

‘Round About Campus Episode Transcript
About Authoring for a Magazine with Sharon Stein and Ryan Terry (Season 2, Episode 4)

Alex: I'm Alex.

Z: And I'm Z. And this is the ‘Round About Campus podcast, bringing our scholarly magazine to your ears.

Alex: We are still in season two of the ‘Round About Campus podcast, and this season, we've been taking listeners behind the scenes of the *About Campus* magazine, talking with those who coordinated and reviewed issues. And today we're turning our attention to another crucial part of the magazine: our authors.

Z: That's right. Alex. Today, we're talking to two authors of an upcoming issue of *About Campus*, specifically, we're talking to Sharon Stein and Ryan Terry.

Alex: We will talk to both of them about what it means to write for the magazine, and how that looks different compared to other publications.

Z: Yeah, and I'm super excited about this because this episode is coming out, very shortly before the magazine that their pieces are in will arrive in people's mailboxes. So it's pretty timely. Look at us! Spiffy, making that work in terms of calendars and timelines.

Alex: We're so organized and prepared.

Z: Well, you know, as we've been talking about, when you get to Earth signs together, there's nothing but organization. So, you know. Before we get to our guests today, we also want to start our episode of ‘Round About Campus with a segment that we call “Take a Round,” where we each take a turn talking about something that we love. So, Alex, for today's episode, take a round to talk about one of your favorite classes from graduate school.

Alex: Oh, this is somewhat tough. Because in some ways...I'm going to cheat, actually, and just do two because no one's holding me to any rules here. I would say for my master's, one of my favorite courses was “College Student Development Theory,” taught by [Merrily Dunn](#) and TA'ed by [Dr. Darren Pierre](#). And both of them really introduced me to my love of student development theory. It's one of my sort of primary areas of research and practice and was the class where I met the one, Dr. Z Nicolazzo, and where our relationship started. And so that was which is now, 12 years of being in relationship with each other. It's pretty wild. For my doc program, I would say I had a lot of really good classes that I really liked. And I would say that, [Chris Ogren](#), who is one of my favorite faculty members, taught an LGBT history of education course. It was one of the very few courses on LGBT history, specifically in education, taught in the country. She actually, like, consulted with two other people who have ever taught the course. And it was just a perfect blend of my love of history, love of ways of using history to understand both contemporary and older problems in education and how many of the same issues, everywhere from K-12 teachers to professors are facing nowadays. Like I think about the [Florida Johns Committee](#) and how that did some of the early work that inspired, sort of,

Joseph McCarthy to sort of go after college campuses, but actually started with K-12 teachers in many ways and rooting them out, for their supposed homosexuality and deviance. And so both of those courses touch on some sort of core aspects of what I love about education and continue to think about to this day. Z, what about you? What are one of your favorite graduate courses? Or you can take the master's/doc cheat that I just did as well.

Z: I mean, okay, so first of all, have we really known each other for 12 years?

Alex: I know. Isn't that wild?

Z: Oh my gosh, I can't believe that you were in graduate school when you were 12 years old and we met. It's amazing. It's amazing.

Alex: I mean, the skincare routine really has kept up, you know?

Z: Yeah, tell me about it. so, I am going to cheat, but I'm going to cheat in a different way, you know, like, because I think a lot...I think very fondly about my graduate experiences and especially when I think about my doctoral level coursework. Like, I got to learn with [Peter Magolda](#), with [Marcia Baxter Magolda](#), with [Elisa Abes](#), all these kind of people at Miami who were fantastic. I mean, people both in and out of the classroom too. There are people that I didn't have formal classes with that were really formative to my learning. But I actually am going to think about a continuing ed class that I took a couple of summers ago, from the University of Vermont. It was an end of life doula class that I took two summers ago. And, I took it as a way to try to think through and really feel through, the irresolvable grief of losing my mother. And I wanted to try and take an opportunity to get closer to one of the things that scares me the very most, which is death. And I think particularly as a faculty member, as someone who has constructed a life around consciousness and thinking, the thought of not having those anymore was terrifying to me. And so I was talking with a colleague and a friend at a professional conference, and he said, you know, there's this end of life doula certification. It's a summer course, and it sounds like you might be interested in it, but not really sure. And it was a really powerful, powerful experience. It's something that I think quite a bit about. I'm not sure that I'm ready yet to make a career change, but it was never really about that. It was mostly about really trying to move closer and closer and engage more deeply with notions of grief and loss, which have actually been fairly central now to how I think about my teaching, some of my writing, and the way that I think about moving and learning and growing alongside folks. Especially as we continue to be in a world that is, you know, post-apocalyptic, however people want to describe it. Right? Unending pandemics. So, yeah, so I think that was a really meaningful experience.

Alex: Thanks for sharing that.

Z: Yeah. And likewise, and again, I can't believe that you were in grad school and you were 12. Amazing. You're like, you're like the [Bobby Fischer](#) of Higher Education and Student Affairs, right?

[Co-hostesses laughter]

Z: Nothing like a little chess reference for folks.

[Crossover talk]

Z: So, Yeah. All right. So clearly, time for us to step out of the way and get to our conversation with Sharon and Ryan.

[Musical interlude]

Z: So today we are talking with two authors, who have pieces in an upcoming issue of *About Campus*. First, [Dr. Sharon Stein](#) is a white settler, scholar and educator, and associate professor in the Department of Educational Studies at the University of British Columbia. Her work asks how higher education can prepare people to navigate social and ecological challenges in critically engaged, relationally rigorous and intergenerational responsible ways. In particular, she examines the complexities of confronting difficult truths about colonialism and climate change and enacting regenerative and reparative forms of social and institutional change. She is the author of [Unsettling the University: Confronting the Colonial Foundations of U.S. Higher Education](#), founder of the [Critical Internationalization Studies Network](#), and one of the co-founders of the [Gesturing Towards Decolonial Futures collective](#).

And also with us, we have [Ryan Terry](#). Ryan Terry has worked in higher education for ten years, mostly in housing and residence life. He is currently an Assistant Director of Residence Life at Thomas Jefferson University in Philadelphia. He holds a PhD from the University of Georgia and a master's from Canisius University. Sharon, Ryan, welcome to the 'Round About Campus podcast.

Ryan: Well, thanks. It's good to be here.

Sharon: Thank you for having us.

Z: Yeah. Glad to have you. So, Sharon, I would love to start with you today. Can you tell us about your forthcoming article and *About Campus*? What's it about and what motivated you to write it?

Sharon: Thanks. So, the article is about how we as folks who work in higher education can support our students to engage with more critical approaches to the climate and nature emergency. And, the major reason I wrote this is because, for me, this is one of the most pressing challenges of our time. And I feel a strong sense of educational responsibility to, especially to current incoming generations, to help prepare them to navigate these challenges, not just the climate and nature emergency, but other social challenges as well, in ways that are relevant and responsible and in ways that don't have them feeling overwhelmed or immobilized by the enormity of the challenges and the complexity of the challenges. Because it's really tempting to look for simple solutions, but they don't exist for these kinds of things. I kind of wanted to highlight, you know, that when some people think of climate education, they think of climate science education. And that's important. But we also need pedagogical approaches that more critically situate and support people to confront these difficult realities. And going beyond

sort of the binaries of solution-ism or doomism, which seem to be the most available options. And this approach, I guess, comes really out of the work that I do with my research collective Gesturing Towards Decolonial Futures and our sister network, the [Teia das 5 Curas](#), an Indigenous network of communities in Brazil. And in our different work together, we all work in different, very different spaces. But we had this shared inquiry about, you know, how do we..what kind of education do we need for systems that are dying essentially? And in the interface of systems that are still being born? And how do we prepare people, with, you know, the intellectual, affective and relational capacities to move with these storms. So, with all that in mind, you know, my work is in higher education, of course. I'm the person on the team who does that. So I wanted to bring these conversations and questions to the field of higher ed. And that's kind of what drove the article. And in particular, this emphasis on: we often see climate change as a technical problem. And then the idea is we just need the right scientific, Western scientific in particular, research and innovation, and we need to spread that knowledge. And then that will change our behaviors. But in the work that we do in the collectives, and with the [Teia das 5 Curas](#) especially, it's not a technical problem. It is partly a technical problem, but it's really a relational and a cultural problem, that we have denied our responsibilities to the earth as a living entity, treating it as property and our responsibilities to each other. And that's kind of how we got into this mess. So if we don't address these relational dimensions of the climate crisis and our responsibilities in relation to that, then we're going to keep doing more of the same.

Z: Yeah, thanks. Thanks for sharing. Ryan, same questions for you. What did you write about and what motivated you to write it?

Ryan: Yeah. So I wrote on the experiences of grief among first year college students. So specifically looking at how their grief, in this article, particularly it's grief related to the loss of a parent, impacted their transition into college during their first year. So what I was really looking to see was how, you know, what typical aspects you think go for a college student development, back to that college development class with Merrily Dunn, which I also happened to teach when I was at grad school there as well. So full circle moment. But how the experiences of grief are impacting student development student experiences throughout that first year. And I think what motivated me to write about it...I did write this as part of my dissertation, so it was completed in 2020, 2021. So I had absolutely no intention of writing about grief during the largest pandemic we've had, since in 100 years. but that's kind of like what occurred. I originally wanted to write a dissertation and then this article to document my own experiences of transitioning to college after the death of my father when I was 15 and how that impacted me, kind of sparked the interest. So I wanted to document my history and my story of transitioning to school. Then also highlight the stories and experiences of several other young adults who are transitioning to college, while also dealing with grief of a parent or another significant loved one.

Alex: I appreciate you both sort of...in many ways, your pieces are different than one another, but in many ways, you're both getting at how the human element of process, and that in many ways, there's no like one fix to address the big challenges we face in education and in our society broadly, but that is through people and people processes that we have to sort of think through these things through a little bit more intentionally. So you both chose to submit this

work to *About Campus*. Can you talk a bit about how you decided where to publish your work and why you thought you wanted to publish your respective pieces in the *About Campus* magazine, of all places. And maybe Ryan, I'll start with you and then we'll go to Sharon.

Ryan: Yeah. I think when I'm looking at where do you publish articles, when to submit things or where to submit things, trying to align, I guess, the vision of the journal to what I've written. For me, specifically with the *About Campus* journal, I was thinking about this question before coming on the air. I remember *About Campus* was almost my first foray into learning about higher education, student affairs, and student development way back when. I do remember getting *About Campus* in the mail. and I was thinking, do people still get the mail? And yeah, I guess they still get sent via mail. But I was thinking, you know, what would be a great entry piece for this, my dissertation? What would be a great way to kind of get this to the masses so it was more accessible in a readable and digestible way? So the first, initial thought that came to me was *About Campus*. So I didn't really have to look around when I was thinking about how I wanted to get at least a piece of my dissertation that's digestible and accessible to the masses, where they don't have to read a 150 page dissertation. They can read the five pages that are in the article with this publication.

Sharon: Yeah, well, first I wanted to just kind of note that I think the sort of unstated connection between the pieces is grief, because so much of the support that our students need in relation to climate change is about processing grief. Actually, in processing grief related to many social or ecological challenges that we're facing. And most faculty are not equipped to do it, and we don't know how to do it ourselves. So I see that connection, although I haven't had the privilege of reading your piece yet, Ryan. But yeah, I think I've always felt like a bit of an outsider in the field of higher ed. And like it, it's kind of where I situate myself, but it's never where I really feel at home. And, I'm often doing this work of trying to, like, bridge conversations between different fields and in this case, for this piece, you know, it's sort of like critical environmental studies, critical development studies, Indigenous studies. And what do these fields have to say about climate education? And what does that mean for higher education? Because I notice a relative lack of engagement with questions of climate in the field of higher ed, for instance, in [ASHE](#), like it's very hard to find sessions about this. I've looked. I've created them myself, but they're not usually well attended. And I'm always surprised. I'm like, what? You know, where is everybody? We need to have this conversation. So I wanted to just, kind of like Ryan said, offer something that offers a bit of an introduction, but not just the basics. Like, if we're going to start the conversation, we might as well have the critical voices there from the beginning. So I think that's what I tried to do with the piece is give some basic, you know, outline of, of what this issue is, what it means for higher ed, but how we can it be more than just greening the campus. It's engaging with climate complexities, engaging with climate grief, climate justice, etc.

Z: Yeah, yeah. Thank you for drawing that kind of thread through both of your pieces. I think that there's an important way that we can think about how affect moves people on kind of the individual scale, but also the global scale too. I think that affect is incredibly powerful in shaping broader discourses. And so I'm glad to think about that connection. And our listeners can think about that when they're reading, *About Campus* cover to cover. As many of our listeners do, which is exciting. You know, we've asked all of our guests this season, this next

question. So we're curious about what you two think. What's your foundation in doing the work of higher education and student affairs? Are there particular thinkers, frameworks or texts that you often come back to in your work? And maybe we'll start with you, Sharon, and then we can bump over to Ryan.

Sharon: Yeah. So, I think, well, first of all, I have to say, like I have had amazing...I did my master's in higher ed and student affairs, and I had amazing professors who were very flexible in allowing me to kind of go to these other spaces. I did my program at Ohio State and, you know, they're like, okay, go to geography, go to gender studies, do those courses if that's going to...and I think and I have to say, I think the field has shifted a bit, you know, in the past, I won't say how many years since I did my master's. It's lovely to see, especially incoming profs and incoming grad students who are taking up some of these questions that the field had somewhat neglected previously. So all that being said, yeah, I think my initial sort of education in approaching higher ed was actually from more, you know, postcolonial studies, decolonial studies, Indigenous studies, and trying to ask what the implications of these fields are for higher ed. That being said, I always have to name that [Dr. Riyad Shahjahan](#) was like one of the few scholars at the time in higher ed who was bringing these literatures in. And I'm very grateful for his continued work in that area. But I think, you know, when I think about climate ed in higher ed, I thinking especially about the insights of Indigenous scholars, scholars like [Dr. Kyle Whyte](#), who, you know, asks: what is indigenous climate justice and how does it challenge the narratives we have about when climate change started, for instance? So it's not a recent phenomenon. It started several hundred years ago when colonialism started. And Indigenous peoples have been dealing with climate change since then. So, you know, it's an emergency now that, you know, it's affecting white settlers. But it actually has been going on for all this time. And those kinds of reframes that those other fields allow and invite, are kind of what moves me. Because they also tend to center responsibility and again, not just responsibility to people, but to other than human beings as well. And I would love for the field of higher ed to take up those questions too. But the other kind of name that I'd like to reference is my mentor, [Dr. Vanessa Andreotti](#), who is also an education scholar who is kind of on the periphery of education, dreaming in different fields. And her book, [Hospicing Modernity](#), is kind of asking, what kind of education do we need as we hospice one system and midwife another system? And, although she's not a higher ed scholar, she thinks with me a lot about these questions. And it has enriched not just my development as a scholar, but as a person and as she would say, as a future ancestor. So I'm very grateful for that.

Z: Ryan, what about you?

Ryan: You know, I mean, I got this question a couple of weeks ago before coming here and speaking. I didn't really think about it because, you know, there are so many scholars that we read about in graduate school, that we hear about, that kind of resonate. And then when I was trying to think about, you know, what do I do as a student first practitioner and then what did this piece really speak about? And, you know, kind of what do I kind of go back to at my core for the profession? And, I think for me, that this, at least the piece of scholar, the theory that I think about the most often is the [mattering and marginality from Schlossberg](#). In that, you know, when I was in undergrad, when I was dealing with a lot of the grief of the death of my father, I didn't really feel like my experiences to the faculty, to the staff, to other students, really

mattered at the institution? I didn't think that a lot of the growing up that I was doing, as it was a little bit different than my peers, you know, was part of what, you know, college really meant to be. I thought I was, you know, going meeting people, having fun, engaging in the community, getting in leadership positions. I did all of that. But there was this really large piece of me that I didn't feel like connected with the rest of the university. So I always think about how when I'm working with students, when I'm writing pieces, or thinking about just foundational scholars in general, I think about, you know, how do we make individuals with lots of different experiences feel like they matter at the institution versus being marginalized? So I think that's a foundational piece, and that kind of when you read the article will also ring true for a lot of other students experiencing grief. They found that, you know, some of the most difficult things that they were going through was feeling like their institution or their peers didn't think that their experience really mattered to what was going on at the institution. So that's really one of the foundational pieces that I think about in my own practice. And then with the piece that I wrote as well.

Alex: I'm wondering, what is it like to invest time, energy, writing into topics and issues that may not easily fit within what is traditionally known as higher education studies? You're both talking about topics that you have even in answering our questions, have said, like, we don't typically think about this thing as a concern of higher ed. So what's it like to, again, write in this time and in thinking about those things? And are there tips and strategies you've developed that you may want to share with our listeners about making those connections of like, no, this is something we have to care about, right? Talk about that a little bit. And we can start with either of you for this.

Ryan: Well, I guess I can start. I don't know if you don't mind, Sharon. The first thing when you were asking the question, Alex, that came up for me was, emotionally taxing, I guess is the word I'm thinking of. Specifically with grief and then doing this study during the Covid pandemic brought up a lot of, at least, personally, a lot of emotion that, you know, maybe I hadn't really thought about, in a while. And maybe this doesn't connect with the question. That also might be why higher ed professionals aren't really the best at dealing with grief, because it's something that I have realized through the study and through conversations that it is definitely everybody experiences eventually, but not something that anyone, really, or not a lot of people want to discuss in the present. So having people's experiences of grief, particularly with parents or other close loved ones, being talked about by students, I've noticed that a lot of faculty and staff kind of shy away from that because it reminds them of what they experience, or maybe what they will experience in the future. I don't know if that really answered your question, but, you know, I just kept rambling there for a second. I think at least from my strategies that I've kind of done with writing this topic is...I'm going use the word "resiliency," I guess, finding homes in journals for these topics are a little bit, more difficult, just because, you know, either I'm, you know, this doesn't really fit or, you know, this seems pretty, I don't know. Some comments I received or, you know, this seems pretty, everyone should know this topic. And I'm like, yeah, they should, but it's not really something that's been written about in higher ed journals previously. So I would say resilient in just keeping to find your home for journal articles. And then having good mentors. This was a part of my dissertation having three solid, dissertation committee members who were really supportive of me continuing to kind of go through the process of creating, not creating, but adding to the field in an area that isn't

talked about as much was really helpful. So shout out to [Georgianna Martin](#), Merrily Dunn, and [Amy Stitch](#) at the University of Georgia for being supportive of all that.

Sharon: Yeah, thanks, Alex. I love this question. In a way, it's easy to answer because it's like, I don't know how to do anything else. I feel like, you know, at our best, we are...it's not really us doing it, but it's like we're vessels for things that need to be done. And, like the communities, the communities in [Teia das 5 Curas](#) network, they have taught me many things. And one of them is, you know, you do what's needed, not what you want to do. And sometimes those align, but sometimes they don't. And, you know, it's funny because these are communities, mostly in Brazil and they are fighting for their lives literally in many cases, certainly fighting for their land rights. And they are on the frontlines, but the thing they say is like, we will fight. We are fighting to preserve our territory, to preserve our future, not just for us, but for everybody. But if you all don't stop what you're doing in the Global North, you know, in non-Indigenous communities, it's not going to matter. Like you need to get your act together as well, and that's your job. So they say our job on the frontlines is hard. But your job in the academy is hard because we also know how colonial it is. They say like, you know, universities could be useful, but they would have to de-arrogantize themselves. So get to work on trying to make that happen. And you have to start with yourself. And so that's another thing. It's like, actually the hard part is not trying to write in the field or at the margins of the field, but it's to actually do the work that we're writing about, like to try and live the things that we say are needed. And you're never done learning. You're always messing up and you're learning from those mistakes. And, so yeah, I don't know that I could be doing anything else. but I know that it helps to have the support, like the support of the communities in this case, but also the support of folks in higher ed and who in many cases, who are like, I don't really understand exactly what you're doing, but I can kind of see that it might be needed and that what we're doing isn't working. So I'm going to support you in that and like, have your back, even though I can't necessarily back you up because I don't know what you're talking about. But those folks have also, within the academy, have also been really vital, too allowing these things to move where they need to move. And then just every step of the way asking, okay, what's the next most responsible small step to do in this direction of more responsibility, which is always the call from you know, the community.

Z: So yeah. Yeah, I love these answers. And thanks for indulging us with this on the fly question. You both had answered a previous one that we were going to ask you in your other answer. So it kind of provided some space. And it's exciting to think not really just about or, I guess I should say, not create this as an either/or, but say we can think about both what's happening on campus and in university, which is a robust and necessary site for inquiry and challenge. And also think about broader global and affective effects for some of our work, too. So it's thrilling to think about, the doingness of the work that you folks are, are writing about, which actually, and we didn't plan this with our guests, dear listeners. but actually is a really nice lead in to our last question. So *About Campus*, as you both know, is focused on the connections between scholarship and practice to enhance the everyday work of student affairs and higher education professionals. And, we're wondering, like, are there things that you go back to that you read regularly? Is there a book with lots of dog-eared pages? Is there a bookmark that you have for an article online that you go back to? It does not need to be in the field. It does not need to be in the magazine. But we're just kind of wondering, like, are there

pieces that are kind of like north stars for you in terms of how you think about your work and that you would invite other people to read in the field?

Ryan: So for me, when I was looking for authors and trying to figure out what my dissertation was going to look like, I looked back to see who had written about this in the field in the past, and not too many. So for me, my real spark of information was a book called [We Get It: Voices of Grieving College Students and Young Adults](#). And I apologize for potentially getting the names wrong on this for the authors but it's by Heather Servaty-Seib and David Fajgenbaum. And it was a book written in 2015, and it kind of really helped me see that there were students on campus who were experiencing grief that wanted their stories to be told, and that's why it was important to them. And it inspired me to, also take up that work and look at first-year college students and have their stories be told about what it was like to move into a college campus and see everyone else's moms helping them decorate their dorm room and their mom wasn't there. Or what was it like to go to a Greek recruitment event and have someone ask you, what's your family like? Tell me about your parents? And have one of the parents having... I don't know, I forget the exact thing that happened, you know, maybe had a heart attack the week before they started campus. So I think that that book that I read really helped inspire me to tell the stories of first-year college students and, and what they were experiencing on campus when they came to school for the first time.

Sharon: So what I think of my...like, as I was talking about before, the foundations of my work in higher ed, that are not higher ed. There's the scholars and also the community. And I think when I go back to the scholars' piece, one group of scholars that wrote this piece called [Abolitionist University Studies: An Invitation](#), which is by Abigail Boggs, Eli Meyerhoff, Nick Mitchell and Zach Schwartz-Weinstein. And this piece was...it's not a higher ed piece at all. You know, it's coming from ethnic studies, women's studies scholars and has a totally different critical, indeed, abolitionist view on the university. And I have found this group of folks who I know, but like, I don't feel like I'm cool enough for them. But they're very kind people. And I and I have used their work and tried to bring it into conversation with higher ed studies as well, because they ask questions that are essentially unthinkable in higher ed studies, or at least historically, have been unthinkable. And I have really, really appreciated the ways they push and that you know, when my students engage with it as well, like, it kind of blows their mind and they're like: I don't understand what I'm supposed to do with this. And I'm like, no, maybe that's the point. Maybe we have to sit with the broken pieces of this thing and, you know, figure out how we got here before we figure out where to go next. So that group of folks have...is something that people might want to check out. Not because they need to agree with it, because it will perhaps allow them to approach these questions from a really different space.

Alex: Ryan, Sharon. Thank you so much for doing a 'Round About campus with us today.

Ryan: Thank you so much for inviting us.

Sharon: Pleasure.

Alex: The ‘Round About Campus podcast is audio engineered by the pretty spectacular tech team in the College of Education at the University of Arizona, including Jason Aragón and Erica Lmuth.

The ‘Round About Campus podcast is audio engineered by the incredible tech team in the College of Education at the University of Arizona, including Jason Aragón and Erica Lmuth.

Z: Mary Ellen Wade designed our logo. Roman Christiaens helps us pull together the show notes and transcripts. Thanks also to Sharon and Ryan for joining us today for an episode that highlights several of the pieces in what I think is going to be a really fantastic magazine issue that's coming into mailboxes within the next month or two. So look for that one coming into your mailbox. It's titled *Pushing One's Learning Beyond the Boundaries of the University*. I'm Z, recording today from the ancestral and current lands of the Tohono O'odham Nation, which is home to the Tohono O'odham and Pascua Yaqui peoples.

Alex: And I'm Alex, recording today from the ancestral homelands of the Arapaho, Cheyenne, and Ute nations and peoples.

Z: As ever, you can send questions or reflections about this episode to aboutcampusmag@gmail.com, and we'll see you ‘round! Get it? ‘Round, like a round, not square, not askew, for our next episode soon. Ciao, ciao.

Alex: Bye y'all!