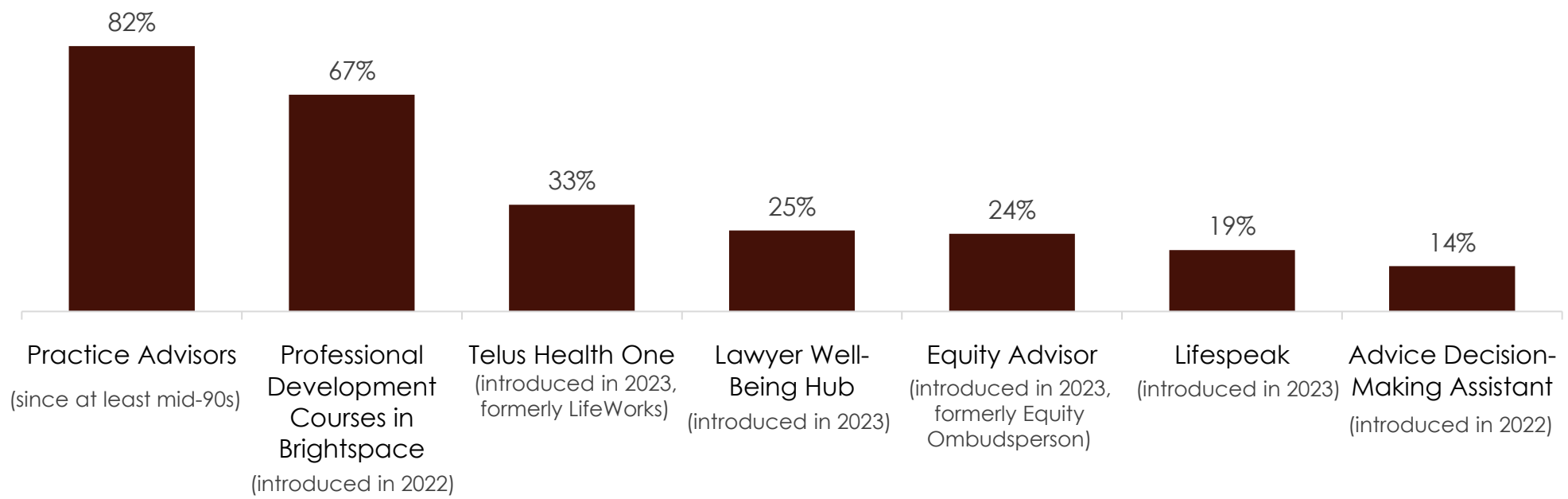


Q25. What additional tools and resources do you believe are needed to help you be better prepared for entry level practice? Base: New lawyers and those who completed articling but are not practising who feel resources are needed (n=514)

HIGHLIGHTS: AWARENESS OF RESOURCES/SUPPORTS AVAILABLE THROUGH THE LSBC

Awareness of the Practice Advisors is high, but awareness of Law Society’s recently introduced tools and resources is generally low, except for the professional development courses through Brightspace.

**Awareness of Resources / Supports Available through the Law Society
(Multiple-Choice Question)**

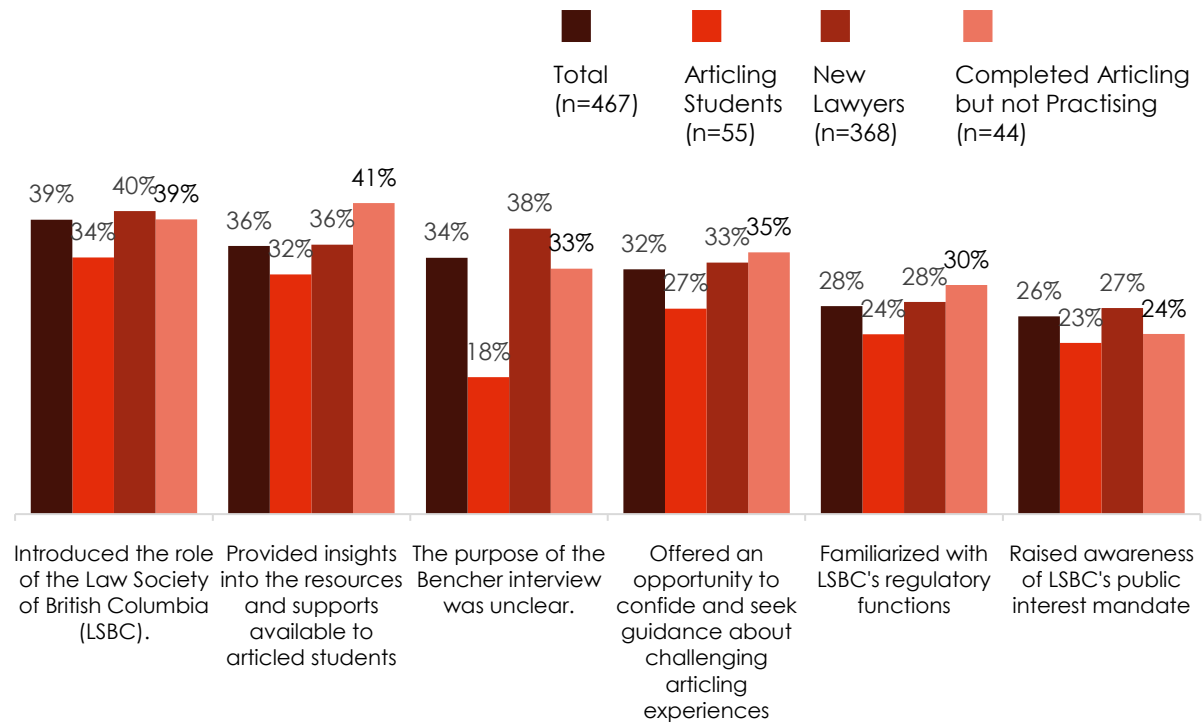


Q37. During your articling, are/were you aware of the following resources/supports available through the Law Society of BC?
Base: Articling students, new lawyers and those who completed articling but are not practising (n=514)

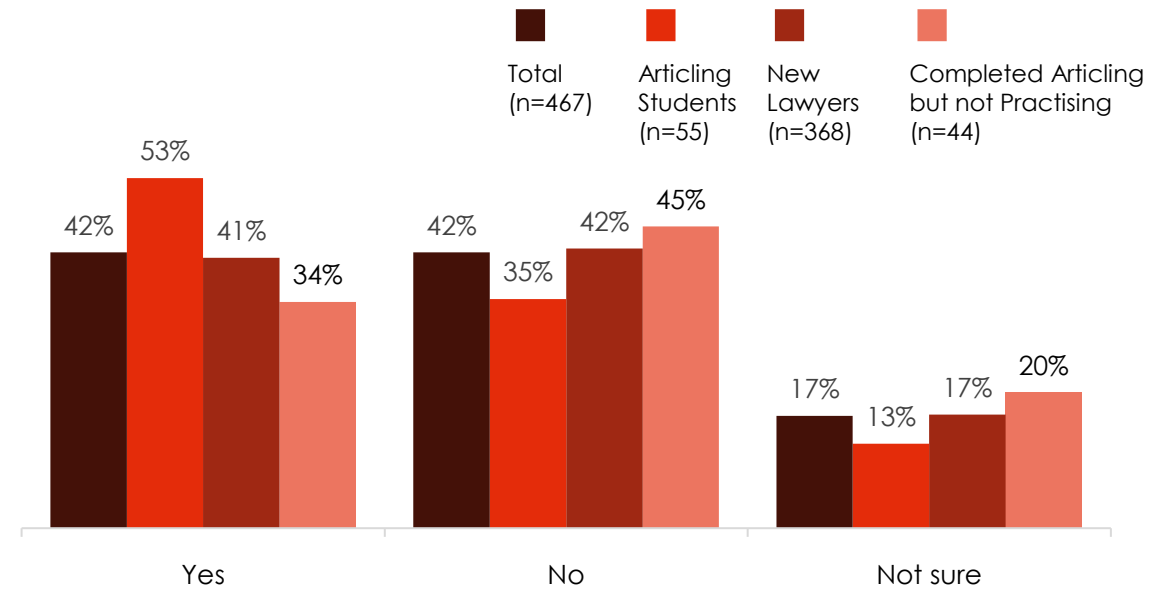
HIGHLIGHTS: BENCHER INTERVIEW

While bencher interviews served multiple purposes, 34% of students felt the purpose was unclear. Opinions were divided, with an equal number of students believing the interviews should be optional versus mandatory.

**Contribution of the Bencher Interview to Learning Experience *
(Multiple-Choice Question)**



Willingness to Attend the Bencher Interview if it was Optional *



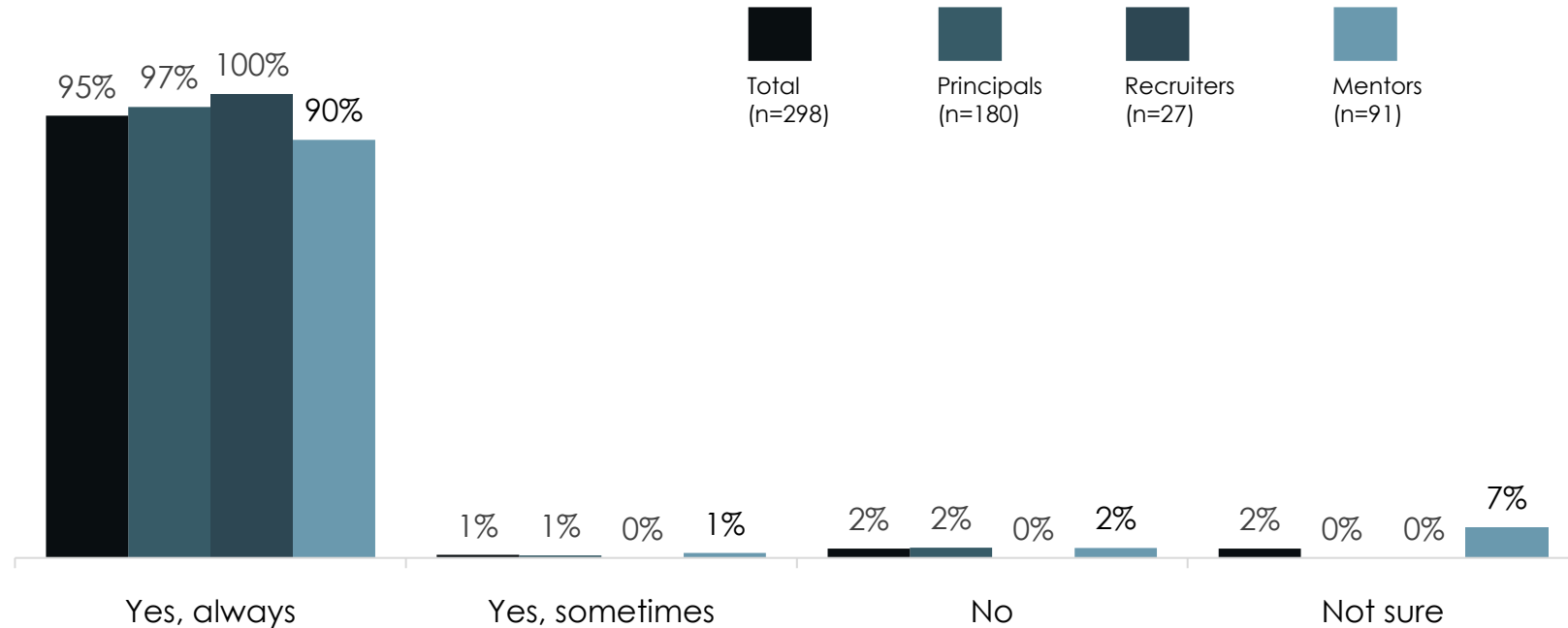
*Reduced base size: Those who indicated they did not complete the Bencher Interview at Q41 were not asked this question.

Q42. How did the Bencher interview during your articling experience contribute to your learning experience? Base: Those who attended the Bencher Interview (n=467)

Q43. Would you have chosen to attend the Bencher Interview if it had been optional instead of mandatory? Base: Those who attended the Bencher Interview (n=467)

Almost all firms / organizations provide compensation to articling students.

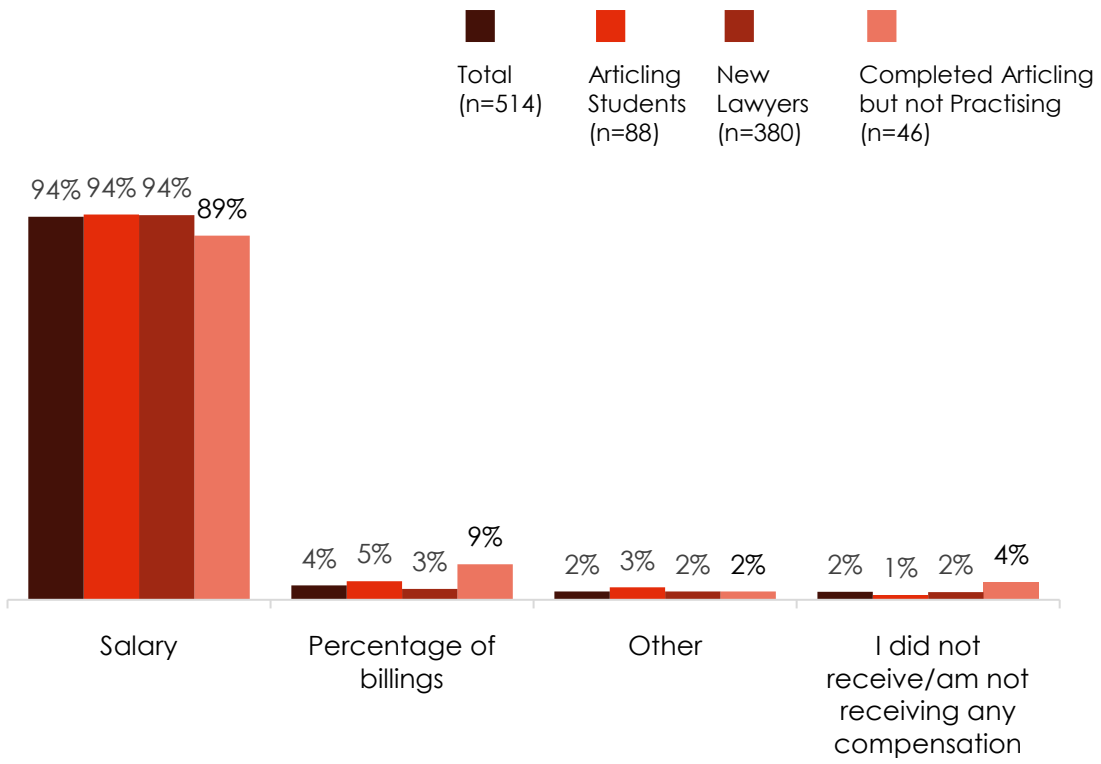
Provision of Compensation to Articling Students



HIGHLIGHTS: ARTICLING STUDENT COMPENSATION

Nearly 95% of students and new lawyers reported that they received a salary as compensation. Most students are / were paid between \$40,000 and \$80,000 per year.

**Type of Compensation
(Multiple-Choice Question)**

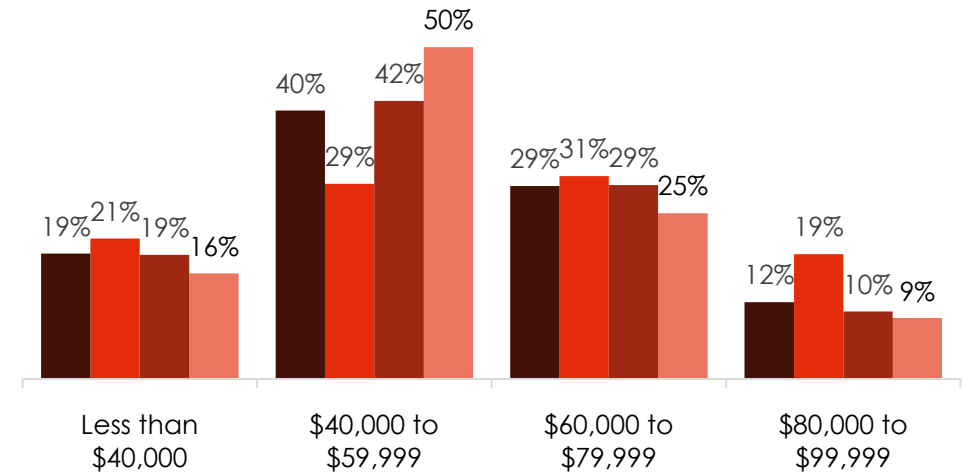


Annual Compensation Amount *

Average Annual Compensation

Total: \$53,116
 Articling Students: \$55,539
 New Lawyers: \$52,851
 Completed Articling but Not Practising: \$50,625

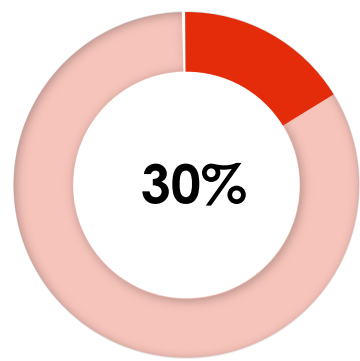
Legend:
 Total (n=492)
 Articling Students (n=85)
 New Lawyers (n=363)
 Completed Articling but not Practising (n=44)



* Reduced base size: Those who said they did not receive/were not receiving any compensation at Q5 were not asked this question.
 Q5. What type of compensation are you receiving/did you receive during your articling experience? Base: Articling students, new lawyers and those who completed articling but are not practising (n=514)
 Q6. What is/was your annual compensation during your articling? Base: Those who received compensation (n=492)

HIGHLIGHTS: EXPERIENCES OF DISCRIMINATION / HARASSMENT

30% of respondents encountered discrimination and/or harassment during recruitment and/or articling. Those who had those experiences are more likely to identify as being part of equity-deserving groups and to have received their education outside of Canada.



experienced discrimination and/or harassment during recruitment and/or articling *

* Composed of respondents who answered 'yes' to at least one of the four discrimination and/or harassment-related questions (Q48–52).

Discrimination and/or Harassment During Recruitment and/or Articling

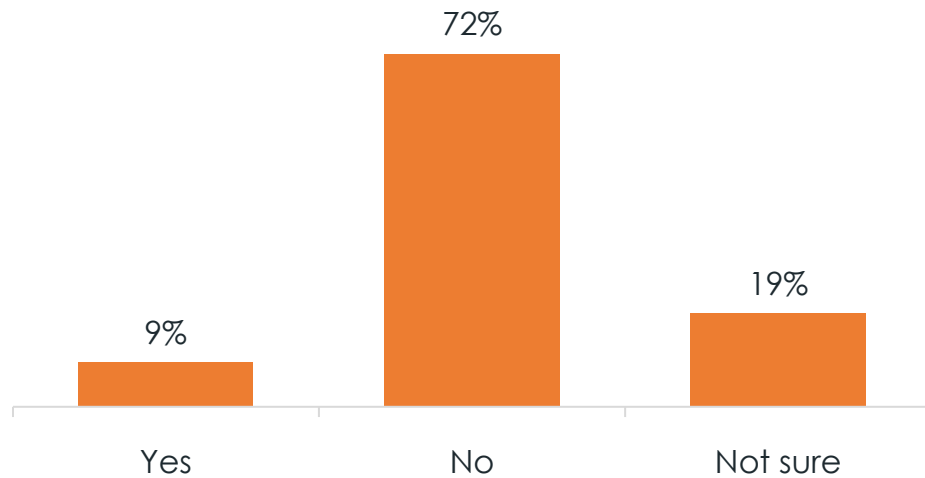
		Experienced n=152	Did NOT Experience n=362
Self-Identified Respondent Characteristics	Don't identify with any of these	26%	46%
	Racialized	37%	27%
	2SLGBTQIA+	26%	14%
	Indigenous	8%	6%
	Prefer not to answer	11%	10%
	Female	72%	58%
	Male	17%	36%
	Non-binary	1%	1%
	Other	3%	2%
	Prefer not to specify	6%	4%
	Outside of Canada	30%	24%
	In Canada	70%	76%

Q48. During the recruitment process for your articling position did you experience discrimination related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? | Q49. During the recruitment process for your articling position did you experience harassment related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? | Q50. During your articling, did you experience discrimination related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? | Q51. During your articling, did you experience harassment related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? Base: Articling students, new lawyers and those who completed articling but are not practising (n=514) Q67. Where did you attend law school? | Q68. Do you self-identify with any of the following groups? | Q70. Do you identify as....? Base: Those who experienced Discrimination and/or harassment (n=152), Those who did not experience discrimination and/or harassment (n=362).

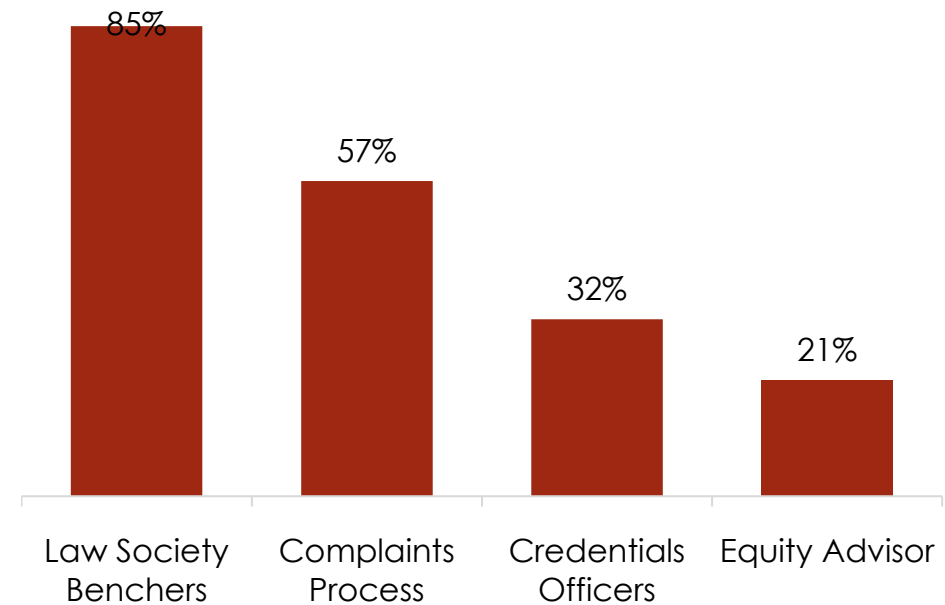
HIGHLIGHTS: AVAILABILITY AND AWARENESS OF RESOURCES

72% felt that resources were unavailable to address the discrimination and/or harassment they experienced. Additionally, knowledge of Law Society resources was strong in some areas and emerging in others.

Perception that Resources to Address Discrimination and / or Harassment were Available *



Awareness of Resources Available to Address Discrimination and / or Harassment (% Selected 'Yes') *



* Reduced base size: Those who said they did not experience discrimination and/or harassment at Q48-52 were not asked this question.

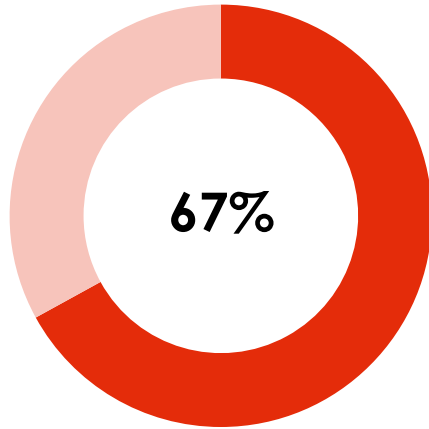
Q52. Were resources available to address the discrimination or harassment you experienced? Base: Articling students, new lawyers and those who completed articling but are not practising who experienced discrimination/harassment during recruitment/articling (n=152)

Q55. During your articling, are/were you aware of the following supports/resources available through the Law Society of British Columbia?

Base: Those who experienced discrimination/harassment during recruitment/articling (n=152)

HIGHLIGHTS: REPORTING DISCRIMINATION / HARASSMENT EXPERIENCED

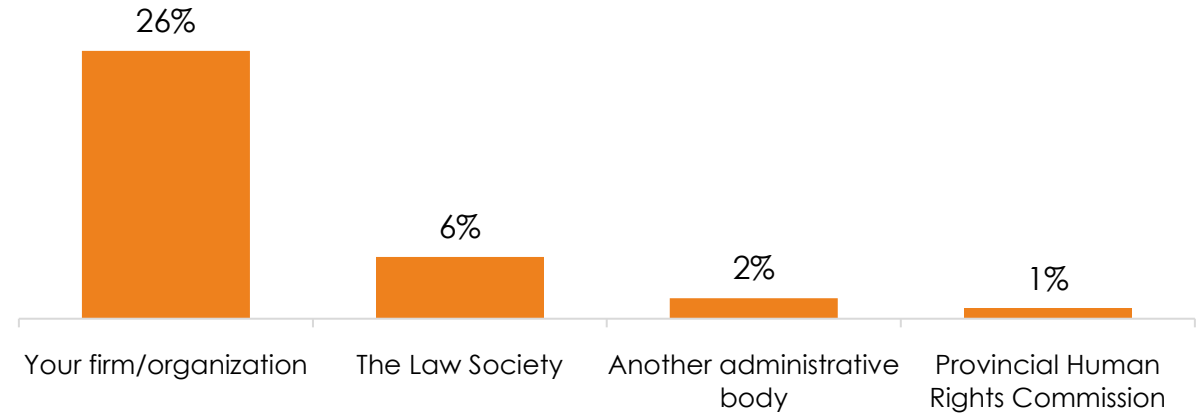
Nearly 70% of those who experienced discrimination and/or harassment opted not to report it. Of those who reported the incident(s), most reported it to their firm, and said they achieved no meaningful resolution or faced repercussions.



of those who experienced discrimination and/or harassment did NOT report the incident(s) to any body * **

(i.e., the firm, the LSBC, Provincial Human Rights Commission, or another administrative body)

Bodies to Which Experiences of Discrimination and/or Harassment were Reported
(% Selected 'Yes') ***



"The firm offered to do something about it, but it was decided that it would be better to do nothing. The lawyer eventually left the firm for other inappropriate behaviour."

* Composed of respondents who selected 'no' to all four of the answer options in the question about the bodies to which the experiences of discrimination and/or harassment were reported (Q60).

** Reduced base size: Those who said they did not experience discrimination and/or harassment at Q48-52 were not asked this question.

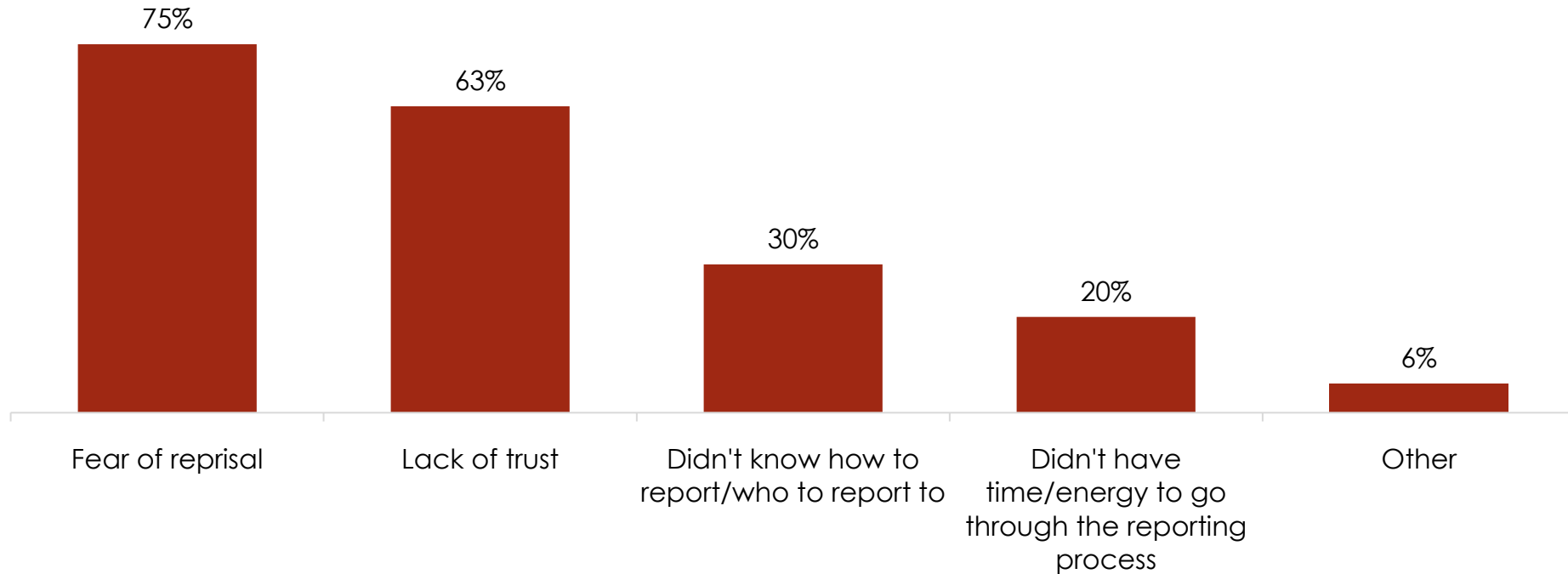
*** Reduced base size: Those who said they did not report their experience of discrimination and/or harassment at Q60 were not asked this question.

Q60. Did you report the discrimination/harassment you experienced during articling or the recruitment process to any of the following bodies? Base: Articling students, new lawyers and those who completed articling but are not practising who experienced discrimination/harassment during recruitment/articling (n=152)

Q61. What was the outcome of reporting the discrimination/harassment you experienced? Was the issue resolved? Base: Articling students, new lawyers and those who completed articling but are not practising who reported the discrimination/harassment they experienced and answered the open-ended question about the outcome (n=39)

The primary reasons for not reporting instances of harassment/discrimination were fear of reprisal, lack of trust, and unfamiliarity with the reporting process.

Reasons for NOT Reporting Experiences of Discrimination and/or Harassment * **
(Multiple-Choice Question)



* Reduced base size: Those who said they did not experience discrimination and/or harassment at Q48-52 and those who said they reported experiencing discrimination and/or harassment at Q60 were not asked this question.

** 'Other' responses were coded and added to the answer options.

Q62. Why didn't you report the discrimination/harassment? Base: Articling students, new lawyers and those who completed articling but are not practising who did not report the discrimination/harassment they experienced (n=102)

Detailed Findings

HIRING OF INTERNATIONAL STUDENTS

A higher proportion of students educated in Canada reported receiving offers for positions than students trained internationally. 36% of principals, recruiters, and mentors said their firms / organizations had not hired internationally trained students for articling positions.

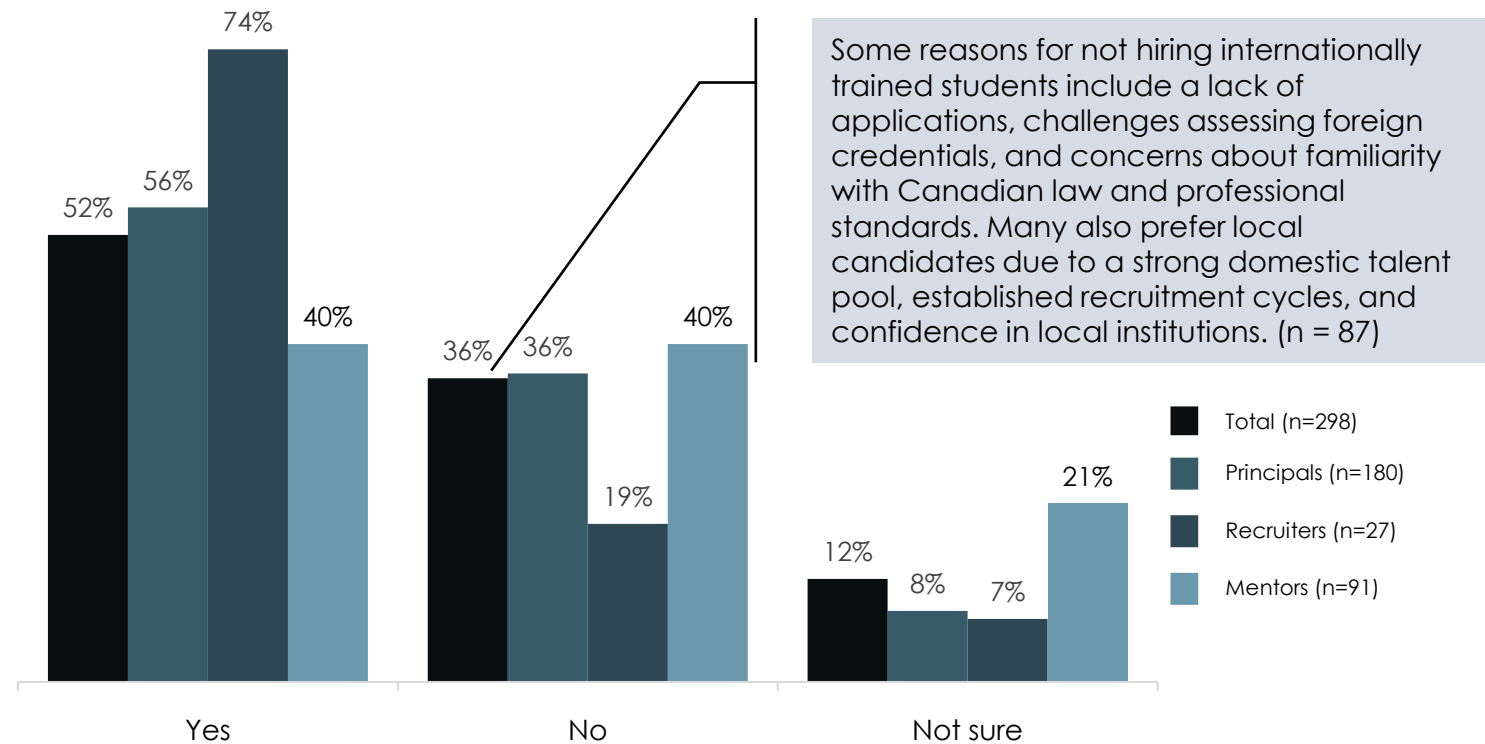
Articling Students, New Lawyers, and Completed Articling but not Practising

Were you offered a position at the firm/organization where you completed your articling? *

	Education in Canada n=327	Education Outside of Canada n=99
Total	73%	59%
New Lawyers	77%	66%
Completed Articling but Not Practising	50%	Base size insufficient for reporting

Principals, Recruiters, and Mentors

Has your firm/organization hired internationally trained students for articling positions?



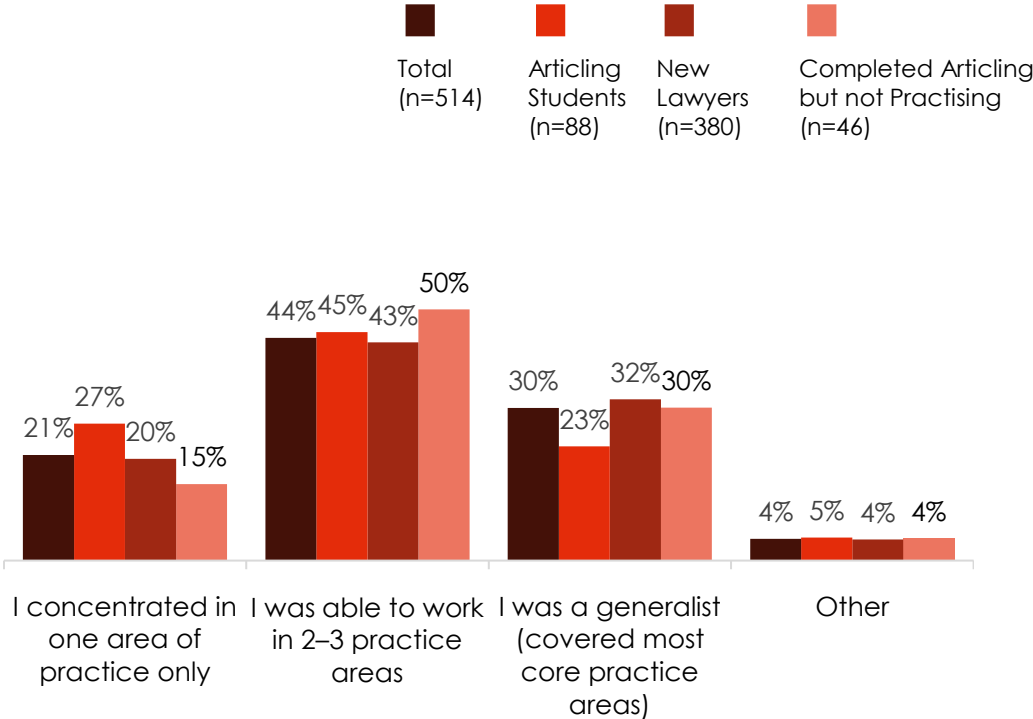
* Reduced base size: Articling students, who have not yet completed their articling, were not asked this question, as they would not be able to determine whether they would ultimately be offered a position. 25

EXPOSURE TO DIFFERENT PRACTICE AREAS DURING ARTICLING

Only 30% of students and new lawyers reported exposure to most practice areas while articling.

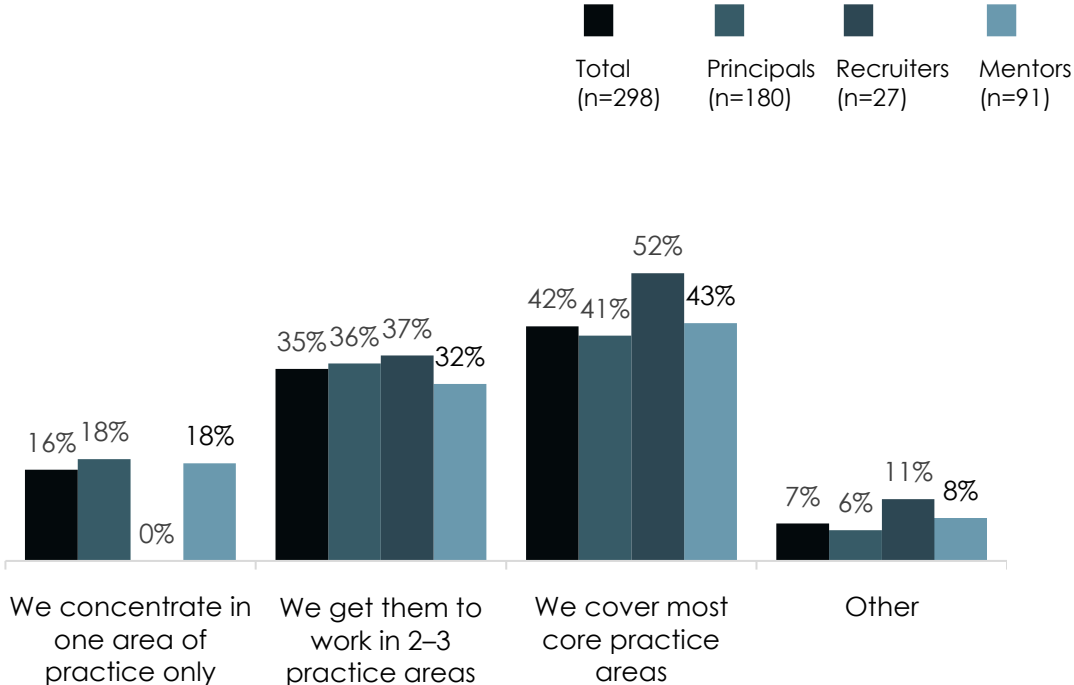
Articling Students, New Lawyers, and Completed Articling but not Practising

What type of exposure did you have to different practice areas during your articling?



Principals, Recruiters, and Mentors

What type of exposure does/did your firm/organization provide to articling student(s) in different practice areas?

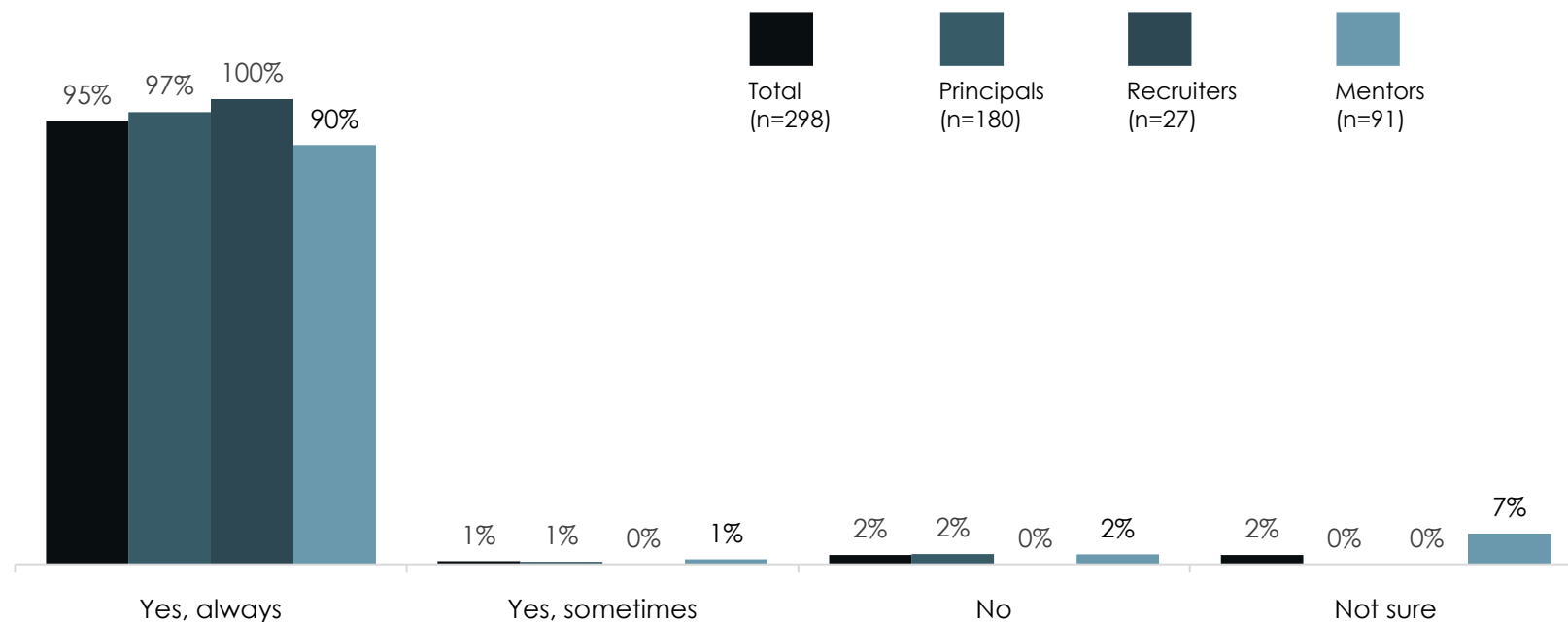


COMPENSATION FOR ARTICLING STUDENTS

Almost all firms / organizations provide compensation to articling students.

Principals, Recruiters, and Mentors

Does your firm/organization offer compensation to articling students?

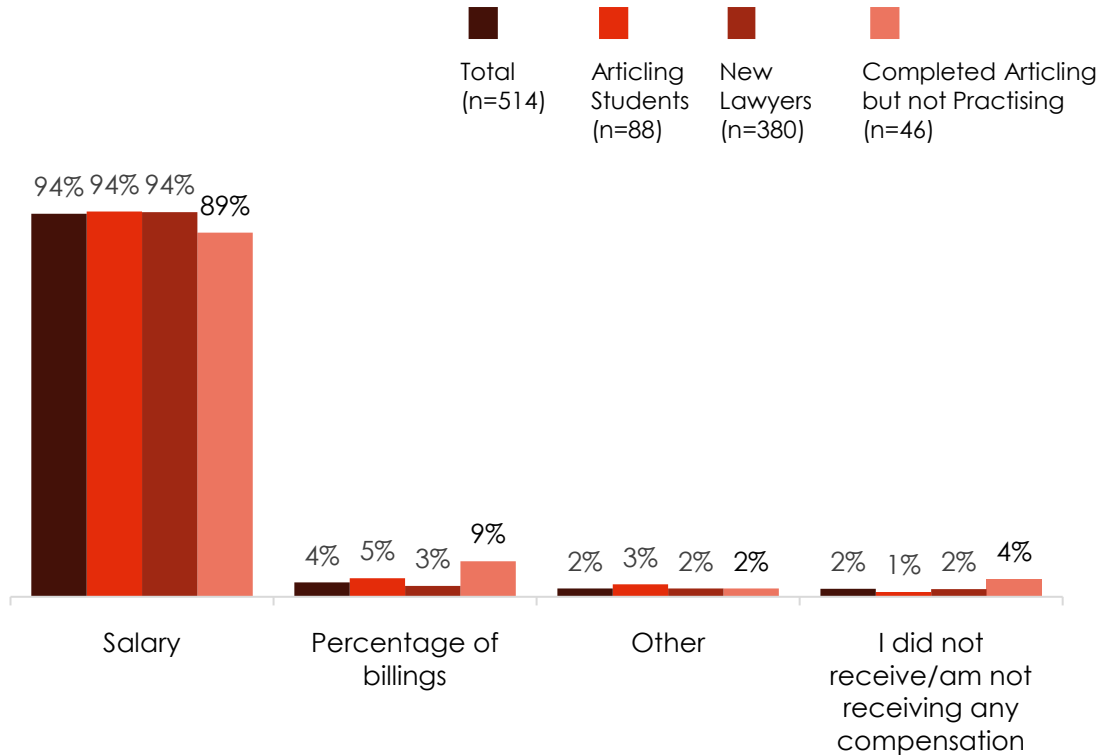


TYPE OF COMPENSATION

The vast majority of students received a salary while articling.

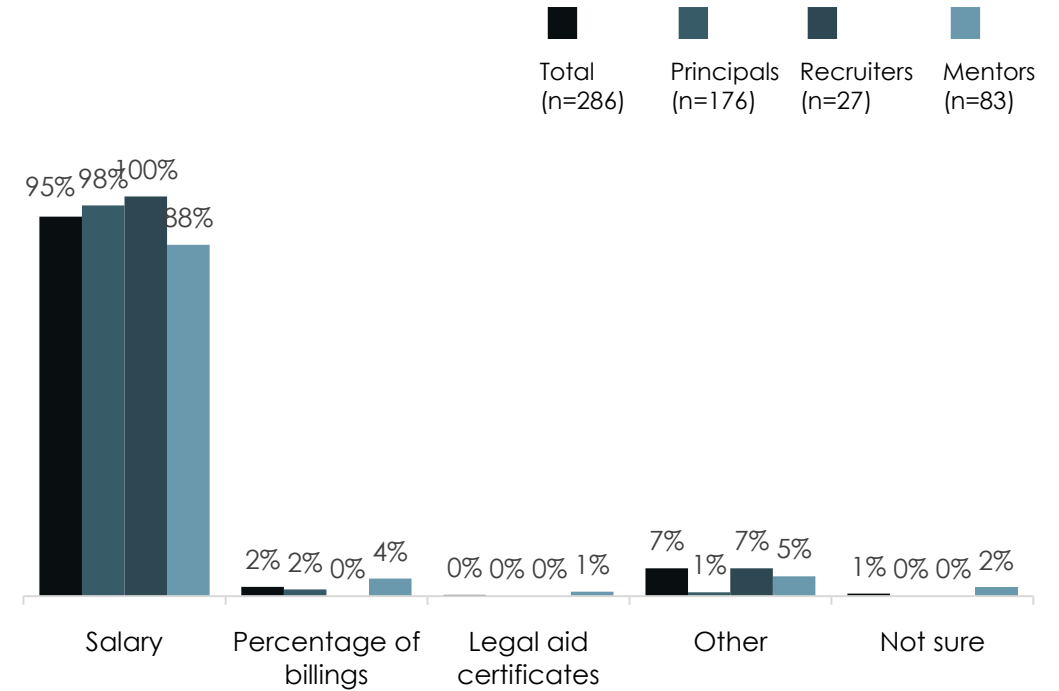
Articling Students, New Lawyers, and Completed Articling but not Practising

What type of compensation are you receiving/did you receive during your articling experience?
(Multiple-Choice Question)



Principals, Recruiters, and Mentors

What type of compensation does your firm/organization typically provide to articling students?
(Multiple-Choice Question)*



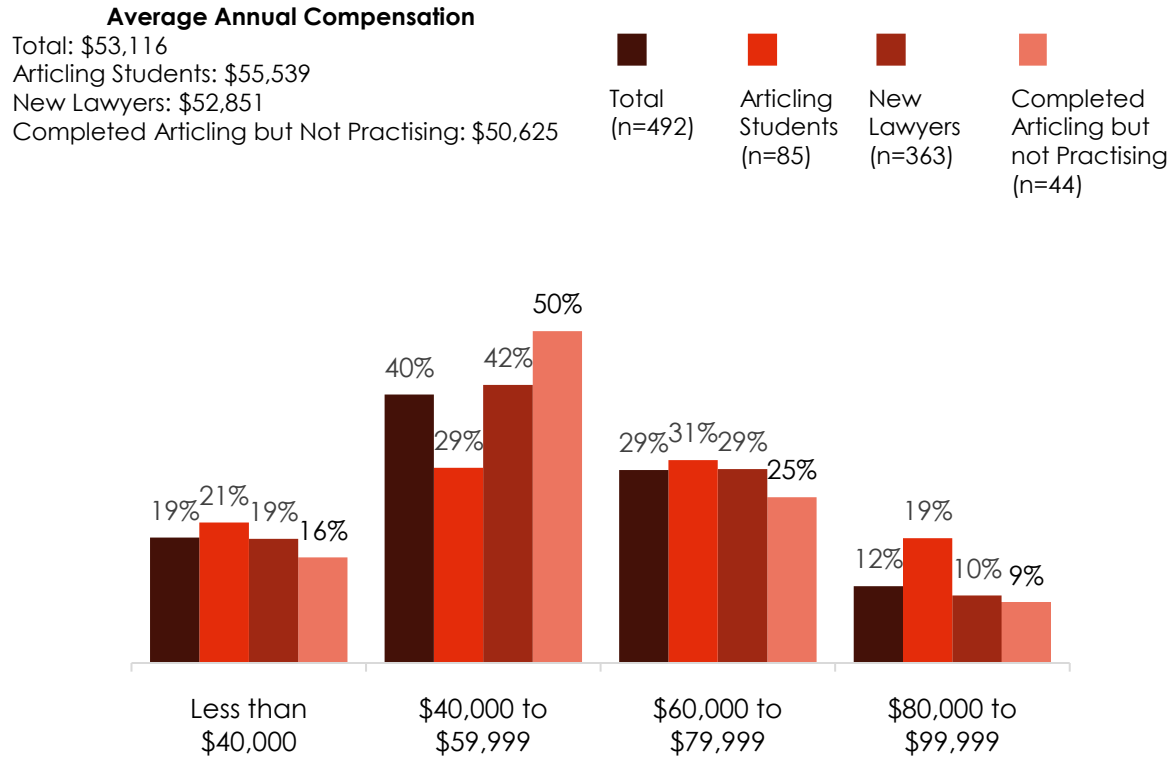
* Reduced base size: Those who said their firm did not provide compensation to articling students or who were not sure at Q9 were not asked this question.

ANNUAL COMPENSATION

Most students are / were paid between \$40,000 and \$80,000 per year.

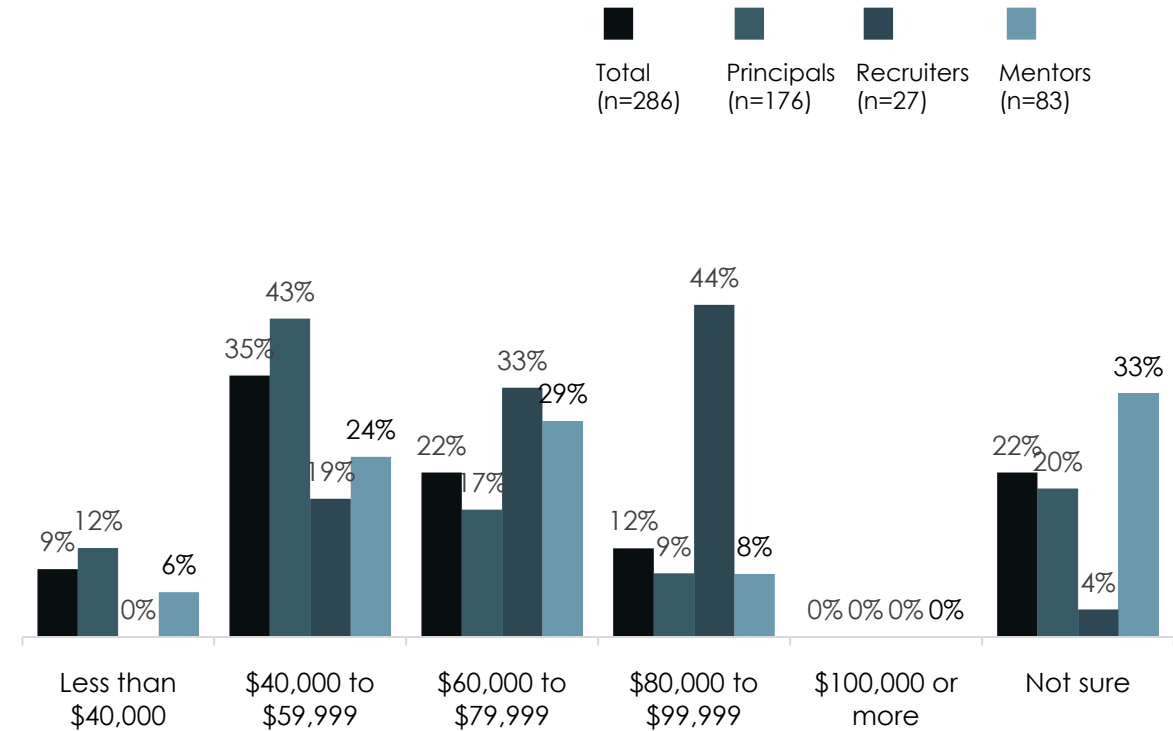
Articling Students, New Lawyers, and Completed Articling but not Practising

What is/was your annual compensation during your articling?*



Principals, Recruiters, and Mentors

In general, what is the compensation range offered to articling students at your firm/organization? **



* Reduced base size: Those who said they did not receive/were not receiving any compensation at Q5 were not asked this question.

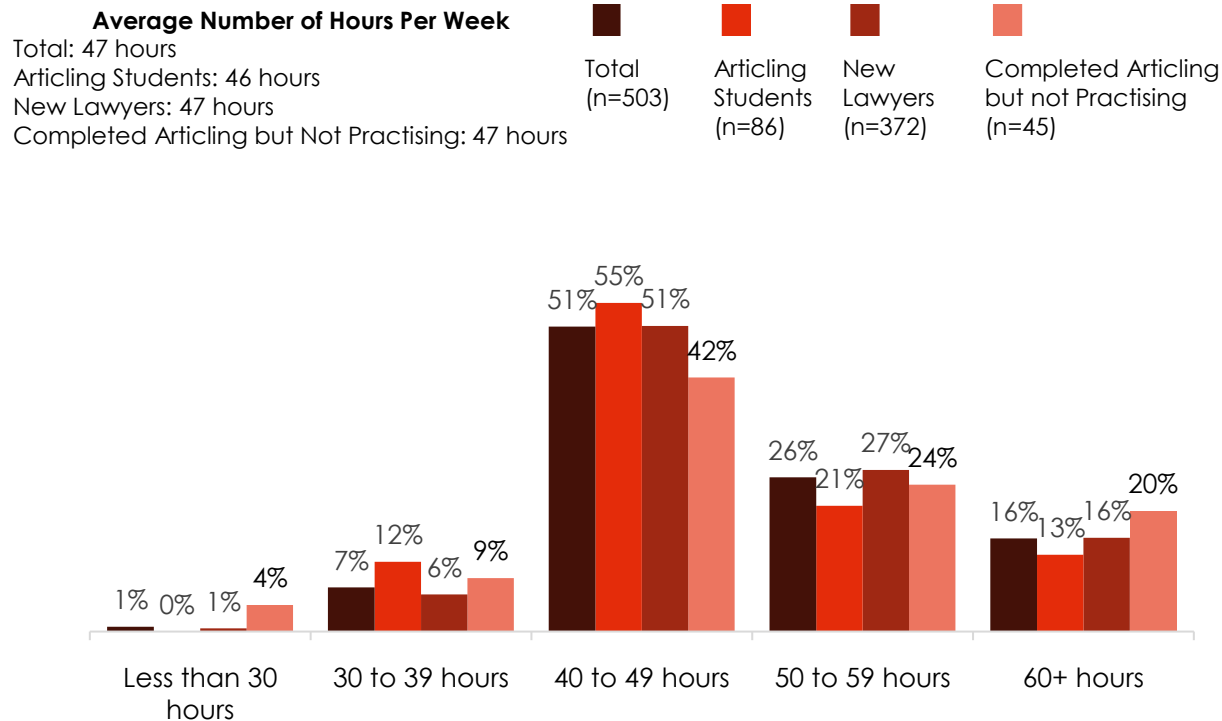
** Reduced base size: Those who said their firm did not provide compensation to articling students or who were not sure at Q9 were not asked this question.

NUMBER OF HOURS WORKED BY ARTICLING STUDENTS

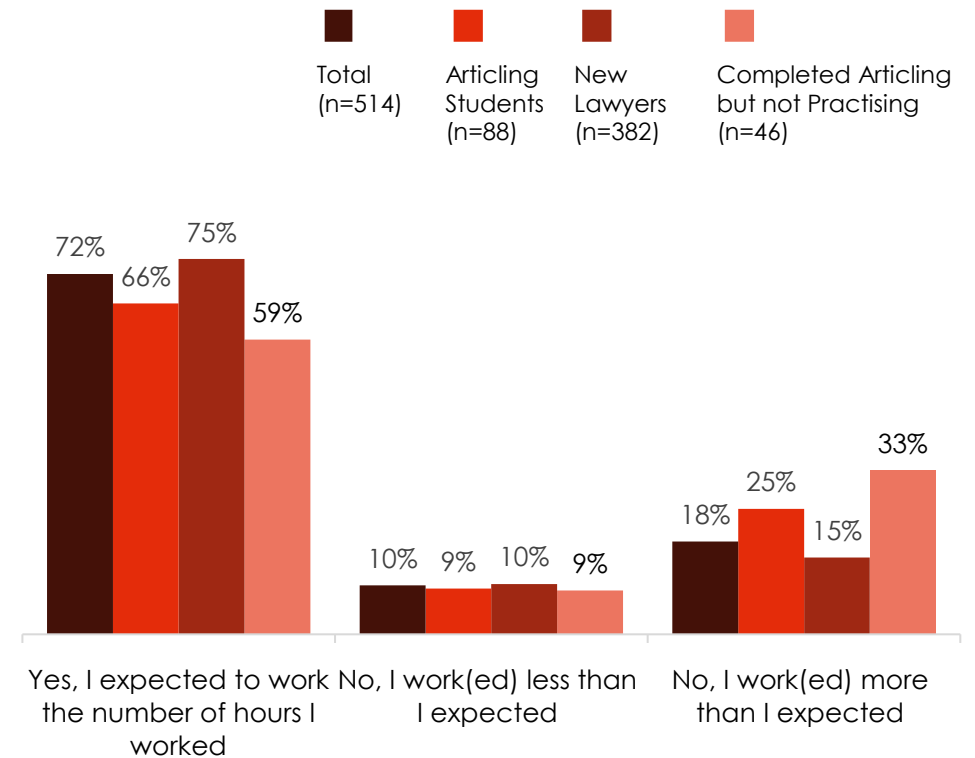
On average, articling students worked 47 hours per week, with over 40% reporting 50 or more hours of work.

Articling Students, New Lawyers, and Completed Articling but not Practising

On average, approximately how many hours per week do/did you work during your articling? *



Do/did the number of hours you work(ed) during articling fit with your expectations?



* Reduced base size: Eleven outliers were removed from the analysis, including ten respondents who reported working 9 hours or less per week and one respondent who indicated working 100 hours per week.

PERCEPTIONS OF PLTC TRAINING ADEQUACY

On average, 55% of all articling students, new lawyers, and those who completed articling but are not practising felt they did not receive adequate training in PLTC.

Articling Students, New Lawyers, and Completed Articling but not Practising

Thinking about the Professional Legal Training Course, to what extent do you agree or disagree that you are receiving/received adequate training to prepare you for the following areas.

(% 'Strongly agree' + 'Agree')

	Total n=514	Articling Students n=88	New Lawyers n=380	Completed Articling but not Practising n=46
Recognizing and dealing with professional responsibility issues	70%	61%	72%	64%
Drafting	62%	50%	63%	59%
Writing	55%	39%	57%	55%
Interviewing	54%	37%	56%	52%
Advocacy	52%	57%	52%	50%
Managing your practice	35%	39%	34%	36%
Practising law at an entry level	34%	33%	35%	30%
Legal research	23%	13%	25%	18%
Negotiating/ mediating	20%	15%	21%	16%
Average	45%	38%	46%	42%

PERCEPTIONS OF PLTC TRAINING ADEQUACY

On average, almost 60% of principals, recruiters, and mentors felt that articling students did not receive adequate training in PLTC.

Principals, Recruiters, and Mentors

To what extent to you agree or disagree that articling students receive adequate training during the Professional Legal Training Course (bar admission course) to develop the following legal skills (% 'Strongly agree' + 'Agree')

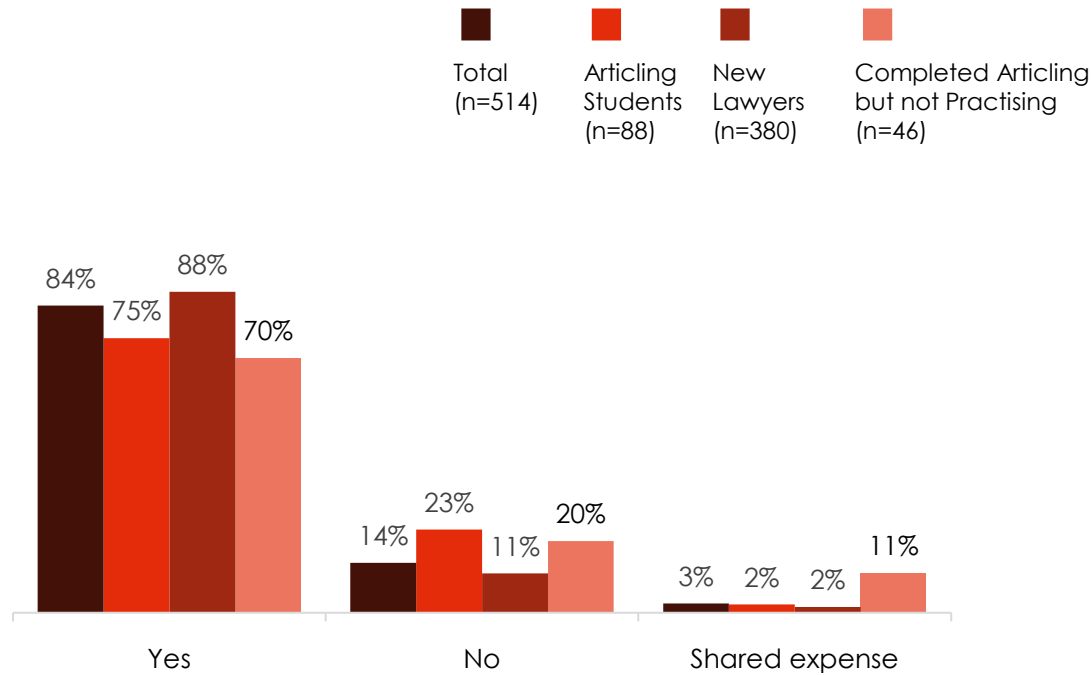
	Total	Principals	Recruiters	Mentors
	n=298	n=180	n=27	n=91
Recognizing and dealing with professional responsibility issues	58%	59%	59%	59%
Drafting	50%	52%	52%	52%
Writing	49%	52%	52%	52%
Legal Research	48%	49%	49%	49%
Interviewing	48%	47%	47%	47%
Advocacy	46%	45%	45%	45%
Practising law at an entry level	38%	41%	41%	41%
Negotiating / mediating	31%	29%	29%	29%
Managing practice	18%	23%	23%	23%
Average	43%	44%	44%	44%

WHO PAID BAR ADMISSION COURSE TUITION

Most firms cover the cost of their students' bar admission course tuition.

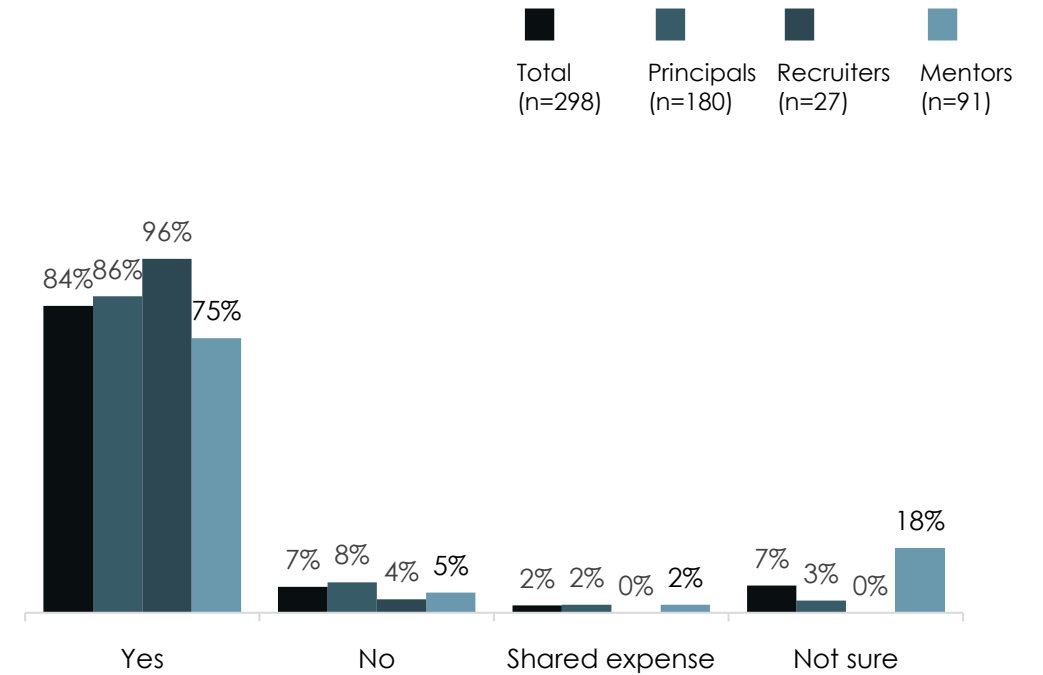
Articling Students, New Lawyers, and Completed Articling but not Practising

Did/is your firm/organization pay(ing) your bar admission program tuition?



Principals, Recruiters, and Mentors

To the best of your knowledge, does your firm/organization pay for articling students' bar admission program tuition?

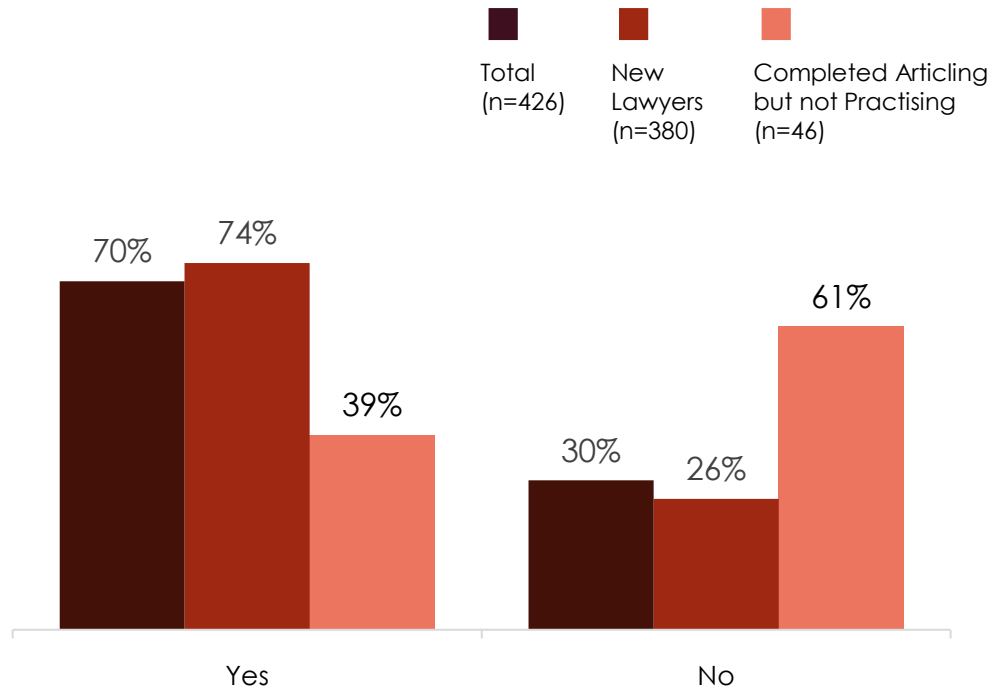


OFFER OF A POSITION AT A FIRM WHERE ARTICLING WAS COMPLETED

70% of new lawyers and those who completed articling but were not practising reported having been offered a position where they completed articling.

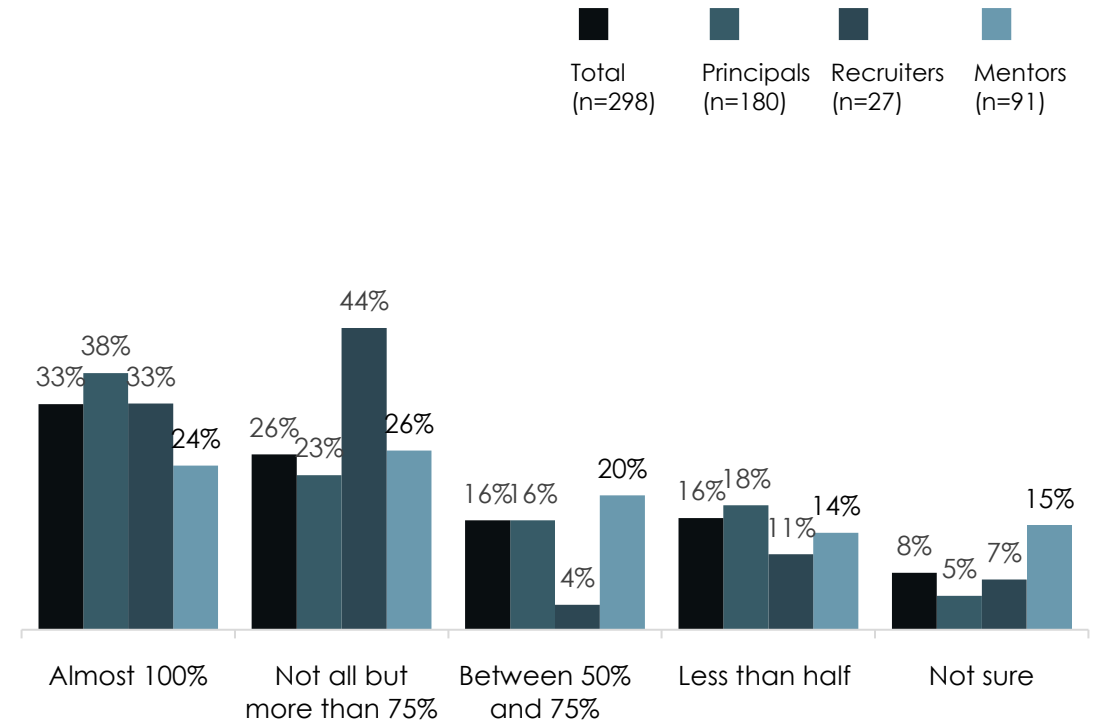
Articling Students, New Lawyers, and Completed Articling but not Practising

Were you offered a position at the firm/organization where you completed your articling? *



Principals, Recruiters, and Mentors

In the last five years, what proportion of articling students does your firm/organization hire, or give an offer for hire, after they complete their articling position?

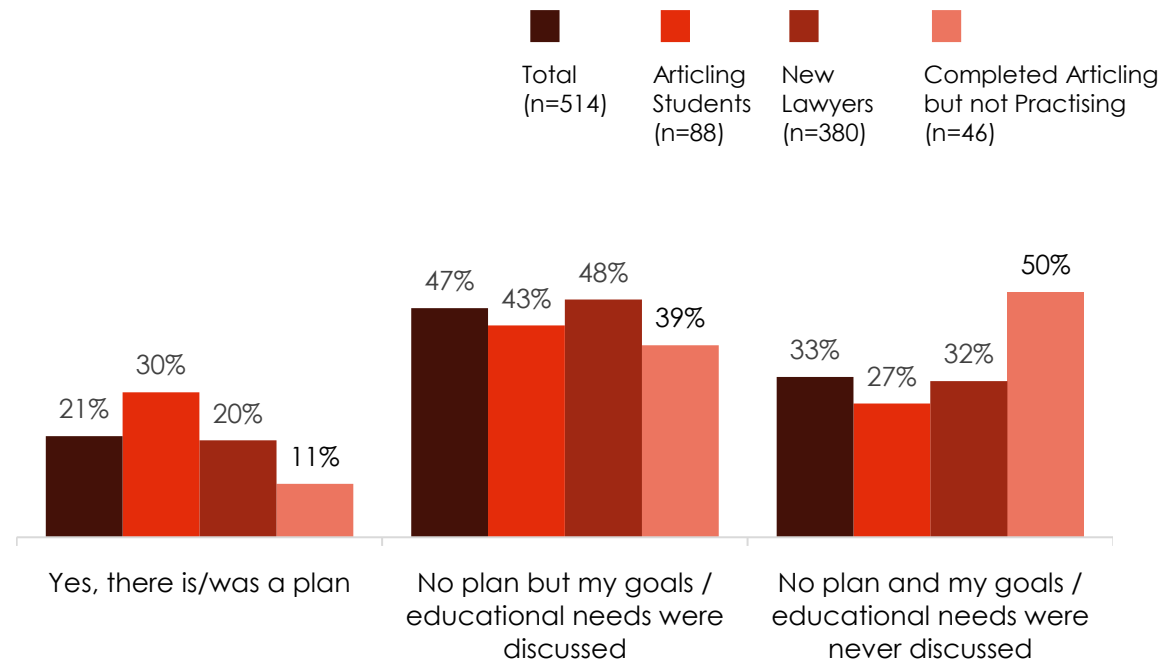


* Reduced base size: Articling students, who have not yet completed their articling, were not asked this question, as they would not be able to determine whether they would ultimately be offered a position. 34

33% of students, new lawyers, and those who completed articling report neither having a plan nor discussing their goals.

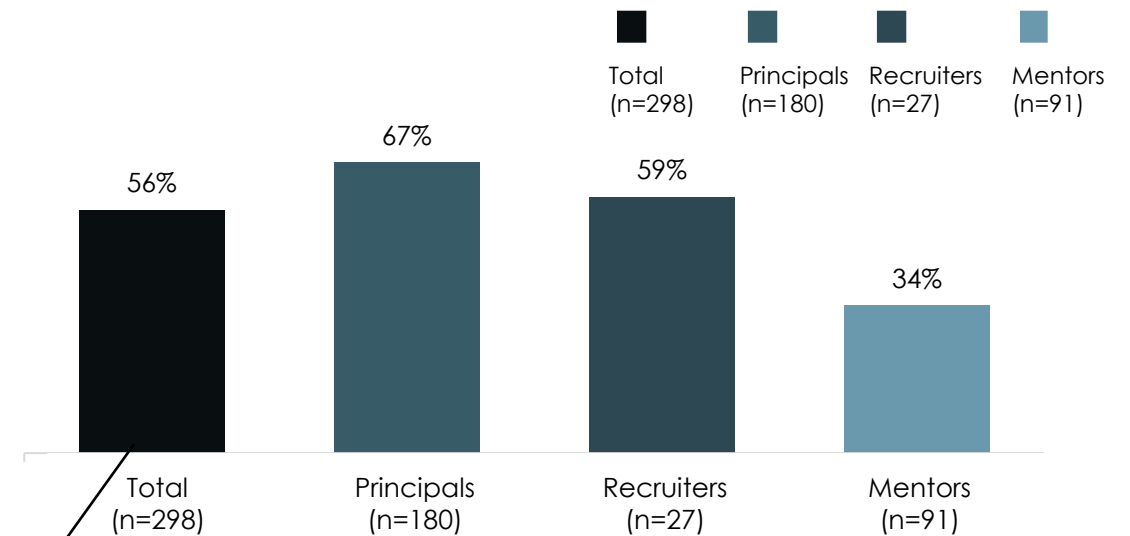
Articling Students, New Lawyers, and Completed Articling but Not Practising

Outside of the formal requirements set out by your Law Society, do/did you have a plan that guided your learning during your articles?
(% Selected 'Yes')



Principals, Recruiters and Mentors

Outside of the formal requirements set out by your Law Society, do you / principals at your firm/organization use a plan to guide the learning for your student(s) throughout their articling experience?
(% Selected 'Yes')



Some reasons for not using a learning plan include a preference for informal approaches, viewing learning objectives as inherent in the articling process, and a lack of training or familiarity with developing structured plans. Additionally, some believed that formal plans do not align with the realities of practice in smaller firms or solo environments. (n=91)

PERCEPTIONS OF TRAINING ADEQUACY DURING ARTICLING

Conducting matters, client relationship management, practice management, and dispute resolution are perceived as weaker areas of training during articling by students, new lawyers, and those who have completed articling but are not currently practising.

Articling Students, New Lawyers, and Completed Articling but Not Practising

*Thinking about your general articling experience, to what extent do you agree or disagree that you are receiving/received adequate training to prepare you for entry level practice in each of the following areas?
(% 'Strongly agree' + 'Agree')*

	Total n=514	Articling Students n=88	New Lawyers n=380	Completed Articling but not Practising n=46
Communication skills	75%	78%	75%	70%
Substantive legal knowledge	74%	74%	76%	63%
Ethics and professionalism	74%	76%	75%	61%
Analytical skills	74%	75%	74%	74%
Conducting matters	61%	68%	60%	54%
Client relationship management	61%	69%	60%	54%
Practice management	49%	59%	49%	28%
Dispute resolution	48%	58%	49%	28%
Average	65%	70%	65%	54%

PERCEPTIONS OF TRAINING ADEQUACY DURING ARTICLING

Conducting matters, client relationship management, practice management, and dispute resolution are seen as weaker training areas during articling by principals, recruiters and mentors as well.

Principals, Recruiters, and Mentors

To what extent do you agree or disagree that articling students receive adequate training during their articling at your firm/organization in each of the following areas?

(% 'Strongly agree' + 'Agree')

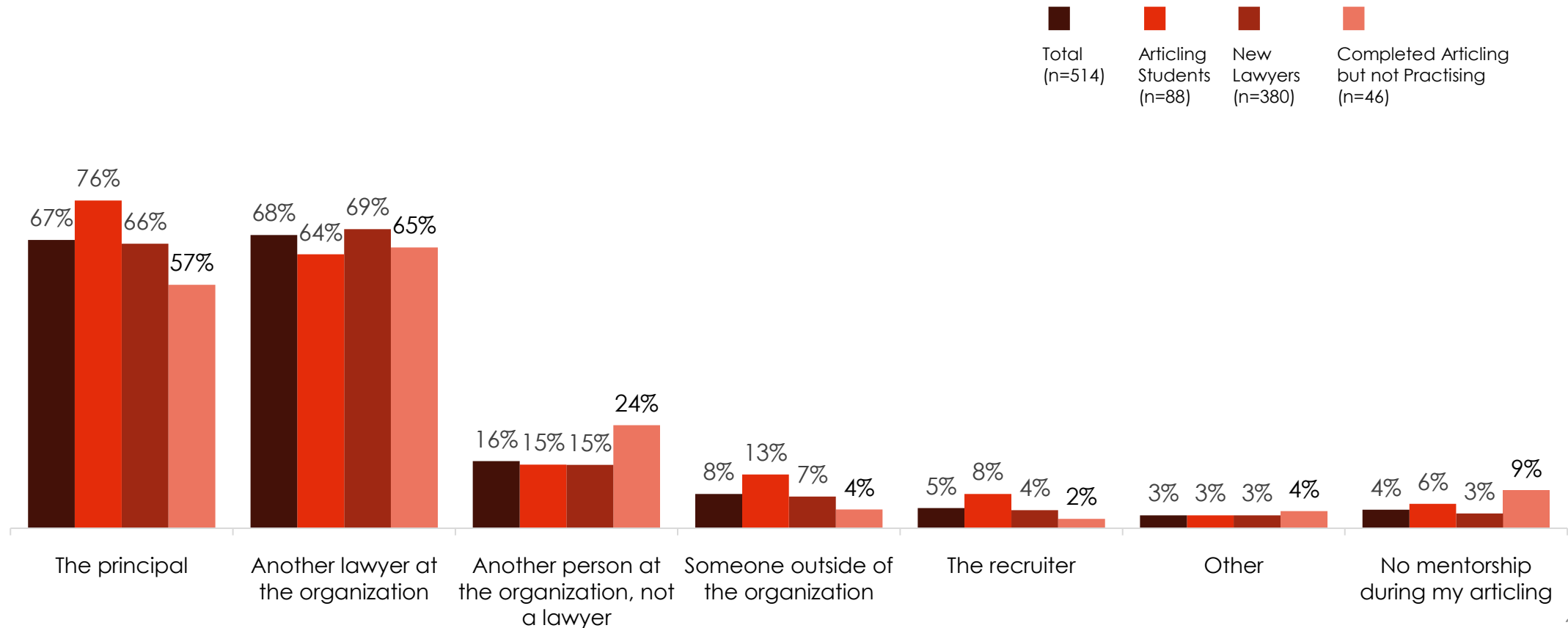
	Total	Principals	Recruiters	Mentors
	n=298	n=180	n=27	n=91
Substantive legal knowledge	90%	92%	96%	84%
Ethics and professionalism	88%	92%	96%	79%
Communication skills	88%	91%	96%	80%
Analytical skills	87%	91%	96%	76%
Conducting matters	77%	81%	85%	66%
Client relationship	77%	81%	85%	65%
Practice management	72%	76%	81%	62%
Dispute Resolution	70%	74%	78%	59%
Average	81%	85%	89%	71%

WHO WERE THE PRIMARY MENTORS

According to students, although the principal frequently serves as the primary mentor, it is also common for another lawyer at the firm to take on this role.

Articling Students, New Lawyers, and Completed Articling but not Practising

Now, think about your experience with your principal and other lawyers in the firm/organization. Who are/were your primary mentor(s) during your article(s)?
(Multiple-Choice Question)



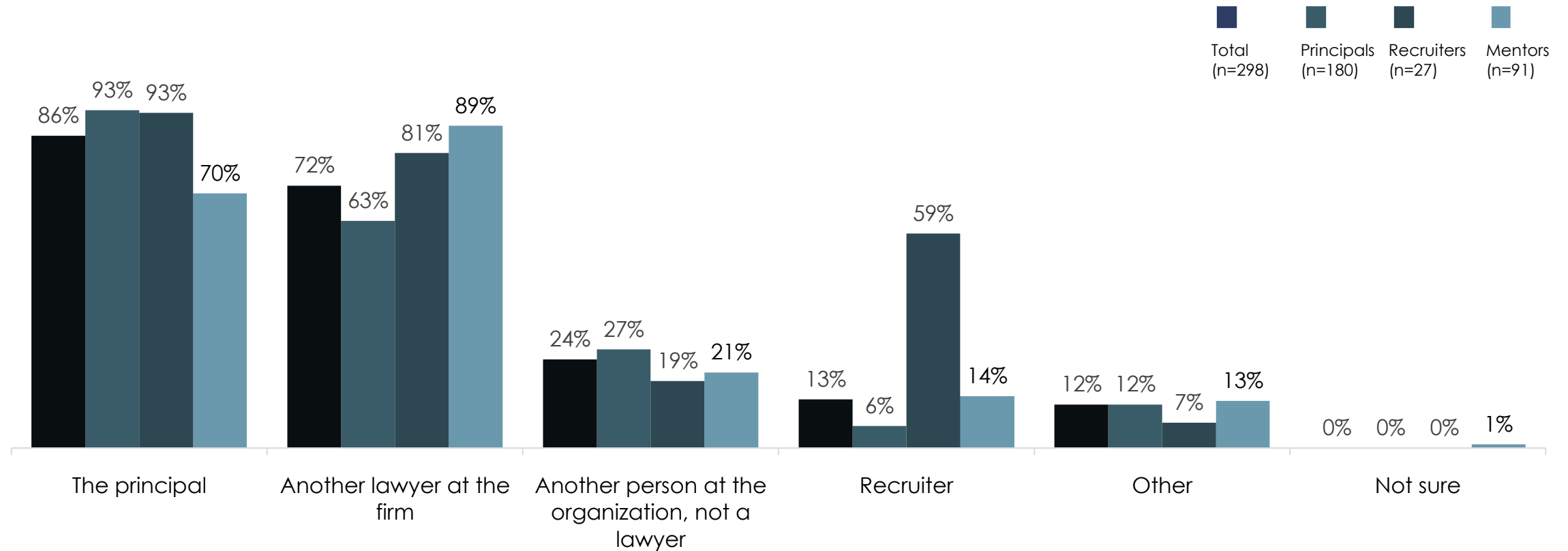
WHO WERE THE PRIMARY MENTORS

According to principals, recruiters, and mentors, principals and other lawyers at the firm tend to serve as the primary mentors.

Principals, Recruiters, and Mentors

Now, think about the mentorship that articling students receive at your firm/organization. Who is/are typically mentor(s)?

(Multiple-Choice Question)



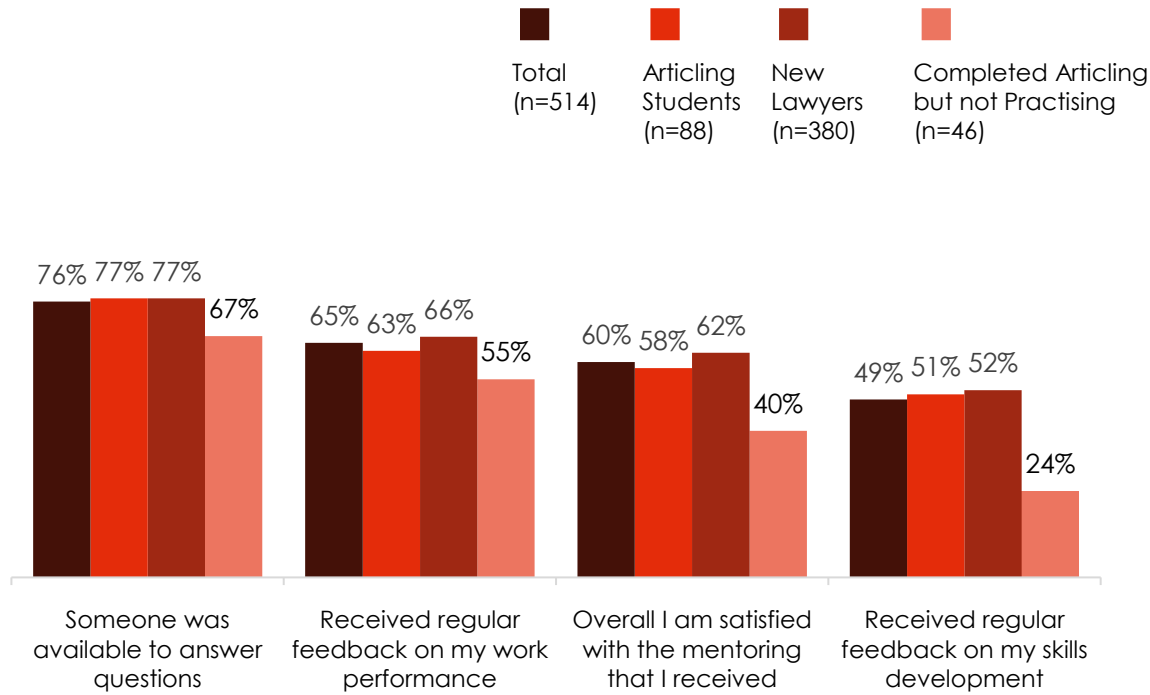
AGREEMENT WITH STATEMENTS ABOUT QUALITY OF MENTORSHIP DURING ARTICLING

According to the students and new lawyers, feedback on work performance and skills development is perceived as an area that could be improved.

Articling Students, New Lawyers, and Completed Articling but not Practising

To what extent do you agree or disagree with the following statements about the mentorship you are receiving/received during your articling?

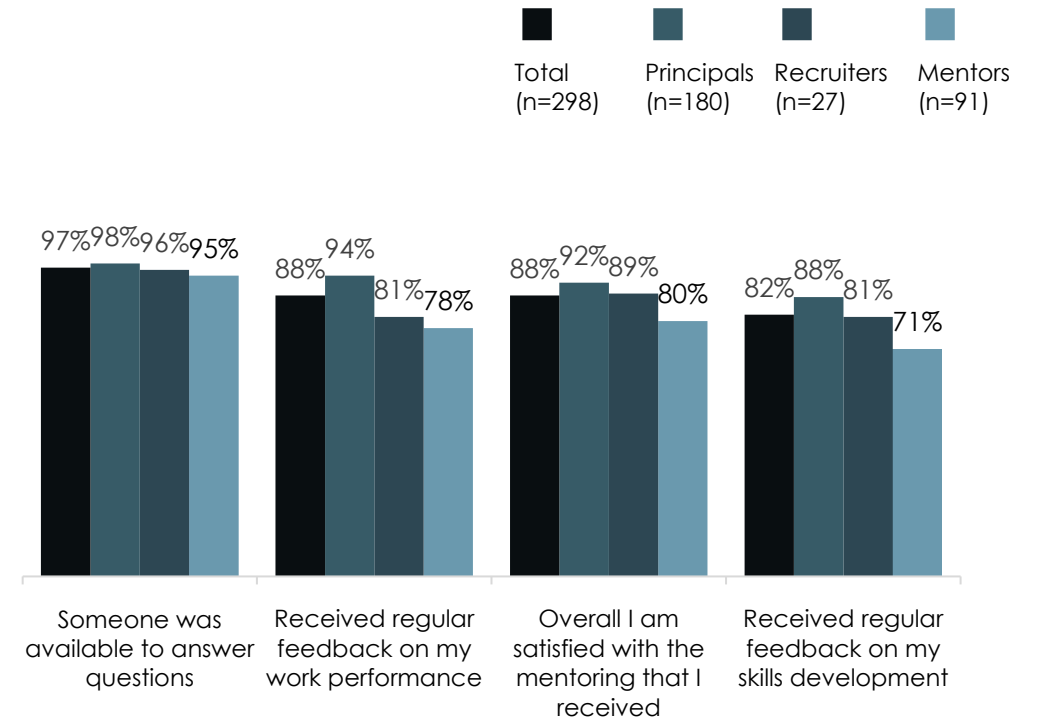
(% 'Strongly agree' + 'Agree')



Principals, Recruiters, and Mentors

To what extent do you agree or disagree with the following statements about the mentorship articling students receive at your firm/organization?

(% 'Strongly agree' + 'Agree')

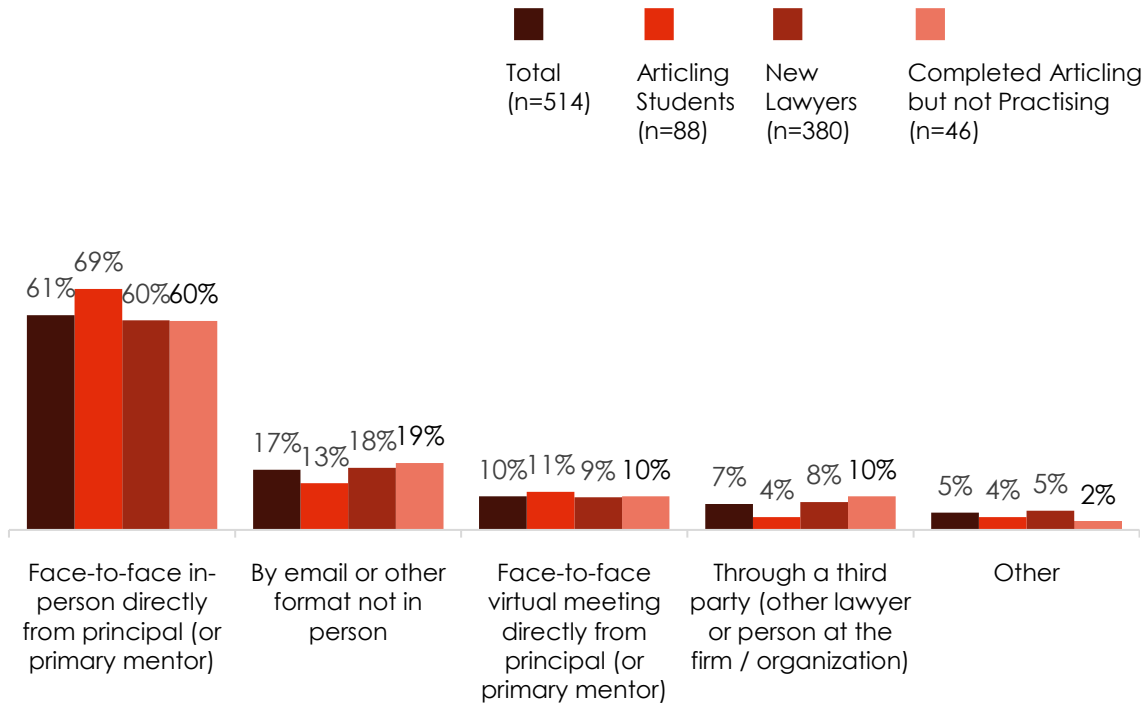


HOW IS MENTORSHIP FEEDBACK PROVIDED

Over 60% of the students reported receiving face-to-face feedback directly from the principal.

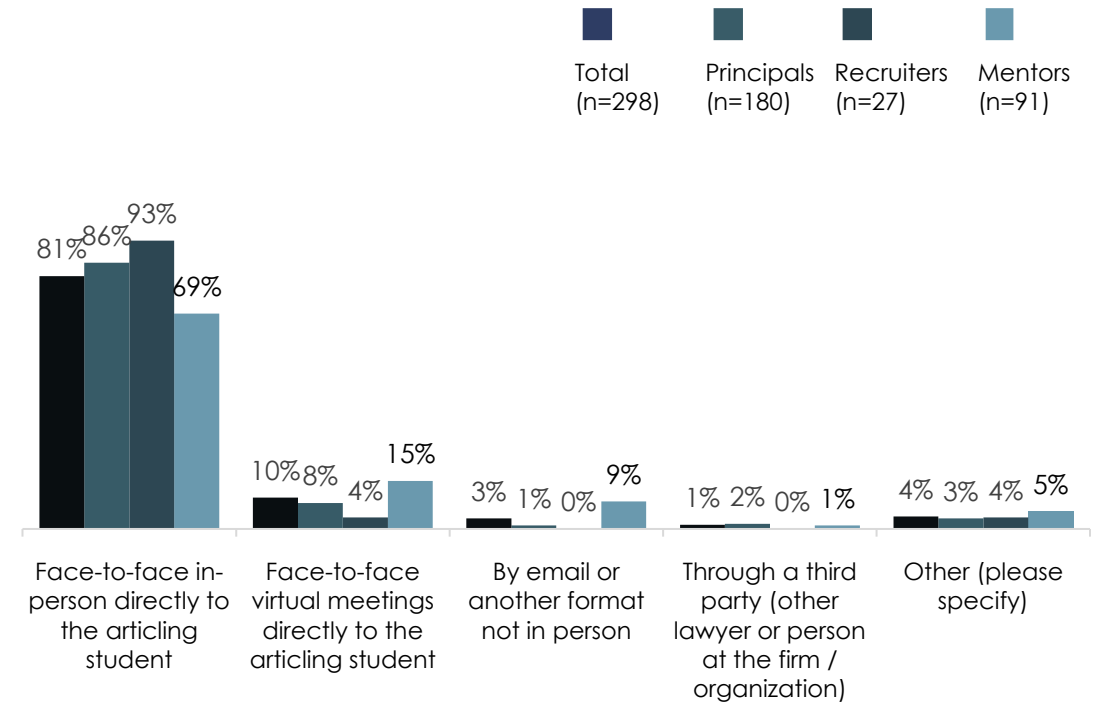
Articling Students, New Lawyers, and Completed Articling but not Practising

What is the primary method that you receive/received mentorship/feedback during your articling?



Principals, Recruiters, and Mentors

How do/did you provide mentorship/feedback?

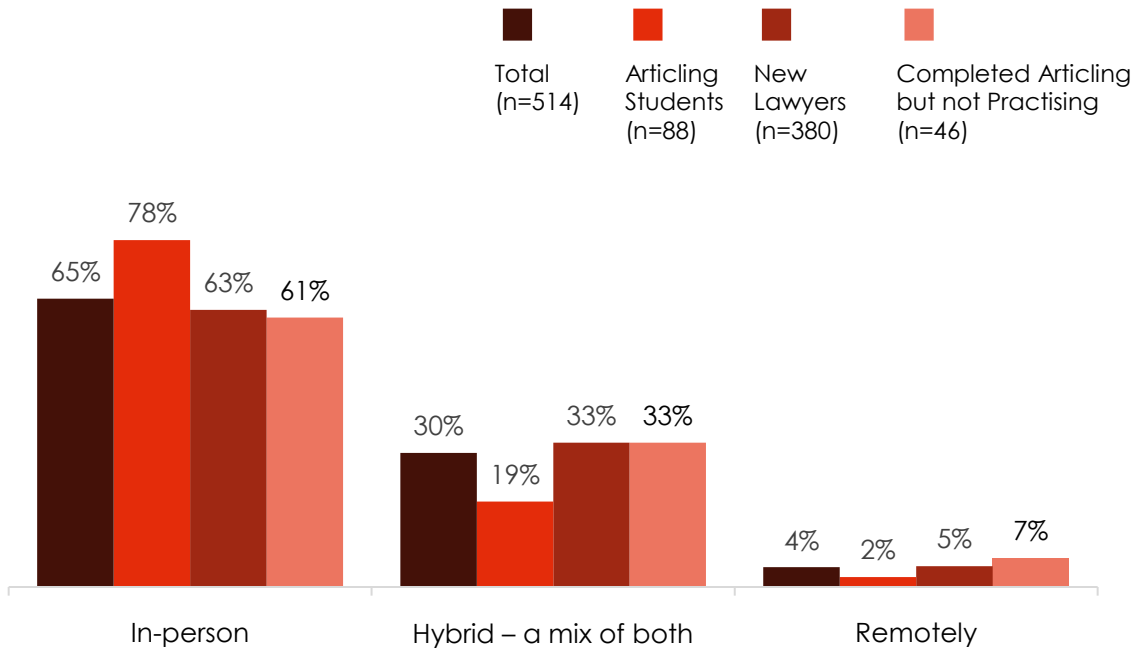


MODE OF ARTICLING

34% of students and new lawyers reported completing their articling either remotely or through a hybrid method.

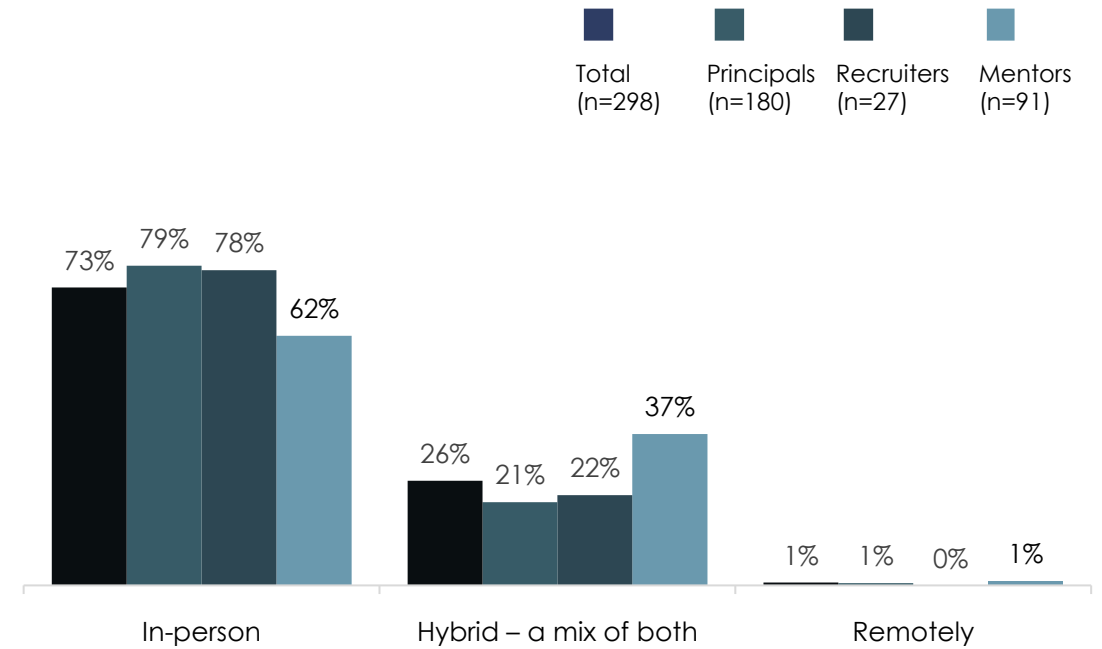
Articling Students, New Lawyers, and Completed Articling but not Practising

Are you doing / did you complete your articling in-person or remotely?



Principals, Recruiters, and Mentors

For the most part, do your articling students complete their articling in-person or remotely?

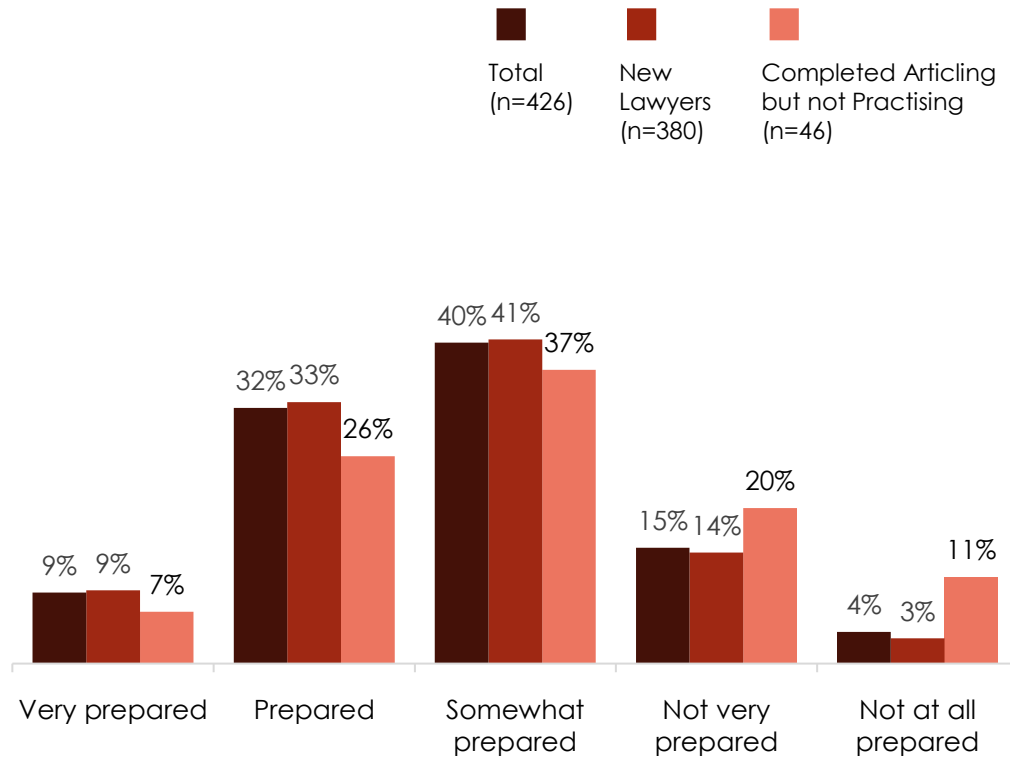


LEVEL OF PREPAREDNESS FOR ENTRY-LEVEL PRACTICE

Nearly 60% of new lawyers and those who completed articling but are not practising lacked confidence in the training they received, feeling only somewhat prepared, not very or not at all prepared.

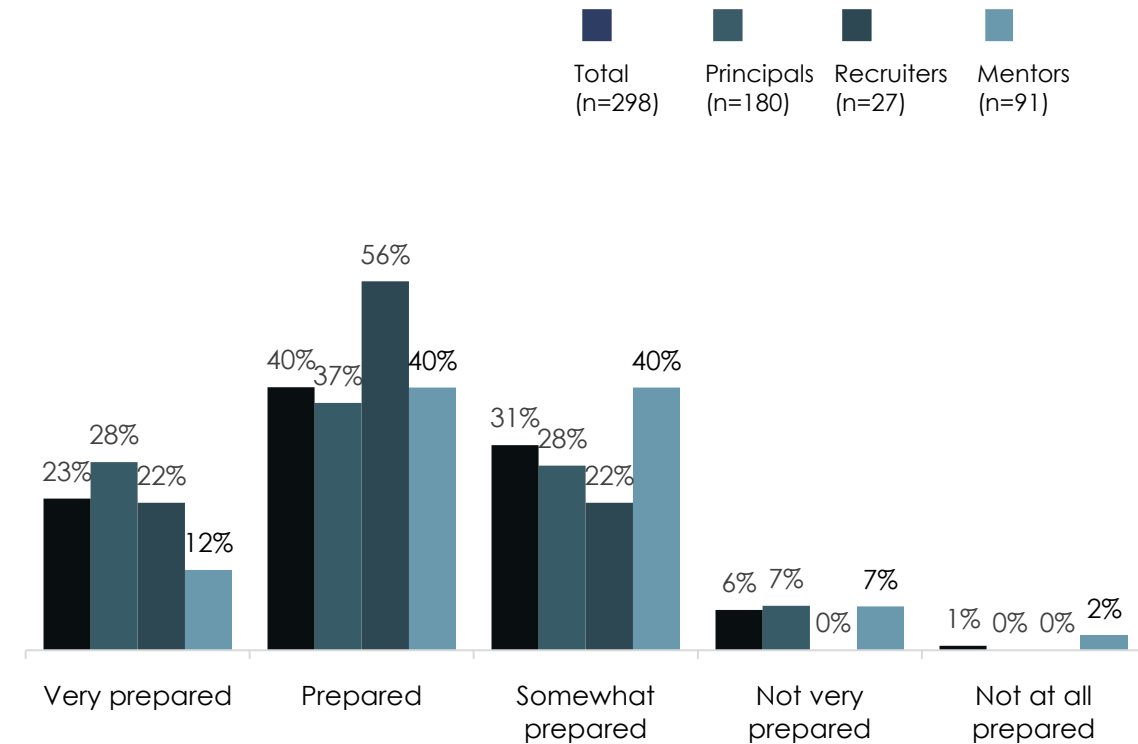
New Lawyers and Completed Articling but not Practising

How prepared were you to enter the practice of law once you completed your articling? *



Principals, Recruiters, and Mentors

In your experience, how prepared is an articling student for entry level practice once they complete their articling at your firm/organization?



*Reduced base size: Articling students, who have not yet completed their articling, were not asked this question, as they would not be able to comment on experience entering the profession.

REASONS FOR HIGHER LEVEL OF PREPAREDNESS

Training, mentorship, and experience with diverse practice areas were identified as some of the key factors contributing to good preparation for entry-level practice by the students.

Articling Students, New Lawyers, and Completed Articling but not Practising

Please explain why you believe you were very prepared / prepared for entry level practice once you completed your articling? (n=145)

Training and Foundational Skill Development

"The training I received during my articling was very comprehensive, I also learnt from file opening to trust account management and to the close of a file"

Mentorship and Support Systems

"I received strong mentorship from my principal and other lawyers"

Case Management and Client Care

"Good mentorship, good experience with client care, case management, and court advocacy, and well-developed knowledge in practice area."

Breadth of Legal Experience Across Practice Areas

"I had exposure to a variety of practice areas during my articles, and I was able to take on and conduct files and assist with files that developed my skills as a soon to be lawyer and really tested and improved the limits of my abilities in a substantive manner."

Litigation and Advocacy Experience

"I Articled for the Crown and received extensive courtroom experience in the exact line of work that I now work in."

REASONS FOR LOWER LEVEL OF PREPAREDNESS

Lack of mentorship, insufficient practical/hands-on training, and limited exposure to diverse practice areas are some of the key reasons for feeling somewhat, not very, or not at all prepared among students and new lawyers.

Articling Students, New Lawyers, and Completed Articling but not Practising

Please explain why you believe you were somewhat / not very / not at all prepared for entry level practice once you completed your articling. (n=220)

Lack of Mentorship and Feedback

"My main tasks included research and document review. I was unable to participate in any court proceedings or substantive work despite asking repeatedly and received very little feedback on the work I did so, so I was unsure how to improve."

Insufficient Practical/ Hands-on Training

"Lack of experience at all levels of practice and court practice - limited to no trial experience - no chambers experience - little to no guidance for meeting client's expectations as to outcome and file progress - how to speak to opposing counsel on the phone or email -- what say or not say when discussing a file, lack of experience in-court practice..."

Limited Exposure to Varied Practice Areas

"The only things that I actually learned how to do were citizenship, immigration, and refugee matters."

Minimal Training in Practice Management and Business Skills

"Practice management and billing was not discussed in great depth. I was given files to take conduct of where there was no lawyer with expertise in that field at the firm and little guidance to be had."

REASONS FOR HIGHER LEVEL OF PREPAREDNESS

Hands-on experience, variety and breadth of experience, and effective mentorship were identified as some of the key factors contributing to good preparation for entry-level practice among principals, recruiters, and mentors.

Principals, Recruiters, and Mentors

Please explain why you believe an articling student is very prepared / prepared for entry level practice once they complete articling at your organization? (n=160)

Hands-On Experience and Gradual Responsibility

"Because we provide good training and a gradual increase of responsibility that works as building blocks."

Mentorship and Supervision

"Our firm focuses very strongly on the training of lawyers, as a litigation boutique in the interior, we believe that mentorship and training are what sets us apart from other firms and is key to a thriving and profitable firm."

Training Across Multiple Areas

"They gain experience in a number of practice areas, and get a sense of running their own files and client management."

Focus on Ethics, Professionalism, and Soft Skills

"...the student is also learning ethics, time management and having to deal dealing with professional staff and civilian and police witnesses."

Structured and Tailored Learning Programs

"Students have a well structured rotation schedule through the organization; they have conduct of small claims matters with the dedicated support of an experienced litigator; there are various professional development opportunities; and the program is overseen by a articling program manager and supported by legal assistant."

REASONS FOR LOWER LEVEL OF PREPAREDNESS

Principals, recruiters, and mentors believe that a student don't feel completely prepared due to factors such as short articling period, overemphasis on theory, and insufficient mentorship.

Principals, Recruiters, and Mentors

Please explain why you believe an articling student is somewhat / not very / not at all prepared for entry level practice once they complete their articling at your firm/organization? (n=98)

Short Articling Period and Limited Exposure

"The nine month period goes by really fast and if you don't get the right file or work during the nine month period the articling student might not get the experience they need when they get called."

Overemphasis on Theory, Not Practice

"No practical experience, limited practical training from law school, limited knowledge of practice management and ethics and limited theoretical knowledge applicable to practice"

Insufficient Mentorship and Supervision

"I wouldn't set any newly called lawyer free into the world without a same or similar level of oversight as with articling students. New lawyers need at least an additional year or two of direct supervision and mentorship. Law school teaches virtually nothing so its up to us to teach the new lawyers how to actually be lawyers"

Limited Training in Practice Management

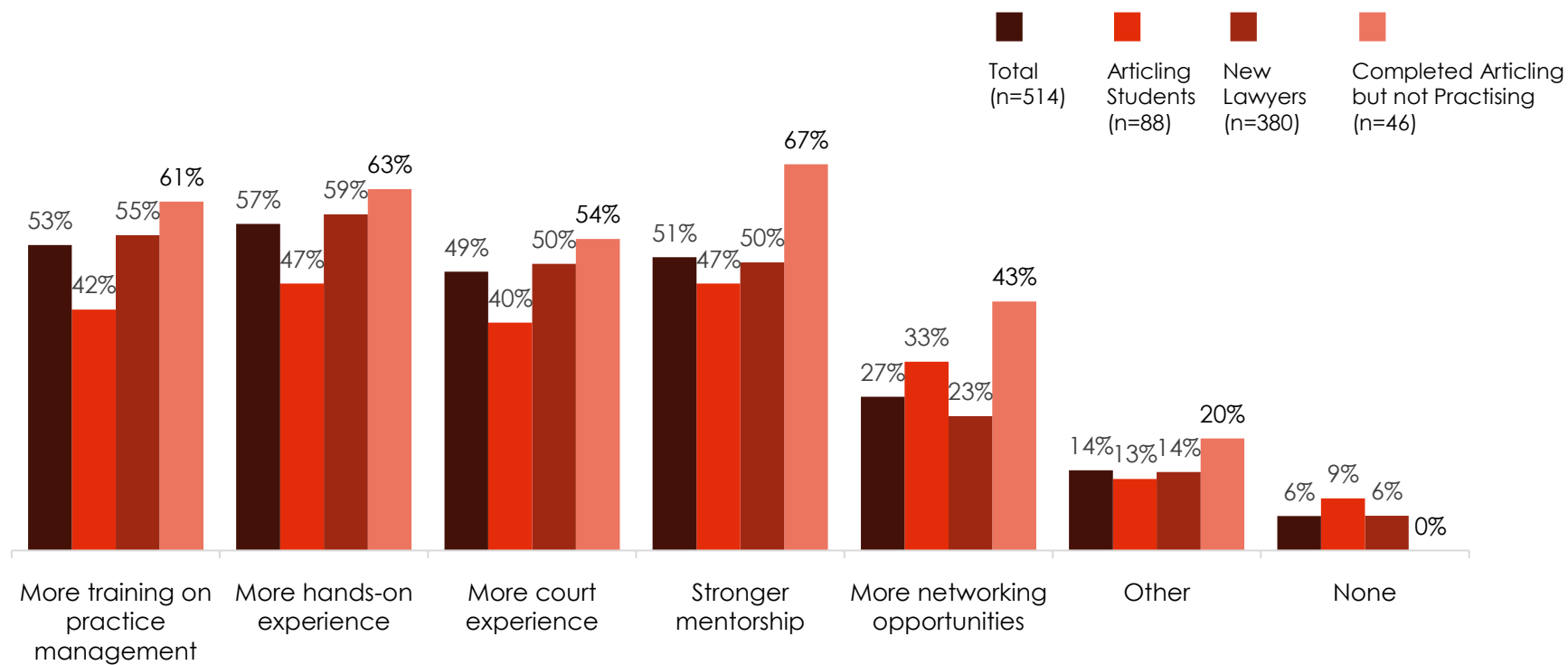
"Not enough practice and file management, so students don't know how to run a file at the end of the articles, and aren't even sure what steps are needed over the course of running a litigation file"

ADDITIONAL TOOLS / RESOURCES NEEDED TO PREPARE FOR ENTRY-LEVEL PRACTICE

Enhanced training on practice management, hands-on experience, court exposure, and stronger mentorship were identified as the resources that students need the most.

Articling Students, New Lawyers, and Completed Articling but not Practising

What additional tools and resources do you believe are needed to help you be better prepared for entry level practice?



ADDITIONAL TOOLS / RESOURCES NEEDED TO PREPARE FOR ENTRY-LEVEL PRACTICE

Principals, recruiters, and mentors suggested a variety of resources that would help them prepare articling students better including guides and checklists for training, mentorship support materials, and time.

Principals, Recruiters, and Mentors

What additional tools and resources would help you better mentor/train/prepare articling students for entry level practice? (n=214)

Guides and Checklists for Structured Training

"Maybe more detailed elaboration upon the formal LSBC checklists for articling students experiences, such as a more detailed guide setting out examples of how articling students may be involved. Perhaps the LSBC could offer a few ongoing CPD sessions or follow-ups after PLTC to support articling student professional development."

Mentorship Support Materials

"More practical training for mentors/principals. I've done a few CLE sessions but they were very generic and not particularly helpful with mentoring articling students. More courses or resources we can leverage in our training program are always helpful. For example, access to more entry-level lawyer mental health training (specific to lawyers and provided by experts) that can be shared with our students. More practical training courses specifically targeted to articling students and widely available to firms at little or no cost. "

Time

"Having more advocacy opportunities available for the students to attend, allowing greater time given my work load to take the time to mentor and talk through issues with students"

External Opportunities for Development

"Secondment from our clinic should be encouraged, which is supported by a budget from the Law Society."

EXPERIENCES FOR WHICH PREPARATION WAS LACKING

New lawyers struggled the most with practice management, client management, in-court experience, and time management in their first year.

Articling Students, New Lawyers, and Completed Articling but not Practising

*What experiences have you had in the first few years of practice that articling could have better prepared you for? (n=331) **



Principals, Recruiters, and Mentors

What gaps in knowledge or skills, if any, do new lawyers have that could be better addressed in articling or during the first few years of practice? (n=298)



* Reduced base size: Articling students, who have not yet completed their articling, were not asked this question, as they would not be able to comment on experience in the first year of practice. 50

MOST POSITIVE ASPECTS OF ARTICLING EXPERIENCE

Getting hands-on experience, working on interesting files and in the practice areas of interest are perceived as the most positive aspects of articling experience.

Articling Students, New Lawyers, and Those Who Completed Articling but are not Practising

Overall, what would you say are/were the most positive aspects of your articling experience?

(Multiple-Choice Question)

	Total n=514	Articling Students n=88	New Lawyers n=380	Completed Articling but not Practising n=46
Getting hands-on experience	64%	67%	64%	54%
Working on interesting files	61%	66%	63%	41%
Being exposed to specific areas of practice that are interesting to me	57%	63%	56%	52%
Working closely with supportive and helpful lawyers	54%	52%	56%	41%
Getting experience doing a wide range of relevant tasks	52%	53%	53%	39%
Observing professional and ethical behaviour	43%	48%	43%	33%
Working with clients	42%	51%	40%	39%
Being a contributing part of a team and making a difference	38%	45%	38%	22%
The mentorship I received from my principal	36%	49%	34%	22%
The feedback I received to help me improve	34%	34%	35%	22%
Working with other articling students	31%	31%	31%	26%
The compensation I received	18%	24%	18%	13%
The emotional support that was available to me	17%	20%	17%	11%
The on-going learning sessions to help ensure my learning goals were met	13%	15%	14%	2%
The onboarding training that helped me prepare for articling	11%	9%	12%	7%
Other	4%	3%	4%	7%
There are/were no positive aspects of my articling experience	3%	2%	3%	7%

MOST POSITIVE ASPECTS OF ARTICLING EXPERIENCE

Opportunities to provide hands-on experience, mentorship and feedback are perceived as the most positive aspects of articling experience by principals, recruiters, or mentors.

Principals, Recruiters, and Mentors

Overall, what would you say are the most positive aspects of the articling experience for a recruiter, principal or mentor?

(Multiple-Choice Question)

	Total n=298	Principals n=180	Recruiters n=27	Mentors n=91
Providing hands-on experience to articling students	76%	79%	78%	69%
The opportunity to provide mentorship to articling students	76%	76%	74%	75%
Providing feedback to help ensure articling students improve	69%	71%	59%	68%
Providing the opportunity for articling students to work on interesting files	61%	64%	44%	60%
Providing the opportunity for articling students to work with clients	50%	56%	48%	38%
Exposing articling students to specific areas of practice that interest them	49%	49%	52%	48%
Allowing articling students to contribute to a practice group/team	47%	49%	59%	37%
Providing a wide range of tasks that are relevant to the practice of law	47%	47%	56%	44%
Providing well-being supports to articling students	42%	38%	48%	48%
Onboarding articling students to the law firm/organization experience	35%	32%	56%	35%
Participating in learning sessions to ensure articling students' goals are met	29%	29%	56%	21%
Other	5%	6%	0%	4%
There are no positive aspects of the articling experience	1%	2%	0%	1%

KEY CHALLENGES OF ARTICLING EXPERIENCE

Being unpaid or minimally paid was noted as the top challenge in articling; this appears inconsistent with findings that 95% of principals and mentors reported their firms compensated students, and nearly 70% of students reported earning between \$40,000 and \$80,000.

Articling Students, New Lawyers, and Those Who Completed Articling but are not Practising

Overall, what do you think are the key challenges to being an articling student?

(Multiple-Choice Question)

	Total n=514	Articling Students n=88	New Lawyers n=380	Completed Articling but Not Practising n=46
Not being paid or being paid minimally	49%	50%	48%	59%
Managing workload, i.e. firm work, bar admission course assignments, etc.	46%	61%	44%	33%
Limited availability of articling positions	44%	43%	42%	63%
Having a place to safely address concerns without fear of reprisal	40%	33%	41%	50%
Lack of mentorship	39%	31%	40%	52%
Lack of support with the steep learning curve	39%	34%	40%	33%
Lack of clarity on what is required	39%	44%	37%	41%
Lack of structure to my role	37%	40%	36%	39%
Long working hours	35%	39%	33%	46%
Receiving training in all competency areas	35%	30%	36%	37%
Lack of feedback	35%	32%	34%	46%
Navigating through personality differences	33%	28%	34%	35%
Getting proper exposure to different areas of practice	32%	27%	32%	39%
Additional costs e.g. bar admission course tuition, etc.	30%	38%	28%	35%
Poor role models	26%	19%	27%	37%
Getting access to appropriate mental health supports	24%	22%	24%	28%
Unrealistic expectations going into the position	21%	26%	19%	30%
Lack of tools / resources available to help my principal support me	20%	22%	18%	28%
Other	11%	17%	9%	22%
I didn't find my experience(s) to be challenging	4%	2%	6%	0%

KEY CHALLENGES OF ARTICLING EXPERIENCE

Lack of time to mentor articling students, supporting them through their steep learning curve and high costs are the top challenges for recruiters, principals, and mentors.

Principals, Recruiters, and Mentors

What key challenges are faced by a recruiter, principal or mentor of an articling student in an articling placement?
(Multiple-Choice Question)

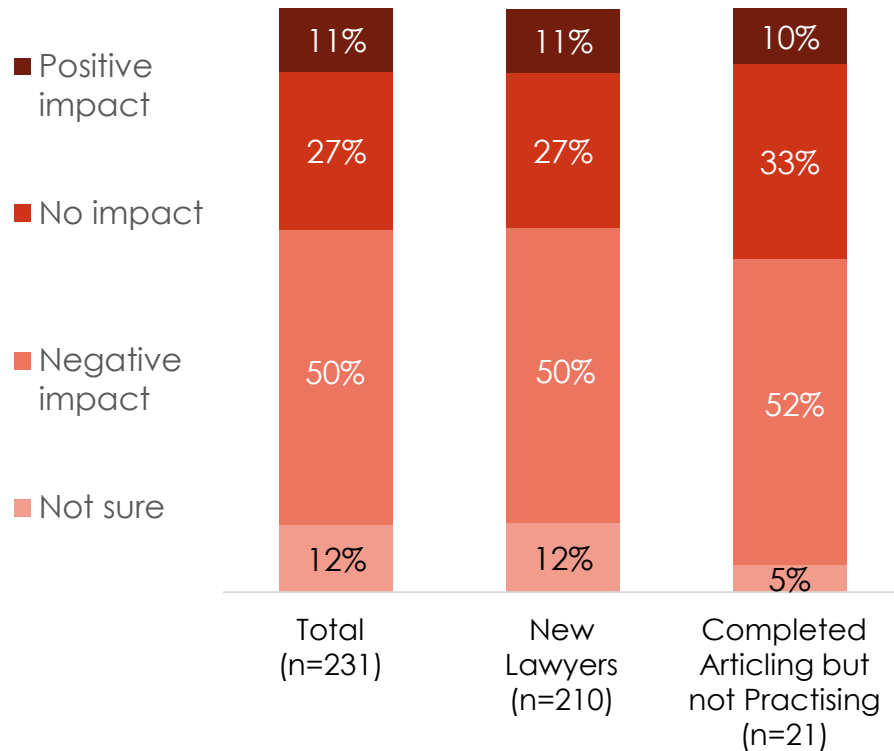
	Total n=298	Principals n=180	Recruiters n=27	Mentors n=91
Lack of time to mentor articling students	45%	40%	33%	58%
Supporting articling students through their steep learning curve	41%	40%	33%	46%
High costs associated with hiring articling students	37%	43%	26%	27%
Training articling students in all competency areas	32%	34%	22%	30%
Exposing articling students to different areas of practice	28%	29%	11%	29%
Unrealistic expectations of articling students	28%	27%	37%	26%
Lack of training on being a principal/recruiter/mentor	24%	23%	15%	29%
Understanding the unique learning styles of articling students	23%	28%	26%	13%
Managing personality differences	20%	22%	19%	18%
Giving articling students feedback they can learn from	19%	18%	22%	20%
Lack of clarity on what is required of me as a principal/recruiter/mentor	18%	19%	4%	22%
Lack of tools / resources available to help me support articling students	18%	19%	7%	18%
Providing access to the appropriate mental health supports as needed	9%	9%	7%	10%
Other	8%	8%	15%	5%
There are no challenges to being a principal/recruiter/mentor	4%	3%	11%	4%

IMPACT OF COVID-19 PANDEMIC

50% of new lawyers and those who completed articling but are not practising, along with over 70% of principals, mentors, and recruiters, believe that COVID-19 has adversely affected the articling experience.

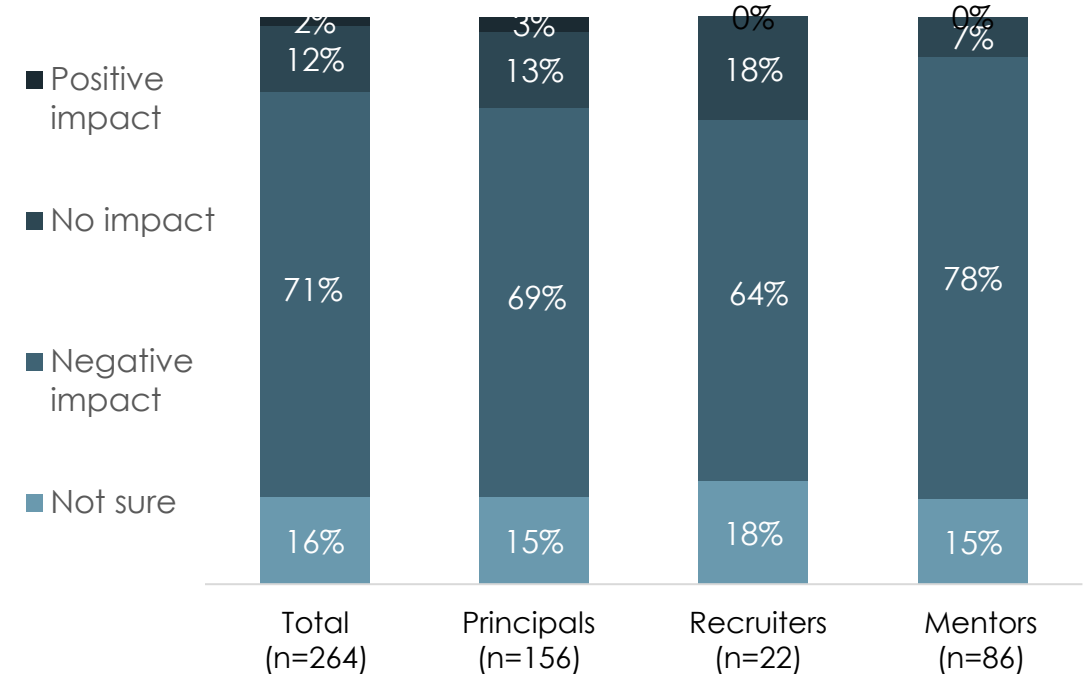
Articling Students, New Lawyers, and Completed Articling but not Practising

In your opinion, how did the COVID-19 pandemic impact your articling experience? *



Principals, Recruiters, and Mentors

In your opinion, how did the COVID-19 pandemic impact the articling experience for students? **



* Reduced base size: Articling students who started articling in 2022-2024 were not asked this question, as they experienced articling after the pandemic was over.

** Reduced base size: Principals, recruiters and mentors who have been recruiting, mentoring and/or supervising articling students for less than 2 years were not asked this question, since their students were articling after the pandemic.

COVID-19 largely had a negative impact on students' professional development and mental health.

Articling Students, New Lawyers, and Completed Articling but not Practising

*Describe how the pandemic impacted your articling experience.
(n=136)*

Negative Impacts:

- Many students transitioned abruptly to remote work without adequate infrastructure, resulting in reduced mentorship, isolation, and limited networking opportunities.
- Court closures and procedural changes curtailed hands-on learning and courtroom exposure.
- Virtual PLTC sessions were poorly executed and isolating.
- Many students faced increased workloads, job insecurity, and blurred work-life boundaries, all of which negatively impacted mental health and professional growth.

Positive Impacts (rare):

- Few students benefited from the flexibility of remote work. Reduced commute times provided additional time for personal or professional pursuits.

Principals, Recruiters, and Mentors

Describe how the pandemic impacted the articling experience for students. (n=178)

Negative Impacts:

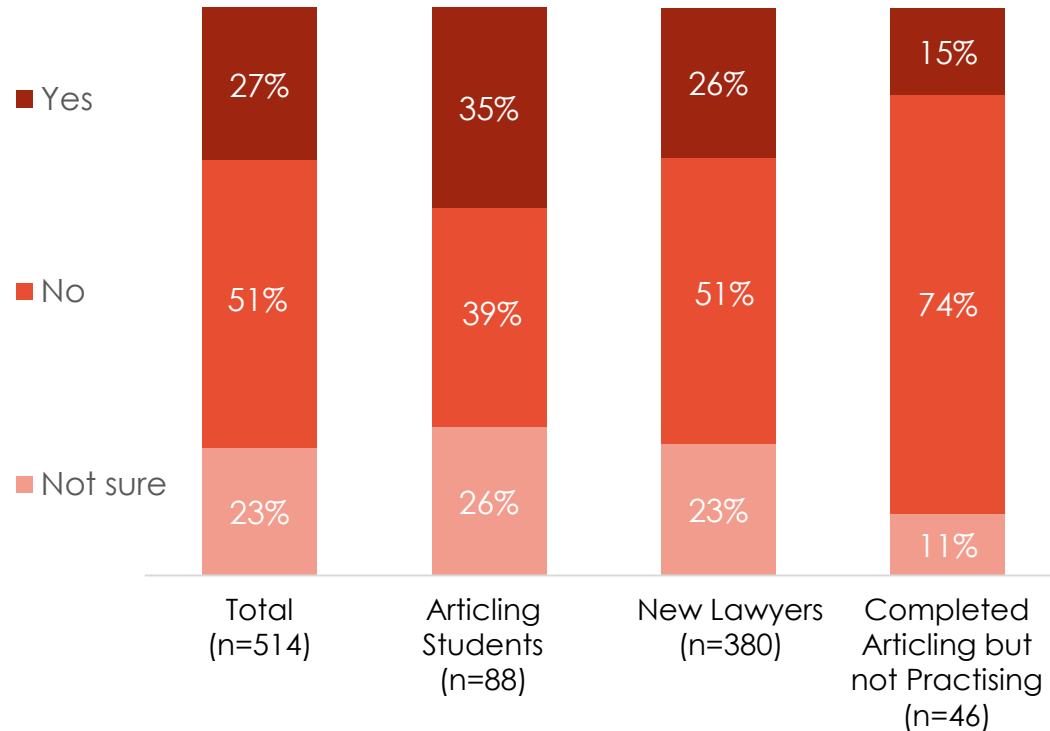
- Reduced face-to-face interactions made it difficult for students to receive direct guidance, feedback, and informal learning through daily office activities.
- Many students missed critical hands-on experience in court, client meetings, and observing senior lawyers in action, limiting their development of essential skills.
- The lack of in-person opportunities for real-time discussions, courtroom experience, and client interactions led to weaker communication, advocacy, and interpersonal skills.
- Remote work exacerbated feelings of isolation, reduced peer support, and contributed to heightened anxiety about performance and career progression.
- Virtual Professional Legal Training Courses (PLTC) were less effective, missing the community-building and hands-on learning elements that were central to the in-person experience.
- Some students became accustomed to remote work flexibility, which led to difficulties in adapting to in-office legal practices and expectations post-pandemic.

AVAILABILITY OF MENTAL HEALTH SUPPORTS

Just over half of articling students, new lawyers, and recent graduates felt they lacked access to adequate mental health support. In contrast, nearly 90% of principals, mentors, and recruiters believed resources were available.

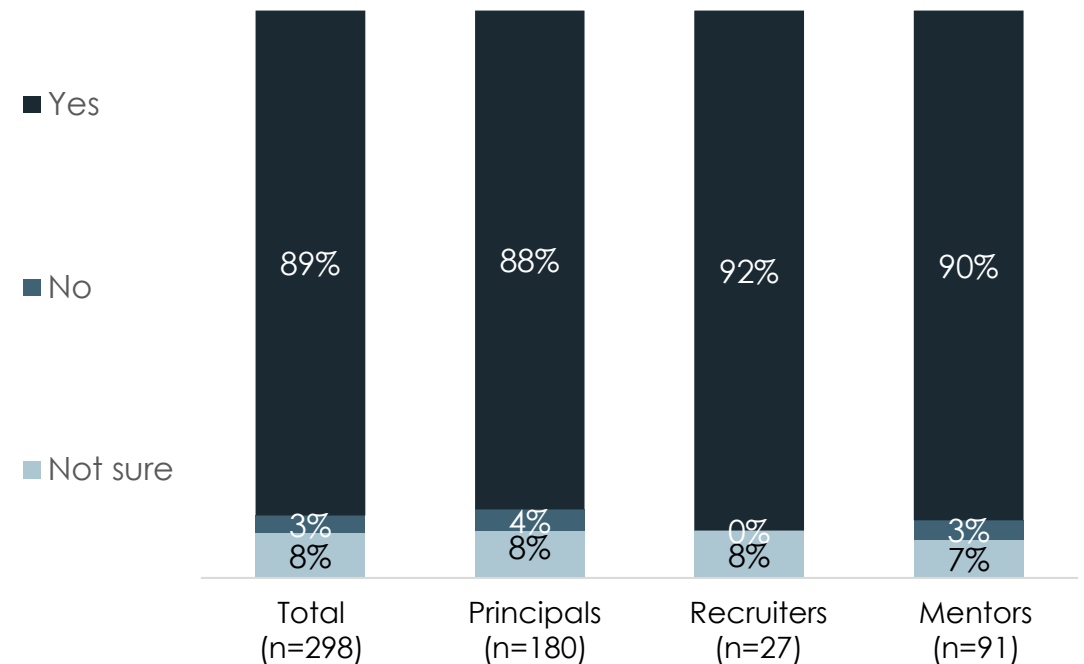
Articling Students, New Lawyers, and Those Who Completed Articling but are not Practising

Are/were there appropriate mental health supports available at the firm/organization where you are/were articling to help you with managing stress, anxiety, etc.?



Principals, Recruiters, and Mentors

Are mental health resources available at your firm/organization for articling students who may need support with things like stress management, anxiety, etc.?

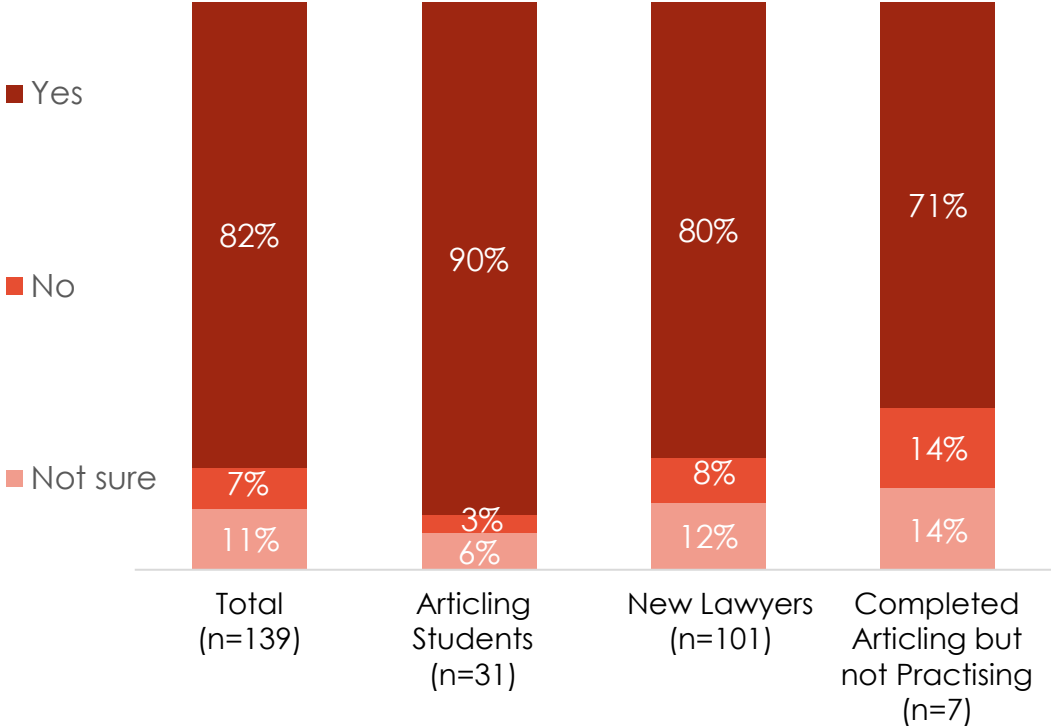


ENCOURAGEMENT TO ACCESS AVAILABLE MENTAL HEALTH SUPPORTS

Over 80% of firms / organizations encouraged articling students to use the available mental health supports when necessary.

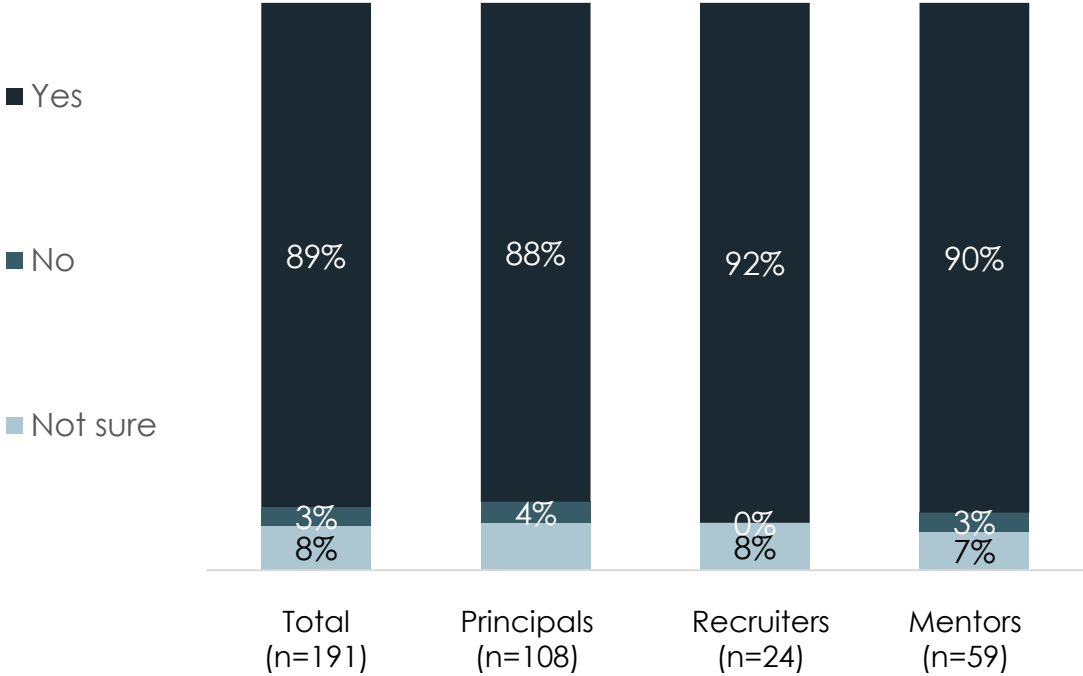
Articling Students, New Lawyers, and Those Who Completed Articling but are not Practising

*Did your firm/organization encourage accessing the available mental health supports if needed? **



Principals, Recruiters, and Mentors

*Did your firm/organization encourage accessing the available mental health supports if the student needed them? **



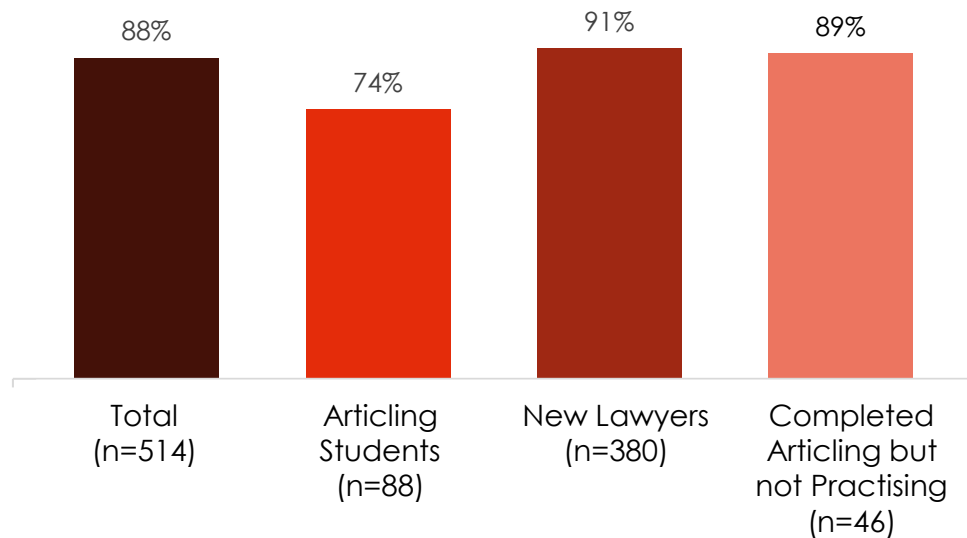
* Reduced base size: Articling students, new lawyers and those who completed articling but are not practicing, as well as principals, recruiters and mentors, who said their organization didn't have mental health supports or who were not sure were not asked this question.

AWARENESS OF THE LAWYERS' ASSISTANCE PROGRAM

Overall, awareness of the Lawyers' Assistance Program is high, but there is opportunity to enhance awareness among current students.

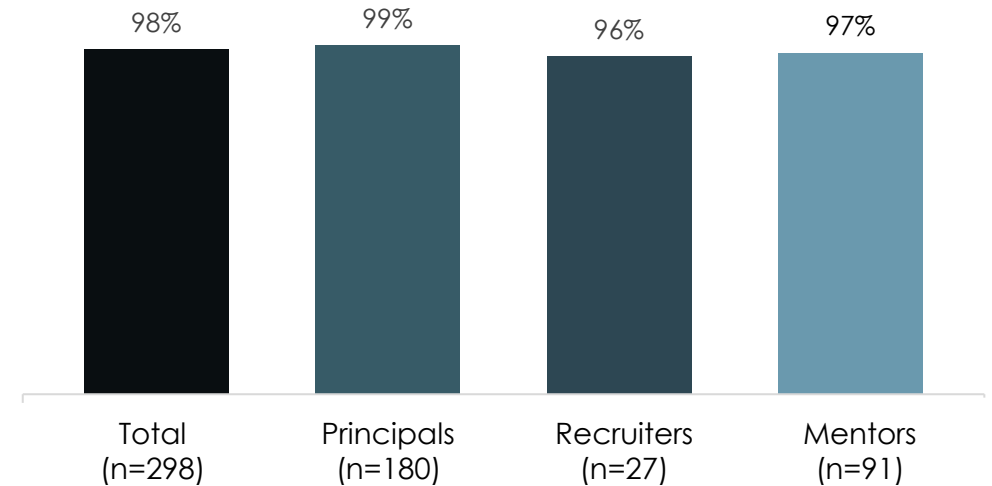
Articling Students, New Lawyers, and Completed Articling but not Practising

Are you aware of the lawyers' assistance program in your province?
(% Selected 'Yes')



Principals, Recruiters, and Mentors

Are you aware of the lawyers' assistance program in your province?
(% Selected 'Yes')

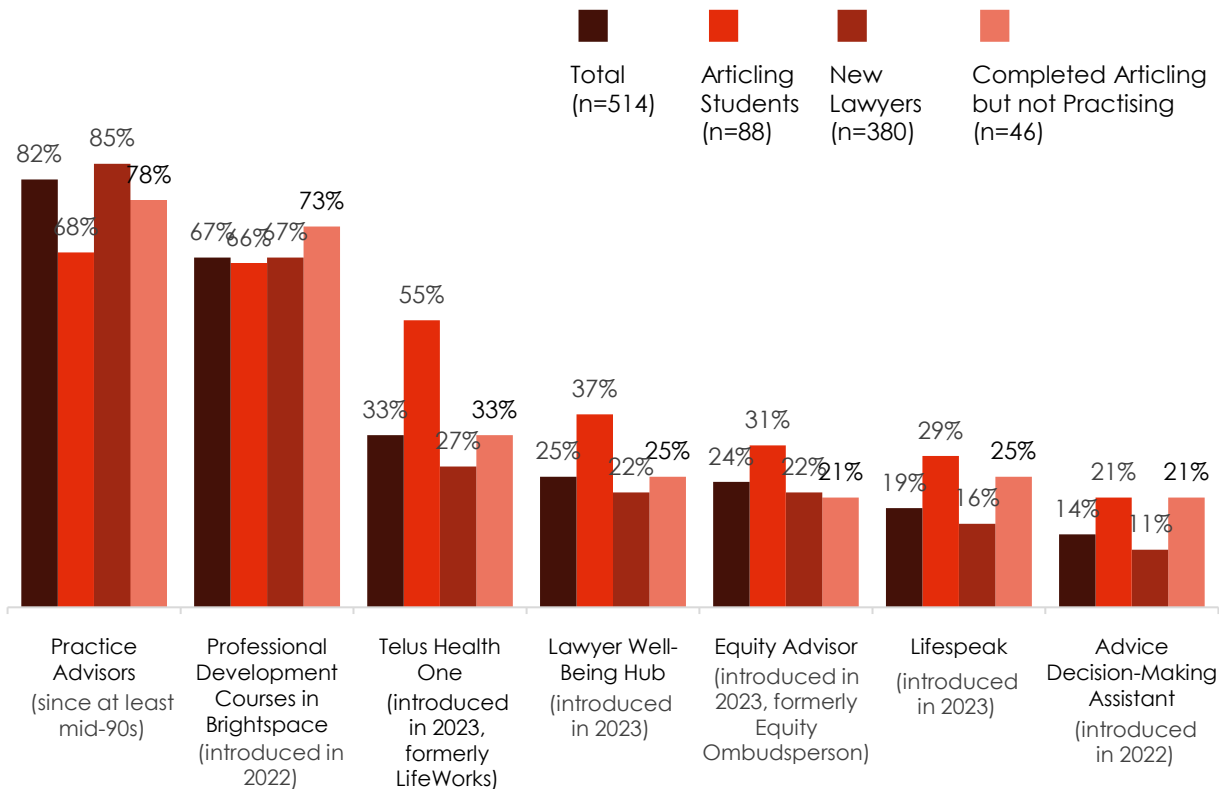


AWARENESS OF RESOURCES/SUPPORTS AVAILABLE THROUGH THE LSBC

Awareness of the Practice Advisors is high, but awareness of recently introduced tools and resources by the Law Society is generally low, with the exception of the professional development courses through Brightspace.

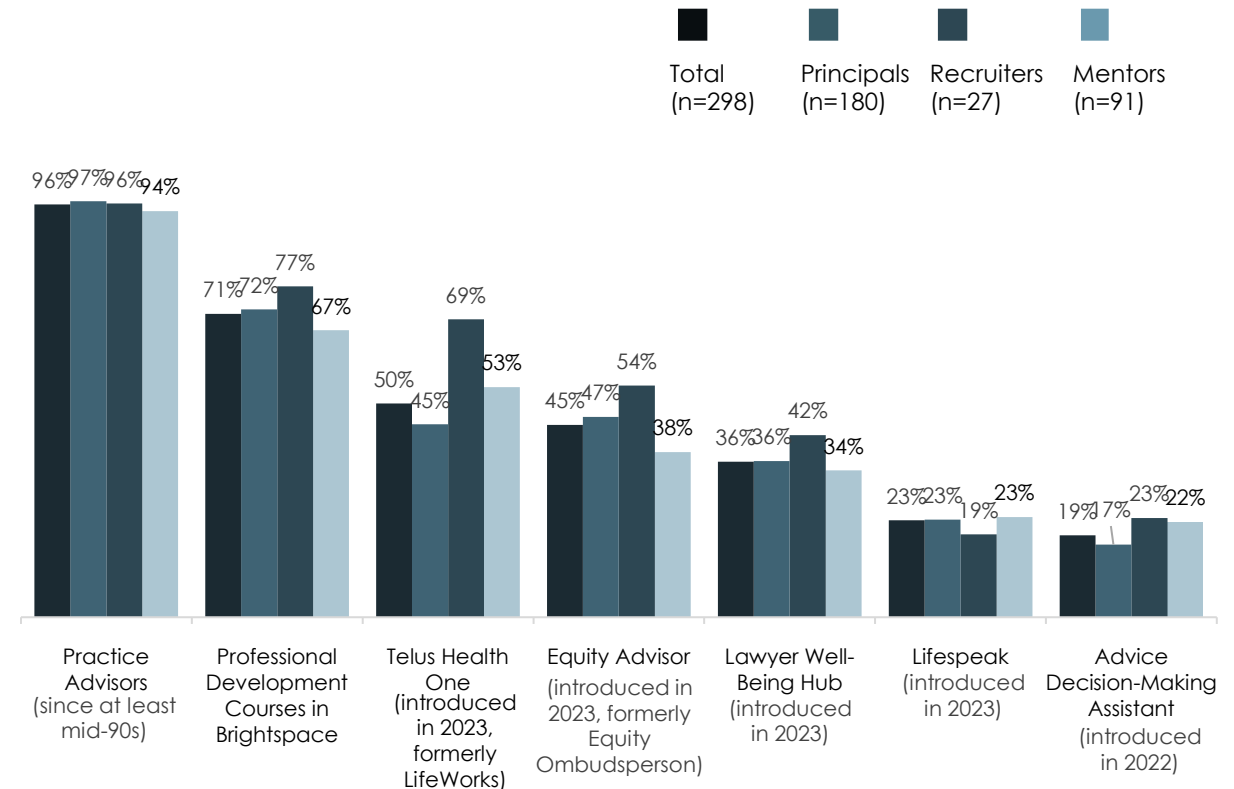
Articling Students, New Lawyers, and Completed Articling but not Practising

During your articling, are/were you aware of the following resources/supports available through the Law Society of British Columbia? (% Selected 'Yes')



Principals, Recruiters, and Mentors

Were you aware of the following resources/supports available through the Law Society of British Columbia? (% Selected 'Yes')

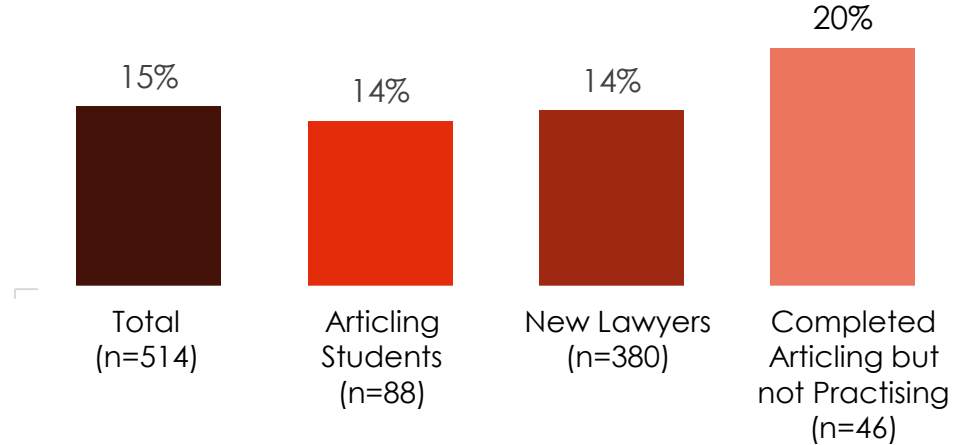


NEED FOR ADDITIONAL RESOURCES THAT WOULD ASSIST WITH LAWYER COMPETENCE

15% believe that additional resources from the Law Society could help improve the competence of new lawyers.

Articling Students, New Lawyers, and Completed Articling but not Practising

Were there any other resources from the Law Society that would have assisted you with lawyer competence during your articles?
(% Selected 'Yes')

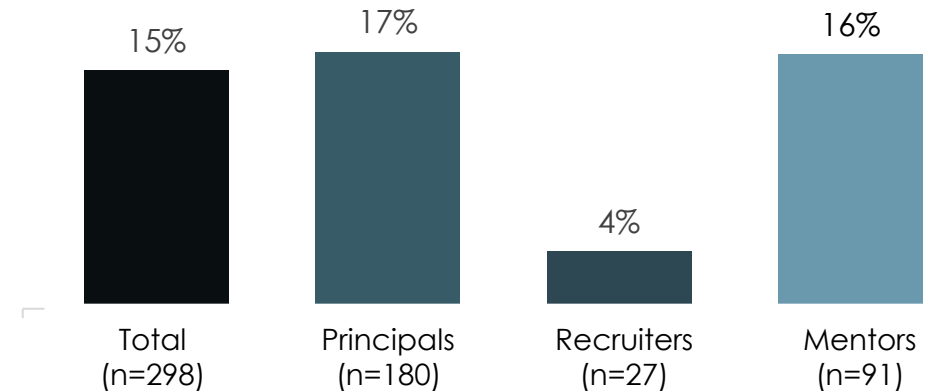


Please list what resources from the Law Society would have assisted you with lawyer competence during your articles. (n=67)

Students asked for better financial support, improved mentorship, more oversight, and stronger proactive protections against harassment and discrimination. They also seek clearer guidance on practical skills, enhanced mental health resources, and greater accountability from principals and firms.

Principals, Recruiters, and Mentors

Were there any other resources from the Law Society that would have assisted you or your students with teaching/learning lawyer competence?
(% Selected 'Yes')



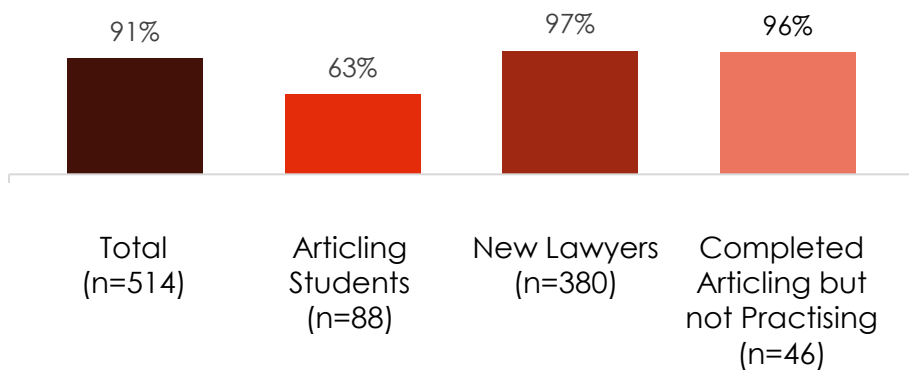
Please list what resources from the Law Society would have assisted you or your students with lawyer competence. (n=46)

Principals are seeking more targeted resources to improve lawyer competence, including updated learning materials, better mentorship programs, and clearer expectations. They want more practical training, real-world examples in PLTC courses, and stronger mental health support. Financial assistance to offset the costs of hiring articulated students, especially for smaller firms, is also a key request.

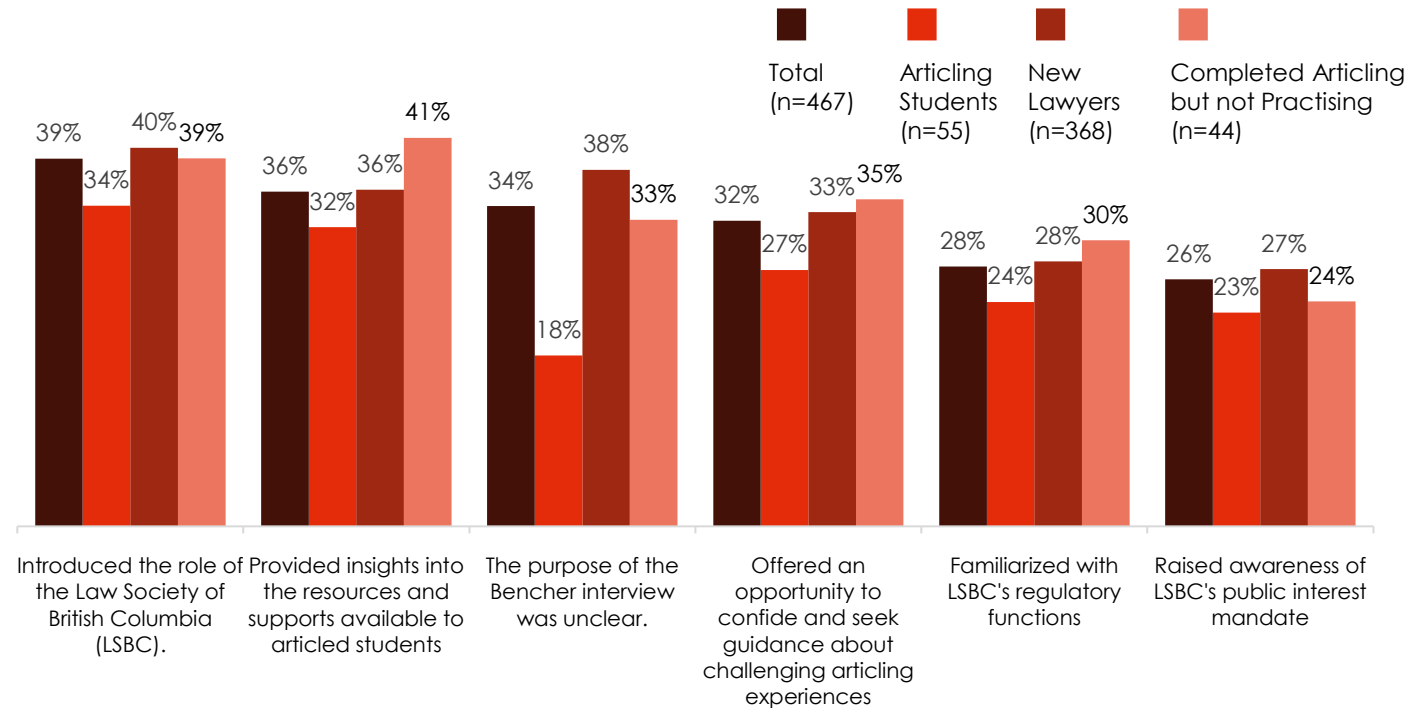
The Bencher interviews can serve as a means to introduce the role of the Law Society of British Columbia and offer insights into the resources and support services available. However, for a significant portion of respondents, the purpose of the interview was unclear.

Articling Students, New Lawyers, and Completed Articling but not Practising

Have you completed the Bencher Interview as part of your articling experience? (% Selected 'Yes')



How did the Bencher interview during your articling experience contribute to your learning experience? *



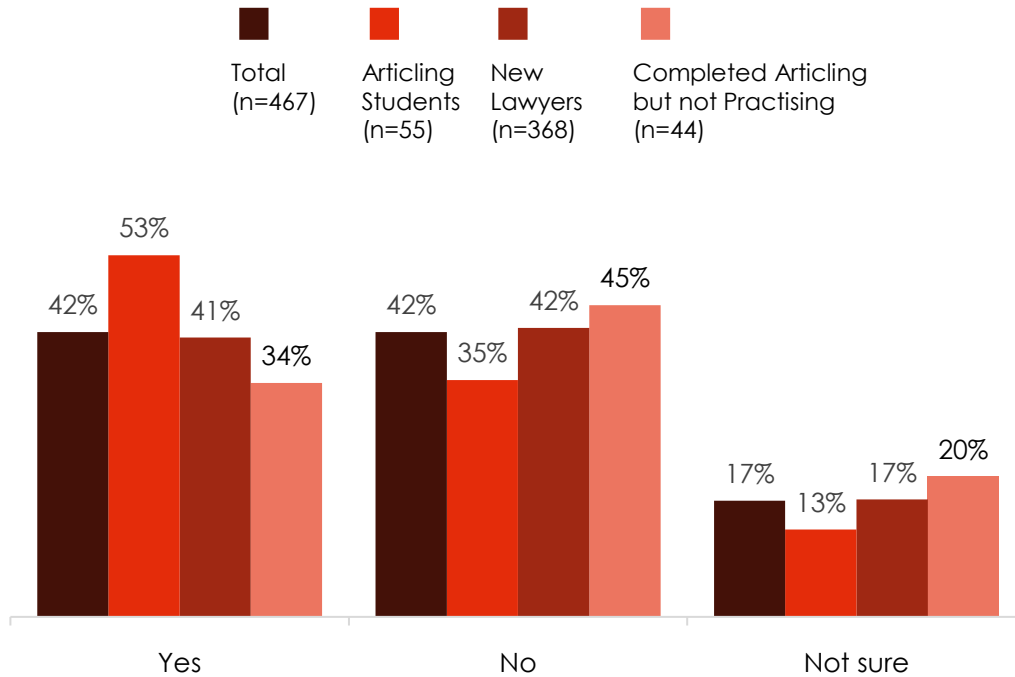
* Reduced base size: Those who indicated they did not complete the Bencher Interview at Q41 were not asked this question.

PERCEPTIONS OF THE BENCHER INTERVIEW

There was an even split between students who thought Bencher interviews should be optional and those who felt they should be mandatory. Additional comments suggested the need for a clear purpose and structured format, practical relevance, and confidentiality during bencher interviews.

Articling Students, New Lawyers, and Completed Articling but not Practising

Would you have chosen to attend the Bencher Interview if it had been optional instead of mandatory?



Do you have any additional comments or feedback you would like to share regarding your experience with the Bencher Interview? (n=255)

Unclear Purpose and Structure

"I was under the impression was the purpose was to ensure I was of good character which seemed strange as it was one video call. I was also unable to find much information about the purpose of the interview beforehand."

Limited Relevance and Practical Value

"The Bencher Interview, in my opinion, is antiquated and unnecessary. Many of the BC Benchers are unable to relate to the current day struggles of articling students, and/or continue to uphold and glorify long working hours taking precedent over mental health."

Compromised Confidentiality and Comfort

"Mine was conducted virtually from the office, where everyone else at the office could overhear. I had significant concerns about my experience that I wanted to share, but the bencher insisted on a virtual, during the work day meeting, despite my requests to meet in person."

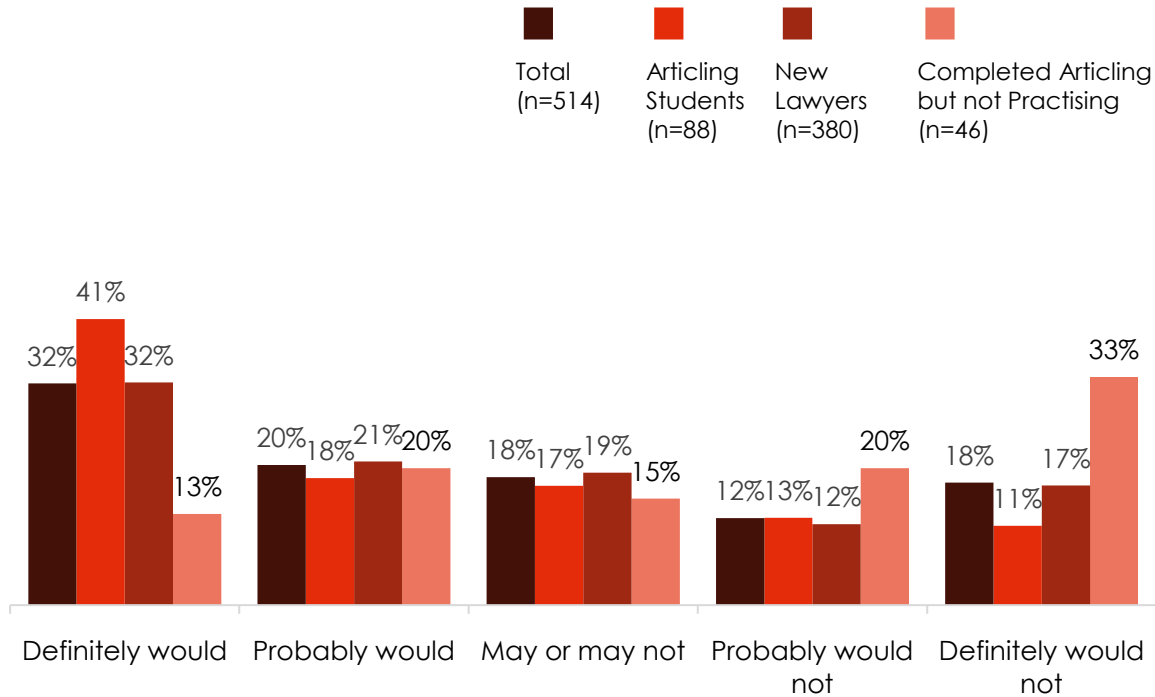
* Reduced base size: Those who indicated they did not complete the Bencher Interview at Q41 were not asked this question.

LIKELIHOOD OF RECOMMENDING ARTICLES / TAKING ON ARTICLING STUDENTS IN THE FUTURE

Over 50% of students would recommend articling at the firm where they completed their articling. Nearly 80% of principals, recruiters, and mentors express interest in taking on students in the future.

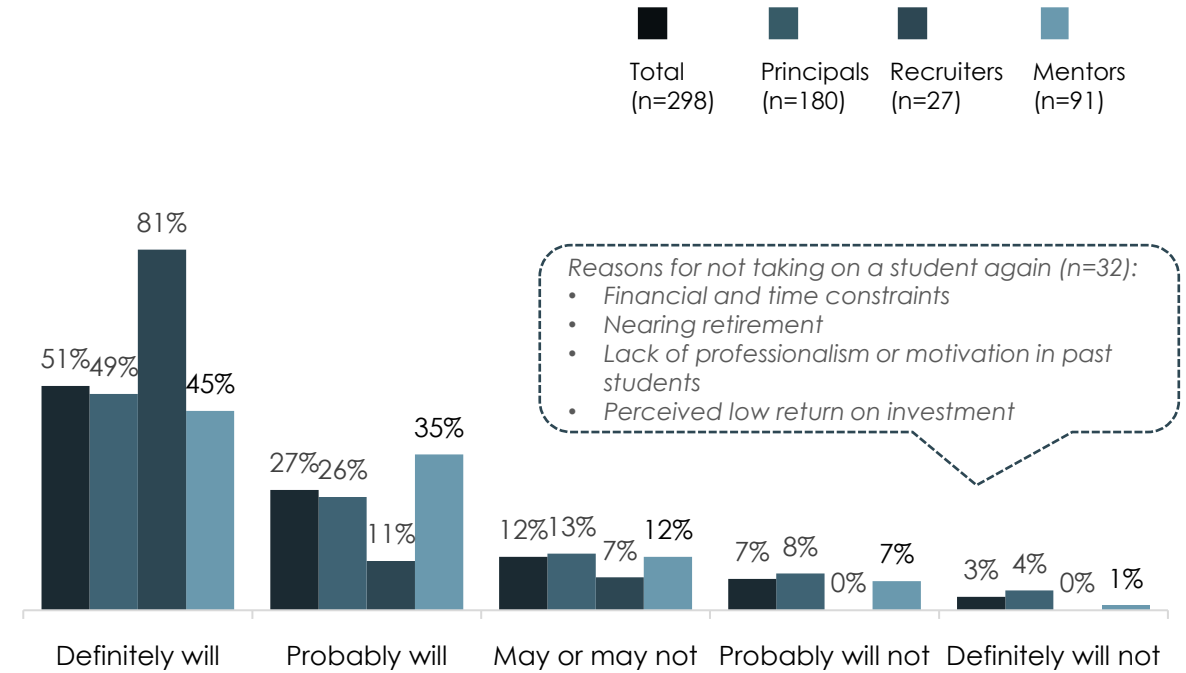
Articling Students, New Lawyers, and Completed Articling but not Practising

Now thinking more generally about where you article/articled, would you recommend it to articling students in the future?



Principals, Recruiters, and Mentors

Based on your experiences as a principal/recruiter/mentor, how likely are you to take on an articling student again in the future? / Why wouldn't you take another articling student in the future?

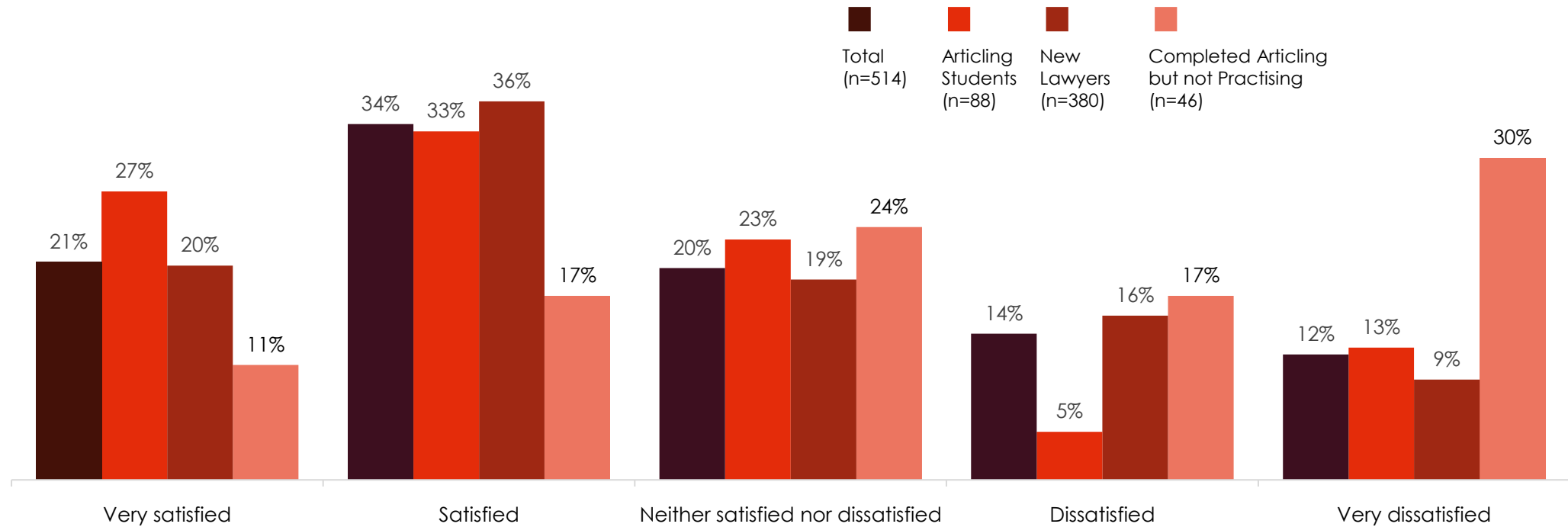


SATISFACTION WITH ARTICLING EXPERIENCE

Just over half of student survey respondents were satisfied with their articling experience.

Articling Students, New Lawyers, and Completed Articling but not Practising

Overall, how satisfied were/are you with your articling experience?



REASONS FOR SATISFACTION WITH ARTICLING EXPERIENCE

The quality of mentorship and training, along with the work environment, are the primary factors affecting satisfaction with the articling experience.

Articling Students, New Lawyers, and Completed Articling but not Practising
Please explain why you are satisfied / very satisfied with your articling experience. (n=212)

Supportive Mentorship and Team Environment

"I was fortunate to work in a very supportive environment with excellent mentorship. Although my articling experience was not highly structured, I worked on a wide variety of tasks and files, was encouraged to follow my interests, and was provided with helpful feedback and reasonable expectations throughout my experience"

Hands-On Experience and Practical Exposure

"Whatever theoretical knowledge I have gained as legal assistant, I am practically implementing that knowledge. Further, my principal is the best principal one could ever have. He pushes me to appear for hearings."

Work-Life Balance and Flexibility

"My work placed a high premium on work life balance such that I never felt that I needed mental health or stress supports. Additionally, my mentors were approachable and open to questions/requests for feedback. At the same time, they didn't limit my ability to experience new things and allowed me to get hand-on experience with a lot of different areas of practice, including court time."

Exposure to Diverse Practice Areas

"Got to experience multiple areas of law, and having worked with a sole practitioner got visibility of the entire practice."

Autonomy and Responsibility

"I think that my articling experience involved an ideal mix of hands-on experience/opportunities to take on a significant level of responsibility on files and structured support and training. I wasn't thrown into the deep end and forced to learn things by myself, but I also felt like I was afforded a lot of trust and respect by members of my firm and allowed to do meaningful work."

REASONS FOR DISSATISFACTION WITH ARTICLING EXPERIENCE

Lack of mentorship, abusive workplaces, and unrealistic expectations were some of the key factors shaping dissatisfaction with the articling experience.

Articling Students, New Lawyers, and Completed Articling but not Practising

Please explain why you are very dissatisfied / dissatisfied / neither satisfied nor dissatisfied / with your articling experience. (n=201)

Lack of Mentorship and Support

"I had zero mentorship from my principal. I was often given tasks without clear instructions or guidance. I was often overwhelmed with the responsibilities/tasks I was given, without having a lawyer to ask questions to or seek advice from. My principal was rarely in the office, and I could not rely on them for assistance"

Toxic and Abusive Work Environments

"Learning this practice through disrespectful/rude/mean individuals is an unfortunately first glimpse into the practice of law, and one that could likely turn some individuals off from this work"

Unrealistic Expectations and Stress

"Articling positions are treated as a way to exploit candidates. Lawyers hire articling students to impose their unrealistic expectations and threaten them to terminate the relationship which will scare them off to work harder and for longer hours. Principal lawyers are using articling students to make them work for 2 people"

Inadequate Compensation

"The compensation is very minimal and the work load is very high. The expectation is that you work around the clock on anything that they need help with and that you are there for experience. . The prospects of finding a position in the desired field is very low so there is no incentive for firms (smaller firms) to pay well or support students because there is a lineup of willing students to take your position"

Limited Learning Opportunities and Exposure

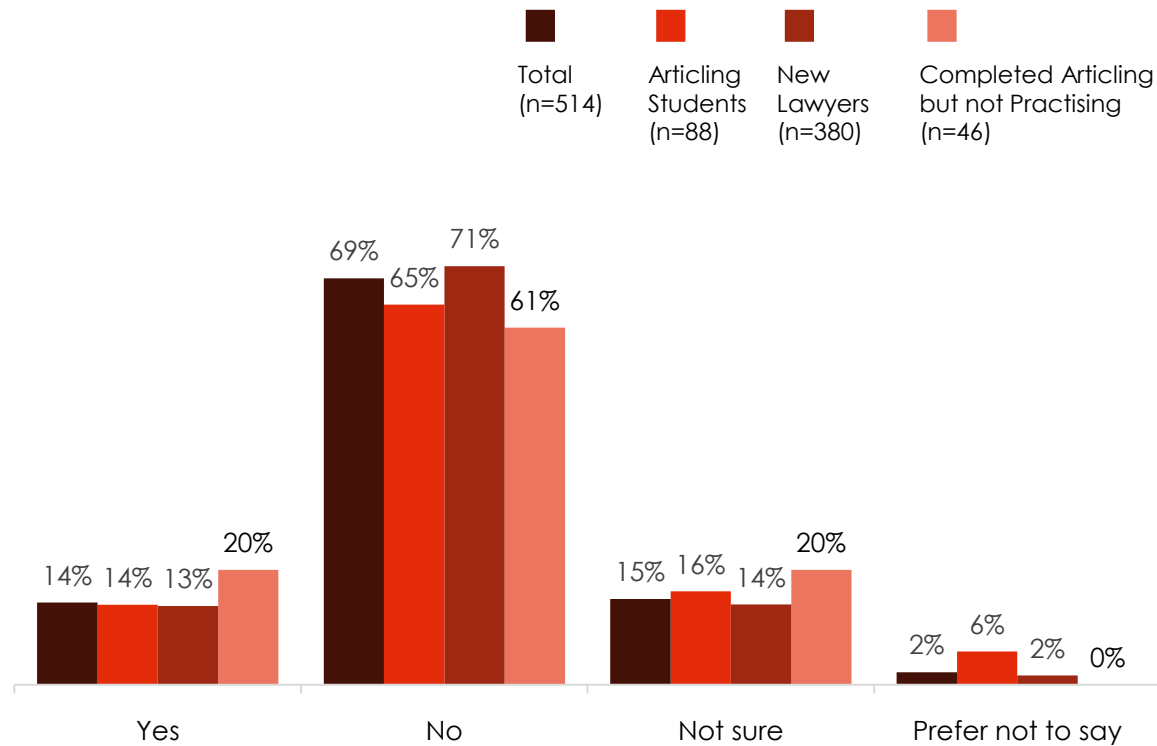
"...the firm didn't practice in an area I ultimately wanted to work in, and because it was such a small firm there was no opportunity to get any exposure to any other practice areas"

DISCRIMINATION DURING RECRUITMENT PROCESS

14% of articling students, new lawyers, and those who completed articling but are not practising reported experiencing discrimination during the recruitment process.

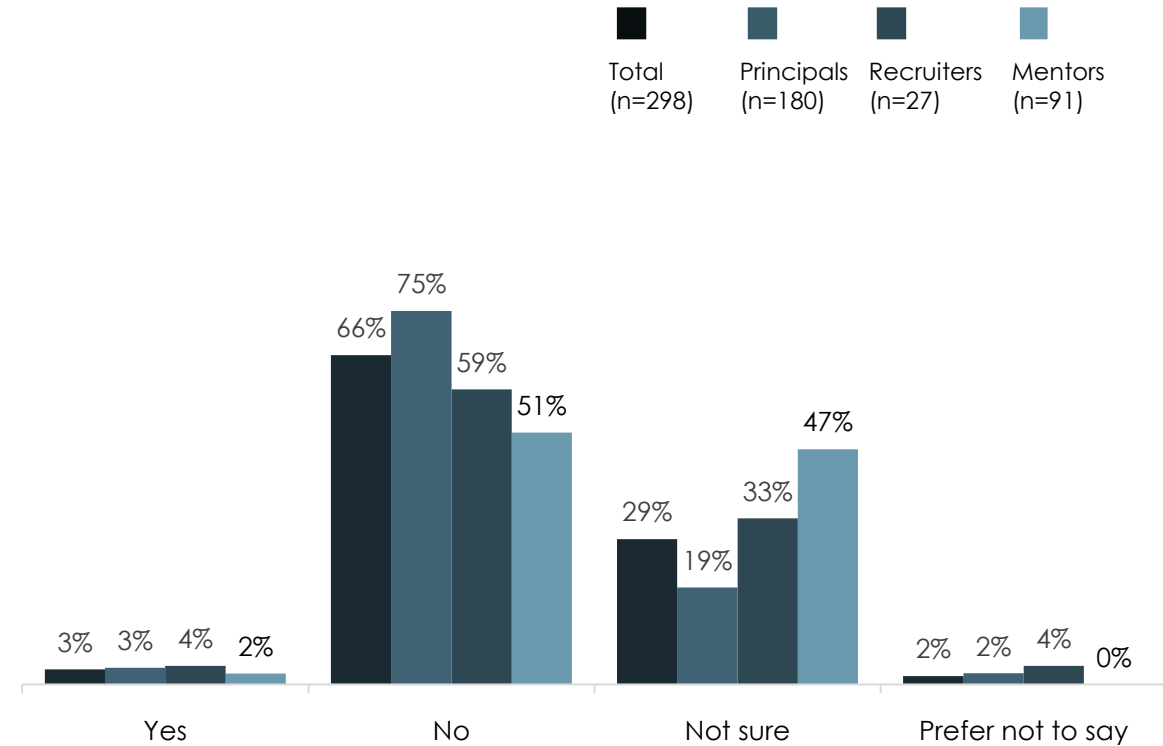
Articling Students, New Lawyers, and Completed Articling but not Practising

During the recruitment process for your articling position did you experience discrimination related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors?



Principals, Recruiters, and Mentors

Has your firm/organization ever had a candidate indicate that they have been discriminated against related to age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors during the recruitment process?

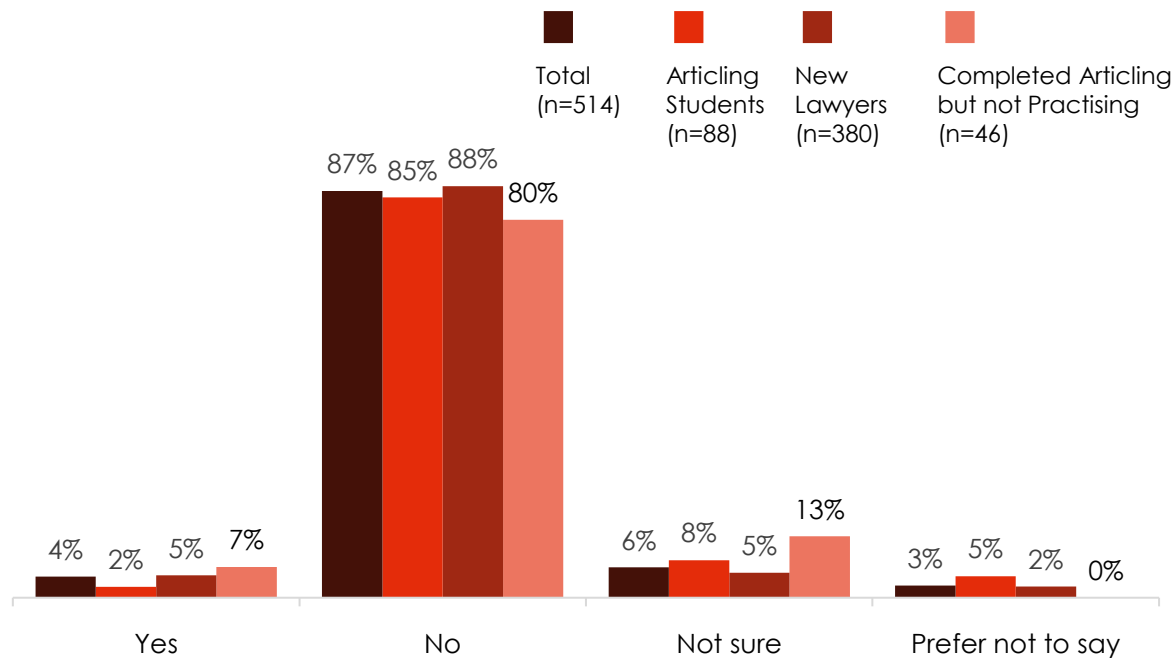


HARASSMENT DURING RECRUITMENT PROCESS

4% of articling students, new lawyers, and those who completed articling but are not practising reported experiencing harassment during recruitment.

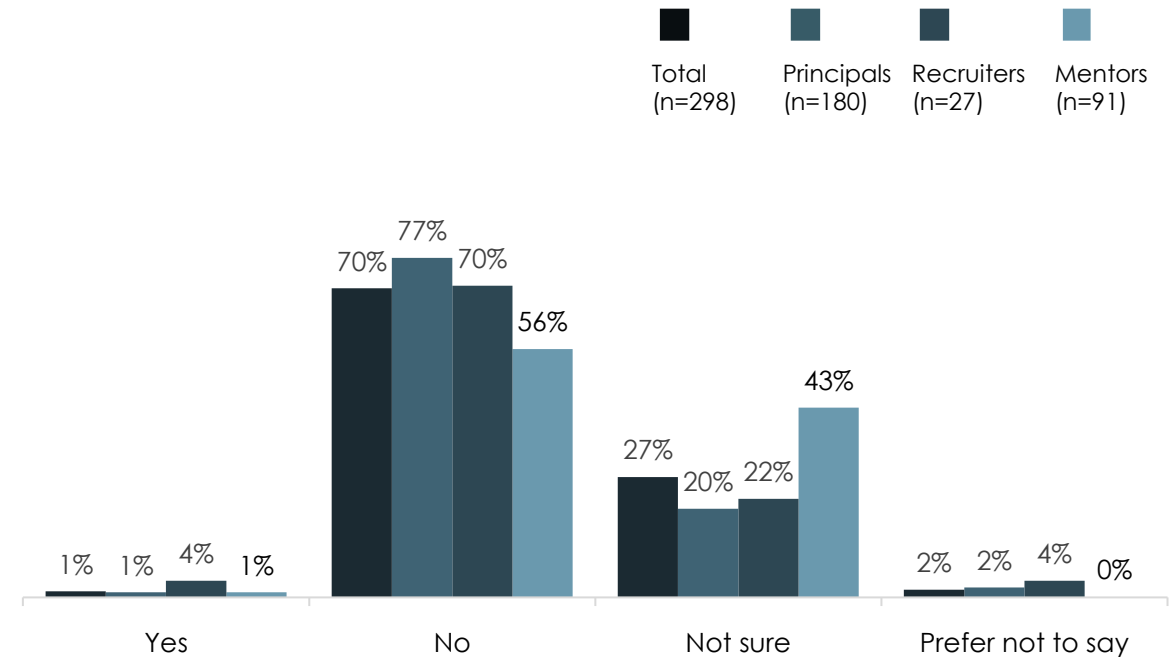
Articling Students, New Lawyers, and Completed Articling but not Practising

During the recruitment process for your articling position did you experience harassment related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors?



Principals, Recruiters, and Mentors

Has your firm/organization ever had a candidate indicate that they have been harassed related to age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors during the recruitment process?

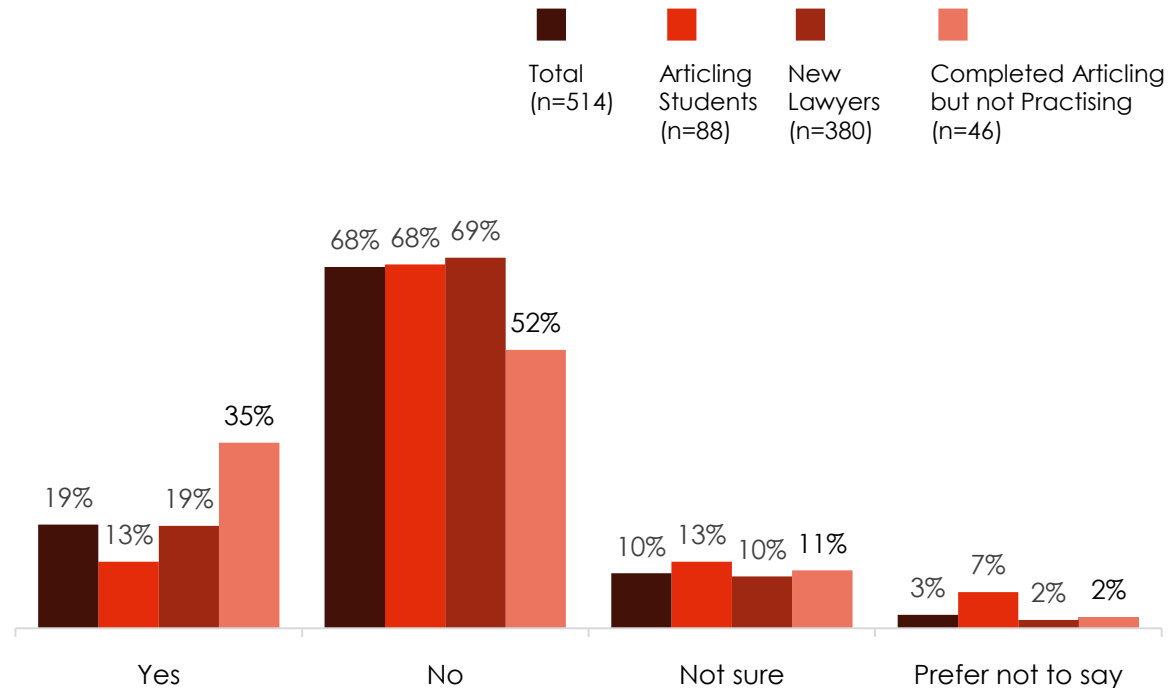


DISCRIMINATION DURING ARTICLING

During articling, 19% of articling students, new lawyers, and those who completed articling but are not practising reported experiencing discrimination.

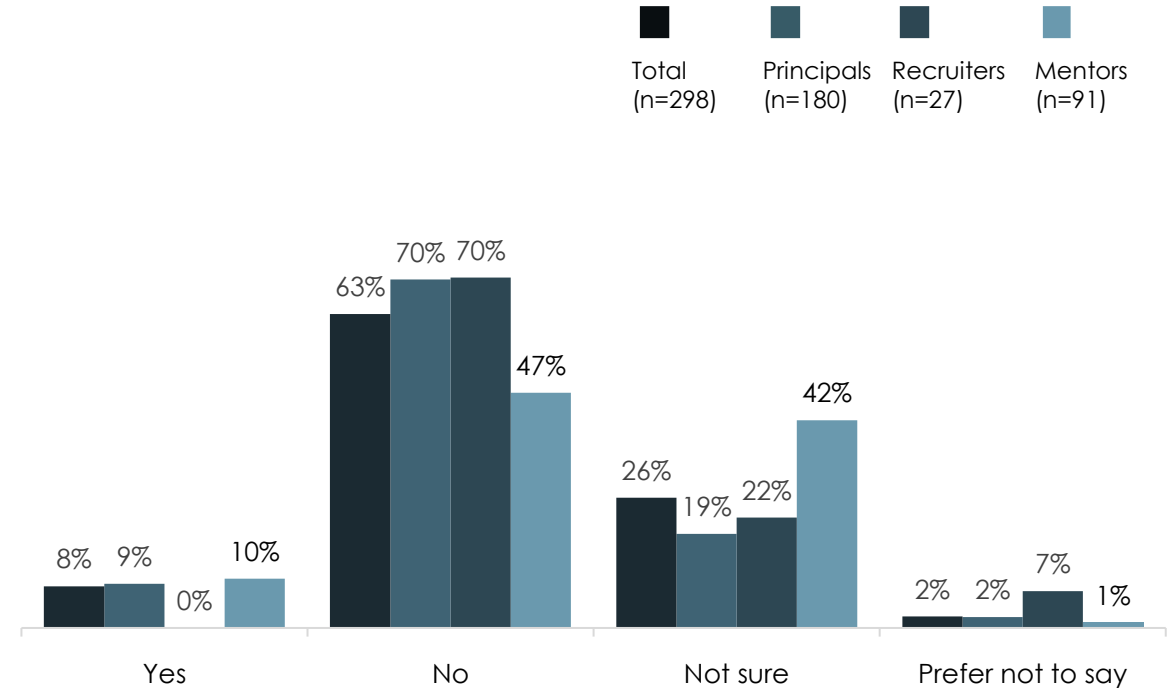
Articling Students, New Lawyers, and Completed Articling but not Practising

During your articling, did you experience discrimination related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors?



Principals, Recruiters, and Mentors

Has an articling student come to you with concerns about being discriminated against by someone at the firm/organization related to age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors during their articling experience?

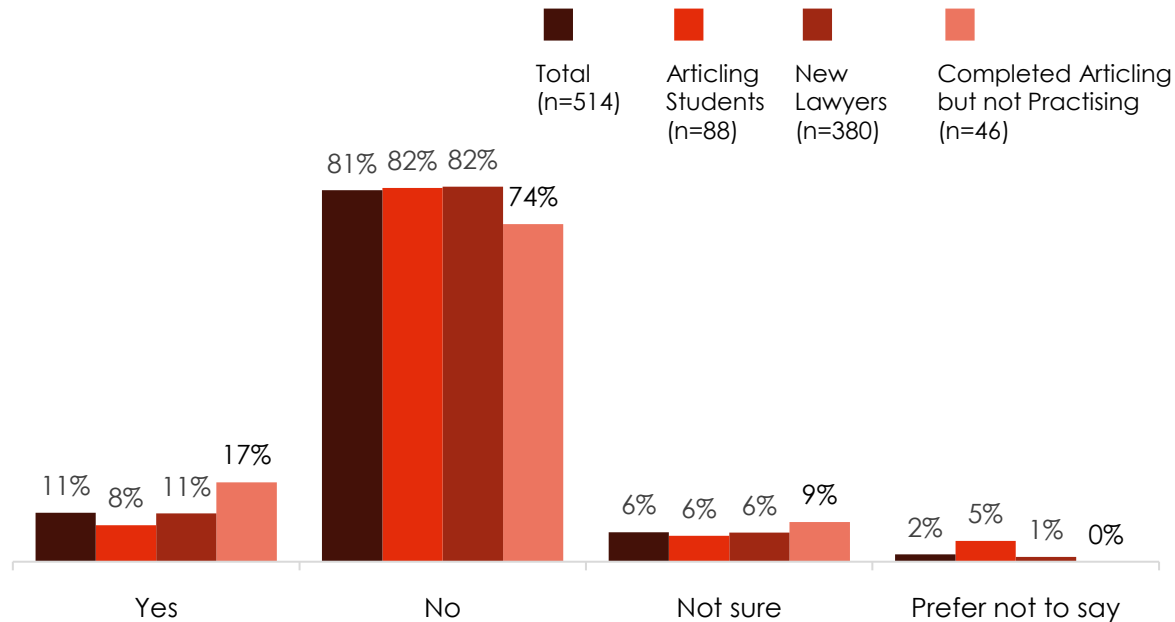


HARASSMENT DURING ARTICLING

11% of articling students, new lawyers, and those who completed articling but are not practising reported experiencing harassment during articling.

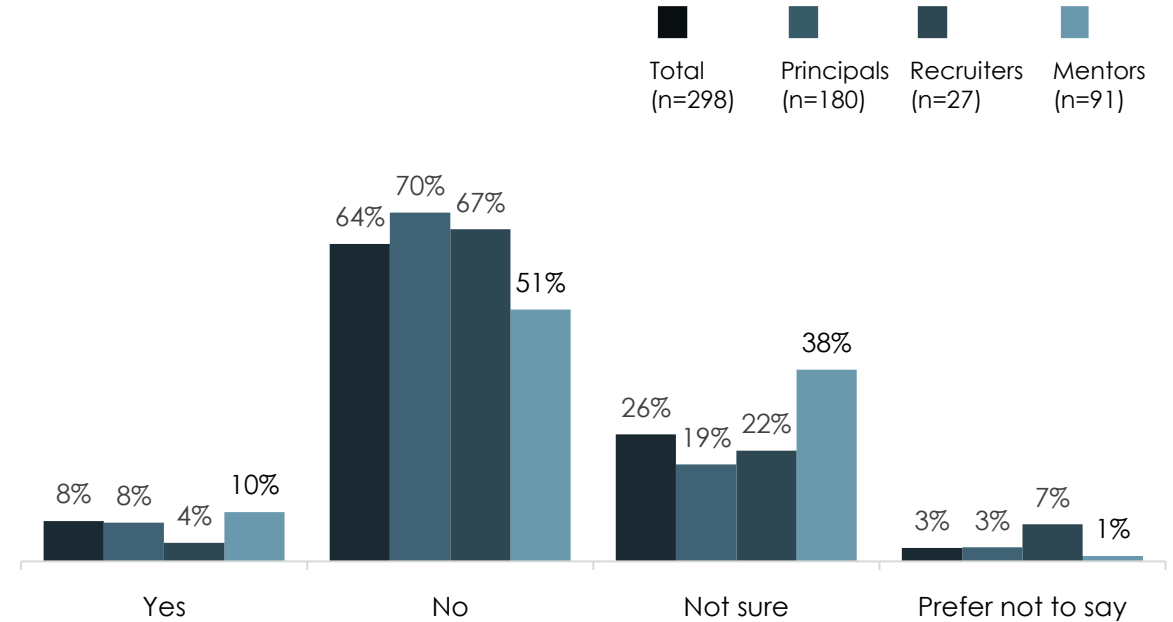
Articling Students, New Lawyers, and Completed Articling but not Practising

During your articling, did you experience harassment related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors?



Principals, Recruiters, and Mentors

Has an articling student come to you with concerns about being harassed by someone at the firm/organization related to age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors during their articling experience?

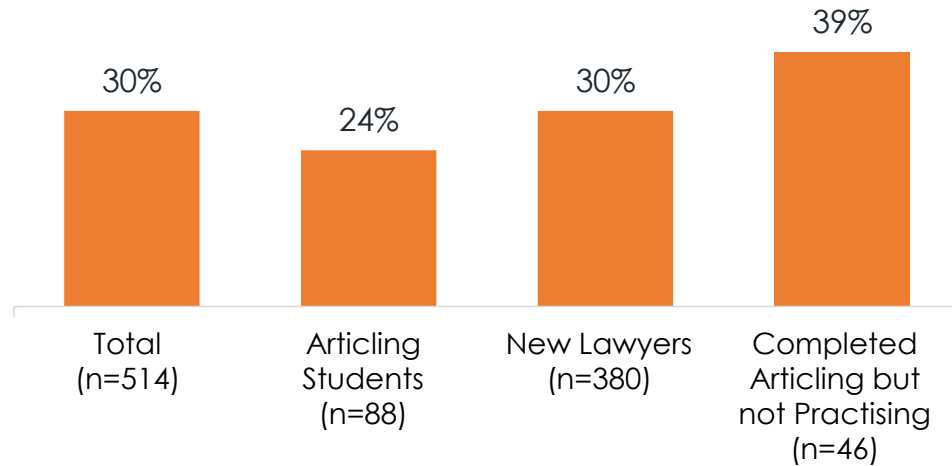


DISCRIMINATION/HARASSMENT DURING ARTICLING/RECRUITMENT

Nearly 70% of those who experienced discrimination and/or harassment did not report those experiences.

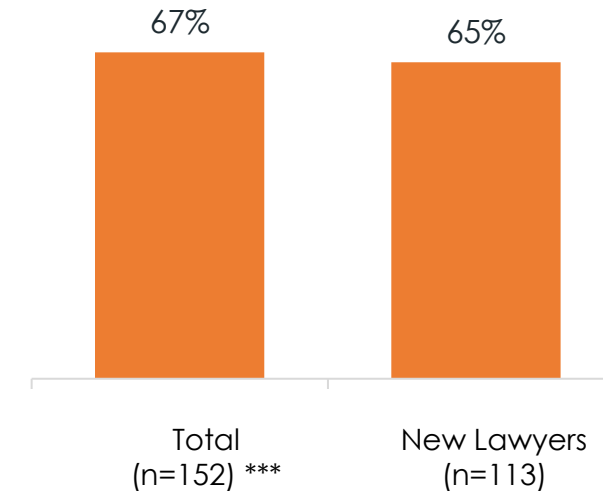
Articling Students, New Lawyers, and Completed Articling but not Practising

*During the recruitment process for your articling position did you experience discrimination related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? | During the recruitment process for your articling position did you experience harassment related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? | During your articling, did you experience discrimination related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? | During your articling, did you experience harassment related to your age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, religion, gender identity, gender expression, sex and/or sexual orientation, or other factors? **



Articling Students, New Lawyers, and Completed Articling but not Practising

*Did you report the discrimination/harassment you experienced during articling or the recruitment process to any of the following bodies? ***



* Composed of respondents who answered 'yes' to at least one of the four discrimination and/or harassment-related questions (Q48–52).

** Composed of respondents who selected 'no' to all four of the answer options in the question about the bodies to which the experiences of discrimination and/or harassment were reported (Q60)

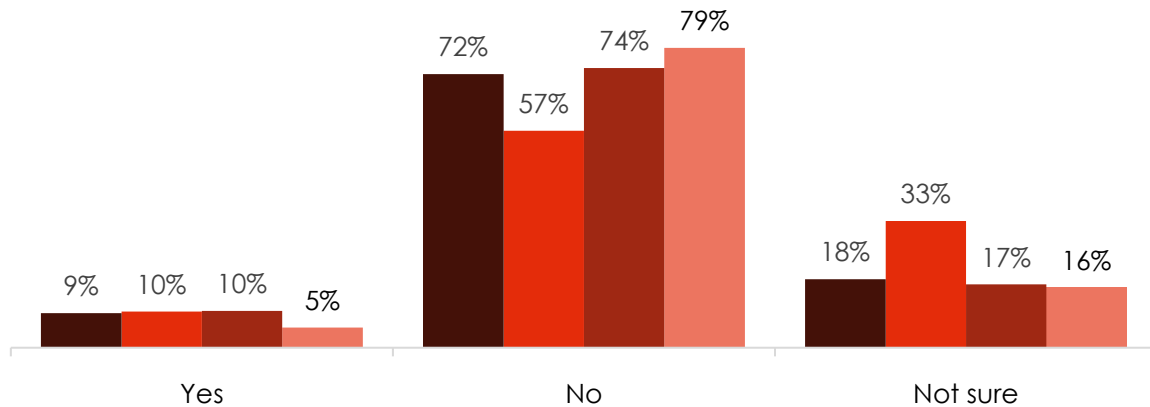
*** Reduced base size: Those who said they did not experience discrimination and/or harassment at Q48-52 were not asked this question. Base sizes insufficient for reporting articling students and those who completed articling but are not practising

AVAILABILITY OF RESOURCES TO ADDRESS DISCRIMINATION AND/OR HARASSMENT

Among students who experienced discrimination or harassment, only 9% felt adequate resources were available to address these issues. In contrast, 80% of principals, recruiters, and mentors felt there was a confidential place to address their concerns.

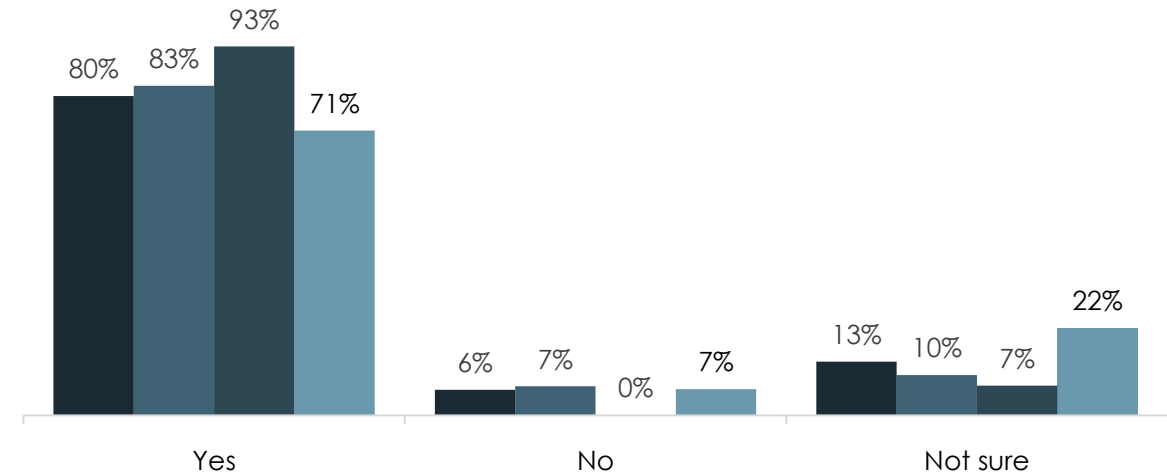
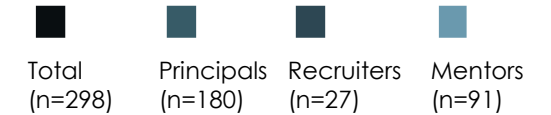
Articling Students, New Lawyers, and Completed Articling but not Practising

Were resources available to address the discrimination or harassment you experienced? *



Principals, Recruiters, and Mentors

If an articling student believes they have been discriminated against or harassed by someone in your firm/organization, is there a place they can confidentially address their concerns?



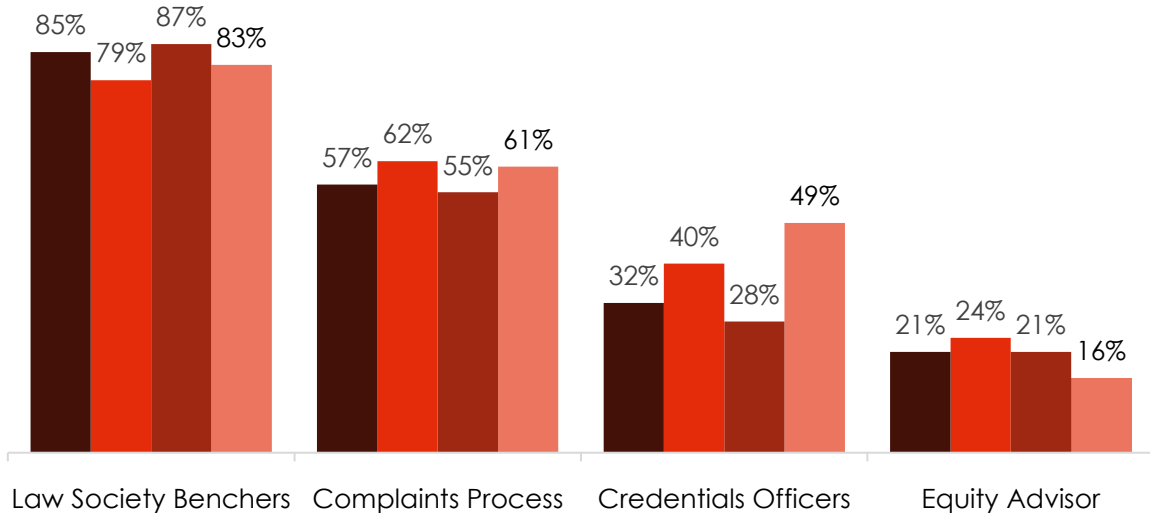
* Reduced base size: Those who said they did not experience discrimination and/or harassment at Q48-52 were not asked this question.

AWARENESS OF SUPPORTS / RESOURCES AVAILABLE THROUGH THE LSBC

There is an opportunity to improve awareness of the resources offered by the Law Society, particularly of Credentials Officers and the Equity Advisor.

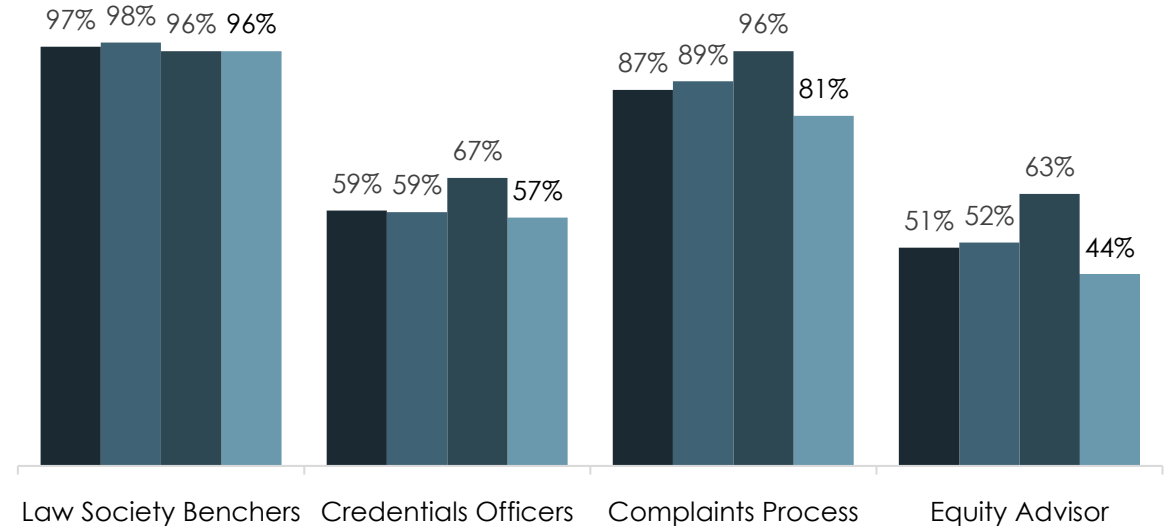
Articling Students, New Lawyers, and Completed Articling but not Practising

During your articling, are/were you aware of the following supports/resources available through the Law Society of British Columbia? (% Selected 'Yes')



Principals, Recruiters, and Mentors

Were you aware of the following supports/resources available through the Law Society of British Columbia? * (% Selected 'Yes')



* Reduced base size: Re-based to exclude 'NA - Didn't exist when I was a principal/recruiter/mentor'



EQUITY-DESERVING GROUPS:
Racialized, 2SLGBTQIA+,
Indigenous

Respondents self-identifying with racialized, 2SLGBTQIA+, and Indigenous groups received somewhat lower average compensation compared to their peers who do not identify with these groups, however this difference was not practically significant.

Educational and Practice Setting Profile		Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)	NOT an Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)
n = *		252	208
Education	Educated outside of Canada	29%	23%
Practice Setting	Big Firms (51+ lawyers)	17%	14%
	Medium Firms (26-50 lawyers)	6%	10%
	Small Firms (2-25 lawyers)	52%	51%
Practice Location	Large Urban Centre	75%	70%
	Small Urban Centre	21%	20%
	Rural area	2%	5%
	Combination	2%	5%

* The remaining respondents opted not to disclose their identity

Compensation & Workload by Practice Setting **
(average annual salary / weekly hours)

Big Firm	Big Firm
Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)	NOT Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)
(n=43)	(n=29)
\$71,114	\$72,740
(n=44)	(n=29)
53 hrs/week	55 hrs/week
Small Firm	Small Firm
Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)	NOT Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)
(n=121)	(n=106)
\$46,161	\$50,076
(n=124)	(n=105)
47 hrs/week	47 hrs/week

Compensation & Workload by Practice Location
(average annual salary / weekly hours)

Large Urban Centre	Large Urban Centre
Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)	NOT Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)
(n=179)	(n=139)
\$55,750	\$57,149
(n=183)	(n=143)
48 hrs/week	49 hrs/week
Small Urban Centre	Small Urban Centre
Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)	NOT Equity-Deserving Group (Racialized, 2SLGBTQIA+, Indigenous)
(n=50)	(n=41)
\$43,363	\$45,732
(n=52)	(n=41)
47 hrs/week	44 hrs/week

Overall Compensation (average annual salary) ***

\$52,464	Difference:	\$53,850
(n=238)	3% lower	(n=201)
Equity-Deserving Group		NOT Equity-Deserving Group
(Racialized, 2SLGBTQIA+, Indigenous)		(Racialized, 2SLGBTQIA+, Indigenous)

An independent-samples t-test was conducted to evaluate whether there was a statistically significant difference in compensation between the two groups. The results showed that the mean difference was not statistically significant (p = 0.36), and the effect size was negligible (0.08). This indicates that the difference is minimal and unlikely to have real-world implications or practical importance (Lakens, 2013).

** The analysis of average compensation excluded 11 outliers, and the analysis of average workload excluded 12 outliers. Respondents were classified as outliers if they met any of the following criteria: 1) reported an annual compensation of \$9,000 or less, or \$115,000 or more; 2) indicated a weekly workload of 10 hours or less, or 100 hours or more.
*** Reduced base size: Those who did not receive annual compensation were not asked this question. Those who preferred not to answer or were identified as outliers were excluded from the calculation of averages.



EQUITY-DESERVING GROUPS:
Female Respondents

Female respondents, compared to their male counterparts, reported compensation that was on par or slightly higher; however, the difference was not practically significant.

Educational and Practice Setting Profile		Female	Male
<i>n</i> = *		320	155
Education	Educated outside of Canada	26%	25%
Practice Setting	Big Firms (51+ lawyers)	18%	12%
	Medium Firms (26-50 lawyers)	10%	7%
	Small Firms (2-25 lawyers)	46%	59%
	Sole Practitioner	11%	9%
Practice Location	Large Urban Centre	73%	72%
	Small Urban Centre	21%	21%
	Rural area	3%	3%
	Combination	3%	3%

Compensation & Workload by Practice Setting ***
(average annual salary / weekly hours)

Practice Setting	Female	Male
Big Firm	(n=59) \$72,642 (n=59) 53 hrs/week	(n=18) ** \$71,469 (n=18) ** 52 hrs/week
Small Firm	(n=139) \$48,787 (n=142) 48 hrs/week	(n=90) \$46,782 (n=87) 46 hrs/week

Compensation & Workload by Practice Location
(average annual salary / weekly hours)

Practice Location	Female	Male
Large Urban Centre	(n=226) \$58,305 (n=222) 49 hrs/week	(n=107) \$53,655 (n=109) 47 hrs/week
Small Urban Centre	(n=50) \$43,363 (n=52) 47 hrs/week	(n=33) \$44,977 (n=32) 46 hrs/week

Overall Compensation (average annual salary) ****

\$54,747 (n=305) Female	Difference: 6% higher	\$51,362 (n=150) Male
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An independent-samples t-test was conducted to assess whether there was a statistically significant difference in compensation between males and females. The results indicated a statistically significant difference ($p = 0.03$). However, the effect size was small (-0.21), suggesting the difference was not practically significant, meaning it is minimal enough to likely lack real-world implications or practical importance (Lakens, 2013).

* The remaining respondents opted not to disclose their gender identity or identified as 'non-binary' or 'other'

** Low base size: Interpret with caution

*** The analysis of average compensation excluded 13 outliers, and the analysis of average workload excluded 13 outliers as well. Respondents were classified as outliers if they met any of the following criteria: 1) reported an annual compensation of \$9,000 or less, or \$115,000 or more; 2) indicated a weekly workload of 10 hours or less, or 100 hours or more.

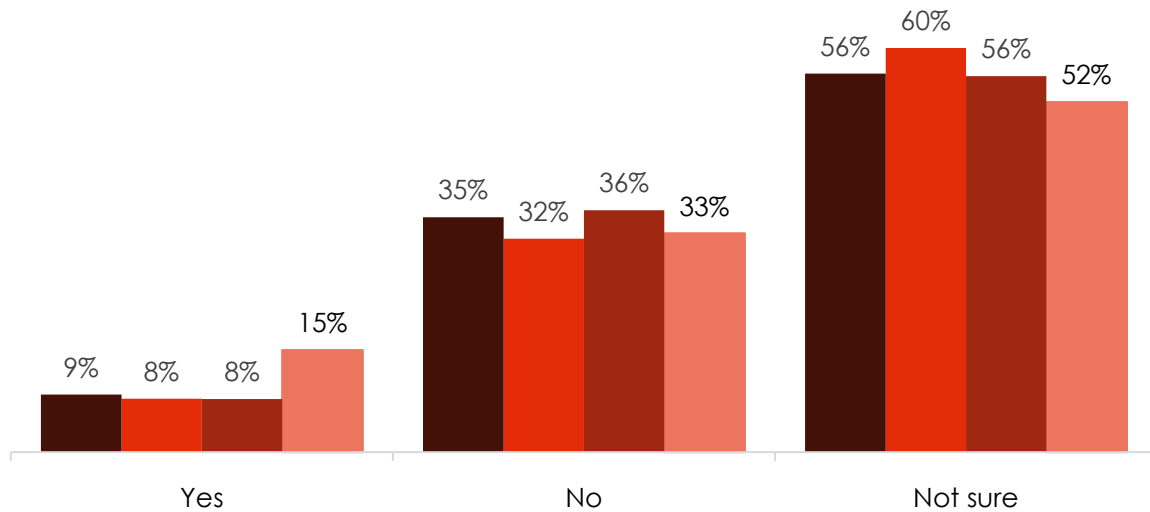
**** Reduced base size: Those who opted not to disclose their gender identity or identified as 'non-binary' or 'other', as well as those who preferred not to answer or were identified as outliers, were excluded from the calculation of averages.

NEED FOR ADDITIONAL RESOURCES THAT WOULD ASSIST WITH EQUITY, DIVERSITY, AND INCLUSION ISSUES

Almost 10% feel that additional resources from the Law Society are needed to assist students with equity, diversity, and inclusion or well-being issues.

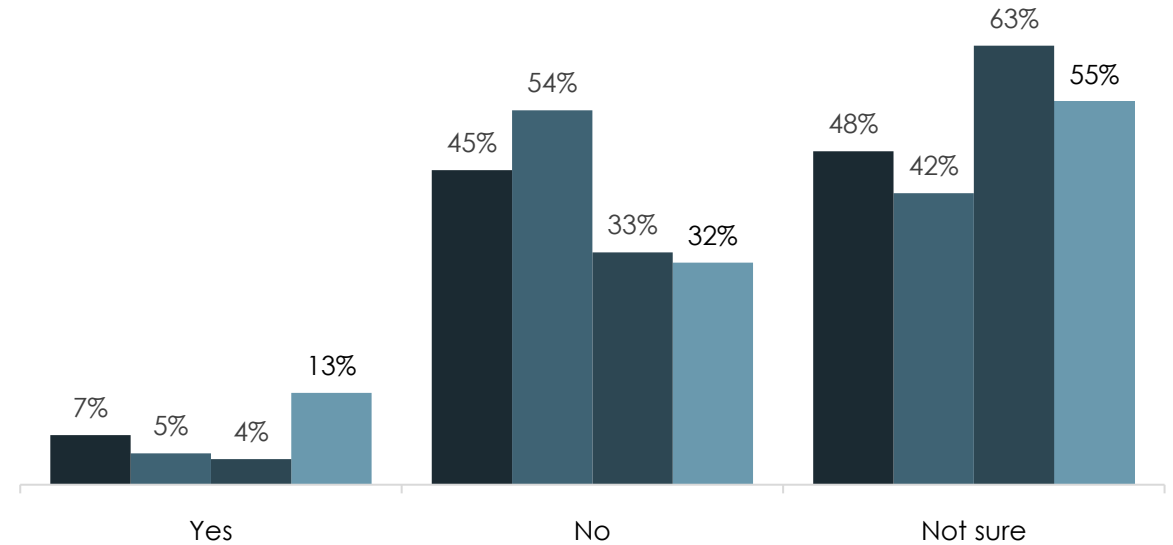
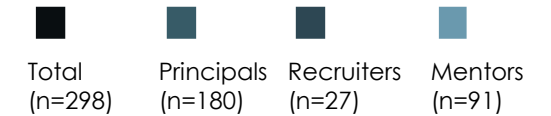
Articling Students, New Lawyers, and Completed Articling but not Practising

Were there any other resources from the Law Society that would have assisted you with equity, diversity and inclusion or well-being issues during your articles?



Principals, Recruiters, and Mentors

Were there any other resources from the Law Society that would have assisted you or your students with dealing with equity, diversity and inclusion or well-being issues?



TYPE OF ADDITIONAL RESOURCES THAT WOULD ASSIST WITH EQUITY, DIVERSITY, AND INCLUSION ISSUES

Resources identified for improving equity, diversity, and inclusion include training on EDI, safe reporting mechanisms, counseling services, etc.

Articling Students, New Lawyers, and Completed Articling but not Practising

Please list what resources from the Law Society would have assisted you with equity, diversity and inclusion or well-being issues during your articles. (n=38)

Principals, Recruiters, and Mentors

Please list what resources from the Law Society would have assisted you or your students with equity, diversity and inclusion or well-being issues during your articles. (n=19)

Oversight and Training for Firms/Mentors

"Oversight into not only principals, but the lawyers mentoring articling students, as I was groomed and emotionally abused for my entire articling term and the period following."

Placement Assistance/Switching

"I went to law school in Manitoba and articulated in BC. My understanding from the Careers Office was that the LSM could provide support to law students who were struggling to find an articling job. Likewise, LSO had a central place where employers could post articling positions. LSBC does not have either in place."

Specialized Support for Diverse Lawyers

"Support for racialized and foreign trained lawyers/ students."

"I eventually reached out to lawyers in more urban regions because of the misogyny that was within the local bar. A resource list for that would be of assistance"

Training and Education Resources

"Training on how firms can deal with EDI or well being issues internally"

Support Services for Diverse Groups

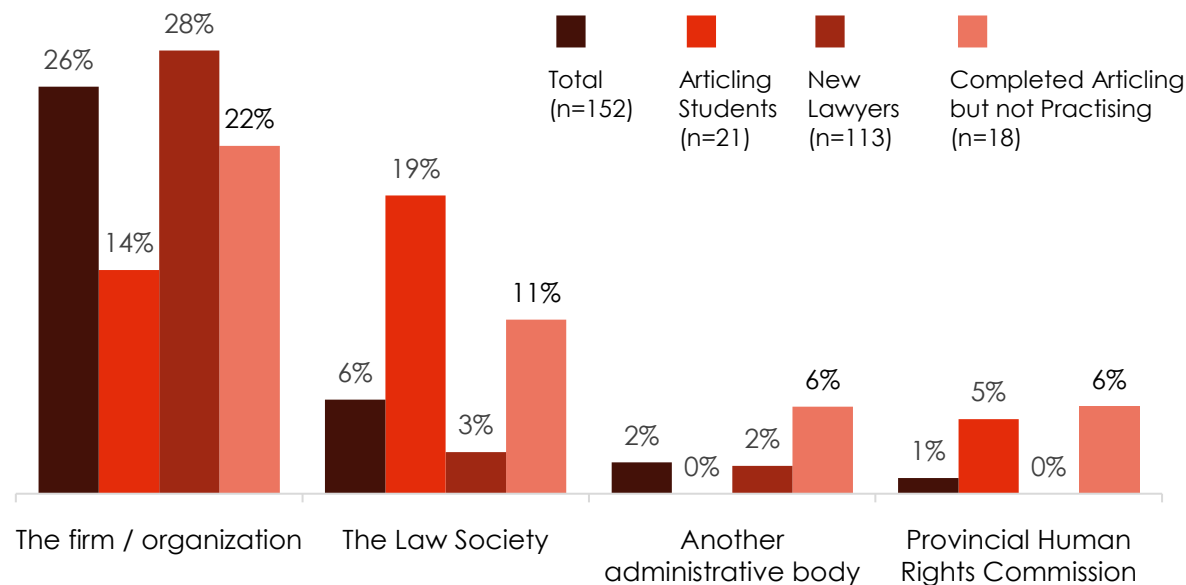
"Law Society of British Columbia needs to hire people to support articling students within each identified group of people such as black men, black women people who immigrated to Canada, indigenous men indigenous women, LGBTQ and so on - BIPOC articling students lack support, need tailored curriculum."

BODIES TO WHICH DISCRIMINATION AND / OR HARASSMENT ISSUES WERE REPORTED

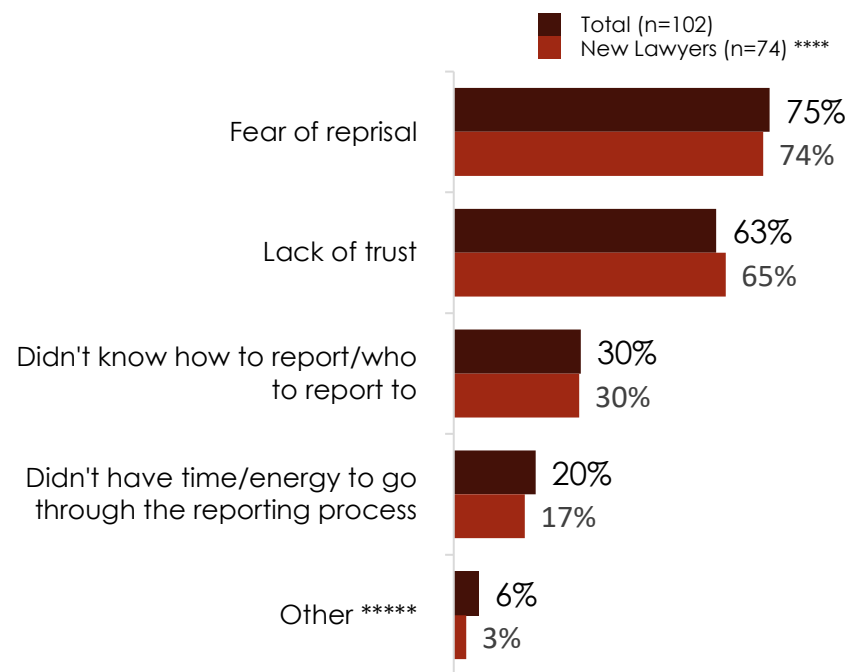
Among those who reported incidents of discrimination and harassment, these incidents were most often reported to the firm. The most common reasons for not reporting discrimination/harassment were fear of reprisal and lack of trust.

Articling Students, New Lawyers, and Completed Articling but not Practising

Did you report the discrimination/harassment you experienced during articling or the recruitment process to any of the following bodies? *
(% selected 'Yes') **



Why didn't you report the discrimination/harassment? ***
(Multiple-Choice Question)



* Reduced base size: Those who said they did not experience discrimination and/or harassment at Q48-52 were not asked this question.

** Distribution of those who selected 'No' or 'Prefer not to answer' is not shown here. For example, while 26% of respondents who experienced discrimination and/or harassment selected 'Yes' to indicate they reported to the firm/organization, the remaining 74%, which are not shown, selected 'No' or 'Prefer not to answer'

*** Reduced base size: Those who said they did not experience discrimination and/or harassment at Q48-52 and those who said they reported experiencing discrimination and/or harassment at Q60 were not asked this question.

**** Articling Students and Those who Completed Articling but are not Practising not reported due to insufficient base sizes.

***** 'Other' responses were coded and added to the answer options.

OUTCOMES OF REPORTING

Student responses suggest that the outcome of reporting was often unresolved issues, retaliation, dismissive or inadequate responses, with only rare instances of corrective actions or systemic change.

Articling Students, New Lawyers, and Completed Articling but not Practising

What was the outcome of reporting the discrimination/harassment you experienced? Was the issue resolved? (n=39)

Lack of Meaningful Resolution

"Nothing came out of it. I left the firm"

Retaliation or Negative Repercussions

"I was terminated by the law firm on a 'without cause' basis."

Dismissive or Inadequate Responses

"I was told that it probably wasn't somewhere I would want to work anyway, and it was unfortunate that I had that experience."

Systemic Change or Corrective Action

"HR representative sat us down, and we managed to clear some air"

Principals, Recruiters, and Mentors

How did you or your firm/organization handle the situation? (n=32)

Immediate Action and Accountability

"The lawyer that was responsible for the harassment was terminated."

Support and Resources for Affected Students

"Worked in a collaborative process to ensure the student was and felt safe"

Training, Education, and Policy Development

"The firm instituted mandatory training on micro-aggressions"

Conflict Resolution and External Actions

"Conversations with everyone involved, and seeking external feedback on how to improve the situation"

ADDITIONAL COMMENTS ON DISCRIMINATION / HARASSMENT

Students and new lawyers reported experiencing discrimination and harassment based on various aspects of their identities, including gender, sexual orientation, racial identity, disability, and foreign education. They also highlighted additional challenges that shaped these experiences in the legal profession.

Articling Students, New Lawyers, and Completed Articling but not Practising

Is there anything else you would like to share about your experience or the resources available to help you address a discrimination or harassment issue? (n=64)

Power Imbalance and Fear of Retaliation

"The Law Society appears to be run by individuals who are well-acquainted with each other and with the major law firms. Unfortunately, this familiarity creates an environment where speaking to anyone within the Law Society feels futile, as there is a risk of tarnishing one's reputation. This lack of impartiality and openness discourages genuine dialogue and hinders the opportunity for meaningful reform. It is imperative that the Law Society fosters a more transparent and inclusive environment where members can voice their concerns without fear of retribution."

Lack of Oversight and Accountability

"I reached out to 3 different benchers and various support staff at the Law Society. They essentially advised me that there's nothing that can be done"

Toxic Workplace Culture

"I am unsure how to bring it to my firm that lawyers and support staff consistently make homophobic, transphobic and racist comments as jokes. It is a culture issue that does not make me feel welcomed or safe at work."

Inadequate Support for Articling Students

"The law society should do a better job ensuring that principals are better equipped to be proper mentors"

Long-Term Impact of Harassment and Discrimination

"I left law after articling because it impacted my health and well-being"

End of Report