

Jerrell:...as we all know, based on our reading of the *Chronicle of Higher Education*. If you want to look for articles with less apocalyptic language, reading about Alt-Ac is a good idea. So, we have, we are blessed actually, to have today three really wonderful people. Tina in particular I think is really funny. She has recently come to talk to us in the English Department, but I am really glad that we are able to share her with the other departments in the university. So I'll be introducing them one at a time first. Dr. Gina Brandolino got her PhD from IU in English in 2007, and since 2009, has been employed as a lecturer in the Sweetland Center for Writing and the Department of English at the University of Michigan in Ann Arbor. She is, however, careful to note that she does indeed still bleed cream and crimson, though this basketball season,

Gina: Alas!

Jerrell: Right alas, alas alack and alas indeed, her students have been giving her a lot of flack for it, which I'm sure is now over. So without further ado, I will let Gina take it away.

Gina: Alright, thanks Jerrell! I can't see you and this seems really weird to not be able to see you, but I know you're there and I appreciate that introduction. I want to say that my building on campus had a terrible flood, and I intended to be in my office at school, and there was a terrible flood and there was actually a waterfall down the stairs, and ...How many of you have seen *The Shining* trailer? (I'm going to eventually get to talking about my job) how many of you have seen *The Shining* trailer where the blood, like, comes off the elevator? That happened, only with water. [laughter] It was really awful, and our office is actually in the basement, as are most writing centers, so it was a total disaster, and I'm having to do this from home. So that's what you're seeing behind me, and I want to just give a caution that I have a very old cat who has chosen this room to die in, and he's over there right now, and you might see him walking by. He's got a fairly large and bloody tumor, and I just want to apologize at the outset if you see him walk by. So that's my disclaimer. Maybe I'll use him as a visual aid at some point! The other things is that some of you I can see in the audience – certainly Jerrell is one of them who I can see in the audience – heard a version of what I'm going to say today when I was in Bloomington this fall. And so I've tried to punch it up a little, I'm actually going to sing part of this today to make it more interesting for you. Emily, and others, hopefully there will be something new for those of you who have heard this before. Finally, this is just strange, to do this by Skype, so I'm going to check in every once and a while to make sure that, like, I'm moving in tandem with the words; so if you guys could just give me a thumbs up when I do that, that'd be fantastic. Alright, so far so good? Is everything good? Ok, thank you.

Ok, so as Jerrell said, I am a lecturer at the University of Michigan, and I'm going to give you a lot more details about what that means later, but for now, let me just say that this is a full-time, academic job, but not a tenure-track one. My main responsibility is as a teacher, and I'll say more about that in a minute. I'm going to tell you about my job and how I found my way to it, and by doing so, I hope to illuminate what I think is a more-than-viable job option that maybe you didn't know existed, that I certainly didn't know existed when I started looking for jobs. And by doing that, give you an idea of the fact that there are more options than just tenure-track, academic jobs as you look forward to the job market for yourself.

So, I want to talk about three, or if there's time, maybe four points. First will be my first job, which was a tenure-track job, and the reasons that it didn't suit me, the reasons that I left it. Then I'll tell you about my job now. Then I'll talk a little bit about other jobs that are like mine, and then if there's time, and I don't want to push it – I mean, I can see the clock in back and I'll be watching it – I probably have a clock in my computer, too, but I don't know where it is – but if there's time, I'll talk a little bit about research because my job is primarily teaching, and I think people...people in graduate school develop a love/hate relationship with research, and knowing that you don't have to abandon research if you don't want to is a hopeful thing, and that certainly was the case for me. (Hi, person who just came in!)

I'm going to go ahead and tell you a little about my first job now, if that's ok. Are we still good, you can still hear me, it's all good?

Diane: All good!

Gina: Excellent. So, I graduated from IU English in December 2007, and I started my first job in the fall of 2008, so I got a job my first year out, and it was a tenure-track job. It was a small liberal arts college, and I was hired primarily to teach medieval literature. So from that description you can probably tell that I had every reason to think that I would love this job, and very little way to predict, going in, that I would ultimately not be fulfilled by it. The reason why not, I will explain now – why I wasn't fulfilled by it. Some of you probably know, or at least would remember the name of Betsy Williamsen, who is a friend of mine who I went through the program with. And when we were on the job market together, she used to talk about – I can't remember what she called it, something like the triangle of happiness or something – three things you have to have to be happy in your job: you have to be happy with what you teach, with your personal life, and with your department and your colleagues. So there are sort of three separate things that make up happiness, and it's great if you can get two of those going, better if you can get three. I would say at my first job, at any given time, I had one, and which one it was shifted. Here were the problems. First of all, I have a partner, and this partner was hired contingently to teach in another department at this school, and she was treated very badly. Those of you who have partners know that that doesn't really help you be happy, if your partner is being treated badly. So that was a really big problem. I also found that things required of me as a tenure-track professor were not the things that I especially wanted to do. And I don't mean the teaching, and I don't even really mean the research. What I mean is that I discovered that when you become tenure-track, there is a vast category of unseen work that you have to do, and it is based on social performance. And there is no paperwork that tracks this work, but you are absolutely judged by it all the time. And it has to do with things like putting up with senior colleagues that you don't necessarily respect but who have seniority over you; being interested in department issues that you can have no say-so in until you have enough seniority to actually have a say-so, which comes usually after tenure; and attending social commitments for the department or university. Now, I am not knocking people who can do these things. My partner, who is tenure-track, is great at them, but I am not. I'm terrible at them, and I'm terrible at them for a couple of reasons. First of all, I come from a working-class

background, so the social aspects of work that I'm used to are very, very different than the ones I encounter in academia. And, in a way, the social aspects of academia just don't fit me. This is because being social in academia often equates with being upper class, or at least acting upper class, so there's wine and cheese and tapestries, and I'm just not at home in that environment at all.

Diane: Chocolate covered strawberries.

Jerrell: Chocolate covered strawberries.

Gina: So, these aspects are the sort of unwritten, unreported work that one does for tenure, and I was really terrible at them. It also depressed me to have to do them, and in a way, it made me feel like I was betraying my roots. And all of this was a really, sort of bad feeling. And don't get me wrong, I think that academia needs to change so that these kinds of social events that you have to attend and all of this sort of unreported work that I'm talking about, that these things are more open to people of more diverse backgrounds than just the social elite, but I am not the one to lead that charge. I hope that somebody does, but I know that I didn't want it to be me. So, it was a relief when my partner got offered a job here, at the University of Michigan. She negotiated only one thing, which was a job for me. (By the way, my partner and I were on the job market together for three years, so if anybody wants to talk about experiences being on the job market with a partner, I'm more than happy to do that.) But anyways, so she negotiated a job for me, and when U of M started talking about what kind of job I might like, they asked me a question: would you like to pursue a tenure-track position or would you like to pursue a lecturer position? And I said, what's a lecturer?! You know, I'd never heard of it. And once I found out what it was, I leapt at the opportunity and I have never looked back. I have never been so grateful for an option as the lecture option.

Which gets me to tell you about my job now. But before I do, everybody can still hear me?

Diane: All good.

Gina: Ok, alright. Ok, so a lecturer. What is a lecturer? Well, at U of M, a lecturer is the teaching faculty as opposed to the research faculty of the university. So we teach mostly undergraduates, we are union-protected and have a contract – even, despite the right-to-work legislation, we just passed a contract that lasts five years and gets us by all the really terrible things our governor has done for unions, so: go union! At U of M, we have three campuses, so like IU has all the branch campuses, U of M has the campus in Ann Arbor, a campus in Flint, and a campus in Dearborn. And between the three campuses, there are 1,500 lecturers. So, we are legion, and with that many in a union, that's a strong union. There is a much higher ratio of folks from blue-collar backgrounds among lecturers than the tenure-track, which means that I feel more at home, I feel like in a way, I've found my tribe in this group of working class academics.

In terms of how the job works, raises and promotions are based on a review process much like tenure. So my teaching gets looked at, my service to the department and the university

gets looked at, and research is not required of me, but it's appreciated when I do it, so more on that later, like I said, if there's time. My specific job: I have an appointment that's split 50/50 between the Department of English, where I teach mostly medieval courses and sometimes other upper and lower level literature courses, like for instance right now I teach a class on horror literature along with another class on medieval women. So 50% of my appointment is in English, the other 50% is in the Sweetland Center for Writing, which just is unlike anything at IU, but if you stuck some things together at IU, it would make some sense. At Sweetland we have a series of courses we teach. We don't teach the equivalent of W131, but sort of the equivalent of J101 or J102, so like a course before the first-year writing requirement. It helps students who might be having problems with their writing and anxious about passing their first year writing requirement. We teach a lot of new media writing courses, we have courses on blogging and e-portfolios, and audio essays and stuff like that. We do all the peer tutor trainings, we train graduate student instructors to teach writing in other departments, and we also have a minor, a new writing minor. So it's a great, beefy department, it's not a writing center in the sense that people come and get their papers read and that's it. We have a curriculum.

All lecturers have teaching loads of 3-3. When I teach large courses, I'm given graders. Right now, I teach two 50-person courses, and I have 2 graders. We have a good salary, we have great benefits, we have a retirement package. And I say all this because often people assume that because I don't have a tenure-track job, I live under a bridge somewhere, but I don't. I have a stable and established job – and a good job. The reason that I have a good job is largely because of my union, and the union is, I think, really important, and will be increasingly important as the job market changes, but that's something that I'm going to talk about as I move now into the third section, which is other jobs like mine, because I've just described what I think is a pretty awesome job, and you're probably thinking, "Well, that's great, we can't all work at University of Michigan..." But! Not everybody has to.

Everybody ok out there, are we good?

Diane: Yep.

Gina: Ok. So. Lots of times (I think even yesterday this happened a little bit when Diane and I practiced Skype) people think my job is some sort of anomaly or weird arrangement because I found my way onto it as a spousal hire. The truth is that there are no more or less spousal hires in the lecturer faculty than there are in the tenure line faculty at the University of Michigan. I had to go through a national search myself, as a lecturer, just as I would have had to if I had decided to go on the tenure track here. And like I said, there are 1,500 of us. We're not all spousal hires, we all have been through a national search. Many people come from all over to the University of Michigan to be lecturers, so it's not like some secret society; it's a viable job option that I just don't think a lot of people know about. So that being said, let me say some other places where there are lecturers that I know about, and I can't say that I can provide you with a complete list. When I asked my union, even they couldn't provide me with a complete list because they said increasingly universities are moving to a lecturer system, and when they do, a union is sort of a natural thing that springs up, so my union tracks other unions, and they were able to give me sort of a partial

list. So Wayne State, which is in Detroit, also has lecturers, so does Michigan State. The CUNY system in New York also has lecturers, as does the SUNY system. The California university system also has lecturers. All these places are places where you can have a job like mine, and that's not anywhere near a complete list. I think increasingly there will be more jobs like mine. And if you pay attention, like Jerrell was saying, the higher education journals and newspapers you can read will say very dismal things about the job market overall, but one other topic that comes up a lot in *The Chronicle of Education*, at conferences, and in other venues of discussion is this growing "contingent job," "contingent faculty," right? And that's a job like mine. My job is not very contingent any more because I have a union and I work in a system that has developed a process for dealing with jobs like mine. More and more schools will do this, more and more schools will have a lecturer option.

As evidence of this (and this is just anecdotal evidence, but I think it's really interesting and it comes from somebody who I consider a reliable source) the director of Sweetland is Ann Gere, who's a big name in composition and maybe somebody you guys have heard of. She's a great friend to the lecturers and somebody who thinks a lot about issues of the shrinking tenure track. She told me that when she started her career in the 1970s, 80% of academic jobs were tenure track. Today, 40% of jobs in academia are tenure track. That is not coming back. It has been steadily shrinking since the 1970s. It has never jumped the other way, and it's only going to continue to shrink. I honestly believe, and would bet fingers on my right hand, that tenure will not last the duration of my career. I think that tenure is a waning system, and there's lots of evidence to back this up. Now, all bets aside, right now, most places without unions that employ people like me who are not tenure track have problems with how much this faculty gets paid, or the benefits and the job security. And there's a lot of discussion about how these things need to change, and I think it's something that academia is starting to work through and find answers to. But it's sort of just on the cusp of happening. And in several places like U of M, and SUNY, and CUNY, and the California system, these kinds of jobs, these non-tenure-track jobs are now stable and will remain stable. They're not going to get less stable.

So...everything still ok?

When I went on the job market in 2007, at the beginning of 2008, I never knew jobs like the one I have right now existed. And I actually sought out a job that many thought of as having "less prestige." Like, I was the person, when I was sitting where you are now, I would have asked for the recorder to get turned off so I could ask what it's like to teach at a junior college, for instance, or a community college. There were not very many people who went out of their way to encourage me to seek these kinds of jobs, but I think that those kinds of jobs do important work and stand at a valuable place in terms of higher education. And I sought out those jobs, which nobody wanted, and I still didn't manage to find jobs like mine, like I have now, the lecturer jobs. And I think that this is because we are really conditioned in graduate school to see academia one way only: the way our advisers see it, which is often – very often – very, very traditional. The old saw is that advisers like to reproduce themselves, and I think too often this true. Luckily, I had some really good advisers who did not interfere with my willingness to look outside the box, and I really

valued that and the advisers that I had that did that. So these jobs are out there, and to give you a sense just based on what I know about the number of lecturer jobs out there, every year that I've been at U of M, we have hired at least 2 full-time lecturers with contracts, salary benefits, the whole nine yards - in every way like my job, 2 new lecturers every year that I've been here. Right now we are interviewing a series of 4 candidates to hire 2 to work in Sweetland, and we've already hired another one to work over in English in the Environmental Studies Program. So three new lecturers in my departments will be hired probably before the end of the semester here.

If you look for these jobs, I want to encourage you to be wary of jobs that are presented as permanent, sort of, "if everything works out" or "if it goes well," but really are not. Be sure you know that the jobs are stable. The problem is that in academia things are so up in the air with these new, non-tenure-track jobs now that the situation differs from school to school, and you're never exactly sure what you're dealing with, unless you're willing to ask a lot of specific questions. I will say, if there is a union at the place where you are interested in working, that's a very good sign, and a sign that the job is probably stable because you have someone working very hard to make sure that it does remain stable. Finally, and this is something that I often think and I'm very grateful for, I don't know what departments you all are in, but I know that in English, I was trained to be a teacher. I fear no one in the classroom, and I have not at any school that I've taught. IU trains people to be teachers, I think; we have lots of teaching opportunities. That will serve you very well as a lecturer. What people seeking non-tenure-track faculty look for is good teaching, and good teaching is what IU taught me to do. So if you find that that's your situation too, I think that being a lecturer might be a good fit.

Do I have time, Diane, do I have time to talk about research for a little bit?

Diane: Not actually, but I will ask you that question in the Q&A because I'm very curious about it.

Gina: I feared I was running out. Can I just say two more quick things?

Diane: Yes.

Gina: One is, when I was on the job market, I had absolutely no idea how diverse academia could be, and so keep in mind that there's not just one kind of good academic job. And do not let anybody - even your adviser - tell you that only tenure-track jobs are good or stable because that is *not true*. Ok, that's all.

Diane: Thank you.

Jerrell: Thanks, Gina.

[Applause]

Diane: And so, I should have said, so if you do have questions, write them down because we'll open it up to all of our panelists at the end. So if you have questions for Gina, make sure you remember to ask them.

Jerrell: Thanks, again, Gina, for that really wonderful talk. Next up we have Deborah Strickland, who was a student of the person who I am currently the student of, Patricia Ingham in the English Department. She now, however, works at Pearson Learning Solutions, which is actually a kind of publishing and education company, one of the largest in the world as a matter of fact. She originally worked there as an associate editor, but now she is actually the associate editor team lead. So Dr. Strickland, I'll let you take it from there.

Deborah: Thanks everybody for having me. I'm really excited to be here because when I decided that I wanted a non-academic job, back when I was hanging out with Tamara, working on my dissertation, I felt pretty lost and confused about what to do, how to do it, where to go, what to think about, what would work for me, what wouldn't work for me, what people would think of me, what people would say, what I would say, so on the whole, I was floundering. So I'm super excited to share my wealth of knowledge with you, and also I would like to say, if any of you have questions or follow up, please feel free to come and talk to me afterwards, I'll give you my fancy business card, and you can email me or call me and we can chat any time.

So I basically just kind of jotted a lot of thoughts down somewhat in an organized fashion, and I'm going to hit the highlights, and then if there's stuff that you want to hear more about, I'm going to try to save myself a little of my 20 minutes to elaborate, but if not, maybe in the Q&A.

Why did I make the leap? Gina – actually – some of the reasons that Gina talked about applied to me as well. I'm a first-generation college student. I never fit comfortably really in academia. I could never get over my inferiority complex, which is something you hear about a lot. So I never really...I always felt like an imposter, so that was a big reason for me. But another reason was just that the idea I had about academia turned out not to be the case for a variety of reasons, and I just decided it wasn't the right fit for me anymore, so I just ...I can talk about that in more detail, but those are largely personal reasons, and everybody may have their own feelings about that. But a big one – a big one for me, and something that's made me successful in the position I'm in now is that I am a sprinter, not a marathoner. So the dissertation process for me was painful, I hated it, I do not like long deadlines, I don't like the idea that I have to have something done a year from now, or even 2 months from now, I like a concrete goal, and I like it to be tomorrow. I can throw myself into that, and work on it, and go crazy and get it done and feel awesome about it, but that long thing, for me, not so much. So that – to me – I felt like, "Ok, I need to make a shift." And not a shift into a position where I might be, you know, like Gina's position sounds pretty awesome, but still not the right fit for me.

So I made the transition, and I made it at the worst possible in my life. I was only a chapter into my dissertation, and I had kind of a weird dissertation of only three chapters, so I was about a third of the way done. I owned a house here in Bloomington, I had multiple pets,

and I got a job in Indianapolis. So the last semester I was here, I was shuttling back and forth between Indy and Bloomington; trying to sell my house; I found out I needed to make \$10,000 in repairs to it; my car broke down; I had no place to live up in Indy, so I was living with my boyfriend's parents, which made me feel like I was sixteen....but I did it, and I'm really so happy that I did it because I am just a happier person today than I was then.

Why is that the case? Well, in part that's the case because I lucked out and got into a system where the things that I have that make me me are really useful to the people I work for. The fact of the matter is, and I'm not – you know, if I look at myself compared to the colleagues I had in graduate school – I am not somebody who is at the top of the totem pole. I mean, I wasn't at the bottom, either, but I was not the best of the best. I'm not trying to toot my own horn or make myself sound super awesome, but the fact of the matter is, in this particular workplace, I have a lot of skills that are unique and that do make me look like I'm really pretty awesome. One of those is simply work ethic. You learn to work really hard in grad school, you have a lot of competing responsibilities, and it doesn't bother you to work at home because where else are you going to work, right? On the weekends, or in the evenings, that's what your life is. So for me to step into the position I'm in and have that kind of work ethic really set me apart. But there's also things like critical thinking, communication skills, analytic ability – although my dissertation was in the English Department, that kind of analytic ability is strong, exceptional, and stands out.

So what do I do? If you were hoping to hear about publishing and how I would be looking at all these wonderful manuscripts and really delving into talking to authors about their ideas, then I'm sorry to disappoint you. I work in sales, essentially. I work... Jerrell?

Jerrell: Yes.

Deborah: As Jerrell said, I work for Pearson, which is the world's largest educational publisher, so I work for a big, bad, nasty, evil corporation. We're a \$4 billion enterprise, 40,000 employees across the world. We own stake in *The Financial Times*, *The Economist*; our imprints are added to Leslie & Longman [?] ...I'm blanking on our science imprints, you'll have heard of them, you'll have seen them. A lot of people don't recognize Pearson because only recently did we fall under one kind of imprint umbrella. In any case, my job is to sell custom course material solutions to professors. So you can imagine that this was kind of an interesting transition for me. Never in my life have I been treated with the same level of disrespect by academics as I have been in this current position, so it was kind of an ego blow. I don't think I'll surprise anybody in the room by saying that corporations are not always looked upon with the kindest eyes by academics, and I'm totally ok with that because it takes a lot to hurt my feelings. But certainly it was a very different experience for me. I called on a professor who, because I spelled his somewhat unusual name incorrectly, asked me if I knew how to read. So, you know, for me as somebody who was working on their dissertation in *English*, I felt kind like, "alright, this is different. This is new and different for me." That makes it sounds bad. But I actually really love what I do. It's interesting, it's challenging, it's a very fast-paced environment. Because I work in the custom division, our goal often is to reduce the cost of course material to students, rather than to increase the cost of course materials to students. Of course, we are a company, and



our goal is to make money. So I had some colleagues, not in the English Department, graduate students, say some strange things to me when I decided to leave. So that's something to think about maybe if you're making the kind of shift that I'm making, is something to be aware of that some people, like Patty, my adviser, was super supportive, and lovely and wonderful about helping – even helping – me with the process of applying for non-academic jobs. Some folks were kind of nasty, honestly. And not faculty members – other graduate students. So that was kind of a weird thing.

How do you get a job like mine? Or any job that's not an academic job. You hear a lot of people say, "Well, if you have a PhD, and you want to get a regular job, you're going to fail, and you're going to end up working at Wal-Mart or McDonald's," or you know, I'm going to be homeless or I'm going to be on the street. These, I think, are sort of silly things to say, although I understand the feeling behind them. It was not hard for me to get a job or a job interview. If you think about what the kind of peripheral industries to higher education are, it's pretty easy actually to show how your experience relates. And in fact, 2012 was the year of the ed-tech boom, maybe you guys have read about that. There are tons and tons and tons of educational technologies and companies popping up. So like a big one that Pearson has invested in is Top Hat Monocle, Knewton is another great one with a lot of success, and Bennett-Compass is another great example of a company that's doing well. There are tons of them, though, and tons and tons of venture capital money is being thrown into these companies because this is what the kinds of conversations that are happening in the administrative level and above is, "How do we incorporate this kind of technology into the classroom to increase our efficacy, to be more productive, etc. etc. Teachers have different opinions on these technologies, but they're here to stay, I think, and there's a lot of jobs to be had in those companies. So if you kind of take a look at who are the – you know, I don't know the right biological term for this – but a shark or a whale swims through the ocean, and there's all those little fish around that guy, that's what I'm doing basically. I decided I didn't really want to live in this world, but I'm going to live in this little world that's feeding off of the place that I don't want to be. [Laughter] Which, I don't know what that says about me, but it's something.

So I got lots of interviews, I didn't always want the jobs or want to be in the position that I was in, so I think you have to think really long and hard about what your boundaries are and what your expectations are. I would have said several years ago, "I would never work in an office environment! I don't want to have to show up at 9 o'clock somewhere and stay 'til 5, that's bullshit! I'm gonna do my own work when I want to do it on my own time! And I can't be constrained in that way, and I don't want to have to dress nice everyday," and blahblahblah. I totally do not mind it. In fact, I love it. Right now, we're in the busiest season of the year, so I am working a lot in the evenings and on the weekends. But other parts of the year, I go to work, I leave my work at the office. When I come home, my life is mine, my free time is mine, I get to do with it what I want, I have, like, actual hobbies now. It's delightful. So you have to kind of think carefully and be really – I would encourage anybody to be really open-minded because if you take a job, you don't have to stay there. Interviewing for a position, applying for a position, is not a contractual obligation to take it. I think in academia, if you get a job offer, it's like, "Well I better take it because I don't know if I'll ever get another one." I certainly have friends who are in positions they're not happy

in now because they felt like, "I have to take this job, I may not ever get another offer." So be broad and open-minded.

The other advice is, talk to as many people who will listen to you about what you might want to do -- I got this job in part because I talked to anyone who would listen to me about the fact that I didn't think I wanted to do this any more and ohmygosh, what was I going to do with my life, I had no idea. Somebody said, "Oh, my friend works for this company, you should talk to her." She said, "Oh, we're hiring, you should talk to my boss." I talked to the boss, I got the job.

I think the hardest thing for me -- oh gosh, I'm only on C! -- the hardest thing for me was how to tell people why I was applying because that is a question I got a lot, and it's a question I still get a lot. "What are you doing here? Are you going to stay? Are you waiting? Are you going to go back to academia? Do you want to be a professor?" I work in an office environment with people who -- we have one woman who has a Master's degree, most everybody has a Bachelor's, we actually have one person who does not have a Bachelor's degree. So there is kind of a perception that, 'If you have a PhD, why are you here?' I'm there because firstly, again this is going to sound so egotistical, but I got the job -- it was -- we hire in people into our in-house teams on what's called "term of project." So it's a six-month contract with option to renew for two years, and then we either keep the person or we let them go. I have mixed feelings about that; now that I've actually hired people, I understand a little but more why we do it. But I was hired in basically as a temp, sort of a temporary employee, and I was promoted to a managerial position ahead of people who have worked for the company for ten years. So I don't think that's because, like, I'm a business genius. I think that's because I have skill sets that I share with all of you that set me apart in my environment and because I understand my customers so well. Any graduate student knows how to navigate a professor's office hours and free time carefully and thoughtfully, and that is a sales call! If you think sitting in your advisor's office and talking to them about your dissertation isn't a sales call, you got another think coming because it is for sure. I think I passed my quals purely on my sales skills, which I didn't know I had! But now I do. So basically, answering that question -- 'Why are you here? What are you doing here?' that was the hardest part for me. Now that I have my little canned answer, my world is easier for me to navigate. I'm going to skip over -- and we can talk about that in the Q&A, like, how do you sell yourself in that way?

What was hard for me? Well, ok, it was hard to go into a corporate environment full of people who -- some of whom shared my view on the world, and some of whom really did not. I never really thought of the university as an ivory tower until I left it, and then realized, holy shit! The world is full of people who don't agree with me. And they're everywhere, and I have to not say what I think sometimes, and that's really hard when you're used to -- not just used to saying what you want to say, but you are supposed to. Right? You're supposed to speak your mind and say the things that you want to say and the things that you believe in. That was a change for me. I think you have to be really used to the pace of change. The pace of change in a corporate environment is really fast, so one day to the next, the expectations for my job performance can change very quickly. I might be asked to do something that I was never hired to do, and I better get on board with it and do

a good job. I think it's a very political place, but so is any workplace. I mean, this place, any place going to be political. I don't mean political, I mean dramatic. So I think it's really important – I guess I'd say the last thing that was hard, and I only like 4 minutes, right, or 3 minutes?

Jerrell: Quickly!

Deborah: Let's – we'll just go. The last thing I would say about that is that it was kind of an ego check for me to make the transition that I made. I did not think of myself as somebody who thought I was that great...it was kind of rough. Most of my graduate school experience, I thought I was going to be a professor. That's still a position that has a lot of prestige associated with it, you know? 'Oh, a professor!' People automatically know you must be pretty smart, and you must be kind of interesting and sophisticated and eat a lot of wine and cheese, you know... [Laughter] And so now, I feel like sometimes when people ask me what I do for a living, I sort of want to make it sound fancier than it is, you know, because there's still that small part of me that wanted to be a fancy person. So I kind of had to let that go, and also, I took a job that it's kind of an entry-level job, or it was kind of an entry-level job. It's not a fancy job. I make a reasonable salary, a lot more than I was making when I was in school, obviously. But I took it because I'm taking a very long view of my career. I guess the last thing I would say is that I took it because, at the end of graduate school, after a long time of making no money and accumulating some student loans and feeling kind of like – to be frank, I don't know – shit on by my environment, which is a very bitter thing to say, but that's how I felt at the end of grad school, I wanted to make some money. And that's something I feel really uncomfortable saying to you all because I think that money is not something that academics tend to talk about as something they really want, at least not in my experience. And I actually had to learn that it was ok to talk about that. In fact, in the positions that I've had, it's actually considered an asset to want to make more money because they think you're going to work harder. So some of those cultural shifts were the hardest for me. I don't know, I think I'm going to stop there, and then if you have questions, I'm happy to answer them.

Jerrell: Thank you, Dr. Strickland. [Applause] And now finally I'm really pleased to introduce Mr. Jan Van Dyke, who has a multitude and I think very varied experiences with jobs associated with academics. So for 11 years, Mr. Van Dyke has served as Director for Career Services at liberal arts colleges and a community college. Prior to his work in higher ed, he held various positions in the non-profit sector, including the Director of VISTA, the Volunteer In Service To America corporation. He was also a member of the US Senate staff and has held various positions with political campaigns. And today he is going to tell us a little bit more about his current job, and also perhaps some of those others as well, in which some of his responsibilities include conducting career counseling appointments with undergrads, graduate students, international students; and conducting career-related presentations to various groups; and teaching career development and job-search courses. So thank you, and please help me...I will yield the floor to you, then, Mr. Van Dyke.

Jan: Thank you very much, thank you. First of all, I wanted to thank Gina and Deborah for being here because as a career counselor, I always want my students to hear real people

talking about real jobs, of what really happens in the job search. And so I'm going to try to introduce some of that reality, too, but I requested that I go last because I wanted to hear these real stories about what really goes on in the work world.

Well, some of the things you heard from Deborah are things we talk about in the Career Development Center all the time. You hear her talking about, we call it, "work values" – the culture, right? She's making this culture shift from one world to another, and that's something that is really important. One of the assessments we do is look at, what is important to you? It's different for every person, you're all unique individuals. What values, what you value, what is important to you, is different. And then we heard about values and the political environment. That is so real. I'm going to tell you a little bit about my career. One part of my career, I was in politics, I was in politics full time. One of the delightful things about being in politics is, I don't have to kid with you that I'm in politics! I met Julian Bond once, who was our Martin Luther King speaker, Julian Bond is a great civil rights leader with Martin Luther King, and I said to him, I thanked him for his courageous activism and service to America. And I said to him, "I used to be in politics, and now" – at the time I was the director of a liberal arts college career center. And he turned around to me, and he said, "You still are." [Laughter] And I want everyone to remember the words of Julian Bond, no matter what job or career you go into, you're still in politics. Every environment you're in – whether it's higher ed, non-profit, private sector – is a political environment. So your skills, and how your interpersonal skills in how you deal with people, are going to be very, very important. And that's a transferable skill that you can use in any job or career.

I did bring lots of handouts that we can give out along the way. One of them – maybe we'll start with this one – is sort of the all-review of the career development process. You know, people say, "Well, what in the world is the career development process?" And then I'll use myself as an example, the jobs and careers I had. I was one course short of a triple major as an undergraduate. I was history, political science, and general arts and sciences, and that's because I'm a kind of student who's just interested in everything. I wanted to do everything. And I'd love to live to be 500 years old so that I could do all the jobs and careers I want to do. One of them, which would be being an undergraduate student for the rest of my life, if I could find somebody to pay me to do that. That job doesn't exist. And so after having that experience of undergraduate work, my first job was working on Capitol Hill for a United States senator. And then I worked for – I was a campaign manager of a U.S. congressional candidate. I worked in a presidential race. I worked in a governor's race, and I worked in various campaigns. Then I switched careers, and then I became a VISTA volunteer – Volunteer In Service To America. I worked with people over age 50 who were laid off from work, and I was a job search trainer and helped them find jobs. And I have a ton of real-life stories about real people finding jobs. And then I became director of a non-profit organization in Philadelphia. I had seven job-search support groups helping people find jobs of all backgrounds and ages, from high school diploma to PhD and Master's degrees, all backgrounds. And then – I was one of those students as an undergrad, I thought I would never go to graduate school in a million years – and then eight years after working I went back and got a Master's degree in counseling and went out and became a director of a liberal arts college in Maryland. And then a director of a community college career center in

Orlando, FL, and this is my thirteenth year here at IU. Now notice all those changes – wow. That’s a lot of jobs and changes, and how’s it relate to history and political science, right? That’s one of our myths that every job, every major has a direct relationship with jobs and careers. Well, yeah, some of them, they can, accounting, and depending the more technical the major – some majors there’s more direct application than others. And then in Medieval Studies, we’re looking at transferable skills, and Deborah was sort of talking about that, too. What skill sets do you have to solve the employer’s problems?

So on this blue handout, you see the Career Development process; you hear the different jobs I’ve had and say, “Well, Jan, what’s the relationship here? This sounds really bizarre, you know, your history, political science, and general arts and sciences. That was actually my major, general arts and sciences, and my undergraduate peers said, “Jan, what you are going to be when you leave? A general?” [laughter] See, the humor was just as bad then. Undergraduate humor there. I don’t know what it was. But, if you look at all the jobs I’ve had, and if you actually looked at my assessments – if I take an interest assessment and a personality assessment, values assessment, skills assessment – what are the skills I enjoy using? What happens is, all those jobs made sense for me, and I enjoyed many parts of those jobs. Of course, I had to change cultures: total culture shift when you go from the political world to the non-profit world to higher education. But you have to be willing and interested in making those cultural shifts, and making the decisions of what’s more important to you. I made a cultural shift just in higher education. After 11 years of being a director, I thought, “No, somebody else should have that much fun,” you know? I don’t need to be a director; I got in this field because I wanted to help people. I want to do career counseling I want to do presentations. I wanted to do one-on-one and teach classes. I wanted to be with students; I didn’t want to be the administrator dealing with budgets and politics of higher education, imagine that! And constantly having to explain, ‘what is a career center and what does it do?’ and so forth. So there’s actually patterns to all of the different jobs I’ve had. Those jobs really did match my interest values, personalities, and skills.

So how do we find direction? And career direction? We may have – and it’s really this process, the three circles. One: know yourself. And this is what our previous speakers were talking about, in so many words, is what was important to you, what were your values, what’s important to you. Gina made some self-discoveries there about, you know, she wanted to work with the students, she wanted to maybe not spend her time at the wine and cheese, you know, and do all that – she wanted to work with students and teach them. We all have value choices to make. So we first of all start with values, interests, personalities, and skills. And then we research the careers. And I’d be happy to help you with that. In American culture, we do not value researching careers. This is something that we just don’t put much importance in. We have a billion-dollar industry in researching the house you’re going to buy, and the car you’re going to purchase – boy, these are real important things in American culture. But what are you going to do forty or more hours a week? Well, you know, talk to your friends, look on the internet, you know, it’s a casual kind of things, not something you could actually, you know, we reward you to do. Come to the Career Center, we’ll give you big bucks! We’ll show you how to research a career in a logical, methodical way. And then that’s the next piece: try out the career through internships, through

volunteering, through temporary jobs, through a lot of different ways. In that circle, I've listed a lot of different ways you could research a career. That's how we find direction. I use the analogy of the camera: it comes in focus, and it goes out of focus as we look at, 'who am I?' the self-assessment question, researching the careers and trying it out. And part of researching the career is, what is the salary range and what is the security? I was hearing a lot of issues around security, which is a very, very valid question to be asking people and to be doing research on. What is the future job outlook? Is it going downhill? Increasing? Is it staying steady? And what's the salary range in this field. So those are some of the real questions you want to ask yourself, with research and questions.

The next handout I have is one that I put together, it was fun to put this together because I was like, "Well, what could you do if you've studied Medieval Studies?" Raise your hands if you're graduate students. I just want to get...ok. And raise your hands if you're undergraduate. Ok, I thought it was a graduate student audience, that's what I thought. And that's why this green handout is all about that. And the first handout – these are possible jobs and careers that somebody studying Medieval Studies might actually want to research. Again, the bottom line though, is you want to find a job that matches your values, skills, personality, and interests. That's what it comes down to. That's the bottom line. But I thought this would give you some ideas, some things to think about. So the first is transferable skills. And these are skills that you've developed as a graduate student, and your previous speakers mentioned some of these: analysis, critical evaluation, ability to construct a logical argument, historical understanding, written and verbal communication skills. And in Career Development language, we call those transferable skills, and that's what employers look for. Now, Richard Bolles, who wrote *What Color Is Your Parachute?*, anybody know that book? Raise your hand, it's a famous book in job search. I've actually met Dick Bolles a couple times, a wonderful, wonderful person. I equate him to Dr. Herman B. Wells: a rare, rare, rare person; brilliant, brilliant person who's humble, humble, humble. It's so rare that you meet people like that. It was an honor for me to meet Dick Bolles, and he makes the argument – a very strong one, which is good – and he has a wonderful collection of skills and helps you assess your skills. What are the skills you enjoy using? As graduate students, you've developed tons of skills, but now we've got to narrow it down: what are the ones you'd enjoy using in a future job or career. And there it gives you – these are all in the handout – these are skills that are marketable to many different types of employers. So then the question is, "Ok, identify the skills you enjoy using. Now go research employers, research careers. Where is the match? Who needs your skills? Who needs those skills?" And Deborah, you sort of alluded to – you found an employer that needs your skills!

Deborah: Absolutely.

Jan: And that's why you've been promoted there. And then next, I just put together a sampling of possible jobs and careers that you might think of. Journalist, lawyer, librarian, writer – some of these of course would require further education and so forth. But just to give you...non-profit director, museum curator, advocate, living history specialist, researcher – these are all possible jobs or careers that definitely would need these transferable skills that you have. And then turn it over on the other side, and you have just some employers that might be interested in your skills. And I put some that were really

specific, others more general. Anybody with an educational mission. I thought, Deborah, you learned some new ideas – technology, educational technology companies, they’re growing. And that gives you a, what we call, prospective employers list. Who are the prospective employers that you could possibly start researching their jobs and careers: foundations and public interest groups, different federal agencies, U.S. State Department, National Archives, National Endowment for the Humanities, Smithsonian, professional associations, just some ideas of what organizations might be interested in your transferable skills. One of the areas that is important is to find out the professional association in the field that you want to go into. And it’s amazing. I like to refer to American history – I’m a big American history fan of de Toqueville. He came in the 1830s and wrote the famous book about Americans. And he wrote back to the European community about these Americans don’t go to a king or queen because they don’t have a king or queen to go to. It doesn’t exist in their system. They don’t go to a centralized religious body because they have all these diverse religious groups. They just get together, and they form committees to form problems! And they solve problems! And then, they form non-profits to solve problems, and then these committees become non-profits, and the rest of the world doesn’t even - even today, and I love this because I love the study of language; I told you I like just about everything – the rest of the world calls non-profits “NGOs,” non-government organizations, and “PBOs,” private volunteer organizations because it’s not really in their language, just non-profit organizations. But we have plenty of them, and one of the specialties, one of the subsets of non-profit organizations are professional associations. And professional associations exist with for the professional development of their members; you’re familiar with the ones in Medieval Studies. Every discipline has various professional associations. But every industry that you can think of – there’s the Antique Owners of America, there’s every group you could possibly imagine. I just found one because I’m interested in that, too, I put down the job title of Living History Specialist. There’s a professional association of Living History Specialists, the people that do this, and they want the professional development of their members.

This is a handout that I wrote that I think is very helpful in that these are questions you can ask professional associations. Go to their websites or call them up. Many of them will have career information on them for free. I’ve seen some in recent years even put little video clips of people that are in the field, and they talk to you about the job and career. And they talk to you and tell you why it’s a great job, what the rewards of it are, what the frustrations of it are. So you want to go to the professional associations. Look for career information. Some of them will actually have job listings just for their members, some may know about internships, some may know about scholarships in their field, and some may actually have job interview opportunities at their national conventions. So it varies because every association has a different history in what they do, but they can be tremendous, especially if you’re switching careers, like I did, and you go into that new world, it’s really important to have on your resume a list that says “Professional Associations” or “Professional Memberships,” especially if you’re going into that new world. When I came into higher education, it was really important that I have on my resume American Counseling Association, American Student Personnel Administration, you know, the various professional associations that career counselors and people in my field would be a member of because it’s showing that employer, “Oh, you’re a member of the same club I am. You

know what we're doing. You know what we're about in your interests and your own professional development." In the real world, I did have a provost ask me what political party I was from, uh, at that point I thought the interview was going really well, so... [laughter] because what did I do on my resume? Did it say what party I was affiliated with? Nooo, that was totally cleaned off the resume and the CV, but I had the professional associations to relate it more to higher education. And then – I don't know if we're out of time?

Diane: You have 5 minutes.

Jan: Ok. The other thing I thought I would bring to you is a packet of handouts here, and this one touches on your circles, you have your research career circle, and you have your trying-out-the-career circle, and also the circle for job search. It sort of touches on all three areas. These are what the staff at my career center call – some of these are my "top secret" handouts. They're referred to as "Jan Van Dyke's Top Secret Handouts." I've been in the field for a few years. I tell my students I'm 29 years old, but they just don't believe me for some reason. I say I just look mature for my age, that kind of thing. But at any rate, we have an official handout here, and some of my top secret handouts. And what you want to do is you want to start on the green handouts where I give you some ideas. "Where might I start researching?" "What careers and jobs might I be looking at?" And then you want to start talking with people that are in those fields. Now first, it'd be ideal if you made an appointment to see me, and I can help you with the books and the website research that you might do, but then the next step is going out and talking with people in the field. And this is a great way – it's a job search strategy, but it's a great way of researching careers. So your first sheet you have here is how you can access the online alumni directory. What better people to talk to than our own alumni about their job and career? And then if you go into that, the second page tells you to click on their major – you know, Medieval Studies – what were their majors? What state? And I would recommend state and major, and then see if they have a job title that looks interesting to you. Do they have an employer that looks interesting to you? And then you turn to the next page, and you'll see some scripts. And then you email them or call them up, and say, "Hello, Ms. Smith, my name is Jill, I read about you in the online alumni directory, I'm a student at Indiana University; I'd like to ask you some questions about your career. I'm thinking of entering the career of assistant director of public relations. I'd like to speak to you about what you do. Can I send you questions by email or set up a phone appointment and ask you questions over the phone? Or can I meet with you in person? I understand you're very busy and greatly appreciate your help." And I have another script there. So what we're doing is, you're just going and talking; you're being a reporter. And you're all really good at that because of all your training! You've asked lots of questions. You're just going and interviewing a person about their job and career.

And here on the next one, the salmon colored sheet, which is an official handout, this gives you a definition of what the informational interview is. And then on the back it gives you the actual questions to ask. "How did you get in your field? Why do you like your field? Why don't you like it? What are the frustrations? What's the salary range? How do you break in? What professional organization are you a member of?" And you ask all these questions.



Now, I told you about my career changes. I call it four career changes because when you go from being a full-time student, as I did as an undergraduate, to my first professional job, that's a career change. I'd been a professional student, right, for 16 years, or whatever it is, and now that's a career change. So I had four career changes. So I've done tons of informational interviews. And I once sat down and looked at all the jobs I'd had, and how did I find the jobs? 80% of them were through informational interviews and networking. You call this networking and informational interviews. And I found a job through a professional conference and convention where I had a job interview, I found a job that way. I found two jobs off the internet from an advertised job opening. I have a whole set of other top secret handouts that I didn't bring with me about job search strategies. In America, we tend to just focus on a few; we need to look at every job search strategy there is. I use the analogy: it's like growing a garden. You've got to throw a lot of seeds out there. You don't know which seeds are going to grow. So we want to use all strategies. But this is one of the best ones.

Also on your packet, going back to the second page that looks like this, this is the "Get Together" webpage on the IU Alumni Association, and you can click on the "local chapters," "affiliated groups," "schools and departments." Click on all those. And these are all volunteers, they're all graduates of IU who have volunteered and formed clubs, and you can call them up and say, "Oh, I'm interested in going into" – let's say – "public relations in Houston, TX." And you contact the club in that area, and you ask that chapter, "Is there anybody in public relations in Houston, TX? I'm thinking of going in that career; I'd like to talk to you about what you do." And the chapters often, I've seen some of their websites, they have "Orientation Websites" to the community because you're a Hoosier and they want to welcome you, to where to find apartments, where to eat, and what to do. So these are all our chapters.

And then the last page on the back is an article from the alumni magazine, and this is an undergraduate student who really did a lot of informational interviews and a lot of networking because he wanted to work in Hollywood. Very tough, very competitive, right? And so he ended up in his senior year doing 22 informational interviews with IU graduates in person in the Los Angeles area. He flew out in January break, and he met with a bunch of IU alumni. And he then flew out in spring break and met with some more. And as a result of that, he ended up getting a job at the MGM Digital Library in Hollywood. I just like it because it's a great example of informational interviews and networking. And I'm the kind of person who's just interested in just about all kinds of jobs and careers, and so I've had to do many, many informational interviews, not only to change careers four times, not only to find jobs, but also to just cross some off my list. And here's a strategy: I went at 5 o'clock. That's the strategy because the secretary's left the desk when you walk into almost any office in America at 5 o'clock, right? [laughter] And you sort of walked in, and it was an advertising agency; that was on the long list of jobs and careers I thought I'd research. What's it like to be an account executive at an advertising agency? And I walked in, and the person says, "Can I help you?" And I said, "Yeah, do you have a moment? I'm thinking about this field, I'd like to ask you a few questions." And in 20 minutes I learned more than I ever wanted to know about advertising agencies. I learned that, one, I was starting to hear about

a job opening, but at the same time, I was like, "I don't want to do this in a 1,000 years! Cross this job off the list!" [laughter]

And you always send thank you emails and thank you letters after every informational interview you do. Also, do not hesitate, go to the leaders in your field. Go to who won awards. Go to who's won honors, awards. Who's the leader in your field? When I was in my first career in politics, I thought maybe I'd want to run for political office at one time, and isn't this a great year not to be in politics?

Deborah: Isn't every year a great year not to be in politics?

Jan Van Dyke: Very good! That's why I use that joke over and over again because it fits so well every time! But I thought, "Well, I'll ask." I wanted to know more about different jobs in politics, including elected politicians. So I went around Capitol Hill with a letter for a congressman basically saying I'd like to come and talk to you about your career and how you got started. And I gave it in person to a staff member and tried to convince them that I wanted essentially an informational interview. I just wanted to talk to the congressmen about their job and career. And I met with congressmen! I mean, they're kind of pretty high up there in the structure of politics, and they're busy people, too. So go to presidents, go to leaders, don't be scared off by titles whatsoever. Who are the leaders in your field? I thought about the visiting convention bureau. I met with the director of the Philadelphia Visitor's Convention Bureau; it's one of the largest convention visitor's bureaus in America. So you go to the people that are leaders, and don't be shy about that because you have tons of skills. You are highly skilled. As a graduate student, you've developed a long list of skills. You are valuable to employers. And you're just doing your research. And before you do your research, you don't know if you really want to work for that employer or really want to be in that career. So you want to do your research ahead of time. And I've crossed off many, many, many, many jobs by doing that. But you also hear, like I did today, like we heard, right? Educational technology companies – by doing informational interviews, you hear about new jobs you hadn't thought of previously. Both our speakers said that! You know, you hear about jobs you hadn't heard about when you do your research. So I would be happy to meet with you in individual appointments. I brought my card.

This one – I only did 15 copies of this one – this is for those interested in an academic search. This is questions you might get and most likely will get in a job interview if you're in higher ed. And on the back, I put my favorite academic job search book. It's by Julia Vick and Jennifer Furlong and published by the University of Pennsylvania Press. And it's simply called *The Academic Job Search Handbook*. It's the best job search book that I've seen out there, and they've done multiple editions of it. I believe that's the most recent edition, but again, you can check on that. I believe that's the fourth edition. But it walks you through the whole process: the phone interviews, the interview by the committee, and the whole process of job search. It's as comprehensive of one that I've seen. So I'd be happy to answer questions.

Diane: Wonderful, awesome, thank you very much.

[Applause]

Diane: So, a few points of order. There are still two sign-in sheets, make sure you sign both of them. If you did not get one of these handouts, I'm sure we can email them to you, so actually come to me after if you want. I'll write down your email, and I'll get a copy, and we'll take care of that. And a final reminder – when you ask, because we're going to open up the floor for questions now – if you want your question to be off the record, just let me know. Just say off the record, and I'll do the recorder thing. Ok.

Christine: I have a question for Gina.

Diane: Gina, can you hear?

Gina: No. [laughter]

Christine: That's ok, I can yell!

Gina: That's better. You look super familiar.

Christine: Ummm, I don't know why, but that's good!

Diane: Ok, so yell your question.

Christine: Ok.

Gina: Can I know your name?

Christine: Christine Keener

Gina: Hi Christine.

Christine: Hey! My question is, when you went on the job search – the national search – for the lecturer position, did you feel that they weighed your teaching portfolio higher than your job talk? Did they require a job talk or did you teach a class?

Gina: Good question. I feel like the teaching portfolio was by far the most important thing. And it is less a job talk than a “teaching presentation” that lecturers do when they interview., We're going to be interviewing for instructors to teach multi-lingual composition, so there is a prompt that the teaching presentation addresses. And it is a lot like teaching way more than it's like a job talk, a presentation where what you're doing is talking to other teachers about how to teach. I think this is a pretty effective way to gauge a teacher, and that's the way that we use for national searches for lecturers in my departments.

Christine: Thank you.

Gina: Sure.

Jerrell: Yes, go ahead.

Audience member 2: I have a question for the non-academy type jobs. So on your CV, when you are listing your people who are recommending you, your referees, what kind of people do you target? Because as graduate students, you have the experience of teaching, and you know, this is for a non-academic job.

Jan: Yeah, that's perfectly fine to have. On your reference list, you can list anybody who knows you well professionally. It doesn't make a difference if it's a faculty member, or a supervisor from a previous job, a supervisor from an internship, supervisor from a volunteer experience. Just somebody who knows you professionally because what they want to know is, how well do you know – how long have you known the person and what was the context you've known this person, and then what can you tell me about their skills and personal traits.

Deborah: Can I add something, just on the same...? It's about resumes, so maybe it will address what you're about to ask. We hired 6 people in 2012, and we actually are going to be hiring this summer, so if you are interested in talking about a career at Pearson, we should talk, because we will be hiring in a couple of months. But we hired 6 people. We got maybe 200 applications. We had maybe 5 or 6 PhDs apply to the position, and they all turned in applications that were academic CVs with very academically written job letters. They did not get any interviews. I mean, not in a mean way, but they were kind of laughable applications because they had absolutely nothing to do with the job whatsoever. My manager or me, when I'm hiring for a position on my team, I do not care if you've published, I don't care what your research is in. What I care is: can you do this job? Because if you can, you're going to make my life better and easier, so it really is a huge shift in how you prepare those job materials and something to think about carefully. It's not that you can't say, "Ok, I have publications, and that shows this about me that matters to you, employer." If you can do that, great, let me hear about it. But if it's a long, long document, I mean...first one out of the pile.

Jan: Yeah, I should have mentioned that, too. I help graduate students all the time on, "Ok, this CV is good for higher education, but for the private sector like Deborah, or non-profits, federal agencies, think tanks – well, maybe think tanks are a little different – they all want to see a resume. And it should be targeted and matched to that job description. And it can be 1, 2 pages max.

Deborah: Max.

Jan: Absolute max. They don't want to see CVs that go on forever and ever. And the cover letter needs to be 1 page, and it needs to be really just – employers, they don't read your first or last paragraphs. They go right to the middle paragraph, and I'm just like any other employer, when I hire people, I go to the middle paragraph. And I'm asking the question, "Did you match yourself to the job? What skills do you have? What personal traits? What

experiences? What do you have that matches this job description? And I work with graduate students all the time about it because what's also confusing, those of you who are international students, it further confuses things – is the rest of the world calls a CV, a CV equals a resume. In America, CV is curriculum vitae, you use in higher education. Motivational speakers and a few other people use it. Everybody else uses a 1- or 2-page resume max. And that's targeted and matches the job description. Again, it's a cultural shift. It's a different world.

Audience member 2: I just had a supplementary question. So, in terms of being an international student and approaching the job market, if you have work experience that relates to your home country, is that of value at all here? And then can you list some of the people that worked with you to recommend you from there?

Jan: Yes, you can, and you can make an appointment to see me, and we can talk further about, but in the US, it's harder, your job search is harder, because American employers want – especially if it's optional practical training and you only get to work one year on an F1 Visa, they're much more inclined to hire the US citizen because they're going to invest time and money in them. So it's much harder for international students on the job search. But we do have a database I can show you on our website of – we can show a database of American employers who have hired students with H1-B Visas. So that means they first hired somebody for an F1 Visa, and so that means they are open to hiring international students. So we could talk more about that, but it is a little bit more involved job search.

Deborah: I would say, just as a tag onto that, that I am always applying for new jobs. I consider that a part of my professional development and networking, so even though I'm happy in my current position, I'm in an interview process for two other positions, one at Pearson and one at Cyngage, another educational publisher. And if I haven't applied for a job in 3 or 4 months, I consider myself to be falling behind the mark on that. It's a really good way to network. I have a different resume every single time. I have kind of a list that I cut and paste from. I have different ways I've pitched different positions that I've done, and I plug and chug those into a different formulation depending on the job. So I think absolutely, I mean, take those experiences that you can spin as relevant to the job posting, I don't care if they're on Mars, and put them on that resume because that's going to intrigue me, if I'm looking at it.

Jan: Right.

Audience member 2: Thank you.

Audience member 3: I have a question for you as well. You mentioned that you have a couple of ways to sell yourself coming out of academia.

Deborah: Yeah.

Audience member 3: So what exactly do you say?

Deborah: That's a great question. So when I first started, I went on an interview the week after I finished my dissertation and handed it to my committee. I was working for Pearson at the time, but it was for a different position. And I look back on that interview and just think, "My God, what have I done?" Because it was just a mess. I was so exhausted and tired and emotional about finishing the dissertation and handing it in. You know, it was really kind of a turning point for me. So I think I said a lot of things about myself that they didn't really care about. Like, "Oh, I really care about having concrete, definable goals. And I just don't really fit in in academia. And all these things about myself, which were true and fine, but not necessarily useful. So what I try to do when I formulate that response, like, "Why do you want this job? Why are you leaving? Why are you making a career change?" is anticipate what they are worried about about me, and then give them an answer that reassures them. So 9 times out of 10 with me, it's "are you going to stay?" "Do you want this" – for instance, the positions I'm applying for right now are field sales positions, so it's being on campus, walking around campus all day talking to professors. It's a hard job. The job process is as long – actually you go through more interviews than you would for a tenure-track faculty position. It is crazy. I'm on my 5<sup>th</sup> interview, and I have a campus project, which is an all day event as opposed to – it's like doing a job talk kind of thing. Anyway, they're worried I'm going to leave. They're worried that I don't actually know what I'm getting into. And they're worried that I'm not ok with the level of the job and that I'm going to consider myself an expert before I am and put that out onto my peers maybe. You know, "When I was getting my dissertation..." blah blah blah. They're worried about that. So I try to formulate a response that assures them, even if this isn't totally how I feel, this is the job for me! I love this job! I love this industry! I love this field! This is what I want to do.

Secondly, I acknowledge, "you may be concerned about X, but here's why you shouldn't be." So for instance, in a recent interview, I was asked, "to me it looks like you're still figuring out what you want to do with your career. Why should we hire you?" And I said, "Look, I've been at this company two years. I understand the structure of educational publishing. I understand that sales is the arm of this company that you need to be in if you want to go into any other arm." And by the way, that's true. So if you want to be the executive editor of English and Composition at McGraw-Hill, you have to be a salesperson first. Absolutely have to. So I tell them I understand that. I need to do this job. I need to do it for a while. I need to do it well. So you have to just have a reason that makes them feel good, like, "Ok, this person isn't full of herself. This person isn't going to take a job and leave after 6 months. This person isn't going to not be willing to learn from me and not be coachable and not be trainable." So that's kind of how I handle that. And I'm happy to brainstorm that with you if you want.

Jan: And I just want to add to that, and that's all absolutely true, everything Deborah said there. What I like, my favorite job interview question I do, and if you want to do a mock job interview with me, I'd be happy to do that. I'll say, "why should I hire you as opposed to the other candidates?" That's my favorite question because it's the hidden question in all job interviews, whether they ask that or not. And you should be answering that throughout the whole interview anyhow, no matter what they ask you. So you want to practice your examples of your skills. "So why should I hire you as opposed to the other candidates?" You

could say, "I believe I'm a very good match for this position because I have very strong organizational skills," and give an example of that. "I have strong writing skills," give an example of that. If that job description says organization skills and writing skills, you better be saying that same thing or else you shouldn't be interviewing with them. You should be a match for the job, and you should be enthusiastic for the job. And you have to demonstrate that non-verbally. But you demonstrate that with your examples, and that's what makes you different from every other candidate. Every other candidate has different examples and experiences that prove their example. And I call that "proof by example." You prove the skill or the personal trait you have by giving an example. And you want to practice that with your friends or practice on a mirror or a tape recorder or a videotape, and practice your examples over and over so they become more natural. You're confident with them. You're relaxed with them, and you come across conversational. I use the analogy of the presidential debates, probably because my first career was in politics, you can't get me out of it. But those job interviews – President Obama and Governor Romney – those debates are essentially televised job interviews. And what do they do? They practice with their aides on those questions. And they rehearse those so their examples become strong and conversational. Now we saw with President Obama the first debate...maybe a little bit more practice because of his non-verbals. You know, his eyes start going down, and the non-verbals start going down if you don't practice to build your confidence. And then Governor Romney, at the same time, he had a little problem when he said, "All those women in binders!" You know, he probably didn't quite want to say that as his example. You need to practice the examples so they sound conversational and they're believable to me. They have to be true for you. They have to be honest for you. Honestly represent yourself, and an employer's going to believe it, and you've proved it to the employer that, "Oh, you're a match for this position, we should hire you."

Jerrell: Gina, anything else to add? Well, actually, we have another question, sorry.

Diane: You might have to shout or come closer.

Gina: Hi!

Audience member 4: I had a question. How often do you find international candidates being hired for a lecturer position? In other words, does one get a work visa for non-tenure track positions?

Gina: Yes.

Diane: Oh, you're breaking up a bit.

Gina: Yeah, is that better?

Diane: Yeah, ok.

Gina: Last year we hired a faculty member who was native Italian, and then actually right now we're in the process of interviewing two international candidates for other positions. So this does seem like a job that can produce a visa, absolutely. Was that your question?

Audience member 4: Yes, thank you.

Gina: Ok.

Jerrell: I had another in the back there, sure.

Audience member 5: So my question was for you, too, Gina. First, where did you search for the lecture position? Was it on the university website, or was it in *The Chronicle of Higher Ed* or whatever? And then my second question was, you mentioned that your lecture position is – teaching is more rewarded, but research is smiled upon. So what are the – like, how do you go about doing research in your lecture position? Do they give you sabbaticals and...?

Gina: Ok. I didn't have to search for my job because it was presented to me as part of the negotiations with my partner when she got her job. But where do these jobs get posted, the times that they've been posted since I've been here? First of all, the University of Michigan employment website, and I think every major university has to post positions on their own website. So that's the first place they always go. And then we also post them to *The Chronicle*. And then it depends. The MLA job list or whatever the equivalent job list is depending on the specifics of the position.. But lecturer positions at U of M they get posted late, and this is something that makes me crabby about my departments because I think they post the positions late thinking no one will want them, that no one will apply for those jobs over small liberal arts colleges at the same time, which of course reinforces the idea that there's something lesser about these jobs. And it's actually something that I've complained to my superiors about and gotten, I think, an acknowledgment that there's a problem, but still no change. But they do post during that later posting that happens, I feel like, in December or January. It's been a couple years now since I've been on the job market. Does that answer your first question?

Audience member 5: Yes, it does, thanks.

Gina: Cool. In terms of the second question, there is no such thing as a sabbatical for a lecturer. Because we're not research faculty, they're not giving us time off during the school year. But in terms of – at U of M, we get paid 12 months but work a 9-month year, so our summers are our own. A 3-3 load is totally manageable, especially considering mine is 2 preps only. And so I find that I've had lots of time leftover for research. There is funding available through the union and then, to a certain extent, depending on your department, through departments. And I've found that, much like Deborah, I didn't like writing my dissertation. It was unpleasant. I've got all kinds of lingering life problems from it. I had lots of anxiety about my dissertation ever becoming a published book, but I've found that when that wasn't required of me any more when I took my lecturer position, I really liked thinking about what I could do with my dissertation. And I did the sort of ordinary thing where you turn a chapter into an article, and that was fun, but the thing that was more fun to me was the research I did for my dissertation became a couple of different classes I taught. And those classes I taught became places where I could experiment with cool



pedagogy. I do mostly non-canonical pedagogy, so lots of things off the beaten track. And that meant that I got to write a couple of fun articles about pedagogy, early English literature and pedagogy. And since I am talking to hopefully more than a few medievalists, let me mention that at Kalamazoo, at the International Congress, you'll find issues of the journal *Pedagogy*, which I guest edited with another Indiana alum, Nate Smith. It's a journal full of great articles. I have an article in the issue that is based on a class that I taught here at U of M, but I also got to help edit this wonderful collection of other great teachers ideas about teaching non-canonical texts. Had I pursued making my dissertation a book, I would likely not have gone down this path. So I feel like getting unhinged from any scholarly expectation in terms of what I would produce has actually helped me to produce a lot more. And the real benefit is that teaching well is one thing that helps me in reviews, but being recognized for my pedagogical ideas in publications is ever better. So I found that I've been able to write more about what interests me because my dissertation has encouraged me in different areas. I think Deborah's talking about a similar kind of process. Writing your dissertation, Deborah, it sounds like it was terrible, but then you discovered some things about yourself and your skills based on that work. I think this is the same sort of thing.

Deborah: Yep, definitely.

Tamara: I have one more question. Hi Gina, it's Tamara. Can you tell us a little bit more about lectureship positions and contract jobs? Was your lectureship job a one-year position with renewable chances? Or was it three years? Or is it something completely different?

Gina: Ok. I think the one-year renewable job is the dangerous job. To me, that's a very dangerous job. It's the job that my partner Ellen had at the school where I had a job before we came here. And that job went, "Just take the job for a year, and we'll see how everything goes, and we'll see if it works out, then we'll be able to give you another year." That's scary. That's not permanent. That doesn't really have very much to do with just you, but has to do with funding that the university has or lots of times the whim of people around you. And those are jobs that make me very nervous. The kind of contracts that we do have here, we do have contracts, but they are three-year. You go through a review that is actually overseen by the union your second year, and you get feedback. And so it's sort of like that's a place where you get told some things where, if you're not going to pass your review, they're going to tell you about them a year ahead of time so you have some time to react, some time to make some changes. And then you go through a formal review at the end of your contract, and you either get an additional contract or not. It's pretty rare that you don't, given that they give you the earlier review to help you identify your weaknesses. Once you go through this review process once, you get a promotion and a raise. And once you get to the second review, unless the university closes down, unless they run out of classes for you to teach, you're guaranteed a job. They have to employ you for the length of your contract at least, but there's a presumption, they call it the "presumption of renewal," which means that you always get another contract unless the university closes, which seems unlikely here.

...

Audience member 7: I have a question for Deborah and Gina actually about the dissertation. You talked a little bit about it, but I'd like to hear a little bit more about what the role of the dissertation is for either non-tenure-track or just non-academic. And then kind of a devil's advocate question, but then just, why finish it?

Deborah: Mmhmm, mmhmm. Gina, do you want to go first?

Gina: Haha, you go ahead!

Deborah: Oh, lucky me! That's a great question, and one that I specifically prepared for.

Gina: That's why you're going first.

Deborah: So the role of the dissertation. I think that when Diane first emailed me, it was like, "Would you be interested in this?" And I think you said something like, "Would you be interested in talking about how you're using your medieval PhD in your job?" And my in-my-head reaction was, "Ooh, I'm not." But of course I'm using all of the skills that I developed.

So the dissertation. How does it apply to the work I'm doing now? It's good for sales meetings. Sales meetings are big places where people drink a lot, and you've got to have interesting things to say. So I get asked about my dissertation from time to time, and it makes me sound like a fancy person like I always thought I'd be when I'd grow up. But in all seriousness, I think it gives me a certain level of, "I did that. I climbed that mountain," or, "I ran that marathon," or whatever. And I believe that if you asked my boss, she would tell you that, especially in my case because I finished it while working full time, that it says something about my ability to work hard, to finish a project that I started, to plan long term, and all the kinds of things that people tell you, "Oh, you should still finish because it says all these good things about you." I do believe those. However, for me, because I had started the dissertation, and I knew that if I just gritted my teeth that I could finish it within a certain amount of time, it was worth it for me to finish. If I were still in coursework and I was as honest with myself as I should have been, I would have just said, "Just go. Don't finish." I can't go back and change that, so I don't know if I'd be where I am, and yadda yadda yadda. At a certain point, I think it's better to finish than not to finish, and I think that point is kind of when you hit ABD because to me it's just like, you hear your favorite song on the radio, and then your car breaks down and you never get to finish it. It's just dissatisfying to you as a person, as an individual. And I do think that it could raise the question in some people's minds – I think if I were looking at the resume of somebody who was ABD and didn't finish, it just depends on their interview, their application letter. I might not think anything of it, or I might think, "Is this a person who starts something and can't finish?" I don't know. You have to really look deep inside and say, "Do I need this to be ok?" And, "where am I in my graduate career?" Because the closer you are to the finish line, I think the more important it is that you finish. The longer you've been in grad school, the more important it is.

Jerrell: Gina, did you have something to add?

Gina: Yeah, I'm glad that you talked first because I took a lot of notes on what you were saying. I'll try to build on it. It's so funny that you have the wine and cheese. I wanted to get away from the wine and cheese from the second that I entered the room. But I am also very uncomfortable about having a PhD, which is totally ironic because I really wanted it. But I don't let anybody call me by my title. None of my students do. But that being said, the dissertation...part of my job is working with students at U of M, an hour or half-hour at a time, on any aspect of their coursework that involves writing. So I work with lots of dissertation students who are total wrecks like I was. And I tell them what it felt like to me at the time, which is the dissertation was just a gigantic, super elaborate, flaming hoop that you just have to jump through. It is just a rite of passage in a lot of ways. But it's a rite of passage in that it gets you something that I think society values pretty highly, and I think Deborah is supporting that when she says the ways that people respond to her PhD and having written the dissertation. It's something to accomplish. I mean, it's a big deal. I'm not sorry I did it. It was unpleasant, but I'm not sorry I did it because it got me my PhD, and that is an accomplishment I'm proud of even at the same time that it makes me nervous in my own skin. But I think the big thing it did for me, in terms of job skills, is that it taught me a field that I wouldn't have an insider's knowledge of without it. What is most important to me, the thing that I'm on fire with, the thing that I base my whole identity as a teacher around, is teaching outside the canon. And that is nothing I would have learned if I didn't write my dissertation because there were little corners, little nooks and crannies where I was able to learn about texts that are not often taught in classrooms, but I learned by doing research. And so almost everything I teach comes from my dissertation rather than what I learned in class. So it's been incredibly valuable to me when I search for the things that I want to carry or want to push forward onto my students. I teach lots and lots of people who are going to be high school teachers. And I tell them, "When you go teach these high school students, you have to teach them something that I taught you. You have to not let these things die in the notebooks where you take notes for my class." And so I'm hoping that, and I know this is totally huge hope, but I'm hoping that I'm planting a little seed that will result in a bigger canon or a more diverse canon in future years. That is because of my dissertation, and without my dissertation, there's no way that would have happened.

...

Sarah: I have a question for Gina. You mentioned that after you left your tenure-track position, by the time you found your job at U of M, it took three years. That's right?

Gina: Oh no, it was immediate.

Sarah: Oh, I misheard then. Well I'd like to ask you, if it takes forever to find a job, several years let's say, what do you suggest that we do during that time?

Gina: I never had to wait to find a job, and I think part of the reason that I didn't have to wait to find a job is because I was willing to take a job that some other folks didn't want. Do you know what I mean? I love my job, but there are lots of people who would say, "Oh, it's not tenure track. It's no good, it's no good." I don't think there is a shortage of lecturer jobs

overall. They might be hard to find just because they're not advertised in the same ways, and they're not privileged in the same ways. But I don't necessarily think that they're so hard to find. But for me there was no gap. I graduated in 2007, had a tenure-track job 2008-2009, then started this job 2009. I think you might have heard me say that it took three years to get there.

Lindsey: So this actually goes back to the "why the dissertation?" question. Are there lots of lecturers in your kind of position who do not have their PhDs?

Gina: There are two kinds of lecturers at U of M. Sorry, two ranks of lecturers. And they're slowly collapsing and becoming one. The way it used to work is if you have a "terminal" degree, then you could be a higher level of lecturer. I am considered to have a terminal degree because I have a PhD. Many lecturers, I would say 75% of lecturers, have PhDs. There are not many ABD lecturers that I know of, but the truth is, I don't care. Much like Deborah, I don't give a damn if somebody didn't finish their dissertation. If they can teach, what do I care? And where I work at Sweetland, there are lots of creative writers. They have MFAs, which the university does not count as a terminal degree, which is ridiculous. Actually, the director of Sweetland has gone to bat for lecturers and said, "Now now, an MFA is a terminal degree, and these people should be put in the same rank," and it's something that's starting to happen. So this system is starting to collapse. Most lecturers, I would say, have PhDs. All of them that I know have completed a degree, MA, MFA, or PhD.

Lindsey: Thank you.

Paul: My question is, how widespread across fields are these lecturer positions? I mean, my background is in the biological sciences and history and philosophy of science. Would there be lecturers even in those fields?

Gina: Yeah, we have science writers on staff at Sweetland to help students write for those classes. We teach a class, "Writing in the Sciences," and I think that we're always in need of that kind of person on staff. You would be a valuable resource, you would be a very valuable resource at Sweetland. There are lecturers in every department that I can think of: engineering, biology, psychology. All through what is called "LSA," which is sort of like COAS at Indiana. I think there are lecturers over even at the medical school. Everywhere. They're everywhere. They're pervasive.

Diane: Deborah has a question.

Deborah: Well, I want to say something. I'm just being pushy.

Diane: Oh no, great!

Deborah: Which is why I'm a good salesperson. You didn't ask me this question, but I'm going to answer it anyway. I think that if you decide you are interested or potentially interested in a non-academic job of any kind, and you are on the job market, which we all

know can take a while, there are also some things you can do to better your chances of getting a non-academic job. And that is: anything else. For instance, my mom has a very small family business selling skincare products, and I have worked for that business since I was a kid. So that enabled me to go into interviews and say, "Yeah, actually I've been selling people stuff my whole life." But even if you don't have that kind of opportunity, I think like what Diane is doing is the perfect example. The kind of position you're in, it's attached to the university, but you're doing all kinds of stuff that isn't research or teaching, and that would make you a much more attractive candidate to a potential industry employer. So even if it's like, "I worked at Borders before it went out of business," or "I worked at a gym selling gym memberships," or "I worked in a non-profit organizing whatever," or start an organization. So I helped start an animal advocacy group while I was here that got me job interviews with PETA. You know, anything you do on the side can be spun, spun, spun, spun, spun into the fact that you're actually an expert in whatever you want to say you're an expert in. So any kind of part-time work that you have time for or volunteer work that you feel passionate about can go a long way towards helping with that.

Jan: Yeah, I would just add to that. You know, all of the above, volunteer, post-graduate paid internships, temporary job, part-time job, virtually anything – the employer wants to see, "Well, what have you been doing? Why are you pursuing full-time job search?" We need to have something there. The employer is looking for that. Going back to the issue of finishing the dissertation or not, and I get that question a lot from graduate students. I thought this was a good discussion we had here. It just comes down to a very, very personal decision of how important it is to you personally, like Deborah was saying, and also from the employer's viewpoint, is that going to make a difference to a future employer or not? But you had a very good discussion here, and it's a very personal decision.

Deborah: My grandma would tell you it's better to have it and not need it than need it and not have it.

...

Diane: So, any parting messages?

Deborah: I for sure have one because I always have something to say. I would put in a plug for something, which has nothing to do with me. Have you guys seen Versatile PhD, the website? It's a forum. No? It's a great resource, Versatile PhD, and it's basically a collection of people online who are talking constantly about, "What can you do with a PhD besides be a professor?" So positions like Gina's probably get discussed on there, but also going to work for a consulting company or working for an NGO or whatever. And they have different people who come on and answer questions over this email forum. So you can write and say, "Hey, person, you work for Ford. What's it like to manage people who make cars?" Or whatever question you have. It's a great resource. I looked at it a ton when I was making this transition. They actually tend to focus on stuff that is not like what I do. It's pretty, kind of like, non-profit, like, people want to employ their research skills, stuff like that. So if you're interested in a non-academic job that's got that academic flavor, then that would be a great place to look for it. They do have some kind of corporate stuff as well, but as much.

The second thing I would say is, the movie *The Talented Mr. Ripley* – super creepy, right? Super, super creepy. I see myself at the end of the day as this dude with a lot less murder. Um, no murder, since this is being recorded. [laughter] But really, I absolutely, fundamentally believe that it is possible to completely make yourself over and to sell yourself as somebody that you decide you want to be, whether that's kind of like doing what you are now or whether it's doing something totally different. I am here to tell you that it's possible because I remember, not long before starting my job, having a conversation with somebody in a parking lot about a vacuum salesman and saying, "Man, I would not want to work in sales!" And four months later, I was working in sales and really loving it. And I have lots of opinions on the field and the industry in general, but it is totally possible to go out and find a job that has nothing to do with what you're doing right now, to still be glad that you did it, and to really actually go far and above the success of the people who have been there a lot longer than you. So I don't know if I put that as articulately as I wanted to, but basically, there is life at the end of the tunnel, you totally can change your path if you want to, and there are a lot of people who are willing to help you and to talk to you about it, if you have the inclination. So talk to as many people as you can. I'm here as a service to other people, but also because any one of you could end up doing something, and I could be coming to you and saying, "Hey! Give me a job!" So these kinds of things are great for everybody, and let me know if I can help in any way.

Jan: Everything Deborah said was absolutely right! And it's so good, you could have a part-time job at the Career Center!

Deborah: Maybe I'll take you up on that.

Jan: Because you want to do all of the above. You want to work on this, and I would be happy – my cards are here – I'm happy to make appointments to see you or to work on a resume, CV, mock job interview. One of my favorite topics is effective job search strategies, all the different ways to look for jobs. But also really the whole aspect of career change. Deborah's done it, and I've done it many times. It all gets back to what's important to you, what are your work values, what are the skills you enjoy using, your interests and personality. And then researching those careers and trying it out. And it's a process, but you can definitely change careers. You can do it. And definitely this is just a partial list; you have a very long list of transferable skills that employers are interested in. So do your research on the careers and research on self and what are those skills you enjoy using. Let me know if I can help.

Gina: I would like to say something along the lines of what Deborah said, except that – if you're getting to the end of your graduate career, and you're deciding not necessarily that you want to leave academia – if you do, listen to Deborah. Everything she said is awesome. But if maybe you don't, then don't let anybody make you feel ashamed or less-than for thinking about one of these other kinds of jobs. I remember when I was first really realizing I was unhappy at my first job, I was on a panel with a teacher of mine, somebody who I had worked with in a Master's program before I came to IU. And she said something negative about non-tenure track jobs, and I felt so embarrassed and sad that this is the way people are going to look at me for the rest of my career. And now that same professor is running

into me and saying, "How awesome that you edited this journal and that you're teaching this class!" I mean, I have a great job, and people aren't conditioned to recognize it as a great job when they first hear it described. But the field is changing, and it is changing quickly, and it is changing even in the direction of non-tenure track, so do not be ashamed. An I'm happy to talk over email or Skype or whatever. My email address is [gbrand@mich.edu](mailto:gbrand@mich.edu). (How ironic is it that I move to Michigan and they give me the email GM Brand? This was right after the whole government buy-out and everything.) Anyways, I'll be super happy to help anybody. Two more things: I'm so happy to be able to spend some time with Hoosiers; it is a sad, sad day (because we lost an important basketball game). And will everybody please go have a Laughing Planet burrito for me!

Jerrell: Can we thank all of our speakers again for being so awesome!