

‘Round About Campus Episode Transcript
Interview with Laila McCloud
(Season 1, Episode 5)

Z: Welcome to the About Campus podcast, ‘Round About Campus. I am the Editor of About Campus, Z Nicolazzo, calling in from the ancestral and current lands at the Tohono O'odham Nation, which is the home to the Tohono O'odham and Pascua Yaqui peoples. I'm also the co-hostess of the About Campus podcast, ‘Round About Campus, and I'm excited to be co-hosting with Alex C. Lange. Alex, why don't you say hi to the people?

Alex: Hi, people! I'm Alex, and I'm recording this podcast today from the traditional and ancestral homelands of the Nissauquogue people. Usually I'm recording from ancestral and traditional homelands of the Arapaho, Cheyenne, and Ute nations and people, but we're on the east coast of Turtle Island today. So, you know, we're doin' the thing.

Z: Traveling podcast times.

Alex: As always, I'm excited to be with you, Z, as a co-host, and excited to be with our extra special guest today to join us as well.

Z: Extra special guest indeed!

Z: So the About Campus podcast brings the magazine to your ears. This season, we are focusing on all of the dynamics of equity and higher education. So each episode, we bring you a conversation with different folks dreaming, thinking about, and doing equity in higher education. We'll then round out the season with a member of the *About Campus* editorial board so we can reflect on our season, and this is the reflective episode with a member of our about campus editorial board.

[Alex makes horn noises]

Z: Yeah. So very excited to...yeah, be thinking about what we've learned this season and doing some reflection, modeling a practice both of us ask students to engage in across and at the end of the semester. So, like we said, to do this, we're inviting a member of the *ABout Campus* editorial board, and specifically, we've invited our good friend and colleague, Dr. Laila McCloud, to do this with us.

Dr. McCloud is an associate editor with *About Campus* and doing just phenomenal, fantastic work. Plus, any opportunity that the three of us can be together, we often take that opportunity. So, just a little bit about Dr. McCloud: when she's not working for *About Campus*, Dr. McCloud is an assistant professor of educational leadership and counseling at Grand Valley State University in Grand Rapids, Michigan. Prior to coming to GVSU, she was an assistant professor of college student personnel at Western Illinois University—Go Leathernecks! My alma mater. My master's [degree] alma mater—She also holds a doctorate in educational policy and leadership studies from the University of Iowa and prior to pursuing a faculty career, she

served as a student affairs educator focused on issues of equity and access at several institutions in the Chicagoland area.

Dr. McCloud's research uses critical theories and methods to explore the professional and academic socialization of Black college students, the professionalization of multicultural student affairs work—book forthcoming—and teaching and learning practices in higher education and student affairs graduate preparation programs. In 2023 she was also named an ACPA emerging scholar. Big time. Big news.

Alex: Big fancy

Z: Big, big fancy.

Alex: Publishing all the things

Laila: Y'all are doing a lot right now.

Z: So welcome to 'Round About Campus, Laila. Glad to have you.

Laila: Thank y'all so much. Of course it's always a joy...

Z: Laila, you get kind of a little bit of a special insight into how we do these episodes. Usually we do an introduction, just Alex and I, and then we pivot to our interview with a guest. But we're actually going to include you in the introduction this time. And, we like to play a little game where we ask a question of each other. It's called Gimme Your Best, just a little bit of banter, all sorts of different things we talk about. But because we're doing a reflective episode, I figured that we would, try out this question. So maybe Laila, you can kick us off, and then, yeah, we'll kind of chime in, but give me your best restful practice.

Laila: So, obviously when you first said this to me, I started giggling on the inside because I was like, what is rest?

[Laila laughs]

Laila: But then I think about the...I think I have particular boundaries around what rest should look like. But I think my best restful activity is honestly watching reality TV. I think it's restful for my brain, it gives me a moment to just, like, not think about all the stuff that I have to do and to be completely engrossed in other people's drama so that is restful for me. I enjoy it.

Z: I love it.

Alex: Are there particular reality TV shows that perhaps you and another person on this call really like?

Laila: Are there? Well where should we begin?

[Group laughter]

Laila: You know, 90 Day Fiance, Married at First Sight, Real Housewives of Potomac and now Salt Lake City is on. What I say? Did I say Married to Medicine as well?

Z: You did not, so I'm glad you added that.

Laila: I'm behind on Survivor, so I have to catch up on that. But yeah, that's just a few. I'm sure there are more that I'm forgetting, but those are the ones that regularly come up on my must watch list.

Z: We love it. We love it. Alex, what about you? What's yours? Gimme your best restful practice.

Alex: I think it's a practice that I use to wind down, which to me, gets me to restful. Like, restful is like actually probably like in my bed, sleeping most often. I like a good easy chore like washing dishes while listening to a podcast. Or, like, I don't want my...I want my ears to be engaged, and I want, like, to be touching something, but I don't want to be watching anything. Like, it's really good. That's my good wind down activity. So like, maybe before bed washing dishes, putting things away while listening to a non-news podcast has been a good go to for me.

Z: Nice...nice.

Alex: Yeah. What about you, Z?

Z: Well, you know, I love...we have this extra deep couch in our house, with a chaise attached to it, and the thing that I love to do is, when my dog—who is a puppy—is tired enough, you know, because she's a little antsy. But when she's tired enough, she'll lay on the chaise and she'll let me kind of cuddle with her a little bit. She's not a huge cuddler, but when she's tired and, you know, just kind of ready to relax, she'll let me cuddle with her. And I, like...kind of doing that while we're zoning out watching TV. As Laila said, I'm also a big fan of nonsense television and weird documentaries. So yeah, that's kind of my best, restful practice.

I know Alex, we also talked about this, in one of the pod episodes for this season. But I also have a nice little practice of waking up and watching the hummingbird feeder outside of my house in the morning. And I also have taken to reading a Mary Oliver poem or two in the morning just to kind of start my day out. So trying to think about rest both at the end but also the beginning of my days has been kind of a helpful strategy to move into the day a little bit more peaceful and with a little bit more quiet.

Alex: Wow. Tell me you're a Taurus without telling me you're a Taurus.

Z: Listen, listen, maybe...

[Alex laughing]

Z: Maybe, maybe the guests...maybe the people who listen in and could just figure out our star signs and tell us, you know, so... I'm sure we've dropped enough hints.

Alex: [chuckling] Absolutely.

Z: But before we get too carried away, let's move on with the questions, shall we?

Alex: Absolutely.

Z: So before reflecting on this larger season, we've asked everyone this question and we'd really love to hear your answers to it as well, Laila. This season we've been focusing on equity in higher education and using Marcia Baxter Magolda's idea of being good company with students. So what does being good company alongside students, colleagues, and others at this moment in higher education mean to you?

Laila: Yeah, so one, I love this question. And I think, you know, there's many ways you can answer it and think about relationships between, you know, myself, my students, the folks I work with, and folks that I do life with. And the thing that I keep coming back to is not just the relationship, but the type of relationship and how I communicate care, right? And so, being a mom is really important to me, right? So mothering requires a particular level of care, even when you are frustrated or even when you're extremely happy. So thinking about that dynamic in that it's not always...I'm not... My care for you is not always dependent on whether or not I like you in that moment, right? And how do I remain consistent in that?

So when I'm thinking about that being in good company, you know, like with my students, right? There are some times when things may not be going well, but I still want to show them that I'm with them in that moment. And similarly with my colleagues, we could have a really frustrating faculty meeting or a program meeting, but I'm still in it with you, right? And similarly, I think about family members, the things that come up...Even my close friends, like, how do I show that I'm still with you in that moment? And that may be like asking, you know, what we call open and honest questions. I think about Parker Palmer, right? Or the touchstones, right? Asking questions to get at the heart of what's happening, right? So the questioning is something I keep coming back to. So when it comes to being good company, sharing that I'm with you in that moment, regardless of what's happening, but also asking good questions to really get to the heart of what's happening, right? So I think that's also where my counseling background comes in because we all do things or all have things going on in our lives that we not may not be aware of or may not share with folks. And so I think asking questions that get to: how can I be with you in this moment? is one way that I try to be in good company with others.

Alex: With that, and I think, you know, it's no secret, I think we invited you, Laila, to be a part of this episode because I think the three of us have quite an active group chat, despite living in three very different places of the country. And, I think I would say that you totally live that out in the way that I see you even showing up for the two of us, in that space and how we all try and show up for each other.

Laila: Thank you. And y'all mean a lot to me. Like, I try to show the people I care about that they mean a lot to me. And that may mean just saying it, right? I think half of the battle is just letting folks know I see you and I care about you. Thank you.

Z: Alex, you're giving away a company secrets letting people know we have a text thread, so...

Alex: I mean, I didn't say the name of it...and I'm not going to say the name of it...

Z: That is true.

Alex: That's the actual state secret...

Z: Well, that is very true. Yes.

[Alex laughs]

Z: People should be so lucky to be in a group thread with the two of y'all, as far as I'm concerned. So I just feel...I feel blessed to be in your company, you know?

Alex: I mean, we haven't had a good GIF-off yet, in a while, you know...

Z: That is true. That is very true.

Alex: But, to bring it back to this episode, you know, we've all listened to the episodes from the season again, because part of what we want to do is, as you were saying in our introduction, to really model the sort of reflection we ask students often to do. And we wanna do that for the season. So I'm going to ask both of you and I'm gonna start with you, Laila, as the person who was not part of these interviews first: what have been some of the major learning or a-ha moments for you Listening back to this season of 'Round About Campus?

Laila: Yeah, thank you all so much. One, I just want to say thank you to each and every person that y'all had on the podcast this season. There were lots of nuggets that I was just, um, a-ha-ing and amen-ing as I was listening to you. But some things that really jumped out at me—well, there's a lot—there's a difference between what we call, like, what is it? Signposting or signaling in higher education? Like we're trying to use certain language to let people know that we're down or we get it, right? And in one of the episodes, I think it was maybe D-L, brought up Leigh Patel's comment about answerability and what that means versus accountability, right? Or, and I don't know if it was versus, but this idea of answerability; who are we answering to when we're thinking about trying to move higher education and see the first practice forward, who are we being responsible to and how are we communicating with them? That, to me, was just like, yo, right? Because we can have this conversation all day as scholars and practitioners about what we're doing, but how do we share that information with the folks that are, you know, being impacted by the decisions that we're making? How are we being transparent?

And then there's another conversation about, you know, using data as a way to move this stuff forward. Again, as someone who teaches our assessment and evaluation course, I think about

this a lot. And I try to communicate to students that you shouldn't be just collecting data just to say you have it. Please do not send another survey for decoration, right? How are you sharing the results of the data that you're collecting with students, right? A lot of times this information is shared just with other faculty and staff, and students have no idea how we're making meaning of the—to me—precious information they shared with us, right? So thinking about this idea of answerability, we're answerable to the students, right? Now it seems like we're, you know, worried about legislators and being on C-SPAN in response to what's happening on our campuses. But how are we even talking to our students about what we are doing to make campuses a humanizing space for them, right? So that jumped out to me.

There's also a comment about, or something that came up to me is like, we often talk about folks as being minoritized or marginalized without talking about who is doing the minoritization and the marginalization, right? Those structures, systems, and people are noticeably absent from that conversation. And that's a problem, right? As a Black woman, I'm just like, I'm not just like, oh my gosh, I'm minoritized. Okay—who's doing it right? What is it? What is making that happen that I need to identify in that way. And so, one of the guests used this word overserved and I love that because we, you know, again, we talk about underrepresented or underserved. Who then is overserved [and] who is overrepresented, right? Like this language...we spend a lot of time trying to get language right. But in that desire to get language right, we're still missing this really important—and to me critical—piece of who is doing this, right?

And again, that brings me back to answerability. So if there's a population that's being overserved, how do we communicate that to them and what that means, right? What does that look like? I think across all of the episodes that I listened to there's this idea of checking in with people like, oh, I want to support these students, I want to let these students know I'm there for them. I think all of us have said or used that type of wording previously, or currently, right? Yeah. We do want to support our students, but what does that really look like? How do we move from support to advocacy? That was something else that came up. This idea of, okay, so if I'm in a meeting and someone's having a conversation or using certain language around a student population, how am I checking them and then also saying, here's the next steps, right? Because we could fill, you know...entire campuses' libraries are filled with research. I say, stop doing this. Don't do that. These things need this. Okay, now what, right? And we know that people keep saying higher education moves at a slow rate. Higher education moves when it wants to and for certain people, right? And so thinking about how do we take this knowledge out of these, you know, textbooks or journals or whatever it is and put it into action? I feel like everyone on the podcast this season has encouraged us to move, right? Or has reminded us of ways that we can move in the ways that people are moving. So how do we create a collective movement around this? So it's not just happening in pockets, or it's not someone waiting to be tapped to say that it's okay for you to do this. It's like, no, our students have been asking for this for decades, if not longer.

And so how do we move from okay, now I got the language down to actually taking the data or taking a look at, you know, policies and practices that we have and say, okay, this is not working or is working for particular people in these ways. The overserved are good, right? Let's at what point do we stop saying underserved? At what point do we stop saying marginalized,

right? Because now we have this new language because you don't want to say Black or person of color, so now you move into marginalized and minoritized; okay, a different language. But then the needle has not moved. So when I think about this season, I think okay, people are aware of that. People got it down pat. Got it. Now what? Well, the now what is the advocacy part.

Z: Yeah...yeah. I love kind of that idea about moving from language to practice, from talking about things to advocacy. There's kind of an action-oriented approach, I think, that you're weaving through the episodes, which I really love. You know Alex, when I was thinking about this question that that you're inviting us to kind of respond to, I was thinking a little bit about Lee Anne Bell's work around social justice, where, you know, there's this idea that social justice is both a product and a process, right? It's a point and also a movement. I started thinking a little bit about both the content of our episodes, but also the process of kind of moving through the episodes. You know, I have really enjoyed the fact that this podcast is not an entity in and of itself; we're actually creating a through line for *About Campus*. I love the fact that we're drawing on Marcia Baxter Magolda's work not only because she's a former faculty member and mentor of mine, but because she was an early Executive Editor of this magazine. And so we're really kind of creating this thread across the magazine, and the life span of the magazine, which feels really exciting to me.

I think that we've been—and I've really appreciated that we've been thoughtful and intentional about who we're inviting to be on podcast episodes; to really think about everyday practice, things that are happening, and really focusing on that practice rather than thinking about who are the quote unquote big names we can get to get more people to listen in. Because I think the reality is, as you were mentioning, Laila, if we start with process, then the content is going to be fantastic regardless, right? So, thinking about, kind of, those values [and] those intentions driving the pod has been really exciting. It's also been, I think, a really loving practice to be in relationship with folks that I haven't gotten to talk to you for quite a while. And so it's nice to revisit some things and to revisit some relationships, which is really good, as well as build some new ones. And so I'm excited to think about that moving forward with the pod.

I also, in terms of content, I'm just really—I've continued to rest with the questions that Stephanie Waterman invited all of us to, to think about. You know, there's this ethnographic practice of making the familiar strange and the strange familiar. And I think that Stephanie invited us to think about very familiar things through those questions. Notions of help, notions about asking who's helping and for what, thinking about what is it that we're seeking to do, versus are we being invited to be in community to do those things? Those are particularly, I think, mundane things, but they're so mundane that we often don't think about them. And because of the way that higher education and student affairs is structured—à la do a lot of things, check them off your list, get through it, do more with less—we're actually disinclined to ask those questions as they become stranger and stranger. And so it was nice to kind of think with Stephanie, be with Stephanie, and I just continue to think about those questions, right? Because I think they're so profound in their kind of banal [mundaneness], right? So yeah, I think those are some things that are really big moments for me in terms of content and process.

What are you thinking about, Alex?

Alex: Yeah, I appreciate the threads both of you sort of weave together throughout these episodes because if I think about process and product, I think about the idea... I think what stuck with me throughout all these episodes is the idea of rightsizing things, right? I mean, like both in terms of the actual size of things, like how do you make it right size, but how do you actually do right while rightsizing things, right? And I think of that in the way that Maya Angelou talks about, like, just doing right. Because you sort of implicitly know what doing right is. I think some examples of this throughout our episodes have been—I'm really still sitting with what D-L shared about this idea of is macro-institutional change the right goal, right? Is it the right question to be had? And I think the conversation he and Ryan had about even Ryan's attempt to think about learning communities and making them more intentional and not just sort of emphasizing sort of quote unquote high impact, but also how do they also forward goals of equity and justice at the same time? And I think, too, D-L's comments about the capital I institution of higher education. I think we talk about institutions as individual organizations, as we should, but the societal institution of higher ed is a really hard thing to change, because institutions in many ways are not meant to change. And you can tell I was teaching org theory the semester we recorded this...

[Alex laughs]

Alex: I think too about Tricia and Sy's conversation about the role of campus space and why we hold space and how college spaces can be overregulated spaces. But it doesn't mean they can't be intentional spaces if we don't overregulate them or over structure them. I'm also thinking a lot about where do I have really good, challenging conversations and how can I bring those practices and learning from those challenging conversations into my own classroom? I think I try and facilitate good generative dialogue wherever I am. And I want—I think more and more about the spaces that I hold and how to use those spaces in a way that does, again, does right by people.

I'm still sitting with like, Tricia and Sy's conversation about certain student populations merit attention because of the trauma they've experienced, right? And that's why we think we should pay attention to them, right? Because of essentially the harm that has happened. And I think another overarching theme—and this is where I'll stop talking for a second, because I think there's some good dialogue for us to have—is the consistent theme of going beyond the institution to be successful in the institution, right? The idea that, and we talked about this with Stephanie, about how many Native students leave campus in order to be successful. This also came up in our conversation with Colette, Erin, and Vanessa about how in many ways it is about what happens outside of the institution as much as what happens inside the institution that matters. So, yeah, and I mean, my other broad lesson is to keep a stable internet connection anytime we record an episode.

[Z laughs]

Alex: So yeah, those are some of my main takeaways.

Z: Yeah. I love this idea about going beyond the institution to kind of persist and make it through and perhaps thrive and find joy in the institution. Again, if we think about process and content, I think that's a little bit about what the three of us do on a regular basis in said text thread. It's also a little bit about what we've done through some of these episodes. You know, I think about the episode with Colette, Erin, and Vanessa especially. I mean, these are folks who didn't know each other before the episode. And by the end of the episode, we're all laughing and talking about joy and thinking about, you know, when we will be able to see each other and connect next. So I think there are ways that we, yeah, I think necessarily move beyond the institution to think about, okay, well, now I can address the work that I need to do institutionally. It's not an either or; it doesn't counteract or counterbalance some of the things that are happening regularly, but it does kind of gesture towards, imaginative futures, where we can keep on reaching out and keep on thinking extrainstitutionally, right? If I was going to use some different sorts of language to think beyond, kind of, the walls or the gates of particular institutional boundaries, you know?

Alex: I'm wondering: did hearing anybody else's reflection spark a different kind of question or wondering for each of you as we were going through those themes?

Z: I mean, I'm thinking about—yeah—I appreciate the reminder, Laila, to come back to this idea of overserved. I think that this is such a powerful reflection, not just in terms of how I think about my teaching, how we think about engaging with people on campus, but also in thinking about the cultivation and the sharing of new knowledges. I think as an editor and as someone who is a reviewer for multiple different journals, I will be taking that piece of information with me as I continue to review and as I think about sharing more widely new knowledges, right? What does it mean to make this shift? And how is that shift an action-oriented practice toward equity, toward a transformational politic? So, yeah, that's one of those questions that I'll kind of be thinking about is, is what does this actually mean in terms of the generation of new knowledge and how might we be able to create some changes in our practice, in our magazines and our journals, some of those sorts of things.

Laila: Yeah. I think for me, the things that y'all have raised up just make me—something that keeps coming up within our program is students thinking about how does this degree relate to other spaces, or how could it relate to other spaces that they're—you know, for whatever reason if they decide not to stay in higher ed? So thinking about what is life outside of higher ed like has just come up as I'm listening to y'all. Because I'm in a bubble, right? Like being in community—strong community—with other higher ed faculty, teaching, my social media streams, like, thinking about how do I get more intentional about getting outside of higher ed if I want to transform higher ed is something that's coming up for me.

Z: Alex, anything coming up for you?

Alex: Yeah, I think similar to you, Z, I think I'm thinking about Layla's point a lot about the overservingness. And I think part of that comes from even my own work about thinking about the forces that marginalized people experience and not just marginalized people's experiences, right? And how often, even even as someone who's interested in that work, I often can default to the language of, the affectation of those impacted, but not those doing the impacts, and how I

need to really check myself that are in my own theorizing, writing, teaching about that too, right?

I think this is why in many ways, my work is moving towards more of an organizational lens, which is wild personally, for me to think about...but perhaps not for others who would maybe think that's where I was going to go from the beginning anyway.

[Alex chuckles]

Alex: But really thinking about my, I think ultimately the core of my interests is I'm really interested in the effects of institutions on people. That is ultimately what drives everything I've ever done in research. And usually that has been through a developmental lens. But now I'm getting much more interested in the way the structural affects the developmental and vice versa. And especially in supposedly—as we were talking about before we started recording—a learning organization like colleges and universities. And in this age of hyperpartisanship and sort of the effects, appropriations at public institutions not keeping up when adjusted for inflation in the same way, we're sort of reaching this point of, okay, are institutions going to continue their learning mission, and how will they continue that in the face of these sort of external pressures to perform and gather resources?

Z: For all the people listening in, I have to tell you, it's a little too bad that we don't have a video component to these podcast episodes, because Laila and Alex have some of the best thinking faces that one could ever see. So, deep reflection happening. Lots of thinking faces being pulled.

Laila: Thank you.

Z: Yeah, and just kind of joyous to think through some of this stuff together, you know?

Laila: Thank you for that language; my thinking face. I love that. Yes, this is my thinking face.

Z: I've needed to work on that language because some people think that I don't like their ideas. And I'm like, no, it's just my thinking face. Sometimes I don't like it...I'm kidding. It's usually just my thinking face, right? So, you know, because—and I think we've been talking a little bit about this through this reflective kind of practice, which is nice—but *About Campus* is really focused on connections between scholarship and practice to enhance daily work and educational contexts. And so Laila, we're kind of wondering what are one or two pieces that you regularly go back to when thinking about the work of equity?

Laila: So I have lots. But you said one or tw so I'm going to give you the one that I've been sharing with anyone who will listen. It is Dr. Riyadh Shahjahan's piece in 2014. It's titled [Being 'Lazy' and Slowing Down: Toward Decolonizing Time, Our Body, and Pedagogy](#) and is in the *Educational Philosophy and Theory* journal. And when I tell y'all this piece, like...you ever read something and you think to yourself, how does the author's brain do that? This is one of those pieces. And one of the things that I love about it is that, one, it gives me different language to think about decolonization. I'll be completely transparent: for so long, the

conversation that I've been engaged in around decolonization, I focus on land and the way that Riyadh kind of moves that forward and thinking about time, and how we conceptualize time within higher education—it's just been mind blowing for me and how that impacts our ability to think about the student experience, but also experiences that faculty, staff, administrators, and just higher education broadly and the ways that colonization has tried to sep—not tried, but has been successful in separating us from our bodies and how we move to this world. And so this piece, if you all had nothing else to do, go ahead and download it because, Dr Shahjahan has just he is doing the work...

[Laila laughs]

Laila: ...and has given us a really good language to think about how to expand our understandings of decolonization within the U.S context. So yeah.

Z: Yeah, I love that...I love that. I think, if I'm not mistaken, that piece has been mentioned previously on the pod, perhaps? Or maybe I'm just willing for that to happen. So definitely, folks should check that piece out. Yeah...Alex, are there pieces that you regularly go back to? I just realized we haven't really talked about this, you know, being hostesses at all, so...

Alex: Yeah. So the pieces I have probably come back to, one is in education, one is not. The first is [David Labaree's public and private goods conversation](#). I think about the competing goals of education a lot, and not only because I think very strongly of higher education being both a public and a private good, but that my attachment to the public good can both avert my eyes from many of the ways higher education has become a private commodity. But two is that...And I was just...a nephew of mine just turned 13, and his grandma recorded this video asking him, what have you learned in your 13 years of living? And his first response, it was, like—it killed me—he was like, I haven't learned anything that's going to help me get a job. I was like, ugh. And I'm like, but learning is so much more than being about a job. And for him in that particular moment, that's all learning stands in for, right? So it's that private good goal that I have to keep in mind. So that's the first thing. The second thing, and a book I try and come back to every other year is bell hooks [All About Love: New Visions](#). I think a lot about that book and how expansive love can be and how love is not just an amorous practice, but a platonic, an everyday practice to take in all aspects of life. And I really try my best to ground myself on those principles as often as I can. What about you, Z?

Z: Well, I mean, I think the easy answer is [Marcia's piece on being good company](#), right? Obviously, that's a kind of go to piece for me. I'm a good Miami of Ohio grad in that sense. But I think the two books that I often go back to—and again will not be a surprise for the two of you—I think that they are, they should be required reading for everyone that works in higher education and student affairs, I think. The first is [On Being Included](#) by Sara Ahmed. My copy of that book is worn out, has lots of underlines, lots of dog eared pages, lots of post-it notes in and through it, and is a book that I constantly go back to. Especially, I think that particular idea of nonperformative speech acts, which she introduces in that book, it's, yeah, I think a complex but really important way of thinking about how we do things through not doing things and how our not doing is actually a particular nefarious event rather than a happenstance byproduct, right? So the act of not doing becomes a pretty important doing in and of itself, which I think

we see acted out on college campuses, kind of, broadly. And so it's one of those ideas that I often go back to with students. The other book is la paperson's [*A Third University is Possible*](#). It's a text that I have as a required reading in multiple of my classes and for students that have taken these multiple classes with me and have read the book multiple times, they always get something new out of that text. I think is a real gift in thinking about how we can do more than thinking, how we can imagine, how we can dream, how we can desire, and how our desiring and seeking does something not just to the institution, because I think that question about is macroinstitutional change the goal? Should we be striving for it, right? That's a question that I think is present through that text as well. But also it does something to us, right? I think that one of the things that we learn through being educators is how to stop imagining and how to stop desiring. And so I think that text is a call back to not just wanting but wanting to want, to use the language of a former colleague of mine, Eva Hayward. So, yeah, those are the two texts. Again, probably not a surprise for the two of you or other people who know me who are listening, but I think they are really transformative pieces for me as I keep on going back to them.

So y'all, this has just been a gift. Thank you so much, Laila, for your time and yeah, sharing that with us and thinking about these previous episodes with us. It's one thing, I think, for Alex and I to be involved in the process of creating the episodes and being with the guests, but it's such a nice moment for me—and I think, Alex, you too—to hear you, Laila kind of think alongside our guests and think alongside the process. So, yeah, thanks for that.

Laila: Thank y'all again for the invitation. And thank you to all the guests on the podcast—absolute brilliance and joy.

Z: All right. Well, I think that that about wraps up this season of 'Round About Campus! Thank you so much, Alex! Season One—it's a hit. It's in the bag. We've done it! And for all of our listeners, thank you, too, for listening along and sharing feedback as we've been going through the episodes. If you do have any feedback, feel free to email us at AboutCampusMag [at] gmail [dot] com, and we'll look forward to seeing you all next—well, maybe not seeing you all—but being with you through the pod, through listening company next season. Bye all.

Alex: All right, time for the credits. Thanks to the folks who pulled this all together, including our fantastic Season One guests

Z: 'Round About Campus is audio engineered by the incredible tech team in the College of Education at the University of Arizona, including Jason Aragón, Erica Lmuth, and Michael Griffith.

Alex: Mary Ellen Wade designed our logo. Thanks also to my fantastic and fabulous co-host Z.

Z: Thanks to you, too, Alex. We'll look forward to being with you 'round about campus soon.