Classified Professionals Role in Achieving Institutional Equity with Dr. Frank Harris III - Part 2

00:00:00 **Dr. Harris**

It's not enough to not be racist, we have to be anti-racist. We have to actively challenge racism and racial microaggressions when we see them. We have to engage in intrusive and ongoing professional development that allows us to build our capacity to be anti-racist educators.

00:00:17 **Christina Barsi**

Hi, I'm Christina Barsi.

00:00:19 **Sun Ezzell**

And I'm Sun Ezzell, and you're listening to the Magic Mountie Podcast.

00:00:21 **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.

00:00:39 **Sun Ezzell**

We bring to you the voices of Mt. SAC, from the classroom to completion

00:00:44 **Student**

And I know I'm going to achieve my goals. And I know people here are going to help me to do it.

00:00:55 **Teacher**

She is a sociology major and she's transferring to Cal Poly, Pamona! Psychology major, English major ...

00:00:55 **Sun Ezzell**

From transforming part-time into full time-

00:00:56 **Student**

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

00:01:04 **Christina Barsi**

Or just finding time to soak in the campus.

00:01:07 **Student**

To think of the natural environment around us as a library.

00:01:10 **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.

00:01:20 **Sun Ezzell**

And I'm Sun Ezzell, Learning Assistance Faculty and Professional Learning Academy Coordinator.

00:01:25 **Christina Barsi**

And this is the Magic Mountie Podcast.

00:01:31 **Christina Barsi**

Hi, this is Christina . And if you missed CPD day, this part two episode features the second half of keynote, Dr. Frank Harris's talk, called The Critical Role of Classified Professionals in Student Success and Achieving Institutional Equity. There's also a really great Q&A at the end, so stick around for that.

00:01:52 **Christina Barsi**

But first, Dr. Frank Harris expresses that the goal is to account for the factors that influence community college student success, which could be thought of as the experiences and dispositions towards education that a student brings with them. Here's Dr. Harris.

00:02:12 **Dr. Harris**

And to continue our conversation about the issues that impact the experiences of underserved students in the context of COVID-19, I want to highlight a few key constructs from our social-ecological outcomes model. Again, this was another model that Luke and I developed several years ago. And the goal here was to account for the factors that influence community college students success.

00:02:36 **Dr. Harris**

And we can simply think about these inputs as the experiences and the dispositions towards education that a student brings with them as they matriculate into community college. So it's all my past experiences, everything that has had some influence on shaping my identity as a student or as a scholar.

00:02:54 **Dr. Harris**

And what we call our social-ecological domains, each domain includes factors that have a significant influence on students' experiences, relationships, and success in community college. And then finally, we say that the interactions amongst the constructs within and between each of these domains, ultimately influence student success, which we define broadly as persistence, achievement, transfer, accomplishing personal goals, and increasing labor market outcomes.

00:03:22 **Dr. Harris**

And I want to highlight a few of these key constructs, and then once I've done that, I'll present the strategies and implications that emerge from this.

00:03:30 **Dr. Harris**

So first, we have societal factors. And this construct captures social issues that influence underserved students dispositions towards education and how they see themselves as learners.

00:03:42 **Dr. Harris**

So for example, we know that there are social stereotypes about students of color and their intellectual abilities and fit for college. And to highlight this point further, I want to briefly touch upon the phenomenon that we describe as the 3D effect.

00:03:59 **Dr. Harris**

So basically, the 3D effect captures the most prevailing stereotypes of students of color in education. The first D is distrust, which relates to the assumption that people of color, especially men of color are associated with being deviant thugs and criminals. The second D, disregard, refers to an inscription of intelligence. And here, we assume that underserved students are not only unprepared for college, but also intellectually inferior to other students.

00:04:28 **Dr. Harris**

And then finally, we have disdain. And disdain assumes that people of color come from families and communities that don't value education. And the key point here is that these stereotypes are often unconsciously held by educators and have an influence on the ways in which they teach and serve underserved students of color.

00:04:48 **Dr. Harris**

Some key examples here; first one, assumption of criminality. Our second one here is disregard, which relates to an inscription of intelligence. And then our third D, disdain, which relates to pathologizing culture.

00:05:05 **Dr. Harris**

Returning to the SEO model, I want to highlight our next construct, which is the non-cognitive domain. Now this domain is comprised primarily of factors that are psychosocial and capture students' emotional and affective responses to social context and personal environment interactions that take place within the institution.

00:05:29 **Dr. Harris**

So for example, we know that the extent to which a student believes they're capable of being successful in college, which is described here as self-efficacy is important. We also know that the amount of personal control they assume they have for their success is important. That's described as locus of control in the domain.

00:05:47 **Dr. Harris**

We also know that the value that they place on obtaining a college degree or certificate, which is described as a degree utility here is important. And the energy and focus that they invest towards their academic endeavors described as action control. They all come into play in shaping student success outcomes for underserved students.

00:06:05 **Dr. Harris**

We can also expect that it's likely that COVID-19 is going to have a significant impact on all of these factors. A significant impact on the extent to which a student feels a sense of confidence, or feels like they have some control over their academic futures, or degree utility, feeling as though the degrees and certificates that they're pursuing are going to be bad value-added and worthwhile.

00:06:26 **Dr. Harris**

We also can expect that a critical mass of displaced workers, people who've been laid off from their jobs, they're also going to enroll in the community college with the hope of retooling, building their capacity in order to be more competitive in the workforce. But even as they come to us, they also come with some real salient concerns that are situated in the non- cognitive domain.

00:06:51 **Dr. Harris**

To provide a quick example here, this is a quote that's from one of our focus group participants that we've worked with. This strudent shared, "My biggest obstacle really is my mother" and this relates to acion control by the way.

00:07:03 **Dr. Harris**

"My biggest obstacle really is my mother. I have a little brother and a little sister, they're off to college, they're in their twenties now. So my mom is home alone in this big house where she can't do nothing because she's battling this cancer. And so it's hard when you're at class, you can't think about anything. I can't concentrate. And when you're with her, sometimes you're thinking about school, which sounds strange. But that's kind of how it is. It's just hard to maintain your head and your emotions and get all just kind of cross up in the middle of class." So this student is really talking about challenges related to action control.

00:07:37 **Dr. Harris**

Let's look at an example about degree utility. It comes from one of the men of color focus groups that we did. Students said, "I'm happy I'm here, but I really worry that being here, being at this college, it's not going to be worth it because I see a lot of people that graduated from college, they got all these degrees, and they can't get a job. So what's going to happen if I'm spending all this money on student loans if I can't get a job?"

00:08:01 **Dr. Harris**

And we know that again, with the impact of the pandemic, we know that there's going to be some real significant disparities in the labor market. We know that the communities and students who are most disproportionately impacted by the pandemic are also going to be amongst the first to be disproportionately impacted in the workforce as a result of it.

00:08:27 **Dr. Harris**

And so, we have to be really intentional and mindful about helping students make the connection between what they're doing and how it's going to be value addedand beneficial for their lives once they leave and graduate and move on to the next phase of their life. Be it the workforce, be it transfer, whatever it may be.

00:08:46 **Dr. Harris**

The next concept I want to highlight is the academic domain. And this is the domain that really consists of the interactions that students have with faculty. I know our focus here is on classified professionals, but I think this is some good background knowledge and information to know, particularly as you're helping, guiding students, helping them make decisions about classes and majors and so forth.

00:09:08 **Dr. Harris**

And we know that the shift to online learning is going to really have a profound impact on the academic domain. We know that there are students who are used to having all of their instruction in person, as well as accessing all of their academic support services in person. And they're going to have to do that remotely now. Whether it's the writing center and tutoring and supplemental instructions, all of that has to take place remotely. And so we just have to be mindful of that.

00:09:36 **Dr. Harris**

With regard to the environmental domain, this is really important. This domain captures the factors that exist outside of the college, such as things like employment conditions and family responsibilities, and transportation concerns, and stressful life events.

00:09:51 **Dr. Harris**

And while as educators, we often have little influence over these factors, we have to recognize their impact and recognize how they shape students' experiences and success. Again, we know the environmental domain is going to be, especially salient in the context of COVID-19, as students have to deal with employment challenges, lay off from work, having to work remotely, care for family members - it's going to be really salient here in this regard.

00:10:22 **Dr. Harris**

And then our last domain, which is the campus ethos domain . And this is the domain where in many ways, we have the most control over as educators, as classified professionals. Here is where our institutional policies, our programs, our campus resources, and the day-to-day practices that shape the way students experience and succeed in community college are represented.

00:10:49 **Dr. Harris**

And here we have to look at practices and relationships that convey validation, that convey a sense of belonging, authentic care, and a climate that affirms students' identities. Now, when we apply this domain to COVID-19, we can talk about the critical need to be intrusive and supporting students by proactively providing them with resources and information that they will need to be successful.

00:11:13 **Dr. Harris**

We also advocate rethinking long-held assumptions about grading and assessment. That's really within the domain of the faculty, but we think we have to really rethink how we've traditionally assessed student learning and be more equity-minded in how we do that. And we have to be intentional in building online communities that allow students to establish and sustain learning partnerships with each other.

00:11:38 **Dr. Harris**

And so, given all of this that we've talked about thus far, I do want to share and highlight seven practices that I think are going to be essential, and when enacted by our classified professionals can really make a difference in students' lives and student success.

00:11:56 **Dr. Harris**

A few disclaimers here is that everything that was shared really comes from our work at CCEAL in working with well over a hundred institutions across the US. Second, it's not just about applying the practices, but we have to apply them from an equity-minded perspective, with a focus on institutional responsibility. We're going to find that some practices are going to be overlapping and more applicable in a specific context.

00:12:18 **Dr. Harris**

Everything here addresses the key constructs of the SEO model, which we spent a little bit of time discussing. And our ultimate goal here is to obtain an optimal balance between challenge and support while conveying high expectations and demonstrating authentic care.

00:12:34 **Dr. Harris**

So how I deal with challenge and support is that, we need to challenge students, but the support we give them needs to be balanced and aligned with their challenge. There has to be an optimal balance between the two.

00:12:49 **Dr. Harris**

And so we know when we think about COVID-19, when we think about the pandemic, when we think about the fight for racial justice that's occurring, the challenge is going to be higher and more typical than usual. And so that means support has to be more intrusive and more readily available and more easy to access than what's been traditionally the case.

00:13:13 **Dr. Harris**

And also, it means that as we challenge students, we have to let them know that you have high expectation for them being able to rise to the occasion and meet the challenge. And as we support them, they need to know that, "I care about you." You care about them and their success as you support them. And not just care casually, but you care about them authentically. And so let's highlight a few things here.

00:13:38 **Dr. Harris**

One of the most important things we have to do is to convey unconditional positive regard. So when we convey unconditional positive regard, we validate students and we communicate a belief that they can be successful regardless of any past experiences, setbacks, or disappointments that they've experienced.

00:13:56 **Dr. Harris**

And to do so authentically, we have to really reject everything that we've kind of learned about the traditional paradigm of student success, which tells us that some students are better suited for college than other students. We really have to intention really reject that sense making. And students need to hear on a regular basis, messages of validation and support: "I'm happy to see you, you belong here, I'm proud of you." Because these messages, they help to contradict some of the - the void of positive messaging that may have occurred before they matriculated to community college.

00:14:29 **Dr. Harris**

We know that the research tells us they can really result in healthier psychosocial and identity outcomes. So students can feel better about themselves, they can have more confidence in themselves. They can feel like their time and resources that are being invested are value-added, they're worthwhile.

00:14:47 **Dr. Harris**

And then no matter what we do, we have to be authentic in doing this. And we also can't microaggress students as we're doing it. So in terms of microaggressions , thinking about the 3Ds (distrust, disdain and disregard), those are concepts that we really have to be ... and because they're often rooted in our unconscious bias, we have to be very intentional in making sure that that messaging and sense-making is not making its way into our efforts to validate students. So, in other words, we don't want students to think that they have outperformed the low expectations that we had of them.

00:15:24 **Dr. Harris**

The next strategy is we have to build authentic relationships with students. And we know that authentic relationships between students and educators, they have to be grounded in trust, mutual respect, and authentic care, whether we talk about it being online or in person. And we also know that these relationships are more likely to emerge when educators take the responsibility of creating the conditions for them to emerge.

00:15:48 **Dr. Harris**

So some things that we can do; first, we have to let students know that we're personally investing in them and their success. We also can learn things about students that have nothing to do with them being a student. And while these things might seem like trivial and irrelevant details about a student's life, they potentially provide an opportunity for us to connect with them. And in addition, we have to be willing to engage with students on non-academic matters, because non- academic matters often serve as the foundation upon which relationships are formed.

00:16:21 **Dr. Harris**

And I also often hear from colleagues who ask, "Well, what about tough love?" And my response is this - I believe in tough love, I think it's important, but we know that it only works when you've established a relationship with the student. Otherwise, you just become another educator, another person who's trying to make things more difficult for them. And not to say that that's the intention, but that's often the sense- making, that's how students often make sense of these interactions.

00:16:53 **Dr. Harris**

Third, we have to humanize ourselves. So when we talk with students and we tell them, "Tell us about an educator who's really made a difference in your academic journey. Someone who really supported you and made a difference. Whether it's a classified professional, a faculty member, whoever it may be. What was it about that educator that allowed them to have the impact that they had?"

00:17:18 **Dr. Harris**

And they often tell us that they really appreciate educators who are "down to earth." And we ask them, "Okay, well, what does down to earth mean? Can you explain that?" And they often tell us that educators who share information about themselves and who talk about their academic journeys or their professional journeys. That those educators are much easier to connect with than those who don't.

00:17:40 **Dr. Harris**

And they really appreciate hearing the stories from educators about how educators have had to overcome challenges, because you know, our students are facing a of the challenges that we face as students as well. And so, students really appreciate hearing these things.

00:17:55 **Dr. Harris**

And here's the key though - we have to make sure that we're not making claims of equivalency as we do this. So we never want to say, "Okay, Frank, I grew up from a low income background, so I know what it's like, and I know what it means to be black." It's not about making claims of equivalency. It's about sharing your story and allowing students to gain from it, what they find valuable and important.

00:18:22 **Dr. Harris**

Another caveat is this, never share anything that you are not comfortable with others knowing. So the litmus test that I try to apply here is that would I be comfortable with what I'm sharing showing up on social media? And if I'm not, then it's probably not something that I will share.

00:18:39 **Dr. Harris**

The next key here is to be intrusive. When we're intrusive, we don't sit back and wait for students to ask us for help. We don't sit back and wait for students to tell us what they need. We take an active role and a proactive role in providing help and giving them the resources that they'll need to be successful.

00:18:59 **Dr. Harris**

We know, for example, that there are certain groups of students, men of color in particular, that really struggle with the idea of help-seeking. So even when there is help and it's readily available, they're not always willing and comfortable to access it. And it's not just men of color, it's a lot of students who have been historically marginalized in education.

00:19:18 **Dr. Harris**

Of course, when we have relationships with students, that really increases the likelihood that they'll follow through on it, the type of support that we're offering and the referrals that we make. And so, the key there also is to make sure that when we're making referrals, that we're connecting students with people who are going to treat them and serve them with the same care and attention and concern that we would as well.

00:19:43 **Dr. Harris**

We also have to be compassionate. We know that right now in the midst of the pandemic, that our students are not waking up and thinking about ... their classes and their academic deadlines, and their other school-related concerns, it's not the first thing that's on their mind. In fact, when it comes to school, most of them are probably asking if now is the best time for them to be enrolled.

00:20:03 **Dr. Harris**

And so given this, we have to approach these issues. We have to ask - we're talking about policies; does the policy or the procedure or deadline need to be rigidly enforced at this time? Is it going to have a disproportionate impact on our most vulnerable students? And if so, then, we need to decide if there's an opportunity to reconsider this, we need to provide the opportunity ... to be able to do it without a whole lot of red tape.

00:20:26 **Dr. Harris**

And the key is also just to be as compassionate as possible. I think another key part of this is self-care. Reminding students about the need to take care of themselves, to not feel guilty about it, and reminding them of the resources that are available for them to do so.

00:20:45 **Dr. Harris**

We also need to - to the extent possible, make sure that we're concluding our interactions with students positively, especially interactions that tend to be difficult. We have to really be intentional about deescalating situations. I often say, let the student tell their story, tell them what's going on. Offer some empathy, explain your role and what you can and can't do, what you're required to do and what you have some flexibility in doing, offering some resources for next steps. But above all, we want to conclude these conversations and interactions positively, no matter how difficult or challenging they are.

00:21:21 **Dr. Harris**

And the last one is we have to be intentionally anti-racist. It's not enough to not be racist, we have to be anti-racist. We have to actively challenge racism and racial microaggressions when we see them, we have to engage in intrusive and ongoing professional development that allows us to build our capacity to be anti-racist educators. For hiring committees, we have to really do a better job of assessing cultural proficiency in the hiring processes. We have to look for opportunities to include cultural proficiency as a criteria in performance evaluation. And we are really pressed in terms of resources. There might not be a lot of resources and opportunities for professional learning.

00:22:03 **Dr. Harris**

I do want to share that through CORA, we have a YouTube channel. We have been doing a number of webinars and offering lots of professional learning opportunities that are open access, that are free to access. You can view them, you can share them with colleagues. And we just think it's important to do right now because we're at a time when we know we probably need these insights the most, but we're going to have fewer resources than we've had in recent years to be able to get access to these insights and information. And so these are things that we'll continue to do and offer.

00:22:39 **Dr. Harris**

So with that, that brings me to the end of the presentation. I would love to hear any questions you have, any feedback, any thoughts and reactions to anything that I've shared so far. Again, thank you so much for having me. Thank you so much.

00:22:54 **Facilitator**

If you could say more about cultural proficiency.

00:22:54 **Dr. Harris**

Yes. So cultural proficiency, it's sort of like an umbrella concept or umbrella term that captures things like being equity-minded, being able to support students from a strength , a culturally affirming strengths-based perspective, where you can recognize the effects of systemic oppression. You can identify and recognize students' racial identities as assets, and be able to leverage those things.

00:23:24 **Dr. Harris**

You just have an understanding of the need and the purpose of not having students diminish their cultural identities, but actually having students be authentic in affirming those identities, and not feeling like they have to put them, sort of put them in their backpack as they make their way on campus, and make their way through our campus spaces.

00:23:46 **Dr. Harris**

And so, it's an umbrella concept that captures a lot of different things. But I think the key here is that we have to be more intentional about recognizing the need to be culturally proficient educators. Whether we're classified professionals, whether we're faculty members, whatever it is that we do - because we do know that it has a real impact on students' experiences and success.

00:24:11 **Facilitator**

Somebody posted, "Black Minds Matter has been so beneficial to me."

00:24:15 **Dr. Harris**

Awesome. Thank you. For those who are not familiar with Black Minds Matter, by the way, it's a free course. It's a five-week course. Actually, yesterday was the fifth week. So each week there are guest speakers, presenters. Most of them are our national experts. So people like William Smith, who I actually referenced in the keynote, Eboni Zamani Gallaher, who come and they spend some time about an hour talking about concepts related to race, ethnicity, as it relates to black students' experiences in education.

00:24:45 **Dr. Harris**

And in addition, each week features a family member from one of our black colleagues or black folk who've been tragically murdered by police, by law enforcement or vigilantes. So like Sandra Bland sister was a speaker, and Michael Brown's father was a speaker. And they can kind of just talk about how the tragedy that took the life of their loved one and has impacted the lives of their families. Now, what has it been like as a result of those tragedies, and what can educators do to help address those concerns?

00:25:25 **Dr. Harris**

And so, like I said, yesterday was the fifth week of the course. The good news is that every session has been recorded. If you go to that link that I shared, the YouTube channel, CORA learning, you can access the entire five weeks, very easily via YouTube.

00:25:43 **Facilitator**

Thank you. What strategies would you recommend to welcome new students and returning students to this novel campus learning environment where they can't interact as they did before, and how to familiarize them with all resources and services?

00:25:56 **Dr. Harris**

Yeah, this is important. So I think that the first thing is we know that we have to use multiple strategies, multiple domains. So for some students, a video, a short video might resonate with them. But other students having like resource guides on Instagram or Twitter might be useful for them. For others, they might appreciate email.

00:26:21 **Dr. Harris**

So I think the key right now, what we have to do is to find multiple ways to convey important information related to students' matriculation while also - and regardless of the domain and the strategy that we use, to be overwhelmingly positive and validating while we do it.

00:26:40 **Dr. Harris**

So we say with these messages - so let's say you have a YouTube video that talks about, "Okay, hey, welcome to fall 2020. We're very glad you're studying with us. This is going to be a good year. Here are the things you're going to need to get your parking permit to access your classes on Zoom, to access your financial way." And conclude it with, "Okay, again, thank you. We're here for you, to support you." I think the other thing that we have to do is to be very - to be crystal clear with regard to the resources that are available for students and be crystal clear how they can access those resources.

00:27:17 **Dr. Harris**

And so I think the challenge right now that we face is that we have to convey a lot of complex information. We don't have the advantage of being able to do it in person. We got to do it in a lot of different ways, and we also have to do it in a way that's simple and easy to capture and understand.

00:27:36 **Dr. Harris**

And so sometimes, it means instead of doing a 30-minute YouTube video or the super long Facebook posts, that we got to think about how can we break this up and kind of release these things in a more strategic way. We also have to be mindful about how students are going to be accessing it. So we need to make sure everything's captioned. Captioning is important. We don't want to have videos that take up a lot of bandwidth because students might be sharing wi-fi with their family members while they're accessing it, or might be accessing it on their phones.

00:28:09 **Dr. Harris**

And so this is what I mean when we talk about digital equity. It's challenging us in ways that we've never been challenged before. But that's our role and responsibility as equity-minded educators.

00:28:23 **Facilitator**

Great. Thank you. We have two more questions for you so far. So how can classified faculty and managers build community for students in this environment that you might not have already touched on?

00:28:36 **Dr. Harris**

I really like this question. I love this question because one thing that we hear from students, that we - I would say a lot of us overlooked ... so again, when we made the transition, it was about laptops and wi-fi. Let's make sure students can get in their classes, let's make sure students can get their counseling appointments, let's make sure students can access enrollment, whatever it is.

00:28:57 **Dr. Harris**

But the one piece that we really overlooked in some respects is that the grief that comes with a loss, a sense of loss of community. So we know for a lot of our students ... so I'm thinking about a student who's a part of like EOP. Who they really - like losing their cohort and not being able to see their classmates two or three times a week - there's some grief that comes with that sense of loss.

00:29:26 **Dr. Harris**

And so, I think what we have to do is to figure out how do we recreate this community in a virtual environment? So we need to have some Zoom meetups every now and then. And when we have those, we need to be able to say, "You're welcome to join, and include your family members. Include your kids, include your pets." Like don't make students compartmentalize their lives in order to be able to participate.

00:29:51 **Dr. Harris**

Again, I think that's something we have to do, we have to be intentional about it. I think this is an opportunity to ask students, "Okay, what would this look like for you and what would make it valuable and good for you?"

00:30:04 **Facilitator**

Okay, great. Thank you. Another question is, could you share some best practices that you've observed in community colleges with regards to addressing the campus ethos domain, particularly with regard to campus policies?

00:30:18 **Dr. Harris**

Yes. So what's happening right now - and this relates to issues related to racial justice. So in the wake of the murders of George Floyd and Breonna Taylor and Ahmaud Aubrey and Sean Reed , and so many others, is that campuses are starting to say, "Okay, we need to have a real, honest and transparent look at what are our policies. And are there policies that create and sustain systemic oppression and racism?"

00:30:47 **Dr. Harris**

I'm seeing more colleges coneying taskforce . And the goal of the taskforce is to audit every single policy that impacts the life of a student. And to really have some conversations about why do we have this? Who does it serve? And how does it impact our most vulnerable students? And if the policy impacts our most vulnerable students adversly, then we need to really rethink how we do this. This is necessary.

00:31:17 **Dr. Harris**

And so, obviously, I would say before COVID-19, before the fight for racial justice, I think campuses were trying to do a better job of this with regard to building capacity of all educators, to be more attentive to the campus ethos domain, to take more responsibility for it, to make sure that we're creating a sense of belonging for students and all sorts of things. But again, while that continues to be important, we have to also think about what do we need and what does this look like in the context in which we find ourselves right now.

00:31:53 **Facilitator**

Great. Thank you. What do you recommend a campus do to energize conversations on critical reflection needed to move forward as a campus community?

00:32:01 **Dr. Harris**

And I'd like to tack onto that question, because in doing mid-core certificate live discussions with our department, it's come to me from different avenues that sometimes people don't feel there are brave or safe spaces to reveal maybe their own obliviousness. They'd like to move from allied to choir. They'd like to be more self-reflective. But in being able to speak of our own biases and unconscious microaggressions, there's a level of embarrassment in that domain.

00:32:34 **Dr. Harris**

Yeah, and I think this is where most institutions really struggle with this. I think that kind of the biggest barrier, is that we don't create the intentional space for it to happen. So very rarely do we see colleges create intentional space to talk about race, racism, implicit bias, microaggressions. Once the semester gets going, we usually don't do it. We're just kind of rolling along.

00:32:59 **Dr. Harris**

And so, I think it's important for each department, for example, to have it as an agenda item on their every so often department meetings to kind of talk about, "Okay what are the realities of race within our context? And what are some areas in which we might be struggling where we can be better?"

00:33:17 **Dr. Harris**

I also think it's helpful at times to let this be a data informed conversation as well. And so I think being able to look at data and to talk about what our students' success data are telling us, and how is it reflecting our perspectives on race as educators - that's important.

00:33:35 **Dr. Harris**

And then in terms of, also recognize the vulnerability that comes with doing that, with being transparent and forthcoming - about to say, "Hey, I have this, I need to do a better job in this regard in my understanding of race or my understanding of the lived experiences of our LGBTQIA students and colleagues."

00:33:56 **Dr. Harris**

And where we really run into challenges here is when someone makes a mistake and we put them on blast. And so, I think a huge part of what we have to do is create a shared value to say this is a place where yes, we're going to correct mistakes, but we're going to correct mistakes with compassion and collegiality. We want to do it in a way that doesn't belittle someone or doesn't make someone feel bad, but allow it to be a learning and a growth opportunity.

00:34:28 **Dr. Harris**

And that we're going to take responsibility for doing that for each other, because all of us, at one point, we're going to need that same grace and compassion extended to us. And the only way you can do that is by having a transparent discussion about it and creating some values and some shared norms that we all commit to as a part of that.

00:34:49 **Facilitator**

Wonderful. Thank you.

00:34:50 **Dr. Harris**

Thank you. Have a good weekend, everyone.

00:34:56 **Christina Barsi**

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00:35:11 **Christina Barsi**

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