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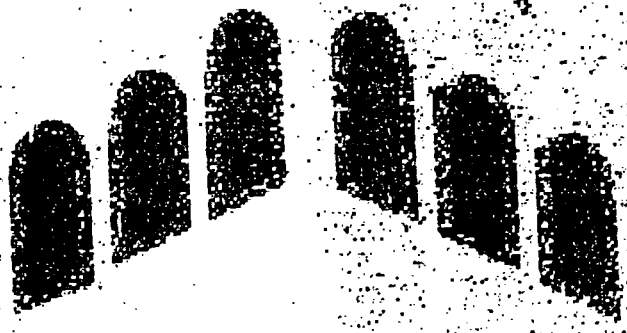
ABSTRACT

This pamphlet offers practical advice to students who desire to pursue an academic career centered around a commitment to the ideals of classical liberalism. The author perceives a conflict between these ideals and the real demands of the academic environment. Regarding this conflict as a challenge which academics must address, he offers specific suggestions to undergraduate students on defining career goals and designing a course of graduate study and professional development which will achieve these goals. Aspects of academic career development discussed include choosing and applying to graduate school, preparing for graduate exams, networking with other academics, selecting and working with a mentor, choosing a dissertation topic, membership in professional associations, conference attendance, scholarly publication, developing the curriculum vita, the job interview process, the tenure process, and collegiality. Appendices list professional associations and job listings and offer advice on putting together an academic panel. (Contains 28 references.) (PRW)

SCALING THE IVORY TOWER



The Pursuit of an Academic Career

JEREMY F. G. SHEARMUR

INSTITUTE FOR HUMANE STUDIES AT GEORGE MASON UNIVERSI

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Preface

At the Institute for Humane Studies, we believe that ideas have power – power to improve the quality of life in society. We recognize a key to advancement being the best minds working on the tough problems through open, intellectual inquiry and sound research. Our goal is to identify and help develop talented, productive students, scholars, and other intellectuals intent on careers in ideas. Among the careers in ideas we regard the academic career as extremely important, and IHS has been very effective in the academy throughout its thirty-four year history.

Through our work with aspiring academics, we have developed some guidance for those students pursuing academic careers who share our confidence in classical liberal ideas. We asked Professor Jeremy Shearmur, senior lecturer in political science at the Australian National University and senior research fellow of IHS, to write this booklet. The target audience is both graduate and undergraduate students who intend to pursue an academic career in the social sciences or humanities.

Our objectives in compiling this advice extend beyond mere encapsulation and dissemination. We hope that students may better understand the world of the academy in order to make an informed career decision, may begin to think strategically about their future, and may gain insight into the etiquette of the academy. We initiated this project to assist students with whom we are in contact. Having finished, we now believe we have a product which could benefit any student considering an academic career.

The ideas in this booklet evolved over time and emerged from several Institute programs. Both IHS staff, particularly Walter Grinder, who created the environment that generated these ideas, and the growing network of faculty advisors who assist in our programs, contributed to the intellectual component of this booklet. Professors Tyler Cowen and Stephen Macedo in particular provided many good comments. The production of the manuscript at IHS was driven by Elaine Hawley, who served as editor, and Margo Reeves, who handled technical design. Our thanks to all who had a hand in this project.

I hope that this booklet will provide students a road map of lessons learned by others who are slightly further down the road on the same academic journey.

David Nott, President

Part 1. Where Do You Want to Go?

The purpose of this letter is to offer some advice to those of you who have both an interest in classical liberalism and a desire to pursue an academic career. It is a path with satisfying personal rewards, yet not without serious obstacles. I hope to share my experience so you will successfully achieve your dream of an academic life. In view of the cautionary picture I present in the next section, I would like to start by saying something encouraging about your goals, the intellectual excitement that classical liberalism can generate, and the rewards of an academic career.

1.1 The Possibilities

Classical liberalism embraces many different strands of scholarship. For example, you may study the historical development of free institutions and voluntary associations–and the lessons that they offer policy-makers today. You may have interest in ideas about individual rights, or you may analyze how communities can form and flourish based on individual freedom. You may explore economics–rational choice theory, public choice theory, Austrian economics, law and economics, or the "new institutionalism." You may make contributions to management theory or constitutional law. You may examine ideas about "spontaneous order," the relationship between religion and liberty, or romantic individualism in literature. These are but a few themes that offer issues upon which one might work and make classical liberalism exciting today.

Many of us who pursue scholarly careers do so because we are stimulated by these ideas and want to spend our lives working upon them. There is a degree of satisfaction to be attained from the academic life that, I suspect, cannot be achieved elsewhere. For a scholar there is excitement in going to a large library, reading, studying, and working on whatever interests him most, exploring intellectual interests on the Internet as a legitimate part of one's job, or discussing issues which concern one deeply with colleagues who care about them too. Along with this is the opportunity to teach, to present students interesting material from your field, and to do so in a way that is stimulating and effective. What could be better than all this?

Most classical liberals believe that their work and their liberal ideas will help make the world a better place. Many people today do not enjoy the freedoms that classical liberals consider to be so important. Development, acceptance, and growth of classical liberal ideas may change that. There is

social value in relating to one another in the manner that classical liberalism recommends–treating one another as valuable, responsible, and rational agents rather than objects to be manipulated. Think, too, of the vast potential of people–of their knowledge and of the skills that they might develop, if only they were free to do so. Consider how everyone else might also benefit as a result of freeing that potential!

Yet we face all kinds of practical problems which, in many cases, are thought by some people to be without resolution, at least in the manner that classical liberalism suggests. If one talks with people who are not classical liberals, it may turn out that they do not fully understand what classical liberalism is all about. But in academic dialogue they may present many questions for us, issues we need to resolve, and problems for which we need to offer solutions. Indeed, working on such questions seems to me one of the important tasks for the classical liberal scholar. If we cannot respond convincingly to such arguments, we can hardly expect other people to be persuaded by classical liberal solutions. Many real and difficult problems demand a considerable creative effort if we are to resolve them.

This seems true of classical liberal ideas themselves. Many of the ideas that initially attracted us to classical liberalism may not work in the ideal forms in which we became acquainted with them. There is a growing body of interesting and well-informed criticism of classical liberal ideas in just about every field known to me. These arguments represent formidable challenges upon which classical liberals need to work.

This task demands rigorous and stimulating scholarship which, in my view, is very exciting. The scholar enjoys the prospect of a fascinating and satisfying life, working on issues which concern her personally and which have both intellectual and practical importance. Classical liberalism may be viewed as what my teacher, Karl Popper, called a "research program" within which we may work to solve problems. The prospect of pursuing classical liberal ideas in an academic environment seems to be an almost overwhelmingly attractive journey for those who embark upon it.

However, this brings me back to the business of this letter–the pursuit of an academic career and the obstacles that have to be overcome if one is to be able to spend one's life as both a classical liberal and a successful academic. The ideas are exciting. The career is immensely satisfying and worthwhile. It is my purpose now to offer some suggestions that will help you to achieve your goals.

1.2 The World You Are Entering

For someone interested in classical liberalism, the decision to pursue an academic career is a tough one. If you are able to do well as an academic, you would probably be successful in other, more lucrative professions, too. However, all things considered, it seems to me that for the person interested in classical liberal ideas there is no question what will give you the greatest satisfaction in life–and it isn't the money! Further, you face a problem. You are likely to have become interested in classical liberalism as an undergraduate, stimulated by reading, studying, or attending an IHS Liberty & Society seminar. The way to pursue your scholarly interests is through graduate school and then to a career as a professor, researcher, and writer. You should be aware that academic work today is increasingly specialized in its character. It is, for the most part, not concerned with the kinds of ideas and vision that initially interested you, but instead with the production of highly specialized and often highly technical work, which may be read by only a few other academics.

Additionally, the fields in which you are likely to be working may be dominated by people who are hostile towards the ideas that you find attractive. To some degree they may even find you to be threatening because in their view they are the defenders of truth and decency against the ruthless and Philistine world outside the academy, a world which they often misinterpret as exemplifying classical liberalism. As a result you may find colleagues within the academy who are not very sympathetic to things you care about. Many may disagree with the ideas you hold dear and may even be hostile to you if you push your ideas too aggressively.

In the face of a hostile academic environment, it may be tempting to give up. Don't! Despite difficulties, the attractions of life for a classical liberal in an academic setting are inviting. Academics like you will influence our understanding of men and women as individuals and the society in which we live. Though you might meet a fair amount of antipathy towards ideas grounded in the classical liberal tradition, you will learn to defend them with authority and scholarship. If there is no classical liberal presence in the academy, there will be no one around to answer the criticism and to develop new and stronger arguments for liberty.

In addition, while relatively few people pursue academic careers, increasing numbers of students attend college and develop their ideas there. It is to these undergraduates that academics get the chance to present their views about the world. Accordingly, 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 things which interest you, but you will also be enriching your students and our society.

The situation of the classical liberal in academia is challenging but not forbidding. I personally would have no other profession, and I wish to encourage those of you who would choose the scholar's life. It is for this reason that I am writing what follows, sharing with you some ideas about how to make your way successfully in the academic world.

Indeed, despite the difficulties, there are real opportunities. People in the academic world are by nature interested in ideas. They are also, for the most part, decent and fair-minded people who are keen to foster the academic development of their students and to assist those whose work seems interesting and full of promise. This is the academic environment that provides opportunities for you, provided that you take the trouble to discover them and to pursue them in ways that are effective and that treat other people with decency and respect.

1.3 What Do You Want to Do?

The first thing to think of is, oddly enough, the last thing. By this I mean that it is important to discover as much as you can, as early as possible, about what your goals are and how you can achieve them. Let me explain. If you want to work with ideas, you need to figure out how to earn a living. There is a range of opportunities–from journalism, writing, or film-making, to working in public policy institutes. In this context, however, I will concentrate on teaching and doing research in higher education.

So you want to be in academia.... Do you wish to teach in a liberal arts school, a mixed institution (e.g., a large state university), or in what is, primarily, a research institution? You may say, "But I don't know what these things are, yet alone what it would be like to teach or do research in one of them." By saying this you have made an important discovery–you have found out what you don't know. But what you do in graduate school will need to be shaped by where you want to end up.

1.4 How Do You Get Information?

One of the most effective ways to get information is by networking. What does this mean? The key to networking is that you get information by contacting and talking to people who are already engaged in the kind of career that interests you. How do you make such contacts? To start with, if you are at university, you already know people who are university teachers–the very people who taught you! They should be delighted in your interest in a teaching career. There is, after all, nothing more flattering for most of us, than to discover people who wish to pursue the same career we did. Start

by talking with them about what they actually do, how they got where they are today, and what they like and dislike about their career.

Don't forget your other academic contacts. For example, the scholars who lecture at Liberty & Society seminars are drawn from a variety of backgrounds and are very likely to be willing to talk with you in person or by phone. Also remember that IHS has contacts with several hundred academics in different disciplines and institutions around the world. You will find out from them not only what it is like to be a faculty member in various settings, but also what kinds of things you need to do in order to join academia yourself.

Once you have explored what you might like to do, you need to make a choice about what to study and where to get your degree. If you are not yet sure about which academic discipline you want to pursue, go through the same networking process as I have indicated above. Talk to a philosopher, an economist, someone teaching English literature, law, or whatever, and find out how they spend their time, what the opportunities are, and whether this kind of thing is for you. Your choice of study is a very personal one; it must interest *you.*

The more information you can get in the beginning, the better decisions you will make and the better opportunities will be for you in the end. Choices you make early on may have great effect on your ultimate goal, and in making these decisions you should *think strategically*, look at the long term, and remember where you want go. Next I will discuss some of these choices and demonstrate their importance to your long term goals.

Part 2. How Do You Get There from Here?

2.1 Choosing a School

The choice of a graduate school is of immense importance. If you make a wrong choice, it may take you many years to undo your mistake. Why? Because where you study will have significant consequences for where you will likely be hired. Typically, the leading universities in the U.S. hire from a limited pool of other schools. Certain other choices may limit your prospects–e.g., attending a Catholic school to study philosophy may limit you to teaching within the Catholic university system. In addition, some schools have particularly strong reputations in some fields or sub-fields but not in others. It is also possible to go to a very good school, but, because of what you choose to study, to render yourself virtually unemployable.

All this may seem daunting and mystifying. Don't be intimidated! It is no mystery to those who are in leading positions in the various disciplines and sub-disciplines in question. To them, it is the stuff of everyday life–local knowledge. So, what do you do? You *network*! Talk with people who have the kind of knowledge that you are seeking. If you want to know what sort of people are hired at leading schools, ask those who have been there. Pick people who have tacit knowledge of your chosen field, and get them to articulate it by asking them about your specific concerns. Don't forget others in your personal network–IHS or other academics. But do bear in mind that it is *recent* knowledge that is *good* knowledge, and someone's recollections of, say, Harvard as they knew it twenty years ago may not be true of Harvard today.

Is there anything that can be said in general terms? I will make a few suggestions, drawing on my work at IHS when I interacted with many students making just these choices.

First, go for the best school that you can get into, and don't be bribed, say, by a generous scholarship to a worse place. A generously-financed

There are several good guides that rank colleges and particular departments. *The Gourman Report*, for example, rates graduate programs by department. You won't want to rely solely on any one guide because nothing is definitive, but this is a good place to start.

scholarship from an inferior institution is no bargain if you can't get the job you want at the end. (Don't forget the Humane Studies Fellowships administered by IHS. If appropriate, explain in your application that financial support would help you to attend a better school.)

What if you don't get an offer from the kind of school that you would like to attend? If this happens, it is worth stopping to think: "What really should I be doing?" You might use this opportunity to reappraise yourself and your situation and to canvass the opinions of professors and other academic colleagues. If you do wish to continue down this path, what are your options? One suggestion would be to enter a lower ranked school, work like hell to get straight As and then, with a master's degree from that school, re-apply for admission to a better university. People at IHS will have some suggestions about universities that might be suitable for such a purpose.

I offer one final point of a practical nature. Before you take your first GRE, take a prep course to help boost your initial GRE score. These scores are important and all exam scores are reported on your records. Preparation works, and scores can be improved. Don't use your first exam as practice!

Many different GRE or LSAT prep courses are available ranging in price from a couple hundred dollars at your local community college or adult education center to $700-800 for a franchise like the Princeton Review or Kaplan. These courses offer sound analysis and good advice, but no magic formula, so if you decide to invest in a prep course, do it when you have time to study and do the required homework. A typical course runs 8-10 sessions and will span 4-10 weeks.

There are also self-study books (e.g., *The Princeton Review: Cracking the GRE*), and if you are well disciplined for self-study, you could gain some advantage from such a guide. Most bookstores have a section on college and exam guidebooks. We do not recommend any particular program, but the two most prominent are:

Princeton Review, Inc.
1-800-2REVIEW

Kaplan Test Prep
1-800-KAPTEST

News about GREs

Written GREs offered 4 times per year are being phased out, and a computer-based testing program is now offered weekly at most major sites. For 1995-96 it is likely that there will be only two dates for the written exam. There is no restriction on repeating the General Test in the paper-and-pencil version, but the computer-based test may not be repeated within six months.

For updated information on GRE call 1-800-967-1100.

News about LSAT

The LSAT is offered in June, September, December, and February. To request the *LSAT/LSDAS Registration and Information Book*, which includes complete information, a good timetable for law school applications, and sample exam questions, call 215-968-1001 or write to:

Law Services
Box 2400
661 Penn Street
Newtown, PA 18940-0977

Most law schools require that you use the Law School Data Assembly Service (LSDAS) which collects your application materials (scores, transcripts, LSAT writing samples, and biographical data) and simplifies the application process. You submit the required paperwork to LSDAS, and then each law school will request your file after you apply for admission.

2.2 Developing Your Skills

Graduate work is an apprenticeship in which you develop skills you will need as a full-fledged scholar. You may well have misgivings about some of the work currently done in the field that you are entering. For your objections to be taken seriously, you must master the skills in question before developing your critique. Your professors and fellow students will find you tedious if, not knowing what you are talking about, you develop lengthy objections to being instructed in the use of what, to them, are the standard tools of their profession. They will be doing you no favor if they allow you to avoid mastering them.

2.3 Choosing Your Advisor

Once you get into the best program you can, and have gotten well into your coursework, you will need to choose an advisor with whom you can work to write your dissertation. You need, in effect, to find a mentor–someone you find personally and intellectually sympathetic, who will insist that you do good work, who can develop your ability as a scholar, and who will help you get your first academic position. In this regard, you should beware of a few pitfalls:

a. *The Classical Liberal as Mentor.* You may know of a good classical liberal scholar, whose work you admire and who might be great to work with. Here, you need to be careful about three things. First, he or she might be at a school or in a department which, itself, is not all that good. To go there just because of the advisor could be a disaster. The bulk of your courses will be taught by others, and your degree will be from that not-so-good school. Second, such advisors may be at that school now, but will they stay there? If they are good, they might get invitations to teach elsewhere and go off, leaving you without an ally. Third, you need to find out about their professional reputation. Will working with them help you get a job? What may have attracted you to them may not be something that other scholars in your discipline rate as highly as you do. Further, even if they are very well-known, check out the character of their reputation. They may be merely the "token classical liberal," brought into the department to give it balance. In this case, being closely associated with them and their approach may not do you any good at all.

b. *The Radical.* Beware the "alternative" scholar who shows interest in your work. For example, I have known some Marxists who have an interest in the work of classical liberal students. Such an advisor could be stimulat-

ing and challenging, but it would seem to me, in most circumstances, to be the kiss of death as far as the job market is concerned. Their recommendations would typically be good only where someone wants to hire a Marxist.

c. *Mr. Nice Guy.* Guard against the genuinely nice person who, despite his misgivings, allows you to work with him even though he has no real interest in your project. The problem is that he may well allow you to dig yourself into a pit from which you can never get out, producing work that is of interest to you but to no one else. Further, as Mr. Nice Guy never had any real interest in your project in the first place, he is less likely to exert himself to get you job interviews or to give you enthusiastic recommendations.

So, who *should* be the ideal advisor? Other things being equal, I'd suggest finding a scholar who is pleasant, well-placed, and well-informed; who undertakes good work that is widely recognized; who is not a maverick; and who, while not necessarily sympathetic towards your concern for classical liberalism, can get interested in projects that relate to both your interests and his.

Apart from your official dissertation advisor, you will probably have several mentors–people who are sympathetic to you and your work and who will try to advance your prospects by lessons learned from their own experience. Your contacts at IHS can be very helpful in this regard and may help you network with people doing similar work. Also, don't neglect contacts with junior members of your department or students and faculty in related fields. Cast a wide net; many of these people will be academic colleagues in the future, and your contacts with them may not only be helpful to your career, but will also be professionally enriching.

Part 3. Developing a Better Product, or The Self As a Work of Art

The topic of personal development raises an issue so important that it merits a section of its own. It is best approached via an interesting theme in the history of classical liberalism: the idea of the self as a work of art–of oneself as being something upon which one works, creatively, over a lifetime. This is an interesting idea in its own right, but it is also of considerable practical relevance to our discussion here.

First, something does have to be said in more general terms. There is a tendency for us to look upon ourselves as involved in self-expression. But this seems to be a mistake, not only in terms of one's self-understanding, but especially for the classical liberal. There may be some sense in which one can look at one's career in terms of the expression or development of innate potential. But if one gives any thought to the matter, it becomes clear that we are, in fact, engaged in a process of developing ourselves as cultural beings–as people who can relate to, and who can contribute to, the culture within which we are living and operating. An artist, scientist, or entrepreneur–each has to produce very different cultural products depending upon the culture within which they are living. This would be as true whether they saw as their goal to produce good work in terms of the norms of that culture, or to produce significant criticisms of it, which would enable them and others to strike out in new directions.

For the classical liberal, this point is more complex. We are, after all, committed to the ideas of voluntarism and free exchange. This pressures us to develop what others want. As classical liberals we would have nothing but contempt for the manufacturer who produces a large quantity of unwanted goods, but then whines for a government handout or for special consideration based on the work he put into them, when the real problem is that he has not done proper market research and has produced something that no one is interested in. There is a temptation, however, that we as individuals and scholars may behave like that manufacturer and think that others should value us just because of the amount of work that we have put in to producing something.

In what I have written above, I have emphasized the development of products. But, I would suggest, the same is also true of people. If others are to enjoy our company or employ us, they must value us, too. This means that we face a task of self-creation in respect to ourselves and the products we produce. All this may seem to be a strange way of looking at things and

to suggest that we should become something purely artificial. It might also seem to suggest that we should simply cultivate appearances and garner the superficial approval of others. That is not the case. Rather, the task that each of us faces is to make our products, our ideas, and ourselves objects that are of value, ones with which *we* can be happy and view with integrity and which will satisfy others, too. Our ideas must compete as products in the marketplace and must have value to other people or else we have produced unwanted goods.

However, there is always the possibility that particular people with whom we work, or the standards under which they are operating, will be corrupt. This is not a judgment that we should make lightly, and it does no good to rehearse arguments about all kinds of geniuses in history not being recognized by their contemporaries. While this might be true, the same could be said of all the cranks in history, too! What will not do is to view ourselves as the ultimate authority, the one with all the right answers. In the face of these problems, I would commend Adam Smith's idea of the impartial spectator–of an inter-subjective standard rather than just your own preferences–as being the appropriate basis for judgment. If, however, you conclude that standards in the area in which you have an interest are hopelessly corrupt, then the sensible thing to do is to not waste further time in that field but to shift speedily to some alternate area in which you can make your contribution.

But what should you do if you think that there *is* hope and that you have a contribution to make? My suggestion is that you should see your task as an engagement in guided self-creation–guided by your growing knowledge of the field which you are entering, its standards, and the judgments and assistance of those people at your university who can act as your mentors. This does not mean uncritical acceptance and internalization of others' views. What this does mean, is that you should develop yourself and your concerns in dialogue with them.

Part 4. Dealing with People/Getting Along

4.1 Do unto Others . . .

Just imagine that you and some other people were having a conversation on some topic that interested you. What would your reaction be if someone barged into the room, stood in the corner, and started to shout his opinions on the topic in question without regard to what you and the others had been saying, the terms in which you had framed the questions, the ideas that you had been using to discuss them, or the current state of the argument. The intruder would, at best, come across as boorish and impudent. Even if he had something valuable to say, you would probably not appreciate it if it were expressed in terms that were uncivil, arrogant, or almost incoherent. This manner of discourse, combined with the discourtesy of address, would have the likely consequence that you and the others would simply ignore him and his ideas. There is a risk that classical liberals will be tempted to behave like the intruder, just because they think that they have something important to say which is being ignored.

What, then, is to be done? You need to try to understand other people's perspectives, to recognize what turns them off, and to learn to join the discourse in ways that others can relate to and respect so they will consider your ideas seriously. One has to engage in the conversation with them before one can make persuasive arguments. And indeed, to a large extent, developing these abilities is what you will be concerned with in graduate school.

But, you might wonder, "Does this mean selling out?" Not at all. Rather, you face an important and interesting challenge–to develop and present your ideas in ways that will be respected by your colleagues and appreciated by the people with whom you interact. This does not mean "going native"–assuming other people's concerns and priorities. Rather, it means that you face the interesting intellectual task of developing your concerns in ways that will also count as achievements in disciplines which will, typically, be dominated by people with whom you are in disagreement. You have to lead them to conclusions which they may not find attractive, and which they may, in every way, resist. But you can make the argument compelling if you conduct it in their terms.

You might say, "Why should I have to do this? Is there no alternative?" In my view, you have to do it this way when power is in the hands of peo-

ple who are opposed to you. Classical liberalism itself urges you to take other people and their concerns seriously. It is important that your work is top-rate and makes cogent contributions to the current discussion if it is to find acceptance in academia. There is a real danger that we are sometimes too approving of some research merely because we are sympathetic to the political ideas which lie behind it. My personal experience has been that a lot of "conservative scholarship" is, in fact, just no good, so that it is not surprising that it lacks credibility and is not well received by academics.

As to alternatives, there are, certainly, some classical liberals in academia who have not followed the kind of advice that I am here suggesting. But they will typically be found on the margins of their profession, and I suspect that they might find it more difficult to achieve success in today's academic environment than they did when they were younger just because of the increased specialization which has taken place within academic life. However, there are always exceptions. A few successful role models have taken this path, done excellent work, and have established good reputations. My suggestion is that if you find their work interesting, you contact them and ask if they have recommendations and advice for you.

You should recognize that many editors of scholarly journals and faculty who are on appointments or tenure committees will, for the most part, not be sympathetic to classical liberal ideas. Scholars will typically be interested in achievements that are recognized in the mainstream of the discipline you are entering. They value articles published in the leading professional journals, presentations made at conferences of the established organizations of your discipline, and books published by respected academic publishers and well-reviewed in mainstream journals. Your task is to understand how to enter this world while, at the same time, doing work that is important from a classical liberal perspective.

I should stress, however, that we genuinely have much to learn. We, too, will evolve in this process and discover that ideas that once seemed powerful do not, in fact, hold water. We will discover new problems which we must address and difficulties which we had never even realized were there. We are involved in a learning process in which we can expect to be transformed by our successive interactions with other people. Just like a businessman, we must be ready constantly to change, improve, and update our ideas in order to keep pace and, indeed, overtake the competition. The author of an interesting recent work on management theory remarked, "If it ain't broke, break it." We need to challenge and improve our own ideas continually.

Another point seems to me equally important: we should resist the impulse to take on all comers. For the classical liberal, life in the university

can be frustrating just because classical liberals typically find themselves isolated, surrounded by people who do not share their views. You may get frustrated when they misrepresent ideas which are dear to you. You may think your colleagues' views are silly, pernicious, or obviously incorrect. But hold back the impulse to tell them that or to let your feelings show. Don't volunteer your views unless you are asked. This may be very difficult advice for most of us to follow because we chose to pursue a career relating to ideas, and we care passionately about them. But there is wisdom in this advice–to the point where I only wish that *I* could always follow it! The problem is really this–few people, it seems to me, have any real understanding of classical liberal ideas or would admit that these views could be held by someone who is as intelligent, reasonable, and well-informed as they.

If you label yourself a classical liberal you are likely to invoke a whole set of stereotypes, and everything you say is going to be interpreted in the light of them. You could end up in a series of fruitless exchanges, getting a reputation as someone who champions views about which others hold grotesquely misleading ideas.

Are we, then, to keep silent? By no means. But it seems to me that there is a lot to be said for pursuing ones own work quietly and for discussing issues with people without necessarily stating at the outset what your wider views are. When they find that we are saying interesting things, they will ask us about our wider views in due course. Then, because they initiate the inquiry when they are genuinely interested in what we might have to say, there is a better chance that they will listen thoughtfully to what our actual views and arguments are.

4.2 What Is to Be Done?

In practical terms, what does all this mean? First, it means working hard. You will find the pace is much tougher in graduate school than it was when you were an undergraduate. Pitch into the work right away, master the technical skills that you will need, and make sure you get really good grades. 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 to have on a committee? Do they respect their students and treat them decently? And are they effective in getting them jobs?

While doing your course work, also make a point of reading the work of other professors in your school, and–when you are fairly sure that you have some sensible questions–ask if they are willing to talk with you about their

work. Later, when you have to make program and committee selections, you will not be making those choices in the dark.

4.3 Don't Forget Your Friends

While you are cultivating a broader network of support, don't forget your friends. Establish and maintain contact with other people who are working in the same field as are you and who share an interest in classical liberalism. IHS will be happy to offer support and put you in touch with like minds. Take opportunities to compare notes with other classical liberals. They can reinforce your interest, not only in classical liberal approaches within your own discipline, but also in the wider issues you care about.

This support group is vital because, if you follow my earlier suggestions to blend into the department but don't maintain external support for your classical liberal ideas, there is a real danger that you will "go native" and become a regular, mainstream thinker, 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.

Your challenge is to steer the difficult pathway between espousing classical liberal ideas so abrasively that no one in the academic world wishes to listen to you, or "going native" to the degree that your work lacks meaning for the classical liberal ideals. To navigate this course demands both moral courage and genuine intellect. It can be a lonely trip, but don't forget that people at IHS are supportive and will keep you in contact with other scholars who have faced the same problems themselves and who know enough about your field to discuss your concerns intelligently.

Part 5. Plotting the Course for Your First Job

Keep Sight on Your Goals/Be All You Can Be.

After you have completed your basic coursework, your situation changes. You now have to think very carefully about where you want to go after completing the doctorate. In most cases, it will be to an academic teaching position–or so you hope. Accordingly, you need to prepare yourself to be competitive for such a position. This is strategic thinking.

Learn about the job market. Who gets hired and why? The Ph.D. is usually the *minimum* requirement–necessary, but no distinction. What will make *your* application go to the top of the stack? It is important to think about the criteria that the selection committee will use. They will be choosing a new *colleague* rather than a graduate student. Accordingly, you need to prove that you have qualities they value. These will include: a good curriculum vitae, creditable publications, professional development, interviewing and presentation skills, an active research program that goes beyond your Ph.D., and credible recommendations. It helps if you can demonstrate that others know about you and your work and, ideally, that at least some of them are enthusiastic about it.

5.1 A Good Dissertation Topic

Think strategically in your choice of a dissertation topic. You will have to work on that topic for a long while. Not only will you be writing your dissertation on it, but you will be publishing material drawn from your dissertation, and will typically be expected, in due course, not only to offer advanced teaching on that topic, but also to undertake further research and professional activities associated with it. Accordingly, your life will be miserable if you come to heartily dislike the subject, and you should be careful about pursuing a doctoral topic merely because *your advisor* thinks that it would be interesting.

On the other hand, at this juncture 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. Clearly, what you need to do is to find a happy medium–a topic that *you* think is worthwhile and engaging and which *they* think is interesting, timely, and suitable for publication in a good journal or academic press. Read some background materi-

al, talk with your advisors, and listen to what people say. Talk with your teachers and with IHS contacts in your field. Make this decision carefully– a bad choice could do you a lot of harm, while a prudent one will provide long-term rewards.

Think about these things well in advance of making a decision. Once you have explored the options, you may realize that you would benefit by taking a certain course or participating in some seminar which you had not planned to attend. It's much better to discover these gaps while you are still completing coursework rather than having to enroll during the dissertation phase.

While it is important to choose an engaging and timely topic for your dissertation and to complete the appropriate coursework, it is also important to expedite the dissertation writing phase and to maintain self discipline in completing it. It is vital that your plan is manageable: virtually every student's plan for a thesis is initially much too broad, and if you don't sort this out quickly, you can waste a huge amount of time and effort on material that does not go into your thesis. You need to start writing as soon as you can – as any scholar can tell you, one can spend unlimited time in loosely focused preparatory reading, endlessly gathering information. An alarming proportion of graduate students who complete coursework never finish the dissertation – getting what is fondly tagged the A.B.D. (All But Dissertation). And many others who do complete the dissertation take so long that they are seriously handicapped on the job market. In this regard also you should be aware of the pitfalls of being a teaching assistant or research assistant to the extent that the work load seriously interferes with timely completion of the dissertation. I must stress the importance of early progress on a manageable topic. Remember (as I've said elsewhere) the Ph.D. is your apprenticeship, not your great contribution to scholarship.

5.2 A Good Vita

Your first impression on the job market will likely be through your vita. Make sure that you look good on paper. To do this, you will need to have found out, a good while in advance, what will look good to a hiring com-

> See Chapter 10 in Heiberger and Vick, *The Academic Job Search Handbook* for several examples of vitas and a good discussion about the content and layout of your vita.

mittee, and then to have spent whatever time is needed (we are talking here about years, not weeks) making sure that you will have the right kind of qualifications. But how do you find out what will look good to a hiring committee? One way to find out is to ask someone who has recently served on a hiring committee in your department. Maybe he would give you (and other graduate students) a debriefing on the experience–on what the job market looks like, what candidates looked good and why. Among the things that may impress such committees are:

a. Conference presentations and publications (see Sections 5.3 and 5.4).

b. Additional coursework and qualifications that show that you have specialized knowledge relevant to the position for which you are applying. (It is important that you take courses for credit rather than just auditing them.)

c. Outside recognition: this is important to reassure people–lest they think that your department is boosting you, but, in fact, you are really not much good. (Your mother would probably say that you were very good, too, but her evaluation may not help you get a job either.) Such external recognition could be in the form of prizes or awards made outside your own school or the selection of a paper for presentation at a conference. Remember: you don't get these things unless you compete for them! Try to get some general information, via your own school or IHS, about awards in which you might be interested and about the selection processes and requirements.

5.3 Publications

It is well worth thinking of your dissertation in terms of publications. For example, explore with your advisor the possibility of writing the dissertation as a series of publishable papers. If you can get support for this, you cut down on the time that it would otherwise take to turn your work from a dissertation into papers. In addition, if you focus on what might be publishable, you 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 get a feel for the kind of conversation going on within them. Make sure your work can be considered to be a contribution to that 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.

Four other points on publication:

5.3.1 What About a Book?

You must ask for advice as to what is expected in your discipline. In history and in some parts of political science it may be essential to produce a book. In some other fields, such as economics, it is very unusual and may be counter-productive. Accordingly:

a. Find out what is expected in your field.

b. Make sure that you will be in a sufficiently strong position to stand a good chance of getting hired somewhere good *before* your book is published. The key point here is that, typically, a thesis has to be significantly reworked to be a good book, and books take a while to get published. Accordingly, it is highly unlikely that your book will be published before you go on the job market. And, if all your academic effort goes into a book, it may be a while before you have anything at all to show for your research activity.

If you are determined to publish a book, a few tips may be useful. First, develop a brief prospectus for the book–a couple of pages of description (no more) and a copy of the planned table of contents, together with a copy of the dissertation's table of contents, if there is one. Send this, along with a cover letter, to publishers, preferably those who regularly publish similar books. A publisher who does not normally take books like yours might not know how to handle it. Likewise, be careful of friends at small publishing houses. Such publishers may not have the ability to market your book, and they have little status.

It is acceptable to approach several publishers at once with your material, but if any of them shows interest and asks for a manuscript, you need to deal with one company at a time, though it will do no harm to tell the other publishers that you have interest from someone. Networking can be useful here to get you an introduction to a specific editor (you might ask your dissertation committee about this). If you have a choice or if your work is likely to be a hot property, make sure that you go with a well-regarded publisher–ask around. In all negotiations, treat people decently. But at the same time, make sure that you get what you need, e.g., timely decisions. Your committee is likely to be able to give you advice about all this; if they can't help, contact IHS, as they may be able to put you in touch with someone

who has gone through such a process.

It is also worth noting that some publishing houses may have distinctive ways of proceeding (e.g., Oxford University Press, U.K. has a reputation for being slow and for delaying a contract on a first book until they have a final version of a manuscript in their hands). There are several good books on such topics as preparing a manuscript and turning a thesis into a book. I have included references to some of these in Appendix C.

5.3.2 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 him, may *not* be doing you a favor if you end up giving him something good which could have been published in a better journal. (You are not necessarily doing classical liberalism a favor, either, in that you may be condemning to relative obscurity work which otherwise could have made a good name for itself in the profession.) This is all the more true if (i) the journal is not indexed in periodical guides; or (ii) you are being asked to contribute to an edited collection of papers.

It is extremely important that the journal be indexed in standard indexes so that people will find citations for your article when they do literature searches. Also, unfortunately, if the article is in an edited collection, it is likely to disappear without trace; such papers are not usually cited separately in indexes or catalogs. Additionally, individual contributions to collections of essays are seldom discussed in any detail in book reviews. Thus, if you pub-

As a student you may join your professional organization at a greatly reduced rate, and the membership fee usually includes subscriptions to the association's journals. For example, a student membership in the American Economic Association currently (1995) costs $25.00. As a member you may attend the conventions, and you will receive annual subscriptions to:

1. *American Economic Review*
2. *The Journal of Economic Literature*
3. *The Journal of Economic Perspectives*

lish articles in obscure journals or collections of essays, your work stands little chance of being cited by other scholars in your field because they will rarely find it through the course of their own research. Indeed, unless you are very lucky and get noticed, you might as well not have written the piece at all.

5.3.3 Other Articles

While you are a Ph.D. student, your most important task is writing a first-rate dissertation in a timely manner. But if you can do it without too much distraction from that project, you might also try:

a. to submit to a refereed journal an article or two on a topic other than your dissertation topic, provided you are encouraged by your teachers that you have material of publishable quality and provided that you are not taking significant time away from the dissertation to pursue other topics. (The IHS Summer Residential Fellowships provide an excellent opportunity to turn a *good* paper into something publishable.)

b. to write some book reviews (not too many). Journal editors are often short of reviewers because there is no incentive (other than the free book!) for faculty to do this. It is more important for them to be writing articles. Ask people on your committee if they know any review editors of journals and if they would recommend you. You might even write the editor to introduce yourself and your work and to ask if there is any chance of reviewing work in your area of interest. If you're offered the chance to write, make sure that you produce something appropriate for that journal, and have someone–ideally, a faculty member–read it over before you submit it. Resist the temptation to be cocky. 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 compete 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.

Why bother with such things? What do the above accomplishments indicate to a hiring committee? First, getting a review into print will give you confidence about publishing and teach you a bit about the "rules of the game." Second, publishing an article in a refereed journal demonstrates that you can indeed produce quality material. Articles–or even reviews–demonstrate in a job interview that you have research interests beyond your dis-

sertation topic to which you may lay claim in order to land the job. But do not let these secondary tasks significantly distract you from closing on the dissertation in a timely way. That is task number one, and it is overwhelmingly important. If you don't get that right, these other activities will not help you and will, instead, suggest that you are a dilettante.

5.3.4 Credentials, Personal Networks, and Additional Experience

Be realistic about your chances in the job market. If your first job is likely to emphasize teaching (i.e., you are not being hired primarily on the brilliance of your research), then build your vita with qualifications that relate to the main hiring criteria for teaching. Where can you get information about this? Look at the job adverts, and talk with your committee. If jobs in your field often require teaching ability in some other area of your discipline as well as that on which you have written your dissertation, make sure that you give yourself time to acquire the knowledge and experience that you will need to develop competency in that area. Typically, you will interview 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). Also, plan how you are going to *market* yourself in relation to the main job requirements. How will you describe yourself? Is it important to publish a paper separate from your dissertation to prove your interest in some additional area within your field?

It is also worth thinking about other things that might 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 take the trouble to acquire it.

In this connection, don't forget the IHS Humane Studies Fellowships. Alternatively, if you are a high-flyer, it is well worth thinking whether study in the U.K. could help you. If this interests you, talk with IHS staff. Sometimes it's a good strategy to study in the U.K. (at Oxford or Cambridge, for example) after completing U.S. Ph.D. coursework but before writing the dissertation. After taking a thesis-based degree in England (such as an M.Phil) you would return to the U.S. to complete your Ph.D. dissertation. Students sometimes think that it might be advantageous to forget the U.S. Ph.D. and complete a doctorate in the U.K. However, in almost all circumstances, this is not advisable because U.K. tutors and mentors are *not* oriented towards the U.S. job market and are seldom able to provide the

kind of support that one needs when applying for a job in the U.S.

By the dissertation stage, you should have developed your own professional network. Join professional organizations. Attend conferences and seminars (anticipate some brief comment or question you could offer, and if it is appropriate, state your name and institution prior to asking the question–this makes it easier for people to approach you afterwards.) Give papers, write "fan letters" to scholars whose work you admire, and build a network of other people who are working on similar topics. In this connection the IHS Hayek Fund can be helpful in getting you to key meetings for which you otherwise do not have funding.

When you join your major professional association, you may often obtain a directory of members, which provides names and departmental addresses of the faculty in your field. This should be one of your networking resources.

Conferences serve two main functions: They provide a forum for the work being done in your field (which I will discuss in the next section), and they help you to meet with people who should be part of your network. Find out which conferences are important to you. They are not always the big ones. Let me give 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 plenary-only meeting with top-rate people who are typically presenting their work well 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 engaging top people in your field–and what topics might especially interest journal editors.

For those with interests in political philosophy, the Center for Philosophy and Public Policy at Bowling Green State University is also very good. They publish a journal and sometimes sponsor an open conference at which working papers are presented, often by high-quality speakers. One extra advantage is that the conference is, typically, small, and Bowling Green is not, as it were, the hub of the universe, which means that, once they have presented their papers, speakers have nowhere exciting to go (as distinct

from distractions of a big conference in a major city). In practical terms, this means that the speakers may be around for the whole conference and may be willing to talk about their work with graduate students like you.

One final update on networking: don't neglect the Internet. There are now discussion groups for most academic fields. Signing on to a relevant discussion group is a great way to make contacts, obtain information, and explore mutual interests. You must, though, get some sense of the character of the group–as well as an understanding of any restrictions on its scope–before posting. Make sure, also, that you understand the "netiquette" of Internet–don't post anything inappropriate or offensive, and don't send off messages in haste which you may come to regret!

5.4 Conferences

Conferences present many opportunities for the young scholar. If you participate you will strengthen your vita, have a forum for your ideas, and meet other people who may become part of your growing academic network. To participate effectively in conferences, in my judgment, you need three things:

a. good material to present

b. self-confidence and good presentational skills

c. an understanding of how conferences work

The first of these depends on you and your committee rather than on me, so let me turn to the second two.

It can be a bit intimidating to think of presenting a paper at a conference. You can get experience and build your confidence if you start small. Practice with a group of graduate students, and make presentations to each other. If there isn't a forum in your department for making such informal presentations, consider starting a brown-bag lunch program, and invite your fellow students. Identify local or small regional conferences (but make sure that their programs are not just by plenary session) or conferences just for graduate students. These can be great places to get a paper accepted. The audience will not be large, but you will get the experience that you need, and you will, typically, get some useful feedback. (Note also that you might be able to serve as a discussant if you don't actually give a paper.) If your paper is accepted, you must make sure that you do a decent job. Find out how long you are to speak and respect the time limit. Oral presentations almost

always take longer than you estimate.

Make sure that you can speak effectively on your topic from notes or, if necessary, from a written paper, but if you do this, rework the paper so that it is appropriate for oral delivery. Read with expression, maintain eye contact, and pace the delivery so your listeners can follow you. Before the conference practice the presentation with an audience (a couple of friends will do), and pay attention to their comments. Always strive to do excellent work among your colleagues; you never know if someone who sits in on your presentation will show up later on a hiring committee.

Few speakers, however experienced, speak effectively without preparation, and you *must* be sure that you make your points clearly and effectively in the time available. The development of public speaking skills is important to an academic, and there are many ways to improve your abilities over your lifetime. Besides making use of the usual self-help books or public speaking courses, you can apply for the IHS Career Workshop which includes invaluable instruction on many of these topics. Additionally, you may be lucky enough to get assistance from your own school.

It is always beneficial to view yourself on videotape. Practice and critical feedback are really important, and if you plan to be a teacher, you should strive to be an effective speaker. In addition, if you are offered the opportunity to present a Current Research Workshop at IHS, you should jump at the chance, as this can be invaluable in terms of feedback on your work, experience in presentation, and discussion. Also, you will meet a number of people in your field whom you did not know before.

What about getting onto conference programs themselves? First, find out how the conference works. Conferences are organized in various ways. In some–e.g., the American Philosophical Association–you simply submit a paper. Papers are anonymously reviewed, and the committee develops the program from the material they receive (or at least they do for the plebs–the big shots get invitations). Other conferences are more complex. In the American Political Science Association, for example, the program is split into specialized sections, each organized by a different person. The association announces in advance who is organizing each of these sections, and they indicate what kinds of issues they would like to see addressed, although this does not seem to deter people from suggesting other topics. Such conferences may be open to the suggestion of an entire panel. Developing a panel on this level could be difficult for you to do as a graduate student, although I know of some who have managed it. One possibility might be that, if you are co-authoring a paper with a faculty member, he or she might agree to work with you in the organization of a panel–especially if you indicate that you will do all the "grunt" work.

Above all, before you start:

a. Make sure that you discover what the mechanics are for the submission of papers or for proposals of panels, and in particular, what the deadlines are–both formal and informal.

b. Make sure that you have looked at an earlier year's program to get a feel for the kind of things that they do–and do not–include.

c. Talk through your plans with someone who has been a regular participant in the conference and who has had some experience organizing or participating in panels there.

d. Consult early and informally with the people to whom you will be submitting your proposal, in case they have any advice.

It is very useful to get onto a conference program: it draws attention to your work, signifies a certain level of recognition, and is likely to provide you with some useful contacts. At the same time, unless you are well-known, there is something of an art to getting into a conference program. In Appendix A, I offer some other suggestions, which have worked for me.

For an interesting article on this topic see: C. Elton Hinshaw and John J. Siegfried, "Who Gets on the AEA Program?" *Journal of Economic Perspectives* 9, no. 1, (winter 1995).

Part 6. Getting the Job

6.1 Job Applications

The standard general source of job information in academia is the weekly *Chronicle of Higher Education* which covers news and issues in colleges and universities and also provides a Bulletin Board section with 40-50 pages of job openings.

The job advertisements are also available on the Internet as ACADEME This Week. Get to this site by:

Using Gopher: chronicle.merit.edu
or
Using World-Wide Web: http://chronicle.merit.edu
or
Using Gopher menu: Internet resources arranged by subject, then to Education, or your own field, such as History

So, you have talked with your advisor, and he or she suggests that you are far enough along with your dissertation to apply for an academic position. This is where all your efforts have been leading. But before we discuss how to approach this stage, we need to consider one preliminary point. You will likely be applying for a position during the fall or winter. If you get hired, you will typically start the next academic year. It is worth giving some thought to your time-table. Job applications take a lot of time. You will need to ensure that you will be far enough advanced in your work so that you will have good material, based on your research, to present at an on-campus interview.

You will also need to be close enough to completion of your dissertation to sound plausible about finishing it before starting the new job. Some schools will insist on your having completed the Ph.D. before you arrive to take up your position. Other departments may be willing to appoint you while you are still A.B.D. Be very careful about accepting a position in such

circumstances because, from the time you are appointed, you will be expected to be up and running as a young scholar–i.e., someone who produces articles–and you will get no credit for simply completing the Ph.D.

However, there may be a risk in completing your work out of cycle. What I mean by this is that if you are a still a Ph.D. *candidate*, people will understand that you may be working part time as a research assistant or doing some teaching on an adjunct basis. But once you have your Ph.D. in hand, your status changes, the clock is ticking, and the gap between getting the degree and getting a "proper" job, is growing. Some "temp" positions are more acceptable than others after receiving your Ph.D.–such as holding a postdoctoral fellowship. But holding a low-level research position or doing adjunct teaching may well now start to count against you. It may be worth talking with your committee about the pros and cons of postponing the actual submission of your dissertation so you "peak" at the right time vis-a-vis the job market.

With that settled, let's suppose you are entering the job market. This is the point where everything has to come together. Draft your vita. If you've done a good job of self development, your credentials should be impressive. You may have published a paper or presented work at a conference. You may have developed secondary teaching areas, and you may have won special awards. Have your advisor critique the document. Show it to a faculty member who recently served on an appointments committee for a similar position in your own department. Pay attention to their criticism and comments, and make sure you end up with a vita that is exceptional in both content and style. In their initial cut, hiring-committees typically spend only a short time on each application. Find out what makes a good academic record stand out, and apply what you learn.

Your department is an important source of advice and support. Review job listings with people in your department, and ask if they know anything about the places or the people involved. At this stage your dissertation advisor may contact people in *his* network to recommend your application for a position in their department. This is why the wholehearted support of your advisor and your committee is so important. I have seen some professors who are very good at this, "working" conferences, touting the merits of their students to other people who are hiring. I have seen other advisors who are not so conscientious. If your advisor is indifferent to you or your project, or if you have your concluding degree–and hence advisors–from abroad, you will be at a disadvantage.

Letters of recommendation can here be crucial. A strong letter of support from someone with a good reputation can make all the difference as to whether or not you get an interview. However, this is one of the points at

which you will benefit from strategic choices that you have made, and work that you have done, much earlier. Things that will be of importance here include: your choice of a good school; your choice of a mentor; your development of good relationships with the people on your committee; your interesting research on a topic that is obviously marketable; the contacts that you have made with other scholars in your field, and with those who have shown interest in your work. It is all these things, and more, that will result in your getting good letters of support.

Do bear in mind that people who write a strong letter on your behalf are putting *their* reputation on the line, too. They will look foolish if they commend you highly but your work is, in fact, of little value. All this means that you can't expect to get an enthusiastic letter of support unless you have

You will want to be familiar with the job placement resources in your own field, in addition to the more general *Chronicle of Higher Education*. (Appendix B offers more complete information.)

APSA Personnel Service Newsletter
(American Political Science Association – phone: 202-483-2512)

ASA Newsletter
(American Studies Association – phone: 202-467-4783)

Careers for Students in History
(American Historical Association – phone: 202-544-2422)

Jobs for Philosophers
(American Philosophical Association – phone: 302-831-1112)

Job Information List
(Modern Language Association of America – phone: 212-475-9500)

Job Openings for Economists
(American Economic Association – phone: 615-322-2595)

Perspectives (Newsletter of The American Historical Association – phone: 202-544-2422)

shown the person in question, over a period of time, that you are worth a strong endorsement.

Given the importance of strong letters of recommendation, you may lose out if you have letters only from abroad. Not only will you miss the advantage of the American academic network, but also you risk some cultural misunderstandings. In the U.K., for example, people typically understate their praise. If someone from the U.K. is writing your recommendation, you might try to arrange that a draft of his reference be read and discussed with him by someone familiar with how things are expressed in the U.S., or you may end up "damned by faint praise."

This is also time to make use of your personal network. If you have made good contacts with other faculty members who have been enthusiastic and supportive about your work, contact them to let them know how your work is progressing and to let them know that you will be on the job market. Do, though, make sure that your letter is polite and that you show an interest in things other than yourself!

In any job search the value of personal contacts can never be overstated. Some hiring committees review hundreds of applications, and in such circumstances it is difficult to get your name to stand out. Any positive personal knowledge that the committee has of you, your work, or your references will give you an advantage over the competition. The committee will, at least, give your application a second look if someone knows you and knows that your work is good. If your advisor offers to make a call to recommend your application and endorse you personally, encourage him, and, in any case, ask if he knows people at the places to which you are applying. Your friends at IHS may have good contacts, too, and should be part of your network. Do bear in mind that, at this stage, what matters is that people can honestly say that your work is good rather than just that they know you. If they are to be able to say that your work is good, they need to have seen what you have written.

All this, however, is an area in which you must operate with great sensitivity. You must give other people the opportunity to indicate politely that they are not very interested in what you are doing or do not feel that they can write strongly on your behalf. Successful academics are typically very busy and also have students of their own–don't presume that a few friendly words of encouragement is an invitation to send them copies of your work. (If you phrase any enquiry about sending them your work in terms of whether they would have time to look at it, this allows them to decline without embarrassment.) Above all, never assume that someone is willing to write a strong letter in your support, or to approach other people on your behalf, unless she has indicated that she will do so. As for people not on

your committee–I would not recommend asking them unless they offer to do so or express great enthusiasm for your work.

Some departments organize students' job applications in great detail. If your department does this, don't proceed without first clearing your activities with the people involved; otherwise they may get upset. Should you have any questions that what you are doing is appropriate, always check with your dissertation advisor or with your committee–they have an interest in your success, too.

6.2 Conference Interviews[1]

Your applications are now off. What happens next? In many disciplines you may expect to get initial job interviews at the "meat market" during a major professional conference (see Appendix B and page 34). If your discipline offers this, make sure that you indicate in your applications that you will be available for interviews there, and that you provide a phone number (both home and work) and an e-mail address so you can be easily contacted. Some of the meetings are scheduled during the holiday season, and it is not unusual to be contacted for interviews at the last moment. Some of these meetings will also have "match-making" arrangements or sign-up sheets which link up employers and job seekers at the conference itself. If this is available in your discipline, find out in advance how the process works, and make sure that you know the requirements and are prepared to participate.

Interviews at conferences are typically brief. You are likely to get only a short visit with a few members of the faculty of the department which is hiring. They may be fatigued, jet-lagged, tired of having interviewed many other candidates prior to you, and longing to finish this chore so that they can catch up with events at the conference or meet up with old friends. Nonetheless, *you* should be sharp, take the opportunity seriously, be well prepared, and do your best.

A few suggestions for the conference interview:

First, find out exactly how conference interviews work in your discipline. People in your own department will have conducted them and can tell you. Second, arrange to have a practice interview within your own department.

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[1]Note: Many of the ideas in this section and section 6.3 were inspired by a good discussion on this topic in Heiberger and Vick, *The Academic Job Search Handbook*, Chapter 13, "Interviewing."

Many departments are already set up for this. If not, ask if they will arrange it. Third, in most cases you will know in advance that you are to be interviewed, and you can often find out who will be on the interview committee. Find out something about those people–their research, publications, reputation, etc., and get some basic information about the school itself.

It is here that your personal network and IHS can be of help. IHS is likely to know people you could contact at any major school. I'm not advocating intensive research at this point, but doing some work may help you avoid making a big mistake. Check out college guides, professional publications which list members of departments and their research interests, and databases for a quick review of recent publications.

At the interview itself, you should expect to discuss:

a. Your dissertation–be prepared to offer a brief but cogent summary and to field questions about it.

b. Your research interests, including a program of research that goes beyond your Ph.D. This, in fact, is easy enough. The research for your dissertation will produce all kinds of ideas that demand further investigation which you will likely pursue in the future. Do be realistic about this–a dissertation is not your great contribution to scholarship. It is your apprenticeship–what you do before you get a job, and what will help get the job you want. Rather than trying to pack everything into it, make it lean and mean. In the last chapter, summarize all those ideas that you want to follow up as suggestions for future work opened up 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 shift, as quickly as you can, to what your next research plans are. There are huge advantages to moving the interview in this direction. Not only do you start to sound like a colleague with a research agenda of your own, but you also get away from the kind of gladiatorial contest that can, too easily, 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 work for the next year.

c. Your teaching interests. Be realistic about what you can offer, and be prepared to suggest how you might teach the material required. Before you get to the interview, talk with people who are already teaching such courses so that you know about some of the textbooks that are used and

Convention Time

Professional conventions tend to be held at the same time each year. They are important contact points for the job search. (Appendix B offers more complete information.)

Economics:
The American Economic Association (615-322-2595) usually holds its convention in January. You may register for an interview through the National Registry for Economists by calling 312-793-4904 sometime after July. They will send you forms to fill out to be registered as a job applicant.

History:
The American Historical Association (202-544-2422) usually holds its convention in December. Watch for the Job Register section in *Perspectives* for information about pre-arranging interviews.

The American Studies Association (202-467-4783) holds its convention in November. Candidates may make arrangements for interviews at the convention or pre-arrange to meet representatives.

Language and Literature:
The Modern Language Association of America (212-475-9500) holds its convention in December. Candidates may arrange for interviews at the convention or pre-arrange to meet representatives.

Philosophy:
The American Philosophical Association (302-831-1112) holds three annual conventions: Eastern (the largest) in December; West Coast in March; and Central region in April. Interviews are available at each.

Political Science:
The American Political Science Association (202-483-2512) holds its convention in August. Candidates may arrange for interviews at the convention.

about some of the problems presented by the material. If you already have teaching experience, make sure that you can produce a record of good evaluations. One other point–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.

d. The school. It is important that you find out certain general 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 religious affiliation? Be prepared to make intelligent comments about this, if appropriate, and if you can think of any special reason why you might wish to go there (the university's own publicity materials are a good source on this), mention it. Do, also, check out the department's research interests, and refer to those if you can do so with integrity.

Two final points about the conference interview:

First, make sure that you get the practicalities right: be on time, have copies of your vita and dissertation abstract available, dress appropriately, and avoid alcohol before the interview. Make sure that you can be contacted at the conference. Ask if there are any additional locations where messages might be left for you, and then remember to check for messages. Above all, be pleasant and courteous, no matter what happens; you really can't tell from their 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 upon 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 merits, may have been operative, or there might have been some internal arguments between departments in the university that worked to your disadvantage. They may have decided to fill the position at a senior level. Funding for the position might even have been withdrawn. Bear in mind that jobs are also advertised later in the year. Filling appointments at more senior levels often frees up junior positions for which you may compete.

6.3 On-Campus Interviews

If the first round goes well, you *may* be invited for an on-campus interview–a "fly-out." This interview will be much more in-depth and will typically involve you in a very long day or two, which may include meetings with individual members of the department, a formal interview with the committee, the presentation of a paper based on your research, some teaching, and possibly a social event or meetings with various university notables. You need to pull out all the stops to prepare yourself for this interview. You are, by this time, a finalist in a competition. Take great care to get the information you need and to prepare yourself for a first-rate presentation.

First you must attend to the details of the interview. Find out the schedule and the expectations. What is the format of the "job talk"–the presentation of your research before the interviewing committee? How long should the presentation take? Who will be on the interview committee? Will you be expected to teach a class? On what? To whom? What social events, if any, will you be expected to attend?

Next, plan your travel. Arrange to arrive a day early so you have a chance to see the campus or visit the library on your own. The extra day also enables you to get a good night's sleep and to be fully rested for what will be an important and grueling day. Make sure you get the details about who will meet you, where, when, etc., and get phone numbers to contact your host if you have questions or problems.

Once the date is set for the interview, you must gather information about the school, the people, and the process. Find out as much as you can about the college, the department, the job requirements, faculty preferences and personalities, and what–or who–might be of importance in this decision. Read the college catalog or any handbooks or directories that will help you learn about the place and the faculty. Once you know who are the faculty in the department, do a library search of their publications and read a few of their articles or reviews of their books. Make the most of your personal network to gather information about the institution and glean any useful insights about the school, the people, or the department.

Take plenty of time to prepare for this interview. Job talks are extremely important, and if you have made it this far, don't botch the opportunity by arriving unprepared. In other words, don't plan to "wing it" just because you feel you know your topic so well. The single most important thing you can do is **practice**. Practice your delivery in mock presentations to people within your department and to yourself before a mirror. Even watch yourself on videotape. Try to develop public speaking skills–good eye contact, pacing, varied tone, etc.

Hone and memorize a good first paragraph or introduction to your work.

This will get you past the jitters of the first few minutes and will give the initial impression that you are articulate and well-organized about your work. The introduction must tell your audience what you are going to tell them–including your general conclusion. State your thesis and outline how you will defend it. It is critical that you articulate to the committee what is important about your research and why they should care. You must engage their interest so that they will want to follow your presentation to see how you make your case. Remember you are now (in their minds at least, if not yet your own) an assistant professor, a potential colleague and member of their academic community – not a graduate student. They will want to see in you qualities that demonstrate that you are a full-fledged scholar.

The campus interview is a significant expansion of what you saw at the conference interview. By this time the committee is familiar with your vita and, perhaps you've had a short interview with a few of them at a conference. Now they want to see how well you present your work, conduct a class, and interact among colleagues. They are making a choice for a colleague whom they will have to "live with" for a number of years, maybe even for a whole career. They want someone who has done good work, has a vision for future research, has the background and abilities that fit a need in the department, and has personal qualities that are appealing. You need to develop and be able to articulate reasons why you are the "perfect fit" for that school and that department. These reasons may need further adaptation once you begin to talk with people and learn other ways you may be able to complement that particular department.

You will be meeting a number of different people, all of whom may have personal agendas, "hot button" issues, foibles, and a significance in the decision-making that you will know nothing about. Make sure that you are always polite, friendly, and forthcoming about issues relating to your teaching and research, but avoid argument–keep quiet about issues on which you know you have controversial opinions.

Above all, try to maintain your enthusiasm and freshness no matter how many times you need to tell your story, and try to keep control of the direction of the inquiry. Don't allow yourself to be sucked-in to controversy or departmental quarrels. It might happen that someone may catch you off guard with unfriendly inquiry or "off-the-wall" comments. Anticipate such interruption in the flow of your presentation–keep cool, stay pleasant. You can often diffuse such comments by saying something like: "Yes, you have an interesting point, and though it's out the scope of my research at the moment, I'd like to talk with you about it after the session."

The job interview is not the time to wave red flags in front of the committee. Often they are searching for a reason to reject you. At this point you

know nothing about the sensibilities of key people or how your remarks might be interpreted or misread. A very able scholar whom I know once lost a very good position, it seems, because he let fly on a controversial topic over dinner and upset one of the senior faculty members. (Remember: This is not the time to drink alcohol. If a social event calls for consumption, practice moderation and stay in control.) You can never tell who might have a veto over your appointment and what might upset her. All this is not a matter of asking you to betray your principles. It's standard interviewing advice and smart people follow it. I repeat: don't raise red flags! There is a time and a place for everything. You will have plenty of opportunity to discuss your ideas and concerns with your colleagues, at leisure and at length, once you have been appointed.

You should also be prepared with some questions for the committee. Asking about the availability of research assistants or money for research travel may seem mundane, but it makes you look serious about your profession and appear more like a colleague in the minds of your interviewers. Bear in mind, however, that if you are applying for a teaching position that does not emphasize research, you probably will not want to inquire about the research resources, but will want to focus more on things related to teaching. This is not the time to ask about salary, however. If that information is not volunteered, wait until you have a firm job offer to discuss it.

At the conclusion of the proceeding you should thank everyone–by name if you can remember. In particular, thank your escort and the head of the search committee. You will want to write a thank-you letter afterwards to the person who arranged the thing for you, and, optionally, to the chair of the committee, as well. Before you leave, get the final details about the reimbursement process and about the timetable for the decision. You may even ask when you could call them if you haven't heard anything. Some committees are very slow, others may decide to re-open the applications or may change their minds about what kind of candidate they want. Don't wait for their decision, doing nothing. You need to continue the application and interviewing process with other schools until you accept an offer.

Good luck!

Part 7. Starting Your Career

Suppose the interview goes well and, in due course, you get a job offer. Congratulations–all your hard work is starting to pay off. However you must continue to think strategically. If you have other job possibilities which you might prefer, ask for a little time to make a decision. Then contact the other institution, and discuss the situation with them. They may perceive you as a more attractive candidate now that you have an offer, and they may be tempted to make a counter offer.

Once you take the job, you are on your way. If the position is not tenure-track, you will need to move quickly to publish and get good appraisals of your teaching ability so that you will look stronger when you re-enter the job market. If you have a tenure-track position, you need to clarify what your institution requires in order for you to get tenure.

You can now start to do the kinds of things about which I wrote at the beginning of this piece. You will still be researching and writing for an audience. To make your material marketable, you need to write coherently and well and to address problems and issues about which people care to publish. You need to continue to participate in an ongoing conversation among scholars; a good way of doing this is to keep up with the key journals in which you plan to publish.

There is also a strategic aspect in the campaign towards tenure and, more generally, in the development of your academic career. Perhaps we can discuss this over a coffee or a beer, when we meet at an academic conference. You should also feel free to contact me and other people at IHS if you would like to talk about these issues. And you may also receive phone calls or e-mail messages from me or other people working at IHS asking you for your advice on behalf of *other* students–for example, about the quality of a graduate school, the reputation of a department, the choice of dissertation topics, or about an academic position that has been advertised in your department.

In this way, you may then be able to assist other scholars who have both an interest in classical liberalism and a desire to pursue an academic career. You may also be of more immediate assistance in that you may have criticisms or suggestions which might improve this document, for this information is derived largely from my own experience and from conversations over the years with people like you.

I look forward to hearing from you.

Jeremy Shearmur

Appendix A. How to Put Together a Panel

1. Find out if there are any rules concerning the composition of panels, formal or informal. These may relate to the organization or composition of the panel. For example–how many papers are usually presented? How many discussants participate? The American Historical Association normally expects a panel to include at least one woman. Is this a rule or a convention in the field in which you are working?

2. Next, think realistically about what you will need to get a proposal accepted. Basically you need an interesting topic, plus name recognition. Assuming that your work will be found interesting, your problem is with the latter. You need a few people who are already well-known in the field and, ideally, who would be regarded as something of a catch by the group organizer. How do you get such people? You or your committee might already be on good terms with someone who fits the description–in which case, things may be fairly simple. Bear in mind that there must be some incentive for them to be willing to take part. So, how do you get such people involved?

   a. One possibility is to organize the panel around the work of some figure of reasonable distinction, whose writing is important to your work, and who is prominent enough to attract an audience but not too well-known to be averse to participating in an event that boosts his work! Pick a recent book to which people have not yet reacted extensively in print, and consider setting up an "author and his/her critics" session. For this, you need some other speakers–again, people of some distinction. Where do you find them? In my experience, the best source will be people who have already written, but have not yet published, reviews of this work, or who are drafting articles for a Law Review symposium if this is relevant (as it may be, in philosophy, political science, or possibly, in history). As they will already have done the work, they will lose nothing by participating and might well be interested in the author's responses. If they have already been asked by an important journal to review a major book, they are likely be people of some distinction themselves–at least, enough to be of interest to the author. The problem is to find out about them. Use your network–ask around. Your committee may well know–or know people who know–who is reviewing a person's work. Once you have names, call and ask if they would, in principle, be interested in participating in such a session.

      Once you have an okay from even one person of distinction, call

the author. Check on her willingness to take part and her availability for the conference. Do make a point of telling the author that you are organizing this because of your interest in her work and belief in its importance, though don't conceal that you may have some reservations about it. If the author is enthusiastic, ask for suggestions about the panel. She is likely to know of reviewers and may also have suggestions for other participants. Once you reach an agreement, confirm that you can mention the author's name in making an approach to other people–and you are off to the races!

Six small provisos:

(i) Make sure that you are on top of things in terms of procedure; you will look an idiot if you do all this and then find out that the closing date for submissions has passed.

(ii) Call the organizer of the relevant section of the conference as soon as you have your author and an interesting other speaker "in the bag." Discuss the possibilities with him and ask for his advice. He may know of other possible participants or have useful suggestions for you. Above all, if you involve him at this stage, he is less likely to turn the thing down when the final plans are submitted.

(iii) Stress to everyone that plans are still tentative and contingent on acceptance by the relevant conference. Keep people informed about your progress, and confirm in writing all verbal agreements–keeping copies for your own files.

(iv) If the project is successful, you will need a chairperson. Ask your author or big-name discussants for a recommendation.

(v) Presumably, you are counting yourself in. But the better your panel, the more you really need to make sure that your contribution will compare well with the work of other good people. (You must make sure that your committee members share this judgment, too!) In writing and presenting, go out of your way to be polite and pleasant, and–without "brown-nosing"–to stress what you have found of value in the work, prior to raising any argument you have with it. (This is not a good occasion to include a friend of yours on the panel unless he or she hap-

pens to be someone with a major reputation in this field. Those who participate are likely to concede that *you* deserve a place on the panel because you have organized the thing, but they will not take kindly to a panel that includes other people who, on their merits, don't fit in.)

(vi) If you have contacted your leads in the way that I have described, it will be clear that their contributions are close to being published. Don't spoil things by trying to get the participants to commit their work to some publishing project of yours. People who are of the stature that you want to attract have no problem publishing their work, and they will have no interest in some scheme you cook up. If you propose such a thing, you may well lose their interest and participation.

b. An alternative approach is to organize a program around the substantive area in which you are working. You might, for example, contact some senior figure (but not an all-time great) whose work in the field you admire. Say that you are going to try to organize a panel, and ask if he has a graduate student or colleague who has related work that they might be interested in presenting. Typically, he *will* know of someone. If he responds in a positive manner, ask if he plans to attend the meeting, and if so, would he be willing to chair your panel? This will cost him nothing, and he should be keen to help his student, etc. By securing his involvement, you transform the panel from something organized by an unknown, to something that *looks like* the panel of the well-known person. If he agrees (or, indeed, if he responds reasonably to your requests, even if he can't help), ask him if he can suggest other people who might be interested in participating. He will often be able to refer you to someone. Then ask if you can mention his name when contacting the others. If the person agrees–and it is likely that he will–then you can get your foot in the door with the 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 panel.

In both cases, the exercise will have been worthwhile even if nothing comes of the idea. For you will have had the experience of making contact with several people working in your area and may well have had the chance to talk with them about *your* work. At the very least, you can make a point of introducing yourself to them at the conference. All this helps to develop

a network of contacts within your field. Provided that you behave with integrity, the exercise should be mutually beneficial. The people you contact will also be interested to know others who are working in the field and should appreciate your bringing them together. Even if your initial contact proves unsuccessful, other good things may well come–perhaps an invitation to give a paper at a seminar or a request for a copy of your work.

What I have said above relates to the main program of conferences, but several conferences also feature other programs that are in the hands of more loosely organized groups. These programs are more flexible and are that much more open for the type of entrepreneurial activity that I have described. Participation by interesting and well-known people bolsters the group and insures well-filled meetings. There are also specialized groups that meet in association with, say, the major philosophy meetings, while regional associations, provided they are not plenary session only, might also welcome creative approaches.

One word of caution, though–*courtesy*. If you are going to make an approach to a specialized group, ideally you should be a member. If not, be highly tentative in your approach. The group may have its own agenda and a queue of people wanting to present papers, and they may have had to work very hard to get the right to give papers at the meeting.

One other note of caution–it is much better for you to give papers in panels, or to appear under the banner of groups, that are *not* ideologically linked to classical liberalism (or, indeed, to any other ideology). If you do participate in such a group, the composition of the panel should be obviously catholic in its character. You do not want to label yourself as a classical liberal on your vita; not least as there are likely to be people on the appointments committee who are strongly opposed to classical liberalism and who may have a veto. Be prudent. If you are giving a paper at a professional meeting, do bear in mind that those involved in hiring might just pop in to hear you.

Appendix B: Summary of Professional Associations and Job Listings

Data as of May 1995

ECONOMICS

American Economic Association
2014 Broadway, Suite 305
Nashville, TN 37203

Phone: 615-322-2595

Publications: *American Economic Review* (5/year, including convention proceedings issue)
Journal of Economic Literature (quarterly)
Journal of Economic Perspectives (quarterly)
Job Openings for Economists ($15.00 per year)

Convention: January

Interviews: National Registry for Economists (312-793-4904)

Student membership fee (1995) $25.00
(Includes first three publications listed above)

HISTORY

American Historical Association
400 A St., S.E.
Washington, DC 20003

Phone: 202-544-2422

Publications: *American Historical Review* (5/year)
Perspectives (a newsletter, 9/year)
Annual Convention Program
Annual Report

Convention: December or January

Interviews: Advertised in *Perspectives*
Also published in *Careers for Students in History*

Student and part-time faculty membership fee (1995) $30.00
(Includes publications listed above)

American Studies Association
1120 19th St., N.W.
Washington DC 20036

Phone: 202-467-4783

Publications: *American Quarterly*
ASA Newsletter (quarterly)
Employment Opportunities Supplement
(5 per year, $7)

Convention: November

Interviews: Interviews conducted at convention

Student membership fee (1995) $15.00
(Includes first two publications listed above)

LANGUAGE AND LITERATURE

Modern Language Association of America
10 Astor Place
New York, NY 10003

Phone: 212-475-9500

Publications: *Publications of the Modern Language Association*
(6/year)
Newsletter (quarterly)
Profession (annual)
Job Information List
($35/year; $18/half year; quarterly)

Convention: December

Interviews: Interviews conducted at convention

Student membership fee (1995) $20.00
(Includes first three publications listed above)

PHILOSOPHY

American Philosophical Association
University of Delaware
Newark, DE 19716

Phone: 302-831-1112

Publications:
Proceedings and addresses
Jobs for Philosophers (5/year)
APA Newsletter ($5.00)

NOTE: The APA also sells several publications including:

1. *Guide to Graduate Programs* ($12.00 members; $20 non-mem.)
2. *Careers for philosophers* ($4.00)
3. *Philosophical lexicon* ($3.00)
4. *Philosophy: A Brief Guide for Undergraduates* ($3.00)
5. *Philosophy major* ($1.00)

Convention: Eastern in December
West Coast in March
Central region in April

Interviews: Available at each convention

Student membership fee (1995) $30.00
(Includes first two publications listed above)

POLITICAL SCIENCE

American Political Science Association
1527 New Hampshire Ave., N.W.
Washington, DC 20036

Phone: 202-483-2512

Publications:
American Political Science Review (quarterly)
PS: Political Science & Politics (quarterly)
Personnel Service Newsletter (monthly)
(job listings - $30)

The Association also publishes many valuable monographs to help people in this field. Among these are:

Political Science: The State of the Discipline
(examines relevant research in major fields)
The Style Manual for Political Science
Political Science Journal Information
Careers and the Study of Political Science
Earning a Ph.D. in Political Science

In addition they offer instructional resources, a syllabus collection, and software packages for the classroom.

Convention: Week before Labor Day

Interviews: Available at convention

Student membership fee (1995) $25.00
(Includes first two publications listed above)

ALL FIELDS

Chronicle of Higher Education
1255 Twenty-Third Street, N.W.
Washington, DC 20037

$75.00 per year

Institute for Humane Studies
at George Mason University
4084 University Drive, Suite 101
Fairfax, VA 22030-6812

Phone: 703-934-6920
Email: ihs@gmu.edu

Appendix C: Some Reading Suggestions

Agre, Phil. "Networking on the Network." (Available via the Internet, from Phil Agre, Department of Communication D-003, University of California at San Diego, La Jolla, CA 92093-0503. <pagre@ucsd.edu> – To fetch the current version, send a message to rre-request@weber.ucsd.edu with the subject line "archive send network".) The paper ends with a neat bibliography of books about networking.

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Barron's Guide to Law Schools. Woodbury, N.Y.: Barron's Educational Series. (Annual.)

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Davidson, Cliff I. and Susan A. Ambrose. *The New Professor's Handbook: A Guide to Teaching and Research in Engineering and Science.* Bolton, Mass.: Anker, 1994.

Deneef, A. Leigh, et al., eds. *The Academic's Handbook.* Durham: Duke University Press, 1988.

Educational Rankings Annual. Detroit: Gale Research. (Annual.)

Elbow, Peter. *Writing With Power: Techniques for Mastering the Writing Process.* New York: Oxford University Press, 1981.

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Klamer, Arjo, and David C. Colander. *The Making of an Economist.* Boulder, Colo.: Westview Press, 1990.

Luey, Beth. *Handbook for Academic Authors.* 3d. ed. New York: Cambridge University Press, 1995.

McCloskey, Donald N. *The Writing of Economics.* New York: Macmillan, 1987.

Pelikan, Jaroslav. *The Idea of the University: A Reexamination.* New Haven, Conn.: Yale University Press, 1992.

Peters, Robert L. *Getting What You Came For: The Smart Student's Guide to Earning a Master's or a Ph.D.* New York: The Noonday Press, 1992.

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