

Academic Career Development Bibliographic Guide

Blogs and Listserves worth following:

[The Chronicle of Higher Education](#)

The Chronicle offers free searching of job ads from the current issue, Career Network articles, and links to Internet resources for academe. The free searching (see link above) shows the following:
<http://www.chronicle.com/unauth.dir/search.htm#free>

- Job listings from the current issue of *The Chronicle of Higher Education* are made available every Friday by 9 a.m. <http://www.chronicle.com/jobs/>
- Internet Resources—Links to Web sites and other online resources about higher-education administration and scholarly disciplines.
- General links about academic jobs:
http://www.chronicle.com/jobs/general_resources.htm

[Sign Up for E-Mail Notification of New Jobs from *The Chronicle of Higher Education*](#)

<http://chronicle.com/jobs/notify.htm>

You can also sign up (link above) to receive free weekly e-mail messages when *The Chronicle of Higher Education's* Career Network has jobs in the field or fields that interest you. Choose a category below when you sign up for this free message service:

- Faculty jobs
- Administrative jobs
- Jobs outside academe
-

[“Tomorrow’s Professors list-serve”](#) An **invaluable** online discussion guide e-list:

<http://ctl.stanford.edu/Tomprof/index.shtml>

Desk-top faculty development from Professor Rick Reis at The Stanford Learning Lab. A comprehensive archive of several hundred articles on a broad range of issues relevant to the academic profession.

See also "The Tomorrow's Professor Blog" A place for discussion about teaching and learning at:
<http://amps-tools.mit.edu/tomprofblog/>

[Inside Higher Ed. A Career Advice Blog by Eszter Hargittai.](#)

http://www.insidehighered.com/advice/ph_do/hargittai1#

“Academia is a very particular and peculiar enterprise that requires professionalization well beyond what gets covered in the classroom... The pieces I will be writing here in the *Ph.Do* series are built on the premise that understanding the many implicit practices of academia can be extremely valuable in navigating various stages of the system well. Rather than focusing on a particular stage of the career process (e.g., addressing graduate students or junior faculty in particular), much of the advice presented here will be applicable to people at various stages of their professional development.”

[American Association of University Professors](#) <http://www.aaup.org/>

[“Issues in Higher Education](#) <http://www.aaup.org/AAUP/issues/>

[The American Economic Association Graduate Study in Economics Web Pages](#)

<http://www.vanderbilt.edu/AEA/gradstudents/>

AEA Description:

“This website addresses questions typical of individuals interested in graduate study of economics. The website provides a centralized location for obtaining objective and comprehensive information about graduate training in economics and about academic and non-academic careers of those with a Master's or Ph.D. in economics.”

[“Academic Job Interviews: Online Resources”](#) (MIT)

http://web.mit.edu/career/www/workshops/CV/academic_interviews.html

[The Academic Job Search Handbook](#), by Mary Morris Heiberger, and Julia Miller Vick. 4th edition University of Pennsylvania Press (2008).

Amazon Book Description:

“For more than 15 years, *The Academic Job Search Handbook* has assisted job seekers in all academic disciplines in their search for faculty positions. The guide includes information on aspects of the search that are common to all levels, with invaluable tips for those seeking their first or second faculty position. This new edition provides updated advice and addresses hot topics in the competitive job market of today, including the challenges faced by dual-career couples, job search issues for pregnant candidates, and advice on how to deal with gaps in a CV. The chapter on alternatives to academic jobs has been expanded, and sample resumes from individuals seeking nonfaculty positions are included.

The book begins with an overview of the hiring process and a timetable for applying for academic positions. It then gives detailed information on application materials, interviewing, negotiating job offers, and starting the new job. Guidance throughout is aimed at all candidates, with frequent reference to the specifics of job searches in scientific and technical fields as well as those in the humanities and social sciences. Advice on seeking postdoctoral opportunities is also included.

[Advice for New Faculty Members : Nihil Nimus](#) by Robert Boice. 1st ed. Allyn & Bacon (2000).

Advice for New Faculty Members: *Nihil Nimus* is a unique and essential guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation.

[Adviser, Teacher, Role Model, Friend: on Being a Mentor to Students in Science and Engineering](#),

National Academy Press, 1997.

...although it was written specifically for sciences and engineering, provides excellent guidance to mentors in all disciplines. It is available at http://books.nap.edu/catalog.php?record_id=5789

[The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions](#), by Adam Przeworski and Frank Salomon. Rev. ed., SSRC, (1995).

http://www.ssrc.org/fellowships/art_of_writing_proposals.page

[Ask the Headhunter : Reinventing the Interview to Win the Job](#) by Nick A. Corcodilos. Penguin (1997).

(Business rather than academic focus, but some valuable information, none-the-less.)

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

<http://www.press.uchicago.edu/cgi-bin/hfs.cgi/00/14261.ctl>

“Is a career as a professor the right choice for you? If you are a graduate student, how can you clear the hurdles successfully and position yourself for academic employment? What’s the best way to prepare for a job interview, and how can you maximize your chances of landing a job that suits you? What happens if you don’t receive an offer? How does the tenure process work, and how do faculty members cope with the multiple and conflicting day-to-day demands? “

[The Chicago Handbook for Teachers : A Practical Guide to the College Classroom](#) edited by Alan Brinkley. University of Chicago (1999).

<http://www.press.uchicago.edu/cgi-bin/hfs.cgi/00/13927.ctl>

The Chicago Handbook for Teachers is an extraordinarily helpful guide for all those who face the challenge of putting together material for a course and then making it work. Representing teachers at all stages of their careers, the authors, offer practical advice for almost any situation a new teacher might face, from preparing a syllabus to managing classroom dynamics. Beginning with a

nuts and bolts plan for designing a course, the handbook also explains how to lead a discussion, evaluate your own teaching, deliver an effective lecture, supervise students' writing and research, create and grade exams, and more.

CVs and Cover Letters. (Harvard Office of Career Services)

"It is never too early to begin putting together your CV, whether you plan to use it for applying to teaching fellow positions on campus, research opportunities, post-doctoral fellowships, or academic jobs."

http://www.ocs.fas.harvard.edu/students/gsas/gsas_CVs2007.pdf

"The Effects of Mentoring on Academic Careers Over Time: Testing Performance and Political Perspectives." Catherine Kirchmeyer. *Human Relations* 58.5 (May 2005): p637(24)

Get Started - Tutorials - Proposal Writing Short Course, The Foundation Center,
<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

The subject of this short course is proposal writing. But the proposal does not stand alone. It must be part of a process of planning and of research on, outreach to, and cultivation of potential foundation and corporate donors. ... This process is grounded in the conviction that a partnership should develop between the nonprofit and the donor. When you spend a great deal of your time seeking money, it is hard to remember that it can also be difficult to give money away.

Getting Tenure (Survival Skills for Scholars, Vol 8) by Marcia Lynn Whicker, Jennie Jacobs Kronenfeld, Strickland Ruth / Sage Publications; (2004).

Getting What You Came for : The Smart Student's Guide to Earning a Master's or a Ph.D. by Robert L. Peters. Noonday Press, Rev. ed. (1997).

A revised edition of the now classic guide to successfully surviving graduate school, this book gives instructions on applying to school and for financial aid; how to excel on qualifying exams; how to manage academic politics—including hostile professors; how to write and defend a top-notch thesis; and how to land a job.

"Giving an Academic Talk," by Jonathan Shewchuk.

<http://www.cs.berkeley.edu/~jrs/speaking.html>

How to give a talk with special focus on using presentation slides, software, laptops, etc.

"A Global Ranking of Political Science Departments," by Simon Hix. *Political Studies Review* 2 (2004):2293-313. <http://www.politicalstudies.org/pdf/psr/hix.pdf>

Grants and Grant Proposal Writing, by John O'del, 3rd ed., 2001 (via Saint Louis University, John Cook School of Business)

[http://college.usc.edu/research/ra/private/researchresourcesmar08/Grants and Grant Proposal Writing_3ed.pdf](http://college.usc.edu/research/ra/private/researchresourcesmar08/Grants_and_Grant_Proposal_Writing_3ed.pdf)

"A brief guidebook on seeking external resources for research projects based upon a compilation of original and existing information on funding opportunities, potential sources, and crafting a grant proposal."

A Guide (and Advice) for Economists on the U. S. Junior Academic Job Market, by John Cawley, Cornell University and Job Openings for Economists, 2008.

http://www.aeaweb.org/joe/articles/2008/job_market_guide.pdf

Abstract: "This document describes the U. S. academic job market for new Ph.D. economists and offers advice on conducting an academic job search. It reports findings from published papers, describes practical details, and provides links to internet resources. Topics addressed include: preparing to go on the market, applying for academic jobs, signaling, interviewing, campus visits, the secondary market scramble, offers and negotiating, diversity, and dual job searches."

There is also much of use here for prepping for the job market in other academic disciplines.

[How to Get the Mentoring You Want; A Guide for Graduate Students at a Diverse University.](#) University of Michigan, 2008

<http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>

[Job Market Packet](#) by Mike Conlin and Stacy Dickert

http://www.ssc.wisc.edu/econ/grad/placement/local/conlin_dickert.html

Contents

- [Detailed Schedule of the Job Market Process](#)
- [Information on your Job Market Mailings](#)
- [Tips for your Job Market experience](#)

[Job Search in Academe : Strategic Rhetorics for Faculty Job Candidates](#) by Dawn M. Formo, Cheryl Reed, Stylus Pub 2nd edition (2009).

The authors cover the full spectrum of potential positions — adjunct, visiting, temporary and administrative appointments, as well as traditional tenure-track professorships — in both 4-year institutions and community colleges. The book includes sample application letters and vitae, a model for a job search workshop, and a rich list of resources both in print and on-line

[Life on the Tenure Track : Lessons from the First Year](#), by James M. Lang. The Johns Hopkins University Press (2005).

["Maximizing the Substance in the Soundbite: A Media Guide for Economists"](#), by Daniel S. Hamermesh. *Journal of Economic Education*, 2004.

<http://www.eco.utexas.edu/faculty/Hamermesh/Soundbite.pdf>

Abstract: This guide aims to induce more economists to talk to people in the media as a means of expanding educational outreach. It provides discussions of “dos” and “don’ts” and offers advice on which kinds of research are likely to interest reporters. It suggests specific approaches to dealing with reporters in different types of media, including print, radio and television.

[Mentor and Graduate Student: Strategies for Success](#) University of Louisville (1999).

<http://graduate.louisville.edu/pubs/mentor-and-graduate-student-strategies-for-success.html/>

A guide for faculty mentors and student protégées, with simple tips for both.

[Mentor in a Manual : Climbing the Academic Ladder to Tenure](#) by Clay Schoenfeld, Robert Magnan / Atwood Publishing; 3rd Ed. (2004).

Mentor in a Manual guides the new assistant professor (or the recent Ph.D. recipient) down the winding and often complex road toward earning promotions and, ultimately, tenure. The authors cover the tenure track from start to finish, in a book that’s as close to being a living, breathing mentor as any book can be. (Princeton University English Professor Elaine Showalter, called *Mentor* “the professional handbook that I most wish I could have had 30 years ago.”) The book also devotes full chapters to teaching, research, and service - the three mainstays of promotion and tenure - as well as getting published in respected journals.

["Mentoring and Career Development among University Faculty,"](#) by Frank M. Perna; Bart M. Lerner; Michael T. Yura. *Journal of Education*, 177:2 (Spring 1995):31(15).

Abstract: Mentoring relationships with faculty members happen most often early in the academic career, since guidance of experienced people is important for career development after formal schooling is over. Construction of the mentoring dyad depends upon an informal matching process based on mutual interest. Male mentors are more common in number than female mentors due to greater numbers of males in the faculty. However, female mentors have more female than male tutelages. Findings suggest that mentoring has positive effects, such as objective job performance and job satisfaction.

[Ms. Mentor's Impeccable Advice for Women in Academia](#) by Emily Toth, University of Pennsylvania Press; (1997). (Toth also writes the mentoring column for the *Chronicle of Higher Ed.* – available online: http://chronicle.com/jobs/news/archives/columns/ms_mentor/)

["Navigating the Academic Job Market Minefield."](#) by Ralph G. Carter, and James M. Scott. *PS* (Sep 1998)

<http://www.apsanet.org/imgtest/NavigatingAcademicJob-Carter.pdf>

This article flows from a roundtable discussion on the academic job market held at the October 1996 ISA-Midwest meeting held in St. Louis.

[Netting the Big One; Some Things Candidates \(and Departments\) Ought to Know... From the Hiring Department's Perspective](#), by J. Theodore Anagnoson. *PS: Political Science and Politics* 27:3 (Spt 1994):558-562.

<http://psweb.sbs.ohio-state.edu/phd/jobtips/jobsearchdepterspective.pdf>

[Networking on the Network: A Guide to Professional Skills for PhD Students](#), by Phil Agre, Department of Information Studies, University of California, Los Angeles. Rev. ed. (1998).

<http://www.acm.org/crossroads/xrds4-4/network.html>

["An Old Male Economist's Advice to Young Female Economists."](#) by Daniel S. Hamermesh, (CSWEP Newsletter, Winter 2005)

<http://www.eco.utexas.edu/faculty/Hamermesh/FemAdviceCSWEP.pdf>

Abstract: "Much of the advice that junior female economics Ph.D.s should heed is the same as one would offer to male economists: Work 60 hours a week, with the research/teaching mix depending on the teaching load at your school; keep exposing your ideas to seminar audiences at home, at conferences and at national and international meetings; aim your submitted publications high, and don't be discouraged by journal rejections. Within this broad advice, though, there is a wide range of issues that my observation of contemporaries and young female colleagues suggests are specific to women. These potential female-specific problems arise the first day of grad school; but I deal with them "only" from the time the young woman becomes an economist—when she has passed her prelims and starts dissertation work.

[On the Market: Strategies for a Successful Academic Job Search](#) by Sandra L. Barnes. Lynne Rienner Publishers, 2007.

Amazon:

"All graduate students in the social sciences and humanities should be given a copy of Sandra Barnes's *On the Market* on the day that they start graduate school. This book not only tells one how to navigate the job market, but is an excellent guide to planning an academic career." --

Kenneth J. Meier, Texas A&M

Features of *On the Market* include:

- Easy-to-read checklists for navigating the search process
- Clues to "reading between the lines" of job postings
- Practical advice on preparing the "paperwork": CVs, teaching portfolios, conference papers, journal articles, etc.
- No-nonsense tips--the "dos and don'ts"--for a variety of interview settings
- Frank discussion of both the professional and the personal aspects of any job search
- Attention to the concerns of nontraditional and underrepresented groups
- Guidance for untenured scholars who want to switch jobs

[The Politics of Academic Culture : Foibles, Fables, and Facts](#) by Heinz Eulau, Chatham House (1997).

"In this entertaining book, Eulau draws on his many experiences as a participant observer of his academic colleagues foibles and fumbles during the past half century. Includes chapters such as: *The Curriculum Vitae* and the Iron Law of the Academy, *or* *Blowing Your Own Horn Doesn't Hurt Anybody Else*.

“Professional Etiquette for the Mature Economist,” by Daniel S. Hamermesh, (AEA Papers & Proceedings, May 1993)

<http://www.eco.utexas.edu/faculty/Hamermesh/AER93.pdf>

Abstract: “This paper offers guidelines for professional behavior in circumstances that one confronts increasingly as seniority is acquired. (This author has also written “The Young Economist’s Guide to Professional Etiquette.”) see reference on this bibliography.

Publishing for Tenure and Beyond by Franklin H. Silverman. Praeger (1999).

The book provides graduate students, tenured faculty, and others with information they need to maximize the likelihood of having their articles accepted for publication by peer-reviewed professional, scientific, and scholarly journals. The focus throughout is on how editorial boards and tenure committees function rather than on how they are supposed to function. Anyone dealing with academic publishing will find this book an indispensable resource.

“Rankings of U.S. economics departments,” by Richard Dusansky; Clayton J. Vernon.. *Journal of Economic Perspectives* 12:1(Winter 1998):157(14). **Online for JSTOR subscribers:**

<http://www.jstor.org/stable/pdfplus/2646944.pdf>

“Ranking political science departments: do publications matter?” by James C. Garand & Kristy L. Graddy. *PS: Political Science & Politics*, 32:1(March 1999): 113(4). **Online for JSTOR subscribers:**

<http://www.jstor.org/stable/pdfplus/420759.pdf>

Scaling the Ivory Tower : Merits & Its Limits in Academic Careers (Foundations of Higher Education) by Lionel S. Lewis. Transaction (1998).

Scaling the Ivory Tower: The Pursuit of an Academic Career By Matt Zwolinski, Michael Munger, Jeremy Shearmur, Elaine Hawley, David Schmitz, James Stacey Taylor. Institute for Humane Studies 2005.

http://www.libertyguide.com/repository/docLib/20070629_Scaling_the_Ivory_Tower.pdf

"This collection offers some frank but friendly advice to those of you interested in classical liberalism and considering an academic career. The life of the scholar is a voyage filled with deep and enduring satisfactions, but it is a voyage that requires some skillful navigation and patience. The writers who have compiled these sections want to share their experiences. In part, we just want you to know what you are getting into. But mostly, we want to make sure you will realize your ambitions in the academy."

Scholarly Pursuits: A Guide to Professional Development During the Graduate Years, by Cynthia Verba. 9th ed. Graduate School of Arts & Sciences, Harvard University, 2007.

One of the best and most thorough guides from the Harvard Graduate Counseling Center.

Excellent guide for the academic career. Available online in pdf. 194 pages.

http://www.gsas.harvard.edu/images/stories/pdfs/scholarly_pursuits.pdf

Selected Proposal Writing Websites, by University of Pittsburgh Office of Research.

<http://www.pitt.edu/~offres/proposal/propwriting/websites.html>

“So You Want to Get a Tenure-Track Job, by Daniel W. Drezner (Assistant Professor of Political Science, University of Chicago).

<http://www.apsanet.org/imgtest/PSSept98Drezner.pdf>

“Strategy and Etiquette for Graduate Students Entering the Academic Job Market,” by Gerald Shively and Richard Woodward. *Review of Agricultural Economics*, 21(2), (Fall/Winter 1999).

<http://www.agecon.purdue.edu/staff/shively/JobMarket.pdf>

“Successful and Less-Successful Research Performance of Junior Faculty,” by Francine P. Hekelman and others *Research in Higher Education* 36:2 (1995):235-55.

Abstract: A survey of 404 full-time, tenure-track assistant professors at Case Western Reserve University (Ohio) found that successful researchers exhibit specific research activities and scholarly habits to an extent that less-successful researchers do not.

[Teaching Without Tenure : Policies and Practices for a New Era](#) by Roger G. Baldwin & Jay L. Chronister. Johns Hopkins University (2000).
<http://www.amazon.com/exec/obidos/ASIN/0801865026/102-1743944-4651338>

["Top 10 Tips for Jump-Starting Your Career,"](#) by Daniel S. Hamermesh, (*CSWEP Newsletter*, Spring/Summer 2006).
<http://www.eco.utexas.edu/faculty/Hamermesh/Top10Tips.pdf>
A useful list of advice for advanced grad students as they navigate the job market.

["Twelve Easy Steps to Becoming an Effective Teaching Assistant,"](#) by Derek A. Webb.
PS: Political Science and Politics, Vol. 38, No. 4 (Oct., 2005), pp. 757-761. (Online JSTOR access)

[What the Best College Teachers Do?](#) by Ken Bain. Harvard University Press, 2004.
"Bain's sound and scholarly yet exuberant promotion of America's "best college teachers" abounds with jaunty anecdotes and inspiring opinions that make student-centered instruction look not only infectious, but downright imperative."

["The Young Economist's Guide to Professional Etiquette,"](#) by Daniel S. Hamermesh, *Journal of Economic Perspectives* 6:1 (Winter 1992): 169-179. **Available to JSTOR subscribers online**
<http://www.jstor.org/stable/pdfplus/2138379.pdf>
Abstract: "Nearly all advanced graduate students and new assistant professors demonstrate astounding naivete in their non-substantive professional dealings. Graduate programs in economics offer courses that lead to written drafts of important research; they teach little about how to refine those drafts and, more generally, about the personal interactions that cut and polish intellectual diamonds in the rough. I provide here a short course aimed at removing that naivete and helping young economists to avoid faux pas that might reduce their success in the profession."

Useful University Career Center Links with online resources.

[Berkeley Career Center](#)
<http://career.berkeley.edu/PhDs/PhDs.stm>

[Harvard University Office of Career Counseling](#)
[Academic Career Resources.](#)
<http://www.ocs.fas.harvard.edu/students/gsas/academic.htm>

[MIT Career Development Center](#)
<http://web.mit.edu/career/www/>

[University of Southern California, Center for Excellence in Teaching.](#)
<http://www.usc.edu/programs/cet/careers/>