# Health and Human Science Matters Season 3, Episode 8: Tiffany Jones

Tiffany Jones: Well, I didn't know what Extension was until I got here. And I mean, I've now done two projects with Extension and just that whole system is amazing. So I'm really interested in this idea of how do you talk about racism in rural places where you don't usually talk about racism? And so doing this work in Eagle County, which is a super interesting place, right, because it's like the socioeconomic and racial diversity is so segregated and it's so extreme. That conversation has been fascinating. But Eagle County's actually done quite a bit of work there. But I would've never had that contact without the whole system of Extension.

Avery Martin: Welcome to Health and Human Science Matters, a podcast by Colorado State University's College of Health and Human Sciences. I'm your co-host and digital media strategist, Avery Martin.

Matt Hickey: And I'm Matt Hickey, associate Dean for Research and Graduate studies. In our college, we make it our mission to optimize human health and wellbeing through discovery and innovation. Don't just take our word for it. Each episode we sit down with people who fulfill that mission, our college faculty and staff. And today we're lucky enough to have a guest from the School of Social Work, Dr. Tiffany Jones. Tiffany, welcome we're glad you could join us today.

Tiffany Jones: Nice to be here.

Matt Hickey: Well, we're looking forward to having a conversation. We just want to have some fun, get to know you a little bit better. And as we were talking about before we came on air, we want to get to know Tiffany the scholar. What happens in terms of social work research, certainly in the classroom as well as an educator, the influences you have had on you that have led you to this point. But also the influences you hope to have on your own trainees as we sort of cast our gaze into the future. And in addition, as we talked about, we want to sort of step outside the bounds of Colorado State University and get to know you better as a human being as well. I think that's important when we think about our community. It's not as if we're all our CVs and nothing more. So we want to get to know you a little bit better. So the starting point for this is to talk about big problems, big questions, big issues that you pursue as a scholar.

Tiffany Jones: Yeah, no big deal. Let's jump right into the big stuff. I'm really interested in making things better in terms of racial justice for young people. So I do that working with schools and working in youth development programs. And so how do you actually tackle this gigantic problem of racism and how that shows up for kids. So yeah, I've got a few different projects looking at that in different ways.

Matt Hickey: Can you tell us a little bit more about the projects?

Tiffany Jones: Sure. I think the one, let's see where to start. One that is based here in Colorado. I did a project, it was started off with working with Extension and Eagle County. And so it was to pilot this combination of anti-racism training and human-centered design. And so the human-centered design process lends itself really well to anti-racism training. Because when you think about what it takes for people to do anti-racism, they need to have a say in it. They need to have some buy-in. We need a participatory component. Doing that sort of top down, this is how you do anti-oppressive work, hasn't gone anywhere. It becomes this one-off thing and people are checking a box, hey, I learned some stuff and it didn't help me. Or it stopped at a certain point where no outcomes actually changed.

So this project was first to figure out is this putting these things together, did it work? And so we did that back in my second year here, all online in the pandemic time. And then we just did another pilot of it in person. And then I'm really excited that this fall we're going to be starting in schools.

Matt Hickey: What are the age of the school children? What classes are we talking about here?

Tiffany Jones: So this is going to be in a high school, and so it means a group of folks from all different walks of life on purpose. So we're going to have students in there, parents, teachers, some administrators, all kind of coming together, going through the same process together. And so the five stages of human centered design. Let's see if I can get them all off the top of my head here. We start off with trying to empathize. So you want to connect with people and hear from people lived experiences. In this case, we're going to be talking to students who experience racism in school all the time. Second is to define the problem after you learn from people. Third is then you ideate. So you sort of brainstorm about what do you want to do about this problem?

And so we'll be some inputs that we put in there, things like the discipline, disproportionality rates, or how many students of color are attending classes, like AP classes, that kind of thing. And then develop a prototype and test it to see, let's actually go and try something. And then the design process builds in a feedback loop. So see how we do. So let's talk again next spring.

Matt Hickey: I love this combination. Because the participatory piece, the organic kind of teamwork strikes me again as having such good potential. We wrestle at the college level and have for a number of years about is what we are doing transactional, the box checking or is it transformational? And I think we've overused those words to be honest with you, but they point to something bigger. Why are we doing this? To say we did it or to move the needle. And I think if we want to move the needle, the let's build teams, let's listen first and build later is a fantastic way to approach this. So I'm excited for you, my commendations to you.

Tiffany Jones: We'll see what happens.

Matt Hickey: Indeed, indeed. But again, even this part, it's not a drive by intervention. We want to know, have we had an impact? We went and delivered it. And again, if it was transactional, we go up to the next place and deliver it and deliver it and deliver it. But the investment in saying let's follow up and that follow up can be built into subsequent lessons. We need to tweak our approach in the following ways based on lessons and I just think it's fantastic. So good for you.

Tiffany Jones: I feel like in this work, it's incredibly important to do that and to have a deep partnership with a place and to show up because if not, you are becoming an oppressor, you're becoming part of the problem. You're just doing a one off thing and then it doesn't go anywhere. And so it takes a deep investment.

Matt Hickey: Time.

Tiffany Jones: Tons of time.

Matt Hickey: Time and effort.

Tiffany Jones: But I feel really lucky to have really awesome partners.

Matt Hickey: That's fantastic.

Avery Martin: And when we think of this topic of anti-racism, talk about a big problem. Racism in America especially is such a prevalent issue. And so when we think of anti-racism, what exactly is that concept? How are we breaking that down?

Tiffany Jones: That's a really good idea. Or really a really hard question because I feel like it means different things in different places to different people. I mean, I think it's really making a commitment and taking action against racism. And so yeah, maybe it is that simple, but I think what that actually means in practice is very difficult to define. So in a school, what does that mean? If you're a teacher, how do you show up in your classroom? How do you interact with students? How are you deconstructing your own biases? Even if you are a teacher of color thinking that's not immune to having biases and these kinds of things, but certainly this is a bigger problem for white teachers. You have to do a lot of work and have a lot of humility. And that is really challenging. So I think it's a super deep complex thing. And I think that's kind of what this project is trying to get at is what does that mean here in this school? What does this school need? How is this school going to define that for themselves?

Matt Hickey: This is such an important question. Because again, it builds into this opportunity to learn and move the needle instead of making assumptions about what we mean by anti-racism, let's have the conversation. When you hear that, what does it mean to you? And maybe you sit across to the table with some folks and you get some sense of, okay, my vision's being expanded because it doesn't mean the same thing to everybody at this table.

Tiffany Jones: Well, that can be really problematic too in these multiracial settings too. If what it means to me is a white person is different from my colleague of color down the road, that can be really... So it's really important. And I think that's why I like the human-centered design process to do that defined stage and to work with people with lived experiences of the problem. People of color have experienced racism. That's the starting place. And then I think white folks need to be thinking about how they touch that and how we're responsible to be better humans and not contribute to the problem.

Avery Martin: Yes, exactly what Matt said, listening first rather than coming in and telling. That's incredible.

Matt Hickey: So tell us a little bit more about Tiffany in terms of how is it you find yourself sitting in front of a microphone today, you're on the faculty at Colorado State University. So this is the long view of educational pathways of maybe familial or social influences. At some point in time you decided, I'm going to go get a PhD, for instance. That probably wasn't when you were in kindergarten. So tell us a little bit about your educational journey. And we were always really touched by, I think, people who had an influence on you, these mentors, maybe family members. Specific folks, maybe in grad school, but it could be long before that where you had one of those moments and those fingerprints are really still there years later. I'm just interested in your story.

Tiffany Jones: Sure. Let's see. So for undergrad, that's where I'm going to start. I was going to go to art school, and so I only applied to art schools and then changed my mind at the last minute to do psychology. And so I went to end up going to Syracuse, because they also had psychology there.

Matt Hickey: Grew up just 50 miles away from there. How about that?

Tiffany Jones: Did you? Where?

Matt Hickey: Yeah. So are you a native New Yorker?

Tiffany Jones: I'm from Erie, Pennsylvania.

Matt Hickey: Okay. Erie. Fine, fine. I've been through it many times.

Tiffany Jones: Yep. I don't know what else you do. Just drive through.

Matt Hickey: What's more about Syracuse?

Tiffany Jones: Well my family's all from around there.

Matt Hickey: That's neat.

Tiffany Jones: Spend lots of time that area. Yeah, so Syracuse did psychology and art. And then when I was going to think about going to grad school, I thought, I can't leave art behind, but I want to do a master's. And so I found art therapy. So my first master's is in art therapy. And so then I was like, I want to go on an adventure. I'm going to go cross country. Actually it was a little more to it than that. California's only state where you can get an marriage and family therapy degree and art therapy at the same time. At least you still way back in 2005.

Matt Hickey: That's interesting.

Tiffany Jones: Yeah. Yeah, because they want you to be able to have a professional degree. So a lot of art therapists only work in hospitals. They need to work a hundred in the license of other people in different kinds of settings. So this way I could be an individual therapist. So I did that. I went to LA, Loyola Marymount University, and then I worked in community mental health for a bunch of years.

Matt Hickey: In California?

Tiffany Jones: In LA, yeah. Yeah. So I had really intense jobs there. I mean, I was working with severely mentally ill adults in downtown LA. Lots of clients on Skid Row. I did all my clinical hours working with kids and families. And so a lot of young people with pretty severe emotional problems, lots of trauma. And when I was there back in 2009, I call it the econocalypse when the recession hit and that had a humongous hit on community mental health funding in LA. They were going to cut our funding by 50%.

Matt Hickey: Oh my goodness.

Tiffany Jones: Yeah. Yeah. So imagine all of those people that were going to lose services and just be, sorry. People who were been rallying on our help for years. So they, at the same time, had just passed before the econocalypse happened, this thing called the Mental Health Services Act, which was a 1% tax on billionaires in California. But all of that money could only be used for evidence-based practices. And so a big part of my job when I was a supervisor was implementing these evidence-based practices. And I just felt like I was doing harm by doing these practices.

So I love to tell the story. This one trainer comes in, he's from Iowa, he's got all these pictures through his whole training about Iowa and there's like corn palaces and his corn fields and corn maze and all this stuff about what it's like to be in Iowa. And then at the very end of the training, it was for this training called interpersonal psychotherapy. It was actually one of the better ones. So I don't have major issues with that one.

But the thing was, he said, I don't know how this is going to work with people in downtown LA. And I just thought, what you haven't thought about, you just had this whole presentation telling us all about your culture and you never thought about culture as being part of this intervention or how people even define, think about what their mental illness is or how it shows up or what's important to them. And so it just was this very white-centered way and it created this barrier to engagement. You have to fit into this box to be able to come and get services from us now. We literally can't provide services to you unless you come in through these evidence-based practice doors.

And I was just like, I can't be a part of this anymore. I need to get more social justice training. I need to be on the other side of this and doing interventions that are actually centering the fact that we have differences and the fact that social justice isn't the same and experiences of oppression should be how we think about this. I was working with all these people on Medi-Cal there, which is Medicaid. And I just thought, gosh, their lives are depressing. It's so hard to be in this much poverty and live in LA. And that's like wasn't even a factor. And it became this thing about something and how they were thinking wasn't right.

And that was just such a problematic dynamic that I just didn't want to be a part of anymore. So just cognitive behavioral therapy says think differently about this life that you have. And I just know the system needs to change. And what happens if the therapy or the intervention names how different that feels, can you become empowered in that? Can we flip that a bit? Anyway, so then I went back to school at the University of Washington for a PhD in social work.

Matt Hickey: So part of what I'm hearing here, we've talked often about mentors and moments as sort of imprints on us. And this sounds much more like moments they are deeply immersed, not in theory, not in the ivory tower, but in the day-to-day practice, the sweat equity of trying to do these sorts of things, of another moment of this lesson from where culture's clash and that you're still talking about years later. That was kind of an aha moment. When you started looking for PhD programs. What were you looking at? I want to train with that person or was it the reputation of the school or what kind of informed your decision making?

Tiffany Jones: I started looking at schools. I had a little bit of a geographic constraint, but that kind of helped because the entire country is too big.

Matt Hickey: Right. Head would explode.

Tiffany Jones: Yeah. And I got interested in this idea of prevention because I thought that... And community mental health is sort of the catchall sort of, so many things went wrong by the time community mental health steps in to be the support system. So if we did a lot more things earlier in the sort of pipeline before things become problems. And there was a pretty strong prevention focus at University of Washington. So that seemed to fit well into where I was thinking. And in social work too, it was actually the only social work program I applied to. But once I dove more into that, I'm like, oh, I'm so glad I ended up in social work. It was such a good fit and I was doing a lot of more other community psych programs. But yeah, social work's where it's at for centering social justice and getting those frameworks that I really needed.

Matt Hickey: That's great. So what did you do for your dissertation and what kind of work were you focused on in terms of big problems at that time?

Tiffany Jones: Yeah, I did my dissertation with Seattle Public Schools. It was a pretty cool partnership with a bunch of different organizations all over King County, which is where Seattle is. And this was one little project of that. And it was looking at, they have a school climate survey. And so I think school climate is the, what is it like to go to school. And so I like to think of it as sort of like this, how does the system feel? How does it feel like as a student to walk into that school? Because that could be potentially a really important thing for racial justice.

Matt Hickey: Sure.

Tiffany Jones: So I looked at, and this idea of social emotional learning, so here's the prevention piece kind of coming in. So I'm always kind of bringing these two together. So social emotional learning is just kids need to learn how to interact with their own emotions, interact with each other. It's like that skillset that's kind of strangely becoming under fire right now, but it's sort of a crucial thing to be growing up. And my hope is maybe the better we are at teaching kids the less mental health problems we have down the road. Anyway. So looking at these two things in their school climate, they have a student survey. It has school climate and social emotional learning. So boring stuff, measurement work, just to make sure the survey operated well. Step one. Then looking-

Matt Hickey: Boring but important.

Tiffany Jones: Yeah. Yeah. Step two then looking at school climate and social emotional learning, are they related to grades in the same way and is that relationship the same for students from different racial groups? I have this big concern that we're doing a lot of social emotional learning programs and it's the same sort of thing I was just talking about where we're doing in a very white-centered way. And so if we're doing that, we have the potential to make disparities worse. So my dissertation looked at does that relationship differ for students from different racial groups and it turns out it does. And so not surprisingly, for Black and Native American students, social-emotional learning is less connected to their grades. So that could be for lots of reasons. That could be because it's like we shouldn't be focusing on social emotional learning. There's a billion other things if that's probably true. But it does raise all these questions. If we're for dumping money into SEL programs, then is that we have to then study if you're making disparities worse because this relationship is different.

Matt Hickey: Pardon me and push back on this if I'm misreading this. But you're coming back in a way to a perspective on evidence-based practice, which is kind of interesting.

Tiffany Jones: Well, and to me, evidence-based practices are, the evidence.

Matt Hickey: They're Not cookie cutters. And forgive me for interrupting, but I think some of what I'm hearing is we get a framework from a particular context and apply it to everybody and we end up hurting them.

Tiffany Jones: Yes.

Matt Hickey: Not like a gingerbread man. I mean, I'm not trying to trivialize this, but right?

Tiffany Jones: Well, and this idea what is universal. We need to start reading into there color blind. I should be saying color evasive. We need to start reading into white-centered. And we have to interrogate that. That is why we do all these programs and the disparities continue to exist is because we're not actually deconstructing the fact that that's the center of how all of these things are done. And so how do you start changing the narrative and changing the story is get people to think evidence-based practices, they answer the research questions that they were designed to answer. Well, but did you answer the question about equity? And so that's like why I do a lot of these analyses and [inaudible 00:19:46].

Matt Hickey: Sometimes we move out from the journals or the grant proposals and say, am I helping the population that I'm interested in helping? And we can only answer that by, again, the follow up kind of work you're doing down with the Aurora school district and elsewhere. Otherwise, you talked about throwing a lot of money at programming and we can't even answer the question, is it working or not?

Tiffany Jones: Well, is it working for whom and because of how racism exists, we haven't been asking the for whom piece of it. Or we've been making that secondary. And I think that that needs to be primary.

Matt Hickey: Good for you. Yeah. Good for you.

Avery Martin: What exactly is the white-centered perspective that we're trying to shift?

Tiffany Jones: I think it's just until you prove something is not racist, we need to assume that it is. I mean, this is sort of a critical race theory undertone. And so if we assume that the entire world is structured to center whiteness, what does it mean if you start unpacking that? So something I've been looking into quite a bit lately is there's characteristics of white supremacy culture. And so how do you identify those and how you operate in your everyday.

And so in spaces like Fort Collins and Colorado State, it's pretty white. And so we've got to be really intentional and be constantly checking ourselves about how to undo those and thinking. But it's at every little, every layer. Looking at the policy level, there's so many policies and you have to go in, you have to say, if I haven't actually done an equity analysis, I haven't actually thought about how this policy's going to have disparate, potentially disparate, impacts, then I don't know if I'm being inequitable, but I should assume that I am because that is why our system is the way that it is. And that's why racism is so pervasive.

Matt Hickey: So how did we manage to recruit you to Colorado State University?

Tiffany Jones: I love to ski.

Avery Martin: That's a good recruiting tool.

Tiffany Jones: Yeah.

Matt Hickey: Was that straight after the PhD at Washington? Was there in intervening postdoc or professional work? Talk to us a little bit about that transition.

Tiffany Jones: Yeah, I had a funny situation. So I had a partner who wasn't quite ready to move, and so I did a soft, I only applied to places I really wanted to live in my first year. So in my last year, before I graduated, and got this job and actually deferred a year because I was able to get a postdoc and stay at [inaudible 00:22:14].

Matt Hickey: Yeah. Great.

Tiffany Jones: Yeah. So I did a postdoc year and then moved.

Matt Hickey: All right. And the postdoc with a different mentoring team than your PhD, was it a different setup?

Tiffany Jones: Yeah.

Matt Hickey: So extra skills perhaps?

Tiffany Jones: Yeah. Yeah. I mean it was great. I got to essentially be a co-PI on this big project, developing a measure using community-based participatory research for youth development programs that it's going to be used to evaluate youth development programs.

Matt Hickey: Cool. Great.

Tiffany Jones: Yeah.

Matt Hickey: Then we managed to get you out here and you hit the ground running. You talked to us a little bit about the big problem work down in Aurora and elsewhere that you're working on now. I'm interested in partners and teams and maybe trainees. What does the group working on this really difficult problem look like? What is it? What's a day in the life of your team look like?

Tiffany Jones: Yeah. So one project just finished is this one, I just said that working with youth, it's called Best Starts for Kids, was like levy funded grant. I won't talk about that one because it's finished. I'm still working on the papers, but I'm not actively doing the research anymore. But this new project I'm starting is really exciting. And so it's working with Valerie Shapiro out of Berkeley and then actually with a team of folks at UDub, which has been so great. It's where I did some of my RA ship my first three years of my program. So it's been wonderful to have these mentors again that I know from.

And so this three university team, and we're doing this massive, massive project, and the entire state of California is all doing this state level implementation of social-emotional learning programs with the idea that kids need help after the pandemic just to provide that social support that was really missing. And so there's 58 counties in California, and each county is a part of this massive system. So they're doing tons of learning about what SCL is all with a really deeply centered equity focus. Which side note you can imagine is very interesting conversations in the more conservative areas of California. Hopefully we can through these conversations, move the needle and show that we should be talking about social emotional learning and we should be doing that with the equity and racism focus lens.

And anyway, so each county's picking three schools that they're focusing on, and those focal schools are doing some sort of school level implementation of an SEL program. And so right now I'm in the process of developing a survey that a hundred thousand kids are going to take, which is like...

Matt Hickey: Wow.

Tiffany Jones: It's like a massive, massive impact. And that's why this team is gigantic. And so I'm mostly working with developing the measures and will be doing a lot of the analysis and bringing more of an equity focus to all that work. But it's been so great to work with such a rockstar team and to do a project that, it's such a different scale than what I've been doing. So I'm also working on some analyses that are looking at the entire state of California and inequities that may or may not have gotten changed. We kind of assume that they've gotten worse, racial socioeconomic inequities, because of the pandemic. And so that we can have that information as a context to say, what are we working with here? What is happening in these different schools and these different counties in terms of where students are at.

Matt Hickey: Do you have social work PhD students or undergrads that are part of your team?

Tiffany Jones: I have one doc student. No, two doc students. One I'm directly supervising and one I'll be on her committee, but she does work related to aging, which is not my area, but it's in mental health, so that part is. Anyway, so they're both focused on, not this California project, but the one is working pretty closely with me on the, we call it the anti-Racism Change Lab in Aurora.

Matt Hickey: Great.

Tiffany Jones: Yeah.

Matt Hickey: I'm interested in what you hope your influence on your trainees is. As a mentor, as a role model, as a teacher. What do you hope students learn from you?

Tiffany Jones: I mean, I feel like it's so different depending on the student where they're coming in with. So I think some students I work with, it's really that equity focus and thinking about what does anti-racism mean for you and your research? And for the master's students and bachelor's students, students I've worked with in your work. But other students, they come in with that already. And so it's really a different focus. And so it's more like, okay, you've got that lens now, you've got that social justice compass. How do we then focus that so that you can make the change that you want to using these research methods.

Matt Hickey: That's great. I want you to exercise your imagination for me a little bit. We want you to picture having a conversation with your younger self. So you're an undergrad at Syracuse University and you're sitting down with Tiffany today. What kind of advice would you give to yourself as an undergraduate student?

Tiffany Jones: Oh, geez.

Matt Hickey: Given what you've learned over the last few years.

Tiffany Jones: I mean, I guess I wish I would've had more confidence that I could do this. I didn't know when I was an undergrad that I'd be... It wasn't on my... I actually had an advisor tell me I should do a PhD, and I was like, what? That's crazy.

Matt Hickey: As an undergrad?

Tiffany Jones: Yeah.

Matt Hickey: Oh, that's interesting.

Tiffany Jones: My honors thesis advisor. Yeah.

Matt Hickey: Good.

Tiffany Jones: But I was like, no, master seems like crazy enough.

Matt Hickey: So some of them might be, you can.

Tiffany Jones: Yeah. And I think I had to fight a lot of gender norms, and so I didn't know that I was a data nerd until I went to do my PhD. I was doing art all day. I was like the therapist covered in paint and very right brained. And so I wonder if I would've actually you can do math, my path might've been a little bit different. I mean, I'm glad that it ended up the way that it did, but would've been nice to have taken in some calc in undergrad.

Matt Hickey: Do you think your art background informs your approach to social work in any way?

Tiffany Jones: Absolutely.

Matt Hickey: So tell me more about that.

Tiffany Jones: I mean, I think being an art therapist and thinking in that way just makes you very creative. I don't see the boundaries of things in the same way that other people do. I don't know, I love to use art materials in the way that you're not necessarily supposed to. And it's more like, I don't know, natural in that space to try and push the media. And so it feels really easy to take that kind of thinking to other spheres. We don't have to go on a straight line here.

Matt Hickey: I think it's a fantastic combination. And some times I wish more students would have their feet in both worlds, so to speak. Yeah, it's really interesting. Yeah.

Avery Martin: Do you still create it all? Are you still-

Tiffany Jones: Yeah.

Avery Martin: Would you still consider yourself an artist?

Tiffany Jones: Oh, there's this fantastic ceramic studio here in town called Smokestack. They're so fun. I love going there. So yeah, I've been doing that pretty much since I got here. I was so excited to find ceramics again. So doing that. I've been really into playing guitar lately.

Matt Hickey: Nice. Is that a longstanding interest guitar?

Tiffany Jones: I started playing in 10th grade. I still have the same guitar.

Avery Martin: Wow.

Tiffany Jones: It's a piece of junk.

Avery Martin: Is it acoustic, electric?

Tiffany Jones: It's an acoustic.

Avery Martin: Nice.

Tiffany Jones: Yeah. It's time for a new guitar. But yeah, it's kind of comes and goes. So it had literally been years and so I'm really happy to be back into it. And that touches that spot where I'm like, yeah. This is good.

Avery Martin: That's great. That balance.

Matt Hickey: You're here. So we want to talk a little bit more about the state. We have two remaining questions and it's about the environment in which you find yourself working. The first one is this institution. Colorado State University is a land grand institution, it's something we take really seriously. I'm interested in your perspective on what it means to work at a land grand institution.

Tiffany Jones: Well, I didn't know what Extension was until I got here. And I mean, I've now done two projects with Extension and just that whole system is amazing. So I'm really interested in this idea of how do you talk about racism in rural places where you don't usually talk about racism? And so doing this work in Eagle County, which is a super interesting place, because it's the socioeconomic and racial diversity is so segregated and it's so extreme. That that conversation has been fascinating. But Eagle County, I actually did quite a bit of work there. But would've never had that contact without the whole system of Extension.

We've looked into expanding this work into other counties as well, using the Extension system. So that part has been fantastic. And I think that commitment to serving the entire state is sort of really well aligned to social work. Not leaving anyone behind and really thinking more deeply. So one of the counties we were looking at working in is Morgan County. And so just thinking about that kind of different kind of diversity, we have a lot of East African immigrants, a lot of Latinx immigrants, and the flipping so that there's actually fewer white folks than there are folks of color. And so what is that dynamic like? And so how that plays out is just something that I don't think I would've thought about or had the opportunity to look into had it not been for Extension. So it's great.

Matt Hickey: Super. We also find ourselves working in this College of Health and Human Sciences. So can you offer some reflections about what that's like for you as a teacher scholar or educator, a guitar player or artist, et cetera?

Tiffany Jones: Yeah. So I've been like purposely keeping my service small levels. So I don't have a whole lot of contact with the other schools. I mean, other than the Prevention Research Center, which is an HDFS.

Matt Hickey: Sure.

Tiffany Jones: So I guess I don't feel like I know our college all that well yet. Now this feels like really my first year on campus.

Matt Hickey: Understandable.

Tiffany Jones: So even finding this building was a thing.

Avery Martin: Was a challenge.

Tiffany Jones: I'm like, oh, it's still farther. Oh, it's still keep going.

Matt Hickey: That's neat. Yeah.

Tiffany Jones: So I don't know. I would look forward to more opportunities to do stuff like that.

Avery Martin: That's great. How do you see yourself interacting with our other units beyond Human Development Family Studies? Is there anybody that you particularly want to collab with?

Tiffany Jones: There's this RISE Center and School of Ed.

Avery Martin: Yes.

Tiffany Jones: I don't know what that stands for. Race.

Avery Martin: Race and Intersectional Studies in Educational Equity.

Tiffany Jones: Yeah. It's right up my alley.

Avery Martin: Oh yeah. That sounds like you. So hopefully he gets collab with them. I look forward to that collaboration.

Matt Hickey: Vincent Bastille was our Spring School of Ed interview, and so if you get a few moments, you might go listen to his, it was fantastic. Of course, he's really quite colorful. And the pandemic has had such an impact. So this observation that feels like it's my first semester in some ways. We hope that today and research day and other opportunities do allow you to find like-minded folks, allies, collaborators, and other units. But boy, I'll tell you, what you've got going on is remarkable and keep doing what you're doing. It's my advice. We hope we want to see those connections. But you got a lot going on.

Avery Martin: Yes.

Tiffany Jones: Probably too much.

Matt Hickey: Well, I mean, energy and passion go a long way, and we wouldn't be here if we didn't have that, obviously. And I just wish you the best of success. And we will be hopeful for the kind of evidence for where we can say for whom, and are we in fact having an impact. I commend you in your efforts.

Tiffany Jones: Thanks.

Matt Hickey: Thanks for coming and joining us.

Avery Martin: Thank you.

Matt Hickey: We appreciate it. Hope you enjoyed it.

Tiffany Jones: It wasn't so bad.

Matt Hickey: Wasn't as bad as you thought about 45 minutes ago?

Avery Martin: Good, good.

Matt Hickey: And that's the show. Thank you for listening to another episode of Health and Human Science Matters. If you want to learn more about our College of Health and Human Sciences, go to www.chhs.colostate.edu.

Avery Martin: And if you haven't already, add health and Human Science Matters to your library of podcasts, give us a follow and definitely give us a rating.

Matt Hickey: I think we're worth at least five stars.

Avery Martin: Bare minimum. We would be that. We would definitely be that.