

REDI

RACIAL EQUITY, DIVERSITY AND INCLUSION

2026 Impact Report / Learners Interview Summary





REDI: Designed for Shelter & Rescue
Professionals [Animal Welfare]



REDI: Designed for Shelter Medicine
Professionals [Small Animal Veterinarians]



REDI: Designed for Animal Control Officers
[Animal Protection]

DATE

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AUTHORS

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METHODS

- Interview questions co-created with CARE's CEO, James Evans, and Dean of the Circle of Learning and Leadership (CLL), Dr. Alina Luna
- 20 interviews were conducted virtually by Zoom between March 2026 and June 2026. The interviews were audio-recorded and transcribed using Zoom.
- Verbal consent was obtained from all participants
- Participants received a \$50 e-gift card through Giftogram
- Transcripts were manually verified and de-identified for analysis
- Data were analyzed using an inductive, rapid qualitative analysis (RQA) approach

EXECUTIVE SUMMARY



The Racial Equity, Diversity, and Inclusion (REDI) courses are designed to help human and animal well-being practitioners look critically at the industry’s current and historical failures as it pertains to racial equity. Through the REDI coursework, CARE seeks to put committed organizations and individuals on a path to greater truth and understanding, and eventually to action. After completing, REDI Bronze, learners can expect the following outcomes: 1) Explain why prioritizing Racial Equity over Diversity and Inclusion is critical to effecting change; 2) Describe how equitable programs and practices can benefit your organization; 3) Identify harm, microaggressions and biases when you hear them; 4) Initiate new practices inside your work environment that could mitigate bias and prevent discrimination; 5) Recognize the importance of learning the complete history of America; 6) Continue learning; and 7) Encourage others to learn and teach others about the importance of being REDI.

To evaluate the impact of the REDI courses, virtual interviews were conducted by CARE’s Research and Development (R&D) team with 20 individuals who have completed one or more of CARE’s Racial Equity, Diversity, and Inclusion (REDI) courses. The interview questions explored several topics including: reasons for taking REDI, impacts of the REDI coursework on the individual or their organization, experience with the course format, action steps taken or planned since taking REDI, measurable outcomes from completing REDI, comparisons of REDI to other similar coursework options, and any suggestions for the REDI courses (see Appendix A for interview questions).

KEY FINDINGS INCLUDE:

1. THE IMPACTS OF REDI COURSEWORK INCLUDED:

Increased understanding of bias, microaggressions, and equity; increased confidence in engaging in conversations around racial equity, diversity, and inclusion; increased mindfulness around the language used in animal welfare; and increased knowledge around the importance of engaging community members.

2. THE MEASURABLE OUTCOMES AND/OR ACTION STEPS TAKEN BY REDI LEARNERS INCLUDED:

Encouraged their organization or other organizations to take REDI courses; sought out additional information and learning; increased staff diversity by updating their job descriptions; increased volunteer diversity by revising their social media and marketing materials; reduced barriers to services by changing locations for mobile clinics/ outreach events and translating documents from English to Spanish; reduced barriers to adoption by removing landlord checks from the adoption process and shifting to conversation-based adoptions; offered support and resources before citations; engaging in conversations to challenge microaggressions or barriers to services; and reduced pet surrenders and increased adoptions.

3. THE BARRIERS REDI LEARNERS FACED TO MAKING CHANGE INCLUDED:

Limited power or authority to create change; lack of BIPOC representation in leadership positions; lack of funding; limited number of staff and volunteers; the political environment and anti-DEI sentiments; shifting “the way things have always been done”; and difficulties in monitoring and evaluating the outcomes from DEI efforts.

The themes and exemplary quotes from the participants across these areas of impact are summarized in this report. These findings will be used to understand the impact of the REDI courses and make improvements to the coursework.





RESULTS: WHY REDI?



Participants explained the reason(s) that informed why they chose to complete a REDI course including:

- Employer or organization required or recommended participation
- Courses were free or at a reduced rate
- Desire to improve advocacy and equity awareness

PARTICIPANT 10: “Our organization actually asked for the supervisor and manager roles in the shelter to all take those courses.”

PARTICIPANT 6: “I am a mother of two girls that are not the same skin color as me, and I think it’s important, from a personal perspective for me, just make sure that I am aware, or try to be aware of things that they encounter in their daily life that I have not encountered.”

PARTICIPANT 13: “As an administrator of volunteers, I feel that it is important to have an inclusive program, and to continue to promote that inclusivity, among different demographics. And, being a white woman myself, and raised that way, and especially from a very conservative household growing up, I wanted to take the opportunity to educate myself of more diversity and equity information, in order to better serve the population that’s volunteering with our shelter.”

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- PARTICIPANT 5
Maddie’s Fund was the sponsor, so we did all get a free certification, a free chance to take it the first time, and then the second time, we leveled up,[...] I thought it was really helpful, so that’s why I decided to renew it.”

SPECIAL THANKS TO OUR DONORS FOR FUNDING THIS TRANSFORMATIVE COURSEWORK





Learn more about how our biases are keeping animals from finding loving homes. Download the study here: <https://haw.academy/wp-content/uploads/2022/08/Acquisition-Report.pdf>

A 3% INCREASE IN BIPOC ADOPTIONS WOULD RESULT IN 3.2 MILLION PETS FINDING HOMES.

LEARNER EXPERIENCE

Participants described the self-paced online learning format of REDI Bronze, REDI Copper, and VetREDI as accessible and easy to navigate.

PARTICIPANT 19: “I thought it all went pretty smoothly. I liked that I could kind of pause and then pick back up to fit within my schedule, that was really nice.”

PARTICIPANT 17: “I think, asynchronous learning has a lot of benefits, because it allows you to do large groups of people that may not be able to gather in a room together all at once. I have so many graduate degrees, I’ve done every kind of learning platform, so for me, to be able to do it on my own was great. One thing that I have suggested to [org name redacted] is once everyone takes it, is being able to talk about [it], kind of as a reinforcement tool in the group. [...] I think that would be helpful for our organization, but I think the way that it was done allows us to get a lot more people trained up, which I think is really important.”

Participants who completed REDI Silver appreciated the combination of self-paced learning and live virtual class sessions with the Dean of the Circle and Learning and Leadership, Dr. Alina Luna

PARTICIPANT 7: “The materials were wonderful, but it was really the conversation where the learning happened. And [Dr. Luna] was a wonderful facilitator and guide, very affirming of everybody’s feelings and various thoughts on the topic, really knowledgeable and able to take the direction, whichever way we wanted to go.”

Participants reported the following emotions and reactions when completing the coursework:

- Validated, empowered, and affirmed
- Necessary discomfort, anger and reflection
- Increased awareness and empathy
- Motivated to make a difference
- Desire to learn more

PARTICIPANT 8: “I think it substantiated what I was already feeling, and what I feel like the needs are, specifically in animal welfare.”

PARTICIPANT 13: “Overall, I would say it helped me feel more empowered. I went into it, especially the initial course, expecting to feel maybe some guilt and some correction, but I think that it was presented in such a way that I felt prepared to take the new things that I’ve learned and put it into practice.”

PARTICIPANT 11: “At first, it made me feel very uncomfortable, right? It took me, which it should, and it took me way outside my comfort zone. There’s still pieces that I’m not comfortable with. But I’m comfortable being uncomfortable. And I’m comfortable, because of that discomfort, trying to overcome that.”

PARTICIPANT 18: “I mean honestly, I’m always sort of ashamed when I don’t know. Because I like to think of myself as a pretty liberal, open, understanding, and educated person. But then when you go through a course, and you’re like, ‘oh, I literally did not think about that.’ Or, I knew this in the back of my mind, but I didn’t really do much about it, right? So I think it was a combination of, oh, I should know better. I should know that all of this is important. Or I know that it’s important, but I should be incorporating it more into our rescue and my life.”

PARTICIPANT 4: “If we’re willing to make changes, the changes we can make are actually fairly easy, and it can make a profound difference.”

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– PARTICIPANT 5:

Uncomfortable in a good way. Uncomfortable in a necessary way.”

PARTICIPANT 19: “I thought it was really motivating. I felt really excited and reinvigorated after doing the training, because it just opened my eyes to a whole bunch of possibilities for what it could look like.”

PARTICIPANT 10: “My feelings when I went through the course were that I really needed more. I felt like this is Participants shared the most impactful things that they learned from the REDI courses, including: a great introduction, but I really needed more, and in a way, it’s wonderful, right? Because it’s a catalyst, but I do wish that, organizationally, we were allowed to have a little bit more access, so that I could continue that process.”

Performative Racial Diversity Equity and Inclusion is Harmful

But, when it's authentic, it's productive



Productivity: Over and over again, research shows that more diverse organizations are more productive. For example, the Academy of Management Journal research concludes that “racial diversity in upper and lower management results in greater employee productivity.” In addition, according to Forbes, inclusive teams “make better business decisions up to 87% of the time, and they make those decisions twice as fast within half as many meetings.”

IMPACTS OF REDI

Participants shared the most impactful things that they learned from the REDI courses, including:

- Increased understanding of bias, microaggressions, and equity
- Increased confidence in engaging in conversations around racial equity, diversity, and inclusion
- Increased mindfulness around the language used in animal welfare
- Increased knowledge around the importance of engaging community members

PARTICIPANT 7: “I think the most impactful thing about it was uncovering some of the why behind certain practices that we have culturally. It dove a little further, deeper back. Understanding just how vile as a society we have been to other humans of all types, and how deep and complex bias and racism go. I think it just really uncovered that a little more deeply, and I would say the most impactful thing about it was having conversations about that with my team, and I think as a team, we built strength around seeing each other and having more vulnerable conversations than we usually do.”

PARTICIPANT 9: “I feel like both of the courses helped me to feel confident in my advocacy internally, and then helped me access [the] language I needed, and approach things where I can get internal buy-in.”

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— PARTICIPANT 11:

The most impactful thing for me, personally, was uncovering my own biases. And it wasn't, for me, with race, it was generational. Like, I've struggled with adapting and wanting to adapt to the younger generations and really understanding their needs, and as a leader, I think that's critical. Working on that, it made me so aware of it, that I had a chance to write a chapter for [Organization redacted].”



PARTICIPANT 8: “Those conversations can be difficult to navigate, especially when everybody's at a different level of understanding, or everybody has a different lived experience, but the way that REDI put everything in very easy-to-understand terms, it made our conversations much more productive.”

PARTICIPANT 5: “I wish my whole organization could take the course again. And really, again, look at the language we're using, and decolonize it, and make it more equitable, and just make it more inclusive to everybody.”

PARTICIPANT 12: “One thing that was very meaningful I took away was that we need to let the communities we serve dictate what they want from us, and what kind of support they would like to receive. [...] We are now coming with a survey, asking people, hey, what do you want? What was most important? Rank what we’re doing now, and tell us what you’d like to see instead.”

Participants described the action steps and measurable outcomes within their work since completing the REDI course including:

- Encouraged their organization or other organizations to take REDI courses
- Seeking out additional information and learning
- Increased staff diversity by updating our job descriptions
- Increased volunteer diversity by revising our social media and marketing materials
- Reduced barriers to services by changing locations for mobile clinics/outreach events and translating documents from English to Spanish
- Reduced barriers to adoption by removing landlord checks from the adoption process and shifting to conversation-based adoptions
- Offering support and resources before citations
- Engaging in conversations to challenge microaggressions or barriers to services
- Reduced pet surrenders and increased adoptions

PARTICIPANT 11: “We changed our job descriptions to remove educational and experience requirements in lieu of success factors. So I usually say success factors and under that I put ‘the person who will thrive in this position will [...]’ And one of the first lines I put in there is something to the effect of ‘values their individuality, and embraces the uniqueness of others.’ [...] And I think it did change [...] The staff at [organization redacted] look very different from when I started.”

PARTICIPANT 3: “So when all the immigration stuff started happening, one of our clinics was in [redacted location], and it was placed right in front of the city center, which is in front of the police station, people can come at all angles, and it just feels very unsafe. [...] I had people bringing other people’s animals because they didn’t want to come out of their house. It was really an eye-opener,

I think, for [my supervisor] to realize what changes need to be made if we really want people to access care. She’s looking for another place in [location redacted].”

PARTICIPANT 4: “One of the things we’ve done is we have our graphics. So instead of having all white people, we’re very intentional about that.”

PARTICIPANT 8: “We’re asking how we can help. We are not just rolling in with citations, or anything like that. Our officers are really going in with hope and love and respect, and I think the REDI course has helped out with that in a big way.”

PARTICIPANT 13: “I do think our volunteer base has started to diversify a bit, and I think part of that’s from highlighting people of color and people with different backgrounds on our social media a little more.”

PARTICIPANT 9: “I feel a difference in people, instead of being defensive, they’re a little bit more open and willing to have that conversation of, like, oh, that is performative, but that’s a normal part of this process, and I can do better. I can overcome the performativeness and actually be, you know, instead of just an ally or something like that, I can be an accomplice.”

PARTICIPANT 6: “I oversee the adoption team as part of my department, and this started before I completed the course, but I had my team start looking at zip codes, like, where are we getting our adopters from? Where do they actually live? And, since then, we are making a bigger effort in, what are some of the obstacles that we can help break down?”

PARTICIPANT 19: “I think it really forced us to take a step back and reflect on our adoption questionnaires, our foster questionnaires, our volunteer questionnaires even, to see where are we throwing up roadblocks unintentionally, and what biases have we just inadvertently put into either our adoption process, our volunteer process, and how can we become more accessible? This looked like[...] in our adoption process, creating multiple pathways for people to adopt. A virtual option, a hybrid option, an in-person option. We have a very large senior population that adopts from us. We have a senior for senior program. And so technology is often a barrier, and so how can we make paper copies when necessary, or offer volunteer support to sign off on the adoption contract so that it is in a virtual format, but with extra supports lined up. We’ve translated our questionnaires into Spanish and offered Spanish-speaking counselors to be able to[...] we’re based in [location redacted], so there’s a large Spanish-speaking population here, and that has been really awesome in helping us just be more accessible to others.”

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– PARTICIPANT 18:

So we did measure the number of adoptions [...] and we went from having zero adoptions in that area, which was sad, because it’s not that far from us, to 15, which is not bad at all. And I think that’s just like having an adoption event in an area where there’s not an adoption event, usually.”

PARTICIPANT 19: “We have seen an increase in our ‘senior for senior’ adoptions, so anyone over 62 that’s adopting a dog, we’ve seen that number increase over the years. We’ve also seen an increase in the number of senior volunteers that we have. And this one’s less measurable, but I think [it’s] really awesome. From our foster team’s perspective, we have a lot more fosters, that are also willing to take a chance on an old dog, no matter what behavioral stuff or medical stuff, because they’re all medical, come up for these dogs, and I think that’s a real testament to the supports we’ve put in place to allow fostering to be pretty easy for anyone.”

The participants also described the action steps they would like to take in the future, including:

- Increase the BIPOC representation in staff and volunteers
- Increase the BIPOC representation on the Board of Directors
- Provide workforce development opportunities (e.g., internships, scholarship) in animal welfare
- Complete REDI training and discussions with their staff and volunteers on an annual basis
- Expand community outreach (inreach) efforts to include free adoption events



PARTICIPANT 3: “When I started, we had two people of color on our board. But we brought 3 more in, I think. So we’re definitely moving in the right direction.”

PARTICIPANT 13: “Not fully in my control, but I would like to diversify our staff base. Our shelter, like a lot of animal rescue and welfare organizations, are predominantly staffed by Caucasian women, and so I’d really like to see that change coming up, over the next few years. I know that’s not an overnight change, but, with future hiring, to just be aware of pulling in different voices and people who are more representative of our community.”

PARTICIPANT 8: “This is something that we should be redoing on a routine basis. That’s not something that we have done. I think it’d be great to maybe revisit this on a yearly basis. I mean, we do cyber training on a yearly basis. I think this is a much more important thing that I think that, I think if there’s another action step, it’s to make sure that we do this on a yearly basis.”

PARTICIPANT 18: “I think eventually it would be nice to be able to do a free adoption day in certain areas, and have more community outreach without being like, I’m coming in to help you and tell you how to do everything [...] eventually, becoming more of an integral part of a community would be great. I don’t think any of us have the capacity to really do that right now.”

BARRIERS TO TAKING ACTION



More than half of workers (54%) say their company or organization pays about the right amount of attention to increasing DEI. Smaller shares say their company or organization pays too much (14%) or too little attention (15%), and 17% say they're not sure. Black workers are more likely than those in other racial and ethnic groups to say their employer pays too little attention to increasing DEI. They're also among the most likely to say focusing on DEI at work is a good thing (78% of Black workers say this), while White workers are the least likely to express this view (47%).

Women are more likely than men to value DEI at work. About six-in-ten women (61%) say focusing on increasing DEI at work is a good thing, compared with half of men. And larger shares of women than men say it's extremely or very important to them to work at a place that is diverse when it comes to gender, race and ethnicity, age, and sexual orientation.

Source: Pew Research Center
<https://www.pewresearch.org/social-trends/2023/05/17/diversity-equity-and-inclusion-in-the-workplace/>

Participants shared any barriers that they've experienced in taking action or applying what they learned in REDI, including:

- Limited power or authority to create change
- Lack of BIPOC representation in leadership positions
- Participants shared any barriers that they've experienced in taking action or applying what they learned in REDI, including:
- Lack of funding
- Limited number of staff and volunteers
- The political environment and anti-DEI sentiments
- Shifting "the way things have always been done"
- Difficulties in monitoring and evaluating the outcomes from DEI efforts

PARTICIPANT 5: "You take the course, and you get so inspired, and you wanna do everything, and then you might not be the highest person in your organization, or the person who makes all the decisions. And you get held up by that."

PARTICIPANT 20: "I would say it can be a little bit challenging getting management to kind of agree with certain changes. I feel like changes take a long time to be approved, and typically management doesn't really see it as a priority always."

PARTICIPANT 5: "Maybe they are being thoughtful, especially now, that you don't want to call attention to anything that says DEI. I mean in the State of the Union address, our president was yelling 'I ended DEI', right?"

PARTICIPANT 8: "Thankfully, being the leader of the organization it's a little bit easier. I'm able to make those changes. I feel for those that have taken REDI, and they get pushback from leadership and things like that. That's sad, and that's difficult to navigate, but thankfully, that's not the case here, so not yet, and I don't foresee any [barriers]."

PARTICIPANT 3: "Money is a barrier, because if our donors don't[...] I mean, they say that we want you to go here and do this, but then the reality is, if we need to get in and do this in certain areas that you want us to do it in, we also need the support. [...] The people that control the money and the decisions are what impact those things."

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– PARTICIPANT 11:

Unfortunately, the board is still not reflective, and the board is still not receptive to the DEI work, and that's why I think it's kind of stalled there now."

PARTICIPANT 14: "I work in a shelter where a lot of the people that work there are people of color, and a lot of the higher-ups are mostly not people of color. There's not a lot of people of color in positions at my job, I'd say, that can really make decisions that would help us a lot, you know? I don't really think at times we're listened to as much by higher-ups until it's heard from other people, or certain people. So, I definitely think maybe some complaints or concerns, or just suggestions on how to just make this job run better, more efficient, is not always taken as serious, so those are definitely some barriers, because it can just discourage you, and it could make you feel like your voice isn't important, or what you have to say isn't important."

PARTICIPANT 19: "For a lot of shelter environments, I think this will be universally true. There are a lot of things that everyone wants to implement, but the funding is never there. At my last shelter, we had a 33% budget cut. And that makes it very hard to even do day-to-day things. So when we're looking at something, even if it's something critical, it can make it really, really difficult to proceed, because we just need more funding to do the job that we need to get done."

PARTICIPANT 13: "I think some of it is just, being stuck and doing things the same old way that we've been doing them year after year. Staffing is difficult, too. We only have so many staff who can go out into the community and engage with community leaders and community voices when they're being pulled in other directions to help with animals in-house, or help with other fundraising events."

PARTICIPANT 19: "We have a relatively small staff team, programs team, but a massive volunteer team, and getting everybody rowing in the same direction really is our biggest challenge right now."

PARTICIPANT 11: "As far as measuring, we haven't, and if I could find a way to measure the makeup of our adopters, etc., I would. I did break out the adoptions by zip code, and we may be able to research that further to see who's living in those zip codes. But we haven't really done much with that."

OTHER COURSES



Equity: Everyone gets a Fitted Crown.

Participants were asked if they completed other courses and described any differences or similarities to REDI. The similarities and differences described included:

- REDI made the strongest impression
- REDI's format and delivery encouraged engagement
- Other courses and webinars had overlapping but a narrower focus, some were complementary

PARTICIPANT 1: "REDI made the strongest impression."

PARTICIPANT 2: "Not all of them were as bold, or bringing race and equity to the forefront like you guys do, which you say right in the beginning, like, your name, and how it works, and why it's set up this way, as opposed to just DEI. So, I think that's one of the differences, for sure, that things don't really get as focused on race and things like that"

PARTICIPANT 7: "Some of the stuff about bias and perception is something that's covered in most courses, but we [REDI] took it so much deeper because it came with context and opportunities to apply it to the real world in REDI Silver."

PARTICIPANT 12: "I think the concepts covered are the similarities, and I think the similarities kind of end there. I think that for me, I found the REDI Bronze course to be a lot more easy to consume, easy to relate to, and also easy to implement, because it has an animal welfare focus, which is kind of hard to find in that type of educational material. And I think when people don't have a background in animal welfare, it's hard for them to give examples that are really relatable to our teams. So, when I look at, like, the content itself, when we look at, like, language and microaggressions and types of bias, I think that was all similar. It was all covered, I just think the relatability was the huge change."

PARTICIPANT 11: "[Course name redacted] training is actually a good start for folks who don't have any experience with DEI. Because I think it does get you thinking about how you think. And it doesn't throw race into it. Which makes people uncomfortable right away, right?"

PARTICIPANT 5: "One thing I will say that the REDI course was much better, [with] the interaction, and how it was not just reading a bunch of slides or hearing testimonies. It was much more interactive, with the clicking and the knowledge checkpoints. So I thought CARE's was a better

job there. Also, the interface on the CARE REDI course was much easier to read."

PARTICIPANT 5: "Both of those, both CARE REDI and this training [Course name redacted], I thought they did a really good job of using speakers who were diverse, so not everybody looked the same, everybody did seem like they had different races, different heritage, different languages were being spoken, so I thought that was great."

Participants provide additional suggestions on what should be added or changed from the REDI courses.

- Update courses to highlight current political events
- Interest in additional courses and follow-up resources or toolkits
- Organize in-person networking events for REDI learners

PARTICIPANT 5: "I feel like if we looked at it with the 2025 lens. There would definitely be content that we have to change, right? Just because of everything that's happened with immigration, and with the calling out of DEI and the punishing of DEI, that there's gotta be a 2025 lens to look at it with. But I don't know how that would play out specifically."



OTHER SUGGESTIONS



PARTICIPANT 8: “I think it was great foundationally, I think the learner in me would love for there to be more of it, you know? I know that’s easier said than done.”

PARTICIPANT 9: “No, I feel like it’s been a really, really remarkable tool. I wish it was still applicable for me to take the Vet REDI. I love that you guys are doing that, like I mentioned, I worked in veterinary medicine, and the amount of times I heard people just perpetuate real harm. You know, that whole old adage of pets are a privilege, not a right. It grinds my gears. So, I’m really grateful that you guys have started that. I think you guys are doing great work, and I just say, keep it up. I know it’s hard, I know it’s difficult, but it’s needed, and I really appreciate it.”

PARTICIPANT 4: “It’s hard to figure out the resources to better ourselves, so that kind of stuff, you know. If you want your paperwork in more than one language, go here.”

PARTICIPANT 2: “If there’s some kind of structured program you think of where you can get, like, almost ambassadors or other people locally, like, you just figure out who in each city really benefited or will advocate for the program to try to get more of the people REDI trained here.”



APPENDIX A. INTERVIEW QUESTIONS

1. Please briefly introduce yourself and your role.
2. Please share which REDI course(s) you completed and approximately when you completed the course.
3. Why did you choose to take REDI?
4. What is the most impactful thing you learned through REDI?
5. How did the REDI course make you feel?
 - a. Did you find the coursework difficult to get through?
 - b. Did the coursework change your mind or clarify anything for you?
6. How was your experience with the online format of REDI?
 - a. Did you encounter any technical difficulties or platform-related challenges?
7. What action steps have you taken based on what you Learned in REDI?
 - a. [If needed: Examples of actions might include for you individually, for your organization, etc.]
 - b. Are there any action steps you would still like to take but have not been able to?
 - c. Have you experienced any barriers to taking action based on what you have learned in REDI?
8. Have there been any measurable outcomes for you, your organization, or the community you work with since you completed REDI?
9. Have you completed any other similar courses?
If yes, can you describe any similarities or differences between REDI and other courses?
10. Is there anything you would suggest we change or add to the course?
11. Is there anything we didn't discuss that you feel is important to share about your experience?