

**THE UNOFFICIAL**  
**JOB MARKET HANDBOOK**

**JOHN F. KENNEDY SCHOOL OF GOVERNMENT**  
**DOCTORAL PROGRAMS**

**AUGUST 2004**

## TABLE OF CONTENTS

<b>Introduction</b>	<b>3</b>
<b>Nuts and Bolts</b>	
<b>Resources at Harvard</b>	<b>4</b>
<b>Job Openings / Placement Services</b>	<b>5</b>
<b>Conferences</b>	<b>6</b>
<b>Job Market Timeline</b>	<b>7</b>
<b>Recent Placements</b>	<b>8</b>
<b>Advice from KSG Faculty</b>	<b>9</b>
<b>Advice from Recent KSG Graduates</b>	<b>13</b>
<b>Sample CV's and Cover Letters</b>	<b>16</b>

## INTRODUCTION

The idea for this handbook emerged from a series of meetings among PPOL and PEG students in the spring of 2004, as part of a broader effort to increase information-sharing and transparency in the PhD programs. For most of us, the job search is one of the most stressful parts of the PhD experience – and one of the most opaque. Several aspects of our programs can make the job search particularly frustrating (and also made it particularly difficult to compile universal job search strategies for this handbook!)

First, most traditional departments prefer to hire students with traditional degrees (i.e. economics, political science, sociology) rather than interdisciplinary ones. Although many PEG students find employment in political science departments, it is far less common for PEG and PPOL students to be hired by other traditional departments, particularly economics departments.

Second, the jobs many of us will apply for – in schools of public policy, environmental studies, urban planning, etc. – tend to have less structured job markets than traditional disciplines. For example, all economics departments are on roughly the same schedule, post jobs to a single database, conduct the first round of interviews at the American Economic Association meetings, etc. There exists no comparably centralized, coordinated job market across all policy and interdisciplinary schools.

Finally, we can only extrapolate so much from the experiences of recent graduates due to the heterogeneity of PPOL and PEG students. Perhaps most obvious are our differences in substantive research interests and theoretical and methodological leanings. Many of us also hope to have untraditional and/or non-academic careers in government agencies, think tanks, the private sector, and NGOs. And many of us come from countries other than the U.S. and will search for jobs abroad.

In short, the job search can be a highly idiosyncratic (one might even say stochastic) process for PPOL and PEG students. No one can give you an exact prescription for what to do, but we hope that the information provided here will prove useful in your search.

The first section of this handbook provides nuts-and-bolts information: where to find job listings, what conferences to attend, etc. The second section includes comments and advice from faculty and recent graduates – what you really need to know to get a job, but no one tells you until you've already done it. The third section provides sample CV's and cover letters.

Most of the information in this handbook addresses the U.S. academic job market, although several of the resources listed are appropriate for non-academic and/or non-U.S. jobs.

## RESOURCES AT HARVARD

### CAREER SERVICES

#### Harvard University Office of Career Services

Contact Info: 54 Dunster Street  
(617)495-2595  
<http://www.ocs.fas.harvard.edu/>

Services: Counseling, workshops (on topics ranging from CV writing to interviewing), videotaped mock interviews, dossier service

#### Kennedy School Office of Career Services

Contact Info: 79 John F. Kennedy Street  
(617)495-1161  
<http://www.ksg.harvard.edu/career/>

Services: Counseling, business cards and letterhead, alumni database (geared toward masters students, but may be helpful for doctoral students seeking nonacademic jobs)

### BOOKS

*Cracking the Academia Nut*, by Margaret Newhouse  
Available at the Harvard Office of Career Services for \$5

### PANELS, ETC.

Every September, Louisa Van Baalen organizes a panel of PPOL and PEG graduates to talk about their experiences on the job market.

The Economics and Government Departments also offer panels, meetings, and/or advising each fall. These resources are technically available to PEG but not PPOL students, but interested PPOL students might ask their advisors in those departments about how to gain access.

## **JOB OPENINGS / PLACEMENT SERVICES**

Almost all academic job listings ask for a CV, one or more writing samples, and three letters of recommendation. In addition, some schools request transcripts, evidence of teaching ability (such as summary statistics from teaching evaluations), and a statement of your research agenda and/or teaching philosophy.

### **PUBLIC POLICY**

Organization: Association for Public Policy Analysis and Management (APPAM)  
Website: <http://www.appam.org/services/jobbank/pos/>  
Access: Open to the public

### **POLITICAL SCIENCE**

Organization: American Political Science Association (APSA)  
Website: <http://www.apsanet.org/ejobs/login.cfm>  
Access: Open to APSA members

### **ECONOMICS**

Organization: American Economic Association (AEA) - Job Openings for Economists (JOE)  
Website: <http://www.aeaweb.org/joe/>  
Access: Open to the public

### **MANAGEMENT**

Organization: Academy of Management (AOM)  
Website: <http://apps.aomonline.org/placement/main.asp>  
Access: By subscription

### **SOCIOLOGY**

Organization: American Sociological Association (ASA)  
Website: <http://www.asanet.org/pubs/eb/>  
Access: Open to the public

### **GENERAL / OTHER**

Organization: Chronicle of Higher Education  
Website: <http://chronicle.com/jobs/>  
Access: Open to the public

Organization: Kennedy School  
Website: <http://ksgnotes1.harvard.edu/ksginfo/Jobs.nsf>  
Access: Open to Kennedy School students (geared toward masters candidates)

## CONFERENCES

It is a good idea to present your job market paper at the major conference in your field. Representatives of the schools you are interested in might attend your talk. Even if they do not, presentations can bolster your CV, generate buzz about you and your research, and help you practice and polish your job talk. And even if you cannot present a paper, you should still try to attend the appropriate conference to network and do interviews. NOTE: Dates subject to change.

### PUBLIC POLICY

Organization: Association for Public Policy Analysis and Management (APPAM)  
Website: <http://www.appam.org/conferences>  
Proposal Deadline: March  
Conference: Late October  
Interviews: Yes; usually informal

### POLITICAL SCIENCE

Organization: American Political Science Association (APSA)  
Website: <http://www.apsanet.org/mtgs>  
Proposal Deadline: November  
Conference: Labor Day weekend  
Interviews: Some; mostly small schools; usually informal

### ECONOMICS

Organization: American Economic Association (AEA)  
Website: <http://www.vanderbilt.edu/AEA/anmt.htm>  
Proposal Deadline: February  
Conference: Early January  
Interviews: Yes

### MANAGEMENT

Organization: Academy of Management (AOM)  
Website: <http://www.aomonline.org>  
Proposal Deadline: January  
Conference: August  
Interviews: Yes

### SOCIOLOGY

Organization: American Sociological Association (ASA)  
Website: <http://www.asaweb.org>  
Proposal Deadline: December  
Conference: August  
Interviews: Yes

## JOB MARKET TIMELINE

August	Finish solid draft of job market paper
September	Check job postings Practice job talk
October	Send out application materials APPAM Conference / first round of interviews
November-January	Fly-outs
December-February	Offers made / accepted

NOTE: This is an approximate timeline for the public policy job market. The political science job market timeline is EARLIER, and the economics timeline is LATER. Exact dates of conferences and application deadlines vary from year to year, so check the dates with your advisors and on the relevant organizations' websites!

## RECENT PLACEMENTS

### Academic, Tenure-Track

- Assistant Professor of Political Science, New York University (PEG 2004)
- Assistant Professor of Political Science, Stanford University (PEG 2004)
- Assistant Professor of Economics, Trent University (PEG 2004)
- Assistant Professor of Environmental Economics and Policy, Nicholas School of Environmental and Earth Sciences, Duke University (PPOL 2004)
- Assistant Professor of Economics, Olin School of Business, Washington University in St. Louis (PEG 2003)
- Assistant Professor of International Communications and Communications Technology, Tufts University (PPOL 2003)
- Assistant Professor of Public Affairs, University of Colorado-Denver (PPOL 2003)

### Academic, Non-Tenure-Track (Including Post-Docs)

- Post-Doctoral Fellow, Earth Institute, Columbia University (PEG 2004)
- Post-Doctoral Fellow, Electricity Policy Group, Harvard University (PPOL 2004)
- Post-Doctoral Fellow, Graduate School of Education, Harvard University (PPOL 2004)
- Visiting Professor, University of Texas-Dallas (PPOL 2004)
- Fellow, Research School of Social Sciences, Australia National University (PPOL 2004)
- Research Associate in Economics and Management, Gustavus Adolphus College (PPOL 2004)

### Government, Private Sector, Think Tanks, NGOs

- Economist, World Bank (PEG 2004)
- Deputy Research Director, MassINC (PEG 2004)
- Economist, International Monetary Fund (PPOL 2004)
- Public Finance Economist, World Bank (PPOL 2003)
- Economist, Department of Finance, Government of Canada (PPOL 2003)

## ADVICE FROM KSG FACULTY

### From an Economist

Some people just like writing dissertations, and would do so just for fun. For most people, though, the point of getting a PhD is to get a job that you can only get if you have one. Because of this, “getting a PhD” is often best thought of as a means to “getting a job.” What this means is that the process of getting a job starts much earlier than you think.

The thing I think most students do not appreciate is how much the job market operates on word of mouth. The economics job market is probably the most well-organized academic market around. Most departments that hire new economics PhD’s get hundreds of applications for twenty or so interview slots. They “try” to read everything (some try harder than others), but you are more likely to make the cut if your advisor, letter writers, and other faculty are spreading the word. Other markets (public policy, political science, environmental schools, urban planning, etc.) you may be interested in are less centralized. Word of mouth counts even more there.

In selecting an advisor, you should think about whether the person can help you complete your dissertation, but also about whether the person has a proven record of placing students in the kinds of places you would like to get a job (and have a realistic shot). If the answer to this question is no, then you should think hard about getting a main advisor who has a good placement record and making the expert in your area a secondary one.

Throughout the thesis-writing process, you and your advisor should frequently discuss questions such as “how will this thesis get me a job?” and “what kind of job will this thesis help me get?” If you find you don’t like the answers to these questions, you need to change your topic or your aspirations. Discussions like this can be blunt and uncomfortable, but they need to take place. They allow you to focus your time and effort on the segment of the job market where you are likely to be successful.

Academic jobs require three letters of recommendation. One must be from your principal advisor. The other two should be from your two other committee members, although they need not be. The best letter is written by a famous person who is an expert in your area and knows you very well. If you can’t get all of these in one letter, you should try to strike a balance. Being famous is probably given more weight than it should be. I believe that the market tends to take letters from famous people seriously, even when doing so may not be justified (i.e. if the famous person doesn’t know the student well). So, a vague letter from a famous person may get more attention than a more specific letter from an unknown.

You and your advisor also need to discuss who your other letter writers/committee members should be. There are two important questions to ask: (1) will this person help me finish my dissertation, and (2) will this person help me get a job. Sometimes these two are at odds. For example, Big Shot famous people tend to have strong opinions about how the thesis should be written, and you may try to find yourself trying to serve two masters come defense time. In this case, you need to ask your advisor “Can you work with Big Shot? If I put Big Shot on my committee, can you keep him/her in line?”

If a prominent person is on your committee and does not write a letter for you, you should expect him/her to be contacted by prospective employers anyway. Good reasons to have a non-committee member as a letter writer are (1) you have written a paper in an area that is not directly related to your thesis and this letter writer can talk about it, (2) the letter writer left the university or was on leave during the time you were finishing your thesis.

As the job market approaches (summer before you go on the market), you need to have another frank and uncomfortable discussion with your advisor and other letter writers about what kind of job they think you are likely to get, and where they are willing to recommend you. This will allow you to target your search. If they say you should focus on schools ranked 20 – 30, then you should probably do this. The reason is that they are unlikely to write a unique letter for every job you apply for, although they may do some customization. So, if you apply to the top ranked department but your writers don't feel comfortable recommending you to them, they will tend to write letters to this effect, and this lack of enthusiasm may tend to bleed over to letters for the 20 – 30 ranked departments where you have a good shot. If they wrote letters only for the 20 – 30 ranked departments, they could be very enthusiastic and say you are the perfect candidate. This is not to say that it is never worthwhile to stretch, but only that there may be costs involved. Anyway, it is important that you and your committee come to some consensus about where you are going to apply.

In all likelihood, nobody cares more about your future job than you do. So, you need to take the lead in managing the job market process. This means you need to be proactive in keeping your committee members up to date on your progress, making sure they have the materials they need, getting feedback on your work, etc. Most faculty members mean well but are very busy, especially during the recommendation letter writing season. You need to nudge them along without being annoying. One helpful thing is if you give them electronic copies of the names of the departments to which you are applying and the addresses to which they are to be sent. Then they can just cut and paste, leaving more time to work on the content of the letter.

During the job market season, there is a lot of informal discussion about who is on the market. Any professor who travels to another school to give a seminar in the fall will be asked about the job market. If they know about you, they can mention your name. If they don't, they can't. Because of this, it is helpful if the KSG faculty know about you. One good way to do this is to participate in the Weiner Center Work in Progress Seminar or be a CA/TF at the school. This also goes for being known to faculty in the economics or government departments, although that may be a harder nut to crack, and they have their own students to worry about.

Finally, I can't emphasize this enough. Starting in your second or third year, you should ATTEND ALL KSG JOB TALKS. This is your best chance to see what happens when a job talk goes right and when it goes wrong. If possible, talk to faculty afterward to get their impressions of how things went.

### **From a Qualitative Methodologist**

On the subject of job talk presentations, people who give talks based on qualitative/ethnographic research need to be prepared to address questions coming from an audience that doesn't necessarily understand or appreciate these methods.

## **From a Political Scientist**

One KSG particularity is that you are disadvantaged in the 'word-of mouth' functioning of job markets--not fatally, but certainly enough to be aware of. Schools may run through their imaginary list of good departments and make a few calls to see who is good on the market in a particular area in a given year. The KSG is not usually on this list. Your committee members and especially your chair are almost certainly tied into their own disciplinary networks and can get you into this word-of-mouth stream. It might help to remind them to do so. A highly energetic and committed dissertation chair will usually overcome this problem, but some may be more reticent than others (not because they do not like your work but because that is the way they are); it never hurts to ask what they have heard about the market. Also, get in touch with previous students who worked with your committee chair to see if they found him/her active or passive in circulating the word. If passive, that doesn't mean s/he shouldn't be your chair--but you want to know and be able to compensate.

Other members of your committee can help here--it is very wise to have someone on your committee from the Gov. Dept, and it would not hurt to have someone from another institution (like MIT). Again, this helps get you into the word-of-mouth network. Also, if you can present your work at these places--particularly in the Gov. Dept at FAS--you may well do yourself some good in terms of becoming better known. Conference presentations also help in this respect.

The functioning of the market in political science, at least in comparison with economics, is highly idiosyncratic. Different departments want different things, and in all likelihood you will write more than one basic job market letter depending on the demands of a department (or rather, your basic letter will be substantially re-engineered for certain jobs). The more you know about the job (and what sort of hole they are trying fill), the better off you are likely to be. Your advisors can be invaluable in this process, but if you have other contacts within a department--say, graduate students you have encountered at conferences--by all means draw on these. To be perfectly clear, you should not try to pass yourself off as an expert in African politics and ethnic conflict when your core expertise is in Latin American politics and bureaucratic delegation. Yet one institution might desperately be looking for a person to fill particular teaching needs (say, someone to teach two courses in comparative political economy) while another might just be looking to hire a comparativist with no particular specialty (the 'best available athlete' search). Your letters to these two institutions will look somewhat different. Even if you have no information through your own network or those of your advisors, do a little research on the department's website and you may have a better idea of what they want.

One minor point: your dissertation is certainly your most important project. However, if you have conference papers that are close to publishable, it might be wise to get one or more of them under review at a good journal before you send your CV out. [Obviously do not send them out if half-baked]. This is one of the many points of irrationality of junior job committees: having a paper or two under review at journals in the field counts for a lot more than having two 'manuscripts' on your CV, and may lift you out of the pile and onto the short list. Again, do not send work out if not ready--that is harmful--but, if it is close to ready, you might want to sacrifice a couple of weekends turning that conference paper into an article submission before you send out applications.

The job talk is the most fundamental element of a junior job application. This may be especially true in the baroque political science job market, where there is not always an easy convergence on

rankings of candidates, depending on the methodological and sub-field tastes of different departments (and faculty members within a department). The practice job talk--which should be called the 'bad practice job talk,' because the first one is almost always bad--will help you avoid many mistakes. The more feedback you can get in a dry run, the better off you will be. And by all means ask your committee members to come; ask other faculty you know too.

Advice will vary, but here is one view: as one faculty member told me, you want to give a talk where someone could fall asleep for any ten minutes of it and still come out knowing your argument and the basis of your findings. You may have a fabulously complex and field-shattering dissertation, but if you can't boil it down so that people in different fields will all come out and say, "Oh yeah, the Kennedy School student who argues X," then you will probably not get the job. The search committee will have read your work (usually), but the talk is open to the whole department, and those who come will want to have a colleague who is interesting and engaging. Your job talk needs to fit that description. It does not need to cover every bit of new intellectual territory opened up in your dissertation--your work and your letters of recommendation, especially that from your dissertation chair, should have done that already.

One final point: the job market is in many respects irrational, and you should not take job market failings personally. You will get many opportunities for good feedback on your work as an academic, but the job market is not a reliable one.

#### **From a Political Economist**

1) Think openly about jobs - there are tons of really good jobs, actually, once the full range of possibilities is explored. Students shouldn't get stuck on getting a disciplinary job in an elite school as the only sign of success. Look broadly on the academic (there are more and more interdisciplinary programs being created every day) and non-academic markets...Also remember that your first job is just that - your FIRST job...there will potentially be many more.

2) Also don't be worried if you don't get a job the first time on the market. Especially with respect to the academic market, it is so quirky and idiosyncratic that a student may not get any interviews the first year and then get a half-dozen offers the next. Don't give up...and believe in yourself.

3) Know yourself. It is so important to know what your goals are, what makes you happy in terms of work and life, location, colleagues, etc. etc. Don't just go for jobs because social norms make them seem like the prize, go for jobs that fit who you are and what you want.

4) What gets people jobs: 1) a solid dissertation, 2) an excellent committee (including an active and supportive chair who is willing to make personal calls: but its always nice to have at least one or two other active members who are also willing to make calls, and also to create access to broader networks), 3) presentations at academic meetings and conferences (and again, not just the usual suspects but also interdisciplinary, practitioner-oriented and more international conferences); 4) published papers in journals, papers in edited volumes, and/or working papers to demonstrate your scholarly productivity.

## ADVICE FROM RECENT KSG GRADUATES

The following is based on an informal panel held in the spring of 2004 in which that year's PEG and PPOL job market candidates shared their experiences with current students.

### Role of Faculty Advisors

Since the public policy job market is fairly unstructured, your faculty advisors will be important resources when it comes to identifying potential jobs. Many jobs will be listed on JOE, APPAM, APSA, etc. (see page 5), but your advisors may hear of unlisted openings from colleagues at other schools. Having an advisor who looks out for suitable positions for you and calls their buddies to put in a good word for you *prior* to the first round of interviews can be critical to getting your foot in the door. The seniority and reputation of your advisors is extremely important (a letter from a big name counts more), but you also need advisors who will really expend effort on your behalf (these may or may not be the big names). You should try to get comments on your paper from at least five advisors, not all of whom will eventually sit on your committee.

### Getting Help from the Economics and Government Departments

If you want to look like a “traditional” economics or political science candidate, it’s a good idea to have advisors within those departments. It is also advisable to seek out the job-market-related services offered by those departments. Students from both programs can usually attend the job market meetings, and PEGs can have their CVs posted to the job market websites of either or both departments. PEG students will learn of these opportunities through the Gov Grads and Econ Grads email lists; PPOL students should ask their advisors in those departments about how to gain access to these services. However, be forewarned that both departments tend to be reluctant to include PPOLs—even those with departmental advisors. On a related note, some Econ and Gov Department advisors will be very supportive of their PPOL advisees, but others may feel compelled to help their internal students first (especially if the job market is tight that year).

### What to Expect During Interviews

First-round interviews at the American Economics Association last 30 minutes to an hour. Questions usually cover your job market paper, other papers you have written or are currently working on, and other topics in your fields of interest. Be prepared to talk about what courses you could teach and what your post-dissertation research agenda will be. You should be able to describe your research agenda as having a coherent theme (even if there really isn’t one).

The interviews at APPAM tend to be less formal than those at AEA (and may be set up at the conference itself rather than scheduled beforehand), but are similar in content and length. Many policy schools seeking to hire “economists” will interview at both conferences, but some schools will only attend one or the other.

During the fly-outs, you are expected to ask intelligent questions about the school (it might help to do a little homework on the department and school).

### **“What is this PPOL/PEG Degree, Anyway?”**

Most schools will have had limited exposure (if any) to PPOL/PEG students; you must explain who you are and what you can do. If you get an interview at a traditional disciplinary department in field X, be prepared to explain that your degree is really “X plus.” For example, if your interview is at an economics department, then explain that you are a well-trained economist *plus* you have extensive policy knowledge in your subject area.

### **Presenting Your Job Market Paper**

Don’t expect your job-talk audience to have read your paper! It’s likely that only one or two people in the room will have read it. If you’re interviewing at an interdisciplinary school, you’re likely to present to people with varied backgrounds who may not be familiar with your topic or methodology. Try to find out in advance who will be at the job talk and tailor your presentation accordingly. It’s a good idea to practice presenting your paper several times (in seminars or informal gatherings of classmates) and attend the job talks of candidates interviewing at the Kennedy School (or the Econ and Gov Departments).

### **Does Teaching Experience Matter?**

Liberal arts colleges and policy and business schools do care about the quality of your teaching. However, top research universities are primarily interested in which courses you have taught rather than the quality of your teaching. Evidence of teaching ability can’t hurt, but is unlikely to be a determining factor.

### **When the Harvard Name Can Hurt You**

Search committees at less prestigious schools may assume that because you have a Harvard degree, you couldn’t possibly be interested in their school. If you have a particular reason for wanting to be at that school (i.e. alumni relationship, location, etc.), try to convey that in your letter and interview, or they may not take you seriously.

Shockingly, Harvard also has a reputation for arrogance – during campus visits, you need to convince the faculty that you’ll be a pleasant colleague, pull your weight in departmental service, plan to stick around for the long-run, etc.

### **So What Matters Most in Landing Academic Jobs?**

Your faculty advisors often play a key role in getting the first interview; the quality of your job market paper and presentation matter for getting the second interview and offer. Having written the world’s best job market paper doesn’t do you any good if you don’t get that first interview. On the other hand, your advisor’s fabulous contacts won’t help if you fall apart during your job talk.

### **Non-Academic Jobs**

Some faculty advisors may lose interest in you or expend less effort on your behalf if you tell them you are not interested in an academic career. While there isn’t much that can be done to avoid this, it is good to know in advance so that you can plan accordingly and seek help in other places.

Resources for those interested in non-academic jobs include the “Alternative Career Workshops” sponsored by the Faculty of Arts and Sciences’ Office of Career Services. The APPAM and Kennedy School websites also list jobs at government agencies and research organizations (see page 5).

The non-academic job market timeline varies widely. Employers such as investment banks, the Federal Reserve, federal government agencies and the most prestigious think tanks tend to follow the academic hiring calendar and attend the AEA and APPAM conferences, but other employers advertise and hire year-round.

**SAMPLE CV'S  
AND COVER LETTERS**

John F. Kennedy School of Government  
79 JFK St., B402  
Cambridge, MA 02138  
(617) 384-7546  
September 29, 2003

Professor Randall Kramer  
Chair, Environmental Policy Search Committee  
Attn: Renee Brown  
Nicholas School of the Environment  
Box 90328  
Duke University  
Durham, NC 27708-0328

Dear Professor Kramer:

I am writing to apply for the assistant professor position in Environmental Policy advertised on the Association for Public Policy Analysis and Management (APPAM) website. I am currently a Ph.D. candidate in Public Policy at Harvard University and expect to receive my degree in June 2004.

I am very pleased to hear about your job openings, as Duke is a promising fit for my research and teaching interests. My dissertation focuses on facility-level response to environmental policy. I am particularly interested in the effectiveness of innovative regulatory initiatives including information disclosure requirements, regulations that require adoption of environmental management systems, industry self-regulation initiatives, and voluntary programs. This research agenda benefits from a multi-disciplinary perspective. While my primary contribution is to bring rigorous empirical analysis to bear on the effectiveness of these regulations, defining the variables of interest and the hypotheses to be tested often requires going inside the black box of the firm—understanding the scientific nature of the production process and how regulation is interpreted by the regulated entities responding to it. Duke is an excellent fit for this type of research because there is a diverse set of disciplines represented on the faculty including those with expertise in toxicology and environmental chemistry, and because the proximity to Research Triangle Park makes possible direct interactions with the regulated community.

I have had great success in securing external funding for my research. Two outside grants funded my dissertation work. The first grant came from the Heinz Family Foundation through their Scholars for the Environment program. These grants are made annually to up to ten Ph.D. students in environmental policy. I was awarded a \$10,000 grant in 2002. I also was the primary author of a \$400,000 grant received from the U.S. Environmental Protection Agency (EPA) under their Science to Achieve Results (STAR) Program. While the principal investigators for the grant are my advisors Professors Robert Stavins and Nolan Miller, they will attest to the fact that I discovered the grant solicitation, developed the grant proposal, worked with the Harvard Office of Sponsored Research to satisfy internal and external requirements, and conducted the bulk of the research funded by the grant.

Duke is also an excellent fit for my teaching abilities and interests. I am a highly skilled teacher, particularly in the context of a professional school. I have taught microeconomics, program evaluation (econometric methods), and environmental and natural resource economics in a professional school setting. I was recognized for my teaching skills by receiving the Dean's Award for Excellence in Student Teaching at Kennedy School of Government, Harvard University, as well as a certificate of distinction in teaching from Harvard College.

I am enclosing a copy of my curriculum vitae, a summary of my research goals, a summary of my teaching plan, and a copy of a recent publication. As Professor Stavins indicated in his phone conversation with you on September 29<sup>th</sup>, I am in the final round of revisions on my job market paper "Are Management-Based Regulations Effective: Evidence from State Pollution Prevention Programs." I will send a final draft of this paper within the next two to three weeks. In addition, I have asked four references to send letters to you directly.

I will be attending both the APPAM conference in Washington, D.C. and the ASSA conference in San Diego and will be available for an interview at any time during those conferences.

Thank you for considering my application. I look forward to hearing from you.

Sincerely,

Lori Snyder

## Lori Diane Snyder

### Office:

John F. Kennedy School of Government  
79 JFK Street, B402  
Cambridge, MA 02138  
(617) 384-7546

### Home:

35 Burnham Street  
Somerville, MA 02144  
(617) 623-1510 (H)  
(617) 270-8141 (Cell)

email: lori\_snyder@ksgphd.harvard.edu

website: [www.ksg.harvard.edu/cbg/eephu/snyder.htm](http://www.ksg.harvard.edu/cbg/eephu/snyder.htm)

### EDUCATION

Harvard University, Cambridge, MA

Ph.D., Public Policy (expected June 2004)

Principal Advisor: Professor Robert Stavins

Yale University, New Haven, CT

M.A., Economics, 1996

Occidental College, Los Angeles, CA

A.B., *summa cum laude*, Economics and Environmental Studies, 1995

College Honors in Economics

Bennett Schwartz Outstanding Senior Thesis Award

### AREAS OF SPECIALIZATION

Environmental and Natural Resource Economics

Applied Microeconomics

Empirical Methods

### PUBLICATIONS

"The Effects of Environmental Regulation on Technology Diffusion: The Case of Chlorine Manufacturing," (with Nolan Miller and Robert Stavins) *American Economic Review* and *Proceedings*, May 2003: 431-435.

"Every Breath You Take: The Demographics of Toxic Air Releases in Southern California" (with Tom Boer, James Sadd, and Manuel Pastor) *Economic Development Quarterly*, 13(2), May 1999: 135-140.

"Is There Environmental Racism?: An Empirical Analysis of the Geographical Distribution of Hazardous Waste Facilities in Los Angeles County," (with Tom Boer, James Sadd, and Manuel Pastor) *Social Science Quarterly*, December 1997: 793-810.

## **DISSERTATION: ESSAYS ON FACILITY-LEVEL RESPONSE TO ENVIRONMENTAL REGULATION**

### Are Management-Based Regulations Effective?: Evidence from State Pollution Prevention Programs

This paper evaluates the effectiveness of management-based regulations in reducing pollution. Management-based regulations do not establish strict pollution reduction standards, but rather require each regulated entity to engage in its own review and planning process and develop a set of internal rules and initiatives consistent with achieving reductions in pollution. I develop a model of facility-level response to management-based regulation that provides predictions about the circumstances under which these regulations are likely to be effective. I then test these predictions empirically by taking advantage of a natural policy experiment that occurred when fourteen states adopted management-based regulations for toxic chemical control in the 1990s. Using panel data for just over 31,000 manufacturing plants in the United States, I investigate whether facilities subject to management-based regulations had larger changes in total quantities of toxic chemical releases, engaged in more pollution prevention activities, or reported fewer toxic chemicals to the Toxics Release Inventory. The analysis suggests that management-based regulation has had a measurable positive effect on the environmental performance of manufacturing plants. In particular, plants subject to management-based regulation experienced larger decreases in total pounds of toxic chemicals released and were more likely to engage in source reduction activities.

### The Effects of Environmental Regulation on Technology Diffusion in the Chlorine Manufacturing Industry

This paper estimates the effect of environmental regulation on the diffusion of membrane cell production technology in the chlorine manufacturing industry. Using a hazard model, I estimate the effect of regulation on both the adoption of the membrane technology at existing plants and on the exit of existing plants using older technologies. The analysis suggests that environmental regulation did affect the diffusion of the cleaner technology in the chlorine industry. However, it did so not by accelerating the adoption of membrane cells by existing facilities, but by reducing the demand for chlorine, and hence, accelerating the shutdown of facilities using the environmentally inferior options.

### Regulating Pollution Through Information Disclosure: A Theoretical Model of Firm Response to the Toxics Release Inventory

This paper investigates the conjecture that the act of reporting toxic emissions might, in and of itself, encourage facilities to reduce emissions. There are several pathways through which information disclosure can secure pollution reduction in theory, including: green consumerism, green investing, community pressure, the threat of future regulation, and organizational limitations of the firm. I develop a model of a profit-maximizing firm in a competitive industry that incorporates all of these potential pathways. I demonstrate that while all four pathways can lead to reductions in overall emissions, this result cannot be generalized for all reasonable values of the parameters. In some cases, we might expect reported emissions to increase as the result of TRI data releases.

## **OTHER PAPERS**

“Private Options to Use Public Goods: Using Revealed Preferences to Estimate Environmental Benefits,”  
(with Robert Stavins and Alexander Wagner) mimeo, Harvard University, 2003.

"Policy Innovation or Policy Illusion: Is Management-Based Regulation a Viable Policy Alternative?"  
forthcoming in Coglianese, Cary and Jennifer Nash eds. *Leveraging the Private Sector: Management-Based Strategies for Improving Environmental Performance* (Washington D.C.: Resources for the Future Press).

“Evaluating Information Disclosure Regulations: The Effects of TRI Disclosure Requirements on Economic and Environmental Performance of Chemical Manufacturing Plants” (in progress)

## **CASES**

"The Cost of the National Low-Emissions Vehicle Program: A Case Study," John F. Kennedy School of Government, Harvard University

## **TEACHING EXPERIENCE**

Instructor (all at Kennedy School of Government, Harvard University):

Executive Program Understanding Environmental Economics: Strategies for Policy Makers and Managers, "Markets and Market Failures," May 2002, May 2003.

Ph.D. Programs, "Math Review," September 2000, September 2001, September 2002, September 2003.  
Summer Program for Mid-Career MPAs, "Principles of Microeconomics," August 2000, August 2001.

Teaching Fellow (Kennedy School of Government, Harvard University):

"Advanced Microeconomic Theory," (Professor Nolan Miller), Fall 2000, Fall 2001

"Empirical Methods in Program Evaluation," (Professors Tom Kane and Alberto Abadie), Spring 2000

Teaching Fellow (Harvard College):

"Environmental Economics and Policy," (Professor Robert Stavins), Spring 2001

"Economic Theory of the Environment and Natural Resources," (Professor Martin Weitzman), Fall 2001

## **RELATED PROFESSIONAL EXPERIENCE**

Program Coordinator, Environmental Economics Program at Harvard University, 2000-present.  
Analyst, Abt Associates, Inc., Cambridge, Massachusetts, 1997-1999.

## **FELLOWSHIPS AND AWARDS**

Savitz Award for best paper in environmental policy at Harvard University, 2003

Teresa Heinz Scholars for Environmental Research, 2002-2003

Research Fellow, Science to Achieve Results (STAR) Grant 2002-present

Dean's Award for Excellence in Student Teaching, 2001

Crump Fellowship, Kennedy School of Government, 2001-2002

Graduate Fellowship, Kennedy School of Government, 1999-2001

Graduate Fellowship, Yale University, 1995-1997

## **PRESENTATIONS**

Allied Social Science Association (ASSA) Annual Meeting, January 2003, Washington, D.C.

Leveraging the Private Sector: Management-based Strategies for Improving Environmental Performance,  
Resources for the Future, Washington D.C.

## **PROFESSIONAL AFFILIATIONS**

American Economics Association

Association of Environmental and Resource Economists

Association for Public Policy Analysis and Management

## REFERENCES

Professor Robert N. Stavins	(617) 495-1820	robert_stavins@harvard.edu
Professor Richard Zeckhauser	(617) 495-1174	richard_zeckhauser@harvard.edu
Professor Cary Coglianese	(617) 495-1402	cary_coglianese@harvard.edu
Professor Nolan Miller	(617) 496-8959	nolan_miller@harvard.edu

Mailing address for all references is: Kennedy School of Government, 79 JFK St., Cambridge, MA 02138