Scaling the Ivory Tower: The Pursuit of an Academic Career
2nd Edition

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Introduction

This collection offers some [illegible] but friendly advice to those of you interested in classical liberalism and considering an academic career. The life of the scholar is a loyal [illegible] friend with deep and enduring satisfactions, but it is a loyalty that requires some [illegible] and patience. The writers who have contributed these sections want to share their experiences. In what follows, we suggest [illegible] you ought to know that you are [illegible] into. But mostly, we want to assure you that you can realize your ambitions in the academy.

The Possibilities

Many of us who pursue scholarly careers do so because we love ideas. For such a person, there is satisfaction to be attained in academia that can be achieved almost nowhere else. For a scholar, there is excitement in waking up in the morning and thinking, "What am I going to think about *today*?" and then spending the rest of the day actually thinking about those ideas. Studying in a library, reading something that makes a connection in the mind, to discover new ideas, that is what academics spend their time doing. When you want to discuss an idea you care deeply about, you can find others who care just as deeply, within the next office or just across the hall. You can further hone and test your ideas when you teach, presenting students new to classical liberalism an area of your field in a way both you and the students find stimulating. What could possibly be better, for those of us who care about ideas and want to discuss them with others who do?

Most classical liberals believe that their work and ideas make the world better. Though many people today do not enjoy the freedom classical liberals consider to be so important, this could change through the development, acceptance, and growth of classical liberal ideas. There is social value in maintaining classical liberalism [illegible] one another as available, responsible, and rational alternatives [illegible] an object to be [illegible]. In many of these fields, [illegible] not [illegible], and others [illegible] develop, for only they were free to do so. [illegible] as a result of freedom that often [illegible].

Yet, many of the ideas that attracted us to classical liberalism may not work in the abstract and idealized form that first drew us in. There is a growing body of interest in and well-informed critics of classical liberal ideas in just about every field. These arguments represent formidable challenges which classical liberals need to [illegible].

This task demands thousands upon thousands of human scholarship which, now, [illegible] is very exciting. The scholarly tools of [illegible] challenges and achievements, [illegible] concern them personally and which are both intellectual and practical importance. Classical liberalism may be viewed as what [illegible] called a "research program," a framework within which we work to solve problems. The [illegible] of classical liberal ideas in an academic [illegible] is another way [illegible] for those who [illegible]. However, there are many challenges, and some do not finish the voyage.

This brings us back to where we began: the obstacles which have to be overcome for someone who wants to be loyal to classical liberal principles and yet succeed as an academic. The ideas are exciting, the career is immensely satisfying and worthwhile. It is our hope now to offer some suggestions to help you to achieve your goals.

The World You Are Entering

For someone coming out of college, the decision to pursue an academic career is a *tough* one. This is true even more so for classical liberals, but you shouldn't assume that anyone else is getting a free ride. For one thing, almost everyone who's attended graduate school is surprised and dismayed at the extent to which academic life today is becoming increasingly specialized and fragmented into artificially separated "disciplines." Little of the scholarship you will read at [illegible] the [illegible] and ideas that initially captivated your mind and made you want to study your subject. Instead, scholars focus on producing work that will seem to you excessively narrow and technical, work that may be read only by a few other academics.

That's true for anyone going to grad school. The problem for classical liberals is that the field you want to go into is likely to be dominated by people who are hostile towards the ideas and sources you find attractive. They may find you especially threatening because, in their view, *they* are defenders of truth and decency against the [illegible] and [illegible] of the world outside the academy and an "outsider" is just what you may seem to them at first. What you need to realize is that people who reject self-interest as a way to understand society may *pursue their own* self-interest with a really religious zeal. So faculty, and your fellow students, may be hostile to the ideas you hold dear, and even to *you* personally if you push your ideas too aggressively.

It will be tempting, in the face of all this, to give up. Don't. The attractions of life for a classical liberal in an academic setting are very real. It's academics [illegible] who [illegible] influence the understandings of ourselves and of the ways we live. The very ideas that attracted you to classical liberalism are under systematic and organized assault. Some of these attacks are simply ideological, and thus need not be taken too seriously. However, there are serious challenges to the classical liberal worldview, raised by bright, articulate, and passionate people. These challenges are not unanswerable, not by any means. But if classical liberals abdicate their responsibilities to answer these challenges and to educate the next generation of young scholars, then these challenges will carry the day. There will be no one around to answer the criticisms, to develop new and [illegible] of the arguments for liberty.

That's why your decision to enter the academy matters so much. As a matter of numbers, relatively few people pursue academic careers, compared to those who head off to business, law, or med school. But the number of students who attend college as undergraduates, and develop their essential worldview there, is increasing daily, and dramatically. Little systematic study of classical liberal literature takes place in high schools, and the ideas of the American founding are often hidden in [illegible], inoffensive coatings as if the ideas they embody were archaic and no longer important. It's to these undergraduates that academics have the chance to present their views.

[illegible] goal is not to indoctrinate students, or to convert every student to a particular point of view. [illegible] goal is to present an alternative view, an exposure to the classical texts that make the argument for human liberty, responsibility, and self-determination. If you are attracted to ideas and to an academic career, and if you are persistent and successful in the pursuit, not only will you be doing something which interests you, but you will also be enriching your students and our society.

The situation of the classical liberal in academia is a challenging but not forbidding one. [illegible] personally, would have no other profession, and I want to encourage those of you who would choose the scholar's life. Indeed, despite the difficulties, there are real chances to make a difference. Academics *really are* interested in ideas, if you give them a chance and show the you are serious about debate and careful argument. They are also, for the most part, decent and fair-minded people who are keen to foster the intellectual development of their students and to assist those [illegible] interest in and [illegible]. This is the academic [illegible] that [illegible] for you [illegible] you are there to be [illegible] score[illegible] and [illegible] the [illegible] they [illegible] always that treat others with decency and respect.

Choosing a School

Matt Zwolinski

Introduction

Most prospective graduate students know the importance of choosing a "good" graduate school, but few fully appreciate the variety of considerations that can go into making a school a good one. Academic rankings such as those found in *U.S. News and World Report* provide information that is easy to obtain and understand. However, as in most important decisions in life, one should not expect wisdom and insight into this field to come easily. Determining which graduate school is right for you requires balancing both quantitative and qualitative data, as well as possessing a clarity and self-awareness about one's long-range goals that can be difficult to achieve.

Why Do You Want to Go?

Without a doubt, the most important question to ask before applying to graduate schools is, "*Why do you want to go?*" Do you want to go to a research university where you will be expected to publish regularly in top-quality journals and supervise graduate students, or would you prefer a job at a liberal arts college, where publishing expectations will be less demanding but where you will be expected to teach a greater number of courses? Or do you want to work at a university at all? Perhaps you want to work at a think tank, to become involved in public policy or legal advocacy.

If your goal in going to graduate school is to end up with a job, then you need to think carefully about how well each program will prepare you for that job. Do some research. How many positions are typically available for the kind of job you're interested in, and how many applicants do those positions draw? How many students has your prospective graduate school sent into that line of work? How many has the person you are considering as an advisor sent? Many careers, such as the types described above, are extremely competitive, and you owe it to yourself to find out how well placed in that competition you will be before investing your time and money in grad school.

Keep in mind also that the careers listed above (think tanks, public policy, legal advocacy) are very different. The training that is best for one is not necessarily best for another. If you want to teach at a research university, it is crucial to go to a program rated among the best in its field. If, however, you prefer a career in public policy research, you might be better off choosing your school on the basis of the match between your policy interests and those of the faculty, or on the connections between the university or actual faculty and the research institutions in which you are interested.

It's hard to know for sure as a college senior what kind of career you want to pursue, or even if you'll enjoy graduate study at all. For this reason, you might want to consider starting off in a terminal master's program. It is often easier to gain admission into a top master's program than to a top doctoral program, and once in, you can use your time there to decide what interests you in terms of research and career goals. Moreover, if you use the resources available to you wisely, you will be able to make contacts in your field, refine your skills in research and perhaps teaching, and generally develop a more impressive portfolio. This will put you in an excellent position to win admittance to a top program, should you decide to pursue a Ph.D. in the future possibly a better outcome than you could have achieved had you applied to such programs as an undergraduate.

Which School is Best for You?

Reputation

If you are planning for an academic career, it is important to try to attend a top program [illegible] regarded by those who count in the field you wish to enter. Whatever knowledge you have about the strength of a university in general probably do you little good here. Good schools usually have some good graduate programs, but not always in the subject you wish to study, and very often schools which are not as good overall have excellent programs in specific fields of study. Look around for those programs that are rated in your subject area. This is much more important than the overall quality of the school.

Even within specific areas, graduate programs will vary in their strength in all possible fields. A doctoral program in philosophy which is strong only in the [illegible], for instance, will be [illegible] political philosophy. If you know the subfield in which you want to work, this can be important information. However, there are two caveats.

First, while you can expect those in major research universities to know your program's reputation in your particular subfield, the same is not necessarily true of those in small liberal arts colleges. Hiring committees who are not kept up on the latest faculty moves and developments in the field will not know that your school is more impressive in your specific area than Harvard, but they'll certainly know that Harvard has an overall reputation for excellence.

Second, people *very* often change their mind about what they want to study in graduate school. If you attend a program that is excellent in only one particular subfield, this could make things very difficult for you if you later decide that subfield is not for you. There is much to be said, then, in favor of a program that is strong across a broad range of areas.

Match with Faculty Interests

Even if a school is the best in your field, it might just not be best for *you.* After gaining admission to a graduate school you will have to find a faculty mentor. This is someone who will guide you in the construction of a dissertation topic, oversee your writing of it, then direct you toward publishing opportunities and, ultimately, help you find a job. You want this to be someone who is, at the very least, interested in the same kinds of questions that you are, and, if possible, someone who is at least partially sympathetic to the position you take on those issues.

This latter criterion can sometimes be difficult to meet for students who consider themselves classical liberals or libertarians. There are almost certainly more sympathetic faculty in the academy now than there were ten years ago, but they are still a minority, especially in certain disciplines such as English or History. How important is it, then, to go to a program with classical liberals on the faculty, or to select a mentor who is sympathetic to classical liberals?

My short answer is that it is great if you can get it, but that sympathy toward classical liberals is only one factor among many to be balanced in selecting a program or mentor. To be sure, you want to make certain that the faculty with whom you work are *open-minded* toward your position, and that you will not suffer because you hold unpopular political beliefs. Thankfully, this kind of open-mindedness is the rule rather than the exception among academics. There is variance (sometimes significant) among academic disciplines. However, most professors are willing to support students whose beliefs differ from theirs, as long as they believe their students able to do a reasonable defense of those beliefs, and discuss them cordially and even-handedly with others.

Don't forget, you will always have opportunities to meet and work with other classical liberals outside of your university through the Institute for Humane Studies (IHS). In my own graduate career, I met a number of students from a variety of academic disciplines through IHS's programs, many of whom I remain in contact with today. And, IHS can steer you toward faculty mentors at other universities who can assist you with questions about your research, teaching, or the academic job market. With long-distance communication being as easy as it is today, there is no reason to limit your network to those within your geographical community. Take advantage of IHS.

Quality of Life

It is important to go to a school that is academically challenging and will lead to a good job. But it is also important to be *happy*. Not only because being happy will make you a more productive student, but because life is too short to remain in a place that makes you miserable. You will be in graduate school for several years depending on what field you study: earning a J.D. from most law schools takes at least three years, and earning a doctorate degree can take more than five.

A lot of the quality of life you will have in a program depends on where the program is located. Do you prefer the city? Is it in a big city or a small town? Is it close to friends and family? Is there affordable housing? It's easy to forget about these ordinary things when you're concerned with choosing a graduate program. But don't forget, after all, you're going to be *living* in this place for a number of years.

Other aspects of your quality of life will depend on factors more specific to your status as a graduate student. Most graduate programs are fairly small. My own program in philosophy typically had only thirty or forty active graduate students at any one time. These are people with whom, again, you will spend a lot of time in classes and department events. Do they get along with each other? Do they socialize with each other outside of classes? Is there much gossip or competitiveness in the department? What about the faculty? Are they accessible? Do they come to graduate student parties, or do they keep mostly to themselves? Do they hang around the department outside of office hours to meet or talk about your subjects outside of classes, or do they "leave it at the office"?

Some of these factors are the product of institutional structures. Programs in which funding is awarded competitively, for instance, tend to foster a more competitive atmosphere among graduate students. Programs that have a high attrition rate due to extremely difficult exams tend to create worried, nervous students who perceive themselves as unable to devote time to enjoying themselves. No doubt, the best way to learn about a program is by talking with people who are there, and I'll say more about this later. But you can often gain valuable information just by looking at the program's website, and at the outside guides.

What Makes a Good Application?

Long before you ever decide which particular schools you want to apply to, you need to give careful thought to the foundations on which you are going to construct your application. Typically, an application will require that you submit standardized test scores (GRE or LSAT), some evidence of your research capability (often a sample of your written work), a statement of purpose describing your plan of study, and several letters of recommendation. The relative importance of these items can vary quite a bit from program to program. In philosophy, fo instance, the writing samples seem [illegible] the most weight, followed very closely by the letters of recommendation. The statement of purpose, GRE scores, and even undergraduate GPA are weighted *far* less heavily. For law school, however, the situations are reversed. There your LSAT and GPA together count for close to everything, while writing samples and letters of recommendation are of relatively minor importance. It pays to learn early what's most important for the program you want to apply to, so that you can spend the time [illegible]. Writing samples, especially, should go through several revisions before being sent off in your application.

Things like writing samples, standardized tests and, of course, your GPA need to be worked on early. But something [illegible] you have more information about the specific schools to which you will be applying. Most statements of purpose, for instance, should be customized for each department to which you apply. It's fine to start early on a template for this letter, then think about how you want to describe the research interests you would like to pursue while in graduate school, and how you want to [illegible] the history of your [illegible] of your discipline, or your strengths as a scholar, etc. But it's important to "spin" this basic information to suit the particular departments to which you apply. Is there a faculty member there with whom you share research interests? Say so. Did you read an article by one of the faculty members that helped shape your position on some subject? Is there some particular reason you're attracted to the university in which the program resides—perhaps connections to family or friends? [illegible] your statement should show the program that you have a special interest in *them*, and that gives them a reason to have a special interest in *you*. You can do this with your writing sample, too, if you have more than one paper of sufficient quality, and one paper "fits" the interests of a particular department better than another.

Acquiring Information

We have talked about the sort of information you ought to possess before applying to a graduate school. But how should you go about acquiring this information

In general, the more specialized and recent the source, the better. General ranking systems provided by *U.S. News and World Report* are less useful than more specific sources such as (in philosophy) *The Philosophical Gourmet Report*. Often, your professional association offers guides as well. The more specific ranking scales are typically devised by people who are experts in the field of study in question, and who have an insiders' knowledge of both the criteria that go into making an excellent graduate program and the most recent developments which are likely to affect a program's ability to meet those criteria.

While ranking systems can be useful tools in summarizing and evaluating large quantities of data, they are not substitutes for first hand experience. A lot of the information you need about the comparative quality of a department, or about its success in consistently finding its students [illegible] not be reflected in the ranking schema. Often, the only way to get this kind of information is to *talk* to people who are intimately familiar with the program.

Find out where the professors in your undergraduate program went to graduate school. They might be able to give you some information about the program, and perhaps even put in a good word for you with someone on the admissions committee. Be careful, though, in relying on information from anyone who has been out of graduate school for more than ten years. Graduate programs can change a lot in a relatively short period of time. So, you cannot assume that your mentor's program that was excellent fifteen years ago is excellent still.

The best way to get *current* information about a program is to talk to people who are either still enrolled in that program, or who have just recently left. Most programs maintain a list of current graduate students on their website. Look for a student with interests or a background similar to yours and email them with your questions. Most students will understand your position and be very helpful in their response. (If they don't respond, move down to the next student on the list, copy, paste, and send. That's the cost!) Graduate students [illegible] undergraduates, and so can be a good source of candid information.

If you're really interested in a program, it's a good idea to ask several students who are at different stages of their graduate careers. Talk to a student in their first several years of taking classes. Talk to someone just beginning his dissertation. And talk to someone nearing the completion of his dissertation and beginning to market himself for the kind of career you're interested in pursuing as well. Information on students no longer enrolled in the department may be harder to get, but if you can, track down students who have recently graduated and students who have left without graduating. The more intimately and recently acquainted your sources, and the more diverse in terms of their experience with your prospective institution, the better suited you will be to make your decision.

Again, don't forget to take advantage of IHS's [illegible]. Ask them if they know anyone who is currently in, or who has recently come out of the grad programs you're interested in, either faculty or students. They can put you in touch with someone who has insider information, and who will likely be sympathetic to your concerns as a classical liberal. IHS and its network of faculty are there to help students exactly like you. Don't be shy about taking advantage of that.

Being In Graduate School

Jeremy Shearmur with editorial input from David Schmidtz[1]

Developing Your Skills

[illegible]

Choosing Your Advisor

[illegible]

A. **The Classical Liberal as Mentor**

[illegible]

B. **The Radical**

[illegible]

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[1] [illegible] *Scaling the Ivory Tower.* [illegible] (S)

that are now in Marxists interested in the work of classical liberal students. Such an advisor could be [illegible] and [illegible], would seem to me, in most circumstances, to be the kiss of death as far as the job market is concerned. The recommendations would typically be good only at schools that want another Marxist.

. **Mr. Nice Guy**. Guard against the extremely nice person who, despite his [illegible], allows you to go with [illegible] when he has no real interests in your topic. He may [illegible] you [illegible] yourself into a [illegible] from which you can never [illegible] that is of interest to you but to no one else. Further, as Mr. Nice Guy never had any real interest in your topic in the first place, he is less likely to exert himself to help your job [illegible] beyond [illegible] basic recommendations.

So, other things being equal, I'd suggest that you seek out a scholar who is well placed, and well informed, who does good work that is widely recognized, who is not a fanatic; and who, while not necessarily sympathetic towards classical liberalism, can be interested in what matters to both your interests and his.

Developing a Better Product, or The Self As a Work of Art

Jeremy Shearmur with editorial input from David Schmidtz

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Dealing With People / Getting Along

Jeremy Shearmur with editorial input from David Schmidtz [1]

Do Unto Others...

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

---

[1] [illegible]

asked. Eventually, they will ask, and when they do, that's the time when they will be most likely to see the merit in your perspective. Really, honesty doesn't [illegible] you to repeat every time a thought crosses your mind. [illegible] pick your battles.

A word about stereotypes. If you label yourself a classical liberal, you invoke a whole set of stereotypes. [illegible] have [illegible] reasons for doing so, probably none of them good. You are basically insisting that you [illegible] not [illegible] take you seriously. If you insist only because [illegible] yourself as a mouthpiece for an "ism," then even people who share your ideology will take you less seriously, and rightly so. Speak for yourself. [illegible] for yourself. Don't hide behind an "ism."

In practical terms, what does all this mean? [illegible], it means working hard. [illegible] find the [illegible] in graduate school than it was when you were an undergraduate. [illegible] away, and master the technical skills you'll need. Be pleasant to those who teach you, and make sure that you do your work competently. While you are doing this, ask around in your department about the reputation of different professors. What are they like as scholars? What are they like as dissertation advisors? What are they like on a committee? Do they respect their students and treat them decently? Are they effective in helping [illegible] jobs after graduation?

While you are cultivating a broader network of support, don't forget your friends. Establish and maintain contact with other people who are not in the same field as you are and who share an interest in classical liberalism. IHS [illegible] offers [illegible] and [illegible] you in touch with other like-minded individuals. Take opportunities to compare notes with other classical liberals. They can reinforce your interests, not only in classical liberal approaches within your own discipline, but also in other disciplines you care about.

It is important to stress this because, if you follow my earlier suggestions to blend into the department but don't at the same time reassure yourself emotionally by staying in touch with those who share your commitments, there is a real danger that you will "go native" and become a [illegible], [illegible] instead [illegible], even though this is not what you wish to become. In this situation, you may rationalize, "I still care about liberty; in my heart I am still a classical liberal." But if it makes no detectable difference to your work, you are deceiving yourself.

[illegible] challenges [illegible] so [illegible] difficult [illegible] may be [illegible] in classical liberal ideas so [illegible] that it may seem that no one in the academic world wishes to listen to you, and "going native" [illegible] where you no longer have an identity of your own. It can be a lonely [illegible], but don't forget that people at IHS know scholars who have made the journey before you.

Teaching in Graduate School

James Stacey Taylor

At some point during your graduate career (if not during all of it) you are likely to teach undergraduates. Initially, you will probably be a teaching assistant (TA) for a professor. Later, you may be expected to teach your own classes, and teach as an adjunct instructor either at your own institution or at another. For reasons that I will outline below, this is a good [illegible].

Yet, some graduate students tend to regard teaching as something to be avoided if at all possible, especially if such teaching requires you to design and deliver your own classes. In part, this might be motivated by a distaste of undergraduate teaching. If so, then I'd suspect [illegible] for this reason can't be [illegible] they are [illegible] academic. [illegible], even at top research institutions, the teaching of undergraduates takes up a lot of professors' time, and so if you don't like teaching you probably shouldn't be going into academia to begin with.

In part, however, the [illegible] that you should avoid teaching in graduate school is likely to stem from the concern that the more time you spend teaching while you're in graduate school the less time that you'll spend working on your dissertation and turning it into publishable articles, and it's completing the dissertation and publishing [illegible] that [illegible] you secure a job once you finish. This concern is a perfectly sensible one, for your main focus in graduate school should be on writing your dissertation and publishing articles.

However, the reality of the job market in any of the humanities is such that someone who [illegible] taught their own class in graduate school is likely to be at a disadvantage when they go on the market for a job. (I should mention that I'm [illegible] most familiar with the philosophy job market, and so my remarks [illegible]; although [illegible] searching in any [illegible] colleagues in other humanities disciplines might think that they apply [illegible], as well.) This is because, these days, many tenure-track academic jobs are going to require a considerable amount of teaching. This point is underscored by the fact that around [illegible]0% of academics work at teaching oriented (rather than research oriented) institutions. There are very few 2/2 teaching loads at research institutions available, and even then they usually require that those fortunate [illegible] who are there teach for 50% of their time. More usual is the 3/3 teaching load, and even the 4/4 teaching load is more [illegible] than the [illegible]. (Here is a brief explanation of these teaching loads that might be useful to you. A 2/2 load means that one teaches two courses in the first semester, and two in the second; a 3/3 means that one teaches three courses in the first semester, and three in the second, and so on.)

Given this, it's not surprising that search committees look in the application dossiers of job candidates for some evidence of teaching ability. After all, since teaching undergraduates is likely to be a big part of the job of the person they hire, it's not surprising that they look for evidence from candidates that they will be good at it.

So, what should you do about teaching in graduate school? First, try to teach your own classes too, better yet, a range of classes. Many of the jobs that you will eventually apply to will be at institutions that emphasize teaching, and this is true even if you're looking for a research oriented position. As such, it's very important to be able to show not only that you have experience in teaching, but that you can teach in areas that are outside your research focus. For example, if your research focuses on theoretical ethics, it would be very useful for you to be able to teach, say, Modern Philosophy and Philosophy of Law. Try also to teach classes that will be in demand for students no matter where you teach. If you are a philosophy, for example, you teach *Introduction to Philosophy, Ethics, Modern Philosophy,* or a class in some area of applied ethics not at all [illegible] your area of specialization. These courses will be required by almost all institutions as the "core" courses of the philosophy minors, or as standard general education courses students will be required to take, irrespective of major. You need not worry that a school will look on this as dilettantism. Instead, they are likely to look on someone who has taught such courses very positively, since you will be able to teach such courses where they'll have a greater degree of flexibility when making their teaching assignments. Of course, for some people, teaching in [illegible] class in grad school won't be an option. If this is your position, make sure that you TA for as many different courses as possible. Also, make sure that you become as involved as possible in these classes. For example, ask your professor if you could teach a class while he or she observes you, and writes up a note on your teaching, offer to write some essay questions for the professor's approval, and offer to help construct examinations. That way you have something to show potential employers that you're familiar with the mechanics of teaching, and so won't be starting teaching on your own from the very first semester they hire you.

Second, make sure that you document your teaching. This is absolutely vital to your prospective colleagues will want to know how you taught your classes, and how well they went. In fact, many institutions now ask candidates to submit a "teaching portfolio" documenting their teaching, and so you should be able to submit one as soon as possible. Accordingly, you should file copies of all of your syllabi, your guides and final examinations, and samples of the essay questions that you set your students. You should also keep copies of all the student evaluations of your courses, good and bad, as well as any unsolicited letters from students which praise your teaching. Provided that the bad evaluations don't constantly outweigh the good ones (and if they do maybe you should reconsider going into academia) it's much more impressive to present a complete packet of "unedited" evaluations to your prospective colleagues (with a note to the effect that they are "unedited") than just to present a set of hand-picked evaluations that show you in a good light. It's also been my experience that students tend to write comments that are in some way insulting, or which show that they know something personal about the instructor. (In my case, they often [illegible])

Furthermore, it's a very good idea to have your students review you often, as well as in the official evaluations, even if you're not required to do so. This is because at least some of the more [illegible] comments about some aspect of your teaching and the comments are always [illegible] about bad [illegible]. Also, any comments that they [illegible] about any of your interests or hobbies that you mentioned in class (this is as [illegible] an example) [illegible] you as a person to your prospective colleagues, and this is [illegible] it is a good thing [illegible] you should also ask your professors (or colleagues, if you are working as an adjunct instructor) to observe and write evaluations on your teaching. These could either be written for your files or [illegible] recommendation, or else you could write [illegible] your teaching portfolio. It would be a good idea to have as many people as possible evaluate your teaching in this way. At the [illegible] you should always make sure that at least one member of your committee (who need not be your advisor) observes your teaching several times, so that he or she can write about your teaching in the recommendation letter.

[illegible]

process. When they don't, be sure to [illegible] the courses of your syllabus with you when you [illegible], including in syllabi for courses that you haven't yet taught, but would be [illegible] to teach. You'll always be asked what courses you would be able to teach, and those you would teach there, and it's much more impressive to show someone a course that's already been [illegible] than just to try to recall on the spot what you'd teach in such a course. [illegible], you should be thinking in terms of [illegible] when you construct your syllabus: does this [illegible] information that students need concerning this course, and is this syllabus [illegible] [illegible] to teach this course? [illegible] for you to answer "yes" to each question.

At a minimum, it should be clear in your syllabus what you will be doing in each week of the course. (That is, if you don't want to tie yourself to dates, it should be clear what the topics you will address in the course are related to each other, and in what order they will proceed.) It should also be clear that the content of the course as it is in your course description would be [illegible] there, and that your approach to each week in the course, both its [illegible] way (e.g., "Students will learn the [illegible] of Mill and Kant"), and procedural way ("they will also learn to assess arguments and analyze information"). You should also make sure that you list the required readings for each book or article that you are using. [illegible] [illegible] as a syllabus that [illegible] as a book [illegible], though another [illegible] you'll be reading "selections" from it. [illegible] you need to teach from that book, you haven't really [illegible] the course beyond that decision. It's also a good idea to [illegible] [illegible] [illegible] each [illegible] of the course, [illegible] questions you'll be addressing, and [illegible] sections that precede and follow it.

In a related note, it's [illegible] [illegible] your course's [illegible] unless you make sure that you also [illegible] ideas [illegible] and do so [illegible]. (I once saw a syllabus on "Classical Liberalism and Socialism," where the only "Socialism" text was George Orwell's *1984*.) Also, if you have any teaching innovations that [illegible] your [illegible] and [illegible] your students in their first days of classes, make sure they are on the syllabus, too. So, if you will be using [illegible] [illegible] [illegible] [illegible] extensive [illegible], make sure these [illegible] are noted.

In addition to developing your own classes and documenting your teaching, you should also develop a few self-contained "show case" lectures on diverse [illegible] that you would be comfortable presenting [illegible] to a group of students you don't know. You can use your own classes to [illegible] these, learning from your students what a [illegible] needs [illegible] [illegible] your [illegible] and so on. Many institutions now require that candidates [illegible] a "teaching demonstration" by holding a class with the students, and a [illegible] lecture that you [illegible] in different settings will be a boon to you [illegible] you choose [illegible] lecture on. Moreover, if you [illegible] the topics of your "show case" lectures carefully you will be able to present them not only in a class [illegible], but also to [illegible] interested [illegible] (for example, you could [illegible] a lecture on [illegible] ethics as part of a [illegible] Medical Education lecture series at a local hospital) [illegible] student organizations. [illegible] of your lectures you should [illegible] topics [illegible] would be of [illegible] interest. For example, if you teach Modern Philosophy you might [illegible] a lecture on "Descartes and The Matrix," [illegible] if you teach ethics you could develop [illegible] lecture on, for example, [illegible] ethics of [illegible] [illegible] this is not only [illegible] for you [illegible] any teaching demonstrations that you might be asked to [illegible] as part of an [illegible] interview, but [illegible] also add [illegible] to your [illegible].

Fourth, *don't teach too much.* Although this advice might seem to conflict with my advice to teach as wide a variety of classes as possible, it doesn't. Rather, the advice not to teach too much is aimed at discouraging you from taking on courses solely to make money. The worst situation you can be in is that whereby you haven't yet finished your dissertation but you're teaching several courses a semester to earn enough money to continue in graduate school. (The only worse situation is where you're teaching in different schools during the same semester, and so have to spend time commuting in between them, time that would be better spent in your research.) Such adjunct teaching always pays very little compared to what you would make as an assistant professor with the same course load, and it may well get in the way of your finishing your dissertation or publishing [illegible] articles.

Moreover, I think it's safe to say that many hiring committees are prejudiced against people who have worked for three or four years as adjuncts, for they see them as having failed to get a "real job" and so assume that there must be something wrong with them. It would also be a good idea to avoid taking on additional classes at your own institution for extra compensation unless they will help you broaden your range of classes in a way that would make you more employable. The amount of time you would spend teaching such extra courses would be far better spent writing an article for publication. And remember, if you do need money to cover your living expenses as a graduate student, you could apply for an [illegible], which would allow you to avoid teaching extra courses just to subsist, and instead to focus on writing and publishing your research.

In brief, then, try to teach a wide variety of courses but don't teach so much that it interferes with the timely completion of your degree and the publication of your research. Also, document your teaching, and be sure to have it evaluated by your professors. And, above all, enjoy yourself while teaching. The surest way to get good evaluations is simply to love your subject, and let your enthusiasm for it shine through.

Writing Your Dissertation and Creating Your Research Agenda

Michael Munger

It is important to remember that your research agenda and dissertation are the main reasons you are in graduate school. They need to be your main focus…even though that may be a hard fact for you to reconcile. You may want to read books and articles, and you may want to take classes and learn new things. In fact, I hope you do those things, because they are deeply rewarding. However, as you near the end of graduate school you will be trying to convince some very smart and skeptical people that you are a fully formed original thinker, someone who can express themself in writing. No one cares what classes you have taken, and no one cares what books you have read lately.

This comes as a shock to a lot of people. There are no credit hours that measure this great transformation, approaching an inversion, around the third or fourth year of graduate school. Many of the students who were stars in classes in their first two years, the people everyone admired and looked up to, suddenly have to be making the switch from taking classes to writing original papers for publication. And several of the marginal students, the ones who didn't care that much about pleasing the professors by reading every page of every assignment, suddenly are sending their own papers off to journals, getting published, and transforming themselves into professional scholars.

Don't get me wrong; classes are important. But it is important to remember what I said above: you are not going to get a job as a professional taker of classes. You are seeking to become a *teacher* of classes, and a producer of original research.

Ten Truths About Scholarly Writing

1. **Writing is an exercise.** You can get much better, and faster, with practice. Think of writing as like running. If you knew you were going to run a marathon, would you wait until the day before the race and then run twenty-six miles for the first time? Of course not. You would build slowly, running a little more every day. You should start on a flat surface, then add gradually to more difficult and confusing terrain. Write every day, every day.

2. **Set goals for writing, and make sure they are based on output rather than input.** "I will work for three hours" is a deception; "I will write three fully edited double spaced pages" is a goal. Don't worry that much of what you write is not very good, and may not be polished or really usable. You learn by writing, and you get ideas from writing. After you write three pages, go for a walk, study for classes, do something else. If later in the day you feel like writing some more, go for it. But if you don't, then you wrote your three pages and you got something done. I am often surprised by how much of what I write I am able to use later for other parts of the projects I am working on.

3. **Write for the ages.** One of Professor James Buchanan's questions for job candidates is this: "What are you writing that will be read ten years from now

that about 100 years from now." That's no comment on yourself, I can tell you. [illegible]. And it's a big assignment, because most of us don't think that way (which is another reason most people don't get nominated for the Nobel prize). [illegible] school [illegible] focus on "getting published" as if that had nothing to do with ideas, or the importance of your arguments. Paradoxically, if all you are trying to do is "get published," you may not get published very much. If you [illegible] about profound problems, the publishing will take care of itself.

4. **Give yourself time.** Many students [illegible] under deadline [illegible] by [illegible], like "I do my best work at the last minute," or "I like the [illegible] of being under pressure. I'll stay up the whole night before the paper is due." Look: It's not true. No one works best under pressure. Sure, if you want to produce some [illegible] under deadline [illegible] that [illegible] your professor pats you on the head, then you can wait until the last minute. ("Good student, here's a biscuit.") But that is not what you are trying to do, or else you [illegible]. Sure, you are a smart person. But if you are thinking about a profound problem, [illegible] that you can't make any kind of important contribution on [illegible] of your head in the middle of the night the day before you present the paper. Read biographies of the people you admire most: Smith.... Marx.... Hayek.... I could go on. They all say that the ideas [illegible] day, [illegible] ideas. They became obsessed, over months or years. They thought deeply, [illegible]. They asked questions, [illegible] to other [illegible] on [illegible]. And then they went back and wrote [illegible]. It may seem to you now that the books [illegible] as if commanded by God. But these books were [illegible], and [illegible] thousands of [illegible]. They were written by men and women [illegible] and [illegible] profound ideas and [illegible] in words. [illegible] can be a [illegible], if you [illegible] yourself [illegible], because you can produce in the [illegible] kind of [illegible] ideas that [illegible] in your mind [illegible].

5. **Edit your work**, over and over. [illegible]. Most of the [illegible] and [illegible] school [illegible] that you can [illegible], and then you [illegible] you can read so [illegible]. You need to [illegible] correction. *Everybody's* first drafts are not very good. The difference between a successful scholar and a failure [illegible] between a successful scholar [illegible] every day, [illegible] and [illegible] and over [illegible]. She doesn't necessarily [illegible] than other scholars [illegible] and [illegible] more [illegible].

6. **Pick a puzzle**. Both as a [illegible] style, and [illegible] most [illegible] and [illegible] your research agenda as the answer to a puzzle. There are several common [illegible] puzzles. They include: (a) "M and N differ in their conclusions, but [illegible] the same assumptions. How can this be?" (b) "There are [illegible] (or [illegible]) (M) [illegible] that a [illegible] different. But [illegible], they are actually the same [illegible],

would suppose, and here's why.'' And (c) "Theory seems to predict (something). But we almost always observe (something else). Why is this? Is the theory wrong, or are we looking in the wrong places?'' You don't need to stick too closely to these formulas, but they are very helpful in presenting your work to an audience, whether that audience is composed of students at a lecture or readers of an article.

7. **Schedule time for writing.** If you wait until you're ahead of your other work for classes. I happen to be a "morning person,'' so I try to write early in the day. Then I spend the rest of my day teaching, having meetings, or doing other work. You may be a "night person,'' or something in between. Just make sure you get in the habit of preserving your most productive time for writing. Don't do it as an afterthought or tell yourself you will write when you get a big block of time. Squeeze the *other* things in, [illegible].

8. **Not all of your thoughts are profound.** Fortunately, they don't all need to be, at least not at first. Many people get frustrated because they can't get analytical traction on the big questions that interest them. So, start small, just like you would start beginning in the valleys instead of starting with the mountain. The wonderful thing is that you may find that you have already gone a long way up a mountain, just by keeping your head down and putting one foot ahead of the other for a long time. It's hard to frame your questions, define your terms precisely, or know what you want to say until you have actually written it down.

9. **Your most profound thoughts are often wrong**, or at least are not completely correct. Precision in asking your question, or posing your puzzle, will not come easily if the question is hard. I always laugh to myself when my graduate students think they know what they want to work on, and what they will write about for their dissertation. Some do, but by and large they don't, and many of the best scholars are profoundly changed by their experience in graduate school. They think in new ways, they have new insights and directions in their thought, and they end up writing about something they could not have foreseen when they started graduate school.

10. **Everyone's unwritten work is brilliant.** And the more unwritten it is, the more brilliant it is. You will meet a lot of very bright, fun and interesting people in graduate school. They are at their most dangerous holding a beer in one hand and a cigarette in the other, in some bar or at the table in some apartment. They have all the answers. They can tell you just what they will write about and how great it will be. Years pass, and they still have the same pat, 200-word answer to "What are you working on?'' I [illegible] their chances, because they are not actually working on anything. You, on the other hand, actually *are working* on something, and it seems wrong. You aren't sure you like the section you just finished, and you are not sure what will happen next. When someone asks you the dreaded, "What are you working on?'' you stumble a bit, because it's hard to explain. The [illegible] with the beer and the cigarette. Because he is a poseur, and never actually writes anything, he can practice his pat answer endlessly, through hundreds of beers and thousands of cigarettes. Don't be fooled: *you* are the winner here.

When you are actually writing and working as hard as you should be if you want to succeed, you will feel inadequate, stupid, and tired. If you don't feel like that, then you just aren't really working hard enough.

Let me try to summarize what I have said so far: Write every day, and write about big, hard questions. Most of what you write will not be very good, but you will learn a lot, and become a better writer. Start now, not as soon as you begin graduate school. Understand that writing well on [illegible] objectives [illegible] you will have developed, if you are lucky, in five years of [illegible] your [illegible].

Your Dissertation

For reasons that are never understood, graduate students see that their dissertation rests on an almost mystical status, at least in their own minds. In fact, it is just a lengthy school project, not all that different from a big paper for class.

There are really only two rules you need to remember before beginning and working on your dissertation:

- *A good dissertation is a done dissertation. And a done dissertation is good.*
- *Don't read. Write.*

The first is self-explanatory. Nonetheless, I'll explain. (a) You are working on something [illegible] to you [illegible]. [illegible] receiving less than half (maybe much less) as much money as a grad student than you will make once you finish your thesis and get a job. You need to get this done, instead of trying to become a tenured grad student. (b) This is your first shot on a major topic. You don't really know enough to make a lasting contribution. You should do the best you can, but you should think only of your thesis as a rough draft, at best, of the book you will eventually publish on this subject. (c) Finally, there are four (or in some cases five) professors who form your "committee," but in fact they will often communicate with each other only through you. You will take a draft to one of them, and they will give you some instructions. Another may give contradictory instructions, and then [illegible] some of the first's [illegible] so [illegible] to say.

Those are the big obstacles: You need to finish, this is only a rough draft, and your committee is likely not of one mind. It would be truly remarkable if you were able to make a truly deep and lasting contribution to knowledge under these circumstances. You should make your thesis also an exhibition of your talents as a scholar, but you need to lower your expectations a lot. Your thesis will probably not change the world. Life is long. Just finish the thing.

The second rule was "Don't read. Write." I suggest that every student I work with write this on a 3x5 card and tape it near their work space where they see it constantly. Once you start your thesis, reading is a luxury. Don't do it unless you have to. And you can tell if you have to when your dissertation adviser, or a member of your committee, tells you you have to. That's it. Not someone you [illegible] at a beer [illegible] in a bar, not your office mate. The reason they [illegible] not [illegible] these obscure books is that they are spending all their time reading, instead of (say [illegible]) *writing.* [illegible] continue to work and [illegible] for a year, or [illegible], after you defend your thesis and before you [illegible].

Besides, [illegible] before your research assistants. The best person [illegible] was one of my dissertation advisors, [illegible]. [illegible] would present [illegible], [illegible] would be incomplete, [illegible] significant [illegible]. [illegible] analysis [illegible], so an incomplete [illegible] by [illegible] better than a complete [illegible] always [illegible].

But then I realized [illegible] was doing [illegible] a computer scientist would call "[illegible] debugging": [illegible], and [illegible] instead of puzzling over the code all by yourself. Professor [illegible] would present [illegible] a good idea [illegible] needed [illegible] would say, "[illegible], you should read S[illegible]'s book on that, and also [illegible] articles by Mb[illegible] and [illegible]." [illegible] would then [illegible], and incorporate [illegible] ideas. [illegible] comments, and [illegible] books and articles [illegible]. My [illegible] interests [illegible]. If you read [illegible]'s published work, [illegible] contains some of the [illegible] and broad [illegible] ideas of the [illegible] decades. Those ideas are all [illegible]'s, but [illegible] wrote them down and then solicited comments from [illegible], and also [illegible] that contained some related ideas.

Of course, [illegible] really [illegible] the idea [illegible] really good. But [illegible] you don't [illegible] really [illegible] good [illegible]. Students [illegible] often say: "[illegible] many good ideas." Let me tell you [illegible]: [illegible] plenty of good ideas. The problem is that everybody in grad school has great ideas. [illegible] great ideas.

[illegible] successful students [illegible] is not so much [illegible] the idea [illegible]. You can't practice [illegible] ideas, because [illegible] personality. But you can practice this: every time you have an idea, [illegible] while you are reading [illegible], *write about the idea* as soon as you can, before you forget it. Keep a directory of possible dissertation [illegible] ideas on your hard drive [illegible]. [illegible], and the references [illegible]. If you do this [illegible], and [illegible] each idea [illegible] more [illegible] ideas.

Now, you have a stock of [illegible] ideas [illegible] and [illegible]. [illegible] defend your thesis proposal [illegible] grad school [illegible] at the end of your [illegible] year [illegible], and [illegible] of your [illegible] year. [illegible] a timeline, and [illegible].

[illegible]:

- By May of 4th year [illegible] proposal defense.
- By [illegible] of 4th year
  - [illegible] committee.
  - [illegible] proposal.
  - [illegible] committee [illegible] feedback.
- By [illegible] of 4th year
  - Select committee [illegible].

  - Have several written versions of your drafts.
  - Fix and read [illegible] references.

- By September of 4th year
  - [illegible] possible thesis projects to do.
  - Approach a thesis advisor, and ask if s/he would be interested in working with you on the project.

- Middle/end of 3rd year
  - Finish a course or two, exams, work on developing a thesis project.
  - Make sure you also develop an idea for some outside project that can be worked on at the same time as the thesis. This will keep you sane, and is an important backup or a publication for you when you go on the market in your 5th year.

- 3rd year
  - Attend some outside conferences, present your work and get comments.

- January of 2nd year
  - Submit proposals to some outside professional conferences. It may not be easy to get a paper accepted at the main professional meetings of your discipline, so start trying early.

- 1st year
  - Begin classes, and from the first day keep a catalog of all your ideas. [illegible] will be [illegible] that [illegible] be read a decade from now, but [illegible] best [illegible] is so [illegible].
  - Begin to develop some of [illegible] these ideas into a [illegible] way.

In conclusion: most people have a problem finishing their thesis. They say the reason is that they are too busy to come up with a good enough idea. That's nonsense. Of course, it's a common [illegible]. The real reason they are too busy is that they lack the discipline to make themselves sit down and write every day. And the reason for that is that they failed to develop discipline early in their academic careers. If you try to write a few pages a day, five days a week, you will find the dissertation process easy and enjoyable.

Your Research Agenda

One of the reasons your dissertation tends to be not that important is because *everybody has one*. Sure, some people don't finish, but I'm talking about the people you will be competing against for jobs. You will be asked about your thesis, and people will care about the answers. But then they will ask you something about "what's next."

It's worth having an answer to this question. You'll have plenty of pieces of work you have already done and a catalog of ideas since the day that you started grad school. The important thing to do is weave these threads into a fabric, so that it coheres. You are not [illegible] the sequence of projects that you talk about, but [illegible] what are some ideas of another artist [illegible] your approach.

[illegible] an answer, a good answer, that James Buchanan gives [illegible]: "What are you working on that you would want to read about ten years from now?" A common mistake is thinking that if you simply accumulate [illegible] number of publications you will be a success. There is some truth to that, but remember why you got into this business in the first place: ideas. You are interested in ideas, and how they shape the world. [illegible]

As I said above, not all ideas are big and important. That isn't a problem, because even small ideas [illegible] are one in the development of [illegible] a science. However, you have to carve out some time, maybe once a week, and think about: "What am I working on that I would want to read a decade from now? What would I want to think about a decade from now?" If the answer is ....nothing .... then you need to go back to the things that made you excited about this business in the first place.

Lots of ideas take years to bear fruit. I started my Ph.D. thesis in 1983, and finished in 1984. I wound up publishing two papers from that thesis, one in 1986 and one in 1988. Those two papers have made a huge difference in my career. In both cases, I spent nearly an extra year working on the idea, developing it further and [illegible] to make sure the contribution was clear. The 1986 paper has been cited more than 50[illegible] times in the professional literature, and the 1988 paper was [illegible] the debate on [illegible] and in the United States Congress.

When I talk to a young person, and he (or she) tells me about their research agenda, he (or she) often says something like this: "I have a paper I am sending to [journal], and then I am sending another to [journal]..." and so on. That is all good info, and that you will need to think about, [illegible]: what really interests me about research is why would a prospective employer believe you are so excited about this exciting subject that they should hire you for a job, instead of the 100 or so other students who applied for the position who can't have deep interests or commitment to ideas. So, work on your research agenda, and take stock of it every once in a while. [illegible]

Publishing Your Work

Michael Munger

No be e o o se, b n yo esea needs o be e s on es e n e e e ed s oo of acade c s ccess. e e o e o e s, se ce and ea n , a e a so o an , b b s n s c ea y s a on e a s a os co e es and n e s es. a of e eason, as a eady on ed o s a esea o s an ab e and ob ec e.

No , s e ec y a s be o ob ec a esea b ca ons a e o e a ed as a c e on o s ccess. B yo need o ea ze a ose a e e es of e a e yo a e cons de n en e n . nce yo be n o e, and nd o o e abo e n e oys of b s n yo o and a n o e eo e ead o , so e of ose ob ec ons a e e y o beco e ess n ense. en en e ed acade a, ad no dea b ca ons e e so o an . en s s a ed n , ad no dea a n boo s and a c es, and e n e b s ed, o d b n s c dee and as n sa s ac on.

n of s ay: o any eo e d d ayek each by n *The Road to Serfdom* o any eo e a e ea ned ea and end n s o ead n ede c Bas a a can be ea ned by c n a d Boaz s *Libertarian Reader*, and oo n a e essays e e a e en y of eo e o c a a each n s o d be o e o an an b ca on, b a e e nde s ood e d s nc on. n ac , n a ose eo e a e bac ads: each a o e eo e o y n an e e co d n e c ass oo .

a s no o say a os of e b s ed esea od ced by e acade y oday s o an o s a o . B a s y yo a c a on, and e esea of o e s c ass ca be a sens b es, s so o an : deas a e . ood deas can n o o e bad deas and on deas; b on y ose deas a e a ed n a ay a s e y, o ce , and a c a e. e a e s and boo s a yo e can an e e o d, yo can e e b s ed and esen ed o a e o d o see. ass ca be a s n e s of de o n n o a s , exc s e o of ono cs, n a d oc sed so o a s o be e e ey a e e, and a e e yone e se, e e o of no ance o bad o es, canno be a a .

don be e e a s . ass ca be a deas a e exc n , o an , and n ec o s. e e e nex ayek , o on M ses, o o ba d co e o o s e be ead n s e y essay, and y n o dec de e e o y o sca e e o y o e , o o n a ay and do so e n e se. a e son ay be yo e acade y needs yo yo ass on, and yo n ab y.

My oa n s essay s o desc be, and e a s de ys y, e acade c b ca on ocess a e. e s a on ay a y de end n on yo d sc ne, b e e e a o nes a e e sa e. e s cons de o n s a of en de a acade c ca ee s a os be o e ey s a . B be o e be n, e e say a of a o s s s y ad s a on, o e ens s y o a on, of n s a o e by y d sse a on ad se , Ba y e n as . e o o e, and o e dee y, abo e ob e of acade c n an anyone e se no .

Four Problems in Publishing Your Work

1. **Editors don't have deadlines.** s s ob o s, b o an . o a e sed o n , and o n , on dead nes. a e s a e d e on a ce a n da e, es s a en a a a c a e, yo a e o o o o o e ad, and so on. B once yo a e a ad a e s den as e c asses s a e, and o e es of yo e as an

acade c, os q o na a c es yo e a e no en on a dead ne. In fac , no n co d be f e o . o s q o na s e f a o e s ss ons an ey a e s acef o ca on. In any o na s, e a o q s ss ons o ca ons s 5 , o e en o e, n so e cases nea y 20 . So, e obe s a yo can a ays q s n yo a e o o o , o nex e . nex yea . And e ed o no ca as n , " e e s a a e yo e e o n o send " o e e . In fac , ed o s a e eased a yo d dn' send , f o e s e eason a ey don a e o nd e e es and ocess e a e . ed o s a e oo n f o easons o n do n a e s, o e e q q e des s . s doesn' ean yo on ' e a f a ance. B f yo send a a e a s no c ea y o o and no eady f o ca on, o f yo s don' send e a e a a , e ed o no nd.

2. **No one wants to hear about the labor pains. They just want to see the baby.** n and s n s a d o , and a es a ence and e s s ence. a e ea d e a fe n o eo e say a , as f a as ey can e , e e s no e a ons be een o and n eco d. I s a c , connec ons, and ys ca "ab y"; e e yo a e o yo don' . a 's nonsense. If yo s end e e o e e a e e , and yo a e o n o an o an obe and a e s on , e de e o ed deas, yo e ed. I 's a s e. o ay as , "B a abo e 5 , o e , a o q e ec ons o ca ons " e ans e s a doesn a e o be yo a e s e ec ed. S e, os a e s sen o o na s e e ec ed. Mos a e s sen o o na s a e ea y bad If yo s ead e f n s ed od c , e a e s ac a y ed n o na s, yo ay des a , n n "I co d me e e so e n s ood." B yo need o ea ze a a o ca ons s obab y e od c q s x on s o , o o e, q do n no n o n n ense y on s a a e . In ac a e, ay a e e een on s o a yea o be ab e o de o e s x on s q f oc sed q o . o o q ess ona con e ences, and yo see a e s n o ess, and ose a e ess n da n . e d f e ence be een con e ence a e s and ca ons s a ea q e d f e ence be een s ccess s o a s and f a es: s ccess s o a s no e con e ence a e s abo , o ess, q a f na a e . o need o s end on s f n n , o n , and e n co en s on, yo con e ence a e be o e yo send q o a o na . o one see yo o n a ay, n e dd e q e n , n n ose ex a o s. en, en yo a e s ed, and o e eo e e yo 's s c , yo no e .

3. **The Referees Hate Me.** In f ac , yo can oose one o o e q yo e ees. Mos o na s, n os d sc nes, a e " e eed." a a eans s a yo a e s sen o e e, and so e es o e, ex e s n e f e d f o e e e . e e e q anony y q e ocess a es. So e d sc nes se a "do e b nd" e e ocess, e e e a o 's na e s s ed f o e a e , and e e e e's na e s no no n o e a o . e d sc nes ea e e a o 's na e on e a e . o a e no d ec con o o e e e e es o a e se ec ed, and n f ac yo ne e no o as se ec ed, beca se e e o s and eco enda ons yo e bac f o e ed o be anony o s. B e e a e o f ac s a yo o d ee n nd. (a) ed o s a e a ea obe oo n

for referees. Most journals don't pay reviewers, and do not [illegible] reviewers [illegible] read [illegible] the paper, think about it, and then write a review of 300 words or so. Some editors are constantly trying to find [illegible] to serve as reviewers, provided they are experts in the subject of your paper. You can "suggest" referees in a way that seems obvious, but which many people [illegible]: the names and publications in your references. Often, you should do this anyway, [illegible] the other scholars that have published in the same journal to which you are now submitting your paper. There is nothing [illegible] about doing this; the fact is that your paper [illegible] additional information, which the editor can choose to use or ignore. (b) Referees [illegible] to see their own names and publications in your references. I'm not saying that they will necessarily recommend your paper for publication if you cite them. But if you fail to cite a relevant article, particularly one published in the same journal you want to publish in, surely [illegible] less favorably disposed toward your paper.

4. **Bias: It exists, but….** I often hear from classical liberals who say that they don't submit articles to journals, or book manuscripts to other than academic presses, because the process is biased against them. You need to realize that publishing books is an entirely different enterprise from publishing journal articles. Still, the question of bias is an important one, and so I want to consider it here. Academic presses, and other book publication outlets, actually *do have deadlines*. Unlike journals, publishers always want more good publishable book manuscripts, because that is how they cover their costs. If you have a well-written, coherently argued book manuscript, you should have little trouble getting it published. *If there is bias in the book business, it is against manuscripts that are too long, too jargon-laden, or too academic.* The problem for the [illegible] is that book manuscripts are [illegible], and *good* book manuscripts are [illegible]. You should plan on at least two years between the time you submit a completed book manuscript and its final publication, and it could be longer. Depending solely on book publications to get tenure is risky, since if you [illegible] in the review process your book may be delayed past the deadlines for submission of tenure review materials.

Bias is more likely to exist in the publication of journal articles, but I am less certain that it is as widespread as some people claim. Suppose it is true that [illegible], but that there is bias against people who take a classical liberal perspective. What would you expect to see? You would see lots of unpublished articles, or publications in lesser journals, fewer journals, that sort of thing. And some [illegible] have records that look [illegible] that. But there is another, very dangerous [illegible] and excuses failure. I often hear [illegible] say: "Journals are biased against conservatives, so there is no use writing journal articles." If this were correct, then the lack of journal publication is not a sign of lack of [illegible], but a [illegible] of ideological [illegible].

It's [illegible] that's very satisfying, but it's really just an excuse. Journals are biased against bad articles, articles that don't cite anything written after 1980, articles that [illegible] written by people who [illegible] you would [illegible]. [illegible], When I ask for evidence of this supposed bias, the bias he has no one instance of rejection. He didn't write any papers, because he had convinced himself that bias would prevent publication anyway. Yes, there are real instances of bias, but there are also plenty of examples of people who are very successful in [illegible] top journals that are still [illegible] classical [illegible] perspective. [illegible] theory, and [illegible].

Rules for Success in Academic Publishing

0 Td (m)Tj 9.36 0 Td (p12 0 Td (e

1. **Conference papers arbldn Abuplent-l6pp lbrutha t**

Conducting the Job Search

David Schmidtz[1]

The Problem

Suppose you are just starting graduate school, hoping to be a professor in five years or so. If you were an undergraduate, you wouldn't wait until your senior year to find out what you need to do to complete the major. If you want an academic job, it's time to find out what you need to do to get one.

Imagine someone saying she intends to win a gold medal at the Olympics three years from now. You ask her what the training regimen is like, and she says, "I'll start training when the time comes. I work better under pressure anyway. I need looming deadlines to spur me on." You would, of course, think that such a person doesn't grasp the concept of intending to win a gold medal. If she really intended to win, rather than merely dreamed of winning, she would [illegible] challenges [illegible] competition, and would have found that the pressure is already on for those who truly intend to win gold. Maybe the people around you aren't going the extra mile, but they aren't your toughest competition either.

Start by understanding that it's your life. Don't approach the job market like a lost lamb. Take charge. To you, the job market is the end of the world as you know it. To your mentors, it's not fatal. They go through [illegible] every year. They wish you well, but they know from long experience that it's not their problem. If they worried [illegible] about you [illegible], it would ruin them, since [illegible] students in your situation [illegible].

Panic and anxiety aren't appropriate responses here. Panic leads to avoidance. Avoidance leads to unemployment. Don't panic. Instead, focus. Focus on what's within your control. Right now, three main things are within your control. I'll call them Passion, Organization, and Respect.

Three Ingredients of Scholarly Success

Passion

This is a discussion of career strategy, but my first and best bit of advice is to make sure there [illegible] than strategy. You want to succeed, but you also want to deserve to succeed. The life of a scholar is a good life. You get to make a living by reading, and thinking hard about what you've read. You walk into a classroom, [illegible] your students [illegible] what you think, and they take notes. Even better, if you have some passion for the material, then so will many of your students. Better still, you then go back to your office, write up your thoughts, and send them off to be published. Some day, years later, you Google the name of your published essay, [illegible], and find that hundreds of writers around the world have referred to your essay in their own work. (A word for the wise: [illegible] you achieve, it'll be enough. [illegible] comes, but don't [illegible]. The less concerned you are to prove yourself in comparative terms, the easier it is to feel peace.)

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[1] See footnote 1 in "Being in Graduate School."

[illegible]

[illegible]

[illegible]

[illegible]

Organization

[illegible]

[illegible] you [illegible] supposed to have done this afternoon. Then the phone rings and a friend of yours, the one you did not have time to write a letter of recommendation for, tells you that she has been denied tenure. Or your doctor calls to say she wants to order a biopsy on a mystery spot that showed up on your X-ray, and as your doctor hangs up you see a line of people down the hallway needing to talk to you about their term papers. There will be days when you go home late, barely having started what you needed to do that day.

Fear and stress management are keys to happiness and productivity in academics. Fear itself is a major obstacle to professional success, and also a major obstacle to enjoying the success you achieve. So long as you are an academic, you will be caught in the middle of a war between what's urgent and what's important. Don't be a coward. When it's wrong to say yes, say no.

Above all, when things get busy, don't sacrifice research. Here is a nasty fact: research is the most important thing on your agenda, professionally speaking, yet also the least urgent. It's the easiest thing to sacrifice when things [illegible], even though it's far more important to your career success than what's [illegible]. This problem never solves itself.

Here is my proposal. It may be my best bit of concrete advice. Set a weekly goal to track your research time. [illegible] You need an ongoing, steady commitment to research. Daily, weekly, monthly commitments. [illegible] commitments, [illegible] commitments, [illegible]. There will be many days you can't control, but you won't have many weeks you can't control sufficiently if you [illegible]. Get up at 5AM if necessary. Don't let everyday chaos gobble up those precious [illegible] where you do what you have to do to make progress, and feel the satisfaction that comes from having created something.

To do today: [illegible] commitment to research. [illegible] yourself to enjoy day to day life.

Related to this: Don't [illegible]. Don't worry about wasting time. [illegible] in academic life is [illegible]. Unfortunately, [illegible] done is not. So, [illegible]. If you can get up in the morning and put three hours into concentrated research, then it doesn't matter whether you waste three hours at the end of the day. When I wake early, and do three hours of research first, I get more done with less stress, and I enjoy the rest of the day. Make time for concentrated research on pretty much a daily basis.

Suggestion about summer: Summer teaching is [illegible] optional, so don't do it. In the long run, you'll make *vastly* more money working on an article than you would teaching a summer course. Teaching a summer course can get you maybe $2000. An article can get you a tenure-track job. After you get a tenure-track job, an article can get you a merit-based salary increment that adds hundreds or thousands of dollars to your salary every year for the rest of your career. Think about that before [illegible] yourself into believing you need the money more than you need the time. You aren't a [illegible] any more. Your time is precious now in a way that it wasn't even as recently as a year or two ago. If you can [illegible] an article, [illegible]. Most people don't listen to this advice. They are [illegible] to doing what's easy, not what's best. [illegible] an article is hard, whereas continuing to not [illegible] is easy. Self doubt

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I find many such thoughts in books in the "self-help" genre. I do not know whether I arrived at them independently. In any case, Stephen Covey draws the same distinction between urgent and important in *The 7 Habits of Highly Effective People*. Richard Carlson does a brilliant job of stating the obvious yet often overlooked in his *Don't Sweat the Small Stuff*. One of Carlson's central insights, which in effect summarizes this section, is that life is not an emergency; we are better off not pretending that it is.

[illegible] days [illegible] jobs so as to [illegible] find [illegible] they're [illegible] [illegible] that's best, not what's easy. [illegible]

Respect

[illegible] respect [illegible] 3 [illegible]nds.

1. Respect for your [illegible]

Academics is not a war. It's a [illegible] of ideas. Your [illegible] are [illegible]. Don't be a [illegible] if they aren't interested in what you have to offer. If success is what you want, you have to [illegible] by deserving it. The way you deserve it is by [illegible] good [illegible] those that your [illegible] can appreciate.

Academics is a conversation. [illegible] in mind that what you do, after all, want to join the conversation. If you want your [illegible] to respect you, start by respecting their work. It's your [illegible]. You can't make friends by [illegible] of your way to [illegible] they know you don't respect their work. (And if they're really so convinced that respecting their work is beneath you, then maybe you need to find another line of work.)

2. Respect for your chosen field

Learn both the [illegible] of your discipline. You are not [illegible] concepts, [illegible] positions. You are not [illegible] topics, and you are not [illegible] enough about your discipline's history to understand why topics are [illegible]. That's where your [illegible] are. This does *not* mean you should adopt those topics at face value. Both matter: you want to be independent, but you also want to be part of your discipline. If you can't find a way to be part, you don't belong.

3. Respect for the art of [illegible]

[illegible] friends who had to work [illegible] some of the ways [illegible] too easy. If you aren't enjoying it as much as you think you should, there's a question. [illegible] criticize [illegible]. Creation and critics are different processes. Creation comes first. If you start with a blank page and write down an idea only after you're sure you can prove it, you end with a blank page. You're doing it backwards, and robbing yourself of the joy that comes with being creative. In a world, even bad ideas are wonderful, because bad ideas (so long as you don't cling to them) become good ideas.

S[illegible] for [illegible]:

- It's good to have several [illegible] projects going on at the same time. When you're bored with one, the other is suddenly fascinating. My [illegible], don't [illegible]. Switch back and forth. You won't [illegible] fascinating [illegible]. It also [illegible] missed deadlines, but [illegible] more done overall and enjoy those [illegible] because of it.
- Read a lot of your [illegible] to [illegible] who [illegible] at the [illegible]. You often can't [illegible] the [illegible] dead [illegible] those [illegible]. [illegible] you can [illegible] as [illegible] if you [illegible] a [illegible] person. [illegible]. As you [illegible]

accordingly. Eventually, you [illegible] lose [illegible] sound [illegible], [illegible] perceptions of a [illegible] person. The final product should be simple, clear, [illegible] concise, [illegible] lively. Your readers [illegible] be able to follow [illegible]. [illegible] say [illegible] you're clear, people won't respect you. [illegible]. So long as you [illegible], it's [illegible] better to [illegible] clearly.

- Most thesis research [illegible] 'so [illegible] book.' The questions, which can then [illegible] on, are [illegible] to reach out and grab you [illegible] the book because you [illegible] not [illegible] a thesis index. Academics don't think much about the book. As a student, you should [illegible] to a professor who is glad to read your stuff, and offers you some feedback. You don't need that book. Once you graduate, you are in a different world where you [illegible]: you have to do something [illegible] other professors to spend a chunk of their [illegible] busy day reading your paper.

Plotting The Course For Your First Job

Keep Sight On Your Goals. Be All You Can Be.

The job market is competitive, intensely competitive. When it comes time to apply for a teaching position, 300 people will apply for the same job. 20 of them are [illegible] a [illegible] less [illegible] decent [illegible] won't even get an interview. Still, somehow, people do get jobs, and you can too. What can you do to distinguish yourself?

Think: Hiring committees aren't looking for good graduate students. They're looking for assistant professors. You want to convince them you [illegible] (in fact, [illegible] already [illegible] be) assistant professors. No one much cares whether you were a good student. The question is what kind of professor you'll be. So, learn to behave like an assistant professor.

You need to show that you are [illegible] in [illegible] areas. These include: a good [illegible], credible publications, professional development, interview and presentation skills, an active research [illegible] that goes beyond your Ph.D., and credible recommendations. [illegible] if you can demonstrate that others know about you and your work and, ideally, that at least some people are enthusiastic about your ideas.

A Good Dissertation Topic

Think strategically when choosing a dissertation topic. You will have to work on that topic for a long time. Be careful about settling on a doctoral topic merely because *your advisor* thinks it would be interesting.

On the other hand, [illegible] since you want your committee and other members of your profession to be really interested in what you are doing. If you choose to work on a topic in which *you* have always been interested, but in which *they* are not, you are heading for disaster. Ideally, what you need to do is to find a happy medium [illegible] a topic that *you* think is worthwhile [illegible] and which *they* think is interesting, timely, and suitable for publication in a good journal of academic [illegible].

Publications

Think of your dissertation in terms of publications. For example, [illegible] you had some possibility of written the dissertation as a series of publishable papers. If you can [illegible], you could do this on the [illegible] to do the research [illegible] your work [illegible] a dissertation into papers. In addition, if you focus on what will be publishable, you will guarantee that your work is addressing the current concerns of the academic world.

Think about what makes a paper publishable. Look at the current journals in your field, and [illegible] the kind of conversation going on within them. Make sure your work can be considered to be a contribution to a conversation. It is also useful if you can learn how these journals function. Your advisor and your committee can give you advice, as they themselves should be publishing regularly.

Journal Articles From Your Dissertation

If your work is good, make sure that you submit it to good journals. (How can you determine the quality of a journal? Again, ask around. There is, typically, a well-known pecking order in your discipline, and some disciplines (*e.g.*, economics) publish a standard journal ranking from time to time.) A friend who is the editor of a journal that is not highly rated and who asks you to publish with them, may not be doing you a favor if you end up putting something good which could have been published in a better journal.

Other Articles

While you are a Ph.D. student, it is a good idea:

a) to submit to a refereed journal an article of your own on a topic other than your dissertation topic, provided you are encouraged by your teachers that your paper is of publishable quality. The [illegible] Graduate Research Workshops provide an excellent opportunity to turn a *good* paper into something publishable.

b) to write some book reviews (but not too many). Journals need [illegible] reviews because there is no incentive (other than the free book) for faculty to do this. It is [illegible]. Ask [illegible] on your committee if they know any review editors of journals and if they would recommend you to them. Then [illegible] to introduce yourself and your work and to ask if there is any chance of reviewing in your area of interest. If you're offered the chance to review, make sure that you produce something in [illegible] that journal, and have someone (ideally, a faculty member) read over before it's submitted. Resist the temptation to be a smart alec. It is not a nice way to behave, and such an attitude from a graduate student will not be well regarded. And there is always the chance that flippant comments may come back to haunt you, as when you come for a job you really want and discover that a member of the hiring committee has great respect for the work of the scholar whom you savaged, *and* she has read your review.

[illegible] both [illegible] accomplishments and career goals in [illegible] you confidence about publishing and teaching [illegible] you a bit about the “[illegible] of the game.” Second, publishing in an [illegible] refereed journal demonstrates that you can indeed do good [illegible]. [illegible] demonstrates [illegible] that your research interests beyond your dissertation [illegible] which you may [illegible] and the job.

Credentials, Personal Networks, and Other Experience

- If jobs in your field often require teaching ability in some other area of your discipline as well as that on which you are writing your dissertation, make sure that you give yourself time to acquire the knowledge and experience you will need to develop competency in that area. [illegible], you will [illegible] with people who are specialists in that field, too.

- Avoid doing a dissertation on a topic in which there are few jobs (*e.g.*, the philosophy of social science).

- It is also worth thinking about other things that will strengthen your credentials, *e.g.*, taking an outside master's in a subject which would boost your technical expertise in the field that interests you. Is your field one in which some practical experience is useful, say, clinical experience if you are interested in medical ethics, or laboratory experience, if you are interested in experimental economics? If so, make sure that you have time to acquire it.

- Conferences serve two main functions: They [illegible] idea of [illegible] work being done in your field, and they [illegible] you to meet with people who should be aware of your work. Find out which conferences are important to you. They are not always the big ones. Here are a couple of examples.
    - For those working in the history of political thought or the history of ideas, the Annual Conference for the Study of Political Thought is excellent. It is a [illegible] in which to [illegible] people who are typically presenting their work before publication. Members of the conference (which is inexpensive for students to join) get written versions of the papers, too. It is a great place to discover what issues are central to people in your field and what topics [illegible] especially interest [illegible].
    - For those with interests in political philosophy, the Social Philosophy and Policy Center at Bowling Green State University is also very good. They publish a journal and sometimes sponsor an open conference at which [illegible] papers are presented, often by high quality speakers.

- Make sure, also, that you understand the “netiquette” of Internet use: don't post anything inappropriate or offensive, and don't send off messages in haste which you may come to regret. Remember, you may be Googled

More On the Job Market

The American Economics Association has an annual convention in January; the American Political Science Association in September; the American Historical Association in January; and the American Philosophical Association at the end of December. Most schools seem [illegible] do their first round of interviews at this convention. ([illegible] process and then a [illegible] scheduled [illegible].) Schools [illegible] accordingly [illegible] application deadlines, typically between November and December. Advertisements for available positions that appear in discipline specific publications (one example is *Jobs for Philosophers)* in late September. From this point on, you will be preoccupied with getting your applications ready and in the mail.

You will need to supply a nearly finished dissertation to your committee members by the beginning of September, so they can write the [illegible] letters saying, among other things, that they have seen most of your dissertation and they see no obstacle to your being ready to graduate the following spring. If they can't say that this year, realistically this probably isn't going to be your year. Good entry level jobs tend to go to people who have been out teaching for a couple of years already, and have already built impressive publication records. If your main advocates can't claim to have even seen your dissertation, it will be hard for you to compete. Lots of hiring committees, once they see from your letters that they can't comment on your dissertation being done, won't bother to read anything [illegible]. They have 300 applications to read in two weeks, and [illegible] have no choice but to be looking for the dozen or so people who have a real chance of [illegible] one. They don't need to gamble on someone who still looks very much like a graduate student, and they may not even have [illegible], [illegible] the department and the dean will be expecting to receive a short list of exceptional finalists.

Here are the [illegible] of a complete dossier:

Your cover letter

Include phone numbers, email, and a web page if you have one. (If you have a web page, make sure it isn't full of stuff you wouldn't want a hiring committee to read.) If you have a special interest in a particular place, say so.

Crucial: Avoid self-glorification. [illegible]. Include anything you think you'd like someone to mention on your behalf. So, you [illegible] [illegible]

[illegible] where your dissertation stands. Include [illegible] comments about your teaching. Also crucial: [illegible] feedback [illegible]

CurriculumVita

The purpose of a CV is to [illegible] (*e.g.*, [illegible]) [illegible] (*e.g.*, [illegible]). [illegible] chronological order [illegible]. But rules are made to be broken.

The guiding principle here is that you want [illegible] as [illegible] as possible to make a case for [illegible] you [illegible]. In different words, a CV is an advertisement, not a confession. [illegible] you [illegible] on [illegible], or [illegible] something [illegible] a messy divorce, but those things aren't reasons to not hire you, so they don't belong on your CV.

If you list something on your CV, you are representing it as a selling point. So, should you [illegible] on your CV? Let me [illegible] this way. Being [illegible] is [illegible] a selling point. But if [illegible]'s CV says, "[illegible]," that [illegible] sends [illegible] not only that [illegible] is [illegible] but that [illegible] is obsessive [illegible] should be [illegible] because there's [illegible]. That's a [illegible]. A committee may not care that you are a Marxist, feminist, [illegible], but again, [illegible], but [illegible] on your CV [illegible] declares that your commitments are *qualifications for the job*. That makes your commitments [illegible] personal [illegible] and forces the committee to decide whether [illegible] those [illegible] are your [illegible] for the job.

Again, a CV is an advertisement, so your main selling points should be on [illegible]. Generally, though, there's what readers expect, so, other things equal, [illegible]:

a) Educational history (reverse chronology, unless your last degree is not your main selling point)

b) Areas of Specialization/Areas of Competence
List one or two specialties: what you've written a dissertation on, areas where you have published and continue to publish. Areas of competence, as they can be [illegible], are areas where you are already [illegible] prepared to teach [illegible] courses. Claims to specialization or competence have to be supported by teaching experience, publications, courses taken, or letters of reference.

c) After that, the order is not standardized. The order in which you present publications, teaching experience, and honors is dictated by your strengths. What you most want readers to see goes on [illegible]. If you have a publications section, consider a "manuscripts in circulation" section. [illegible] not just as [illegible] when you [illegible] courses [illegible]. Don't [illegible] Manuscripts in circulation are not publications. Conference presentations are not publications. Label them properly.
[illegible] is [illegible] and [illegible]. This is some [illegible] and [illegible] dissertations [illegible] don't [illegible]. They [illegible] presenting [illegible] and drafts as publications, presenting abstracts of conferences presentations as publications. [illegible] and [illegible] committees [illegible] seen [illegible].

d) Your CV will [illegible] end with a section [illegible] contact info for your references. Before that, you probably want an abstract of your dissertation. Some readers want a couple of pages, others would rather see half a page. You can't please everyone, so just be aware that you need to be concise, and fascinating. Your abstract should be [illegible]. As [illegible] questions that [illegible] need to [illegible] you [illegible] your answers.

Letters of recommendation

The next part of your dossier, after your cover letter, and [illegible], are your letters of reference. You'll need at least three letters from faculty in your profession. Think now about your most recent references. What are you doing to make them see you as a real colleague? [illegible] Are they your [illegible] readers? [illegible] They [illegible] you and [illegible] your [illegible] as someone of [illegible] and [illegible] colleagues. [illegible] you [illegible] do, and [illegible] you [illegible] done, [illegible]. [illegible] on [illegible] your [illegible] at the same time, too. They [illegible] look [illegible] they could recommend you highly but your [illegible] is, in fact, quite [illegible].

Writing Sample

You don't want a writing sample that's [illegible] about nonspecialists. It has to be self-contained. An original idea is better than [illegible]. A good short paper is better than a good long paper. Topics that match a job description are best. Anyway, these are [illegible] factors, but the bottom line is to send your best work. A perfect dossier isn't an option. But an excellent one is. Strive for excellence.

[illegible] in committees [illegible] 300 applications. [illegible] they are [illegible] to read all applications [illegible] done. Some [illegible] say they are [illegible] for one day, five days [illegible]. That's for [illegible] to read in all applications. [illegible] Probably [illegible] they actually are. Even so, if they are 300 dossiers to read, that's [illegible] dossier. Think about that before you bet your career on the [illegible] in a [illegible] of your writing sample. That writing sample had better [illegible] by the end of the first page. Otherwise, you aren't serious about your career. A [illegible] is a [illegible] sales pitch. [illegible] as [illegible] the page.

Teaching

My sense is that a [illegible] section on teaching has become more important in recent years. You need evidence that you are a very good teacher. Your letters of reference are to back you up. So, if your professors don't [illegible] in your classes in order to find out how good you are, ask them to, then ask them to write a letter for you. [illegible] some faculty [illegible] your [illegible] and [illegible] evaluations of the years.

In your teaching section, official statistics and written comments from students evaluations could be good. A complete set for one class probably is better than a "greatest hits" collection. [illegible] students who are about [illegible]. [illegible] comparable class's feedback [illegible] students who don't [illegible] you and aren't satisfied with their grades [illegible] respect you [illegible] also consider a teaching statement consisting of a [illegible] discussion about your philosophy of teaching [illegible] you do [illegible] students to learn, not merely [illegible] you [illegible].

So, you spend the last six weeks of the fall semester in agony, staring at the phone, [illegible]. And then, finally, it does. Then you get the call inviting you to interview, asking who'll be there. You don't want to [illegible] the interview and ask the distinguished looking gentleman what sort of work he does. [illegible] you already know. So, do your homework.

Wear your name tag. They're tired, and they've already met too many people.

Your main objective is to be the most interesting person they talk to. Most candidates seem not to [illegible]. They act as if the objective is to avoid failing the exam.

The [illegible] is not so [illegible] passing the "what questions are they going to ask" [illegible] but "what do you want them to learn about you? And what do you want to learn about them?" If you don't take charge, it won't happen.

Talk to people who've been through the interview process. They'll give you a different perspective. There are many people conducting interviews and they're all different. In general, though, it may be more important to communicate [illegible] you [illegible] than what they [illegible] you.

- Show interviewers you're as [illegible] as they are. [illegible]. [illegible] show them what kind of a person you would be to work with, in good times and bad. Are you [illegible] under stress [illegible] self confident enough to encourage your students even when they disagree with you? Suggestion: Ask yourself, what would you want in a colleague?

- [illegible] to Start. [illegible] of your [illegible] carefully determines the course of conversation. So, [illegible] you say [illegible] the conversation in precisely the direction you want it to go. [illegible] Next question. Then if they don't [illegible], [illegible] you say [illegible] what they ask about, because that's what you stressed by [illegible], and because many [illegible] won't remember the rest of your story because they're preoccupied with [illegible] a clever question about [illegible] you said.

- Don't be [illegible] "[illegible]." [illegible] don't [illegible] your job. [illegible] your story. No need to [illegible] board conventions [illegible]. Let the questions bring out your [illegible]. Let the [illegible]. Most candidates, it seems, don't have the self confidence to [illegible], or don't [illegible] interviewers [illegible], to [illegible] a clean, simple, interesting sentence. It's a [illegible] way to [illegible] yourself. The main reason why people [illegible] isn't [illegible] the action [illegible] because they're controlled and [illegible]. [illegible] people do [illegible] in [illegible]. That's why you practice. So, practice telling your story [illegible] audiences. Don't worry about being [illegible] practiced. [illegible] actress saying she doesn't want to rehearse [illegible] because she doesn't want to sound [illegible]. [illegible], "[illegible] a [illegible]."

- [illegible] communicate intense enthusiasm. As [illegible] (we [illegible] of applicants) [illegible]. [illegible] makes the difference is, they have an interest in people interested. We are also [illegible] about your future plans. You needn't be "The Next [illegible]," when discussing plans, so you can have a more normal discussion. If yo don a e ans, ' be a d o ex a n y ey need yo a o nd. Mo e an any n e se, a n ans a e yo oo o e e a esso an a s den . ey e yo e o on, cons de d sc ss n yo ans s .

Presenting a Paper on Campus

Ma n bec e: o an yo s o be e ome ey en oy e os . ey a en' nea y as a a yo o ec as yo a e and a os a e o es be n ands eo e o s de yo e d.

Acco d n y:

. ee s o . Lea e ab n y. a o d o n o e 40 n es.

2. Ma e yo bes o n ASA . on' o e es a e e a en on s ans. e ob ec e s o noc e soc s , a ay, no a e e.

3. S ea e s so e es see o o n e a no os n a ba e. on a . o a s o d be o a e yo a d ence be e .

4. ey' e oo n e a e son, no a a e . Be a e son. on' s ec e yo a e ; e a ea a . (no , yo e me o s. s ee n nd a yo a en e e o a o d a e. o ' e e e o be e os n e es ed and n e es n e son ey' e e d n s sea c .)

5. on' e e yo day 45 n e n e e s. e and e e yo need o es and be es o yo a e . Be e e e: en ey assess o e yo and e es ons, ey on' a e a o ances o yo a e.

6. e o s ay an ex a day, e ab y a e e a , so e a can be a bas s o e con e sa on. o conse e eme y and ey e o no yo be e .

Question Period

- o a e o an c a e e es ons, b yo don a e o ans e e n yo a e . Lea e b es ons o d sc ss on (and be eady o e). A e e es one s n s ed, yo can a e a n e o co ose yo se .
- en yo e o a e en n e es ons, o do n e o n s. a ay yo can ea y s en o e a s. n es ons do n sa es eme y, and es yo a ance o econs c es ons a e yo s . a e yo e o e a c e s on and oss b y e a se . (e o n e a no be e bes s o e s a e y, o . be be e o s be eady o e es on e nex e co es .)
- on' n e oo o e s b e eac ons. So e a ea o be s ee n ,

others are bored, others decide to stay away. Maybe things are as they appear, maybe not. Maybe that has something to do with you, maybe not.

- Stay calm. Think [illegible] as friends. Someday, many of them will be. [illegible] good [illegible] your [illegible]ession. Life is too short and [illegible] to act like someone on the outside looking in.

rea y o an , and f yo an o be an academ c teacher , s rea y o you ad an a e o be an effec e s rea e . Besides a n e of e s a se e boo s o b c s ea n co ses, you can a y f o e I S a e e e o en o s o nc des n a abe ns c on on any of ese o cs.

Job Applications

In any ob sea c , e a e of e sona con ac s can ne e be o e s a ed. So e n co e es e e nd e ds of a ca ons, and n s c c s ances, s d ff c o e yo na e o s and o . Any os e e sona no ed e a e co ee as of yo yo o , o yo e e ences e yo an ad an a e. e co ee , a eas , e yo a ca on a second oo f so eone no s yo and no s a yo o s ood. If yo ad so offe s o a e a ca o eco end yo a ca on and endo se yo e sona y, enco a e , and, n any case, as e no s eo e a e aces o yo a e a y n . o f ends a I S a a e ood con ac s, oo, and s o d be a of yo ne o . o be a n nd a , a s s a e, a a e s s a eo e can o es y say a yo o s ood a e an s a ey no yo If ey a e o be ab e o say a yo o s ood, ey need o a e seen a yo a e en.

A s, o e e , s an a ea n yo s o e a e ea sens y. o s e o e eo e e o o n y o nd ca e o e y a ey a e no e y n e es ed n a yo a e do n o do no fee a ey can e s on y on yo be a f. S ccess acade cs a e y ca y e y b sy and a so a e s den s of e o n don' es e a a f endy o ds of enco a e en s an n a on o send e co es of yo o . (If yo ase any en y abo send n e yo o n e s of e e ey o d a e e o oo a s a o s e o doc ne o e ba ass en .) Abo e a , ne e ass e a so eone s n o e a s on e e n yo s o , o o a oac o e eo e on yo be a f, ess e as nd ca ed a s e do so; and as fo eo e no on yo co ee I o d no eco end as n e ess ey offe o do so o ex ess e a en s as fo yo o .

So e de a en s o an zes den s ob a ca ons n e a de a . If yo de a en does s, don' oceed o f s c ea n yo ac es e eo e n o ed; o e se ey ay e se . S o d yo a e any es ons a a yo a e do n s a o a e, a ays c ec yo d sse a on ad so o yo co ee ey a e an n e es n yo s ccess, oo.

More on Interviews

A e n e e se f, yo s o d ex ec o d sc ss:

- o d sse a on be e a ed o offe a b ef b co en s ay and o f e d es ons abo .
- o esea c n e es s, nc d n a o a of esea c a oes beyond yo . . s, n fac , s easy eno . e esea c fo yo d sse a on od e a nds of deas a de and f e n es a on yo e y s n e f e. o be ea s c abo s a . . s no yo ea con b on o sc o a s . I s yo a en ces a yo do befo e yo e a ob, and a e e ob yo an . Ra e an y n o ac

everything in it now, make it lean and mean. In the last chapter, summarize all those ideas that you want to follow up, as suggestions for future work [illegible] by your research.

- When you are asked about your dissertation in an interview, be prepared to say something about it (and you must be able to tell a brief, coherent story). At the same time, try to show, as quickly as you can, what your next research plans are. There are two added advantages to pointing the interview in this direction. Not only do you show that you have a coherent research agenda of your own, but you also create a way for the kind of dialog and conversation that can, loosely, develop around the ideas of your dissertation. However, be realistic about the agenda, and don't present projects that could take you a lifetime as ones to follow the next year.

- Your teaching interests. Be realistic about what you can offer, and be prepared to suggest how you would teach those that are advertised. Before you go to the interview, ask who the people who are already teaching such courses so that you know about some of the textbooks that are used and about some of the objectives presented by the faculty. If you already have teaching experience, make sure that you can produce a record of good evaluations. Remember too, if you come from a strong research background but are applying to a school with strong undergraduate teaching interests, be prepared to reassure your interviewers that you are, indeed, interested in teaching undergraduates, and that you will not dazzle these students with advanced material that's more appropriate for graduate students.

- The school. It is important that you find out certain elementary information about the school. Does it mainly emphasize teaching or research? Does it have commitments to the wider scholarly community or only to the local community? Does it have a religious affiliation? Be prepared to make intelligent comments about this, if appropriate, and if you can think of any special reason why you would wish to go there (the university's [illegible] as a good source [illegible]), mention it. Do, also, check out the department's research interests, and refer to those if you can do so with integrity.

Informations about your interview:

First, make sure that you observe the practical rules: be on time, have copies of your vitae and dissertation abstract available, dress appropriately, and avoid alcohol before the interview. Make sure you can be contacted at the conference. Ask if there are any additional locations where messages might be left for you, and where [illegible] to check for messages. Above all, be pleasant and courteous, no matter what happens; you really can't tell from the manner what committee members think of you.

Second, if you don't get an interview, it can be discouraging. But don't immediately conclude that this reflects a personal judgment on you; you really do not know what is happening on the committee. The merits of your application might simply have been overlooked. Affirmative action, or other considerations which do not relate to your personal

re s, ay a re been o re a re, o re re a re been so re n re na a ren s be reen de a ren s n re n re s y a o red o yo d sad an a re. ey ay a re dec ded o re os on a a sen o re re. nd n o re os on re ren a re been d a n. Bea n nd a obs a re a so ad re sed a re n re yea . n a o n ren s a o re sen o re re s o ren re s o os ons o yo ay co re re.

s o d oes re , yo *may* be n red o an on ca s n re re a " y o ." s n re re be o re n de and y ca y n o re yo n a re y on day o o, ay nc de ren n s nd d a re be s o re de a ren , a o a n re re co re re, re resen a on o a a re based on yo resea , so re rea n , and oss b y a soc a re ren o re n s a o s n re s y no abres. o need o o a re s o s o re a re yo se o s. nd o as as yo can abo re s oo , re de a ren , ob re re ren s, ac y re rences and re sona res, and a o o be o o ance n s dec s on.

o a re re ance o nd o a re ace re s re ren yo s . B re ac y a so an o nd o abo yo no on y as a s o a and rea re , b a so as a o ren a co rea re and re be o re acade c co n y.

re ob n re re s no re re o a re red a s n on o re co re re. re re y a re sea n o a reason o re ec yo A s o n yo no no n abo re sens b res o re y re o re o o yo re a s be n re rered o s read. A re y abre s o a o no once os a re y ood os on, see s, beca se re re y on a con o re s a o c o re d nre and se o re o re sen o ac y re be s. A s s s anda d n re re n ad ce and s a re o re o o . re rea : don' a se red a s yo can s o yo se o s o n o ren yo ca re s o re ne ren yo on' be abre o s o yo se o s o n o n re c ass oo re re . o n re re re s no a, and conc de a re y o re o re s den s no o re yo

re re s a re and a ace o re re y n . o a re ren y o o n y o d sc s yo deas and conce ns yo co rea es, a re s re and a ren , once yo a re been a o n red. nce re y no yo o be a decen re son and a a red co rea re, re y re yo re bene o re do b . Be o re a, re y on .

Winning Tenure

Michael Munger

In April 2005, InsideHigherEd.com carried a story on the tenure process. Here is an excerpt:

The scholar was well liked and well published, according to the e-mail that arrived last week, but he was denied tenure in April. And then he lost it.

One day on campus, he started shouting expletives about the university administration (some versions of the story have this taking place in a class; others do not). He then moved into a hallway, continuing to shout and removing his clothes, taking leaflets off the walls. At some point, he was subdued by campus security officers.

At some universities (Harvard, Yale, Princeton, among others) almost no assistant professors get tenure. The only people who [illegible] tenure are those who are hired at the senior level and thus are tenured already.

But [illegible]. People in the public rarely understand how it works, and sometimes [illegible], the business of academia can become [illegible]. About half of those [illegible] don't get tenure, [illegible] and [illegible]. Fired, sacked, out the door .... it can happen for a lot of reasons.

About five years ago, my wife came home [illegible], obviously worried. "All these people are talking about tenure, and it sounds bad. Do *you* have tenure?" I told her, as gently as I could, that yes, I had been tenured for a decade. "Really? That's good, that's good." She [illegible]. [illegible] But even after being married to an academic [illegible], she's not sure what I do. If I am sitting, staring at the wall, or [illegible] on something, she asks, "What are you doing? Are you okay?" Later, when I come home [illegible] before bed, she says, "Are you done [illegible] your [illegible]?"

"Well, no, I'm never finished. When I finish this, I have to do something else. And I want to."

That's why I [illegible] tenure [illegible] easy: I want to work. The [illegible] of being an academic is that you can schedule the 70 hours you work any time you want, day [illegible] night [illegible]. But that doesn't change the [illegible] commitment, and that's what some people miss. To understand the tenure process, it's not this: [illegible] you are so committed to [illegible], so devoted to the [illegible] of the mind, that you will continue to work hard even after you have absolutely no external incentive to do so.

That is what tenure does: it [illegible] the incentives of fear, being fired, or even [illegible]. [illegible] you want, for as long as you want. Many people [illegible] do not understand the process [illegible], because it seems so secretive and forbidding. In fact, the tenure process is straightforward, as long as you understand these few hard truths.

Hard Truths: Five Facts About Tenure

1. **Your university *wants* you to get tenure.** Hiring is hard, and costs a lot of time and money. Denying someone tenure is a defeat for the department as much as for the candidate. Many junior people feel that the tenure process is biased against them. There may sometimes be political or other bias, but that's rare. The key is to make your six years on a contract and make yourself indispensable. As for bias: you don't need to disguise your political beliefs. On the other hand, if you are going to "out" yourself as a classical liberal *you must be reasonable!* Nobody wants to have a colleague who openly sees himself as the sole voice of reason and morality in a corrupt world. What I have often found is that people are at first [illegible] by libertarian leanings, but once they find out that they can have a good discussion with me, it makes me more interesting. A department is like a family. Everyone knows more about everyone else than they want to know. Tenure is a lifetime contract. Senior people don't want to spend their lives, or their careers, with someone who is always angry, or is constantly defensive. You need to present yourself as a serious scholar and teacher, and a team player, who also happens to be a classical liberal. Your department wants you to succeed, if you seem to want to become a part of the department.

2. **The big three—Or the BIG ONE and the other two.** Universities say a lot on what is expected in the so-called "big three" criteria for tenure (teaching, service, and research), but it is increasingly clear that the "research" leg of the stool is the one that bears most of the weight. You need to realize that there are no specific criteria for tenure, no way of saying "[illegible] that's all I have to do." Pestering your colleagues with questions about specific, objective criteria will just annoy them. They are not hiding anything from you; it really is true that they will evaluate your tenure packet carefully, but subjectively. Pay attention to your teaching (see #5, below), and do service if you are asked, but make sure you take care of your research output. Remember: what your colleagues really want to know is whether you will continue to do good, significant, high-impact research after you get tenure. So if you wait until your fifth year and then publish four or five articles, that "counts" much less than if you had spaced the same number of articles out one per year. Don't put off your research; that has to come first, because it is the bottom line when it comes to tenure evaluations. Finally, research should also be primary in your mind because it is the only thing that transfers well to other settings. If you publish a lot, you can easily get another job; but you won't need to, because you'll get tenure. If you focus on service or teaching, you won't get tenure and you also won't get another job.

3. **Tenure is a hire, not a reward**. You won't get tenure as a reward for being a good citizen, or a real friend, or the person everyone seeks out to ask questions about web design or operating systems. Those are good things, but you will get tenure, or fail to get it, based on whether you can make yourself indispensable. In other words, you have to be (a) the best scholar (b) in your specific field (c) that your college or university could plausibly hope to hire. Tenure is a hire, not a reward. Your contract as an assistant professor is expiring, after six years. Your

colleagues that are to decide whether to offer you a [illegible], [illegible] the contract. This may sound like a cliché, calculating business, but that's only because it is. Make them need you, make them need your contributions to the educational and intellectual life of the department. Otherwise, nothing personal, but *they will fire you.*

4. **Deans can count, but they can't read**. [illegible] often, once you [illegible] an academic job. It's actually not true (lots of deans are actually very bright, and some of them are [illegible] in their own right), but there is an element of truth here. [illegible] books [illegible] magazine articles, [illegible], because you [illegible] to read them [illegible], *and* [illegible] specific knowledge of the field. Likewise, the same [illegible] teaching award, because someone would have to study the professor's teaching skills and techniques, and then write a detailed report. That makes the case easy: someone else has already done the hard work of evaluation for you. And that means refereed journal articles. As was described in the "Getting Published" section, the anonymous referee process guarantees that several other people have looked at this paper and thought it was good enough to publish. So, if you have lots of refereed journal articles, deans (a) you [illegible], and (b) a disinterested person, with no reason to not [illegible] you, [illegible] your work was good enough to publish. The reason, in short, that people who publish lots of journal articles [illegible]: they made it easy for the dean's [illegible] committee to evaluate [illegible]. It's easier to measure that which can be quantified.

5. **Teaching Matters**. One of the most dangerous canards in academics is the canard, "teaching can only hurt you." What that's supposed to mean is that if you are known to be a good teacher, it actually hurts your tenure chances. The [illegible] idea, according to this story, is winning a teaching award, because that means you should be spending more time on your research. There may be some institutions where this is true, but I can't think of one. Again, there is an element of truth, but the real truth is more subtle. Many people are [illegible] [illegible] [illegible]. [illegible] It's [illegible] to spend your [illegible] with students, after class, after [illegible], whatever. But if *all* you do is teach, and [illegible] students, then you won't get your work done. Consider this: suppose you are teaching a 3-3 load (that's fairly heavy, by the way). That would mean that you spend 4.5 hours per week in the classroom. Suppose you spend two hours outside class for every hour in (that's more than anybody [illegible] in the day), grading papers, preparing lectures, and so on. That's 13.5 hours per week, total. Plus, you get summers and holidays "off." All that means is that you don't have to teach then. What do people *do* with all that time off? In many cases, they waste it. They certainly don't produce publishable research. So, if you come up for tenure and you have a teaching award and no publications, it's certainly true that you won't get tenure. But it's not because you won a teaching award. It's because you failed to sit down and write, and then used teaching as an excuse.

[illegible] are some [illegible], and [illegible]. Most tenure cases are not particularly close. [illegible] you [illegible] handbook and [illegible] e m e a n deas and n a as a y day (*every…day*), en o s acc a o s of so d b ca ons. a en case on', be so c a es, as a ce b a on, a co c co n on of a ob e done. s y a o o no ad ce ay *not* en . B a on', be yo so y en n abo t

Appendix A: How To Put Together a Panel

1. Find o e a e any es conce n n e co os on of ane s, fo a o n o a . These ay e a e o e o an za on o co os on of e ane . Fo exa e, o any a e sa e a y esen ed o any d sc ssan s a c a e e A A no a y ex ec s a ane o nc de a eas one o an. s s a e o a con en on n e fe e d n c yo a e o n

2. Nex , n ea s ca y abo a yo need o e a o osa acce ed. Bas ca y yo need an n e es n o c, s na e eco n on. Ass n a yo o be fo nd n e es n , yo obe s e e a e. o need a fe eo e o a e a eady e no n n e fe e d and, dea y, o o d be e a ded as so e n of a ca by e o o an ze . o do yo e s eo e o o yo co ee a eady be on ood e s so eone o f s e desc on n c case, n s ay be fa y s e. Bea n nd a e e s be so e ncen e fo e o be n o a e a . So, o do yo e s eo e n o ed

   A. ne oss b y s o o an ze e ane a o nd e o of so e f e of easonab e d s nc on, ose n s o an o yo o , and o s o men eno o a ac an a d ence b no oo e no n o be a e se o a c a n n an e en a boos s s o c a ecen boo o eo e a e no ye eac ed ex ens e y n n , and cons de se h an "a o and s e c cs" sess on. o s, yo need so e o e s ea e s a an, eo e of so e d s nc on. e e do yo f nd e n y ex e ence, e bes so ce be eo e o a e a eady en b a e no ye b s ed e e s of s o , o o a e d a n a c es fo a La e e sy os f s s e e an (as ay be, n oso y, o ca sc ence, o oss b y, s o y). As ey a eady a e done e o , ey ose no n by a c a n and e be n e es ed n e a o 's es onses. ey a e a eady been as ed by an o an o na o e e a a o boo , ey a e e y be eo e of so e d s nc on e se es a eas , eno o be of n e es o e a o . e ob e s o f nd o abo e . se yo e o as a o nd. o co ee ay e no o no eo e o no o s e e n a e son's o . nce yo a e na es, ca and as f ey o d, n nc e, be n e es ed n a c a n n s a sess on.

   nce yo a e an o ay f o e en one e son of d s nc on, ca e a o . e c on e n ness o a e a and e a a ab y fo e confe ence. o a e a o n of e n e a o a yo a e o an z n s beca se of yo n e es n e o and be n s o ance, o don' concea yo ay a e so e ese a ons abo . e a o s en s as c, as fo s es ons abo e ane . S e s e y o no of e e e s and ay a so a e s es ons fo o e a c an s. nce yo eac an a ee en , conf a yo can en on e a o 's na e n a n an a oac o o e eo e and yo a e of f o e aces

S x s a o sos:

. Ma e s a yo a e on o o n s n e s o oced e; yo oo an d o yo do a s and en nd o a e c os n da e o s b ss ons as assed.

. a e o an ze o e e e an sec on o e con e ence as soon as yo a e yo a o and an n e es n o e s e a e " n e ba ." sc ss e oss b es and as o s ad ce. e ay no o e oss b e a c an s o a e s s es ons o yo . Abo e a , yo n o e a s s a e, e s ess e y o n e n do n en e na ans a e s b ed.

. S ess o e e yo e a ans a e s en a e and con n en on acce ance by e e e an con e ence. ee eo e n o ed abo yo o ess, and con n n a e ba a e e en s ee n co es o yo o n es.

. e o ec s s ccess yo need a a e son. As yo a o o b na e d sc ss an s o a eco enda on.

. es ab y, yo a e co n n yo se n. B e be e yo a e, e o e yo e a y need o a e s a yo con b on co a e e e o o o e ood eo e. (o s a e s a yo co ee e be s a s d en , oo) n n and esen n , o o o yo ay o be o e and easan , and o "b o n nos n" o s ess a yo a e o d o a e n e o , o o a s n any a en yo a e . (s s no a ood occas on o nc de a end o yo s on e a e n ess e o a ens o be so eone a a o e a on n s e d. ose o a c a e a e e y o conceded a *you* dese e a ace on e a e beca se yo a e o an zed e n , b ey no a e nd y o a a e a nc des o e eo e o, on e e s, don n.)

. yo a e con ac ed yo eads n e ay a a e desc bed, be c ea a e con b ons a e c ose o be n b s ed. on' s o n s by y n o e e a c an s o co e o o so e b s n o ec o yo s. eo e o a e o e s a a yo an o a ac a e no obe b s n e o , and ey a e no n e es n so e s e e yo coo . yo o ose s a n , yo ay e ose e n e es and a c a on.

B. An a e na e a oac s o o an ze a o a a o nd e s bs an e a e a n yo a e o n . o , o exa e, con ac so e sen o e (b no an a e ea) ose o n e e d yo ad e. Say a yo a e o n o y o o an ze a a e , and as e as a ad a e s den o co e a e o that is related to what they might be interested in presenting. Typically, they *will* know of someone. If they respond in a positive manner, ask if they plan to attend the meeting, and if so, would they be willing to [illegible] your game. This costs nothing, and there should be [illegible], etc. By setting this up prior to the meeting, you transform the game from something organized by an unknown, to something that *looks like* the game of a well-known person. If they agree (or, indeed, if they respond reasonably to your requests, even if they can't come), ask if they can suggest other people who might be interested in attending. They'll often be able to refer you to someone. Then ask if you can mention their name when contacting the others. If the person agrees and [illegible], then you can get your foot in the door with these other people, and they should be much more responsive and helpful when you contact them. In this way, there is a real chance that you will be able to get together a good game.

In both cases, the exercise will have been worthwhile even if nothing comes of the idea. So you will have had the experience of making contact with senior people in your area and may well have had the chance to talk about *your* work. As the years pass, you can make a point of introducing yourself to [illegible] at the conference. Another useful idea is to develop a network of contacts within your field. Provided that you [illegible], the exercise should be really beneficial. The more people you contact will also be interested to know others who are working in the field and should [illegible] you by name in the future. When you [illegible] contact others, [illegible] success, [illegible] goodwill this [illegible] [illegible] [illegible] [illegible] copy of your work.

What has been said above relates to the running of games at conferences, but there are conferences that are [illegible] [illegible] thousands of more loosely organized groups. These [illegible] are often more flexible and [illegible] more open to the type of event [illegible] described. [illegible] by interest and [illegible] known people [illegible] [illegible] and institutes [illegible] events. There are also specialized groups [illegible] associations with, say, the [illegible] or [illegible] professional associations, provided they are not [illegible] sessions only, [illegible] also welcome creative approaches.

A word of caution, though, about *courtesy.* If you are going to run a game at a specialized group, ideally you should be a member. If not, be [illegible] when you [illegible] approach. The group may already have a set agenda and a group of people planning to present papers, and they may have had to work hard to get their [illegible] at the meeting.

[illegible] note of caution [illegible] be careful if you [illegible] in names, [illegible] under the banner of groups that are *not* ideologically inclined to classical [illegible] (or indeed, to any other ideology). If you do attach names [illegible], the composition of the game should be obviously [illegible]. Do not label yourself as a classical [illegible] on your [illegible], not least as there are likely to be people on the [illegible] who are opposed to classical [illegible] and who may have a veto. Be [illegible]. If you are [illegible] a professional [illegible], do bear in mind that those involved in [illegible] [illegible] you.

Appendix B: Major Professional Associations with Career Guidance

ECONOMICS:

- **American Economic Association**
  http://www.aeaweb.org/

- **Job Openings for Economists** (JOE)
  http://www.aeaweb.org/joe/

- **A Guide (and Advice) for Economists on the U. S. Junior Academic Job Market**
  http://www.aeaweb.org/joe/articles/2003/cawley_2003.pdf
  John Cawley, Cornell University and NBER
  This excellent document describes the U.S. academic job market for new Ph.D. economists and offers advice on conducting an academic job search. Topics addressed include: preparing to go on the market, applying for academic jobs, interviewing, campus visits, offers and negotiation, diversity, and dual job searches.

- **Resources for Economists on the Internet**
  http://rfe.org/
  Sections Include: Data, Organizations & Associations, Dictionaries & Encyclopedias, The Internet Guides, Economists, Departments, & Universities, Scholarly Communication, Jobs, Grants, & Academic Advice, Teaching Resources, Weblogs, Meetings & Conferences

- **Survey of the Labor Market for New Ph.D. Hires in Economics 2005-2006**
  http://cber.uark.edu/data/aea/aea05-06.pdf
  Katherine A. Deck, Jeffrey [illegible]. Collins, and [illegible] P. [illegible]

- **More Resources for Graduate Students of Economics**
  www.LibertyGuide.com
  - Associations / Societies
  - Department Rankings
  - Academic Journals / Presses
  - Online Forums / Discussion Groups
  - Jobs and Faculty Positions
  - Conferences and Calls for Papers
  - Funding, Fellowships, Grants, Prizes, and Scholarships

See Also

Economic History Services EH.Net
http://cs.muohio.edu/

Economic Associations on the Web
http://www.oswego.edu/~economic/associations.htm

HISTORY:

- **American Historical Association**
  http://www.theaha.org/

- **AHA Data on the Historical Profession**
  http://www.theaha.org/info/AHA_Data.htm
  Information on the job market, salaries, students, & other surveys.

- **Current job listings in History**
  http://www.historians.org/jobs/index.htm

- **Careers for Students in History**
  http://www.historians.org/pubs/careers/index.htm

- **Graduate Students Forum:** Sept. 2003
  - **The Convincing Cover Letter** Steve Hochstadt
    http://www.theaha.org/perspectives/issues/2003/0309/0309for1.cfm
  - **Preparing the Teaching Portfolio** Betty A. Dessants
    http://www.theaha.org/perspectives/issues/2003/0309/0309for2.cfm
  - **The Campus Visit: Passing the Brains Test and Lunch Test** -Sally Hadden
    http://www.theaha.org/perspectives/issues/2003/0309/0309for3.cfm
  - **A Survey of Tenure Practices in History** Robert B. Townsend
    http://www.historians.org/perspectives/issues/2004/0402/0402new1.cfm

- **More Resources for Graduate Students of History**
  www.LibertyGuide.com
  - Associations / Societies
  - Department Rankings
  - Academic Journals / Presses
  - Online Forums / Discussion Groups
  - Jobs & Faculty Positions
  - Conferences and Calls for Papers
  - Funding / Fellowships / Grants / Prizes / Scholarships

PHILOSOPHY:

- **American Philosophical Association**
  http://www.apa.udel.edu/apa/index.html
- **APA JobSeeker Database**
  http://www.apa.udel.edu/JobS/
  Note: Site requires membership to login.
- **Guide to Philosophy on the Internet**
  http://www.earlham.edu/~peters/gpi/philo.htm
  - **Includes good resources for teaching / syllabi, etc**.
    http://www.earlham.edu/~peters/gpi/teaching.htm
  - **Includes job info**
    http://www.earlham.edu/~peters/gpi/jobs.htm
- **Philosophy Resources on the Internet**
  http://www.epistemelinks.com/index.aspx
- **Syllabi in Philosophy**
  http://www.apa.udel.edu/apa/governance/committees/teaching/topic/syllabus/index.html
- **More Resources for Graduate Students of Philosophy**
  www.LibertyGuide.com
  - Associations / Societies
  - Department Rankings
  - Academic Journals / Presses
  - Online Forums / Discussion Groups
  - Jobs and Faculty Positions
  - Conferences and Calls for Papers
  - Funding / Fellowships / Grants / Prizes / Scholarships
  - General Philosophy Resources

POLITICAL SCIENCE

- **APSA jobs and career information**
  http://www.apsanet.org/section_47.cfm
- **American Political Science Association**
  http://www.apsanet.org/
- **Syllabi in Political Science**
  http://www.apsanet.org/section_243.cfm
- **More Resources for Graduate Students of Political Science**
  www.LibertyGuide.com
  - Associations / Societies
  - Departmental Rankings
  - Academic Journals / Presses
  - [illegible] /

Appendix C: Bibliography

Academic Career Development

The Chronicle of Higher Education
http://chronicle.com/

The Chronicle offers free searching of job ads for the current issue, career How-to articles, and links to Internet resources for academe.

Academic Job Interviews: Online Resources (MIT)
http://web.mit.edu/career/www/workshops/[illegible]/academicinterviews.html

The Academic Job Search Handbook
Mary Morris Heiberger, Julia Miller Vick.
3rd edition University of Pennsylvania Press (September 2001).

Explains job search strategies through the job hunting process and offers samples of *curricula vitae,* cover letters, abstracts, and more.

The Chicago Guide to Your Academic Career : A Portable Mentor for Scholars from Graduate School Through Tenure
John A. Goldsmith, et al.
University of Chicago Press (August 2001)

"Is a career as a professor the right choice for you, what's the best way to prepare for a job interview, how does the tenure process work, etc."

Cracking the Academia Nut: A Guide to Preparing for Your Academic Career
Margaret Newhouse
Harvard University Press; (August 1997)

A Global Ranking of Political Science Departments
Simon Hix
Political Studies Review 2 (2004):293-313.

Go Find Yourself a Mentor!
http://www.[illegible]cs.caltech.edu/~mentor/[illegible]
California Institute of Technology.

A comprehensive website for mentees, including information on what a mentor is, how to find one, why you should have a mentor.

How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University
University of Michigan

A guide for graduate student mentees, including information on the importance of mentoring, considerations to be made in choosing mentors, and how to be a good mentee.

Mentor and Graduate Student: Strategies for Success

University of Louisville.

A guide for faculty mentors and student mentees.

Mentor in a Manual : Climbing the Academic Ladder to Tenure

Clay Schoenfeld, Robert Magnan

Atwood Publishing: 2nd ed. ([illegible]8 c. [illegible]4).

Mentor in a Manual guides the new assistant professor (or the recent Ph.D. recipient) down the winding and often complex road to advancement, promotions and, ultimately, tenure.

Ms. Mentor's Impeccable Advice for Women in Academia

Emily Toth

University of Pennsylvania Press ([illegible])

Ms. Mentor is an advice columnist for women professors & graduate students. In this Q&A format, she dispenses wisdom on surviving graduate school, landing a job, gaining tenure, and what to wear to academic conventions. (Toth also writes the online Ms. Mentor column for the *Chronicle of Higher Education.*)

Networking on the Network: A Guide to Professional Skills for PhD Students

Phil Agre

Department of Information Studies, University of California, Los Angeles.

So You Want to Get a Tenure-Track Job

Daniel W. Drezner, Assistant Professor of Political Science, University of Chicago.

Strategy and Etiquette for Graduate Students Entering the Academic Job Market

Gerald Shively and Richard Woodward

Review of Agricultural Economics, 2[illegible] (2) ([illegible])

Tomorrow's Professors list-serve

http://sll.stanford.edu/projects/tomprof/newtomprof/postings.html

An online discussion list for faculty development.

Scholarly Publication

AAUP - Home Page

The Association of American University Presses Online Directory

These s n s nc des, e, and a n addresses, a n ome and fax n bes, and an e a contact and eb address o each ess . s s e a so as a ood b b o a y abo sc o a y b s n .

Craftways : On the Organization of Scholarly Work

Aa on da s y

ansact on b s e s, a e bac 2nd ed on (3)

e a e o a of boo s a e been en abo a o s s d es n soc a science, e o s a e ded ca ed o e ns c on o o be an e ec e soc a science sc o a . Se o s s den s a e no on y n e es ed n e s ec a ys b ec , b a so n o acade c c e s ed and o sc o a y o s ca ed o n s ed on, da s y o des an n od c on o e no s and o es of o ca science n a c a and soc a science n e e a .

Getting It Published : A Guide for Scholars and Anyone Else Serious about Serious Books

ca o des o n , ed n , and b s n

a e ano, n e s y of ca o (200)

Graduate Training and Research Productivity in the 1990s: A Look at Who Publishes

a es M Mc o c , o ce

S: o ca Science & o cs (Se 200)

e e a ons be een e a ona an n s of o ca science de a en s and e sc o a y od c y e a ns a so ce of d sc ss on and con o e sy.

How to Write a Thesis (How to Write a Thesis, 5th ed.)

a y e e ba

A : 5 e . ed on (2003).

Publishing for Tenure and Beyond

an n . S e an

a e e b. ( ).

"S e an o des ad a e s den s o n end o s e a ca ee n acade a and en e ac no fac y cand d n o a on abo de e o n an ade a e b ca on eco d. e boo a so o des ad a e s den s, en ed fac y, and o e s n o a on ey need o ax ze e e ood of a n e a c es acce ed fo b ca on by sc o a y o na s."

Ranking Political Science Departments: Do Publications Matter?

a es . a and, s y L. addy

S: o ca Science & o cs, 32: (Ma)

Tricks of the Trade : How to Think About Your Research While You're Doing It
Chicago Guides to Writing, Editing, and Publishing
Howard S. Becker
University of Chicago (8).

> “Drawing on more than four decades of experience as a researcher and teacher, Howard Becker now brings to students and researchers the many valuable techniques he has learned. *Tricks of the Trade* helps students learn how to think about research projects... to better make sense of their research and simultaneously generate fresh ideas on where to look next for more data. He covers four areas of social science: the creation of the "imagery" to guide research; methods of ‘sampling’ to generate maximal variety in the data; the development of ‘concepts’ to organize findings; and the use of ‘logical’ methods to explore systematically the implications of what has been found.”

Writing for Scholarly Publication
Anne Sigismund Huff
Sage Publications (8)

> Recommended for anyone who writes for an academic audience. It provides an excellent set of ideas for the novice as well as helpful reminders for the experienced academic.

Writing With Power : Techniques for Mastering the Writing Process
Peter Elbow
Oxford University Press, 2nd edition (8)

> “Peter Elbow here has synthesized the essential activities underlying good writing and the essential exercises to go on that are really not difficult at all. Employing a cookbook approach, Elbow provides the reader (and writer) with a host of specific recipes: for getting words down on paper, for revising, for dealing with an audience, for getting feedback on a piece of writing, and still other recipes for approaching the mystery of power in writing.”

Useful University Career Centers with Great Career Links

- **Academic Career Help** **(UC Davis)**
- **Berkeley Career Center**
- **Office of Career Services – Harvard**
- **University of Michigan Career Center**