

Voices from the Field: Current Trends and Experiences in Evolutionary Psychology

Maryanne Fisher¹, Aaron Goetz², Sarah Hill³, Daniel Kruger⁴, Richard Michalski⁵, Karol Osipowicz⁶, Steven M. Platek⁷, and Catherine Salmon⁸

¹Department of Psychology, St. Mary's University

²Department of Psychology, California State University, Fullerton

³Department of Psychology, Texas Christian University

⁴School of Public Health, University of Michigan

⁵Department of Psychology, Hollins University

⁶Department of Neuroscience, Thomas Jefferson University

⁷Department of Psychology, Georgia Gwinnett College

⁸ Department of Psychology, University of Redlands

ABSTRACT

In 2004, Fisher, Kruger, Platek, and Salmon published an article describing their experiences as recent graduate students and newly hired faculty with strong interests in Evolutionary Psychology. Part of the intent was to offer guidance to students and their supervisors on how to become established in the field. Five years have past since the initial publication. This year also marks the 200th anniversary of Darwin's birth, and 150 years since the publication of his *On the Origin of Species by Means of Natural Selection*, providing a logical opportunity for reflection on the state of the field. We offer an update on our own positions and evaluate the current prospects of the field, as well as add the experiences of three evolutionary psychologists who just recently made the transition to faculty positions, and one current graduate student. Similar to the original article, we offer our insights with the hope that it is instructive for students and educators.

KEYWORDS

Graduate training, Academia, Evolutionary Psychology, Advice for students

Author Note: Authors are listed in alphabetical order according to last name, not in a hierarchical order.

Direct correspondence to: Maryanne Fisher, Saint Mary's University, 923 Robie Street, Halifax, Nova Scotia, B3H 3C3, Canada. Email: mlfisher@smu.ca

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INTRODUCTION

This year, 2009, marks the 200th anniversary of Charles Darwin's birth and the 150th anniversary of the publication of *On the Origin of Species by Means of Natural Selection*. In *Origin*, Darwin presaged the application of evolution to psychology—"In the distant future I see open fields for far more important researches. Psychology will be based on a new foundation, that of the necessary acquirement of each mental power and capacity by gradation" (1968, p. 458)—and in *The Descent of Man and Selection in Relation to Sex*, we have our first glimpse of evolutionary psychology (EP). Although we have had the theoretical foundation for 150 years, only recently has psychological science begun to seriously incorporate evolutionary principles (with the exception of a few standouts in the previous centuries). In the thirty years since the publication of Don Symons' *The Evolution of Human Sexuality* (1979), modern EP has enjoyed rapid growth. Psychology departments have begun hiring tenure-track faculty who see themselves first as evolutionary psychologists and whose work is unabashedly evolutionary. Five years ago, some of us (MF, DK, SP, and CS; Fisher et al., 2004) published an article outlining our experiences as recent graduates of EP training. To commemorate Darwin's legacy, we have updated these observations and have also invited three new additions to the ranks of evolutionary faculty (AG, SH, and RM) and one current graduate student (KO) to reflect on their journeys.

In the 2004 paper, the authors focused on what was thought to be important to their individual pathways through graduate school to various academic positions. In particular, they wanted to illuminate certain aspects that they felt were critical to achieving academic success, particularly for EP students. These included the importance of publishing a reasonable quantity of high quality journal articles during one's time in graduate school and emphasizing that supervisors need to encourage this process as much as possible. They also considered the existing antipathy from some quarters toward EP and how this influenced the job search strategies they employed to find their current positions. For instance several of the authors suggested that being diverse in the way that one markets oneself is wise strategy due to the few job postings specifically for EP. These issues are as relevant now as they were in 2004, when the original paper was published. Although job postings specifically for EP exist, they are still few in comparison to those advertised for an area of psychology (social, cognitive, forensic, etc.) that could be filled by an evolutionist. The current paper reflects the original four authors' current thoughts on these issues, as well as additional insights from three more recent colleagues and one graduate student.

EXPERIENCES OF THE "NEW" GENERATION

Aaron Goetz

My passion for EP was a byproduct of my passion for evolution (unavoidable pun). Evolution grabbed my interest in high school, but the "particulate" nature of most of the biology courses I had taken discouraged me from pursuing evolutionary

biology. I was (and still am) fascinated by whole organism biology and absorbed in macroevolution but turned off when zooming in to the cellular level. Golgi bodies and ATP transport systems (whatever those are) never excited me. With evolution as a peripheral interest, I began to study psychology at the University of Texas at Austin. With each psychology course I took, however, I became increasingly dissatisfied. I missed the parsimony of natural selection.

In the summer of 1999, I borrowed from the bookshelf of my friend's grandparents a copy of Daniel Dennett's *Darwin's Dangerous Idea*. While reading about skyhooks, cranes, and natural selection as universal acid, I was introduced to EP. It immediately made sense to me. I had to replace their copy as I littered it with marginalia. I can still see the excitement in my notes (e.g., page 488 contains no less than a dozen exclamation marks).

Being at the University of Texas, I was fortunate to be at the home of EP heavyweights David Buss and Dev Singh. I took almost every class Buss and Singh offered, as well as some offered by Del Thiessen. On the very first day of Buss's EP course, my interests were solidified. As I left class, I called my mother and exclaimed that I had decided on a career. For two years, I worked in Buss's lab and had the good fortune of working closely under Buss's then graduate student, Josh Duntley. I might have learned as much from Duntley as I did from Buss and Singh. Under the direction of Singh, I conducted my first EP study for my honors thesis. I still vividly remember Saturday visits to Singh's house where he would quiz me over articles I was assigned to read.

Strangely, some of my preparation for graduate school comes from being a lifeguard while in Austin. During the summers, I worked as a lifeguard, and it was there that I read the literature. To limit exhaustion and keep fresh eyes on the pool, 30-minute rotations were required. This afforded me four hours of downtime during an 8-hour shift. I was able to knock out about a book per week. I read many of the classics, such as *Origin, Adaptation and Natural Selection, Sexual Selection, The Blind Watchmaker, The Selfish Gene, The Extended Phenotype, The Evolution of Human Sexuality, Sex, Evolution, and Behavior, and The Adapted Mind*. A link that is still accessible today directed me to this literature (<http://homepage.psy.utexas.edu/homepage/DeptArea/IDEP/readinglist.htm>).

I graduated from the University of Texas in 2002 and was eager to delve deeper into the issues and topics surrounding the evolution of human cognition and behavior. Based on correspondence with Todd Shackelford, I chose to begin my doctoral training in evolutionary psychology at Florida Atlantic University. I could not have asked for a better advisor than Shackelford. Not only was he doing great research, he was doing a lot of it. I quickly adopted Shackelford's regimen: eat, sleep, read, collect data, analyze data, publish, repeat. As I would send Shackelford a final draft of a manuscript we were working on, his reply would include both a congratulations and an invariable "when shall I expect a draft of our next paper?" We both appreciated John Tooby's wisdom, relayed by Fisher, Kruger, Platak, and Salmon (2004), that an EP graduate's best weapon would be his or her list of publications. If you are going to swim against the current, you better be a strong swimmer.

I repeated Shackelford's regimen for five years, and I must admit that it was successful. In the fall of 2006, I interviewed for the tenure-track Assistant Professor

position in evolutionary psychology at California State University, Fullerton. Despite the fact that the position was for an adaptationist, I proceeded with caution. I included reprints of my evolutionary and “less-evolutionary” research (i.e., research that was informed by but is not contingent on EP). At lunch and dinner with various members of the department, I managed to slip into the conversation research on pregnancy sickness, the antimicrobial hypothesis, and our evolved preference for sugar and fat. My strategy was to introduce them to and get them comfortable with evolutionary approaches to various aspects of human behavior and cognition. It is difficult to accuse one of being sexist, racist, and ageist when he is discussing teratogens, spices, and saturated fat.

My job talk, “Sexual Coercion in Intimate Relationships: An Evolutionary Perspective Informed by Sperm Competition Theory,” was met with the types of thoughtful questions and comments raised at Human Behavior and Evolution Society (HBES) and NorthEastern Evolutionary Psychology Society (NEEPS) conferences and not the unproductive blather we have all experienced at some point (e.g., “So are you excusing this behavior?”).

I was offered the position a few weeks later, and I eagerly accepted. The past two years at CSUF has been great. With graduate and undergraduate students, I have continued to research sexual conflict, and I have even tested a few EP hypotheses outside of my research program. I also enjoy teaching an undergraduate and graduate EP course.

Knowing that I wanted to be an evolutionary psychologist in my late teens, my path to EP was rather direct. I appreciate that the path of most will not be as linear, but I might still offer some advice. Surround yourself with smart, evolutionary-minded scientists. Join their labs; attend HBES and NEEPS meetings; start an EP book club. And as I mentioned before, I was able to hit the ground running in graduate school because I was already familiar with much of the literature. I strongly encourage fledging students of EP to begin their foundation with the previously mentioned seminal works.

Also, although I agree that one must “publish or perish,” I echo others who have stressed the importance of quality versus quantity (e.g., Stearns and Huey, 1987). He or she with the most publications is not always he or she who gets the tenure-track position. A creative and rigorous project can be more attractive than a series of papers that lack creativity and rigor. Working on a single high-quality project while simultaneously working on lesser projects should produce both a heavy vita and one with substantive research. I am still trying to master this approach.

Finally, I want to remind future graduates of EP that they are in a minority. While you have had the advantage reading the literature to see for yourself the explanatory power of EP, most scientists have not. As I mentioned, we are swimming against the current. And although the current is still against adaptationists, the waters are calming down. One need only browse the current psychological literature to see that psychological science is transforming. As Buss discussed in an HBES newsletter, “it is an exciting time to be working in the field of evolution and human behavior.” He is absolutely right. The “distant future” Darwin foretold is now.

Sarah Hill

My academic career is predicated on a series of happy accidents that first began the summer before my senior year in college at University of Wisconsin – Milwaukee. I was an anthropology major and had to make a last minute scheduling change to my fall classes. One of my courses had been cancelled and I needed to replace it with another three-credit course to graduate on time. Trying to find a replacement class was easier said than done, as most of the classes were already filled up or didn't fit into my existing schedule. The only course that I could sign up for at this late stage in the game was Sociobiology with Dr. Patrick Gray. This was happy accident number one. It was in this sociobiology class that something clicked in me. "Of course!", I thought, "*this* must be why the anthropology major requires courses in both evolutionary biology *and* cross-cultural studies! Cultural variation represents the functional responses of our evolved minds to environmental variation!" Thus, I concluded, the field of cultural anthropology must be a field dedicated to understanding the evolutionary foundations of cross-cultural differences. Although amusingly erroneous in retrospect, this conclusion was responsible for my choosing to pursue my graduate degree in cultural anthropology. Accordingly, I filled out my applications to graduate programs in cultural anthropology and chose to pursue my Ph.D. at the University of Texas at Austin. This was happy accident number two.

Without going into too much detail, I can tell you that I quickly came to the painful realization that cultural anthropology is *not* the study of the evolutionary foundations of cultural variation. In fact, the mere mention of "evolution" or "biology" was met with hostility and suspicion by my fellow graduate students and professors. I was accused of being racist, misogynist, and nothing more than another fool brainwashed by the patriarchy. This experience can be neatly summarized in the succinct reply given to me by my advisor to a teary-eyed inquiry about why others were responding to me the way that they were in class. He said "But, Sarah, those are all *just-so stories*." I was devastated. I went back to my apartment and leafed through the course offerings at the University of Texas to try to figure out what to do with myself since I was clearly not a cultural anthropologist. It was then that I saw that David Buss was offering an evolutionary psychology graduate course that semester. This was happy accident number three. I recognized David's name because I had read his *Evolutionary Psychology* textbook in the aforementioned sociobiology course. I thought that sitting in on this course would allow me to commiserate with some like-minded others while I figured out what to do with myself next. I emailed David and asked if I could do a late add to the class and (thankfully) he let me in. That semester I learned that there was actually a field called evolutionary psychology(!) and that they studied research questions that I was interested in. The rest of that year was a blur of hard work and application materials. The result was good, though, as I was fortunate enough to be accepted as one of his graduate students the following year.

Once I started my *official* graduate career, I learned quickly that getting publications would be the key to my being able to get a job when I finished graduate school. As others have noted, this is easier said than done. I struggled with this idea quite a bit at the beginning of my graduate career, convincing myself that there

was no way that *I* could get research published in a *real scientific journal!* What finally allowed me to get past this mental roadblock was the realization that the best way to get publications is to publish papers. This may sound trivial and obvious, but for me it was a necessary paradigm shift. I had to learn to stop worrying about getting publications and, instead, do research, write papers presenting the research, and submit them. I found that when I did that, the publications took care of themselves.

Once it was time for me to go on the job market, I was nervous that my being an evolutionary psychologist would make it hard for me to get a job. Moreover, I was concerned because my evolutionary research program has not been particularly focused. I have done research on both humans and fish and have published in journals that target scientists in fields ranging from biology to economics. Needless to say, I found it hard to market myself as a traditional social psychologist, but did what I could with my application materials to make my research program seem cohesive and social-psychologically oriented. I applied for nearly seventy jobs in psychology (mostly for social psychology positions) and got four interviews. From those interviews, I was made two offers, both of which I turned down. This first experience on the job market taught me an important lesson: cast a wide net, but not to apply for jobs that I wouldn't actually take if offered.

My second year out, I applied only for positions that I felt suited me in terms of my teaching preferences, research resources, and in regions that I was confident would offer good job opportunities for my husband. As with the first time, I was invited on four interviews and made two offers. This time, though, I accepted one of the offers (at California State University at Fullerton). The position was an evolutionary psychology position. Such positions do exist! In fact, I was hired as one of two evolutionary psychologists hired at Fullerton that year. Although I was happy in my position at Fullerton, I was frustrated by California's proximity to my kin network and with the psychology program's absence of a Ph.D. program. These frustrations were small, however, and I had no intention of ever leaving Fullerton. That being said, when I saw a job posting for a social psychologist at Texas Christian University, I applied. Not only do I have family in Texas, TCU has a Ph.D. program. This was the only job I applied for this year (I wasn't actually 'on the market'), and I got the job.

There are three things about my current position that are telling about the state of the field. First, they hired me as a social psychologist, fish research and all. Secondly, this school has the word Christian in its name. Third, they already had an evolutionary psychology course on the books that was very popular with the students (taught by a comparative psychologist at the time). I think that all of these factors say a lot about the increasing acceptance of evolutionary psychology among mainstream psychologists. Having the powerful theoretical tools available from evolutionary theory made me a more – rather than less – desirable candidate to my current colleagues. I think that this gradual shift in attitudes owes itself to the volume and quality of new research being published by researchers employing the theoretical tools made available from evolutionary theory. It is no longer rare to see evolutionary-informed research regularly featured in mainstream psychology journals. As an evolutionary psychologist, I have found myself happily situated in a department that I like, in a state that's close to my kin, near a city that offers my

husband ample opportunities to acquire resources tributary to survival and reproductive success. It's a great time to be an evolutionary psychologist.

Richard Michalski

I remember playing a video game when I was younger in which I discovered that the character could be manipulated to uncover trinkets necessary to advance to subsequent levels. I mention this because there is an analogy to my development as an evolutionary psychologist. As an undergraduate student, I took many of the same psychology courses that students continue to take: Social Psychology, Biological Psychology, Cognitive Psychology, Developmental Psychology, and so on. I always found it a struggle to synthesize the meaning of disparate findings within these separate subdisciplines. Why was a chapter in a developmental psychology course on social development so different from anything I had seen in social psychology? Why was the extent of the application of evolutionary science confined to the second chapter in my biological psychology textbook that informed us about the homologous structures of the human brain and the brains of other species? What was the process that led these areas to be shaped differently? The answer was evolution. We were then shuffled along to chapter 3—the axon.

My struggle with these issues began to be resolved when as a senior, and after I had transferred from the university where I began my undergraduate training, I enrolled in a course called Interpersonal Processes taught by Todd Shackelford. The assigned readings for this course were two texts—one from an evolutionary perspective and another from the perspective of the standard social science model (SSSM). What a contrast! At last, I had found the “trinket” that allowed me to begin synthesizing materials and findings into something that allowed me to advance to the next level. Here were evolutionary-informed researchers who were answering my questions and when there were no published answers, I found I was armed with a theoretical tool upon which I could carve out an answer.

Why were so many others not as enthusiastic as I was about the advances in the psychological sciences that have been earned by applying an evolutionary perspective? I had the opportunity to reflect on this question at many points throughout graduate school and beyond. As a graduate student, I had very few conflicts with others who were resistant to EP. The only dissent came in the form of hostile reviews I received on a few submitted manuscripts. Later, I perceived more subtle resistance when I went on the job market. Looking back on the interview process, I was lucky. I had several offers and had choices. Before I made a decision on the position I would accept, I was reintroduced to the non-evolutionary leaning of the field when I began the interviews. I had a phone interview with the chair of the search committee at a school located in an area of the United States notoriously resistant to evolution. The interview went very well as we shared ideas and experiences in a conversational way. I was excited about the prospects of an offer. I received a call from the person a few weeks later informing me that he had pushed for me with the search committee but they had expressed a collective fear that teaching EP would not be received well by students. He apologetically notified me that I was no longer in the running. This was my first clear indication that student interest in a candidate's area of research is critically important. By the time I finished

my graduate training, I could opt to have my Ph.D. in either Social/Personality Psychology or EP. My choice was easy to make because the number of jobs tailored for evolutionary psychologists was minimal compared to those for social/personality psychologists. I did not attempt to disguise my evolutionary training, however, as the job talks I delivered clearly laid out the evolutionary insight that permitted me to advance my knowledge of family relationships.

The job posting for the position I currently occupy made no mention of seeking a candidate with a background in EP, but the area of scholarly activity, I believe, mattered less than the possibility of integrating students into a research program that would be of interest to them. A critical issue in developing a productive research program is not only to publish, publish, publish but to involve students, more students, and even more students. The metric of student involvement in a research program will be used in evaluations during third year reviews and tenure decisions. Getting students involved makes all aspects of the research process easier and goes far in launching the careers of both junior faculty and student collaborators. Faculty members may not care for or even support a program of research in which the centerpiece involves an evolutionary perspective but they are unlikely to harbor disregard for research productivity supplemented with strong undergraduate and graduate student involvement.

It is gratifying to point students in the direction of the theoretical equivalent of the trinket that allows them to advance to the next level and to hear from them after they graduate. This is a great reward that can be counterbalanced by the resistance a few students might express over applying an evolutionary perspective. The bulk of resistance I experience towards EP comes not from colleagues but from a small number of students. Graduate students on the cusp of securing a job should be aware that not all students will be excited about EP and some for reasons beyond a lack of interest in the area. As an example, a student told me several years ago that she would not take the EP course because she does not want to have to explain to her parents why she took the course. Having reflected on this student's comment, I now wonder if the student would have made the same statement concerning Cognitive Psychology, Abnormal Psychology, or any other course offering in psychology. I doubt it so please prepare for resistance from students because for some, reluctance to entertain EP teeters on fear of reprisal.

Other co-authors have mentioned the importance of generating a productive research program. I would like to supplement their advice. My advice is to help yourself publish by collecting as much data as possible in graduate school so that you have data in hand that will allow you to hit the ground running when you secure a position. The first year in a position can be challenging for anyone. One of the hurdles that may need to be overcome during the first year is the lag in Institutional Review Board (IRB) approval. After securing a position, it may take months to secure IRB approval for a study. The first few months after securing a position can be a trying time. Although this is not isolated to evolutionary psychologists, there may be a hurdle unique to them. IRB members may give pause to evolutionary-informed research if you are the first faculty member to bring forward a proposal informed by an evolutionary perspective. I fear this may result in extra care being taken to review such studies prior to offering their approval. This lag time can be nerve racking and a hindrance to productivity. Having data in hand can allay nerves

and provide a tonic to a productivity slump during the first year. With data in hand, the transition will be much smoother.

Just as there are some unique problems faced by evolutionary psychologists, there are some unique advantages. As an evolutionary psychologist, you stand on the shoulders of previous researchers who have blazed a trail to integrate various disciplines. Evolutionary psychologists have made inroads into integrating subdisciplines within psychology and have put forth effort to show the value of applying an evolutionary perspective in other academic disciplines. Many students and researchers within these areas, however, may be unaware of the integration that is underway. Inform them; many of these individuals may have never uncovered the trinket that would allow them to advance to the next level. Once informed, they may become valued colleagues.

Karol Osipowicz

In the prefatory chapter to the 1892 edition of *Hereditary Genius*, Francis Galton writes:

At the time when the book was written (1869), the human mind was popularly thought to act independently of natural laws... Even those who had more philosophical habits of thought were far from looking upon the mental faculties of each individual as being limited with as much strictness as those of his body, still less was the idea of the hereditary transmission of ability clearly apprehended.

Since this book was written, Darwin's theories have become largely accepted by most people in the natural sciences, Mendel helped to straighten out some of the bad peas. More than 100 years ago, Galton chastised himself for not applying the theory of natural selection to the study of psychology, but even today some psychologists still view the brain as a 'black box'.

I started my education like any other psychology undergraduate; I had a vague idea of what it was and it seemed interesting and easy enough. I snoozed my way through my freshman classes and never even heard of evolutionary psychology. Then my sophomore year I happened to stumble into a physiological basis of psychology class, and it woke me up. It was not like all of the other classes where the explanations only went a little bit of the way, then got muddled in vague platitudes. This was different; there was a reason for everything. Answers did not dwindle but evolved.

Unfortunately there were few classes in my undergraduate studies at Drexel University that adhered to the evolutionary approach, and even fewer professors that understood it. Fortunately the ideas of evolutionary psychology are not new and there was plenty of reading that I could do on my own. So I breezed through my undergrad more interested in the books I had at home than the classes I was taking.

Unfortunately my undergraduate experience left me disenfranchised with psychology and feeling like it was not scientific enough for me. So I decided to pursue a graduate degree in neuroscience, a field based in biology, where I

assumed evolutionary theory is rigorously adhered to. Unfortunately, even though most of my colleagues are well versed in Darwin, Dawkins, etc. and happy to apply the principles of evolution to any biological problem, most of them still refuse to apply it to cognition.

We have a resistance to change, and if a gene's eye view can be applied to memes, then memes will be resistant to being selected against. Not applying the principles of evolution to cognition is a meme that has not yet become extinct, but it will.

In my experience students do not need to be convinced of the validity of applying an EP approach, all they need is to be exposed to it. Every student I have had the pleasure of speaking to, both in psychology and in neuroscience is as excited about evolutionary psychology as I was my sophomore year of college, they just need to be educated about it.

I am still a student and am working on merging cognition and neural substrate plasticity, problems that do not easily mesh with traditional Darwinism and are already being challenged by skeptics. I do not yet have a faculty position so I cannot give any advice on that. The advice that I can offer is simply this, no matter what direction or field you choose, you will be challenged; be open to those challenges and argue against them with fact, data, and reason.

REFLECTIONS OF THE "OLDER" GENERATION

Maryanne Fisher

I am stunned at how quickly five years has passed. When we wrote the 2004 article, I had just started at St. Mary's University in Halifax. There was definitely a teething process for me, as I had to learn how to teach material at a level that undergraduates could comprehend, maintain time dedicated towards research, and complete administrative duties.

One of the biggest obstacles I faced was (and is) teaching; it is often highly enjoyable, but it is time intensive and can be extremely challenging. When I started teaching Evolutionary Psychology, which is a first year course at my institution, I had a difficult time adjusting the content to a level that the students could start from. I now realize that a faculty member must not assume that an incoming first year student knows the basics of genetic transmission, for example, and that quick reviews are very necessary. The more ongoing struggle I face is how to keep my teaching from consuming my research time. I do not believe that the two must be mutually exclusive; I talk about my research or experiences in all my courses. The problem, though, is that I teach five classes a year (class size varying from 40 to 155) and it can be difficult to carve out time dedicated to research.

My department is very focused on Industrial/Organizational (I/O) psychology, such that approximately half of the 17 full-time faculty members fall into this area and there is an associated graduate program. Although there has been no overt mention of my lack of involvement with the graduate students, I remain decidedly uninvolved. I suspect that I could attempt to convince some to do at least a comprehensive project on applied EP, but the small number of graduate students have ample opportunities to work with the I/O faculty. Thus, I exclusively work with

undergraduate students, usually 5-12 per year, and I ensure that the students I select have some of the necessary background. My strategy for finding students is to skim from the top the few students who represent the very best in my undergraduate courses and who want to continue onto graduate school.

Over the last few years, I have come to realize that admission to good graduate schools is extremely competitive, at least in Canada, and that there are various ways that I can help increase the odds in favor of my students. Obviously, their course work, volunteering, community involvement and so on is left to their abilities. However, in addition to thesis research, I attempt to have students complete a “lab study” where all members of my lab collaborate on a project. This means that the students are an integral part of conceptualizing the study, designing it, submitting it for ethics approval, creating stimuli, collecting data, interpreting the results, and then submitting it to a conference. I have found that this type of collaboration is invaluable to the students and it gives them a second chance of having a credible study to present (or to be an author on) at a conference. (It also provides them with potential collaborators for any future research projects.) To date, I have found that the NorthEastern Evolutionary Psychology Society is extremely receptive to undergraduate student work, and the recently formed *EvoS Journal* has a mandate of promoting the education of evolutionary theory in colleges and universities. As an aside, only a very small handful of students I work with want to become academics like myself and focus on EP. The vast majority plan to integrate EP with their other areas of interest, such as clinical psychology or criminology. Thus, I find it extremely important to continually endorse the fact that EP is a lens for viewing psychology, not an area of expertise in itself.

One aspect of my academic life that was entirely unexpected is that I wound up as Vice Chair of the Research Ethics Board for a few years. In retrospect, this was a very good experience, as it allowed me to quickly learn what sort of research is permissible in Canada, and at my institution. More interestingly, because I review numerous applications every year, I have learned a great deal about research design. It can be a rather time consuming committee, but young faculty might want to consider joining their institution’s ethics board for similar reasons.

Shortly after our original article, I began to sense geographical isolation (Halifax is on the far east coast of Canada, in a small very province) and this affected me in unexpected ways, such that conference travel was far more laborious, and I could not just drop by someone’s office to talk EP. My opportunities for collaboration were far better when I was a graduate student in Toronto, as there are many universities either in the city or nearby. In addition, with the workload from teaching and administration, my research came almost to a standstill, and I found myself unable to collaborate effectively with those whom I had formerly worked. I was forced to re-evaluate how I spent my time, and to start to make sure that I involved students in my research and make them my collaborators. And, slowly, my spouse (a Computer Scientist) and I began to casually talk about applying EP to his discipline, and over time, we began to perform collaborative work and published several papers. During the past two years, he has moved more firmly to EP and has helped supervise, in the shadows, some of the undergraduate thesis students. Based on my experiences, I would advise students or young faculty who feel any level of isolation to find some collaborators, and be open to the fact that they might

come from unexpected places. I still find it easiest if collaborators are located nearby because it is faster to toss ideas around and plan stimuli in person, for example, but certainly e-mail and other online communication tools work well for those located further away.

My department has remained incredibly receptive and supportive of my research interests, and I have informally heard from students that other instructors are talking about evolutionary theory in their courses and advising them to take an EP course. Some of my colleagues will drop by my office with a question dealing with EP, or to tell me about something they read in the media dealing with EP. I sincerely sense no hostility due to my area of research, and this is one reason I have remained at St. Mary's University.

Daniel Kruger

It was surprising for me to realize that it has been nearly five years since we wrote our original Evolutionary Psychology Journeys paper. I still think of my career as a work in progress, although it does appear to be progressing. Academics really are like the Red Queen, we have to run just to stay in place and we have to run twice as fast to get anywhere else. I have to use my Curriculum Vita as a gauge to see just how far I have ventured, because I am usually focused on immediate activities and plans for the future.

There is always some project that needs attention, or a manuscript to revise, or a journal submission to review. I now realize why it is that an advisor can take a whole month to give feedback on a student's thesis revisions. It is not necessarily due to a lack of interest or motivation, but the relative position in a towering pile of tasks – often threatening to topple over. There are so many things to do that one's work is never complete. One has to learn to triage activities to ensure that deadlines are met and that long-term and less concrete tasks are not neglected.

Over the course of our careers, we make the transition from research assistants to faculty supervisors. We learn how to contribute to a research team, how to become independent researchers, and finally how to manage others who assist with research projects. Having research assistants increases potential productivity but also creates more of a managerial dynamic, as data management and other tasks are outsourced. We must delegate wisely, as Research Assistants (RAs) should not be expected to accomplish anything too far beyond their present abilities, but may soon grasp what lies just outside of their current range with the proper investment. Some RAs will one day be academics themselves, an accomplishment that is likely to delight their mentors.

It is important to realize that there is quite a bit more to life than one's research and teaching. Balancing work with time for friends and family is a legitimate and healthy practice. Academia may be increasingly competitive, with continually increasing pressure to produce. It is good to realize that one cannot finish everything now, research programs build up gradually, and one may become miserable if too much quality of life is sacrificed to maximize productivity.

Students may be aware of the “small p” political challenges that are an unfortunate feature of the Academy. Faculty members are faced with complex problematic situations with co-workers, collaborators, superiors, and institutions.

Some problems have no obvious optimal solution. There are more than ample opportunities to get into hot water by doing what is right and just, so battles should be chosen carefully, preferably take on only those that really matter. When dealing with difficult colleagues, one should try to minimize the time and energy that they and the situations that they create take away.

I chose to join the research track at a prestigious research university where I had a post-doctoral fellowship. The academic, social, and cultural opportunities here create a gravity that is quite difficult to resist. There is substantial interest and activity in evolutionary research and frequent colloquia with interesting guest speakers. Also, my partner's career interests and family were in the same region, and these factors create quite an incentive for me to continue my affiliation. My experiences are likely moderately different than those of my colleagues who went straight into tenure track teaching positions. The benefits and costs are different as well. Whereas my teaching colleagues devote considerable time to instruction, I am required to spend considerable time on project and center meetings and the complex bureaucracy tangentially related to academic research products. I have heard some teaching faculty say that they wish they could focus solely on research, but the reality of research positions is filled with many other tasks and responsibilities, including the continual quest for funding.

I am fortunate to be part of a federally funded research center, so my position has somewhat more stability than other "soft-money" positions that are contingent on securing enough grant or contract funding to cover one's salary every year. Still, I am far from exempt from the soft-money treadmill and the longer I am in my position the greater the funding contribution I am expected to make in sustaining the research center.

Some of my experiences are specific to my particular position. My appointment is in the School of Public Health. My original academic training was in Social Psychology, and it took me a few years to learn how the field of Public Health operates and how to be productive in it. Psychology has a central focus on theory building and hypothesis testing; the goal is advancing knowledge and understanding. Public Health is largely an applied profession, most of the actual work in the field focuses on health education, applied research for practical purposes, service delivery, and interventions intended to improve health outcomes.

There are implicit assumptions in Public Health about human psychology and behavior, which tend towards the *tabula rasa* school of thought, creating challenges for the integration of evolutionary theory. Public health is also much more political than psychology, in the "big P" sense. Many of those working in the field have an explicit or implicit ideology and there is strong interest in changing public policy across a wide range of issues, not just those specifically related to health care. The goal is the improvement of health and the elimination of inequalities in health outcomes across groups. Also, in Psychology the focus is on the individual, whereas the current center of attention in Public Health is the influence of socio-economic factors, which are viewed as exogenous. These factors are known as the "social determinants of health," the strong terminology reflects the perspective of the currently dominant forces in the field. To be fair, most psychological research does not have any direct practical benefit to society or the individuals who participated in the studies. The concern for public benefit is more strongly integrated into public

health projects.

My interest in exploring evolutionary life history issues in modern populations is gradually yielding results. There is great potential for extending life history and other evolutionary research beyond what is possible to properly investigate with introductory psychology students, and public health seems ripe with opportunity. The challenge is the current lack of funding for addressing promising theoretical issues. Projects are much more likely to be funded if they have a direct practical benefit. I have had some success in creating projects that combine applied interventions with basic research questions. This has encouraged me in the pursuit of larger projects that will both have a greater beneficial health impact as well as more substantial theoretical contributions. If this work flourishes, I imagine that I will be on the same path five and maybe even ten years from now.

My progress has been slow yet steady because of the idiosyncratic dynamics of my research center and my own learning process regarding Public Health research. I still conduct traditional survey research, with evolutionary hypotheses of course, using the undergraduate psychology subject pool. The Internet has greatly facilitated long-distance collaboration, and I have worked on several successful projects with colleagues that I only see in person at conferences.

It is encouraging to see that evolutionary research is thriving. There seems to be ever more names attached to evolutionarily oriented articles and presentations. In addition to the increasing number of books, articles, and journals that explicitly follow an evolutionary framework, there are an increasing number of academic degree programs and speakers series focusing on evolutionary issues. Adding to the previously established Human Behavior and Evolution Society and International Society for Human Ethology, new regional societies and conferences are forming, such as the European Human Behaviour and Evolution Conferences and the NorthEastern Evolutionary Psychology Society. Members of preeminent guild organizations are also organizing evolution-oriented divisions, such as the Evolution and Sociology Section in the American Sociological Association. I am struck by how few recently arrived evolutionists did not work with an evolutionary mentor at either their undergraduate or graduate institutions. I suspect that the rise of the Internet assisted interested students in finding appropriate teachers. The academic market share of the evolutionary approach is increasing.

I also appreciate the academic maturation of individual researchers in the field. Several of my peers are going up for tenure or have recently achieved tenure. It is nice to see colleagues rising through the ranks in academia in general and also within the evolutionary community. Although many of the widely recognized researchers who pioneered evolutionary psychology are still quite active, evidence of the gradual succession of later generations into the establishment is gratifying. It is also encouraging when someone you have not previously met tells you that they have been following your work.

Steven M. Platek

Since last writing about my experiences as an evolutionary minded scientist a lot has changed. First, I left my position at Drexel University for a position in the School of Biological Sciences at the University of Liverpool. I stayed at Liverpool for

two years where I was fortunate enough to be in the company of Robin Dunbar, Geoffrey Parker, John Lycett, and Craig Roberts – all great evolutionary thinkers. While I initially was enthused about working in a biology department, I soon came to realize (to my surprise) that many biologists do not accept the tenets of an evolutionary psychology. It was an eye opener for me. I was very lucky to also be appointed at MARIARC, the local brain imaging center, where I was able to conduct a lot of really good fMRI work. I recently took a primarily teaching post at a new college in Georgia, USA: Georgia Gwinnett College.

I am again fortunate to be in the company of great colleagues as well as be in a position to help a new program grow and succeed. I was initially skeptical about the acceptance of an evolutionary perspective in a southern college situation about smack dab in the middle of the “bible belt.” To my amazement the students and staff are very accepting and encouraging. I am teaching a section of evolutionary/comparative psychology now to about a dozen upper level undergraduates that rival any that I’ve taught anywhere else.

Scholarly, I’ve come a long way as well. I am now Associate Editor of *Evolutionary Psychology, Personality and Individual Differences*, and Chief Editor of *Frontiers in Evolutionary Neuroscience*. I have my second volume on Evolutionary Cognitive Neuroscience due out in March 2009 and about to go into contract on a third. This subdiscipline of cognitive neuroscience has been something I’ve been pushing since I was a graduate student and seems to have taken hold with two academic volumes and the new *Frontiers* journal.

Do I still encounter resistance to my evolutionary perspective? Somewhat. Nowadays, relative to when I was a graduate student or younger professor, people would rather discuss, properly, the idea of evolutionary psychology and evolutionary cognitive neuroscience. This is different to the berating and attempts at “setting me straight” I used to encounter. I now seem to be in communication with more like-minded and theoretically open-minded scholars and students. In fact, I think the pool of evolutionary-minded individuals is growing; it’s not just that I surround myself with like-minded folks, as much as I might try. Occasionally, a student will challenge the ideas. Just the other day a student asked me in earnest if I had really thought that the earth was more than 6,000 years old! I love these students. When one can educate a young mind on the value of an evolutionary perspective – well there are few feats that feel as rewarding as that. That is where I am now. Teaching at a small liberal arts-like college in North Georgia. I am trying to spread the word about evolutionary psychology in an area that does not necessarily want to hear it. So far, I’ve been successful. I have a small group of collaborators growing at this new institution – from psychology and biology to math and computer science. I still do research, but primarily student driven research.

Catherine Salmon

I admit to being a bit dismayed when we first discussed revisiting this article to realize how much time has passed, not only since we wrote our “Reflections from the Next Generation,” but since I started my evolutionary psychology journey. I began graduate school immersed in Daly and Wilson EP in 1992! Now, one PhD and two post-docs later, I’m an associate professor at a liberal arts

university...seems like a lifetime since I was a graduate student.

When I think about what helpful advice or useful information I have to offer now to graduate students or new PhD's about to enter the market, I think that it falls out into several different areas and is highly influenced by the fact that I took a position at a liberal arts school. Unlike most of the other contributors to this article, my university has no graduate program in psychology and so my only experiences working with students are with undergraduates. This can be very rewarding, but the rewards are often somewhat different than those of working with graduate students, and less tangible. The rate of joint publication will tend to be lower and so you need to make a concerted effort to find the time to work on your own projects (sometimes with the help of your best undergraduate students, but sometimes on your own or with other colleagues). I also find myself balancing the demands of reviewing student work, serving as the chair of the Institutional Review Board, journal articles, being an associate editor of *Evolutionary Psychology*, and trying to get completed projects written up. A significant portion of my time is also spent in classroom teaching (a six course load) – more than I would ever have anticipated back when I was a student myself. I also have a very different view of the politics of academic life today than I did once upon a time.

When we wrote that first journey article, I was newly hired at the University of Redlands, flush with the excitement of my first tenure track job. I had been thrilled to apply for a position that asked for a person with EP interests. As others have commented, such positions are often few and far between. And I felt that my eclectic research interests would fit in well in a small liberal arts environment. In our previous paper, I mentioned that I was on the lookout for obvious hostility at the places I interviewed. In retrospect, I should have been watching for signs of less overt hostility toward EP. Never assume when you apply for a job, even if they say they want an EP'er, that everyone in the department is onboard with that agenda! There's often one who's secretly unhappy with it. Such hidden hostility is more often an issue and it's one that can be hard to counteract simply because it happens on the sidelines and rarely in a public forum.

There's really no simple solution for such a problem. My strategy has simply been to do my research and teaching to the best of my abilities and trust that that is enough for others to recognize my accomplishments and ignore the sniping from the sidelines. In a sense, my tenure was evidence the strategy worked. It's hard not to take such antagonism personally but it's also important to recognize it for what it often is, simple insecurity on the part of other academics. As I wrote five years ago, I am what I am, I can't pretend to be anything but an evolutionary psychologist; it permeates all my research and my courses. And despite my cautionary note, the majority of my department has been friendly and supportive. I think Dan said it best when he wrote that one should minimize the time and effort that difficult colleagues take away from you. Your own research, teaching, and relaxation are much better uses of your time in most cases.

I have found collaborative projects with colleagues from other universities to be extremely rewarding and intellectually stimulating. I think that many EP'ers who go to small colleges where there may be no other EP oriented faculty can benefit enormously from such contact. Working with Charles Crawford, AJ Figueredo, this little group, and Todd Shackelford on our Family Relationships book have been

wonderful experiences. Of course, attending the HBES meetings every year also renews my enthusiasm and commitment.

One of the most rewarding and frustrating aspects of being a liberal arts school for me has been the teaching. It's rewarding in the sense that seeing students in several of my classes usually means that they "get" EP. My evolutionary psychology class was very small when I first taught it; it's more than double the size these days. And some of the students who have taken my 400 level research course in EP have done excellent jobs on their small scale projects. It's also rewarding in that several have gone on to graduate school, not necessarily in EP but in areas where applying an EP perspective can be incredibly useful (sex research, public health, and health psychology).

Overall, I think I am reasonably content (as much as I apparently can be!) with the path my career is taking. I certainly enjoy the freedom to work on a variety of different projects in sometimes disconnected areas of interest. Though I'm always wishing for more time in a day, I try to balance my work with down time, either rescuing and rehabilitating pit bulls or training myself to be a better horsewoman! I like teaching not only EP but courses in other areas of psychology that in "my" world have a strong EP slant (such as human sexuality and criminal behavior). And I am pleased to see more and more wonderfully talented EP students presenting and publishing in a variety of journals across not only all areas of psychology but also biology, anthropology, economics, law, etc. The HBES conference has been held outside the US a number of times now and additional regional meetings and societies abound. Many books written with an explicitly EP perspective have sold very well and the work of many of our talented researchers is featured in documentaries and other media outlets. EP continues to flourish with more and more universities with tenured EP researchers and EP oriented research programs.

Don Symons (1992) once suggested that one day there would be no need for evolutionary psychology as a separate area because one day all psychology would be evolutionary. That day has sadly not yet arrived. But the new generation of enthusiastic researchers taking an evolutionary perspective, and having great success with it, gives me hope that that day will come.

DISCUSSION

Hostility toward EP

Common in each of our accounts is some experience with others' hostility toward EP. Whether coming from a colleague, a reviewer, or student, those who take an evolutionary perspective will likely experience hostility, sometimes spilling into belligerence. Space limits us from articulating and responding to all of the sources of this hostility (see Confer et al., 2009 for a full discussion), so we will just mention one general source here. EP is truly iconoclastic. It challenges popular beliefs and traditional thinking about psychology. Since its introduction, EP has been challenging cherished theories and long-held claims like a bully in a schoolyard.

We should not be surprised by some of the hostility towards EP. When a person or group of people proposes something radical, rarely is it adopted readily. Skepticism of theories that claim to be dramatic advancements on currently held

beliefs is often healthy. If someone has toiled away in a particular theoretical framework for their entire career, perceived claims of its obsolescence may be very threatening. It may be wise to adopt more humility, so that potential allies are not turned off by seemingly superior attitudes before they can critically evaluate the actual substance of the field.

The illumination of evolutionary theory will foster growth in those who seek the light, as well as attract those who fumble like moths against brilliance beyond their comprehension. There are many academics and others in the educated public who have a rather vague unease regarding EP. This provides a fertile venue for opportunists who are effectively establishing their reputations by crystallizing dissent. These pundits become champions of the cause for those who have misgivings about evolutionary research. One avenue of criticism toward EP invokes the “just so story telling” critique of EP. While at face value the criticism of the “just so story” sounds like one that pierces the heart of EP, in fact it only lays further groundwork for the expansion of an empirically founded EP. That is, in many cases the evolutionary psychologist lays down a story in an empirically testable framework. So, while critics attack at the story, it is on us, the evolutionary psychologist(s) to go out and test these theories (D.S. Wilson, personal communication (SMP) 2009). Hopefully these critics will make testable predictions based on theoretical differences and gather empirical evidence, as evolutionary theorists and scientists do. This will advance science more than idle speculation in non-peer reviewed publications. Thus, we challenge the Greek chorus of critics, those denying the influence of evolution or proposing their own framework as an alternative, to offer something substantial or get off the stage.

Evolutionary psychology is not *post hoc* storytelling; its practitioners often use a deductive approach, moving from theory to data. That is, evolutionary psychologists make predictions derived from hypotheses based on middle-level theories—e.g., Trivers’ (1972) parental investment theory—then collect data to test their predictions. For example, Buss et al. (1992) tested the hypothesis proposed by Symons (1979) and Daly, Wilson, and Weghorst (1982) that the sexes would differ in their reactions to a romantic partner’s sexual and emotional infidelity. Buss and his colleagues did not happen to collect the appropriate data, analyze the results, and develop a *post hoc* explanation for what they observed. Furthermore, claims of adaptations are typically stated as tentative until the proposed adaptation has undergone rigorous hypothesis testing (see Schmitt & Pilcher, 2004). The inductive approach, however, should not be disregarded. Moving from data to theory is a common practice in all scientific enterprises (e.g., cosmology, geology, physics) and is known as “explanation” (Tooby & Cosmides, 1992).

Importance of Publishing

All of us made reference to the importance of publishing early and frequently, not only as students but also as junior faculty with tenure reviews looming. It helps to be part of a laboratory with a very active research program (something to keep in mind when looking at graduate schools!) as the sense of competition and the often collaborative research efforts will tend to increase productivity. Think of writing a research paper in the same way as giving a talk. If

you can present your work at a conference, either as a poster or oral presentation, then you can write it up and submit it for publication, even if it is a student-focused journal. The critical feedback from reviewers, although sometimes intimidating, can help improve your papers and refine future research efforts. A cohesive research program with published papers and plans for the future (or the ability to present varied interests as such) will be appreciated by search committees and future colleagues. And again, the quality and innovative nature of the research is vital, not just the quantity of papers and presentations.

For those who experience difficulty putting a pen to paper (or finger to keyboard), there are a number of excellent books that contain practical advice for increasing productivity. Some favorites are Paul Silva's (2007) *How to Write a Lot: A Practical Guide to Productive Academic Writing* and Robert J. Sternberg's (2000) *Guide to Publishing in Psychology Journals*.

Importance of Collaboration

All of us are highly involved in collaborative research projects; some with colleagues and partners at our own institutions, some with colleagues across the country and even around the world. Some of the most prominent researchers in our field publish rarely, if ever, on their own. Instead their names typically appear in the literature as part of a unified team. Most of us have read seminal papers in EP by Daly and Wilson or Cosmides and Tooby. These academic teams also publish with other colleagues and their students. Great theoretical papers can often come from the insights of one author, but many of the best empirical papers are the result of collaborative efforts. It can be difficult working with a team, but the rewards far exceed the costs. Learn others' research interests, cultivate contacts, keep in touch between conferences, and work collaboratively on projects to boost research productivity and intellectual development. Furthermore, utilize your unique skills, knowledge of methods, etc to forge these collaborations. This, as a cumulative approach to asking questions from various methodological perspectives, will ultimately allow EP to answer questions about ultimate causation of behavior, as well as identify the underlying proximate mechanisms driving those behaviors. Know that many scientists have interests in area that they themselves are not expert. For example, most psychologists do not know how to scan brains, sequence genotype DNA, or even design a survey. If you can, you are in a position to develop collaborations.

Some of Our Differences

Some of our biggest differences are due to the types of positions we have settled into. Those of us at liberal arts schools have a high teaching load and no graduate students. Unsurprisingly, the demands of teaching loom larger in our experiences. This is not a negative situation; it is merely different from what most of us experienced as graduate students. Current graduate students should attempt to be prepared to work within these settings. Transitioning from teaching the occasional EP course as a graduate student or post-doc to teaching EP plus five other courses may be difficult, especially in the first year, but it is doable.

All of us agree that undergraduate research assistants are a worthy time investment for new faculty. Often they are the best students amongst their peers and seek to gain experience because it will serve them in graduate school. Other times, they are simply attracted by the idea of a specific area of research. However, those of us at smaller institutions agree that much of our research efforts get channeled into undergraduate thesis research and independent projects, such that sometimes that is the only way that we can perform any research given the other demands on our time and the focus on quality teaching. As a faculty member, getting students involved in a research program is important regardless of the institution into which one settles. Faculty-student collaborations come with tangible rewards for all involved but these collaborations can sap faculty-driven research. One author (SP) mentioned how faculty-student research collaborations can have the effect of steering research efforts toward these projects and away from the other projects. The demands of students who are conducting independent studies and honors theses necessarily get pitted against other research demands. This point is important to bear in mind when settling into a position at either a small university or a research university. However, balancing student-driven research and faculty-driven research may be a more delicate act for those at smaller universities.

Another potentially unexpected consideration is how the size of an institution might impact the research methodologies available to a researcher, particularly if a participant pool is to be used. Those of us at smaller schools have smaller research pools to draw participants from and often have to try alternative methods (online, for example) for recruiting participants. This is also an issue for those of us in small communities, as the local population will become quickly tired of perpetually being involved in one's research program. As a result, innovative research strategies are necessary and take time to set into motion, but they provide an opportunity for a student to gain hands-on research experience. Issues pertaining to participant pool size are of less concern at larger institutions, and larger communities afford a larger population for observational research or data collection.

A difference between those of us at smaller universities and at research universities is the number of evolutionary-informed faculty already settled at those universities. Those of us at smaller universities have fewer evolutionarily-informed colleagues in our departments. Having colleagues within a department who are informed about EP is a tremendous advantage, as these individuals represent potential collaborators, supervisors for one's graduate student's comprehensive project, and someone who might provide information on a new development in the field. Although many universities at this point may not have evolutionary psychologists on staff, neighboring universities may. When entertaining the possibility of applying to or accepting a position at a university in which there are no evolutionary psychologists, one factor worth considering is the number of evolutionary psychologists who may be at neighboring universities. For some of us (MF, SH, RM, SP, CS) we are the only evolutionary psychologists in our departments. Although this can lead to isolation, we anticipate this being a sentiment that future evolutionary psychologists will experience less often.

We think it is important to remind students that time will progress, and with time, one's status will change. At research institutions, relationships between

faculty, graduate research assistants, and undergraduate students may have much longer durations than initially expected and may eventually evolve into collaborations once the PhD is in hand, for example. As well, although widely recognized research universities are very difficult to enter into as tenure track teaching faculty, one may find ways to reap the benefits of such institutions through less traditional positions.

Change in Acceptance for EP

Many of us have informally noted that, approximately over the past five years, there has been an increase in the academic tolerance of EP. For example, many of us have experienced a noteworthy decline in the number of reviews we receive on article manuscripts that explicitly state problems with EP in general. This trend may reflect the maturation of the younger generation of EPs into roles as reviewers and on editorial boards, which obviously serves as a benefit to future academics in EP. Journal editors may also have a larger pool of potential reviewers who themselves have submitted evolutionary manuscripts. As well, we have mentioned several new societies and journals, thus reflecting an overall increase in the number of outlets for evolutionary-informed research.

Webster (2007a) reported that evolutionary psychology has had an increasing role in the literature of social and personality psychology, as represented in the esteemed *Journal of Personality and Social Psychology* from 1985 to 2004, and that some areas, such as cognitive neuroscience have been particularly influenced (2007b). This finding suggests that new EP scholars will likely have an easier time positioning their manuscript as relevant to a particular journal, and should expect wider acceptance of basic evolutionary theories, particularly if the topic pertains to psychological issues.

We replicated Webster's (2007a) analyses of evolutionary articles as a proportion of total articles in the *Journal of Personality and Social Psychology* (*JPSP*) and added data for years 2004-2009 (see Figure 1). Our figure presents the three year moving average, which in the most recent four years has risen above the trend line. Evolutionary articles now comprise about 2% of the articles in *JPSP*. This proportion would rise past 3% in the next ten years at the 1985-2009 rate of increase, although there is some indication that the rate of increase is accelerating.

The *Journal of Personality and Social Psychology* is the flagship journal in personality and social psychology published by the American Psychological Association. To provide a comparison, we have replicated Webster's (2007a) methodology for the years 2000-2009 for *Psychological Science*, the flagship journal of the Association for Psychological Science (See Figure 2). Overall, the rate of increase for *Psychological Science* is higher than that of *JPSP*. Evolutionary articles now comprise about 3% of the articles in *Psychological Science*.

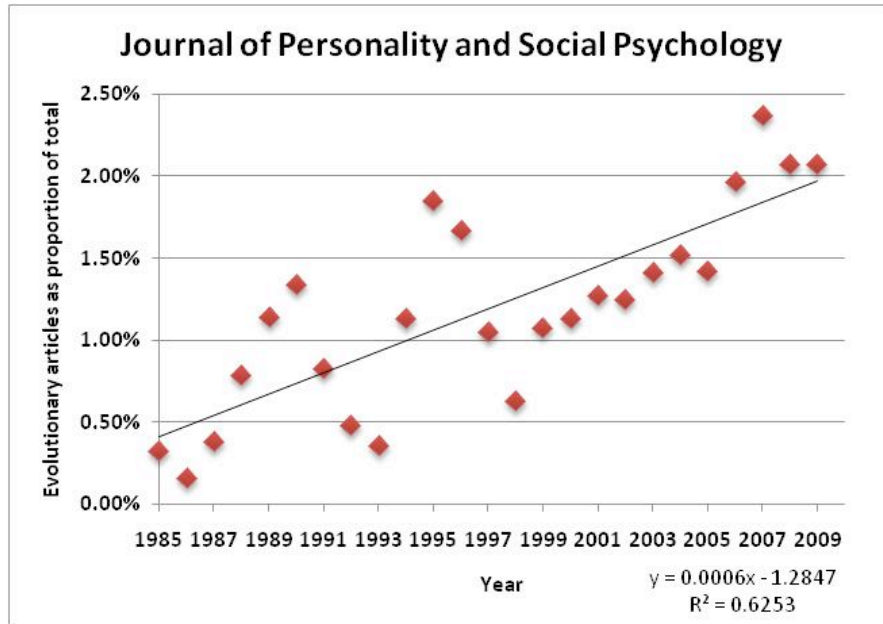


Figure 1. Evolutionary articles as a proportion of total articles in Journal of Personality and Social Psychology

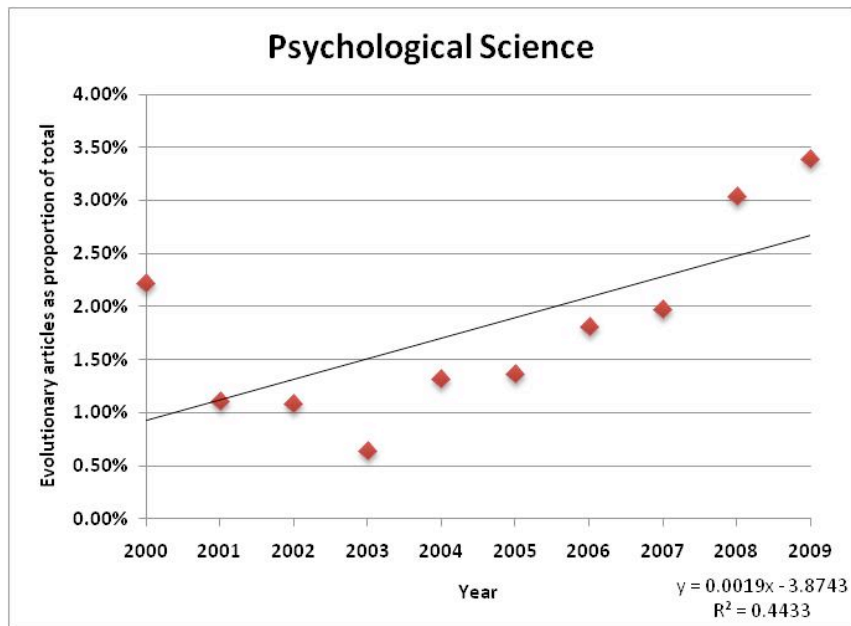


Figure 2. Evolutionary articles as a proportion of total articles in Psychological Science

CONCLUSIONS

We relay our stories, experiences, and modest advice in the hopes of reaching students and junior faculty who are continuing in Darwin's footsteps. We hope that by relaying our stories, experiences, and modest advices we can endue psychology students and junior faculty with the brazen, steadfast, and analytic spirit that Darwin embodied.

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