

[00:00:00] Bonni: Today on episode number 409 of the *Teaching in Higher Ed* podcast, Dr. Antija Allen and Justin Stewart, join me to talk about *We're Not Ok*.

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[00:00:23] Bonni: Welcome to this episode of *Teaching in Higher Ed*, I'm Bonni Stachowiak and this is the space where we explore the art and science of being more effective at facilitating learning. We also share ways to improve our productivity approaches, so we can have more peace in our lives, and be even more present for our students.

Dr. Antija Allen is an assistant professor of psychology at Pellissippi State Community College with nearly two decades of experience as an educator. She is also the director of the Pellissippi Academy Center for Excellence or PACE, Pelisse at the Pellissippi State Community College.

She is also adjunct assistant professor at the Summer Principals Academy at Teachers College, Columbia University. Dr. Allen is the owner of Allen IV prep consulting, which specializes in career coaching and professional development for higher ed job seekers. Also joining us on today's episode is co-editor, Justin Stewart. He's a faculty career coach for Allen IV prep consulting and the co-editor of *We're Not Ok: Black Faculty Experiences and Higher Education Strategies*. Justin's work in higher education began in 2016, working at Georgia State University, where he assisted the project coordinator in the department's international recruitment for faculty and post-doctoral fellows.

Alongside his work in education, Justin is also in the corporate banking industry as part of the technology business unit risk management, where he serves as an independent first line of defense risk partner within Enterprise Technology. Dr. Antija Allen and Justin Stewart, welcome to *Teaching in Higher Ed*. I want to start out with a quick story and that is one about my mom. When I was little and still today, actually, she would go into the bookstore and the very first thing that she wanted to do was flip to the end of the book and read the end of the book first.

Well, I did not do that with your book, I imagined my mom picking it up and starting at the end, and I really do think that might be a great place for us to start our conversation today. Justin, I'm going to quote you here you end the book talking about this. I'm reading from your words, "Your voice is important. Your individuality is important. Your presence is important." Justin, why is this such an important message to get across to Black faculty today?

[00:03:11] Justin: Thank you, Bonni, and before we start, I definitely want to thank you again, Antija and I offer this opportunity to discuss with you. When it comes to that quote, I think, whether it be within the confines of higher education, or in industries, or in general, I think a lot of people on a day-to-day basis deal with a lot of insecurities. I think especially for Black and Brown faculty or Black and Brown professionals in general, all when it comes to being in professional environments, or being in environments where they're the minority, there is this image or there's this stigma of what it is when you look at yourself as a Black individual. When you look at yourself as an educator, whether you look at yourself as a banker, any type of industry.

It's a juggling act of dealing with identity and being authentic. For Black and Brown faculty with that particular quote, as you're putting these situations, as you were putting these environments where you're essentially inspiring the youth of tomorrow, the future of tomorrow, the future of today, ... describe it, they need to always feel as though they're in a safe environment.

You always need to feel as though you're in a safe environment to be 100% yourself. I think with that message, not only for Black faculty, but also the institutions that employ Black faculty, we have to always keep in the front of our mind that we want people to bring their true selves as long as it's something that's productive.

I think that we encounter for many Black faculty where they feel as though they have to mask themselves or they have to present themselves in the best light as dictated by a vast majority which in more often time and not is a white male majority. They just need the opportunity to be myself and show myself as opposed to just being what I think that you believe I should be in order for me to essentially excel or even survive in higher education.

[00:05:20] Bonni: Antija, as we continue to begin at the end, that same chapter quotes, James Baldwin, as he wrote, not everything that is faced can be changed, but nothing can be changed until it is faced. Would you talk about the importance of facing that which needs to be changed?

[00:05:40] Antija: When I think about the reason for us even having this book, the need for this book, it was because of so many people going through hardships

at their job, and always being put in positions where maybe someone's gathering data about, hey, what are your experiences, what's happening with you? Let's talk about it, let's share, but then leaving it right there, not going past that point. It's not just about, let's share what's going on, and let's share what needs to be changed but let's actually change it.

Unfortunately, what we found through writing this book, what I'm sure we've seen with our own experiences, is that those who, especially in this-- Well more specific to this book, Black faculty who are in that position of dealing with multiple things that they're dealing with at their workplace, whether it be microaggressions, whether it be people questioning their competence, questioning why they're there, questioning their merit, et cetera, while they're dealing with that they're also usually tasked with being the ones to make the change.

The reason why that's an issue is because it's almost saying, Oh, you're-- Fill in the blank, whatever that diversity label may be, you should be the best expert at this, let me task you with this. Now, you're tasking someone who's already dealing with a lot, who's probably already overloaded with work, and now we want you to be the one to fix the problem that you are having to deal with.

It's so important that we even bring that to light, the idea that there are things that needs to be changed, I'm glad that this book actually is offering strategies for how to change it and part of that is hiring experts, taking the time to invest that money in hiring experts to really be a part of that change. Not to say that I'm a Black faculty member, I consider myself an expert, but everyone is not, and everyone does not have the time or the passion to put into this type of work.

[00:07:54] Bonni: You write in the book, that there's no single panacea to treat all the mental health struggles that they may face, it's vitally important that Black and Brown faculty continue to tell their stories. Thanks for being here today, to tell your stories and the stories of so many others. We're going to begin with the title of your book, which is *We're Not Ok*. We're not okay, and we're going to look at four aspects of how Black faculty today are not okay. Let's begin talking a little bit about a lack of representation. Justin, would you share about how we are not aligning in many cases, our faculty with the student demographics?

[00:08:39] Justin: No problem. I think I'll do a small pivot. One of the things that we looked at that we mentioned in the book is if you Google search, the name or the title of professor, teacher, and you just see some of the images that pop up their stock images, but it's usually a certain image that you see. It's usually like you said, a white male, in some instances, will be a white female, but it's predominantly a white male.

I think even going into looking into my educational background, K through 12th, I had maybe like a speckle of Black faculty. It was only when I went to an HBCU historically Black that obviously, I had more Black faculty.

One of the issues when we're looking at *We're Not Ok* when it comes to representation is we speak about culture, we speak about community, we speak about being the embodiment of everything that we see on a day-to-day basis. We go to colleges, whether it be our predominately white institutions, sometimes HBCUs but for the sake of this conversation, PWI's and it's immersed with Black, Brown, Hispanic, Asian, all of these different cultures and it's a melting pot when it comes to student body.

When you step into these classrooms, speaking again to the Google search, it's traditionally a certain teacher that you see and whether it be a Black teacher, whether it be an Asian teacher, whether it be an Indian teacher, when you're continuously not seeing the appropriate representation for a student, you think to yourself, like, "Would I potentially become an educator? Would I become a faculty member?" If it's not what I'm seeing, then how does that inversely affect me?

What is that reinforcing in my mind? Because you also look at it with sports, music, you see all these different things and you see a certain image so you assume that because this is what I see. This is what it is. One of the problems that we do face because of this, when it comes to representation, as I mentioned is those that are part of the marginalized communities feeling as though they are pigeonholed or blackballed to a certain aspect of higher education.

You may see Black staff, you may see Black employees, but they're generally in certain services, you might see them in the cafeteria. You might see them in the bookstore. You might see them in janitorial services, but you're not seeing them as your educator. That continues to diminish the light of a young student that I want to become a faculty because it's almost like I can't do it here.

While we definitely want to encourage giving back to HBCUs in the history that goes to HBCUs, I shouldn't have to feel as though I have to go to these particular schools in order to see myself. Because it's always about reflection and something that I shared at the top was authenticity and identity and the lack of representation that we have at these schools leads not only to the current Black faculty feeling as though they're isolated on an island, on their own.

I feel like there's nobody that understand some of the issues that I go through or when there are certain issues that do come up in the country, I can't speak to anybody about it. That's another aspect that I didn't share, but when it comes to the student and educating the future of tomorrow, if I'm a student and I don't

see myself currently as an educator, how can I actually see myself tomorrow being an educator for students?

[00:12:08] Antija: I have to agree. Also, just another thing that comes to mind is that sometimes when you talk about representation and you talk about the need for a more diverse faculty population, we always go to, this is good for students who are of the same. If I'm a black faculty member, this will be good for Black students and it will be good for Black students, but it'll also be good for white students and it'll be good for Asian students.

To see that, "Oh, so this is another role that a black person can hold." It's not just some of what Justin pointed out, which are all noble profession, but there's still a need to see more diversity throughout, not just in certain professions. I think that's one thing that always gets lost, well, this is just for this particular target group. No, this is for everyone. I don't want my students to see me coming to the classroom and be shocked because I'm Black and I'm teaching them, and also because I am black and I have authority in this room that they now have to get accustomed to because they may have never had a Black authority figure in their lives. There's a lot of layers there that I feel like it just presses on the point that we definitely need that representation.

[00:13:28] Bonni: You stress the importance of being able to show up in the spaces and places where we work and where we teach in the fullness of ourselves. The second problem that you identify throughout the book, unfortunately, is not the case that we're always able to do that. Could you talk about Black and Brown trauma and how this plays into the context?

[00:13:51] Antija: Sure. One of the things that really brought all this out, we were already talking about the book for major events that occurred in the world, such as the murder of George Floyd, Brianna Taylor. This was already a conversation and it was already a conversation because of what people were going through on a daily basis and what they were struggling with.

I think when those situations occurred in society and that combined with the pandemic, it made it even harder situation for people who were already having a tough time who were already struggling. On top of that, there were things going on in the country that they knew were like, "We know this is happening. We know that people are hurting. We know that people are being discriminated against", but yet when I get into my institution and I start, maybe at that time during the pandemic, it was more on Zoom.

No one's addressing it. Everyone's acting like it's not going on, but here I am really having to almost in a way, bottle it up so I can get through this meeting and then get to the next meeting or you might log onto a Zoom and people are

sharing very different opinions than you thought they would. You had the Black Lives Matter movement and you might have colleagues talking about fear, fear of Black people without saying fear of Black people saying, "Oh, the fear of these violent thugs in the street."

Forgetting the reason for these people being out here for BLM. Also not recognizing that there are other people out there, everyone out there is not black. Right. That's another part of it. Yes, having to deal with all that can be a lot. I mentioned earlier about the being overloaded and this is true. I've noticed this is true for anyone, where's that diverse the label. If there are search committees, you're going to be on almost everyone. If there's very few of you.

If we only have three Black faculty members, and that is the height of our diversity, then these three Black faculty members are being stretched across every search committee there is. I'll tell a really quick story. I was trying to schedule a meeting with a group that I was working with at my institution. I had a faculty member say, "Oh, I can't attend this meeting because I'm going to be on my first search committee. I really need to make sure I get there for the training."

I had been at the institution, I don't know, maybe like two years. I had been on six and this person had been at the institution for 30 years. This was her first. It just like made my head go pshh because I was already overloaded with so many other things with so many other committees, I was involved on that. I just could not believe like, "Oh, why didn't they utilize her?"

I totally understand the need for that diversity on the committee, but I just felt like, wow, here I am stressed out overloaded with work, trying to figure out how I'm also going to review 100 applications and also do my grading. I have a colleague here who has never even had the experience being on a search committee. One of the bit of that trauma is the stress and one thing that we mentioned in the book is that we all know that stress does not stop it.

Psychological stress moves on to physical.

Now we have medical problems as a result of what we are going through at work, a place that we really want to be, because this is the work that we really want to do. This is a different type of profession. When people become educators, it's usually something they're really passionate about. They're passionate about the topic they're passionate out, educating as Justin pointed out the future and to get into that really excited, really passionate, and then to quickly be broken down with little subtle comments, which are microaggressions, which we all know don't always mean that somebody's being malicious, but it doesn't mean that it doesn't hurt.

Just because the point isn't to be malicious doesn't mean that it isn't harmful. It isn't going to hurt me, so many people, so many faculty are dealing with burnout, but Black faculty were dealing with burnout for many, many years before the pandemic. That's one thing that we really wanted to come across in the book. Then to add on top of that, a lot of people don't know what we're going through as Black faculty, because we are so resilient. That also comes up in the book. Many of us, I shouldn't say all of us, but many of us are very resilient.

Many of us are getting it all done. I talk about being on all these committees, I'm getting it all done. I'm doing it well. Oh, so she must be happy, not necessarily. That's another part of it is like, "We're not okay, but we're not always comfortable telling people we're not okay because we don't know if we can trust those people. It's just to put it out about safe spaces."

We don't always feel safe at our institutions as you know, Bonni, if you are an educator and if you are on a tenure track or you're trying to go up for promotion, you really have to be very careful. That's doesn't matter who you are. You have to be very careful about what you say because it can be taken. Someone can take it and run with it. That could be the difference between you being promoted or not. That could be a difference between you getting tenure or not. Many times people do have to struggle in silence and it's heartbreaking really.

[00:19:39] Justin: I think the additional thing that Antija did mention that is, we have to continue to stress whether it be in our conversation today or in general. With everything in the overload, it's about having that necessary support. Bonni, you're asking about mental trauma, we think about it. We have all of these resources for students that are dealing with mental health and that are needing mental health days, but what are we doing for the faculty members?

From everything that Antija has detailed, that's a lot, that's more than a lot. That's an excessive amount. These are said they come in, do their job, and they go home. Some people go home and just have to work myself up to do it again, even dealing with all this burden. One of the things that Antija is stressed is I can do all this work, but unfortunately, somebody will look at it, it's like, "Oh my God, you're doing so well." It's like I don't necessarily want to do it.

I understand that it's necessary, but it's about having that type of support system or someone that can go in there and say, "Hey, let's make this a little bit more efficient for you. Let's help you work smarter, not harder." I've seen some ways that you're burning out. I see what's going on. I just want to avoid that happening because Antija can do as much as she wants, any other Black faculty can do as much as they want, but there's going to be a point where you tap out.

Because of that stigma, or you don't want to be stereotyped, or you don't want to be categorized as a certain way, you're just going to keep pushing through and you're going to keep breaking yourself down mentally, keep breaking yourself down socially, psychologically, all of that. In the moment, it's fine, but in the end, it never ends well for that individual because they're just going to end up sacrificing a lot more than they were intending to. I think being able to have that type of support within these organizations it's critical.

[00:21:37] Bonni: You've touched on this already a little bit about the uneven expectations. I think maybe uneven is not a severe enough word to describe that. One of the aspects would be tokenism, and I'm quoting from the book here, during the course of my tenure at this university, I was so intent on managing this intricate act of survival, advocacy, and scholarship.

Your story was so powerful and Antija earlier, as far as you talking about being on so many search committees as opposed to the expectations just were not there for a fellow colleague. What else can you tell us about these uneven expectations? Again, I'm not sure that's the best word that I've selected there [laughs] but it doesn't seem precise enough. What else can you tell us about how this plays out?

[00:22:28] Justin: When we're looking at different aspects of it, when we're looking at hiring committees, when we're looking at anything that deals with diversity or more specifically, deals with African-American diversity, it's to what Antija mentioned. It's assumed of, "Hey, you got it." I said, you shouldn't assume someone's an expert, but because of the fact that you're isolated, as I mentioned earlier, or token, you want to make sure that you're projecting the best image.

I think unfortunately you find yourself in situations where you're surviving as opposed to thriving. When we're looking at hiring committees and you're the only Black person you're continuously inundated with the task of being on a hiring committee, but then still having publications to take care of. If you're going through the tenure track, still being, not burdened, but still being tasked with a slew of other things on your plate.

It's also saying that you are this particular minority. We need you added to this. We need you added to this. We need you added to this, but we still need you to do what you regularly have to do to get off these particular metrics, we'll just say. Whether it be trying to go for your tenure. It's just that weight that just brings your body down more and more because you're continuously being, "Let's put something else, let's put something else, let's put something else," and never asking.

It's almost a stubbornness of, "I'm going to continue to do it because as I understand the necessary or how necessary it is." Not having that conversation or someone not reaching out to you saying, "Is this too much for telling you, this is too much, it's almost like I'm going to keep feeding you and feeding you and feeding you. I see you're full, but I'm going to keep feeding you regardless.

What I mentioned about, surviving a not being able to thrive when you're so tasked with being pulled this way, that way, as Antija mentioned, it's almost like, "When can I truly focus specifically on what I want to focus on? I can't afford to falter, I can't afford to fail on any of these other things, but at the same time, I'm being stretched to the point where I'm going to explode.

I'm getting stretched to the point where I'm going to burn out as we've mentioned. I'm getting stretched to the point where this is going to be too much." Somebody may look at it and say, "We may be tasking you with too much." You would assume that would be the case, but you have many instances where it's like, "Oh, well, maybe you can't do it." It's almost as though you're judged for your inability or you're judged for slipping up.

You're doing 101 things and if you mess up on that one thing, "Oh, well, is something going on, is something that we could help you with." It's like, "Is it too much?" It almost feels as though you're accommodating me for something that I shouldn't be necessarily responsible for. If we were able to sprinkle this out accordingly or sprinkle this out sparingly, then I wouldn't be so pressured to feel as though I have to step to this task.

I wouldn't not only step to the task, but knock it out the park, because I am that, "token person," or I am that "standard" that I don't want to be. I'm one of a few or not, or one of the only, I am that definition. As a result, there's a lot of extra pressure to not only take on things but excel, because if I don't get it done, then nobody's going to get it done, and if I falter, some people may look at it as though I failed.

[00:26:11] Antija: Another sad part about that is the fact that when you are a token at an institution, you many times feel like you're representing your entire race. When you feel it's almost like people, aren't just going to see it as, "Oh, Dr. Allen failed." They're going to see it as Black faculty, you don't-- That's not somebody you want to select because when we had a Black faculty member or before, this is what happened.

Sometimes there's a pressure of being the only one. I know for me, no one told me like, "Yes. You have to do well at any institution you're at, especially if you're one of very few." I know I get a sense of it from being at institutions, how things work, and understanding that-- It's sad to say, but it's like, "Hey, if I work really

well, work really hard, and I do really well, then they might say, "Oh, we can hire more Black faculty members."

This one worked out and that's sad to say, but it's also true. That's another added burden of being the representative for entire group of people, which you cannot be. We just simply can't be, we are so different. We are diverse within ourselves which a lot of people don't recognize. One thing that I've liked when we've done presentations at institutions is being able to see non-black colleagues just hear these stories.

When we read excerpts of experiences that Black faculty have had at institutions across the US, and just having the non-black colleagues say, "I had no idea. I had no idea this was going on." Then feeling like they're called to do something like, "What can we do? What should we do? That's what I want. From the book, I think that's what we all wanted from this book. We know that there are people who do know what's going on.

Like I said, you're collecting the data, you're gathering all the experiences. There are people who do know what's going on, but we do have to recognize there are people who have no idea because we tend to work in silos. We don't always know. We don't even know what people are doing in the next department. Sometimes I don't know what my colleagues doing in the same discipline. You know what I mean?

It's not a shock that someone wouldn't know what someone was going through. That's why I keep saying, there's a part of this book about bringing awareness, but there's also a part of this book of providing strategies for those people who once they read this, say, "I want to do something. I need to do something," because this can't stand this way. I had no idea that this was going on and I want to help my colleague. I want to be an ally for my colleague.

[00:29:01] Bonni: In just a moment, I'm going to invite you to share about a few of the programs that are showing promise that you've been able to identify. Before we do that, we would be leaving out a big part of the conversation and that is around intersectional burdens. Antija, could you share a little bit about intersectional burdens, and specifically the role that other mothering comes into the story here?

[00:29:28] Antija: Yes. One thing that comes out in the book quite a bit, because we do have several control authors that are Black and Brown women. You're hired to be a faculty member to teach a course. There's always some service involved, some advising involved possibly, but the issue comes when you are tasked with having to almost care for all of the Black and Brown students at your institution. We spoke earlier about how unequal those numbers are.

You can look at the demographics to almost any institution and you will notice as far as PWIs, almost any institution, and you will notice that there are almost always more students of color than there are faculty of color. There is this idea that especially as a woman, oh, you should be nurturing. You should be loving. You should be caring. Here's a Black or Brown student for you to take care of.

I'm sending them to you but I have a lot of other things in my plate, right? Not to say that I don't want to help my student be successful but just to say, this wasn't necessarily my role here also that's a stereotypical role. Every woman is not nurturing. Every woman is not motherly or maternal, I should say, and does not want to be maternal. You're putting a pressure on someone that they did not expect when they were coming into the workplace.

That's definitely one part of that, which I know comes out in the book and there's this one part that just stands out to me where a faculty member talks about how their colleagues, their white colleagues are always bringing Black and Brown students to them. That's really the only time they have a conversation with them. That's really the only time that they interact with them.

Something else that comes up in the book is inclusion. How do I feel like I belong in a place? How do I feel like I'm valued in a place if the people who I work with don't want to take the time to build a relationship with me? They only want to use me to care for Black and Brown students. I've had it happen to me. It's not always like, I teach psychology. This is someone who might want to major in psychology. No, it's just, this student is Black and you're Black. They never say that.

They always say, "I have a student who would be great to send to you. I think you all should talk." I already know, I already know the student is Black or if I ever meet the student. At first, the student would just show up and we both sit there, like, "Why are we here?]laughs] I don't know why you're here. You don't know why I'm here."

It's because it was, we're just going to send you to this particular person because this is a Black woman and she's a faculty member and maybe she can help you with whatever it is, or maybe it's just somebody you can connect with. It's just, again, we are diverse within ourselves. I've taught in places where I'm not from, I'm from New York City. I've taught in New York City.

I've taught in New Jersey. I've taught in Tennessee. That's a diversity all itself coming from different places. That's a cultural difference. We may not connect just because we're Black. We may not, there might be a white faculty member who may have been a better fit for this person if they need advisor or what if they're interested in STEM, I'm not in STEM. Do you know what I mean?

It's like, you are only tasking me with this because you see me as someone who could be nurturing to this particular student, not because you feel like I have the expertise, not because we built a relationship and you feel like now, I can send this student to you because I know that you all would be a good fit for each other. It's really just based on that stereotypical role of the Black woman cheering for whoever, or really just, we think about that women in general, we're always meant to be nurturers.

[00:33:38] Bonni: As we close out this part of the conversation. Thank you so much for those examples. I feel like we've just, skimmed the surface. Thank you both, for the examples. The stories are so profound and I want to close a little bit with some, I don't know if it goes too far to say hope. I know you have identified some programs that are showing some promise. You do say focus is not on perfection as much as on potential. Would you share a little bit about some of these programs and why you feel they are showing some promise?

[00:34:10] Antija: We highlighted a few different institutions and within those institutions, we spoke with the representatives who shared a ton of the initiatives that they're working on that they've been effective programs. I wish we could have included them all. Even in that chapter, we haven't even included everything that was shared with us, because we had to condense it a bit. What I like is that we actually have different perspectives as far as what different types of institutions. We have large in public institutions.

We have private institutions. We actually have a HBCU there as well. Really getting different perspectives from different types of institutions, which I think is very important because we know that people from different institutions will be reading this and they'll be looking for something that they feel is going to relate to them. I'll just name a few. One of the institutions, they talk about connection events. Like I said, there were so many connection events, but one of the ones that we included was a book club.

I thought the book club was awesome because one of the things they stated that they choose books are in the library. We all love free. We all know when it comes to these, these different things, a lot easier to get something started, if it doesn't require much money, so they can get these books from the library, they have a diverse group of people who are reading these books. They have diverse books that they choose from, but then also they focus on fiction books, which I thought was really interesting and not non-fiction.

The reason for folks focusing on fiction books was because it was very different to be able to speak about a character versus speaking about a real person. It's almost like you're not going to judge me as much if I speak about this character in this book, that happens to be trans, that happens to be black, that happens

to be disabled, et cetera but if I were talking about a non-fiction book, a real person, actually, I may not feel comfortable to speak because I may feel like you're going to look at me differently based on the way I talk about this particular person.

I thought that was one that stood out to me. Another program I should say was at a private university, which is a more religious affiliation Christian-type of, and they talked about different spiritual initiatives and just this idea of how important spirituality tends to be to Black people, not all, but just understanding that that may be a part for not just Black people, but honestly several people are very spiritual, and they look to that as a source of comfort. They look to that when they need to cope with things.

I thought it was really important for us to have that piece in there to talk about things like having a quest for prayer, just filling out a little form and someone will come to your office and pray with you. I'm sure a little different over during a pandemic, maybe virtually, maybe over the phone, having opportunities to go to chapel and whether that be, again, we know that it, people could go in person, but over during the pandemic, people could go virtually. It was amazing to see the number of people who were attending chapel virtually.

It just lets how important it was for people, how it really was helping them get through a tough time. Just those two different examples are so very different, but yet they're going to work for someone. I think that was a big part of that. That chapter was like, "You know what, I'm not saying that these are perfect examples for any one institution. You might need to modify these a little bit, to make them fit for yours but I do believe that it was important to show programs that had the potential to work really well at different places."

[00:38:11] Bonni: Before Antija and Justin and I get to the recommendation segment. I just wanted to take a brief moment to thank today's sponsor and that is TextExpander. As you've heard me share many times on prior episodes, TextExpander is one of the first things I install on any new computer. What I love that it does is it saves up text that I commonly would need to type or remember and it allows me to easily program in what are called snippets.

I type a few characters that are easy for me to remember and automatically it expands into something that's either hard for me to remember, or that is a lengthy bit of text. Every time I type up the show notes for an episode, it has all of the information I need. I can even really easily have it prompt me for things. What's the name of the guest? What's the name of the episode? What's the number and all of that information gets populated in a consistently written and communicated piece of information.

We can even share it among teams, which really expands the possibilities for TextExpander as well. Just the other day, I got an idea for refining, a little bit of my TextExpander snippet, and it always just feels so good. It actually adds up how much time I'm saving over time and reminds me of what a beneficial tool that it is. I've been using TextExpander for a lot longer than they've been a sponsor.

They've been the longest-running sponsor of *Teaching in Higher Ed*. I encourage you to head over to textexpander.com/podcast and give it a free trial. There's a special offer for listeners of the podcast. Please, let them know that you heard about TextExpander from *Teaching in Higher Ed*. Again, that's [TextExpander.com/podcast](https://textexpander.com/podcast). Thank you both so much. This is actually the time in the show where we get to each share our recommendations.

I wanted to recommend two things. The first one is going to come as a complete surprise to people, but I'd like to recommend your book. The full title is *We're not okay: Black faculty experiences and higher education strategies*. I have both of the co-eds here with me today. Thank you so much for your time.

I love that you provided me with the perfect transition to my second recommendation. That was when you talked about having them read fiction books. I want to recommend a work of fiction, although I want to recommend a movie instead of a book, but it is a movie that is fiction, but really raises some really important issues that I think are important for people to talk about.

The movie is called *Turning Red*, and it is an animated feature at Pixar's latest as of this recording. The description I'm reading here is a 13-year-old girl named Maylin turns into a giant red Panda whenever she gets too excited. I would like to share that one of our two children, her favorite animal for years now has been red panda. Since the second that she heard there was a movie coming out about red pandas, she has been incessantly excited about it, and I never thought it would live up to adult expectations for a movie, but it was delightful.

We watched it all together as a family caused a lot of laughter, but again, a lot of really important conversation and I've loved the way that the conversations have extended beyond kids. Those are my two recommendations for today, and I will pass it over and TIA to you for yours.

[00:41:32] Antija: I want to recommend my therapy cards. They were created by Dr. Ebony Butler. She started with my therapy cards for black men, and then her second edition is for black women. Now she's coming out with a teen edition of my therapy cards. Really trying to break the stigma when it comes to therapy. Also, obviously given that representation that we talked about in these cards really focused on growth and development. That's my recommendation.

[00:42:04] Bonni: Oh, thank you so much. I'm looking forward to checking those out. Justin, what about for you? What would you like to recommend today?

[00:42:08] Justin: I also want to recommend *Turning Red*, watch that a couple of weeks ago, so,

[00:42:14] Bonni: Oh, so glad I get to join you.

[00:42:16] Justin: That recommendation. When it comes to a book, I wanted to recommend the *Gaslight effect*. It's by a therapist Dr. Robin Stern and for myself, I think I mentioned at the beginning of the call that we're dealing with a lot of insecurities. We're dealing with a lot of things when we look at image and stuff, and it's just being able to identify relationships with people, whether it be personal relationships, professional relationships people that you have in your home, people that you encounter every day.

Just for me, just always keeping in mind a certain sense of self because I think there are certain relationships that you have that are valuable to you now and valuable to you later in life. But there's also relationships that are valuable for you in the moment and some relationships that you just need to throw away.

I think throughout the book, it just identifies that and just sees like how there's certain manipulative strategies that people use to weigh in on their best interests when it's not your best interests. I think a lot of people deal with that, like on a day-to-day basis. I just think from reading that book, it just allowed me to reevaluate some of the relationships that I have, or even also looked at certain behaviors that I have while it's not intentional.

While it's not malicious, but certain things that I may do could be for the best benefit of myself without realizing the person that I'm interacting with and seeing how much it actually impacts them. I definitely want to recommend that for anybody.

[00:43:52] Bonni: Well, thanks to both of you for being a guest on *Teaching in Higher Ed*. Thanks for this work, I meant to use the word necessary, which Justin helped me with before we pressed record today, it's a necessary book and I'm just thankful to your co-authors and to each of you for being editors and curating all of these important stories and important research and necessary. Thank you so much for being a guest today on *Teaching in Higher Ed*.

[00:44:18] Justin: Thank you for having us.

[00:44:19] Antija: Thank you so much.

[music]

[00:44:24] Bonni: Thanks once again, to Dr. Antija Allen and Justin Stewart for joining me on today's episode about your book, *We're not okay: Black faculty experiences and higher education strategies*. Thanks to all of you for listening to today's episode. If you would like to subscribe to the weekly update of *Teaching in Higher Ed* and get all the great links and recommendations showing up in your inbox once a week, along with some other goodies that don't show up during the episode or in the main show notes, you can head on over to teachinginhighered.com/subscribe. That will get you added to the weekly update. Thanks so much for listening and being a part of the *Teaching in Higher Ed* community. I'll see you next time.

[music]

[00:45:25] [END OF AUDIO]

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