Carrie Miller: I'm Carrie Miller, and I'm in the chemistry department and I'm actually brand new faculty. So this is my first Flex day, first keynote, and I was really impressed by it. I think I was impressed because I think it shows that the university cares about equity and actually values it, to make that such a focal point of the initial launch for the school year. And I just think it's such an important issue that affects so many of the students here.

Carrie Miller: The whole point of Mt.SAC and the community college system is to help the students who don't necessarily have as many privileges as their peers. And so understanding the barriers they face and what we need to do as an institution to lower those barriers is just super vital to fulfilling our mission in general. I'm really excited to be here.

Christina Barsi: Hi, I'm Christina Barsi.

Sun Ezzell: 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 to 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.

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Speaker 4: And I know I'm going to achieve my goals, and I know people here are going to help me to do it.

Speaker 5: She's a Sociology major and she's transferring to CalPoly Pomona! Psychology Major, English Major-

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

Speaker 6: Like 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 7: 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 with each other. I'm Christina Barsi, Mt. SAC alumni and producer of this podcast.

Sun Ezzell: And I'm Sun Ezzel, learning assistance faculty and professional learning academy coordinator.

Christina Barsi: And this is the Magic Mountie Podcast.

Christina Barsi: Hi, it's Christina here and in this episode we are following up on Dr. Frank Harris' keynote featured in episode 60, Flex Your Equity Approach with Dr. Frank Harris. Go check out that episode if you haven't yet.

Christina Barsi: In today's show, we have some actionable steps outlined during Dr. Harris' breakout session called Employing Culturally Affirming Teaching and Learning Practices to Advance Institutional Equity. You'll hear some great dialog from your colleagues and lots of strategies to consider bringing into your classroom to address inequity and disproportionate impact. Enjoy.

Dr. Harris: Thank you all for coming to spend another hour or so with me. I'm not sure what's wrong with you all. What I'd like to do in this session is build up on some of this stuff we talked about in the keynote. So this session is much more concrete and is focused on strategies, dare I say, that you could actually employ in your classes to create a culturally affirming learning experience for students.

Dr. Harris: So I want to first start by having you think about two questions. What does success look like in your course? And then, what does it actually take to achieve success in your-

Dr. Harris: So I'd love to hear some of the ideas you came up with in response to the first question, what does success look like in your course?

Frank Gomez: Frank Gomez, I teach English, and the sentence in and of itself is kind of ambiguous and loaded. And I noticed you put success in quotation marks, which in and of itself acknowledges the fact that you're aware of that. So the word 'success' for students would obviously be very different than for a professor. And for me, based on my curriculum, and the fact that I know that they're so obsessed with their phone and what's taking place in their phone and living in their little bubble.

Frank Gomez: For me, success is, have I caused new thought? Have I pierced their worldview where they're willing to entertain the notion that there's something that can possibly be relevant to them, important, and that would cause them to leave that bubble and join us. And I see that when I look into their eyes and they forget they were phone is, or the phone falls off the desk, and they're there. And I can feel that they're there. Then for me, I've succeeded.

Dr. Harris: If I could sort of paraphrase. So just, authentic engagement, right? Now, you said that that might be different for students. Do you think students see engagement, authentic engagement, as an indication of success for them?

Frank Gomez: No.

Dr. Harris: Okay. All right. Yeah.

Robert Peluso: Robert Peluso. I also teach English. We really represent, and we like this. For me, I feel that success is a matter of tracking retention. That they are not dropping the course in those first few weeks. And to create an environment so that it's conducive to students feeling it's important to attend class, because if you've got them there, then they're doing the work. It's important, creating that environment where they want to be coming to class, to be winning.

Robert Peluso: And then the successful completion of the course too is important. That they've accomplished those SLOs that we set out to do during the semester.

Dr. Harris: English is in the house today. Thank you. So what does it take to achieve that? To be present?

Robert Peluso: Yeah. I tell them the two secrets to success in any of my classes are come to every class that you're physically able. So don't show up if you're sick because I'm weird about that. Come to every class that you're physically able, and do all the work assigned. If they're coming to every class and doing all the work assigned to the best of their ability, they'll necessarily be at least passing the class. And then once they're doing that, they're learning habits of success.

Dr. Harris: Yeah. Yeah.

Speaker 11: Everything everybody is saying here about an inclusive environment. I teach from a sort of team perspective too, because a lot of them are going into the health professions. Don't leave anybody in your team behind. Work together. Very inclusive language. It's very, very important when students come into these classes, with no prerequisites but they're dropped into anatomy, that everybody feels like if they're stronger background students, students that have the language, the lingo, they work as an EMT, they already have some of the jargon, for you to support and bring everybody along. Because that's important for a team. And a lot of great experiences come from all these different backgrounds of students, as they talk and start learning about the parts of their body.

Speaker 11: But success as it's defined by the student is an A or a B in that class, not a passing, an A or a B. Because if they don't get an A or a B, I am blocking them from their career. Right? Not me, I'm not intentionally blocking them, but I am blocking them from their career plans because now they can't go on. And there is enormous team derived and nationally derived standards that the students must hit to pass the class. So passing to them is success, and they don't all pass. Our pass rate is between 66% and 70%, so you see we're losing a lot of students.

Speaker 11: And we have a lot of mitigations and a lot of help. But to me success is if a student has a passion for it, and their passion isn't crushed by being in my class. They actually ... No, you guys I'm serious. You think it's a joke, but it's so not. And when I give them their first 170 page course packet, day one of class, I tell them, "This is unit one." And they go, "This isn't for the whole course?" And I'm like, "This is for the first three weeks."

Speaker 11: The reality of training and knowing that this is the first step on their journey, and that they're building a language, and that they are starting to become conversant in building that language, and they're excited about explaining it to others. And I see lots of students that really just bloom, and lots of students that survive. I don't see them whither, which is good.

Speaker 11: I wish there was a way to translate in these STEMI professions, and these STEM-ey courses more than one analogy of success. And there's a lot you can do to help mitigate early failures or problems in comprehension as you go along. But the bottom line is they're going to take standardized national tests and you have to prepare them for that. So at some point I would love to address, how do we drop the barriers that prevent them getting there? Because that breaks my heart.

Raul Chavez: Raul Chavez, Native American history. My colleague over here, Francis and I, we've been the two Native Amerianists, I guess, I don't know. What we were talking about is the idea that indigenous peoples are kind of lost within this world, and Francis was telling me about her work during sabbatical and the idea that she interviewed so many native peoples and what they thought about education, higher education.

Raul Chavez: Where I'm coming from with the question of success is that I've tried to employ my indigenous views on the course and how it's graded. And really the idea of success, it's a loaded question. I tell my students, "I don't know how successful my class is based on semester to semester. It comes down to what kind of human being are you going to be five years from now, 10 years from now, 20 years from now."

Raul Chavez: And again, very indigenous in the way I try to teach this. I think it was about three years ago that I just stopped giving a shit about grades, you know? And it just becomes a case of, "I want you to be the best human being possible and this is what I'm going to do."

Raul Chavez: I was sharing with Francis and some of my colleagues who know this, my reputation, white men do not take my class because they do not want to hear what I have to say about our society, and what are the things that we have to do as human beings to make our world better. And so, what is success? And it's something that every semester I have to battle. I really don't care what they learn about history. I care that they be become good human beings through the way I teach history, I hope.

Dr. Harris: Thank you. And I assume you have tenure. Just kidding. Last one, yeah.

Paul Chu: My name is Paul Chu. I am a CIS professor teaching cybersecurity. What does success look like in my course? I hope that the student will learn something about cybersecurity. Pass the class. Second, don't be a victim of cyber fraud, that's something that I teach them. And third thing is that I hope that they find success outside the classroom.

Paul Chu: So I help them with resumes to find internships and jobs and things like that, because it's okay to get a passing grade, that is one of the goals. But also outside the classroom, can you help them find an internship? Can you help them with the interview? Can you help them find a job somewhere down the line? So I think those are some of the things.

Paul Chu: Another thing I do is that at the beginning of semester, I have a bulletin, what are your goals for the semester that you set for yourself? Some students will write down some goals they have for the semester. I would try and see if I can meet some of those goals and help them go along. So that's just one of my things. And the other thing, what's the key to success in my class? Show up, do the work, and see what we can do. And help whatever I can with the students, yeah.

Dr. Harris: So thank you all for those who had the opportunity to share. What I try to do is pay attention to some common threads in the responses. And what I hear is that success for you all, is not necessarily synonymous with the grade that you get, right? That there's not, at least for those who had the opportunity to share, you didn't start by talking about grades in defining success, right? You talked about some other important things like being authentically engaged, being fully present, growing, and in many ways transforming who you are as a person. Having a transformational learning experience.

Dr. Harris: And the reason why I like to kind of ... and I've done this before, and a lot of what you all shared is fairly aligned with what I typically hear in response to this question. And so much of what you share is aligned with the concept of what an equity minded teaching and learning experience should be. Giving students the opportunity to take the semester that you have with them, two semesters if you're lucky, and really have an experience that changes their perspective. Their perspective of who they are, and their perspective of what they can achieve.

Dr. Harris: It's what I heard, right? As I pieced the responses together. And so when I think about, well what are some strategies? How do we do that? Well those all feel like big lofty philosophical, even sort of unattainable things to do in the time that we have with students. But I would imagine that some of the things that I'm going to share are not necessarily new, right? You all are probably doing a lot of these things. My goal is to say, "Well, when I hear from students, when I observed classes, when we hear from colleagues who are equity exemplars, when it comes to teaching, these are the things that they say are important. This is what the research tells us, this is what the inquiry tells us."

Dr. Harris: And so I'm going to present, I think there's nine practices, but the goal is that everything we do should be aligned with the concept of equity mindedness. And equity mindedness is about understanding that inequity is a systemic issue. It's about critically reflecting upon our roles and responsibilities as educators. It's not about blaming the students, it's about recognizing under-performance as an institutional issue and not just a student issue.

Dr. Harris: And so the first thing I think we have to do, we need to convey unconditional positive regard, nonjudgmental. You have to view your students as being brilliant, fully capable. Like no matter what they say or what they do, your perspective on them has to be, "You can do it, you can achieve it." You have to consciously and continuously reject deficit narratives about students.

Dr. Harris: As important as to what you think, it's also about what you say and convey to students. So the research tells us that students don't often hear very important messages, like messages of validation, messages of support, messages that convey unconditional positive regard. "You can do it, you can be successful. I'm proud of you." They don't really hear that from their faculty. Now, they hear it from some folks on campus, but it's typically not you all.

Dr. Harris: Anyone want to guess who it may be? It's the groundskeeper. It's the folks who work in food services, custodial, right? They say, "Those are the folks who tell me, keep your heads in the books. I'm proud of you. You're doing well." Right? That's where they hear it from. Particularly, if we're talking about disproportionately impacted students. It's even better and more important, it's not enough to just say, "Hey, Frank, good job." What's even better is if you can say, "Frank, you did a really good job on this paper." Right? "I'm really, really pleased with the ways in which you applied these concepts that we've been learning. Do you mind if I share this with the class? As an example of the type of work that I'm hoping for."

Dr. Harris: If we can convey positive regard, and then do it in a way that's task specific even better. Some of you may think, "Oh, well, what do you mean? Why do students need that?" For some students, believe it or not, you would be the first educator to ever validate them in that way, or to ever tell them that they're smart, or ever tell them that the work that they produce is good and outstanding.

Dr. Harris: Next is relationships. Build authentic relationships with students. So if the only thing you know about your student is that they're a student in your class at Mt. SAC, well then that that's important. But what's more important is if you know at least one thing personally about each student, one personal thing about them, their name, their hometown, hobbies and activities, special talents, books, movies, musical artists. Finding opportunities to engage with them on both academic, and usually as faculty we do a good job when it comes to academic stuff, we don't do as good of a job or we're not as comfortable when it comes to having nonacademic conversations and dialogue and engagement.

Dr. Harris: But that's important because that's where relationships are formed. And those relationships become important, when students encounter barriers, or when students are thinking about, "Wow, I need to have someone write a letter for me," or "I need someone to help me find an internship." It's the relationship you develop with them, that aren't necessarily about the content of your class, that can make a huge difference in students' experiences in success.

Dr. Harris: I often say, now some of you are going to like run me out of the room when I say this, it would be good if you could have one one-on-one conversation with every student in your class within the first several weeks of the semester. Now that might mean you may need to say, "Okay, let's take two class sessions and I'm going to use these two class sessions strictly for one-on-one meetings." They don't have to be long meetings, they could be three to five minute meetings. You could have students sign up in advance. Some students are going to be super intimidated, don't want to do it, so you might need to scaffold that a little bit. Maybe give them some questions or things that they can bring. You be willing to kind of have the same exchange with them.

Dr. Harris: But we have to think about the teaching and learning experience is not strictly a transactional experience, right? It's not about me, I'm the instructor, I'm here to deliver content, and you're here to take it and absorb it in and regurgitate it. The teaching and learning experience is a relational experience. And what that means is that sometimes that means I need to put myself in the role of a learner. I need to give students some authority, and allow students to come and share what they know and lead and teach as well.

Dr. Harris: When I think about this now, having ... I taught my first college level class in 1997 so I don't know how long ago that was, but I was so insecure and so worried that people were going to recognize me and realized that I didn't really know a whole lot, or see me as a fraud. That I did things to convey authority and to command respect because I was kind of afraid of not being seen as ... I guess some imposter syndrome going. But as faculty, when we can reposition ourselves and allow students to be teachers and allow us to be learners, that's one of the most empowering things we can do for students. But I recognize that it's incredibly scary for us sometimes as faculty, particularly new faculty.

Dr. Harris: This last point I want to make is, I meet with a lot of colleagues who say, "Yeah, Frank. I mean I think this equity stuff is all good, but I'm about tough love. And I think students need tough love, because when they transfer to CalPoly Pomona, or when they transfer to UCR, they're not going to have this relational experience with their faculty." And I say, "Okay, tough love is ... I'm good with tough love, I'm all about tough love. But it's hard to use tough love as an effective strategy if you haven't developed a relationship with students." So you got to demonstrate that you actually care about them. Any questions so far before I continue? Yes.

Kerry Miller: Kerry Miller and I'm teaching chemistry. So back when you were talking about conveying the unconditional positive regard, is it effective to tell the whole class like, "I want you all to succeed. This is not a weed out class. I want you all supported." Is that effective? Or is it only effective if you're telling students one on one?

Dr. Harris: It's only effective if it's true. Everything that I'm saying here is ... These are equity minded practices, but they serve all students well. They have an intensified benefit for disproportionate impacted students, because these are students who haven't necessarily had ... I shouldn't make this blanket assumption, but oftentimes these students haven't had the most positive relationships and experiences with educators. But they serve all students well, and they work well for all students.

Dr. Harris: Let me say this, I think it's important to praise publicly, but to critique privately. So if something someone does well, something right, that's something it's important to be more public about that. But if you need to address an issue, or if there's something going on, then I feel like that's where you should ... So the private one on one conversations should be those that are more about addressing issues and concerns. But some of these strategies are going to work well in the context of STEM, less well in a social science or humanities.

Dr. Harris: So some are going to be overlapping. So I think the worst thing you can do is to say, "Okay, next semester I'm going to take everything Frank said and try to incorporate it." I would say choose two to three things that you really want to focus on this semester, and just focus on those two to three things. And then incorporate other things as they make sense, and as you get more comfortable with the things that you've practiced.

Dr. Harris: As faculty, sometimes we see ourselves as dictators or czars, where it's like, "I have all the expectations, all the accountability comes from me and you don't get to expect anything of me other than what I give you. And don't dare try to hold me accountable for anything, because who are you to hold ... Like I have a PhD, who are you to expect or hold me accountable for anything?"

Dr. Harris: I'm being facetious, but sometimes we think that highly of ourselves. And a big part of this whole concept of equity mindedness, it's about mutual respect, mutual exchange in terms of roles and leaderships, and so forth. This one seems kind of obvious, not always. But it's really good, particularly those of you who are teaching these heavy skill based classes like writing and math and things like that, is to kind of get a sense of what are student's academic strengths, interests, and significant past experiences that might influence how they show up, or the level of preparation in your class.

Dr. Harris: So some conversations or some questions that you might start with. What compelled you to enroll here? What do you enjoy most about learning? What are some things in school that have always come easy for you? And what are some things that might've been challenging? What are your relationships with teachers? How do you learn best, and how can I best facilitate your success in this class? What are some things you're experiencing outside of college that could impact your success in my class? And one of my other favorites, beyond money, or if you don't like the word money, beyond the opportunity to transfer what are you hoping to get out of your college education?

Dr. Harris: So these are questions you might use as an assignment. Maybe the first assignment. It does two things, it gives you some information about your students, but it also signals to students that you actually care about these things. That being said, if you're going to ask, it's also important to be willing to align your instruction and design your instruction, use this to inform what you do in class.

Dr. Harris: Big one. Humanize yourself. Students tell us when we ask them, "Tell us about a learning experience you had that was really positive, or a class in which you did really well. What was it about that class? Or what was it about the instructor that allowed you to do well?" One of the issues that comes up all the time is they say, "Well, the professor is cool. The professor's down to earth." Well, what exactly does that mean? "She tells us things about herself, personal things about herself that allows us to get to know her."

Dr. Harris: I often say this, students are typically going to assume that because you're a professor, and because you have all these degrees, that your path to how you got to where you are has been seamless, has been easy, has been been without challenge. That's what they assume. Or because you have these jobs, everything's been easy for you. Now I know that every single one of us, at one point or another in our educational journey, had to overcome some stuff. It's important for students to know some of those things.

Dr. Harris: Now there's a caveat. It's never about making a claim of equivalency, right? So it shouldn't be, "Hey Frank, you know, I understand you've got this issue, but guess what? I dealt with it, so you should be able to do it too. Get over it. Get going." That's not the way we want to do it. It's never about making claims of equivalency. It's about students getting to know who you are as a person, because again, the foundation of equity minded practices, relationships are a real fundamental foundation to that. And we build relationships by learning things about each other that may have nothing to do with the content that we teach.

Dr. Harris: Now, you also have to be careful, don't share anything that you don't want it to end up on social media or things that you wouldn't be comfortable with other people knowing. We can't always control what students share, so just be mindful of that. But when I talk with faculty about this, they talk about how they're intentional.

Dr. Harris: I had a professor who taught at a community college in Southern California, was doing some focus groups, who talked about how she has dyslexia. And one thing that she does is she discloses that pretty early in the semester, she let students know. And she writes on the board and they correct her and she really just ... doesn't it make light of the situation but to tell students, "Hey, I'm not this super human perfect being," that, "I share some of the same things, some of the same challenges, and some of the same concerns that you do."

Dr. Harris: Employing proactive and intrusive support strategies. This one I think is kind of easy, I would imagine that some of you are already doing this. Understanding again, that there's some students who struggle with help seeking. We have a sense of who they are. Early alert systems is actually one of the best things a campus can use as an intrusive practice. But it's kind of one of the hardest things to do because it's technology based, it requires training, it requires a lot of coordination. There's a lot of challenges with it.

Dr. Harris: If you don't use the campus based early alert system, you can even create informal ones. Anyone ever got these handouts from student athletes, maybe early in the semester that says, "Hey, I'm a student athlete, I'm working with my advisor, just want to know where I stand in the class, what's my ..." Even things like that that allows students to know where they are at any given time and allows you to monitor their progress.

Dr. Harris: The key to it is this, if you use any earlier alert practice, it actually has to be early. Right? So if you're not collecting this information or sharing it until midway through the semester, then that's ... the students don't have a chance to actually recover where they stand. So it has to be early enough. If you're using a campus based early alert system, you got to make sure that there's a process in place for follow up and so forth.

Dr. Harris: I also say this when it relates to intrusive practices and support. When we make referrals ... So if I make a referral, if I refer Frank to Jonathan, I shouldn't assume that if I tell Frank, "Hey Frank, go see Jonathan," that Frank is going to go see Jonathan. More often than not, Frank's not going to go see Jonathan. Part of that is I'll say, "Okay, I have a colleague named Jonathan in counseling. I think he might be able to help you with what's going on here. Let me give him a call. Jonathan, I have Frank in my office. Here's what's going on with him. I'm about to send him over."

Dr. Harris: Or, "Hey, Frank, I happened to be walking in the same direction as Jonathan's office. Let me walk over, I'll introduce you to you and make sure you get connected with him." Now, another key to that is this, if you promise the student that Jonathan's going to do something, then you got to make sure that Jonathan's actually going to do it. Because if not, then you've lose a lot of equity and credibility with the student once you do that. So don't make promises that you know Jonathan may not be able to keep.

Dr. Harris: Next, make success in the course transparent. What does that mean? Early in the class, address the question, this is what it takes to be successful in this course. These are the resources you're going to need. This is the way you should approach the readings in this class. And then actually spend some time modeling how you would do it. This is how you should take notes. This is how you should prepare or study for quizzes and exams. There's a lot that we assume, a lot that we take for granted. A lot that, A, we assume students know, or B, that we think that it's important for students to figure out and find out on their own, as it relates to how to be successful and be organized and be well informed in our classes.

Dr. Harris: I also think it's important to do this. We typically are teaching 16 week semester classes, right? 15, 16 weeks. So we think about 16 weeks. That can seem pretty overwhelming for students, right? When you hand them the 170 page packet and say, "This is for week one through three." That's a lot. So think about, how do you divide that packet? Or, how do you divide your course into manageable chunks? And say, "Okay, yeah, this is a 15, 16 week class. But this is what you should be doing for the next three weeks. This is where you should be at this point." And just really being very intentional about how you guide students through the class, and what it's going to take in order to be successful in this class. Even saying things like, "Okay, in two weeks you should have two chapters of the textbook read and annotated." That sort of thing.

Dr. Harris: Some other things here, it's thinking about assessment strategies that focus on continuous improvement and progress towards demonstrating proficiency. So smaller assignments with smaller point totals, allow students to grow and develop incrementally in terms of their competence and success. I like to, to the extent that you can, grade on effort and give lots of feedback. So you might get a B on an assignment, but the B you get is not as meaningful, or any grade you get is not as meaningful as the feedback I'm going to give you.

Dr. Harris: And part of the grade is going to be based on effort and engagement, some of the things that you all talked about early on. But what I really want to see is how you respond to the feedback, and how do you take the feedback that I'm giving you and demonstrate continuous improvement, and competence, and growth and so forth, is what I like. And then The Center for Urban Education has a syllabus review guide that talks about how you can make sure you create a syllabus that's equity minded.

Dr. Harris: Some things that they talk about is that it demystifies college policies and practices, and welcome students and creates a classroom culture in which they feel cared for. It validates their ability to be successful, conveys a partnership between students and faculty, and deconstructs the presentation of white students as the norm, is essentially what it does. So if you have a chance to take a look at that.

Dr. Harris: Creating a culturally affirming learning experience. Some colleagues call it 'cultural responsive', but essentially it's about centering diverse students into every aspect of the teaching and learning experiences. Allowing students to see themselves in the curriculum. Allowing students to see themselves and contributions of folks who look like them and come from their communities. What contributions did they make to the field and the content in which they're teaching? And how do you connect what you're teaching to their lived experiences? Things that are important for them and that are salient in their lives today and right now.

Dr. Harris: So it's not just political science for political science's sake, but understand how the things they're learning in political science, how do those things manifest in what they see and experience every day in their communities? And giving them opportunities to apply those concepts to their daily lives and assignments and classroom discussions and so forth.

Dr. Harris: Here's some strategies that really focus on culture affirming learning. Foregrounding student's lived experiences using diverse course materials and examples. Facilitating critical reflection and dialogue is really important, giving students opportunities to think and reflect critically on content. Not just learn it, but think about it. Teaching with humility. Using feedback to validate and giving students ownership of the course.

Dr. Harris: The last one I'm going to share is using collaborative and experiential learning. Experiential learning is having students take what they're learning and apply it outside of the classroom context. So giving them assignments and things in which you're not just lecturing. You're giving them opportunities to go and learn and observe the concepts that you're teaching in your classes.

Dr. Harris: Last but not least, it's really important is, we have to continuously engage in equity minded, professional learning experiences. If you get to the point where you say, "Yo, I got this equity thing down, I'm good." That should be a red flag that you need to continue. I think one of the most important things we can do is acknowledge and own our privilege. In your case, white privilege, in my case, male privilege. In a lot of our cases, cisgender privilege.

Dr. Harris: But we do it in a way, not as a badge of honor, right? And not to say, "Hey, look at me. I'm this guy. I'm so enlightened because I own my privilege." But to recognize and say, "Listen, as a man, for example, I work very hard to be mindful and attentive about how I benefit from male privilege. I work hard to press up against that and to not do that. And I recognize that no matter how hard I work, or no matter what I do, I'm still going to be propelled, or my life is still going to be advanced by my privilege as a man." Thank you all so much.

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 like to listen. Once you subscribe, we'd love to hear what you think by leaving us a review. And don't forget to share your favorite episodes.