



[In the nonacademic job market], flexibility in both methodology and research topics is highly valued (as opposed to depth of knowledge in one area, or the desire to focus on one particular topic). I also think that practical, hands-on experience is very valuable. So for instance, if you have directly recruited schools, collected your own data, created your own data collection instruments, etc.
-Martha Bleeker, Senior Survey Researcher, Mathematica

Most grad students haven't had the opportunity to demonstrate a variety of methodological skills in papers/job talks. I think it's more important to demonstrate that you simply have strong methodological skills - not statistical skills, but methodology. That they know how to design a research study or an evaluation (and a wide range of types of evaluations). That they understand the limitations of certain designs in terms of the conclusions that can be made. I also disagree with the notion that most non-academic jobs are soft-money. Many are, but many are not. Probably all research orgs require that somebody in that org needs to be able to write a proposal that's funded, but usually fund-raising is expected at more senior levels, not at junior researcher levels. Methodological skills matter most, content knowledge less - general attitude is that adequate content knowledge can be learned fairly quickly but methodology skills cannot. An organization might require a paper - if possible, that paper should highlight an applied research question, something that has implications for programs or policy. If the grad student has time to do an internship at a well-known research org (even just for a semester or summer), they look better. I wouldn't recommend a job at a foundation (i.e., as a program officer) for new Ph.D.s - definitely need experience designing and directing your own studies and working with funders as a grantee to be effective as a research & evaluation officer. In the application and interview, the grad student should really make it clear that they WANT a non-academic job and its not just because they're not sure if they can get an academic position. I think many people are turned off by that.
-Tina Kauh, Research and Evaluation Unit Program Officer, Robert Wood Johnson Foundation

Well, the best thing to do is be the strongest possible candidate. That would include getting research and teaching experience on your vita. As we know, a publication or two helps. When applying for jobs: 1. Be willing to move anywhere. 2. Apply widely. 3. Go to conferences and meet people. If you get an interview: 1. Do your homework and learn about the department and faculty. 2. Talk slowly. 3. Smile a lot. Not very profound, but important nevertheless.

- Paul Amato, Arnold and Bette Hoffman Professor Emeritus of Family Sociology and Demography, Penn State

Course websites: <https://carmen.osu.edu/>

course details Books: All are available online through the library.

The Professor Is In: The Essential Guide to Turning Your PhD Into a Job (TPII) by Karen Kelsky

"So What Are You Going to Do with That?": Finding Careers Outside Academia (SW) by Susan Basalla and Maggie Debelius

The Academic Job Search Handbook (AJSH), 4th Edition by Julia Miller Vick and Jennifer S. Furlong

Succeeding Outside the Academy: Career Paths beyond the Humanities, Social Sciences, and STEM (SOA) edited by Joseph Fruscione and Kelly J. Baker

We will be accessing presentations from the National Center for Faculty Development & Diversity library. You need to join NCFDD to access these resources. It is free to join because Ohio State has an institutional membership. Go to: <https://facultydiversity.site-ym.com/page/join> and chose "Institutional Sub Account Membership."

We will also access resources from The Versatile PhD. Ohio State also has an institutional membership for this platform. Sign-up here: <https://versatilephd.com/members/>

See Carmen for additional resources and readings for each week. Even if you do not use/read them this semester, save these resources and readings and look over them during your job search process.

Week	Required Readings	Assignment
Week 1: January 10th Introductions/ Self-reflection	Part One: Dark Times in the Academy (Chapters 1, 2, and 3 in TPII) Ten Things I Wish I'd Known During My PhD in SOA	Assignment 1: Permissions and Self- Reflection
Week 2: January 15th Academic jobs; Jobs at different kinds of institutions; Postdocs Guest Speaker: Matthew Ponesse, Associate Professor, Ohio Dominican	<i>The last year of graduate school: Heading for the Job Market and Choosing the Right Institution</i> by Rachel Connelly, Kristen Ghodsee (Chapter 5 in Professor Mommy) Where are the Jobs? Institution Types and Ranks (Chapter 11 in TPII) <i>The Postdoc Application: How It's Different and Why</i> (Chapter 53) in TPII <i>The Good and the Bad of Postdocs</i> (Chapter 54) in TPII	Assignment 2: Institutional Self-Reflection
Week 3: January 22nd Nonacademic jobs Guest Speaker: Karyn Marciniak, PhD, Workforce Strategy and Analytics	<i>100+ Skills That Translate Outside the Academy</i> (Chapter 60) in TPII <i>How to Move Beyond the Professoriate</i> in SOA Review the skill list in this presentation: Jobs Outside Academe Browse 1) the Beyond the Professoriate blog posts that have the tag "Careers for PhDs," 2) the blog posts under Connected Conversations from Connected Academics, and 3) Real Life	Assignment 3: Non-academic Job Self- Reflection

Consultant at Mercer	Examples in The PhD Career Finder in The Versatile PhD; review at least four of the posts.	
Week 4: January 29th Finding jobs and the Job Search Process Erik Porfeli , Chair, Department of Human Sciences, OSU	<i>How to Work the Conference</i> (Chapter 20) in TPII <i>The Tenure Track Job Search Process Explained</i> (Chapter 4) in TPII <i>The Importance of Advisors and Professional Networks</i> (Chapter 5, pages 31-33) in AJSH <i>Learning about Openings</i> (Chapter 8) in AJSH	Assignment 4: Finding a Job Self-Reflection
Week 5: February 5th Cover letters Guest Speaker: Jill Yavorsky , Assistant Professor, UNC-Charlotte	<i>The Academic Skepticism Principle</i> (Chapter 21) in TPII <i>What's Wrong with Your Cover Letter</i> (Chapter 22) in TPII <i>Tailoring with Dignity</i> (Chapter 23) in TPII <i>Cover Letters that will Get You Hired</i> (pp. 122- 125) in SW	Assignment 5: Your Cover Letter Peer-Review 1: The Cover Letter
Week 6: February 12th The Statements: Research, Teaching, and Diversity	<i>Just Say No to the Weepy Teaching Statement</i> (Chapter 25) in TPII <i>Evidence of Teaching Effectiveness</i> (Chapter 26) in TPII <i>The Research Statement</i> (Chapter 27) in TPII <i>What is a Diversity Statement, Anyway?</i> (Chapter 28) in TPII <i>The Dissertation Abstract</i> (Chapter 29) in TPII	Assignment 6: The Statements Peer-Review 2: The Statements
Week 7: February 19th Reference letters	<i>Cultivating Your References</i> (Chapter 18) in TPII Wrangling Recalcitrant References (Chapter 41) in TPII Gender Bias in Academe: An Annotated Bibliography of Important Recent Studies by HASTAC Admin Review Specific Instructions to Letter Writers by Lauren Altenburger	Assignment 7: Reference Letters
Week 8: February 26th CVs/resumes and Your online Web Presence	<i>Take Control of Your CV</i> (Chapter 14) in TPII <i>Rules of the Academic CV</i> (Chapter 24) in TPII <i>Managing Your Online Presence</i> (Chapter 42) in TPII <i>This Might Hurt a Bit: Turning a CV into a Resume</i> in SW	Assignment 8: Your CV and Online Web Presence Peer-Review 3: The CV and Online Web Presence
Week 9: March 5th	<i>Academic Job Interview Basics</i> (Chapter 30) in TPII <i>The Key Questions in an Academic Interview</i> (Chapter 31) in TPII	Assignment 9: Rocking the Pre-Interview

Skype/Phone/Conference interviews	<p><i>The Conference Interview (Including Phone and Skype)</i> (Chapter 32) in TPII</p> <p><i>Sweaty Palms, Warm Heart: How to Turn an Interview into a Job</i> (pp. 140-142) in SW</p> <p><i>Interview questions for graduate students interviewing for non-academic jobs</i> by Anne Krook</p>	Interview Parts 1 and 2
Week 10: March 12th Spring Break	No class	
Week 11: March 19th Campus interview/Job interviews	<p><i>The Campus Visit</i> (Chapter 33) in TPII</p> <p><i>How to Talk to the Dean</i> (Chapter 36) in TPII</p> <p><i>They Said What? Handling Outrageous Questions</i> (Chapter 37) in TPII</p> <p><i>Good Job Candidates Gone Bad</i> (Chapter 39) in TPII</p> <p><i>What Not to Wear</i> (Chapter 46) in TPII</p> <p><i>How to Talk to People, According to Terry Gross</i> by Jolie Kerr</p>	Assignment 10: The Campus Interview
Weeks 12: DATE TBA Job talk and Teaching Demonstrations	<p><i>The Job Talk</i> (Chapter 34) in TPII</p> <p><i>The Teaching Demo</i> (Chapter 35) in TPII</p>	Assignment 11: The Job Talk Peer Review 4: The Job Talk
Week 13: April 2nd Negotiating the Job offer Guest Speaker: Anastasia Snyder	Part VII. <i>Negotiating an Offer</i> (Chapters 48-50) of TPII	Assignment 12: Negotiating a Job Offer
Week 14: April 9th Gender, race, family, location, and the job market	<p><i>When You Feel Like You Don't Belong</i> (Chapter 44) in TPII</p> <p><i>What if You're Pregnant?</i> (Chapter 45) in TPII</p> <p><i>Race, Gender and Academic Jobs</i> by Anonymous</p> <p><i>Embrace Your Inner North Dakotan</i> by Daivid D. Perlmutter</p> <p><i>Location, location, location</i> by Alexandra M. Lord</p> <p><i>Asking to Speak to Other People of Color on a Campus Visit</i> by Anonymous</p>	Assignment 13: The Personal Side of the Search
Week 15: April 16th	<i>Declaring Independence</i> (Conclusion) in TPII	Assignment 14: Final Reflection

Course Requirements

In-class participation (40%). This class will be a mix of lecture and discussion. I want to encourage you to ask questions, make comments, and engage with the material, your classmates, and me. As this is a graduate course, I expect you to come to class prepared, having read the assigned readings. Attendance is mandatory for this course; contact me immediately in case of serious illness or emergency.

Canvas assignments (40%). You will be required to complete a Canvas assignment for each class period. These will be due in Canvas by midnight on Sunday night. The assignments will be discussed in class and will be graded complete/incomplete.

Peer review assignments (20%). You will be required to do a peer review of your fellow group members four times throughout the semester. You will give feedback (either video or in text) to your fellow-student on their assignment.

Grades

This class is graded satisfactory (S) or unsatisfactory (U).

Policies

Class norms – I subscribe to Brené Brown's description of connection: "**connection is the energy that is created between people when they feel seen, heard, and valued; when they can give and receive without judgement**" (Daring Greatly, pp. 145). In this class I will strive to create an environment conducive to connection. We will discuss a variety of potentially sensitive topics in this course. You will have different opinions, different experiences, and different emotional reactions to class material. Given this, I have a variety of expectations for the behaviors of students in this class. I have articulated these as "class norms" and it is my belief that they will foster connection.

- Students should respect confidentiality. Specifically, another student's personal information, experiences, or comments should not be shared outside the classroom.
- Students should listen respectfully to one another; different perspectives should be respected. Specifically, let other students finish their thought before you respond.
- Students should respond to the content of what is said in class. Specifically, you should comment on what the person said, not on the person saying it; your response to another student's comments should not be personalized.
- Students should use "I statements" (such as "I believe that . . .") rather than generalizing their comments to a group to which they belong (e.g. Christians think. . .) or society or societal groups as a whole (All children of divorce. . .).
- Students should avoid playing the devil's advocate (but don't you think that. . .?) because the other student may not be comfortable having an argument in front of the class.
- All students have the right to be silent in any group discussion.

Be prepared for the job talk very early in case of an early interview-the week or so before the interview needs to be spent on learning about the university rather than prepping a job talk.

Never underestimate the importance of being nice and friendly. I think I was selected over someone with a better publication record because the faculty could see themselves working with me (that is what the spouse of a colleague told me, anyway). I have also seen very accomplished people not offered positions because they seemed too arrogant on the interview.

–Karina Shreffler, Professor, Human Development and Family Science, Oklahoma State University

Disabilities Statement: ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Students are expected to follow Americans with Disabilities Act Guidelines for access to technology. If for any reason this syllabus is difficult to read, please let the instructor know.



Academic Misconduct – [The Ohio State University Code of Student Conduct](#) defines academic misconduct as “Any activity that tends to compromise the academic integrity of the university, or subvert the educational process.” Example of academic misconduct include (but are not limited to) violation of course rules as contained in the course syllabus or other information provided to the student, plagiarism, collusion (unauthorized collaboration), and copying the work of another student.

Another example of academic misconduct is recording without knowledge. Using electronic or other means to make a video, audio, or photographic record of any person in a location where there is a reasonable expectation of privacy without the person’s prior knowledge, when such a recording is likely to cause injury, distress, or damage to reputation. The storing, sharing, and/or distributing of such unauthorized records by any means is also prohibited.

Note that ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. If I suspect that a student has committed

academic misconduct in this course, I am obligated by University rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the [Code of Student Conduct](#).

Electronic/Cellular Policy- Students carrying cell phones and other communications and entertainment devices into our classroom must place them on “silent” mode. Students are prohibited from using cell phones during class time, unless the student is using it to look up information for an in-class activity. That is, while class is in session, students will refrain from answering or communicating with such devices until class has been dismissed. Put your phone on Do Not Disturb! Further, please do not online shop, Pinterest, Instagram, email, work on other classes assignments, watch Youtube videos, Facebook, Tweet, read real or fake news websites, or any other activities that are not related to class during the class period. Also, remember that anyone sitting by you can see what is on your screen. Who wants to see pictures of your Aunt’s cat?

There is a lot of research on how hard it is to focus and retain information when multi-tasking. In fact, I try to turn off anything distracting when I am doing research – I get no email notifications and put my phone on silent. That helps me get a lot more done, and enjoy that video of my Aunt’s cat when it has my full attention. If you are on email, Facebook, or Twitter during class, you are missing a lot of what is going on.

I reserve the right to request that you put your device(s) away if I get the sense that you’re not paying attention or that you’re distracting those around you. Failing to comply could result in removal from class and a recorded absence for the session, rejection from the building or other disciplinary action. I will also not provide details on any materials missed as a result of removal due to this policy.

Statement on Diversity – The College of Education and Human Ecology and I both affirm **the importance and value of diversity in the student body**. This class will reflect our multicultural society and global economy and seek to provide opportunities for you to learn more about persons who are different from you. I support an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength and

Help & Resources

If you are feeling lost or overwhelmed. . .

1. Make an appointment with me

I am more than happy to meet with you. You are welcome to email me, and we can find a time for us to meet. As a graduate studies chair, I am here to answer any question, and I believe there is no such thing as a stupid, or insignificant, question. The topics of this course may cause you some stress. Talking with me, or your advisor, or another informal mentor, could help alleviate some of that stress. So, my door will be always open to you this semester, and beyond. More on my thoughts on grad school and wellbeing are [here](#).

2. Visit one of the OSU Health and Wellness Resources for Students

Ohio State has a rich set of resources for students who need a little help with a range of issues. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. There is the [Student Wellness Center](#), the [Wilce Student Health Center](#), and the [Counseling and Consultation Service \(292-5766\)](#), which provides students with up to 10 free sessions per academic year. If you are struggling, come talk to me.

I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. The success of this course relies on the support and understanding of everyone in this course.

I value the right of free expression, but recognize the benefits of civility where disagreements are discussed openly and courteously, and where genuine learning and listening beyond one's initial beliefs and preconceptions occur. Displays of respect across lines of disagreement breed goodwill, and goodwill bolsters the essential realization that our commonalities are greater than our differences. Thus, we all have a responsibility to be civil to one another and to condemn harassment or discrimination of any kind. Discrimination against any individual, in any form, in this class based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. This is particularly important given that with recent events, some underrepresented groups in the US have felt marginalized.

You can read my thoughts about implicit bias, micro-aggressions, and micro-resistances [here](#). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Failing to comply with this policy, either in person or in on-line discussion forums, could result in a removal from the class session or online discussion and a failing grade for that activity, rejection from the building, or other disciplinary action including a formal complaint with the committee on Academic misconduct or University police, depending on the severity of the behavior.

Don't underestimate the importance of the job talk. It's a performance and must be perfect! Practice, practice, practice.
-Sarah Schoppe-Sullivan, Professor, Psychology, OSU

Don't limit yourself to one type of department. There may be other interdisciplinary-type departments that may be a good fit for your research and teaching interests. Try to make contact with some of your ideal choices at conferences.

Finally, consider whether there is at least one person in your intended department with whom you could see yourself working. I did not do that, and though for personal/family reasons I like my job and its location, it is VERY VERY VERY hard to keep your research effort high when there is literally no one else who wants to do the same kind of research you do! Of course you can have long-distance collaborators, but I have found that it's not as productive or enjoyable.

-Katherine Stamps Mitchell, Assistant Professor, School of Social Work, LSU

In general, the non-academic market is much less concerned about the specific topic of your research and your disciplinary perspective. Instead, the focus is on your skill set and ability to raise money for research (most non-academic jobs are soft money and require you to work in an interdisciplinary team environment). They will look for flexibility in understanding and using a range of methodologies and any success you've had at getting grants or other research support. Flexibility in both methodology and research topics is highly valued. This contrasts with the academic market, where depth in a particular method, discipline, or research topic is often an advantage. A non-academic job talk should go beyond the work of one paper and include evidence of methodological and substantive flexibility. It should avoid disciplinary jargon (you'll likely be presenting to an audience from many disciplines) and also clearly point out if research received external funding. If you have experience working in a team research environment, make that clear.

Your academic advisors are not likely to be the most helpful in providing guidance for job searches outside of the academy. Most have never had or sought jobs outside of academia and they sometimes assume that factors for success on both markets are essentially the same, which may not be true. They may not be a great audience to assess a non-academic job talk and you may want to coach them a little on the points I make above in terms of the content of any letters they write for you.

-Gary Gates, Williams Distinguished Scholar, the Williams Institute, UCLA

I run Sociology recruiting at RAND. When looking at a CV I'm looking for a couple of things--who have you worked with, do your research interests have anything to do with the work we currently have, have you published (and more importantly, where), do you have any experience with funding opportunities? I also look to see how long the person has been in grad school--if you've been in 5+ years you need to either have 1) collected your own data or 2) published. I feel bad for grad students some times because they are often competing with postdocs. When I actually bring candidates in for an interview they have to show me that they've done their homework and know what RAND is (so don't ask me about tenure). (That's basic interview advice--know your audience.) I also want to see how they handle the policy questions. Most grad students in Soc have never been exposed to policy. It's far better to say that you have little experience with policy vs. making recommendations that are either too simplistic or just wrong. We can teach you how to address policy. And as someone else posted, I also want to make sure the person really is interested in a non-academic job. But the most important thing for me is whether the candidate can convey that they understand how a research project is done, from start to finish. Oh, and talk to people with non-academic jobs!

-Sarah Meadows, Associate Director, Army Health Program, Rand Corporation

I have so many things I would love to share about the non-academic job market, including how important it is to interview them as much as they are interviewing you, and how a good fit with your manager may be more important than the subject of the work you do. But keeping with the focus of the job search, I have to go with the cliché but oh so true notion that you must, must use the people you know to get your foot in the door. This is always disappointing to say out loud because we all want to believe it is our hard work that will open doors, but what I've found is it is our relationships that open doors and our hard work that keep them open. And, the good news is you don't have to really know the person to get your foot in the door, a friend-of-a-friend works just fine!

The pattern for me has been first - someone (who I've only met once) introduces me to someone important. Second- that person sees I have a PhD and decides that means I'm worth it to have a chat with me. Third- it is then up to me to win or lose in that conversation (I've done both). Once in a while it has been tempting to feel I "got my PhD for nothing", because I'm not using the content of my PhD directly in my job, and I think that's a really scary thing for most grad students to consider and face. However, I use the skills every day, and I'm quite convinced now that it was my degree that helped open doors in the first place.

And, having worked in recruiting at Facebook, I can also say there is just a volume issue at a lot of the big companies. You must get your resume "hand-delivered", (e.g. emailed from a human to another human) for it to have any chance of being reviewed. Sad but true. This also means that you are going to have much more luck from being reached out to than by being responded to, thus the importance of LinkedIn. Headhunters are a real thing I've learned, and they are the ones making things move quickly, so polish up the LinkedIn and read all there is about how to be active there.

-Karyn Marciniak, Workforce Strategy and Analytics Consultant at Mercer