

Fordham Footsteps: A Conversation with Jim Olearchik, FCRH '99

Matt:

Welcome to Fordham Footsteps, the podcast that features Fordham alumni and discusses their path from student life to their current career.

Sara:

Some will have a direct correlation to their majors and others will describe how they took some unexpected turns. Either way expect an insider's guide to certain industries and some great stories of our esteemed alumni.

Matt:

I'm Matt Burns, associate director for young alumni and student engagement.

Sara:

And I'm Sara Hunt Munoz, senior director for strategic initiatives. And with us today is Jim Olearchik.

Jim:

Hi.

Sara:

Fordham College at Rose Hill class of 99.

Jim:

Whoop.

Sara:

You got a BA in English when you were there.

Jim:

I did.

Sara:

And what do you do now?

Jim:

I am currently one of the directors for restorative justice programs at the New York City Board of Education.

Sara:

And what does that mean?

Jim:

That means that I help schools in Brooklyn North, which is a way that we organize schools, all of the high schools in Brooklyn North, about 25 middle schools, and in Brooklyn North and in Queens North to create more welcoming school cultures and climates so that everyone feels a part of the school community, and that we are not pushing people out of schools, and adding to the school to prison pipeline, in a nutshell what restorative justice is.

Sara:

Sure.

Matt:

So you say pushing people out of schools, people, you're talking about students here in particular?

Jim:

Students, yeah. It is very well documented that when students are suspended from a school, there are dire consequences, and those consequences are faced by our most vulnerable populations. We are talking about minority populations, we're talking about students with disabilities, students in temporary housing, and our English language learners. We are consistently pushing them out. And when you push kids out of a community, there's other communities that wait for them. Whether we're talking about gangs, whether we're talking about just dead ends, they will get their needs met in other ways, and in not the most productive. And so we want to keep kids in school as much as possible. And so we want to help schools rethink how they approach discipline, but also just overall school culture and climate. Because school is for everybody.

Matt:

So what does it look like in practice?

Jim:

So what it looks like is purposeful social emotional learning and community building at the base. And the base of that is, everybody in the school community, adults, parents, and students have to build community with each other. Because once you care about somebody else and you know a little bit about their story, you are much more inclined to take necessary steps to repair harms when those harms happen. Because harms will happen, conflict happens, that's fine. But it's how we deal with it, and how we pick up the pieces and move forward. So the first part is to be purposeful about making sure everyone feels connected. So there's things like community building circles that we would do on a daily or a weekly basis. There are different types of activities that happen throughout a school day. But there's also ways that we talk about how to hold a meeting, right? And instead of doing a meeting in a traditional setting, with like desks and somebody in the front, we sit in a circle where everyone is equal.

Matt:

Meeting with students, parents, administrators, whatever?

Jim:

Students, parents, administrators.

Matt:

Interesting.

Jim:

We try to do it in every way possible. We look at the way that like signage is in the school and like who is it representing? Who is it welcoming, right? Is it a culturally responsive education, right? Are you just doing black history in February, right? And saying, "Oh, that's good." No, it's about infusing all of this and making sure that kids see themselves in school, see the value in school. And when they make mistakes, we're separating the behavior from the person, right? The person's always good, right? And that's one of the tenants of restorative justice, like everyone is good, wise, and powerful. That's the first assumption. And that's a tough one because there are times when you're like, "Oh, I don't know if that person's all good." And it's really, it's a test. So it looks like a lot of just the way you're creating a school, right?

Jim:

Are people standing in the doorway when you are walking into the class, when you walk into a main office, are you greeted or is there a disgruntled secretary complaining about everything, right? How long were you standing there? So it fuses into everything. Then there's like the second and the third levels, which are for when actual harm happens. So then we're talking about mediations, we're talking about restorative conferences and circles. And so there's a very specific process for identifying both the person who has harmed and the person who has done the harm. And we ask them questions, and we ask them to reflect on what they did, what they were thinking, who was impacted? And that's the big question.

Jim:

Like who was impacted by this? And then what do you need to do to make it right? Now, because we put all the work into the community building at the forefront of this work, when we get to the conflict and the restorative conferences, and we ask who's been impacted, I care a little bit more now that I impacted a teacher or another student because I've heard their story. I've bonded with them. Not that we're best friends or anything, but in a way that says, "I know you. You are another human being and you are valuable and needed here. And I did something to harm you, or to harm the community." So what am I going to do to fix it?

Jim:

And then we work through a plan of consequence and to make sure that the person who has been harmed feels taken care of, and heard, and seen. And that the person who has done the harm takes ownership of that and that there's a responsibility. At the very top of this work is when there are, it's called re-entry circles, or processes because there'll be times when kids still have to be suspended, or they're absent for a long time, and then they come back into a school community and don't know what's going on, right? Or they have a history, right? And how are we going to make sure that we don't keep repeating it. So there's a whole different process for our kids who have been out for a long time.

Sara:

Have you seen that there's been progress made?

Jim:

Oh yeah, yeah. There's definitely been progress made. So I did this work when I was a principal for seven years. We implemented this over the course of about five years. And we saw, just it's a lot of anecdotal evidence. We saw kids who had real challenges show up to school, right? Attendance was there, like sometimes you're like, "Oh, goodness, another one. You couldn't take today off? It was a snowing day. Like this was the day to stay home." But no, they would show up and they would ask for circles, that's like our main tool. They would be like, "We need to do a circle around this." Or, "I messed up. I need to make this right."

Sara:

And how great they can identify it themselves?

Jim:

They identify it. So we saw that and then like on the city level, about four or five years, we had the highest, our highest suspension numbers was like, it's 75,000 suspensions in one year. We are down to about 32,000, which is great.

Sara:

Sure.

Jim:

But that's still a lot of kids in New York City being pushed out of their schools

Sara:

And missing classwork and all the other-

Jim:

Yeah. And just like-

Matt:

Social development.

Sara:

Right.

Jim:

Social development. And being, like what I always talk to staff members about is like, school is what everyone is supposed to do, right? And if suddenly you are being given the message that you don't fit in, that's a hard message, right? And for teenagers especially, they're all about fitting in, right? Like they're about belonging. And we are sending the message to a lot of kids that you don't belong here.

Sara:

Is this protocol in all grade levels or just in high schools?

Jim:

It looks different in pre-K through 12. This work comes, this is not work that we've designed, this work comes from, it's rooted in indigenous cultures. Whether we're talking about First Nations here, the Maori in New Zealand, African tribes. Civilizations and cultures have been sitting in circle and taking care of one another forever. And so we don't want to colonize this process and be like, "We invented this."

Sara:

Right.

Jim:

We didn't. But this is work that's happening across the nation and it's really, really taking root. And we're seeing a lot of really good things.

Matt:

And is it impacting recidivism at all?

Jim:

Yeah. So I don't have the New York City data on hand, but I know that in Oakland where they were doing this work for a good number of years out in California, and they're still doing it, they saw a huge drop in chronic absenteeism. They saw a huge spike in their graduation, four year graduation rate, reading levels increased by something like 125% for high school students. So there's a lot of data out there that says that this is worth it. And I think to the city's credit, they are paying attention to that, and continuing to invest. So we are growing more and more as a team. So like right now, this year we are expanding to about 300 schools. There's also new implementation of specific SEL curriculum in the elementary level. So that's the adjustment to what they're doing.

Sara:

What's SEL?

Jim:

Social emotional learning.

Sara:

Okay.

Jim:

So it's just about being, I think schools are starting to realize that we can't just teach academics, right? You could have the best lesson in the world and if a student is in trauma or is not feeling it, right? Or thinks that that teacher hates them, it doesn't matter. Their academic successes is limited. So we have to take care of their social emotional learning needs and skills, and teach them how to self manage, and how to deal with relationships. And so I think we're finding where the pendulums swinging, so there's more of a balance between those two.

Matt:

And that's cura personalis, right?

Sara:

It sure is, it ties right back to the Fordham community and story. When you were a student at Fordham in your little honors program, Alpha House-

Jim:

Always got to say something about Alpha House.

Sara:

... banging our your English degree.

Jim:

That's right.

Sara:

Where did you initially see yourself?

Jim:

Not here.

Sara:

Right. This is not the horizon.

Jim:

Not here. I didn't know where I was going to see myself. I knew that communication was something that I really enjoyed. Writing words, reading, that's like what I wanted somehow. And so I did a lot of journalism in high school and in college, I was the editor of the Ram. And I thought, "Well that's a place. Maybe I'll end up in book publishing." I just wanted, I didn't want to like tie myself into anything specific. My first job out of college was for an oil publishing firm, which was very sexy, it was a very sexy job.

Matt:

A what? Yeah.

Jim:

It was a very specific trade publishing firm that had things like jet fuel intelligence, and how many barrels of crude were coming out of this pipeline. I had no idea what I was doing there. But what I did know was I knew how to edit. And that's what got me into the first job. That and the fact that, and my brother would laugh at this, but the lady who hired me was from Oxford, England, and that's where I did my junior year abroad was at Oxford. So something made me stand out. It was Oxford.

Sara:

Little plug for study abroad.

Matt:

Yeah, right?

Jim:

Little study abroad plug. And that's what got me in the door. And my editing skills got me the job. I did that for about eight months and then I was like, "Heck no. I'm ready for something else." Those same skills got me into the next job, which was a copy editor position at a travel magazine. And then I had what many considered to be sort of the dream job. I've worked my way up the editorial desk at this travel magazine until I became senior editor of the Caribbean in Mexico.

Sara:

Did a little bit of travel.

Jim:

Did a little bit of travel for a few years, got paid to go on vacation two weeks every month.

Matt:

I'm so sorry.

Jim:

It was really, really special. It was an amazing, amazing opportunity.

Sara:

Did you write or you edited or you did both?

Jim:

I did both.

Sara:

Okay.

Jim:

I started just as an editor and I literally had to take an editing test, and I aced it. And so I started just on the copy desk, editing other people's work. And then they started to throw you a few like assignments, like, "Oh, let's see what you" ... And my first beat was car rentals.

Sara:

Sure.

Jim:

And that's the sexy beat. I wasn't even old enough to actually rent a car at the time. And so I remember going out to Hertz's corporate campus out in Jersey, and they were like launching some new luxury line of cars. And everybody was allowed to take one for a spin. And I had to be like, "Am I allowed to do that?"

Sara:

Right.

Jim:

And the lady was like, "I know you're not 25 but go ahead, you can take the Jaguar around the block." And I was like, "Ooh, fancy. This is what Fordham was all about." So yeah, I did that for a number of years.

Sara:

And then you switched gears completely.

Jim:

I switched gears completely.

Matt:

How'd that happen?

Jim:

So here's how I remember it. I had just landed in Jamaica and I was going to this very fancy resort.

Matt:

How old are you at this point?

Jim:

I'm like 24, 25.

Matt:

Okay.

Jim:

And I was so excited because I get in the room and it's gorgeous. It is the most gorgeous room. And there's a grand piano in the suite.

Sara:

Oh, my.

Jim:

And the lady's like, "This is the Kenny Rogers suite." And I'm like, "Oh yeah, why?" She's like, "Well, because this is where Kenny likes to stay." I was like, "Oh, okay, great. But let's talk about the cable." All I cared about actually was did I have HBO? So I could watch the Sopranos? And I was very excited that I could see the Sopranos. And it dawned on me, all of a sudden I was like, you are not appreciating anything else around here. So that started to get me thinking like, "Okay. What are you doing? You've done this." I literally filled up a passport. I couldn't leave the country until I had more pages put in. I had

been to virtually every major Caribbean island, and some almost 30 times. I was like, "What am I doing? What am I doing?"

Jim:

And so I went through about a year of continuing to travel, but questioning. And then I got suckered in by the New York City Teaching Fellows ads in the subway. You remember your first grade teacher's name? Who will remember yours? And I thought, "Hmm, maybe I should try teaching." And the more I thought about it, the more it felt right. Because I was like, "Yeah, I could keep doing this job, this dream job. And all I'm doing is making money for somebody else. I'm not making an impact." This was not real like journalism. This was basically marketing. We were writing to travel agents. And I went to a lot of Sandals Resorts because they were our major advertiser. I was just a cog in a wheel. And I was like, "You know what, that's not what I want to do." And really thinking about men and women for others, it started to make sense. And I was like, "Okay. Let me try this teaching thing." So I applied, I got in. And the Teaching Fellows at that time was a very quick summer of training. And then they threw you right into teaching.

Sara:

Wow.

Jim:

So I started teaching seventh grade English in East New York.

Matt:

Oh, wow.

Jim:

Which I had never heard of before then. And my very first day I got puked on on my feet-

Sara:

Nice.

Jim:

... by a little girl. And it was the best day of my life.

Sara:

Okay.

Jim:

I loved it.

Sara:

What about it?

Jim:

There's something about teaching that it's like you're a star, you're literally putting on a show like five times a day, and you have a captive audience, and they're going to tell you if you're good or not. It is so authentic, the experience-

Sara:

And immediate.

Jim:

And immediate. You know if you're doing a good job or if you're doing a bad job. And there's also this, there's like, you can't just fake it, right? Like you can't go in, well you actually can fake it, but if you're going to be a good teacher, you-

Matt:

If you're going to last.

Jim:

Yeah. And if you're going to last, you need to plan and you need to be creative. And so it allowed me to still use all of my communication skills, all of my literary background, and it allowed me my creativity to come forward. And it is the very best way I've ever spent a day, is teaching.

Sara:

Now, you do have a little bit of a theater background. You were on-

Jim:

Yeah. I had a little bit of like recreational theater background. So that certainly, it felt good. And within the first couple of weeks I was like, "Oh, I think this could be something." And where we were placed was very high need, institutional poverty, generations upon generations of family members coming in and out of the same projects across the street, very big gang land. And it was just my favorite place I've ever worked.

Sara:

Wow.

Jim:

Was that first school.

Sara:

Okay.

Matt:

How long you were there?

Jim:

I taught there for five years. And I was at the top of my game when I decided to shift from that school. I moved to another school to see what it was like to teach high school.

Sara:

Okay.

Jim:

So that, my first school was a K through eight. And I was the seventh grade English teacher. Your license goes from seven through 12.

Sara:

Okay.

Jim:

So I was like, "Well, let me see what it's like to teach the older kids." And so then I went to a high school in East Flatbush, Crown Heights, another sort of tough area. And I taught ninth grade and 12th grade for two years.

Sara:

What were some of the differences?

Jim:

There's not a huge, kids have a lot of life experiences by the time they hit ninth grade that they don't have in seventh grade.

Sara:

Okay.

Jim:

I found out that seventh grade is my jam, right?

Sara:

Yeah?

Jim:

Because seventh graders are really amazing, because when they enter seventh grade they are still very young, and they are open, they just want to know the world, right? And they are in the throws of puberty, so they are nuts, right? They hate each other. They hate themselves, they hate you. And then within a blink of an eye, in like three seconds, in the same period, they love you, they love each other, they love themselves, right?

Sara:

Themselves, yep.

Jim:

And by the time June rolls around, you can see what kind of adult they're going to be. So you can still really sway them. Not that you can't sway high school kids, but by the time they get to ninth grade, they've had some life experiences, some much earlier than I had some of these experiences. And so they think they know a lot more. You have different conversations. 12th graders are a interesting bunch because they're very panicked, because they're about to, like the safety net of the school system that they have been going through is about to get taken away. And so they really don't know what to do with themselves. So I was there. I taught at the high school level for actually only two more years before I switched to my next career.

Sara:

Which was?

Jim:

Which was, I took over that school as the principal.

Sara:

Okay.

Jim:

A colleague and I were both in our admin programs because we thought we were going to be AP's together.

Sara:

Okay.

Matt:

AP means?

Jim:

Assistant principal. And really quickly, all of a sudden the principal announced that she was leaving, and the current assistant principal announced she was leaving. There was no administration left at the school. And they couldn't find anyone to take the job. I didn't know why. I thought it was because the principal was officially taking a leave, so she had a right to return. We all knew she was never returning. But what I also didn't realize was how bad the numbers were.

Sara:

Okay.

Jim:

The school was in quite a mess when it comes to the data. So it just wasn't a coveted job, I guess. And so the city turned to me and my colleague, and we're like, "How about you two?" And foolish us went, "Okay."

Sara:

So you was the principal and your-

Jim:

And Emily, my colleague, was the-

Sara:

Assistant principal.

Jim:

... assistant principal.

Sara:

Okay. And you were still in your master's program?

Jim:

We were like... Well, we had already, no, I finished my master's program.

Sara:

Okay.

Jim:

But this was in my admin program.

Sara:

Okay.

Jim:

And so I literally finished it that August. And then that same week I was sitting in the big chair.

Sara:

Okay. How'd that feel?

Jim:

Terrifying, terrifying. But really it was a partnership. And funny enough, she was from the Bronx, and is very connected to Fordham. Her mother, and she grew up right there, Fordham was like her church. So we ended up actually having a lot of like moral connections, like we were very much in line with how we saw the world, what we wanted for young people. And so it was a very good partnership. And so we did that for seven years.

Sara:

Okay.

Jim:

And then at the end of seven years we decided to close the school.

Sara:

Oh, interesting.

Matt:

Wow.

Jim:

Yeah.

Sara:

Okay.

Matt:

How do you make that decision?

Jim:

Very carefully. We were a six through 12 school. And our middle school was really struggling for enrollment. And in New York City, enrollment's a very weird game for schools. And so we turn to our superintendent and said, "We probably should stop having a middle school. Because we just don't have enough staff."

Sara:

Right.

Jim:

We have four kids in sixth grade, like that's not right, right?

Matt:

It's not a grade, yeah.

Jim:

Yeah, it's not a grade. And it's actually pretty harmful to kids to be stuck in a four person class. So we opened that conversation. The city heard, "Oh, here's a school that is ready and willing to consolidate." That's the process they call it. They don't call it closing, consolidating.

Sara:

So the middle school and the high school were going to-

Jim:

They were going to consolidate with another school in the building.

Sara:

Oh, I see. Okay.

Jim:

So there were four schools in our building. And it was another sixth through 12, who was facing very similar issues. They were probably about a year or two behind us. We said, "The kids in front of us don't have time for us to figure it out." Right? We were having issues with kids graduating or passing algebra, and so they were taking algebra like three times, right? And then you'd have a couple of kids who could, and how do you offer them advanced math-

Sara:

Sure.

Jim:

... when you have so many kids just trying to get through. We couldn't afford a language teacher. It was time to bring this story to a close. And so I broached that with the superintendent. And they said, "The city was looking to consolidate schools and this was an easy one." And so it was very amicable. One of the things that was great was when we were, we had about a year transition, our students who were just going to be going to school on the floor below us, right? So they knew where they were going. They knew those people. The one thing that they wanted was restorative circles.

Sara:

Oh.

Matt:

Oh.

Jim:

That was the one thing from our school that they wanted to make sure that they brought.

Sara:

And did they?

Jim:

They did not. That other school shut that down so quickly.

Sara:

Really?

Jim:

Because they thought, and this was about three or four years ago, they thought it was nonsense. They thought it was too much feelings. We were the school that had all the feelings. And they were the school that pushed people right out. So we closed the school. And then I had about a year of just floating around. I helped another school with a first year principal mentor. And then the opportunity

came to join the central level of the DOE. And that's when I started to get involved in the restorative justice work.

Sara:

And what do you pull from your Fordham experience in your day-to-day?

Jim:

That everyone is important, that community... community is the heart of everything, right? And when I think about my Fordham experience, I still feel super connected, right, to the people who I met there, to the ideals of the university, to the model of men and women for others, like that makes sense. So going back to thinking when I was a travel writer, like this work is impacting people's lives, right? We're only here on this planet for a little bit of time, make that valuable and worthwhile. And so this work feels very much like the message that I received from Fordham from day one. And I was an honors program guy, I went to Oxford, I'm smart.

Sara:

Sure.

Jim:

I could have done a lot of things to make a lot of money. Toot, toot. But this is what's important and this makes me, this helps me get out of bed in the morning to know that lives are being impacted, and that I have to build relationships with people. Because you have to get schools to trust you, and you have to listen, right? And I think that's one of the things that you learn at Fordham. You got to be able to open your mouth and talk, but you also have to learn how to listen. And if we're talking about changing school cultures and shifting the way that we as a whole city approach our young people, there's a lot of voices in that conversation and you have to be able to navigate that, and to be able to keep the goal in your sights. And I feel like those are all things that I really learned at Fordham.

Jim:

And being in New York City, you get this vast network, Fordham, you always are running into somebody from Fordham, right? And that's one of the greatest things, right? So when I need things, right, when I need outside resources from the community, I tap into my Fordham network. I had one young lady, who's got some very bizarre like family law issues, and I don't know how to solve them. But I was like, "I know a few Fordham lawyers, let me reach out. And so we got them some help. And I think that's what connects me to Fordham.

Matt:

Was there anyone during this formation of yours in and afterwards who helped as kind of a mentor or coach?

Jim:

I didn't really have a mentor. There were coaches along the way and some of them were more helpful than others. But I had a partner, and my partner was, and through all this work was my assistant principal, Emily. She was able to call me out when I needed to be called out, she was able to hold things

for me. Sometimes you just need someone to be like, "I just need to like vent." And she was that person. And she continues to be. We are still working together. She is now one of my co-directors.

Sara:

Oh, great.

Jim:

And I brought her into this work because I knew how strong she was. So she's been my mentor, I would say because she inspires me.

Matt:

Wow.

Jim:

Her strengths are very different from mine, which I think is very important when you're doing any type of work, is to not always have someone who's yessing you and being the same. It's good to have different voices. But we share same values. And I think that's been why we've had such a great partnership for the last, goodness, 15 years.

Sara:

Oh, wow. Any professors from Fordham that made an impact on you or that related in your teaching career?

Jim:

Yes. I would definitely say Dr. Nasuti.

Sara:

Who was the former head of the honors program.

Jim:

Yes. He was somebody who helped us to celebrate intellectual curiosity.

Sara:

Okay.

Jim:

And at the reunion at the Jubilee last spring.

Sara:

Spring.

Jim:

There was an honors reception. And the group of us who went, we were sitting, standing in Alpha House, and Dr. Nasuti is there, and it just all came rushing back and being like, "Oh, right. We were all in

here in our formative years doing ridiculous things, and having academic arguments about Lord knows." And we were told like, "This is exactly where you belong."

Sara:

Right.

Jim:

And, "This is what you should be doing." And he was definitely one of the people who helped create that safe space.

Sara:

Sure. And isn't that what you're doing now for people?

Matt:

I was going to say.

Jim:

Kind of, yeah. All right, thanks Dr. Nasuti for creating that. Yeah, it is. It's about creating space.

Sara:

It is, right.

Jim:

And making everyone feel welcome.

Matt:

Well, any advice you'd have for English majors, honors program kids, or someone who wants to be a teacher, or consider restorative justice?

Jim:

Yeah, of course, I'm a teacher. I always have advice.

Sara:

Always have advice.

Jim:

And I'm always talking to kids. I think the number one thing to do is to pay attention to what makes you happy. You don't have to necessarily have the answers for like all the things, the actual jobs or careers, but what types of activities do you enjoy, right? I knew that I could never have a job where I was sitting at a desk, like a regular desk job wasn't going to be what I wanted. I knew I liked variety. And teaching was like, "Okay. You're not sitting. You are every single day, let alone every period is different." Right?

Jim:

The same with the travel. Now with the restorative work, I go out to all these different schools. So I get the honor of seeing how school was done in New York City in so many different ways. So I knew that about myself. And so I think that's important for young people, is to just listen to themselves, and like what is it about certain activities or certain jobs that is appealing to you? And then expand that. A lot of the high school youth that I talked to think that they have to know exactly what they're going to do. And like, "I'm going to college and I'm going to get my... I'm going to be a nurse, and I'm going to do this and I'm going to do that." And I'm like, "That's great." I was like, "That's very specific."

Jim:

And for some people that's what they want. And other people, I see a lot of kids go to school and then they fumble for a couple of years, or either they don't finish or they drop out, or they end up just adding extra years and then getting a lot of debt because they don't know what it is that they're looking for. So if you don't know specifically, I'm always down for a good liberal arts education. I think it's important that we can communicate. Very specifically, I think we as a society need to rehone our communication skills. I think that is where an English major is needed. We are with social media, with the disintegration of our trust in the press, right?

Jim:

Communication is vital. We are in the middle of some political things right now where literally we're all looking at the same piece of paper and coming up with very different interpretations. Communication is going to be how we move forward as a country. The other thing that I think is a big piece of advice, and I learned this from Oxford, and from Fordham, because I used it much more in my second half of Fordham, was the ability to say, "I don't know." Even if you think you're the smartest person in the room, you're not. And there's a lot of power in being able to admit when you don't know something, or to ask for forgiveness. But really just being like, "I don't know. I don't know the answer to that." You don't have to make it up.

Sara:

Right.

Jim:

And I think people really respond to that when they recognize like, "Oh, you are human like me." Because we all want to be right, we all want to be like, "I have the answers." And we all have this anxiety in us when you're in certain situations. And when other people allow for that space to be like, "You don't have to have every single answer." Then the collective work that you do in collaboration, right, is always much stronger.

Sara:

Sure. And even the playing field a little bit more.

Jim:

Yeah, yeah.

Matt:

Well, Jim, I think that's all we have for you.

Jim:

All right. Well, thanks for having me.

Matt:

Yeah. Thanks so much for being here.

Sara:

Thanks for being here.

Matt:

And that's another edition of Fordham Footsteps.

Sara:

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