

Student Experience Podcast

S1 E9 - Josh Farr

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SPEAKERS

Tanya R, Josh Farr

Tanya R 00:01

Welcome. Thanks for joining us on this episode of the student experience podcast. Today we have just Josh Farr joining us. Josh originally trained as an engineer before being drawn into a life of innovation, entrepreneurship and student leadership development. Josh is the founder and facilitator of campus consultancy where he works with university student leaders, to empower them through the development of emotional intelligence and entrepreneurship skills, as well as building teamwork and fostering positive student engagement on campus. Josh also has experience as an entrepreneur in residence, a lecturer for social enterprise incubator, as well as being a TEDx speaker on two occasions. Welcome, Josh.

Josh Farr 00:46

Thanks for having me.

Tanya R 00:48

No worries. to start us off today, can you share some of your insight into the value of social enterprise opportunities, screens handling student learning experience?

Josh Farr 00:59

Definitely. So social enterprise is so so valuable, it's in a nutshell, and there's no legal definition in Australia. So we already get into the complexity of it. But think business for good. So any business that is trying to do good, and one of the real benefits here is one, it's what students are leaning towards. So there's no shortage of reports that are, you might see students who are buying toilet paper and talking about who gives a crap or they might be buying water bottles or body lotion from Thank you, wearing TOMS shoes. They're kind of the well known ones, but there's a whole community and, and sort of business river that flows underneath that. They're popping up left, right and center. And students, particularly younger generations really care about care about the ideas and the values, the intrinsic values of social enterprise. So on one side, it's really appealing to students, students want to do good,

they're more aware of the UN SDGs as a generation. And on the second side of it, from an education standpoint, or an engagement standpoint, it lets students actually apply the skills they're learning directly or indirectly in class, or in their assignments or in the treats or in their clubs or in their mentoring programs. And it gives students a chance to say, to sort of learn the realities of the real world. You know, at university, I always tell students, you know, you're paying to be here, and in the workforce, you get paid to be there. And it's a fundamental shift in mindset. So the question in social enterprise that we pose is, you can still do good and be paid to be there. And in fact, the social enterprises that make the biggest impact are the ones that they run a tight and very profitable p&l, but they have purpose and values at the core of what they do.

Tanya R 02:43

And I think, thinking about, you know, the employability, and the global mindset that we want, and all the adaptability and all those sort of workplace graduate attributes, skills that we want to have. There's so much of that is embedded in that understanding purpose, and not aligning yourself to what you're trying to achieve.

Josh Farr 03:03

Most definitely. And it just asks students to or challenges students to ask better questions. It asks them to go a little bit deeper and to really learn and empathize with the customer. I would say entrepreneur, entrepreneurship is rooted in empathy. The first principle of it is empathy. And as we look around at what's in the news, and what's on social media, and what as we're recording this what's happening with Coronavirus, we need empathy in 2020, more than ever before, I think I'll probably be true each year coming. So anything that can get students to step outside of their experience into somebody else's experience. Think about what they might be thinking, feeling what they might be feeling. And as you say, yeah, use that global mindset. and applying it here at home, too. There's lots of really great social enterprise work that's being done on the traditional owners of the land, or more marginalized communities, refugees, women's rights in a country that has a 14% pay gap. So I always tell students, you know, you guys are pros at complaining and I love you for you know, we'll complain left, right and center. So whoever said that quote, that if you're not leaning left, when you're young, you have no heart. And if you're not leaning, right, when you're all you have no brain, there's, I think there's some truth being an element of that. And students when they're young, they're great at pointing out the problems, you know, and you're, you're in uni, like, you have so much time to think I've got 15 hours of class, and then Gosh, I should study like, you've got so much time. So of course, you're going to find problems and your route different people have lots of time to think I think it's a real, beautiful part of our education system that we need to keep and nurture, that time to think. And what this lets you do is say, rather than just point the finger, try to do something about it, and actually say, Okay, well, we can't fight the fact that banks have money and things cost money, and that's kind of how our world works. How do we work with it and how do we bring it together? In a really tangible way, I mean that you in the introduction and thank you for it, you're introduced me as lecturing at the University of Melbourne, which I do with a colleague, Julian, here. He's incredible. We love what we do. Students, we get them to build a social enterprise in eight weeks. And a third of them to half of them are turning a profit. In that initial stages, they're not paying themselves, but we asked them to build that into their projections. But lots of them are turning a profit in a few weeks. They're out there, and they're finding problems. And they're saying, I can maybe do something about that and trying the different models. It's amazing how

much how much real world progress students can make when it's their eyes are lifted out of textbooks and off computer screens, and you ask them to go out to the real world and talk to real humans, or animals or the environment, as much as one can talk to that. The progress they make is amazing. And we don't feel like we have to force them to be passionate about it. Because we say, you're great at pointing out problems, just pick one that you care about work on that.

Tanya R 06:00

Yeah, I also work with Young Change Agents, and we do that similar sort of thing. And in schools, much tighter timeframe. But yeah, it's just changing the conversations and changing the way that they're thinking and they're saying, and then they can even start looking at Okay, well, what, what's happening within the university? And so complaining about it, what are we going to do? and expecting that someone's going to deliver it for us? How can we be much more proactive about changing the way things are?

Josh Farr 06:27

Definitely. And that's that proactive mindset that I think is it's at the root of everything entrepreneurial is at the root of leadership. And a big part of what we're doing is trying to make that more accessible to everyone that you're going to be a leader, you have to either lead yourself and leaders who blame their teams and teams who blame their leaders just spins us around in a circle. And that's not really getting us anywhere. So rather than pointing the finger out, pointing the finger in, and yeah, that's that was. And that's been one of my biggest learnings. and building the business, too, has been saying, look, you know, if this doesn't work, it's my responsibility. And I've got to make me better before I can help anybody else unleash their potential.

Tanya R 07:03

And talking about your own business. You're an enterprise campus consultancy. How did you get started? And why is the work that you're doing? so important?

Josh Farr 07:13

Hmm. And thanks for saying that. So how I got started. It's really funny. I always ask people how long they have. And I mean that. I mean, that somewhat, I think that's actually the whole point is it's, you know, if I go right back to, like, as I grew up, my mom was a teacher for 39 years. She's retiring this year was retired this year. She's taught in schools that scored in the zeroeth percentile, academically and financially of the state. And she taught kids with learning impairments, disabilities. So empathy was something that I didn't know the word for, but witnessed from my whole life. And that had a major influence a mom was like, you can be anything you want to be just don't be a teacher. And,

Tanya R 07:58

and my parents were teachers, too. And I said the same thing

Josh Farr 08:02

of surprise, right. So I think there's something to be said there for like the genetics and just nature, nurture all that stuff. I think it's all wrapped up. But when it came to starting the business, so even though I had no training in that, it was really, and what I tell students is find a real person with a real

problem. And bonus points, if you're the person who's experienced that problem. Like to scratch your own itch thing, real person, real problem. That's it. So when I there was no shortage of challenges, which is great entrepreneurs see problems as opportunities. But for me, I was working in recruitment after changing careers a few times, and I kept going to university campuses to recruit students. And I'd sit in rooms full of recruiters, it's the weirdest thing that students don't know recruiters do. All of them are all competing for the same students sit in rooms together and talk about how there's no good students. And then I go to campus, and I'd sit in rooms full of students, and all of them would sit around competing for the same jobs, talking about how there's no good jobs. So there's this huge gap with all these jobs. And all these students were really qualified and what was what I one of the reasons I think they were being separated was even when they found the jobs they weren't, they didn't have the skills that employers are crying out for. So in 2020, your academics are great, but AFR reported at the end of last year and top 100 graduate recruiters that 7% of employers, right academics were University grades, as assessed and very important 7% yet take skills like teamwork, interpersonal skills, initiative, and enterprise, emotional intelligence, leadership. All of these are right at the top of the list above academics. So students often say to students, how many hours of class Did you have this week? 20. How many weeks per semester 10 sets 400 per year? How many years is your degree for? So you did 1600 hours of class and say class study even if that's off by a couple of orders. 1600 hours on something that 7% of employees say is assessed, yet no one's done 1600 hours of communication training, they might communicate that they can communicate really badly. You know, no one's done 1600, very few people have done 1600 hours of teamwork, they might have done three group projects. So all these skills that were turning away or preventing great students from all sorts of backgrounds getting all these jobs, I looked back on my degree and thought I was never explicitly taught that. And I didn't know that it was up to me to get those skills. So even though I did, I chased them, and I enjoyed it, because being largely extroverted and social, I was kind of in those environments. But a lot of students who weren't naturally that way, were just falling through the gaps. So I thought, that's what I'll do, I'll start a business or go after that. And I'll also try to make sure that the skills I teach students are really beneficial for them to apply them where they are the application of the learning method. So I looked at student clubs, student societies, mental programs, Ambassador programs, residential colleges, anywhere where students, were just a leader, because it was a title, but they're a leader without really serving people helping people and applying their skills. Because if you apply it the engineer in me, so if you apply it, you can measure it. And if you can measure it, you can manage it. And so that logic helped me reverse engineer what's going wrong, what skills are missing? How can we teach them? And then how can we keep iterating and improving? So that was it. And then the business grew over the last few years, with you know, 1000s of hours of work, and weekends and nights and failed projects, and hundreds of emails and all that sort of stuff, to where it is now with 26 unis and nearly 6000 students as we move up to so yeah, it's been a real privilege and honor hopefully it keeps going.

Tanya R 11:52

And and a real entrepreneurs journey of the up and the down.

Josh Farr 11:58

Yeah, like on on the daily like, I was joking with you before we got on this call. You're saying like, oh, how's the week? How's the month has a year? And I sort of said, Yeah, you know, like, even today, I

had clients call up and email in and say, Look, what's happening with Coronavirus is we're gonna have to cancel some sessions because the university I'd say which one is sort of, you know, pulling back the reins. So, when that happens, like that's, that's my income. My income is running workshops for me. So imagine if your boss sent you two emails today that said, you know, the equivalent over a week's pay for the month is going to be taken away from you. You know, and not even like, taken away. It's like it's rescheduled. Everything's an opportunity, I get it. But that mindset of things can change in a second. Yep. Is this something that is known? Yeah. I never learned only through the books. So

Tanya R 12:54

yeah, and that sort of thing that that helps people build their resilience when they can experience it in a relatively safe environment. Like they're not it's not do or die just yet. But you know, it's okay. Well, if you get refused, if you get the value, if you get the feedback, that's not there. How do you then, you know, pivot with that? How do you then adapt and move on and grow?

Josh Farr 13:18

and resilience. It's great that you said resilience in those I was listening, if you have the top five skills before the employee data for this year, resilience is in the top five. It was interesting. And like to the point where I've been looking into it, do you know where the word resilience come from? It comes from?

Tanya R 13:34

I'm sure I read it somewhere. But it's not coming to me right now.

Josh Farr 13:38

So I didn't know this until yesterday, and I can only remember half of it. So I won't be too smug in this answer. The first the first bit re means to like to, to, to do again, or to come back like when you say I'm going to redo something like I'm going to do it again or so it means again, something like that. And the resilience comes from another word that sounds like that, which means to bounce. So the whole idea is to like bounce back from an obstacle. And so we know what resilience means. But I think what we forget there is to be resilient, you need to bounce back from an obstacle or a fall or a trip. Yeah. But you can't bounce back from something that never happened. So until things go wrong, by definition, you can't build resistance. Resilience doesn't work like things like we talked about, you need to like you need to fail. And it's like, all you need to be resilient and push through things. It's like no, no, you you need things to have gone wrong, to bounce back from them. And that was something that when I just looked at like, what does this word really, really mean? Where does it come from? I thought, Oh, that's interesting, because we've always known in all of our work and workshops and teaching when you push students to do something that you know, for them to win, or for them to have five yeses, they're going to need to get 30 nose. There's so much resistance in them to do that. Because they've been brought up to never get a no. Like you got into this university by getting the answers correct on tests, more or less,

Tanya R 15:10

you know, in any school school environment, you know, you get it wrong, you just like cut down as the failure and you beat it up over it.

Josh Farr 15:19

Yeah. So I read the other day, someone said, because I did largely math, science, things like that things that had a definitive answer. And someone said, it's not a good question, if there's an answer in the back of the book. And I love that. I thought I was gonna look at all the questions I was ever asked in school, I would guess 99% of them had an answer in the back of the book. It just gave me gave me a moment to pause and reflect. And I thought, hmm, because none of the answers I've ever asked in my career have had an answer in the back of the book. Yeah. And so I think with that is, yeah, yeah, it's interesting.

Tanya R 15:57

Yeah, that's it. There's a really interesting comment that Carol Dweck, he does the the growth mindset talks about is, you know, with, with girls, particularly, they're taught that, you know, one plus one is two, whereas the boys have tended to call torts along the lines of one plus two might say one plus one might equal to, or it might equal something else. So they're much more attuned to looking at one of the variations which when you think about once you get to decimals and everything else, one plus one may not equal two. But if we've always been taught that, then it's really hard to see outside that box.

Josh Farr 16:34

Hmm. I must admit, I might I might have been in the girls maths class because my math was always $1 + 1 = 2$.. but Carol's mindset, that book is amazing. It's on my bookshelf right now I'm staring right at it. It features in a lot about training actually helped. I ran a session on growth mindset for an Adelaide women in STEM program last year. And what it was funny, because like to mention that like the difference between how that information is disseminated. It was so interesting in that, I mean, I went into a degree that was predominant, like male dominated civil engineering went into the workforce, predominantly men. And it wasn't until I was, like, very dramatic mental health event on our site where a young man took his own life, that they all brought us into a room, and it was predominantly men. And a facilitator came in and said, All right, fellas, we're going to talk about our feelings. And a bunch of men literally wearing armor like let alone metaphorical llama physical armor like hardhat pod, like, like steel toed boots, like think of the language. It's a hardhat steel toed like this is like you might as well just call them like man clothes like it was. I went into this room and these facilitators like we're up close, we're going to talk about our feelings and a whole bunch of blogs went back and went, No, we're not are not happening here. And then like they were pros are I've changed my life these facilitators, but what I saw them do and where I think if I was to dig into my own journey around becoming a facilitator, and that's what I do every day now, when the Coronavirus doesn't stop me is, is I saw these facilitators just get through and ask the right questions and the power of questions to the point where like, not everyone in the room, but like enough people were like, yeah, I'm really struggling. And the how common that feeling was and that no one was talking about it. So I think there's, there's ways that I mean, you know, and I shared growing up with my mom, that was her world, and she was obviously off the charts with emotional intelligence in some elements. So I was always a kid who cried in the movies, and all that sort of stuff, and quite quite emotional, and not necessarily in control of it, but in touch with it. So I heard these questions like, Yes, I want to share it, you know, I was like me, pick me, let me tell you my story. And it was just really interesting to say that I hate the language, but like the feminine, quote, unquote, side of masculinity. And then just to see that in different fields now working with people navigating careers, from a female side, like I interviewed talking to the pope for the podcast, I was running and she's brilliant, like such a badass runs multiple companies has won every award there is I think they're

just creating awards now to give to her. And one of the things that he told me was that, because she was a female in engineering, and she said, the thing that got her was whenever she was in a room, she was often the only woman in the room. And the thing that was implicitly or explicitly said to her was, her view represented the female view on any conversation. And that really stuck with me that like, I never think that I never thought that my view would be presented as the Male view on something. So like come up against that every day professionally. It's it's such an interesting thing when we talk about empathy to, to try to step into that, and think and really like to, and I don't think you get that until you go to uni, and you get in the clubs and you meet people, and you get in the workforce, and you start to hear these stories. And just, yeah, how powerful that can be. So I guess that's a big part of the work now is trying to create environments where people can, you know, they might learn growth mindset, but what we're really trying to do is, is to get people to be more vulnerable and open up a little bit. But then when we leave that culture code by Daniel Coyle talks about a culture needs safety, vulnerability and purpose, what we're really trying to do is when we leave, we've modeled safety and vulnerability, and help them find a purpose. So when we kind of step away, that's, that becomes how they do things. Which are a little bit off your track of one plus one equals two, but

Tanya R 21:03

um, it's okay, I'm not good. I'm very flexible. I go, I with things. it's actually really interesting because I was just talking to Lindley Lord from Curtin University earlier today about that whole Being The Voice that represents you know, all women, when you're the only woman and that's the thing. So it's really interesting hearing that coming through again.

Josh Farr 21:28

And even that's a good example of and then so you move on, have like, I heard that from one person once, and I talk about it all the time. But the fact that I had that comment, I mentioned that to you, and you like yeah, I talked about that today. Yeah. No, just like, it was a nice reminder to be like, you know, I can be all smug and be like, oh, look how, look how much I now understand that perspective. But you're like, No, no, this is like a daily thing. Always nice to be reminded. Yeah, the limits of one's own view, I think.

Tanya R 21:57

Yeah, yeah. So when we're talking about the work that you're doing with student leaders, and so my understanding, what you are doing is you're working predominantly with the student leaders within the universities, whether they're in clubs or in, you know, Representative councils, but working with them to then benefit all students. So tell us a bit about how that works.

Josh Farr 22:24

So one of the values that we have is empower leaders to create change. So I think if we look at any social movement, any company, any nonprofit, any political movement, whatever you want to look at the latest, for better or worse, are the ones who set a vision and unite people and move them towards it. And it takes people to step up and sort of say, oh, we're going to change this for things to actually change. So we leave it that I thought we could really pull as an organization is to find students who are in leadership roles where they are actively applying these skill sets. And they give them the skills to bring a whole bunch of people up with them. So for example, we go in and we work with a women in

STEM club or women in business club, or an engineering club or a Quidditch club. And we help them by giving them the tools and the mindset to build bigger and more effective communities that have more healthy cultures, they'll attract more people. So we're kind of in the gravity business, like giving people the skills and mindsets to create gravity to attract their tribes. And then all their tribes meet each other, make friends, social educational outcomes, all sorts of different things. So that was really the focus at the start. And then what that expanded into is a lot of different universities saying all these skills like mindset and communication and stakeholder management, and teamwork and motivation, all of that stuff. Actually, a whole bunch of students could benefit from that. And so now it's expanded into working in a lot bigger communities, where some of our workshops are three 400 people. And sometimes they're working with a team of three people who lead a team of 15 who have 1000 members. So that is that real difference between? Are you empowering the leader who's pulling the lever? Or are you going straight to the source on the ground, working with Joey who wants to get a job at Victorian public service in 12 months when he graduates? So it's, I like the difference. I think there's there's crossover between the two.

Tanya R 24:36

Okay, well, that's really the questions that I had for today. So what would Is this something that you'd like to show us about what you're working on this year, what your aspirations are or any projects you've got on the ground?

Josh Farr 24:52

For me, the top kind of values that I believe in, in everything we do with campus aligns with is all around Leadership is service and adding a whole lot of value. So where I think there's an enormous gap still, that will take a lot of us to try to fill it is, we talk a lot about student experience, which is amazing. And there's so many students out there are getting involved to help professional staff do it with their volunteers at O week, or their mentors or their ambassadors or their club leaders. Or their the student in the third row who's just shows up the class with a smile on their face and makes that environment a little bit more friendly for the people around them. And I think there's, the University model will fail if we rely on the old school degree. And the universities that are starting to change their degrees to be focused around doing good, being more flexible in the ways that they let students take on work integrated learning, or like the internship model, whether that's online or something like inside Sherpa, or whether that's going out and working with nonprofits. I think there's a huge opportunity there. And I think unions will fail if they don't recognize that each single student has the power to not only change their own life, but really influence the people around them. And that the ones who are stepping up into leadership roles, whatever they are, we need to invest in them. Like we're investing in staff and a professional workplace. And you're an ambassador, he is a T shirt, it's just not enough for the load that the students take on. And when we do invest, the return on investment is enormous. If you want to measure it at a bottom line, like bottom line dollars and cents, we know that students if they have more positive conversations, if they have the skills because a genuine passion when they add oh wait when they're at a mentoring program, when they're representing a college, that they'll talk with authenticity, and that will attract future students, as well as retain the ones they have. So I think we need increasingly, some, if we're going to ask students, we're going to tell students, hey, the workforce wants people who work in teams with people skills, and to show initiative and enterprise, then we really need to be modeling teamwork, and people skills and enterprise. And that this, I think the students are lever

for change. And if we give them the skills to do that, they'll come up with so many great ideas that, that we wouldn't our own classic example, at RMIT. They're looking at the RMIT, one of their strategic objectives at whatever level I can't remember, is to be the top eSports university in the country. So I mean, eSports is something I barely understand. I'm 28. So if you're 40 or above, and you're not like you don't have kids who are teenagers Forget it. Like it's just, I've never heard someone that age ever speak about it, obviously, you could. But it's huge. It's like these fast, I think it's fastest growing sport in the world. Like he was at the I was at the Australian Open yesterday. And there was a stage dedicated to eSports tennis, the Call of Duty or something ridiculous like that. So the unis who are adapting and incorporating actually what their customers and students want. And just seeing tremendous growth. And I was with Kaplan Business School last week, they've just launched a University of Adelaide. So a group of eight university course, taught out of a private business school in Melbourne. So group of eight is in another state in a private business school. We're at an adapt or die stage. And I think that's it's exciting. And the people who are excited by that and want to ride the boat or ride the wave are loving it. And just like, the innovation on campus is amazing. But the old school way of, you know, we have our degree, our walls are made of sandstone. And, you know, it's always been this way that terrifies me.

Tanya R 29:02

Yeah, and it's really interesting, I've been talking to a couple of Americans who, you know, have moved to Australia, they're able to compare the two industries. And the one thing they say, with the model in the states is that most of them really define themselves around a particular thing. So this is the university for x, and this is the university for y whereas in Australia, we tend to be we do everything and so does the next one, and so does an excellent and we've been competing on geographic variances, but that's not the case anymore. You know, we are reaches everywhere, wherever you are. So how do we then redefine ourselves so people can actually see that okay, well, this is the university That's for me. And this one isn't all the other way around.

Josh Farr 29:49

Hmm. And I was at a university and I can't remember if it was, I think it was Charles Darwin was Charles Darwin in Darwin. And we were talking about segmentation innovation. And one of the things I was saying was the largest student segment was online mature aged female students. So when we talk about student experience, I think any university in the country, if we were to look at what is our student experience look like in terms of online communities and how do you create the traditional oh wait clubs, colleges, the Sydney, you NSW uni male Monash that thing? How does that transform into an online community that people are as excited by as what they're doing on campus? Because gaming's done that people are as pumped about eSports as they were about Nintendo. like they've done that people are as pumped about being on Instagram and Facebook as they were hanging out at the lolly shop after school, like technology has, is transitioning those things dating the tenders and hinges and whatever other apps that are out there Bumbles, they're as excited about being on that, as they were being boarded about making eyes like certain industries are modeling this really, really, really, really well. And I think if education can crack it, someone can, especially in Australia, if a unique cracks as a specialization, and we are only doing this, we're all in on this. We're world class in This, coupled with if they crack online community management. It'd be a game changer. Yeah.

Tanya R 31:27

If that online community stuff is so hard, and it's in part of it, I think you're right. It's because we're still in the same mindset of how do we transition this to that rather than how do we actually, you know, give birth to something completely different?

Josh Farr 31:41

The and that's, it's really interesting, it's so hard, yet Facebook does it and their customers, it's free. Yeah, free to use Tinder, it's free to use Facebook, it's free to do a whole bunch of these things. We have customers that pay \$100,000 a year. Like, it's, it's in that "nice to have" category.

32:06

You know, yeah.

Josh Farr 32:08

If it was like, students need to give you a net promoter score of nine point like nine out of 10, or plus whatever it is, or you have to shut down. But if it was a must, you need to crack it, they put the money into it, they just hire the best coders would stop sending them over to Google and Amazon and Facebook, they bring them in house. And the last insight I'll stop ranting I love this is that one, a university in Melbourne, has launched a program that the goal of the program is to hire the top like cream of the crop of students and hire them at the university to work at the university. Brilliant, you've got all the best grads? Why are we sending them off to American companies? Why are we sending them off to the skyline firms, the banks and the consultancies and nothing against them. But look, we've got a business to run in education. And it's like, we need the best. So like, let's not send them off. And I really don't think it's even extrinsic motivation that is necessarily going to keep them not that we have a problem with that. But that's gonna be a game changer. So I'm really interested over the next few years to see how that university innovates and capitalizes on having the best talent. And then they'll nurture them for the whole time. They're at the uni. And so the third or fourth year when they're starting to graduate, you know, they find them down, they get these students. Oh, how about working at the uni? Here's all the things we want to do. Yeah. It's so clever. So, so clever. And I think we'll see you need to do more of that. Because engaged students, the ones who you know, your union presidents and your spokes people and on your boards, like what if they stayed? Yeah, interesting. It will be interesting.

Tanya R 34:03

Thank you so much for joining us today, Josh. It's been really fun. Huh?

Josh Farr 34:07

Thanks for giving me a space to think out loud. Number one. That's my process. And number two, lovely to chat with you too. I'm really interested to say I think the student experience as a concept or Yeah, a more open conversations really interesting. So I'm gonna keep listening in and seeing who else you have on and what they what's on the top of their mind and on top of their list. Yeah, I'm really excited to learn more about it too.

Tanya R 34:34

Sounds good. Thank you so much.

Josh Farr 34:38

Cool, lovely chatting with you.