Transcript for CSA Webinar #3 "Casting the Net Wide: Exploring Careers other than Faculty Positions" with Dr. Laura Bisaillon

Slide 1 – Student Concerns Subcommittee

Nicole Malette
Thank you for joining us for the winter 2020 webinar series. My name is Nicole Mallette and I am the Western rep for the CSA student concern subcommittee our committee also includes our eastern rep, Emma Kay, if Emma would like to say hi,

Emma Kay
Hello!

Nicole Malette
Our central rep, Awish Aslam,

Awish Aslam
Hi everyone.

Slide 2 – Casting the Net Wide: Exploring Careers other than Faculty Positions

Nicole Malette
We'd like to thank the Canadian Sociological Association for sponsoring this initiative, and Sherry Fox, the executive director for the CSA, for working with us to plan and organize this series. Today's webinar is titled "Casting the Net Wide: Exploring Careers other than Faculty Positions" and our guest speaker is Dr. Laura Bisaillon.

Slide 3 – Dr. Laura Bisaillon

Nicole Malette (cont.)
Laura's a social scientist of medical inadmissibility and HIV related policy in Canadian immigration law. She is assistant professor in the interdisciplinary center for health and society and the department for social justice at the University of Toronto, Canada. Her three-time award-winning dissertation has been reformulated into a book, *Screening and Screaming in Exile: Medical Examination and the Immigration Health Work of People with HIV*, and is currently under review at the University of British Columbia press. Dr. Bisaillon's broader work examines the medico-legal Borderlands in Eritrea, Ethiopia, Iran, and Romania. thank you very much for
joining us today Laura.

Slide 4 – Interact with Panelists

Nicole Malette (cont.)
Before we begin, I would like to invite audience members to submit any questions that you might have for Laura during this presentation or during the formal Q&A section of the webinar. you can post questions by using the Q&A function which you can find at the bottom of your screen. your questions will be visible to all attendees and panelists and you may also like questions to prioritize them for Laura. Now, I will turn the webinar over to Laura. Thank you.

Laura Bisaillon
Thank You, Nicole, and thank you to Awish, Emma, and Sherry, four women with whom I've been coordinating with in this last week to prepare to give this webinar for you this afternoon. So, thanks for this opportunity and it is my pleasure because as a bachelors, masters and a PhD student at all three levels I participated in sessions like this. I benefited from them and I benefited from a lot of good mentoring over the years so it's you know my pleasure to sort of reciprocate and make connections with young students, younger than me, students and budding sociologists, thanks again for this opportunity.

So, this afternoon what I've planned for us is a webinar in five parts, and six if you include the last part which is, for me, the most exciting because what we don't want to do when we give a presentation or webinar is simply to listen to ourselves talk so that last part is geared to have a dialogue with the participants today. Awish circulated in advance some questions, pressing questions, that are on people's minds and those are listed in the last slide, so I look forward to discussing and interacting with you around the questions and comments you have.

Laura Bisaillon (cont.)
Firstly, I prepared three questions here, so this is an interaction, polling you. If you could begin to answer the first question: what is your current student status? To give me and others an opportunity to see who is on the line. Are you an undergrad, grad, postdoc, other? Second, how would you describe yourself: are you a positivist, post-positive sociologist (otherwise known as qualitative or quantitative sociologist)? And, what experience do you have in research today?

I see the results, there are a majority PhD, there are four PhDs and one MA. In terms of who you are, qualitative or post-positivist sociologists in-training and all of you have experience in research and some, two out of the five, in teaching. Terrific, that gives me a great idea as to who you are and so let's begin!

Laura Bisaillon (cont.)
Okay, so what does the everyday world of work look like for a university professor in the Canadian context? What does that look and feel like? I thought I would begin by responding to this by disclosing the fact that I came to a faculty position as a second career, or it was a career shift for me, I went back to school in my 30s and completed a PhD at the University of Ottawa. A faculty position was a new career option for me. I actually didn't know of such a thing before that time so I suppose I'm what you would call a non-traditional academic or at least I wasn't that person who went from one degree to the other. I did a bachelor's in Political Studies at Bishops University, I studied for a year in France during that time, I then went on after a year's break to get a Master's in urban planning at McGill after which time I practiced for 10 years and I was practicing in the area of Community Planning and I ended up practicing as a social worker or community support worker in Quebec and elsewhere and that latter work experience was what led me to go back to school and get a PhD. The degree program was called it's an interdisciplinary PhD and my PhD project dissertation contributed to new knowledge in the sociology of organizations, study of professions, and health and illness. So, I thought it would be useful to talk to you about what it looks like from the perspective of a professor to work in the university.

So, first of all, I think it's useful to think of the university milieu with concerns about small "p" and capital "P" politics and let me explain what I mean by this. So when we're entering the university milieu I mean what we can do as sociologists among the best tools that we have are our tools of analysis, our sociologist's toolkit, deploying the skills that were taught as daily practices of observing, talking to people, listening to people, a professional hazard that we have as sociologists is that we're constantly making the familiar strange. We're connecting the dots as Charles Mills teaches us to do, we're making links between what we experience, the cultural context in which we're working, the historical context, the sort of policy and structure of relations, and also the geography—we know that place matters and your subcommittee is reflective of that, you know that Halifax is not Vancouver, is not London, is not Toronto, is not Charlottetown, so where you're working as a university professor really does matter and we can talk about how and why, and I can explain a bit more my claim in our Q&A.

So, what is really helpful when we work as a university professor, what I found really helpful is to turn our skills of sociology, and in particular I practice institutional ethnography from Dorothy Smith and George Smith's work, and I've practiced, since I started at the U of T in 2013, to turn my skills of ethnography and institutional ethnography to the institutional milieu that I'm working in to understand or try to see the written and unwritten rules. In medical sciences or in medical training they talk about it the hidden curriculum and I put two references at the bottom of the screen here a piece that I wrote with medical sociologist Joan Eakin a couple of years ago when I was new at the U of T and coming to grips with the fact that there are both written rules and unwritten rules. Both of these play a part in shaping what our workplace and therefore what our work-life looks and feels like.

The last two bullet points here about being hired and getting acclimatized or used to being a faculty member in the institutional contexts in which we find ourselves. First of all, there is a legal, a statutory, and a policy context that organizes higher education and universities in particular ways. There are labor relations that organize, support, and govern our workplaces. These structural considerations really matter and what I mean by this is whether there is a union or a faculty association. Those things are not the same and there are differences between a faculty association and a union when it comes to bargaining power and, while both have a collective agreement, they function a bit differently. So, why think about these structural concerns? In some universities, the union or faculty association dictates whether you can negotiate a salary, you can't in the unionized environment of York University in Toronto, for example. in the milieu I entered into, you can negotiate your salary and I did, based on advice from a colleague at McGill where I did a postdoc. In Canada in a non-unionized environment there is opportunity to negotiate a salary, so that's something to keep in mind. When we're being hired you know how much emphasis does the institution place on issues of equity and equity categories? I applied to Glendon University at York and was interviewed and shortlisted before getting this job at the U of T. Glendon paid a lot of attention to equity, I was a woman among other types of categories that I occupy or positions that I occupy and I was asked to talk about this, this didn't happen in the same way at the U of T. Is the institution you're entering a research or teaching intensive university? The U of T is a research institution and places a lot of emphasis on that and is less teaching intensive than a small University such as Acadia in Nova Scotia which is what's called a teaching intensive university. The size and the character of the university matters in terms of what you'll actually be doing.

Lastly, getting acclimatized and knowing what your roles and responsibilities are. Again, this relates to whether the institution itself is research or teaching intensive. There are also more and more research streams in which we can be hired and teaching streams. A research stream, and that's the stream I'm in, has an allotment set or the ratio of 40-40-20 that relates to the workload: forty percent of my time is to be spent

on research; forty on teaching; and twenty on service. We can talk a bit about more about what this looks like in practice later on.

Let me tell you what Alison Mountz's piece is all about, she's a feminist geographer and her publication is the second link that you see at the bottom of the screen. Her "Women on the Edge" piece came out in *The Canadian Geographer* is a must read for anyone contemplating entering academia and particularly so for women. It deals with women and gender issues, whether they be staff, faculty, or students.

Slide 8 – How might I work in Academia in a position other than faculty?

Laura Bisaillon (cont.)
Let's go on to point number two: how might you work in academia in a position other than a faculty position? The organizing thought here is: let's remember that the university is a public space, a public-facing space, and it's actually a physical place. What can we imagine doing at a university as a public place but also a physical space other than being faculty (research faculty or teaching faculty)? I brainstormed here and I thought of the different places that I've studied and all of the people that I've met because, don't forget, I came late to a faculty position. So, I wasn't necessarily interacting with faculty. This gave me this sociologist's insight into who's the like the heart and the lungs of our institutions. The heart and the reason for being there are the students, but the lungs are admins and support workers, all those people who work either as employees to the institution or contractors. You can think of maintenance of buildings and grounds including everything from plumbers to architects.

The second link that I've put here, "A day in the life…" is a fascinating article that was put out in University Affairs which is a magazine that I highly recommend you read, it comes out every two months in canvas and has great advice for students at your stage as well as anyone else involved in the university system. This is a day in the life of people who literally cool and heat the buildings in which we circulate.

Services, of course—there are cafeterias, although more and more private industry, like Tim Hortons, is taking up a lot of space on the universities. There's food services, security personnel, and then you can think of all the professions and trades that go into making our universities, colleges, and CEGEPs the dynamic places that they are, or should be or carry the promise of being. You can also think of librarians, who actually are data scientists now. They are in the category of labor relations alongside faculty and although they have a different Union, they are more and more playing the role of researchers. I've collaborated in research related ways with two librarians at the campus at Scarborough where I do my teaching.

You can also think of graphic artists who do all the visuals, these are professional people whose labor is tied to and whose salary comes from all of the other parts of the university or the campuses that are key to us learning, teaching, and being scholars and intellectuals there. I thought I would also say, in relation to all of many of the professions and trades or the full-time employees of the universities, they often benefit them from tuition waivers for themselves or their offspring though that also depends on the institution.

The first link on this second slide is to point you to an oral history archive of interviews that were taken a couple of years ago at my camp. The link leads you to the page in which all sorts of administrative people and all the categories of different employees that you see here are interviewed. That should give you a full picture of who is working at the University in positions other than faculty.

Laura Bisaillon (cont.)
Let's go on to slide number three: how might you hook what you do, in terms of your paid work, into the academic labor force? So here I hope you will find that my ideas are exciting and interesting. Let's brainstorm about what you might do to put your skills of sociology to us, putting your social analysis skills and your intellectual skills into play in ways that are different than faculty but that supports students, supports faculty, and supports the university. I think they speak for themselves, there's translation work to do and there's interpretation work to do. Translation is changing the written text from one language to another and vice versa, interpretation is when we orally interpret from one language to the other, and these are professions, you can do them casually and you can also go on and get a second degree. There's also massive amounts of editorial work as you might imagine, editing both for substance and copy-editing. Faculty and graduate students are always needing help in these ways. There's also transcription, I didn't put that on here, but we can hire a transcriber for our interviews or observations. The publishing industry is another, working at a place like UBC press, or Wilfred Laurier Press, or Fernwood. I thought it would be important to mention I do know people with Master's, PhD degrees, and post-doc experience who are doing all of these types of work.

The idea is to think of yourself as a either a contractor, a businessperson, or an entrepreneur. I've put three links here to people, all of whom are women, San Patten is in Nova Scotia, Mina and Jennifer are in Toronto. San has an MSc, she teaches at Mount Allison, Mina teaches as a contractor, and Jennifer graduated with a PhD and had her heart set of the faculty position and that didn't materialize. They are working in alliance with the University and College system but they're working differently, they're putting their skills to use in those three ways. Let me just close this slide by saying that if you speak more than one language that is a real asset and so that can come into play in all of these different places in which to work. The federal and provincial governments also have programs for training men and women, as well as additional training for women to get into the private sector. These three women can give you some insight into how you can pitch yourself and your skills differently.

Laura Bisaillon (cont.)
Let me come to the fourth slide here: what are effective strategies for finding work, inside and outside the academy? Instead of referring you to job boards, databases, and different sorts of resources, what I want to do here is to give you some ideas rather outside-of-the-box. Think of yourself, what you can do, and what you can offer. Think of this in terms of small "s" and capital "S" social. What I mean by that is the personal skills, but also the 'you' as situated within a society.

Let me make these five comments: first, is about the embodied nature of work. We all live in a body, we're first a person before we're a professor, a student, a mother, a wife, etc. My biggest advice would be to say to imagine yourself at 40—you're in your 20s now, I presume—what do you want your body to be doing? Do you want to work in a lab? Do you want to work under water? Do you want to work in Mongolia? Do you want to work in Glace Bay? Cape Breton? Do you want to work on Vancouver Island? Where do you want to work? What do you want to be doing? That is a great benchmark to work back from.

Think about patterns, historical patterns, and really always socialize and historicize questions about searching for work. We know, from how capitalism is, that there are always boom-and-bust periods, we

know that there are always people who will be unemployed, contractual, full-time, etc. these are cyclical. We do know that since the 1980s that the trend toward precarious temporary work has intensified, our universities have become places of admin and audits to their peril and to our peril (the workers and students within them). However, those are patterned right and as sociologists we can think 'what can I do,' 'how can I think historically,' and 'how can I put that to use?'

Three is about focus. I do think that social media and our practices have done us a disservice or perhaps even been the death of us. We are too distracted collectively. Multitasking isn't good for us, it's not good for our bodies, our minds, or our morale, and so there is a 'busyness' that we need to talk back to and we really need to think about how we use our time and we need to be careful not to become overloaded by information. Information isn't the same thing as thinking, as analyzing, as knowledge.

The fourth point is: seek to inspire and seek to be inspired. I've been inspired by tremendous women, in particular, who have been particularly generous in universities since I began in this faculty position. So, take the opportunity to give and take. Lastly, keep in mind that work, future work, and current work are a means to an end and not an end in itself. Here I am referring to this idea of the Protestant work ethic and working until you drop, which is particularly intense in the Toronto—do challenge this idea that you should always be working.

On this slide there are three terrific sources. First is an article that colleagues and I from six different countries have in-press in feminist studies and I put it here not to be immodest but rather to keep that [the idea of doing academia differently] in mind and that we need to do things differently, practice differently, when we're doing academic work and when we're working in whatever way within the academy at this point in time. The second link is Turner's recent set of essays on silence and the value of silence and being still and observing which is something we do very well as sociologists—talking to people and listening and being circumspect. The last is a book that I'm reviewing currently for Sociology of Health and Illness, *The Work Cure*. It is totally mind-blowing, and I really recommend reading it. It questions this fascination and fixation we have on work.

Slide 11 – What is the relevance and value of working to personal strengths?

Laura Bisaillon (cont.)
Alright, rapidly coming to the end, let me go to the last slide here. This idea of strength-based pedagogy and working to our strengths is something that has really changed my outlook to life in the university, life as a researcher, life as an educator, in all ways. Its effect has really been dramatic actually, it's simply what we would call an ontological shift in opportunity that this type of reconfiguration of my own thinking and practicing has stimulated.

So, let me just say, as the sort of guide to orienting to this particular slide, is to really encourage you to identify what you're good at and work towards that. We all have strengths, we live at a moment in time that is rather chaotic, unfortunately to the right, where we often find ourselves working from a deficit or an extractive critique way of thinking, seeing, knowing and relating to each other, rather than from a productive or generative frame or lens for orienting. I am suggesting that you park all of that and think about think about yourself as having strengths identify those and to those.

An example from my own practice is that I happen to like to work cooperatively with students and with colleagues. This type of work is not always recognized or valued by the institution, but I persist in working

collectively because I believe that we do our best work collectively and so I've become good at galvanizing and interesting people to work collectively. I happen to not be a great manager of people and so when I entered this faculty position I needed to learn how to manage TAs, work with RAs, and manage large classrooms as small classrooms. This relates to that second point about taking a reflexive reality check. We can't say we're good at everything because we're not right. We have a lot of strengths, but we also have weaknesses or things that we don't like doing or that we're not good at doing. One thing that I never learned doing my PhD or my postdoc work was how to manage a budget or how to create a budget. That was never part of my training so that is something that I needed to develop skills around.

Again, this idea of mentoring and being mentored—we do our best work collectively, history shows us that. We can be generous and kind, we are humans first and workers second and being a good intellectual and a good scholar is in every way consistent with being a kind and a generous colleague.

So, I'm going to just end with a quote that I happened to find somewhere: "A young professor had just joined Cambridge University faculty and was visiting the senior common room for the time. He was nervous about all the famous and accomplished people he would meet and wanted to fit in and not make an ass of himself. He was greeted and overawed by Sir Arthur Hillercouch who said to him: 'don't try to be clever, everyone here is clever! Instead, try to be a little kind.'"

The last two sources on this slide are Finn's book, where he challenges us to think with equal doses critically and creatively, and Richard Freishtat's seminar that I referenced earlier, he is a professor and a pedagogue at Berkeley in the United States where you can find more information about strength-based pedagogy.

Slide 12 – Expressed student concerns + dialogue-in-the-round

Laura Bisaillon (cont.)
Without further ado we'll go to the last slide. As I mentioned earlier, Awish, Nicole, and Emma collected questions that you and here are some of the points that I that I developed in answer to the list of questions. Some of the questions you were asking were about the difference between PhD and MA-level study; how much we can speak to what we know, what we've done and how we've contributed when we emerge having a PhD versus an MA; and, is it worth pursuing graduate studies at this point in time? Again, I strongly encourage you to constantly ask questions, make observations, and to orient yourselves in a challenging way to any institutional milieu that you enter. Academia, organizationally, is not so unlike the Armed Forces or the prison system or the immigration system. These are all big bureaucracies and there's a sort of totalizing institutions and we do well when we orient the sociologists with that sort of level of acumen to try to understand what's going on in these places. Sociology skills are key to being a human. Unlike Prime Minister Harper who said 'this is not a time to practice sociology'—we always need to be practicing sociology because these are core human skills that are very much humanistic.

There was a question about being an international student and whether they can get hired at Canadian universities. In Canadian institutions it is in their policy you know infrastructure mandated to prioritize those with PR and citizenship.

Graduate studies are harder, they're more intense, they're more demanding personally and professionally, and so it's a big decision and it's a big decision financially to decide to pursue higher education. If you have other practical questions about networking, how to connect with colleagues, about full-time and part-time work, challenges that accompany starting a family or being family person, how college and university

teaching compares or researching compares, should I publish in scholarly journals if I'm not planning to go on to university work, I'm here. I've published four pieces in online publication called *The Conversation* which is a great place to publish. It's an evidence-based, or a scholarly-based, online forum supported by a network of our Canadian institutions that helps put evidence-based or research-based pieces out there into the world and, as long as you're affiliated with the university, you can also contribute to The Conversation.

Slide 13 – Questions?

Nicole Malette
Thank you so much Laura for your excellent presentation, we will now turn to the questions period for this presentation. I'll be reading out the questions the audience has submitted through the Q&A function as well as some questions that we have received in advance of the webinar. I'm going to start off with this first question that you guys have posed: what sort of job titles do you look for when searching for jobs outside of academia (e.g. data analyst, research assistant, etc.)? What should we be looking for?

Laura Bisaillon
Again, that comes back to what you want to do. You can imagine that you have several careers—and that's nothing new, actually, the idea that you will have several careers within your lifetime. I mean, that's been my experience. You want to think back to what you actually want to do, if you like data analysis, it makes sense to me that you might try to get into public service, you could work with government, or you could work with community organizations, for example.
If data analysis is what interests you, speak about yourself as a social analyst and emphasize what you would bring to the organization in terms of those skills and what that looks like.

Nicole Malette
Okay, great! Another question that we've received is: how important is networking and having an online presence on websites like LinkedIn, do you find that these help in terms of finding jobs or when you are seeing individuals applying for jobs?

Laura Bisaillon
LinkedIn isn't used by university people, generally. Notice that I have a LinkedIn profile but that I've tailored that for viewers outside of the academic milieu. That's also because I had a prior career and I am open to opportunities for consulting and I do other work in addition to my University work. The sites that are useful for scholars are research.net and academia.edu but these are not without controversy over how much data you want to share, who owns the data, all these sorts of things. Whether these are valuable, good, or bad places to have our data is a polarizing subject.

I have found academia.edu to be helpful. I've had a place there for ten years. I wouldn't say that I use it so much, I did at a time, but it's there. The last thing I'll say is that I have a real fatigue of being online and interacting with the computer. My academic profile is confined and limited to my University of Toronto webpage, so I use the University as the spot to which I refer people.

Nicole Malette
Okay, great! Another one of our participants has asked: does the United States provide more jobs outside of academia than Canada?

Laura Bisaillon
I suppose because the country is so much bigger. The question is: do you want to live in the United States? Again, imagine yourself in five, 10, 15, 20 years—where do you want to be? What do you want to be doing? Whose society do you want to grow? Whose society do you want to participate in? Whose society can you participate in if you're a racialized person, if you're a woman, etc.? Really think long and hard whether you want to go to the United States. I mean the U of T, in particular, is an institution that hired US academics. Society is very different in the US and anywhere else in the world, actually. Really think about where you want to work, what geography and what political geography you want to work in, what context you want to work in, and what the labor relations will look like wherever you end up.

Nicole Malette
Okay, great! Sort of building off some of the conversation that we had previously this speaks a little bit to student qualifications, what your degree can get you, and the problems that graduate students might have around impostor syndrome. One of our participants asked: I find it difficult to identify practical skills that I've developed during my MA that employers might be looking for and I often feel like I'm not qualified for entry-level jobs. Do you have any suggestions for identifying skills or overcoming these hurdles?

Laura Bisaillon
In terms of the imposter syndrome… I heard this word about ten years ago and I think very few people in academia 'don't have it.' So I would just say 'park that.' I mean men, perhaps white men in particular, have a lot less issue with this sort of idea of imposter syndrome, or English language speakers within English language majority cultural contexts also have less issues with this. Don't go into the rabbit hole of becoming overly attentive to that, it's a thing, yes but, it can't override you.

It's not always evident the skills that we do have and it's very helpful to see ourselves through the eyes of others. Let me give you the very specific example: in the last while I've taken to having an academic mentor. I haven't always had an academic mentor, in fact, it's only very recently as I'm anticipating applying for tenure that I've managed to find an academic mentor, her name is Professor Abigail Bakan, she is part of the faculty of education and social justice. I asked her to sit with me and talk about my CV. The experiencewas so illuminating because she saw me through the performance of that document and she was able to see things that I hadn't seen. Honestly, I started from scratch because she said the way that I had presented things wasn't the way it needed to be when you're applying for tenure. What I had done, it's interesting and I think this is relevant, was combined a professional CV with an academic CV. They're two different conventions or types of writing and so you either have a professional CV which is what you would see on a LinkedIn profile or an academic CV that I would show to my boss.

I needed to have her assess my CV and say 'this is good, but this is bad within the document and needs to be reformulated.' What I can say is: get good guidance, and this comes back to the idea of modeling good practice, being open to criticism and critique, reaching out for mentors and having them help you and then helping others when you're in a position like I am. You know, pay it forward.

Nicole Malette
Okay, this next question I think builds nicely off of the last one and I think we might have room for just one or two more. We've been speaking a lot about jobs that relate to academia, but are there different strategies for finding jobs outside of academia that you've noticed?

Laura Bisaillon

This is classic, even when I was in my 20s I was confronted with having to search. I mean the thing that's different between the society in which I was in my 20s and your society now is that there is an overabundance of information and we all can become distracted and perhaps reality can become distorted.

I think we should return to why I titled today's talk the way I did: casting the net wide. This sort of analogy is that you need to cast it wide when you're looking for work but you also cannot exhaust yourself by looking too wide and so you need to find sort of a balance. There are all sorts of databases and although I've never had success through them. There's the idea of sending your CV in cold or making cold calls.We do know that people get jobs through their networks, so this idea of trying to know people, following labor market trends, letting friends know that you're looking for work, and being resourceful in that way.

Nicole Malette

Okay, it looks like we do you have time for one more quick question: how long does it take for you to find your first academic job after graduating? Maybe you can speak to this from your own experience, or from students or others that you've worked with that have graduated and gone on to find jobs inside of academia?

Laura Bisaillon

It's a good question because I track of what my students from the U of T go on to do.
Of the students with whom I keep in touch and remain close, one student who was not born in Canada and now has permanent residency is working in private industry in health insurance. There's a colleague who didn't do a postdoc with me and she's currently at Dalhousie where Emma is, she's doing her second postdoc and looking for work at the same time. Postdocs are intense times because you spend half of your time looking for work and then half of your time doing your scholarship. I wonder if that answers your question? You know, there's no specific answer to how long it takes because the market is what it is and timing, serendipity and being at the right place at the right time is simply what we can count on in life, more generally. How long it takes is sort of anyone's guess, all we can do and what we can control is how we prepare ourselves and how we present ourselves. I hope that answers the question.

Nicole Malette

I think it gives some information to that question. I actually think that we have time for just one more and this I think can be a quick response of yes or no and why: if I take a non-academic job, am I still a sociologist?

Laura Bisaillon

Yes, yes, yes you are! Of course you are. Once you've trained, once you have you skills of observation and analysis, once you understand how to cross paradigms and you're constantly questioning and observing, you will always be a sociologist. Incidentally, my degree isn't in sociology and so to use the 'lingo' as it is now, I identify as, claim to be, and am a sociologist because I do all the things associated with that identity—how I socialize professionally, where I publish, who I associate with, how I've done research, and how I work individually and collaboratively. Your disciplinary label is one thing, and then how you are in the world is another. Once a sociologist, always a sociologist.

Nicole Malette

Great, I think that's what we all like to hear! For wrapping up, I'd like to thank everyone for attending and thank you, Laura, for your presentation and for addressing our questions. A recording of this webinar will be posted online at students@CSA at our webpage along with responses to any questions that we did not

have time to address here. Audience members will be receiving feedback surveys from us and we'd really appreciate it if you could please fill that out. We will see you all next time and thank you so much for your participation. Bye everyone!