
**Australasian Law Teachers Association - ALTA
2006 Invited Conference Paper**



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Legal Knowledge: Learning, Communicating and Doing

Invited Conference Paper

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'Legal Academic Job Network'

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The Australasian Law Teachers Association (ALTA) is a professional body which represents the interests of law teachers in Australia, New Zealand, Papua New Guinea and the Pacific Islands.

Its overall focus is to promote excellence in legal academic teaching and research with particular emphasis on supporting early career academics, throughout Australasia, in the areas of:

- (a) Legal research and scholarship;
- (b) Curriculum refinements and pedagogical improvements in view of national and international developments, including law reform;
- (c) Government policies and practices that relate to legal education and research;
- (d) Professional development opportunities for legal academics;
- (e) Professional legal education and practices programs.

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**‘WHAT ABOUT ME?
ACADEMIC FUTURES - FROM THE GROUND UP’**

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Legal Academic Job Network - ALTA 2006

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I THE CHANGING LANDSCAPE OF THE LEGAL ACADEMY IN AUSTRALIA

A Law schools in the academy

Academic careers in law have undergone major transformations since World War Two. In his Hamlyn Lectures, under the title ‘Blackstone’s Tower: The English Law School’,¹ William Twining narrates the transition in the United Kingdom from the professional to the academic law school – one that is echoed in Australian experience. As Twining tells us,² the inaugural lecture of Professor LCB Gower of London School of Economics in 1950³ heralded the separation of the theoretical training (by universities) and the practical training for qualification for practice (by practitioners).⁴ This, and his urging of the study of law in its social context, was to become ‘the foundation of a new orthodoxy’⁵ in the United Kingdom. What this also did by the 1970s was to facilitate ‘the trend of assimilation of law schools into the academy as liberal arts departments rather than professional schools’;⁶ and with it the transformation of the staff from the part-time lecturer-practitioner to the full-time career academic.⁷ This trend is increasingly the norm in common law countries.⁸ It is certainly the case in Australia.⁹

¹ Blackstone’s Tower: The English Law School, London: Sweet and Maxwell, 1994.

² Ibid, 30.

³ ‘English Legal Training – A Critical Survey’ (1950) 13 (2) Modern Law Review 137.

⁴ As Margaret Thornton notes, university law schools in the common law world were ‘a phenomenon of the late 19th century’: ‘The Idea of the University and the Contemporary Legal Academy’ (2004) 26 Syd L Rev 481, 494.

⁵ Blackstone’s Tower, above n 1, 30.

⁶ Ibid, 37; and see R Collier, “‘We’re All Socio-Legal Now?’” Legal Education, Scholarship and the “Global Knowledge Economy” – Reflections on the UK Experience’ (2004) 26 Syd L Rev 503 and the wealth of other sources cited there.

⁷ Described by John Henry Schlegel as ‘the professionalization’ of the staff in ‘Between the Harvard Founders and the American Legal Realists: The Professionalization of the American Law Professor’ (1985) 35 Journal of Legal Education 311. NJ James, ‘A Brief History of Critique in Australian Legal Education’ (2000) 24 Melb Uni L Rev 965, in relation to the Australian experience.

⁸ See, eg, Schlegel, above n 7; James, above n7.

⁹ A good overview of the Australian pattern of development is found in M Chesterman and D Weisbrot, ‘Legal Scholarship in Australia’, (1987) 50 Mod L Rev 709; M Keyes and R Johnstone, ‘Changing Legal Education” Rhetoric, Reality, and Prospects for the Future’ (2000) 26 Syd L Rev 537. There were tensions that came along with this shift, exemplified in the conflict between those who wanted the LLB curriculum to operate ‘entirely within the tradition of liberal university scholarship’ and those who accepted the role as pre-professional training, even increasingly ‘contextualised’: Chesterman and Weisbrot, 720. Macquarie Law School’s own history is a good example of that tension writ large in the 1980s: see, for example, James, above n 7, 973ff.

B Places in the landscape

In reflecting on the themes for this panel I started thinking, ‘how did I end up here? I have been an academic lawyer since 1982 and Dean of Macquarie Law since late 1999. (My how the time has flown in the meantime!). In legal educational terms I am a ‘1970s model’. I had an essentially ‘traditional’,¹⁰ some would say ‘conservative’, legal education. Those who taught me were a mixture of ‘1950s’ and ‘1960s’ models. Hardly any of them had a PhD. The height of postgraduate attainment for many was the BCL at Oxford. Coursework LLMs only really got started in the 1960s and they were a formalisation of continuing education for practising lawyers.¹¹ Quite a few of my teachers were practitioners, coming in to ‘the Law School’ in the late afternoon or early morning.¹² The defining contribution in legal scholarship was the definitive text - for example, *Fleming on Torts* in Australia; *Scott on Trusts* in the United States; *Chitty on Contracts* or *Megarry on Real Property* in the United Kingdom, to name but a few; or the casebook, borne out of the Harvard school of legal education,¹³ increasingly with commentary, and in its later incarnations as ‘commentary and materials’, and publication in the *Australian Law Journal*. A passing acquaintance with legal theory, ‘Jurisprudence’, was tacked on at the end.¹⁴ The revolution in legal education in Australia was just beginning to happen as I graduated.¹⁵

For 1970s models our legal education was rigorous and demanding, but essentially professional, and un-‘critical’.¹⁶ (On a personal level my training in critical thought came more through my Honours degree in History and my study of English

¹⁰ Keyes and Johnstone, above n 9, 538-543 describe ‘the traditional model’ of legal education in Australia.

¹¹ Chesterman and Weisbrot, above n 9, 719 note that ‘it is generally taken for granted that a coursework masters degree offered by a single law school will not be viable if it is too “academic” to attract practitioners’.

¹² 8am and 5pm Equity lectures bore witness to many somnolent students I am afraid to admit. The law school was located conveniently in the heart of the downtown legal precinct.

¹³ Schlegel, above n 7.

¹⁴ For me the key point of recollection was the ‘escritoire’ intertwined lovingly into examples on ideas of possession by the enigmatic Professor Alice Ehr-Soon Tay.

¹⁵ The law schools at the University of New South Wales and Macquarie were established in the 1970s in juxtaposition to the University of Sydney model. The ‘radicalism’ of feminism and the Critical Legal Studies movement swept in waves over the next two decades. James, above n 7, 969 n 22 lists the chronology of law school establishment in Australia.

¹⁶ See James, above n 7 on the development of the ‘critical’ element in legal education in Australia.

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literature).¹⁷ Now the defining characteristics of legal academics and legal scholarship are very different, indeed so is legal education in general.

Legal scholarship, while still including the definitive texts and commentaries, has broadened in its scope and its expectations.¹⁸ Law journals are a growing industry.¹⁹ As law schools increasingly look more like humanities and social sciences disciplines, refereeing is expected. So are external competitive grants. So are PhD students. The landscape has changed completely.

There are aspects of these changes that are driven by our own reflections of ourselves and the transition into the academy; there are others that are driven by the funding imperatives of the federal government through the Department of Education, Science and Training (DEST) under the 'Institutional Grants Scheme' ('Research Quantum' in old money);²⁰ and the embodiment of these in research policies, grant schemes and promotion criteria of universities, particularly where scientists predominate on university research committees.

I began an academic career accidentally. It was not my 'game plan' at all; the Bar was. But after two years as a paralegal/deviller while finishing my law degree, and having just begun the College of Law for my PLT program, I became pregnant. This was part of the plan in the abstract, the reality hit me like the proverbial ton of bricks. I was completely clueless. Now, I am conscious that I am already of the 'older generation'. But experience counts for something. So does being a parent. So does having been in management roles for over a decade. It also gives perspective: on

¹⁷ It is to the latter I refer in responding to enquiring students about what study might equip one best for the study of law, by saying that learning how to analyse a 17th century love poem, or a Shakespearean play or sonnet, provides excellent training in critical thought.

¹⁸ Chesterman and Weisbrot above n 9, 721 ff, describe some of the scope of the expansion post 1960s. See also: J Webber, 'Legal Research, the Law Schools and the Profession' (2004) 26 Syd L Rev 565; Collier, above n 6.

¹⁹ Paul Brest is somewhat irreverent about the proliferation of law reviews in the United States: 'Plus ca Change' (1992) 91 Mich L Rev 1945, 1949.

²⁰ Fiona Cownie, *Legal Academics – Culture and Identities*, 2004, notes the impact on legal research of legal academics in the UK of the Research Assessment Exercise: 135ff. Information about the Institutional Grant Scheme in Australia is found on the DEST website: www.dest.gov.au.

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being an academic, on the challenge of balancing life and work - and work and life - and entitlement, or privilege, of giving my 'two bob's worth'.

When I think back to when I began as an academic and the path that brought me here; I remember the many, many wonderful colleagues I have met along the way, and especially those whom I may have mentored in one way or another, and those who have guided me. In thinking of my starting point and early years, and recalling the faces of the many young aspiring academics I have counselled, I kept hearing the words of a 1980s song by the band 'Moving Pictures', 'What about me?', the chorus of which went like this:

What about me? It isn't fair
I've had enough, now I want my share
Can't you see, I wanna live
But you just take more than you give.

Being in an academic position is really exciting; but being somewhere at the bottom of the academic ladder, in career terms, is also pretty daunting. The weight of expectation you feel that is upon you; your sense of sinking, not swimming ('Not drowning, waving' – another 1980s band); your sense that everyone around you is doing much better than you are, swimming faster, getting ahead quicker; taking advantage of your willingness to take on things and not being rewarded; all those sensations I remember only too well formed themselves into that chorus: 'What about me?'. So in preparing this contribution to the 'Legal Academic Job Network' session I thought I would focus on that question.

II WHAT ABOUT ME?

So, what about you? There are expectations and responsibilities. There is also timing; and responsibility for timing. You also have choices. The choices first. If you have qualified for legal practice, or have practised, you have a choice between legal practice and the legal academy. You can also balance both. But be careful. It is

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difficult to achieve the balance that fulfils the expectations of both employers - and, above all, yourself. Factoring in family as well is well-nigh impossible – unless you can virtually abdicate your role as parent to someone else, and that is prohibitively expensive (and not tax deductible).

A Choices

The following are possible:

full-time legal academic, with ‘guest spots’ in practice - CLE presentations, the occasional expert advice, research consultancies to law reform agencies and government

full-time legal practice, with ‘guest spots’ in the academy through casual teaching (‘adjunct’ roles)

The following are within the boundaries, but might kill you in the process:

full-time academic position with regular consultancy (‘one day a week’ or whatever is the accepted limit in your institution)

‘fractional’ academic appointment with a similar ‘fraction’ in practice

The following will breach the boundaries of permissible ‘outside work’ and university Codes of Conduct, engender resentment amongst academic colleagues, and probably will kill you in the process:

full-time academic position with practice at the Bar (maintaining chambers)

full-time academic position with maintaining role in private firm (other than the ‘one day a week’)

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The message of the 'Combined Degree', which is the norm of undergraduate legal education in Australia,²¹ is that it provides a wide range of career choices. In my regular presentations to potential law students this is a mantra. I point to David Marr, Libbi Gorr, John Howard and Gough Whitlam, as a handful of examples of careers that law graduates have pursued.

Career choices also mean that there are lots of possibilities for choices of career change. This is another repeating theme, even leitmotif, of a Law Dean. How many times have I seen students who are enormously capable, intelligent, with monster UAI's, but who have simply taken a wrong career path. They present about year 3 or 4 in some way. When they reach the Dean's office it is usually at an advanced stage of disaffection. Where they were dux of their school, they were bottoming out or presenting with medical certificates, for this or that, often for different things, and escaping responsibility for choosing through diversionary tactics (if only they were prepared to recognise that this is what they were doing).

For people who have ventured upon the academic road there are choices too. The expectations are increasing. They are huge; and they are getting 'huger'. This is largely a consequence of the transformation of an essentially professionally oriented discipline into an academic one. Why is it that the PhD was not the norm 30 years ago, but it is now? The PhD is the 'driving licence' of the academy at large. The PhD is expected: if not to get in, then certainly to get on in the legal academy.²² I certainly advise all my young colleagues to undertake doctoral study.

Michael Coper and I were both able to commence our doctorates after we began as academics and, as part-time students, sandwich our study around full-time academic work. This is still commonly the pattern for legal academics.

²¹ See Keyes and Johnstone, above n 9, 549, for a description of the pattern of degrees offered in Australia.

²² Ross Buckley, 'NOTE: Legal Scholarship for New Law Teachers' (1997) 8(2) Legal Education Review 181 Buckley examines the process of how and when to undertake a PhD: 191-195. For an early career academic this article is altogether most instructive.

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Choices may happen at different stages in your career. The initial one may be: practice or being an academic. It may of course be something else entirely: for many in the combined degree era, the first degree may have the strongest pull. But if you do embark upon an academic career, it may not be forever. One of the pieces of advice I give to students, my children, and even myself from time to time, is that we should not think of careers as some kind of train track. There are times to consider just getting off the train and taking time out; there are times to consider even changing trains. The one common feature about driven people - and most of my academic colleagues and students are driven people - is a sense of *perpetuum mobile*, that constant driving force, a subconscious 'wingèd chariot',²³ and some kind of associated guilt or panic, that if you stop, get off the train, you will lose your place in some kind of perpetual queue. It is horrible. It is pathological. It is also complete nonsense. The simple, 'empowering' message I give my students, my staff, and sometimes myself, is that 'you don't *have* to be here'. The choice is yours. If you choose to stay, then you need to accept, embrace, even love, the expectations of you; if you don't then this is your choice and it may be an extremely courageous one, that will carry its own expectations and obligations.

The guiding principles from my point of view are: that you are in a position which is fulfilling to you, that you are able to give to those around you what they expect of you, including family and colleagues; and that you have a sense of perspective on your life. The latter may mean that you can't do everything you want at once, but you have a sense how it might fit within a lifetime. High-achieving people have high expectations of themselves. This helps fuel the collective '*perpetuum mobile*'. But having perspective on your own life means taking responsibility for the notion that you, as a high achieving person, do have high expectations of yourself, but you also have to balance the demands of others and that you can take charge of this to some extent.

²³ Andrew Marvell, a wonderful 17th century poet, used the phrase 'time's wingèd chariot' in the poem 'To His Coy Mistress'.

If you have children, then they take priority in so many ways. One day at a time is the best strategy while it does last; and finding good holiday activities. School holidays need managing. They do not coincide precisely with university non-teaching periods; and they are not ‘holidays’ for us (don’t you just hate the ‘H’ word when it is quoted back by students? As in, ‘what did you do on your “holidays”?’ Oh dear.) Summers are the worst. Academic life with children is one of the biggest project management challenges. People outside the academy just don’t get it. People inside (without children) sometimes don’t get it either. The answer, when you do get it, is ‘one day at a time’ and excellent project management. Take heart, it doesn’t last forever.

While I share Margaret Thornton’s lament of the ‘absence of reflective space’ in universities today,²⁴ we do have to take responsibility at the individual level for finding reflective spaces for ourselves. It is true that the pressures on the academy in general, including increasingly managerial and bureaucratic dynamics, are putting into peril the notion of the university as a collegial place, but it is not simply a matter of lying down and waiting for the leviathan to eat us up. Financial realities have forced shifts in teaching paradigms, often from small groups to large and larger ones, but as a manager in this environment one has a responsibility to defend the opportunity for reflective space for our staff: by ensuring that teaching workloads are fair, even if it means an increasing reliance on casual and part-time staff; and vigorously defending sabbatical leave.

B Hoisted by our own petard

Our separateness as legal academics is justifiable in a *professional* domain, while the focus is on the profession. In the *academic* domain the language, the grammar, is different. The tug-of-war intellectually is between our *professional* accountabilities and expectations; and the *academic accountabilities* and professions.²⁵ The latter is

²⁴ M Thornton, ‘The Idea of the University and the Contemporary Legal Academy’ (2004) 26 Syd L Rev 482, 500.

²⁵ For law schools the challenge of ‘striking the right balance between academic prescripts and the world of practice’ is, as Margaret Thornton notes, a ‘perennial one’: Thornton, above n 24, 494.

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winning – but it is, on the whole, a respectful victory as we are still an academic discipline within a professional context.

The ‘me’ in the equation is now part of a blended discipline. Law still asserts its separateness (notwithstanding that, if it is a separate academic unit (school/faculty/division), it is likely to be the smallest one on campus) but its credibility lies in ‘playing the game’. We can continue our assertive affirmations of discipline difference - loudly and elegantly argued - but, in the long run, the game is to be won by both demonstration and persuasion. Demonstration that we can participate in the same scholarly dialogues; and persuasion in the domain of ‘citation’ and ‘impact’, drawing the threads of the outside communities that matter for law, such as judgments and government policy, into the domains of ‘citation’ and ‘impact’. Make them play on our turf too: reinforcing the significance of research consultancies (as equal to external grants); boasting the value of publications in which sole (or limited co-) authorship is the norm;²⁶ arguing for impact through effect on policy and legislative change.

Lawyers, of all people, given our training, should understand about demonstrating evidence to meet a proposition. We think it is ‘law’ language; but the scientists do it too. The challenge is to translate our understanding of language and problem solving into the language of science; the challenge is equally to draw the scientists into our language arena, and respectfully.

III WHAT DO I HAVE TO DO?

²⁶ See Robert H Abrams’, ‘Sing Muse: Legal Scholarship for New Law Teachers’ (1987) 37 *Journal of Legal Education* 1, 5ff. Notwithstanding Abrams’s comments, co-authorship can be a positive experience and, in some situations, a genuine exercise in mentoring. The pattern of publication in the sciences is, in contrast, for multi-authored publications, often with PhD student and supervisor regularly appearing as co-authors.

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So, you are thinking about staying. Then the 'secret' is knowing what you have to do to get on.²⁷ Above all, you must be purposeful. If you ask 'am I good enough?'; or, 'if I were good enough, someone would suggest to me to apply for promotion', then you will be unlikely to succeed. You have to have confidence in your own abilities and achievements.

From day one you need to start building your CV. You have to plan it: to record everything you do; seek advice; find your mentors for yourself. Mentoring is not a passive process. You cannot wait till it happens to you: go and find the people you need to be your guides and advisers. If you want someone to read your paper or article, then ask them. What's the worst thing that can happen? They might say no, but then again they are more than likely to be flattered by your request, agree, and give you some insightful feedback, plus begin what can be a longterm dialogue of academic discourse and true mentoring. It is also not just a senior to junior thing. The feedback can be just as helpful the other way around. The critical idea is 'dialogue'.

Building a CV is essential and it can be planned.²⁸ A good CV in the academic context requires careful nurturing – targeting good journals for placement of articles; using professional journals for publication where appropriate (this can lead to other professional and community involvement as well as giving you a profile in the profession); making yourself known at conferences for your presentations; balancing all aspects of your career against the things that go towards promotion in the particular environment you are in. Career planning is sensible in all careers. We all need to set goals, targets, to work towards, slowly, if need be, in the context of our lives, but steadily. It gives us focus, and enables us to mark the milestones.

²⁷ I have incorporated some advice on this subject (and in similar terms) in the rather irreverent, but serious, piece, 'The Academy as Kitchen – Mrs Beeton comes to Law School' – (2005) 39(3) *The Law Teacher* 243-258.

²⁸ See below in relation to the idea of 'layering' your CV.

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Part of building your portfolio is networking – meant in a sense of building your own collegial community. Attending conferences is a good way to build your network – presenting papers is even better. ALTA conferences are an excellent place to start. Your network becomes your sounding board. You can build a network within the university through joining interest groups, going to professional development seminars, volunteering for a university wide committee. But the international layers to your network provide the basis for your referee building – and your international standing (which you will need to reach the Professorial part of the academic hierarchy). This is where serious forward planning for your sabbatical leave is essential – even if you can only get away for 2-3 weeks at a time – you need to use every second of it as part of your plan.

Finding good referees is one of the most critical elements in the process towards promotion in the academic context,²⁹ which I consider below. Finding good referees needs to be part of your career planning: mapping sabbatical leave plans around building contacts that may lead to their being your referees. Seek out the people you really want to know in the context of your work. Visit them. Talk to them. Show them your work. The best referees in the academic context may be people who don't know you particularly well; who themselves are regarded as world leaders (preferably); and whose judgment therefore has both the *gravitas* and the objectivity that gives it real weight in the evaluation of your case for promotion. But you may end up with both mentors and referees – one or the other – or a wide network of both.

IV PROMOTION?

A Are you worthy?

'I am not worthy', is a repeating theme. I am sorry to say that women are often the most guilty of this. There is a sense of waiting to be asked. But this is not how it works. The message is quite simple: if you don't think you are worthy, then why should anyone else?

²⁹ I learned this from a colleague whose advice was always most generously given – and he was absolutely right in it. I pass it on to all I can.

To apply for promotion you need, quite simply, to work the criteria, either for a more senior appointment or promotion. Your CV will not speak for itself. You need to unpack the information in your CV and show what in it matches the things that are listed in the promotion criteria. I have written about this before,³⁰ and included another paper for this conference specifically addressed to this theme.³¹

B What is expected of me?

At Macquarie each discipline is required to produce a 'Discipline Profile', in which we must prescribe the expectations and qualifications at each level in the academic hierarchy.³² While I was initially rather sceptical of such an instrument, I have come to respect it and see its utility, particularly in an environment where lawyers need to 'speak' to those of other disciplines, particularly scientists.³³ Reducing this to its rawest of terms, what we define as expected of our colleagues is rather simple: it is one major refereed journal article a year. This is part of the research measures of satisfactory performance. It needs to be located within a 'research plan', or 'ongoing agenda for scholarship',³⁴ but it does define the basic expectation. In his paper published in the *Legal Education Review* in 1987, Robert Abrams sets a similar benchmark:

Completing and submitting for publication at least one item per year is a good pace. If a scholar can maintain this pace, he or she will soon appear to be a prolific author. It is a realistic and manageable rate, especially if the novice scholar avoids overambitious articles in the early years of his or her writing career. The one-a-year pace also has the advantage of regularity: the production of scholarly articles becomes, like other seasonal activities, part of a law teacher's annual schedule.³⁵

³⁰ 'Mrs Beeton Comes to Law School', above n 27.

³¹ 'Crunching the Criteria: the dissectionist's guide to promotion'.

³² I have included the Discipline Profile as an attachment to 'Crunching the Criteria'.

³³ 'Crunching the Criteria', above n 31.

³⁴ Abrams, above n 26, 1.

³⁵ Ibid, 1-2.

As expectations change, this may shift. If Law slides more into the academic domain, then the 'hit rate' and the nature of the publication target may change, particularly if journals are ranked as part of a research quality assessment exercise. If Law marks out its territory more in the professional domain it may claim the territory for impact on policy, legislative change or judicial change that counterbalances the 'gravitational pull' of the refereed journal article.

C What should I be doing?

For now, if I were advising those in the 'what about me?' zone, I would recommend the following, assuming that you are already in full-time academic employment:

1. Complete your PhD (if you haven't already); or have a combination of other academic qualifications, with an emphasis on research that counterbalances the absence of a PhD. Without it, you, or your Dean in the context of your application for promotion, will always have to explain or justify the absence – the PhD is like the EURO, a uniform currency;
2. Use your PhD to generate an average publication rate of one refereed journal article a year. Use the refereeing process to generate feedback to improve your doctoral work, or your academic work in general (it is free, anonymous and, one would hope, useful).
3. Think of 'layering' your CV. You are in a *professional* discipline after all. Connect with the profession where you can. Case notes, contributions to professional journals can be strategic (for you), and valuable (to the profession and the academy), contributions to a dialogue - both professional and academic. Then use such contributions to build more scholarly papers in the refereed domain.³⁶ They give you writing practice. They can be modest extensions of the analysis you are doing/have done in preparing your material for your students. As Abrams remarked, 'there are

³⁶ Abrams, *ibid*, describes a three-tier 'taxonomy of publications' ('busy work', 'lower order difficulty', 'higher order difficulty') which expresses a similar idea.

more avenues to building a publication record than the production of an unbroken string of major law review articles'.³⁷

4. Plan your possible study leaves carefully. These are great opportunities and should not be wasted. Seek out lots of advice into the plan for study leave - where to go, who to see, obtaining visiting appointments - don't miss a second of possibility. This is your responsibility. And, perhaps above all, do not stay in your usual office, even if this is permitted by your Dean. You need to disconnect completely; and the only way to do this is not to 'go into work'. Find somewhere else to work – a visiting appointment anywhere, even at home - just not the office

5. Academic futures: If you are indeed in the 'what about me?' zone, then you should see advancement as something that is built into a career plan. It is not just as an immediate issue, but is part of building your own future. My advice to my staff is to aim for not just the next level, but the one above. Look at the expectations for two steps above you on the hierarchy and do a bit of 'reverse engineering'. Teaching excellence, a publication record, grants – a track record – have lots of lead time to establish. You have to factor in rejection as well. If you treat rejection as a normal element (at least for some of the time) then feeling dejected is managed better. Make it constructive and keep your file of rejection letters. It will make interesting reading for your biographer. There may also be some helpful, and usable, advice.

If you an early career academic you may feel rather overwhelmed with the weight of expectation around you.³⁸ In my experience a great deal of managing the expectations of yourself and of others is simply prioritising, and understanding what the bounds of 'normal' are in undertaking research. If you commit to producing quality work then it has its own pace in some respects. The concentrated research times have to be fitted in around the teaching times. It will always be in patches. This is normal. It is very

³⁷ Ibid, 2.

³⁸ As to expectations outside of the research arena some careful balancing, judgment and, at times, declining activities becomes the key: see 'Mrs Beeton Comes to Law School', above n 27, part 3, 'Seafood, Meat and Poultry – Principles of the Kitchen'; and Abrams, above n 26, 4-5.

difficult during teaching terms to fit in much more than simply keeping up with the demands of teaching – especially if you are committed and conscientious and you haven't been teaching long. The qualities of commitment and conscientiousness are worthy ones. They will generate quality in your publications as well. So, prioritise. Draw up a plan of what you want to work on first, second, and so on. You may be able to have several projects on the boil at once (particularly once you learn the art of using research assistants); but, if not, then focus on quality and your list. Keep adding to it and working on it. One at a time. Often when you are ambitious you feel everyone is doing so much more than you are and you are being left behind. The guilt is always there. At times it verges into panic. This is normal.

My advice after long experience is that these feelings don't go away. They only get managed.³⁹ Doing lists and prioritising have worked for me. If you have children, and are undertaking a PhD, and especially if you don't have the luxury of full-time doctoral study, then things just take longer. Understanding this helps you keep perspective on your own career path. It will just take longer. A central message is really a very simple one: you do not need to do everything at once – just do it *well* and focus on the horizon. Plan and prioritise. If your head is filled up with wonderful ideas and projects you want to get on with, this is not a problem. If your head is not, this is.

For those of us in academic management roles, or just somewhere higher up the academic ladder than entry level or 'early career' academic, we also have responsibilities for our collective academic future by way of nurturing our more junior colleagues, who might, for this purpose, be called the 'little people' in our world, remembering to give as much as we take. To return to the them, I will conclude with a verse and chorus of the song that prompted the title:

³⁹ Useful guides to beginning on the writing pathway are Buckley, above n 22; and Abrams, above n 26. Bryan Horrigan has also written an extremely entertaining but also very useful guide on legal research and analysis that is instructive to an early career academic: 'Horrors' Hints – Helpful Hints on the Theory and Practice of Legal Research and Analysis for Students, Academics, and Practitioners', QUT, Faculty of Law, 2000.

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Take a step back and see the little people
They might be young
But they're the ones that make the big people big
So listen as they whisper

What about me? It isn't fair
I've had enough, now I want my share
Can't you see, I wanna live
But you just take more than you give