

# STL Episode 5: Dr. Katie Rose Guest Pryal

📅 Wed, 6/24 10:38AM ⌚ 42:09

## SUMMARY KEYWORDS

students, people, professor, bipolar disorder, book, wrote, mental illness, classroom, accommodations, disability, felt, person, invisible disability, sic, creative, academia, higher ed, faculty, disabled, boundaries

## SPEAKERS

Dr. Katie Rose Guest Pryal, Amanda Reavey



Amanda Reavey 00:06

Hello, my name is Amanda Reavey. Welcome to The Stereotype Life, where we talk about mental health, disability, and access in higher education. We release new episodes every other Wednesday at 12pm Central, so please subscribe on iTunes or wherever you get your podcasts, and visit [www.stereotype.life](http://www.stereotype.life) for this episode's transcript and additional resources. Today, I'm very glad to introduce Dr. Katie Rose Guest Pryal, a law professor, speaker, and best-selling author of several books, including "Life of the Mind Interrupted: Essays on Mental Health and Disability in Higher Education." Katie is also a columnist for Women in Higher Education, where she covers gender issues, labor, and academia. Her popular column for Catapult Magazine, "Mom Interrupted" is about family life, mental illness, and raising disabled kids as a disabled parent. Her column "Public Writing Life," for The Chronicle of Higher Education advises academics who wish to transition to writing for public audiences. She frequently speaks about mental health and disability, writing and publishing, gender issues, and higher education. Hi, Katie! Thanks for being here.



Dr. Katie Rose Guest Pryal 01:24

Hi, thank you so much for having me.



Amanda Reavey 01:26

Of course! So, I read your book in a day, and then I went back and reread it over several days. As someone who is affected by both mental illness and a physical disability and is also a graduate teaching assistant, I really felt seen in reading this book. Could you give a little bit of a background of the book and why you wrote it?



Dr. Katie Rose Guest Pryal 01:51

Yes. And thank you so much for the kind words about "Life of the Mind Interrupted." When I wrote it, I wrote it for people like you and me, to make our lives better by building community and sharing stories and advice. The book started as a series of columns that I wrote for the Chronicle of Higher Education many years ago. When I first left higher ed., I pitched a column, and my editor at the time – who was delightful – accepted. I was very surprised, and I just started writing. And from there, those ideas became this book. And the main goal of it is to help make higher ed. a better place for disabled people, and I hope I've achieved that goal at least in some small way.



Amanda Reavey 02:40

Yeah, I definitely think so for sure. My professor recommended it to me because I was diagnosed with bipolar disorder and ADHD in the spring, and was kind of going, "Ah!" and so she was like, "You need to read this." So, it was helpful. And therefore, actually, this brings me to my next question [which] is I'm essentially "out," I'm not hiding. Just the way that it unfolded, I wasn't really able to hide. So that's kind of a scary and tenuous situation to be in. As you write in the book, quote, "In academia, one's brain is supposed to be the most essential asset one has. And if your mind doesn't work properly, how can you work properly?" unquote. So one of my concerns is that I may have shot myself in the foot by being so open. At the same time, it feels like a breath of fresh air to finally have a diagnosis. Now that I know there's a treatment plan, here's what I can do. But what are some of the pros and cons for keeping a psychiatric disability hidden? Is it recommended?



Dr. Katie Rose Guest Pryal 03:58

So first of all, I hear you. The fear of disclosing a mental illness in the workplace – any workplace, especially higher ed. – is really, just so real. The very first column I wrote, in fact, the one that started the series, was called "Disclosure Blues." And it's the first chapter in the book, because, what I've wrestled with the most, was just even letting anyone know that I had a mental illness and also bipolar disorder. The idea that anybody would even find out my secret was enough to just tear me apart. So in February, before COVID shut

down everything, I gave a talk to a group of lawyers on mental illness in the legal profession. I give talks and trainings and things like that. The talk was on mental illness and building community and things like that, and, at the beginning, I disclosed that I have bipolar disorder. Now I've done this for years now, I mean so many times. But it doesn't matter how many times I say those words to a group of people, I still feel anxious and afraid. Every time like – the cold sweats. I'm standing up there. I don't let it show. But every time, it happens. It never stops. It never goes away. I don't know, I'll be 80 years old, and it'll still happen. What I'm afraid of is that I have lost my authority as a speaker. That every word that comes out of my mouth, they'll wonder if I'm saying that because it's my mental illness talking. Is she talking fast because she has pressured speech, is she in a bad mood because of depression or mood swings? Right? I no longer am a person, I'm just my diagnosis. That's one reason that I always kept it secret. And to that end, as far as recommendation goes about whether to disclose or not in higher ed. as a worker or a student, I've never come down with a recommendation about whether to do that in any of my writing or my talks. Some disabled people don't have a choice. Some people don't have an invisible disability like I did, although, we've joked among ourselves that maybe it wasn't as invisible as I thought it was, but whatever. But if you have an invisible disability, you have to weigh the negatives of discrimination, which is very real, like I just said, and the "who hasn't taken her meds today" comments that will happen, against the positives, though, of being able to embrace your identity in the public way. Because that chewed me up for like, 15 years when I went to school forever and then I taught forever. And so, between all that, about 15 years, it really did, it ate me up. When I finally wrote that Disclosure column, I was on leave, considering whether or not I was even going to go back – I did not go back by the way. I felt like I just had taken off a suit of armor that I didn't know I had been wearing that had been weighing me down for a decade. But I also didn't go back. So, this is a very difficult decision to make. And I do not ever presume to give someone advice about this. Because it's so tough.



Amanda Reavey 07:27

Yeah, and personal. But you do mention mental illness and community, and I'm wondering: how do we raise awareness in the community, create communities of care, for people who, whether they decide to stay or go, can continue to feel, I don't know, included in the community?



Dr. Katie Rose Guest Pryal 07:56

Yes, so that talk I was giving to attorneys. I said that it wasn't, of course, my job to – now, of course I was leading the talk, I talked about scapegoating in that talk. And I said, so it's not the person who's being scapegoated, pushed out, or stigmatized, it's not that person's

job to create community. You pushed them out of the community. It's the people. Now, of course, I'm sure there are people in that audience, they probably came on purpose to my talk because they have disabilities, invisible disabilities even, and I said, "If you're in this room, and you are not someone who is stigmatized for disability, it is your job to build community, to take proactive steps," and that was what the talk was about – how to do that. How to bring these people back into the fold. And I gave them you know – this is what the point of this discussion was. It is not my job. Although, it technically is now, but at the time, when I was that person who was alienated and afraid, it's not that person's job to lay themselves bare and take off that armor and allow themselves to take all those body blows in order to build community. It's the people who are ignorant and say dumb stuff and make harmful comments. They're the ones who need to educate themselves, watch some TED talks, and read some books, and, you know, host some brown bags, and do all the things that we do to make our communities better and take the initiative.



Amanda Reavey 09:48

I like that. Taking the onus off the person with the invisible disability or disability in general and putting it on the other person. It's already a lot of work to deal with it as the person that has it, and then to also try and educate somebody else while at the same time trying to process what's going on feels insurmountable.



Dr. Katie Rose Guest Pryal 10:17

It is. That's one of the reasons when I left [that] I was able to do the writing. I couldn't do it when I was still there.



Amanda Reavey 10:24

So you also spend time in the book writing about psychiatric disability in relation to race, gender, socio-economic, and other kinds of privilege. I've also thought about competence and how we define it. In some pedagogical circles, we talk about decentering authority in the classroom, but I feel that's complicated because it assumes that we even have any form of any authority anyway. So how do we navigate these intersections and our authority as instructors in the classroom?



Dr. Katie Rose Guest Pryal 11:04

This is a great question. I have a law degree and then a PhD in rhetoric and composition, and, for those people who don't know, that field has been working on decentering the

classroom authority for decades, really, and I'm really proud to say that and to have been a part of that for years. When I moved to teaching in a law school setting, in fact, I felt like I'd been hit with a bucket of ice water, because there were such strong expectations that professors remain aloof, not only from other professors, but from the students themselves. So if you try to do this, you know, "Let's decenter the classroom authority thing" in a law school classroom, the law students looked at you like, "Don't do this, I'm so unsettled," and they actually would knock you down for it, in evaluations or anything. It stressed them out. So at first, I was quite surprised by this. It didn't stop me from doing it, but it's just because they wanted – I think it was reassuring to have this authoritarian classroom. They already felt so lost. But part of the challenge of what you're saying is when people say, "decenter the classroom," what they mean is let go of authority. Let go of the authority as professor. Okay. But it's a lot easier to let go of your authority as professor if you are white, heterosexual, abled, and cis-male. You walk in, and you carry this massive authority bubble with you, right? So you can hand away pieces of that and you're still going to be so powerful. What do you care if you're like, handing it away, right? First, you already have all this inherent authority that your students respect. You represent wisdom and knowledge and, whatever else students have entered the classroom to find. You are the picture perfect professor, right? The rest of us though, like you said, we don't carry this bubble of authority with us when we walk in the classroom. We first have to build up the fact – some of us a lot more than others – that we have knowledge to give in the first place. And then we go about decentering from there. And I do believe it's very important to empower our students. It's so important, and to help them, because, this is the ultimate goal, is to show our students that they have as much to teach as anyone, and to empower them in their own learning, and all these things. It's just a lot harder to do so if your purpose or your competence is questioned the moment you set foot in the classroom, and it requires far more work on our part than it does on the part of others. And I think that's the point I'm trying to get at.



Amanda Reavey 14:04

Just thinking first, for a second. Because it is also I guess a complicated question to then – it's interesting. I didn't know that about rhetoric and competition, and that's the field that I just transferred into from creative writing and poetry. Now I'm in rhetoric and composition and I teach an Intro to Composition course. So I've been thinking a lot about, when I step into the classroom, what are the expectations and how can I empower students while, at the same time, having that credibility?



Dr. Katie Rose Guest Pryal 14:48

Bell Hooks has two great books about pedagogy, actually. Some of the best books I read

when I was studying for my comprehensive exams about classroom power and race and other intersections. And if you are looking for something about teaching and anything from the perspective of oppressed groups, as opposed to not, I would strongly recommend her two books on teaching.



Amanda Reavey 15:21

Thank you. Those resources will be linked then on the show notes page for those who are listening and are interested. Okay, so I find that in some academic circles, we're empathetic about students' struggles, but not necessarily instructors' struggles. So, when I did a lot of research about grad school and mental health, I didn't really find anything. What I found was things that were related to what grad students and instructors can do for undergraduate students. But the research also shows that grad students are three times more likely to suffer from anxiety and depression. So, I'm thinking about accommodations and how we manage and allow accommodations for students versus instructors. And you write that some quote, "faculty presume that accommodation for invisible psychiatric disabilities must be fake," unquote. How do we challenge these presumptions, raise awareness, and change the narrative?



Dr. Katie Rose Guest Pryal 16:31

Oh, it's a lot.



Amanda Reavey 16:32

Yeah, sorry.



Dr. Katie Rose Guest Pryal 16:34

No, it's fine. It's just – let's start with the first one. So I do think that regarding – let's start with higher ed. workers versus higher ed. students. And I use the term "workers" because we're talking about a really broad group of people. There's faculty, there's graduate students. There's faculty of all kinds; tenured, tenure track, contingent, and contract. And then there's the vast number of workers in higher education, who aren't faculty. And so hiring workers, generally in my experience, some schools do a better job supporting disabled faculty than other schools. But I, in my experience, also, is that all schools do a better job supporting students than they do supporting disabled workers rather than faculty. So I would guess, my lawyer self would guess, is that they're meeting a federal mandate when it comes to supporting disabled students, one that is really watched

closely. But supporting disabled workers is not one that is watched nearly as with supporting students. I tell a story in "Life of the Mind Interrupted" about calling my own institution's human resources office to inquire about accommodations for for myself, and I never got past the phone call, the initial phone call, because when I called, I was calling – I literally just looked up the number – and I had a hard time finding the right number to call because everything kept routing me to student accommodations. Like, Google couldn't find it. I didn't have any idea. I kept calling. It was like, "Oh, that's students, it's for students." Just even finding the number was so hard. And then I didn't want to go to anybody in my department and say, "I want to call for accommodations, who do I call?" because if you do that, then you're outing yourself. And so I just kept [sic]. Anyway, there's so many obstacles. And so then I finally found the right number, it was just Human Resources, really, and so called HR and I said hi to the person who answered the phone who was not a human resources officer. It was literally just the person who answers the phone. And I said, "Hi. I'd like to make an appointment to talk somebody about disability accommodations." And she said, "Okay, great. What's your disability?" I know, everytime I tell the story, that's the response. And I'm like, "I'm sorry, what?" Sort of was dead silent. I said, "I'm going to call back later." And then I said goodbye, and, of course, I never called back later, because that's so massively wrong. And I was surprised and I felt like if they can't get that right, then they're not going to get anything right. And I'm not going to tell a total stranger whose name I don't know and who's confidentiality I cannot expect [sic] I just – anyway. So it was very upsetting, and I never went any further past that. And so, of course, I wrote about it, because that's how I handle things, and I spoke to some other people about things, and I did more research about it, and, of course, I'm hardly alone. I wish institutions would do better for their workers.



Amanda Reavey 19:19

Woah.



Dr. Katie Rose Guest Pryal 20:16

On the student side, a lot of institutions, again, do a very good job in the Student Support Services area. The problem comes with, again, professors often – not often, I don't want to say often. In my research, I have found that professors are especially ones, I don't know, professors are doubtful. I'm being very careful with my language here. So a student will come with a note from the disabilities office, say, "I need accommodation," and then the professor will disregard it, or the professor will make the student feel bad, or the professor will do any number of things. And if you're a freshman and you get enough feedback like that from your professors, you just stop sharing that accommodations note with your professors. I mean, you're like, "Whatever," or you somehow self-select out of courses

where you need to share it, or things like that. And then of course, there's all kinds of dumb things that professors say on the internet about students and disability notes and things like that. It's on Twitter, you know. "Some student brought a note. And I told the student that they could push through, so in the student did and I'm so proud." I'm like, "Oh, god, no." And so, and I don't think professors who do this, faculty who do this have any idea how hard it is for students to get those letters. Like how expensive testing is, how extensive the testing is, how much paperwork that has to be done before anything like that can be provided to a professor. The hours and cash that came before that note, what that note represents. They have no idea. This is not something that the student just walks in and somebody rubber stamps it, and they can take it to the professor. That's not how that works. But, nevertheless, that's what happens sometimes, or often.



Amanda Reavey 22:37

So raising awareness, I suppose things...



Dr. Katie Rose Guest Pryal 22:41

Oh god, what's the solution? I don't have one right now. I'm working on it. I go around and I tell stories.



Amanda Reavey 22:54

Well, I think the book raises awareness. I think it also takes self awareness though, for professors to even pick it up and be curious about it. Or even that professor who told me to read it, that took –



Dr. Katie Rose Guest Pryal 23:10

You're going to have to tell me who that was so I can tell them, send them an email and say "Thank you," please. Later.



Amanda Reavey 23:16

Sure. I will definitely. Yeah, she's been one of my biggest advocates and supporters, so it's been really great to have the resources as a PhD student and TA. I want to pivot a little bit because one chapter that I really liked was "The Mad Genius Stereotype." My award-winning poetry book was written during manic episode, which is weird because, I mean,

not everything that somebody might write during that time would be publishable. I don't even – anyway, I don't know how that happened. So even I have fallen into that rabbit hole of the mad genius stereotype. Which – where am I going? So we are fascinated by the mad genius, but also turned off at the same time by it. Could you speak to that a little bit?

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Dr. Katie Rose Guest Pryal 24:30

Sure. It's a double-edged sword. That's the problem, right? I was diagnosed with bipolar disorder when I was 21, which is about the time many people are because it sort of blossoms at that time in people. And so I don't think I slept in college, like at all, and so it was like one long, manic episode was in college. It was – I don't know how I graduated. But I did. And I wrote an awful lot of things. And some of it was complete garbage, but some of it was good. And then I got a master's degree. But in between my college years and my master's in creative writing, I was diagnosed with bipolar disorder. And so I did not resist treatment at all. I was like, "Oh, does this mean I get to sleep? It'd be great." And so I went on medication and it was amazing to me. I was like, "Yes." I was super excited about it, this is great. So what I found was, is that I had to relearn good habits. So things like eating on a regular schedule and exercise and all these things. Some things that I did not learn well in college because I, I don't know, just didn't have those sort of normal behaviors. But I did sleep again. And then I was able to sit down and write, instead of waiting for lightning to strike my brain and then write. The discipline of writing – that's when that happened. That's why I'm able to write two books a year. It's because of that. And it's not because of mania. It's because of discipline. So as someone who's lived both ways – and everybody's different, and I know that for a fact. I am prolific, because I'm prolific. Because [sic] I sit down and I write. And so that's the first problem, is that we have this idea that [there's] binge-writing and mania and all these ideas, these connections, and that's fine. And the problem is that it is true, is that when you are in, usually hypomania – because if you're in true mania you're psychotic and you're running around, it's not that I know anything about that, you know, you're not sitting at a desk – but when you are and that lightning bolt hits your brain, it's like, "Ooh," and I get that, I've had it happen. But then there's only like a small window of the time. What if it could be all the time? That'd be so great. And so I found that, and it's really, really great. But that's me, and everybody's different, and I don't want to say that everybody's the same. I want to say that was my experience. Now what I can say is what I found in my research. The point of that chapter is that there's a stereotype, this mad genius stereotype, and that it's harmful to – so bear with me here for a second – that is harmful to both creative people with mental illness and non-creative people with mental illness. Creative people worry that treatment will take away their creativity. "Oh gosh, if I go on medicine, will I stop, you know, having lightning bolts?" And non-creative people, an engineer, say, end up facing – or lawyer, law professor, right – end

up facing deeper discrimination for having a mental illness because it's less acceptable for them to have bipolar disorder or what have you, because they're not an artist or some sort of thing. But, even more importantly, it sets up this false dichotomy between what's a creative and who isn't. So I just said, creative people, non-creative people, but what does that even mean? So, the whole thing is so wrong. And the reason this creative thing got set up is not by me in this chapter. It's because scientists are searching for, quote "the secrets of the creative brain." But they're only looking at artists and writers and painters or whatever. And dancers. It's like, you don't think it engineer is creative? You ever read a Supreme Court brief? Lawyers are creative, why aren't you looking at that? There's plenty of lawyers with bipolar disorder. I'm a lawyer with bipolar disorder. So there's this dichotomy between who's a creative and who is not. And the whole thing's a big mess. So, anyway, and then we end up with this idea that if you're a math professor, then if you have bipolar disorder, then you can't be a good math professor because you're not creative or something like that. Anyway, my favorite take on this in the world is Hannah Gadsby's bit in "Nanette," her stand-up feature on Netflix. And she talks about the "Sunflowers" painting and Van Gogh, and if you want to link to that, I think that would be great. Because she handles this perfectly.



Amanda Reavey 30:14

Yeah, I'll link to that as well. Thank you. Yeah. So a lot of it's like the research being done in how we define creativity, that's the issue. And the stereotypes we have about what a creative person looks like. So when we are in the throes of dealing with a mental illness, how do we keep ourselves going? How do we practice care for ourselves and for students, while also protecting ourselves inside a neoliberal university system?



Dr. Katie Rose Guest Pryal 30:52

So, neoliberal university system means, you know, it's a punch card university system. Which is good, I mean, I guess [sic] work from home from work – fine. But there's no room for error there, right? I'll just say this, first of all. To be able to take care of yourself when you are out [sic] students is a privilege, unfortunately. It should be right. But it's not. You can't call in sick. I mean, I guess you can, but you can't call in sick with depression. I wanted to be able to call in sick with depression, but I never did. And it's really, really hard to go to work when I know – I mean, I know what it's like when I'm depressed, and it's really, really ugly. But I did go to work, because I guess it's not communicable. But I get to take care of myself now when I am [sic] students, is the best way to put it. Maybe link to [spoon theory] so people know what we're talking about. So I can do that now, usually, not always, but usually because I work for myself. Which is one of the best things about working for myself. There are negatives, there are other anxieties, because, you know, my

income is irregular and things like that, but one of the benefits is sometimes I wake up and I cannot. So I do not. When I was in academia, I worked 70 to 80 hours a week. It never got easier, because I was a contract professor and never, ever got tenure. Even when I got promoted, I was still a contract professor. It was always that many hours, and I had two small children who were less than two years apart and a husband who works many, many days. He traveled a lot, and so I just never could – there was not enough time to take care of myself. So I didn't take care of myself, and it showed. So the main advice I would give to someone, even someone who's a grad student, okay? Is this [boundary] set? Good? And when I say good, I mean, Fort Knox-style boundaries for yourself, with the people around you? Even the people who you like, and who do, or seem to, have your best interests at heart. Because they'll do things like this: "Oh, I have this great opportunity for you." And you're gonna want to do it. And you're gonna have to say no. And the problem is, especially when you're a grad student and especially if you are someone who is first generation, or woman, or student of color, and especially a woman of color, okay, you're gonna say, "I have to take this," because there's a voice in your head that says, "If I don't take it, another opportunity will not come along again." And that voice is lying to you. You're awesome. They'll come back again. Okay? That anxiety though, is real. And that anxiety is telling you you must take this or you will not whatever-goal-in-the-future-that-you-want, okay? But the thing that will stop you from reaching that goal in the future is breaking down, okay? You can't break down. You must set these boundaries. You say no? They will come back with something else. Okay? But the thing is, is that your advisor, or your mentor, once you get your first job, they're going to put a lot of pressure on you, and it's really hard. It's easy to say no to people you don't like. It is hard to say no to people you do like and admire and who do want what's best for you. And so you might need to say to them, "I really can't do this, it's bad for my health." Okay? And you're gonna have to like, say a little bit. And then they might say that you shouldn't have gone into this profession. Maybe I've had this conversation before. And then you might not have that person as your mentor anymore and you'll find someone else who's better. It sounds like you have a good mentor that will understand this. And there are good mentors out there who understand that boundaries are not just for fun, that they're for life. And you definitely do not volunteer for extra work because you think it'll do something extra for you. It never does, also a lie, by the way. You think, "Oh, if I just do this, then they'll see what a great – " No. They see you're great. They just want free work from you. Don't do that. So you the boundaries are important. Boundaries are everything. It's possible that if I had set better boundaries for myself, I'd still be in academia. Possibly. I don't know.



Amanda Reavey 36:01

So saying no, it sounds like, is self-care, as well as having good boundaries. Do you have

any other advice for those who struggle with psychiatric disabilities and are still studying and working in academia?

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Dr. Katie Rose Guest Pryal 36:30

Um, I don't. I really think that's the main thing. It just really is to put a protective bubble around yourself. You know what I'd call it? I'd call it a buffer. That's what you're doing, is, you're building a buffer, because something is going to pop up and you're going to have to handle, right? If you're a parent, kids tend to get sick, or there will be something that comes up that you will want to do. And that's gonna happen, something that's your choice that you want to do, and that's great. So if you create a good buffer, then you have space to allow that into your life. Okay? But most of us in academia, we walk around with zero buffer, we're like raw to the world. Okay? And if we're already like, as a person, like, raw anyway, okay? Then we have nothing to protect us. Now, you don't want that like hundred-pound weight of armor I was talking about, because then you're gonna wear yourself down. So what you do is you create this buffer with your good boundaries and which you get because you have an ability to say no and confidence that you're gonna have to make, build – you know, it's hard – confidence that they'll come back, right? Someone told me, a mentor told me that. Someone I respect. A senior academic that I respect very much. She's emeritus now, but at the time just 10 years ago, I kept saying yes to things. She said, "What are you doing?" I had, like, five articles out. And someone came back and they're like, you know, "Come to Seattle and give a talk." I'm like, "I can't go to Seattle and to Atlanta," and she says, "No, you can't. What are you doing?" And I said, "I don't know." She says, "You think they won't ask you again?" And I said, "That's right." She said, "You're wrong. They will ask you again. Say no to all this. You don't have time for this." And it was the most freeing thing. But someone had to tell me, because I couldn't figure it out on my own. And I will tell you, I was like, 38. So that is way too old to have been told that. You need to learn that at like, 24, okay? That's really when you need to learn that. You cannot be 38 years old and figuring that out, that's way too old. But it's one of those things where our community keeps certain members of it on our toes so that we jump to say yes to all the things we're asked to do, because if we don't do them, no one else will, right? So, yeah. Say no to that committee, no, you don't need to be on a committee. But I will say that, to have that confidence and to have that ability to say no, it helps a lot to build a small cohort of people that you trust. And that can help you, you know. So again, this is what, just have friends? I guess. But maybe more than that. You know, hand-pick a group that you can share your secrets with, and that you trust very much. That's a hard thing, you know, trust. And [people] that won't be jealous of you and won't stab you in the back, and these are the people where you'll share these things with, and you go into the world together. And these are people that if you meet through grad school that, you'll be together for the rest of your lives.



Amanda Reavey 39:42

And that actually goes back to what we were talking about at the very beginning, about community and creating community. So my last question is: what advice can you give to graduate students or professors who are thinking of leaving academia?



Dr. Katie Rose Guest Pryal 40:00

So you might have heard I wrote a book about this called "The Freelance Academic." And it's actually, it's right here, because it just won an award last week. It won a Gold Award in independent publishing, or in small press publishing. And so it's on leaving academia, and I'm really super excited about it winning this award last week, as you can hear from my voice. And it's just all about my own transition out of higher ed. Really the first piece of advice, the most important piece of advice I give people, is that you can do it. That's it. You can do it. It's very scary, though, because you're trained to think, throughout graduate school, that the only thing that you're good for is higher ed. But that's not true. So, I'll leave you with that.



Amanda Reavey 41:05

All right. So congratulations on the award. I will link to the book as well in the resources section, and thank you so much for allowing me to interview you. It was fun.



Dr. Katie Rose Guest Pryal 41:17

Thank you so much. This is great. I've been interviewed by a lot of people and this has been very enjoyable.



Amanda Reavey 41:26

Oh, great. I'm glad. Thank you so much.



Dr. Katie Rose Guest Pryal 41:29

Thank you.



Amanda Reavey 41:32

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