

# How To Become A Law Professor

**By: Prof. Fabio Arcila, Jr.©  
Touro Law Center**

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## How To Become A Law Professor

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### INTRODUCTION

Wanting to become a law professor is a great ambition. It is also one that, for the vast majority of people, requires a great deal of advance planning. Once those plans come to fruition, the next step is to go “on the market,” which for legal academia follows a very specialized procedure. Both aspects of this process, advance planning and participating in the market, will be described below, as well as a brief discussion about what to do if you are fortunate enough to obtain an offer for a law professorship.

This discussion focuses on the market for full-time, tenure-track doctrinal law professors. Markets also exist for other types of law professors, principally: fellows and visiting associate professors; legal writing and research instructors; clinical professors; and adjunct professors. These other categories are only briefly discussed. There are also other law school employment opportunities, such as in administration and staffing, but those topics will not be covered here.

*Ed. note:* it is crucial to understand that, as of December 2013, *legal education is in a profound crisis, and as a result all types of employment opportunities in law schools, especially for professorial positions, have been dramatically reduced.* The proximate seed of this crisis was the mortgage-induced August 2008 economic crisis. This led to a few years of increased law school enrollment, until a record-setting enrollment year in 2010, as individuals flocked to law schools to wait out the Great Recession. This dynamic came to an abrupt halt in 2011 and particularly 2012, as it became clear that the recession continued and employment opportunities for new law school graduates had dramatically decreased, leaving many such graduates unemployed, embittered, and under heavy law school debt. This was accompanied by a proliferation of “law school scam” blogs, a series of New York Times stories by David Segal, and a series of law suits against law schools, all of which were highly critical. Though the merits of these critiques are highly debatable (e.g., each law suit that has been adjudicated has been dismissed), in particular given the exemplary scholarship in Simkovic & McIntyre, *The Economic Value of a Law Degree* (2013), law school enrollments have plunged by double digits year-over-year. For example, in 2013 approximately 40,000 new students enrolled in law school. This is an 11% decrease from 2012, and a 24% decrease from the historic high in 2010. Given that law school budgets are based upon a high-tuition and high enrollment model, they are now under tremendous pressure, and salary and benefits costs, in particular for full time faculty, are the biggest portion. In response, the vast majority of law schools now need to become smaller, and in particular need to reduce the expense of their full time faculty. This explains the dramatically reduced employment opportunities in law schools over the foreseeable future. For instance, the new student enrollment for 2013 is now back to levels not seen since the mid-1970s, at which point there were about 165 law schools; today there are about 200. Consequently, a very significant downsizing is occurring as law schools seek to return to a sustainable economic model. Thus, be aware that this is an extremely challenging environment for law schools and it is likely to remain so for at least several years.

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### ADVANCE PLANNING

#### The Ideal

Generally, law schools want to hire scholars, as opposed to mere teachers, as professors. The measures they use to determine who qualifies as a scholar are remarkably easy to identify. The “ideal” law professor candidate has these qualifications—

- attended an elite law school;
- law review officer;
- top of the class;
- clerked on the United States Supreme Court;
- actively promoted by highly-respected recommenders, including law professors;
- at least one scholarly publication;
- increasingly, practiced for between one to three years in a prestigious legal job (e.g., top law firm or in a well-respected government law office).

If this describes you, congratulations!! You may be overwhelmed with offers.

If this does not describe you, *do not despair*. Very few people have the qualifications of an “ideal” law professor candidate. Very few law professors have such qualifications, either. It is because the vast majority of people do not meet this description that advance planning is crucial.

#### What You Are Aiming For

Though “ideal” law professor candidates are very rare, many law professors do have somewhat similar qualifications when they enter academia—

- attended an elite law school;
- law review or other law journal experience;
- very good academic record;
- good references, preferably from as many law professors as possible;
- at least one scholarly publication;
- increasingly, practiced for between one to seven years.

Some law professors also served as judicial clerks, with a federal clerkship being better than a state clerkship, and an appellate level clerkship being better than a trial court clerkship.

You probably noticed that, generally speaking, these qualifications are derivations from the “ideal” candidate. This is because (in case you had not noticed) the law is a *very* hierarchical field, a truism that applies even more strongly to legal academia. What this means is that, as you plan ahead, your mission should be to make yourself look as much like an “ideal” candidate as possible.

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Notice something else: comparing the “ideal” and “more realistic” qualification lists reveals important aspects of the law professor hiring process.

- The vast majority of law professors come from a handful of law schools. Most come from the “top 20” law schools. It is likely that alumni from the “top 20” law schools make up somewhere in the neighborhood of 70%-90% of the tenure-track faculty at the “top 20” law schools, and probably in the neighborhood of 55%-70% of the tenure-track faculty at all U.S. law schools. The most proficient producers of law faculty are probably Yale, Harvard, Stanford, Chicago, and Columbia. If you did not graduate from a “top 20” law school, you can compensate, primarily by publishing or obtaining a doctorate (keep reading below).
- Some type of law review/law journal experience is common—maybe because it helps show that you have some suitability for the scholarly life, part of which is solitary research and slogging through citations, and because it provides an opportunity to produce at least one publication, namely a student note or comment.
- Grades are very important.
- Clerkships are prestigious and helpful for becoming a law professor. But, except for perhaps the top ten or twenty schools, most law professors did not have the opportunity to clerk themselves. So this is a very plum qualification.
- Having developed a good relationship with at least one, but preferably two or more, law professors who think highly of your scholarly potential and are willing to support your application is very important. This usually requires investing in these relationships as early during law school as possible. Strong recommendations from law faculty can be vital.
- Writing, as evidenced by scholarly publication, *is increasingly crucial*. More on this below.
- Practice experience also is becoming more common. Again, the more prestigious, the better. But there is an added wrinkle: do not practice for too long. Common advice is to restrict practice to no more than five to ten years (some, particularly those at top law schools, often say no more than three to five years). Longer than that, and practice experience likely will hurt you. The worry is that you are a failed practitioner (either benignly, because you have decided you hate it, or worse, that you failed at it, such as because you were denied partner status).

A quirk of the law school hiring process that candidates do not generally appreciate is that hiring selection criteria can vary greatly by law school. Currently, there are about 200 law schools in the United States. They are often grouped into four tiers of about 50 schools each, in accord with the *U.S. News & World Report* rankings. Top tier schools will have different hiring criteria than fourth tier schools, and even second tier schools will have different hiring criteria than third tier schools. Moreover, top ten schools will have different criteria than the rest of the top tier schools, as will schools ranked in the 20-40 range. The best way to get a sense of how you stack up is to browse through law school faculty profile web pages, especially those with photographs of the faculty. Browse through profiles of young-looking law professors from schools at various tiers of law schools. You will see distinct patterns develop, and get some sense of where in the market you might fit in, or at least can get yourself to fit in after some hard work (see the next two topics below).

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### The Publication/Writing Wildcard

If you are feeling forlorn because you do not think it is in your power to approximate the “ideal” candidate (e.g., you did not get into a “top” law school, or do/did not have “top” grades), ***do not despair. There is one premier qualification that can trump all others, and best of all it is fully within your control: publish.***

**If you are interested in being a doctrinal, tenure-track law professor, you must understand and be at peace with one thing: at the vast majority of law schools, your mission will be to publish, publish, publish** (a few exceptions exist, such as where publication is not king, but something else, such as teaching, is—such schools generally populate the lower tier of law schools; of course, non-doctrinal teaching positions, such as clinical or legal writing teaching, also exist, and such positions, which will be discussed below, generally do not require publishing). And, because law is a hierarchical field, not all publications are equal. You will be best received in academia if you publish scholarly articles in law reviews/journals (and the more prestigious the law review/journal, the better), or scholarly books, as opposed to other sorts of writing in other types of publications.

The consequence of this (combined with the increased competition for jobs in legal academia) is that today the solid majority of entry-level law professor candidates have published at least one scholarly piece. Some candidates will have two or more scholarly publications. For more information on publishing prior to entering the academy, consult the Tanya K. Hernandez and Rebecca E. Zietlow articles in the bibliography. The Eugene Volokh book about academic legal writing, also listed in the bibliography, is a highly recommended work on the mechanics of such writing.

### Ph.D.s/S.J.D.s

A recent trend in law professor hiring is to favor candidates who, along with their J.D., also have another doctoral degree, such as a Ph.D. or an S.J.D., for example. This trend has been ramping up for several years. It has been concentrated in top schools. The attractions of such candidates are several. First, a Ph.D. candidate will automatically have interdisciplinary knowledge, and the legal academy has been moving towards interdisciplinary work for some time (though, again, this trend is most marked at the top schools). Second, a Ph.D. or S.J.D. candidate will automatically have a head start on scholarly writing, at a minimum that person’s dissertation, which often can be readily transferable into several law review articles, or a book.

For a candidate serious about entering legal academia, the advantages of obtaining a Ph.D. or S.J.D. are significant. Of course, so are the disadvantages (e.g., many more years of schooling, the financial costs of a doctorate degree, the delay in entering the full-time workforce, etc.).

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### Fellowships/VAPs

One of the most increasingly valuable and competitive options for entering legal academia is to participate in a fellowship program. These go by various names, such as teaching or research fellowships, or visiting assistant professor (VAP) programs. These are often one- or two-year positions, and are usually designed to produce law professor candidates, though how well they do so varies widely. Generally speaking, they provide some law teaching experience and, most importantly, an opportunity to research, write, and publish. These programs have become increasingly popular among both candidates and law schools, and many first tier schools now host some such program.

These programs vary widely in design, so care should be taken in choosing one. First, if your goal is to obtain a doctrinal tenure-track law professor position, a program where you are integrated into the doctrinal teaching load is preferable to teaching legal writing. Second, while an opportunity to teach is helpful, lighter teaching loads are better, as a heavy teaching loads will reduce the opportunity to write.

If you obtain such a position, keep in mind that more important than differences among programs is your willingness to take the initiative to make yourself part of the academic community by attending events, visiting faculty in their offices or taking them out to lunch, engaging them in scholarly exchanges, etc. Not only does this increase your familiarity with the academic environment and broaden your scholarly perspective, it also creates the possibility of increasing the number of law professors familiar with you and your work and who may be willing to support your candidacy.

There is a great advantage to entering the law school market from an academic environment like a fellowship, as opposed to from practice, so fellowships are worth serious consideration. One downside is that pay tends to be low. Increasingly, aggregated information on these programs is available from Internet resources. For more information on such programs, consult the TaxProf blog and Harvard Legal Theory Forum entries, and the Michele Baker Richardson and Michele Goodwin articles, in the bibliography.

### LL.M.s

Masters in law degree programs (LL.M.s), which usually are two-year programs, have traditionally been useful for “rehabilitating” the educational portion of your resume. They were commonly used when the law school from which the candidate graduated was not one of the “top tier” schools that produce most of the nation’s law professors. Obviously, if “rehabilitation” is the goal, obtaining an LL.M. from a “top tier” school is best. Masters in law programs also are helpful because they provide (1) the opportunity to develop a scholarly topic for investigation (they are even better if one exits them with a written piece either ready for submission to, or accepted for, publication), and (2) a second chance at developing close relationships with one to three law professors who can become strong supporters of your law professorship candidacy.

The ability of an LL.M. to rehabilitate a resume is decreasing as the legal academy becomes more attracted to Ph.D. and S.J.D. degrees (see above), but there remains quite a bit of flux,

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particularly at third and fourth tier law schools. For more information on such programs, consult the relevant Gabriel J. Chin and James E. Jones, Jr. articles in the bibliography.

### Legal Writing Positions

Legal writing positions generally are non-tenure track, though sometimes tenure eligibility is available. Legal writing programs generally are not structured to foster research, writing, and publishing, but a few might allow such opportunities. A word of warning if your ambition is to ultimately obtain a doctrinal, tenure-track position: as a general rule, tenure-track faculties have biases *against* candidates with a legal writing and research background (one exception is the Lawyering program at New York University Law School). This bias arises because (1) the teaching duties for such individuals are demanding, making it hard for them to publish, and (2) they often are perceived, at best, as teachers rather than scholars. Some legal writing and research hiring occurs through “the meat market” (see below). A good deal of it occurs through direct contact between a candidate and the person in charge of this type of hiring at the law school (e.g., Dean of Academic Affairs, Vice Dean, or Director of Legal Writing and Research). For more information on such programs, consult the Jan M. Levine and Verna C. Sanchez articles in the bibliography.

### Clinical Teaching

Clinical positions generally are non-tenure track, though sometimes tenure eligibility is available. For the most part, clinical teaching is its own career option because successful jumps from clinical to doctrinal teaching are rare (though they do happen). As with legal writing and research teachers, tenure-track faculty often have biases *against* clinical teachers, and for similar reasons. However, clinical teaching is extremely rewarding for certain types of people, particularly those who enjoy teaching and working with students, the intellectual stimulation of an academic environment, and the tussle of legal practice. Traditionally, clinics have been litigation oriented, though increasingly transactional clinics (e.g., tax or business assistance) are being founded. Some clinic hiring occurs through the “meat market” (see below). The rest occurs through direct contact between the candidate and the law school.

### Adjunct Positions

Adjunct professors are hired on a short-term contract basis to teach one particular course, though often they teach that course on a regular basis. Adjuncts are by definition non-tenure track. Adjuncting may be somewhat helpful in getting a tenure-track teaching position, but is not a qualification to rely upon. Adjuncting provides teaching experience. It, and the teaching evaluations that result from it, can show adeptness at teaching, ability to work with students, and a developed course plan or plans. All of this can be helpful to obtaining a tenure-track position.

If your ambition is to obtain a doctrinal, tenure-track law professor position, *one word of warning is in order*: too much adjuncting (perhaps more than two or four stints, especially to the exclusion of publishing) may cause tenure-track faculty to doubt your aptitude for, or

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dedication to, being a scholar. This might cause you to be perceived merely as a teacher, and hurt your chance of obtaining a tenure-track position.

To pursue an adjuncting position, the usual process is to deliver a cover letter and resume to your target school's Dean of Academic Affairs (or comparable title, which might be Vice Dean, etc.). Opportunities to adjunct tend to be quite hit-or-miss, as they are completely dependent upon a school having a teaching need it must fill, and a dearth of candidates from its usual adjunct pool. For more information relevant to adjuncting, consult the Andrew F. Popper article in the bibliography.

### THE MEAT MARKET: AALS AND OTHERWISE

The American Association of Law Schools ("AALS") dominates this country's entry-level law professor hiring market through its Faculty Recruitment Conference ("FRC"). Nonetheless, a significant portion of law faculty hiring every year occurs outside the FRC process through direct contact from the candidate to the hiring school.

#### The FRC World

The FRC offers law school recruitment teams and law faculty candidates an opportunity to meet and interview efficiently and within a short time period. The FRC occurs annually at a Washington, D.C. hotel in October or November and is a national, centralized law school faculty hiring process that is primarily designed for entry-level candidates. The Zenoff & Barron and Zillman et al. articles in the bibliography are particularly helpful resources regarding the FRC.

The driving mechanism for the FRC is the AALS Faculty Appointments Register ("FAR"). The FAR is a uniform set of collected information about candidates interested in teaching at law schools. Prior to arriving in D.C. for the FRC, candidates register with the AALS through its web site and complete the FAR on-line, to which they have the opportunity to attach a curriculum vitae. The AALS collects the FARs and makes them available electronically in four separate and non-overlapping groups to participating law schools during the academic year. Law schools can download all of these forms for review, or can search these forms by field (e.g., graduating law school, teaching interests, clerkship experience, etc.).

***There are two very important things to know about the FAR. First, extreme care and thought must be taken in choosing how to fill out the FAR because it often serves as a first measure for deciding which candidates to pursue. Do not presume that a school will look at a curriculum vitae if you post one. Be extremely thoughtful about filling out your educational background, teaching interests, and publications (for more, see "An Important Note Regarding The FAR" below). Second, it is crucial to understand that participating law schools can be expected to review the first FAR packet before the FRC. Depending upon their diligence, they may review the second and possibly even third FAR packets before the FRC. But then again, they may not. Thus, it is imperative for candidates to fill out the FAR in time to be included in the first FAR distribution, for which the deadline is in August.***

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Law school Appointment Committees review the FAR forms, and then contact candidates to schedule interviews locally or at the FRC, which occurs over a Friday and Saturday. On the preceding Thursday, the AALS holds several panel discussions for candidates to familiarize them with the process. The FAR registration fee covers the cost of a candidate's attendance at the FRC. The FAR fee is currently about \$400.

At the FRC, interviews occur in hotel rooms in 30-minute increments, often in front of three to five interviewers, who usually are members of the law school's Appointments Committee (interviews with the full committee, plus others such as student representatives, for a total of over 10 interviewers, are not unheard of). Candidates who have succeeded in scheduling six to eight interviews are doing well. Top candidates will have more interview offers than they can accommodate, and are well advised to limit their interviews to no more than 15-20 (logistics make it nearly impossible to schedule more than, say, 25 interviews). For those who arrive at the FRC with open interview slots, the AALS makes available a room for candidates to deliver their curriculum vitae to specific schools on a walk-in basis. However, most schools will have scheduled all or almost all available interviewing slots before they arrive at the FRC. Thus, the AALS suggests that candidates who have few or no advance interviews scheduled consider not attending the FRC. That being said, candidates sometimes succeed in scheduling interviews once they arrive at the FRC.

Given the logistics of the process, as well as the convoluted layout of the hotel at which the FRC traditionally occurs, endurance and good humor are important elements of success. Consider planning your routes the day before. Try to keep a half hour increment between each interview. Try to avoid the rampant anxiety that is permeating the hotel. And all the while, be prepared to maintain a lively, likeable, smiling, and engaging persona while giving essentially the same answers to similar interview questions over and over again. Should you succeed at this stage, this will prove valuable preparation for the next step in the process: the on-campus callback interview (addressed below).

### **An Important Note Regarding The FAR**

Some law schools, usually the top schools, target the best available candidates they identify, regardless of other factors. However, probably the very significant majority of law schools identify prospective candidates according to whatever needs the school seeks to fill that year. Schools identify needs according to (1) teaching needs (subject areas the school needs taught), and to a lesser extent (2) scholarly needs (subject areas in which the school has a deficiency it would like to address). There is often an overlap in these criteria, as many candidates will have a teaching interest in their area of scholarship (though that relationship need not necessarily exist).

The easiest way for schools to match needs with candidates is based upon candidates' declared teaching interests. This is probably because (1) the FAR devotes substantially more space to teaching interests than scholarship interests, (2) schools can easily search the FAR forms electronically by teaching interest; (3) many entry-level candidates will lack sufficient published scholarship to have demonstrated a dedicated interest to any particular

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subject matter, and (4) preferably some correlation exists between candidates' scholarly and teaching interests (this makes production of scholarship easier).

**Thus, in planning for the FRC, candidates face a crucial issue concerning how they fill-in their teaching interests on the FAR.** *General advice: do not be too specialized in your top teaching preferences because it is best to indicate a preference for teaching large, core law school courses while listing specialized courses as lower teaching priorities.* Every school needs someone to teach contracts or property, for example, but not necessarily International Human Rights. One exception might be business-related courses, such as corporations/business associations, Sales/UCC, tax, and intellectual property. Though they might be specialized courses, often the demand for teachers of such subjects is high. One way to determine such teaching needs is to check law school postings, such as in the AALS Placement Bulletin, in which the AALS publishes a national list of law school position postings. (Registration for the FAR covers a year's subscription to the Placement Bulletin, which the AALS will mail to you periodically.) In recent years, some school's teaching needs have been listed on the PrawfsBlawg website (see bibliography).

*Another important FAR decision is whether to indicate any geographical preference or restriction.* The best advice is not to do so. In this highly competitive environment, such geographical indications are more likely to serve to screen you out of a position than to give you any advantage in obtaining an interview offer. At this stage of the process, you are better off maximizing your interview offers since you can use this to try to leverage other interview offers from schools in which you have more interest.

### The Process Outside the FRC

Substantial numbers of candidates interview with, and obtain offers from, law schools outside the FRC process. This external process occurs primarily through two avenues: (1) candidates who apply directly to specific law schools, regardless of whether they are participating in the FRC, and (2) law schools that directly recruit specific candidates, such as because they had a pre-existing relationship or the candidate was recommended to them by a trusted source.

Candidates routinely apply to specific schools in which they are interested. If you have a geographical leaning, applying to specific schools in that geographical area is a better idea than indicating that preference on the FAR. Such applications generally consist of a cover letter, which should explain why you are specifically interested in that school, curriculum vitae, and perhaps copies of your scholarly publication(s).

If you apply to law schools directly, and they are interested in interviewing you, often they will do so before the FRC, particularly if you live nearby. This way, they may get a jump on the hiring season, and also preserve an interview slot at the FRC. Such interviews generally will follow the FRC interview format (i.e., 30-minute interview, etc.).

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### The Initial Interview

Regardless of whether an initial interview occurs through the FRC or the external process, you should treat preparation like a job. Find out as much about the school as you can. Much helpful information is available from law school web sites. Of what is the law school proud (educational programs, institutes, etc.)? Does the school have a special profile, or have specialty areas? Does it have an evening program? Does its student body have any particular profile? Consider asking for the names of those on the Appointment Committee, or with whom you will meet during the interview. You can use that information to research those people, such as to identify their scholarly areas or other interests (e.g., if they specialize in an area in which you have published, you want to know that *before* the interview, and indeed are well advised to review their work), things you might have in common, etc. It is also a good idea to ask ahead of the interview whether the school (1) already has identified the needs it is seeking to fill, and (2) knows how many positions it is looking to fill. Finally, use your research to come up with a few questions that *you* could ask during the interview.

Most importantly, you will need to be prepared to present yourself in an efficient yet thorough manner. Why are you interested in this particular school? (Because you always have wanted a beach view from your office is a poor answer.) What are your scholarly interests? What are your teaching interests? If they differ, why? You need to be prepared to quickly summarize, and also address in detail, any published pieces you have authored. You should be able to discuss your future scholarly agenda, and preferably can link it to the scholarly work you have already done.

### The Callback Interview

All you can do after your initial interviews, other than sending thank you notes, is wait and hope that you are contacted again. If the school is interested in your candidacy, it will next schedule an on-campus callback interview. Everything up to this point has been a mere warm-up. Whether you get an offer depends not upon how you performed to date, but upon how you perform during the callback.

The usual callback interview is a full-day, on-campus affair. The school will pay for your transit and hotel if you are traveling. A significant portion of the callback is essentially numerous repetitions of the 30-minute initial interview you have already had, as you meet with new and different faculty groups for 20- or 30-minute periods, sometimes sitting in one room as they rotate, and sometimes being ushered from faculty office to faculty office.

But the callback interview differs from the initial interview in numerous respects. First, often several faculty members will take you to dinner. Remember: this is an interview, not a friendly dinner. Second, often you will meet with the Dean and/or a surrogate. Third, ***and most importantly***, you will have lunch in the middle of the day, either preceded or followed by your ***job talk***. Apart from whether you meet the school's needs that year, a matter over which you have little control, ***your ability to obtain offers hinges more on your job talk than perhaps anything else***. Most of the faculty will never take the time to read your past publications. But *many* of them will stop by for your job talk. A job talk

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usually is an approximately 30-minute presentation on a scholarly topic. You need to present well, both superficially in terms of oral communication as well as substantively in terms of your mastery of the subject and ability to cleanly and clearly present it to your audience. **Do not relax after your presentation, because it is followed by a 20- or 30-minute question period during which the faculty challenge any aspect of what you said.** Think of this as an oral argument. Your job is to be respectful, thoughtful, and scholarly in this discussion, showing that you have thought about complications in your thesis, justifying your position, etc. If a concession is called for, make it. You are much better off admitting that you had not thought of, or thoroughly researched, some issue than to try to muddle through a discussion of it. That being said, be prepared to discuss a hypothetical, even if you have never given it any thought. If this occurs, be clear about what information you would need to know before drawing a conclusion.

If you can do so competently, it is best in your job talk to address a topic that you have not yet published. This helps to demonstrate that you have a scholarly agenda since the expectation is that you will eventually publish on the topic.

### WAITING FOR AN OFFER

After your callback interview, other than following through on commitments you made (e.g., such as delivering teaching evaluations) and perhaps sending thank you notes, there is little to do but wait. Should you get an offer, rejoice (quickly), find out how long the offer stands, and then work some more.

First, consider whether you want to inform any other schools that you have an offer. This is the best way of maximizing your offers.

Second, think about negotiations. Many things are negotiable: salary, summer research bonus, office (will it have a window?) or facilities (e.g., do you have specific computer or software needs?), research assistant support, book budget, committee assignments (try for commitments to low-work committees, which preserves time for writing), travel/conference money, teaching load, etc. Find out as much about the school culture as possible. What reputation does it have regarding salary and resources? You want to be realistic about your requests. Will it hold aggressive negotiations against you?

### STRATEGY

Be entrepreneurial. The legal academic hiring market is not a time to be passive. Think as broadly as possible about all helpful things you can do to get yourself a job. Seek advice and information from as many different people as possible. *Follow-up on every contact you have in legal academia, and with any person who has shown the slightest inkling to be helpful to you.* Trade information with other candidates; it can help you learn what is happening in the market. Keep in touch with everyone, including professors and/or career services at your alma mater. Telephones are useful. Email is even better (and keep all emails logged, so you can track down past communications if need be, such as to refresh your recollection about something).

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### **RESOURCES**

Many resources provide information about the legal academy, as well as how to enter it, and about legal scholarship. For leads, consult the attached bibliography.

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### BIBLIOGRAPHY

Increasingly, the Internet is a helpful resource for keeping tabs on the law professor hiring market. Relevant web blogs, for example, are becoming more pervasive. Since these frequently change, try a web search for law blogs and go from there. And, of course, the traditional forum of law journals provides many background resources as well. A few dedicated law journal issues are listed below; though these are now dated, they still provide helpful background information. All original articles from those issues are included in this bibliography. Generally, the articles in the various issues of the *Michigan Journal of Race & Law Guide* are updates on otherwise identical articles in earlier issues. For such updated articles, I list only the most recent in the bibliography.

### Internet Resources

Association of American Law Schools: <http://www.aals.org/>

(AALS website provides information about AALS activities, including FRC; FAR is filled out on-line after following links from this page)

*PrawfsBlawg Blog*: <http://prawfsblawg.blogs.com/prawfsblawg/>

(blog dedicated to legal academics; maintains a general listing of other law professor blogs; maintains a *Getting a Job on the Law Teaching Market* link, at [http://prawfsblawg.blogs.com/prawfsblawg/getting\\_a\\_job\\_on\\_the\\_law\\_teaching\\_market](http://prawfsblawg.blogs.com/prawfsblawg/getting_a_job_on_the_law_teaching_market) that includes a great compilation of web resources regarding legal academic hiring, such as an annual “Hiring Chairs Announce Yourselves” webpage, which sometimes lists law school teaching needs for that year)

*The Faculty Lounge Blog*: <http://www.thefacultylounge.org/>

(bills itself as concerning “Conversations about law, culture, and academia”; maintains a *Law School Hiring* link, at [http://www.thefacultylounge.org/law\\_school\\_hiring/](http://www.thefacultylounge.org/law_school_hiring/))

*Concurring Opinions Blog*: <http://www.concurringopinions.com/>

(bills itself as a “general-interest legal blog,” but largely of interest to legal academics; occasionally posts on law professor hiring, such as Daniel Solove, *10 Tips for Law Students Who Want to Pursue Careers in Legal Academia*, at [http://www.concurringopinions.com/archives/2008/05/advice\\_for\\_law.html](http://www.concurringopinions.com/archives/2008/05/advice_for_law.html); and Kaimipono D. Wenger, *Breaking into Legal Academia with a Non-Top-5 J.D.*, at <http://www.concurringopinions.com/archives/2009/05/breaking-into-legal-academia-with-a-non-top-5-jd.html>)

Professor Laurence Slocum’s *Legal Theory Blog*: <http://lsolum.blogspot.com/>

(tends to include information about the hiring market; in past, has compiled lists of yearly hires; a bit difficult to navigate, but has a search feature; links to other blogs)

Professor Brian Leiter’s *Leiter Reports Blog*: <http://leiterreports.typepad.com/blog/>

(links to other blogs; also has a useful *Advice for Academic Job Seekers* link, at [http://leiterreports.typepad.com/blog/advice\\_for\\_academic\\_job\\_seekers/](http://leiterreports.typepad.com/blog/advice_for_academic_job_seekers/))

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<http://ww3.lawschool.cornell.edu/faculty-pages/wendel/teaching.htm>  
(an oft-cited and extremely thorough web essay about getting into legal academia)

TaxProf Blog: [http://taxprof.typepad.com/taxprof\\_blog/](http://taxprof.typepad.com/taxprof_blog/)  
(often discusses law school hiring)  
(has been posting an annual compilation of fellowship/VAP opportunities, though there does not seem to be a 2013 update; the most recent I have found is at  
[http://taxprof.typepad.com/taxprof\\_blog/2012/09/fellowships-for-aspiring.html](http://taxprof.typepad.com/taxprof_blog/2012/09/fellowships-for-aspiring.html))

Harvard Legal Theory Forum: <http://blogs.law.harvard.edu/hltf/>  
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