Meghan Chen: I'm Meghan Chen. I'm Dean of Library & Learning Resources. I feel so energized and so inspired because it was such a wonderful high quality learning day. For me, the key is being with my colleagues, with our faculty and fellow managers and staff where it feels like we're all together. The shared desire to learn more about how we could be more and do more for our students. It's that I feel supported in my own continued learning in that it's safe to feel vulnerable and disclose what I perhaps didn't realize were my blind spots. I think that courage could then be strengthened to take what we learn and dare to change something.

Christina Barsi: Hi, I'm Christina Barsi.

Sun Ezzel: And I'm Sun Ezzel, and you're listening to the Magic Mountie podcast.

Christina Barsi: Our mission is to find ways to keep your ear to the ground, so to speak, by bringing you the activities and events you may not have time to attend, the resources on campus you might want to know more about, the interesting things your colleagues are creating and the many ways we can continue to better help and guide our students.

Sun Ezzel: We bring to you the voices of Mt. SAC from the classroom to completion.

Speaker 1: I know I'm going to achieve my goals, and I know that people here are going to help me to do it.

Speaker 2: She is a sociology major, and she's transferring to Cal Poly Pomona, Psychology major.

Sun Ezzel: From transforming part-time into full time.

Speaker 3: I really liked the time that we spent with Julie about how to write a CV and a cover letter.

Christina Barsi: Or just finding time to soak in the campus.

Speaker 4: Just think of the natural environment around us as a library.

Christina Barsi: We want to keep you informed and connected to all things Mt. SAC, but most importantly we want to keep you connected to each other. I'm Christina Barsi, Mt. SAC alumni and producer of this podcast.

Sun Ezzel: I'm Sun Ezzel, Learning Assistants Faculty and Professional Learning Academy Coordinator.

Christina Barsi: And this is the Magic Mountie podcast.

Christina Barsi: Hi, it's Christina here. And we are bringing you what you might have missed at Flex Day starting with Dr. Frank Harris's stellar keynote presentation on advancing equity in a climate of resistance. And even if you attended, this is a great way to revisit the content after having some time to process the info packed Flex Day you just experienced.

Christina Barsi: Dr. Harris is a Professor of Post Secondary Education and Co-director of the Community College Equity Assessment Lab at San Diego State University. He is best known for his expertise in racial equity/inequity in post secondary education. You definitely want to listen until you get to the Q&A in this episode because Dr. Harris said himself, "Mt. SAC asks the best questions." Enjoy.

Speaker 5: Just the fact that we're having these conversations on campus is a good start. I know Mt. SAC is more open to these conversations into addressing equity. We still have a long ways to go, but I think this is a good first step.

Speaker 6: One of the things that I take away from this presentation, I appreciated the conversation that we had. I think it showed that there are people on campus or we have faculty that still are struggling with how to approach equity and so by knowing that there are a portion of our faculty that are still struggling with that question, I think that it's a great way to start the conversation and continue the conversation through POD events or just even interdepartmental events. I'm looking forward to that.

Speaker 7: I'd like to echo what he said, that if this is the only time that you're talking about equity, you're probably losing the battle. That it has to continue throughout the years in order for it to change the culture of the campus.

Dr. Scroggins: Our keynote speaker today is Dr. Frank Harris. Dr. Harris has more than 50 scholarly publications to his credit as professor of post secondary education in the College of Education, and he's also co-director of the Community College Equity Assessment Lab, the Minority Male Community College Collaborative at San Diego State University. Please welcome to the stage Dr. Frank Harris.

Dr. Harris: Good morning. Thank you all so much for having me. It's an absolute honor and a privilege to be able to join you and kick off what I know is going to be an amazing year here at Mt. SAC. I want to just kind of talk about some objectives today. The focus here is on equity and student success and I want to talk about that and just share some important insights from the work that I've done over the years in working with colleges as they've tried to institutionalize equity efforts. I think two things are apparent, is that institutionalizing equity is by no means an easy task, right? It's very challenging. There's a lot of embedded barriers into the work, but I think more importantly is I'd like to share some lessons learned, some strategies and some things that I think we all have to keep in mind as we engage this work and as we move the work forward.

Dr. Harris: What I'm sharing today is derived from my experience as co-director of the Community College Equity Assessment Lab. I won't give you a full background about the lab other than to say that my colleague and I, Dr. J. Luke Wood, about almost a decade ago, we started this lab because it was apparent to us that a lot of the conversations that were taking place nationally about equity, about student success, about access to post secondary education, were really not acknowledging important roles that community colleges play in this regard. We started this lab, we engage in research, we engage in professional learning like what we're doing here today as well as assessment. There's several assessment tools that we've developed, some surveys, which I have displayed for you here. We do quite a bit of qualitative work as well. I share this to say that everything that I'm going to share with you are things that I haven't just made up, but things that are informed by the work with well over a hundred colleges, many in California, but many outside of the state of California. That's really where the focus is going to be here today.

Dr. Harris: I always think it's important to make sure that we have a shared concept around equity because I don't ever want to assume that we all understand what equity is and that we sort of see it the same way. I've found in my experience and in my work with colleges that equity is sort of like the word love or sort of like the word friend, right? That it's used so often that that it can lose its specificity if we're not intentional about defining it. Equity from our perspective at CCEAL is about focusing on disproportionate impact, right? Identifying students who are not gaining the same benefits and outcomes from their experiences here at our colleges. Sometimes those are experiences that we can measure like student success and academic success and things of that nature. But there's also the importance of recognizing experiences which are much more difficult to measure and capture. You actually have to talk with students, you have to talk with colleagues in order to understand that.

Dr. Harris: We know from the work that has taken place throughout our state that there are some student groups that consistently experience disproportionate impact. I would imagine that if I were to sort of connect with each person in a room, there's probably at least one or two others that's not listed here, but I think it's important to understand that when we're talking about equity, we're talking about identifying students who experienced disproportionate impact both in their experiences and their outcomes, and it's about taking intentional efforts as an institution to remediate those disparities.

Dr. Harris: Another thing that I think is important that I've sort of observed over the years in doing this work is that sometimes we believe that equity is just about being nice and that we assume that if we're nice, if we're welcoming, if we smile, if we greet students warmly, that that sort of solves all our equity problems. I think that's an important step. We should be welcoming. We should be warm. We should be inclusive. We should be all those things. But it takes a lot more than that in order to achieve equity and experiences and outcomes. That's because all of us, that we have blind spots. We have certain things that our parents told us, certain things that we see. But then we have blind spots or things that are not as apparent to us, but that sort of helped to foster an equity.

Dr. Harris: I love this quote from my colleague Davidson who says, "You cannot combat inequity with good will. Even best intended people fell over and over again into the traps of their own blind spots." I think part of equity is just recognizing that we have blind spots even when we do to work well and we go about it with the right intentions. We have to continuously invest in our professional learning in order to identify and address those blind spots.

Dr. Harris: This concept of equity mindedness is derived from the work of Estela Bensimon. Some of you, I think she may have done some work with you. I think she's done some work here with the college over the years, and talks about equity and equity mindedness as having been derived of sort of four principles. First and foremost is recognizing that equity is about addressing systemic inequity. When we think about the students who experience disproportionate impact in education, those same students experienced disproportionate impact and other important institutions. In the workforce, in healthcare, in the criminal justice system and so forth. We sort of think about what's within our locus of control in education, but we can't assume that it's only experienced here, right? That we're really talking about systemic issues.

Dr. Harris: Most important is that we have to view inequity not as an indication of student under performance, not exclusively about students' performance, but really about our performance as educators and ultimately our performance as an institution. I had the opportunity to talk with folks over the years. Inevitably, when we're having a conversation about equity, I often hear colleagues say, "Well, it's because those students aren't serious enough. They're not prepared. They come from families or communities that don't value education and so forth." I think it's really, really critical that we reframe the reasons why inequity exists and persists and recognize that it's not just about what students do, but it's also about what we do as educators and what we do as an institution.

Dr. Harris: I think this last point is really important is that we have to be intentional, and we have to reflect critically upon our roles as educators and always ask ourselves, what are some things that I'm doing or what are some things that I'm not doing that's helping to foster inequity? That brings us to, I think, this larger conversation about what are some barriers to actually achieve inequity? Now I'm going to share some things that I've seen, that I've experienced, that I've heard in my work over the years in working with colleges. I will say this, that none of these things that you'll see here are made up. These are based on real events. As I share these things, I want you to think about to what degree have they been salient in your experiences and your conversations around equity here at Mount San Antonio College? Here's what they are. Again, it's a pretty short list and I'm going to kind of provide some examples of some of the things that I'm hearing.

Dr. Harris: When we approach equity from a perspective of compliance, when it's about, "Hey, let's just do what we have to do in order to secure funding and get the state or the district off our backs." When equity is just about compliance, then we're really not going to close equity gaps and achieve our equity goals. Or complacency. We assume that, "Hey, why are we doing this? We've been having conversations about equity for a long time, and it's kind of the same old thing. We've heard it all before and nothing's going to ever change." Deficit perspectives. Now they want everyone to go straight into college level math or English. These students have no chances of succeeding and so forth.

Dr. Harris: When I think about my role and the things that I've done as an educator and before I was a professor at San Diego State, I spent a few years as an adjunct professor at LA Trade Tech College. I taught on Thursday evenings from 7:00 to 10:00 PM once a week. A lot of the students who I was teaching were students who in many ways experience disproportionate impact.

Dr. Harris: If I were to be honest and transparent with you all, I can say that the students who did well in my classes were students who, for the most part, I assume would do well. The students who didn't do well were typically students who I didn't think had the capacity to do well. We think about our perspectives and the perspectives that we bring as faculty, the perspectives that we bring and the assumptions that we make about students as they enter our class. In many ways they become self fulfilling prophecies. Deficit perspectives are a huge barrier to equity because so much of how students experience our classes or experience our programs or departments are in many ways aligned with the assumptions that we make about them as they enter.

Dr. Harris: Data transparency. We have all this data. We always talk about data. You can't do equity without data, but we don't have good sense making processes to understand what data really mean, or how do we really examine it and have critical conversations about the data? Siloing is another one. I've been to a couple campuses over the years and whenever I visited campus, one of the things I like to do is talk with colleagues and say, "Okay, well tell me. What are you doing around equity? What are some of the efforts that are taking place?" One of the things that I'll often hear is they say, "Oh well, all of this stuff that we do around equity, what that happens in EOP or that happens in Puente or that happens in [inaudible 00:14:17]." If we think about if our goal is to institutionalize equity, then we can't think about it as only taking place in certain programs or certain units or certain areas.

Dr. Harris: The next one, exceptionalism. We aren't like the other colleges in the States. We have the highest transfer rates at UC so we don't really need to worry about equity. The last perspective, the last barrier, is toxic resistance and toxic support. I want to talk a little bit about that. Luke and I had the opportunity. One time, we were sort of thinking it may have been late into the evening after a long day, and there may have been some adult beverages involved. We said, "You know, we get the opportunity to talk with a lot of people about equity and we engage in encounter a lot of perspectives and a lot of ideas about what equity is and what it isn't." We thought it was important to create some type of framework to facilitate conversations with colleagues when we visited campus to understand and say, "Okay, this is where we're all situated and this is sort of where we stand as it relates to equity."

Dr. Harris: This framework really captures it, and it rests upon two constructs. The first you see represented at the very top, we describe it as sort of competence. So equity, part of it is we have to know what it is. We have to understand what equity is, we have to understand what it means. We have to have some good ideas about how do we embed equity minded practices into our courses and our counseling and advising sessions with students or whatever it may be. Knowledge is sort of the first part. But knowing about equity or knowing about equity mindedness and knowing what it is is not enough. We also have to be motivated to embed those practices into what we do.

Dr. Harris: I think I shared earlier that I'm entering my 13th year as a professor at San Diego State and I got to tell you, there have been times when I have been less motivated to change things or do things that are probably in the best interest of students because they didn't necessarily serve me well or serve my interests as a faculty member. In other words, I was sort of too lazy to make changes to my syllabus and classes and so forth. Motivation is a big part of it.

Dr. Harris: Let's look at the boxes labeled KW. That's the perspective where we know we have the knowledge and we have a willingness to do it. We labeled that perspective the choir, and we call it the choir because typically these are the folks who are already doing the work, who, for them, equity mindedness, it's core to who they are and how they see themselves as educators. So they're leading equity conversations. They're doing a professor development. They're engaged in coaching. They're doing a lot of work that they're not necessarily being acknowledged and compensated for, but they're doing it because it's really important to them and they really think it's important in the best interest of both students and the institution.

Dr. Harris: The choir, that's an important stakeholder group, but you also have others that have to be considered. I'll tell you this, you're not going to institutionalize equity if it's just the choir talking to the choir. I've seen folks try it, and while those are perhaps comfortable and enlightening conversations, they don't really get us to transformational. Transformational approach to equity. We have to think about allies. The only thing that separates the allies from the choir is that the allies having had the opportunity to really learn about or embed equity mindedness into their practices. They're willing to do it, they're open to learning, they just haven't had the opportunity to learn it. They haven't gotten involved in professional development and so forth in order to do it.

Dr. Harris: Now, it would be easy if we could just sort of stop there, get the choir, get the allies, you educate the allies. Everything is good. But we can't just stop there. We also have to think about other perspectives that are critically important and have some impact on how we go about institutionalizing equity.

Dr. Harris: Let's look at the resistors. The resistors represents a perspective where someone doesn't really understand equity, doesn't really understand equity mindedness, and quite frankly not really motivated to embed those perspectives into their work. Now we find that there's two types of resistors. First are your active resisters, and these are the folks who are most vocal in their opposition or resistance to equity. Why are we doing this? This is a waste of time. This is a waste of money. They find out, me or Luke are coming to campus and they sort of say, "Why are we inviting these guys? Who are they? What do they know? Why should we care?"

Dr. Harris: But we find that most resistors are not active resistors. In fact, I think sometimes we think that active resistors are larger or are more of a critical mass than they actually are. Most resistors are passive resistors. They may not say anything, but they're also not going to do anything. They're not going to get in the way, but they're not going to support or invest or fully engaged in an authentic way. Then you have the defiant.

Dr. Harris: Now the defiant are those, they represent a perspective where folks know what to do. They've had the training, they've had the coaching, but they're not necessarily willing to do it or they're not willing to do it with students who really need the support the most. So maybe they're willing to do it with students who work in their lab or students who go to their church, but they're not necessarily willing to embed those practices with students who are disproportionally impacted.

Dr. Harris: Luke and I were presenting this framework one time and like oftentimes, we go, we visited campus, we do a presentation, and then we're rushing off to catch a plane or catch a train or catch an Uber or whatever it may be. One time there was a colleague who literally chased us out of the room as we were leaving and said, "Luke, Frank, your taxonomy. I really like it. I think it's really insightful, but it's missing something." Now Luke and I, we can kind of be a little bit egotistical about some of our work. We sort of stopped like, "What do you mean it's missing something? What exactly is it missing?" So he said, "What about those who think they know what they're doing, who think they're equity minded but they have no idea what they're doing." We said, "Okay, so we need to think about that."

Dr. Harris: We decided to add this to it. The oblivious, right? As funny as that may be, the oblivious is a real perspective that we have to engage and consider as we do the work to institutionalize equity. We find that this perspective is sort of informed by three primary points of motivation. When you're doing the work from a savior complex, when we're not reflective or when we're grandstanding. Savior complex is when we feel that equity is about us and not about students, when our actions are not motivated to empower students, to help students identify and leverage their strengths and assets, but when it's like these poor disproportionally impacted students, they can't do it without us. They need me. Without me, they can't do it. Equity is really not about that.

Dr. Harris: Equity is about empowering students, helping students understand that they have what it takes to be successful. It's about eliminating barriers and so forth. Or when we're not reflective, when we speak the equity language, when we know all the constructs and definitions and we can talk about equity minded practices, but when you really come and observe what we do in the classroom or when you observe what we're doing as we engage in students in a student services capacity. When our actions don't reflect our rhetoric is when we're not reflective.

Dr. Harris: Or grandstanding, when a commitment to equity is superseded by my desire to elevate myself in my career. When it's about looking good for my colleagues, wanting people to see me and view me as this equity minded person. When that becomes more important than the actual work, then that's grandstanding.

Dr. Harris: This is what we call toxic support. When you talk with colleagues who are leading equity work on their campuses and you say, "What would you rather encounter? Toxic resistance or toxic support?" More often than not, they say, "I would rather engage and work with a colleague that's coming from a resistant perspective but it's transparently resistant. Than someone who is resistant but pretending to be supportive." So we have to think about this. We have to think about where we may be situated. I understand this is a gross over-simplification of a really complex phenomenon because none of us are the choir all the time. Sometimes we resist. These perspectives can shift depending on context and depending on who and what we're talking about. But it's really important that we have some understanding about where we're situated and then where some of our colleagues are situated as we engage to work.

Dr. Harris: So we talk about the threes. I'm going to sort of move through this. But really our goals as we look to institutionalize equity, we have to empower the choir. Just sort of say what you're doing. It's important, it's aligned with what the research says, it's good. Educate the allies just to get them the professional learning and the practice and development that they need to be a part of the choir. Then we have to encourage our passive resistors, really encourage them the care in many ways, and then enlighten the oblivious.

Dr. Harris: Now this all makes sense. My sense is that folks kind of get it. But even when we do all of these things, our equity efforts still may not move or be as transformative as we would like. So this is what has sort of kept me up at night over the last year or so. The question, why is it that things seem to take off and go really well at one campus and really struggle at another campus even when both campuses are sort of approaching it and doing the same thing? It became very apparent to me that institutions that are successful at institutionalizing equity that they're able to do it because they're able to align the equity efforts with the institutional culture. Those that struggle to do so are overly focused on strategy and don't do enough to recognize intent to culture.

Dr. Harris: Let me talk about that for a little bit. Now culture is sort of embedded in our leadership, in our mission and values, in our psychological climate. Like like what is the institutional climate as it relates to equity? How do we feel we collectively as an institution feel about equity? Do we embrace it? Do we embrace it authentically? The physical environment can have some impact on culture and ultimately on equity. I got governance. The composition of our faculty and staff plays a key role there. Then this last point, which most institutions don't necessarily do a good job of engaging, is what is the history and legacy of racism and exclusion at our institution? Do we really understand that? Do we really know what that is?

Dr. Harris: Then we have strategy. Now in some ways strategy is sort of a lot easier to recognize than culture. Because as educators we're often trained to solve problems, and the way that we tend to solve problems is by employing strategies. So as it relates to equity, guided pathways, multiple measures, professional data aggregation. There are a lot of good, solid, well-informed, well supported equity strategies, but strategies alone don't get us to where we need to be to institutionalize equity. Let's talk about that.

Dr. Harris: Let's talk about culture first. I have found that institutions could have an equity culture that's equity enriched or equity deprived, and then the strategy. Strategy is embedded in how we go about doing the equity work. Our equity plan goals, are they present in other institutional documents? Are equity minded practices used across the institution? Are we engaged in intrusive and equity minded professor development throughout the year? If we have an equity enriched culture and we have good strategies, then that's sort of where we want to be. We're likely going to be effective in institutionalizing equity. Some campuses might be very effective at addressing students who experience food and housing insecurities, former foster youth, low income students, but not as good when it comes to other populations.

Dr. Harris: As you can see, this work is incredibly complex. I think it's important to sort of spend some time thinking about what is it that we need to do to not just do equity, but to do it in a way that really transforms our institution to where we can be an equity minded exemplar?

Dr. Harris: There's a set of things I'd like to share with you and propose to you. First is that we have to engage in a transparent assessment of our institution's disposition towards equity. We got to really understand where's support, where's resistance? How do we really feel about equity as an institution? If there were no funding, would equity still be an institutional priority? Then it's about developing what I call a transparent vision of the campus culture with equity at the core. This is where we are. It's about both our strengths and ways in which we need to grow as an institution. This is where we need to be, and this is what it's going to take to get there.

Dr. Harris: Then we have to engage in strategic messaging to align our institutional values and priorities with equity. Then we have to think about how do we embed tangible indicators of equity throughout the institution? Is it in our mission statement? Is it in our strategic plan? Then we have to create what I call a shared accountability for a commitment to equity. If I say something or if I do something that's not aligned with our equity goals or they're not aligned with who we say we are as an institution and what we value, well then one of my colleagues should be able to challenge me, question me, and that should not deteriorate or erode our relationship as colleagues.

Dr. Harris: Part of institutionalizing equity is about being able and willing to hold each other accountable for it. We all have blind spots. We're all going to say things. We're all going to do things that's not necessarily aligned with our commitment to equity and what we value. All of us.

Dr. Harris: Some key takeaways as I conclude. The state is not responsible for our culture. There's nothing that Sacramento can do that can influence our culture as an institution. We're responsible for that. We own that. Remember all the state can do is give us strategies and strategies alone do not transform institutional cultures. We need to spend more time on culture, especially during the phase in which we're trying to roll out something. That's when we need to be most attentive to culture. Lastly, toxic support is just as bad, if not worse than toxic resistance. With that, I like to take any questions that we may have. Thank you.

Speaker 9: Hi, Dr. Harris. I thank you very much. In listening to this, I get a sense it's more institutional, but I kept sitting here thinking about me in the classroom, and my biggest issue is my culture. I hate to give examples, I don't want to get personal, but we have classrooms of diverse students and they come to me with things I just don't relate to. So I feel like I'm Caesar. It's awful. It's an awful feeling because I feel if I do this and I don't do it for everybody, that I'm ... You know? That's my-

Dr. Harris: The fact that students actually come to you and say, "I'm struggling in these ways." I think that's a really good thing because in our conversations with students, they tell us that, "I don't approach my faculty because I don't think they care. I don't think that they understand," and so forth. If they're coming to you, then that means that there's something about you or something that you've done that leads them to believe that you care enough to hear what it is that they have to say, what they're going through, and then believing that you're going to provide some support.

Dr. Harris: Me working with students and eliminating barriers, that's not lowering standards. That's doing what a good, well-informed, well trained educator does and so forth. When we're culturally affirming in how we teach and what we do and we recognize culture and then we as faculty, when we disclose some of our own challenges and some of the things that we've gone through and we build relationships with students, it can be transformational in the student's experience that allows them to not only succeed in our class, but to succeed for years beyond.

Speaker 10: I was wondering if you could comment on how we can, I guess, best enlighten or just become allies with the people who are resistant or oblivious. I think the oblivious people kind of think they're already allies so that's difficult. The resistant people have already decided. What do we do with that?

Dr. Harris: Well, just like you cannot have deficit perspectives about your students, you also can't have deficit perspectives about your resistant colleagues. The first thing we have to do is believe. We have to value our relationship with that colleague and believe that there's an opportunity for some growth and understanding. Then the second thing is when we think about strategies, well how do we foster a greater commitment to equity? We can use data. We can look at course success data. We can provide opportunities for folks to hear from the voices and perspectives of students. I find that one of the most transformational strategies is when faculty and staff get to hear directly from students about how they're experiencing the class or how they're experiencing the classroom, how challenging it can be when a professor says something or when a staff member says something or does something that's not aligned with what we believe to be equity mindedness.

Dr. Harris: Changing perspectives and minds and hearts are very hard. There has to be a lot of repeated engagement. We can't think that we can do it in one conversation, but above all, no matter what we do, we have to approach that colleague with humility, with respect and dare I say, with some love and compassion.

Speaker 11: I really appreciate everything that you've said. One of your points you said is that the best way to assess culture is to observe it organically.

Dr. Harris: Yes.

Speaker 11: What exactly are we looking for? Like what is it that you should be observing?

Dr. Harris: Yeah. Great question. That probably would've been helpful to say that. Culture is often reflected in language. So paying attention to what folks say, the conversations that are taking place are not taking place around equity. When there's opportunities to do something that can be potentially transformational. Is there resistance? Is there pushback? Where is it? Why is it?

Dr. Harris: I think one of the most transparent ways in which we see this is in hiring. If you want to sort of know where you are as a campus as it relates to equity, serve on a hiring committee. Because hiring is such a high stakes process that people get very invested and in many ways, very protective of what they value. In hiring, when it comes to equity it's like, "Well we need to make sure we're hiring the best people," or, "We've tried to diversify our hiring pool, but there are no qualified candidates." Clearly there's some values that are embedded in those things that sort of lets you know where that group or where that department might be as it relates to equity mindedness and hiring. It's about paying attention.

Dr. Harris: Then I would say the other piece to it, if you sort of walk around campus and try to view it and experience it through the lens of what a student does, that's another way. There's a way to kind of do almost sort of like secret shoppers, but you're a student and you're not an educator. And just kind of see how students experience it. We saw this happening a lot in the conversations around basic skills and development education reform. They had educators actually take the assessment tests that students were actually taking and go through the matriculation process that students were expected to go through. It was kind of incredibly illuminating, especially when you had math and English faculty, they would take the assessment and place below college level. It sort of revealed something culturally about the test and so forth. Those are some quick starting points about that.

Dr. Harris: Once folks know you're assessing the culture, then you're probably not getting the most transparent look at the cultures. Thank you all. Hope to see you at the workshop.

Christina Barsi: Thank you for listening to the Magic Mountie podcast. Remember to subscribe on Apple podcasts, Spotify, or wherever you like to get your podcasts so you can listen in the car, in your office, or however you'd like to listen. Once you subscribe, we'd love to hear what you think by leaving us a review. Don't forget to share your favorite episodes.