**Reminiscences of Jennifer Nicholls**
**March 1, 2021**

**Narrator:** Jennifer Nicholls, Special Assistant to the Provost, Champlain College
**Interviewer:** Erica Donnis, Champlain College Special Collections Director
**Location:** This interview was conducted virtually, via Zoom
**Date of Interview**: March 1, 2021
**Duration of Interview:** 39:38
**Transcriptionist:** Erica Donnis, Champlain College Special Collections Director

**Introduction**
The following oral history is the result of a recorded interview with Jennifer Nicholls, Special Assistant to the Provost at Champlain College, conducted by Erica Donnis, Champlain College Special Collections Director, on March 1, 2021. This interview is part of the Champlain College Archives COVID-19 Oral History Project. Readers are asked to bear in mind that they are reading a transcript of the spoken word, rather than written prose. The following transcript has been reviewed, edited, and approved by the narrator.

**Interview Transcription**

[Start of recording]

Donnis: Okay, it looks like we are recording. I'm going to start out just by introducing myself, and describing a little bit about this project just for the record. My name is Erica Donnis. I'm the Special Collections Director at Champlain College. And I am interviewing a number of Champlain College community members about the impact of COVID-19 on our campus, and their work life, and their personal life, if they'd like to go into that. Today is March 1, 2021. Jennifer, would you mind introducing yourself?

Nicholls: Absolutely. So my name is Jennifer Nicholls. I work as Special Assistant to the Provost, in the Provost's Office.

Donnis: So, how long have you worked in your current position?

Nicholls: So I moved to the Provost's Office in August of 2019. So I've been in this role about a year and half. I was about six months into the role, or a little over six months into the role, when the pandemic happened. Or when March 2020 happened, I guess I should say [chuckles].

Donnis: So could you tell us a little bit about the other positions you've had at Champlain College, before your current one?

Nicholls: Sure. So I started at Champlain in August of 2008. I worked in Student Affairs for a long period of time. I had various roles within Student Affairs. I started within a new program that was being

developed in 2008 called the LEAD program, which is now the InSight program. And then held a couple of different roles within Student Affairs over time. And then I did move to project management, I think it was 2018, working in the IS [Information Systems] Department. We were onboarding a new software system at the time, and I was kind of helping to assist to project manage that software system tied in with some other work I was doing in Student Affairs at the time. And then due to some retirement buyouts in the summer of 2019, I moved into the Provost's Office as the Special Assistant to the Provost.

Donnis: So tell us about your regular job responsibilities. Prior to the arrival of the pandemic, what did you do in a typical day?

Nicholls: I wouldn't say I really have a typical day. I would say like the overarching themes of my work are trying to make our operations and systems run very efficiently and trying to keep an eye on student success and retention, and where I can be supportive in terms of helping students gain access to resources or create pathways for them within their academic program, or support the deans in whatever kind of information that they might need that can help them make informed decisions for student success. So my regular job responsibilities are kind of more themes, I guess, of student success and retention, I think, and trying to make our … the business of the college on the academic side run as smoothly and efficiently as possible.

Donnis: How has the pandemic affected your job responsibilities?

Nicholls: So I would say that those overarching themes ring true. That's still the work that I do on a daily basis, but it looks very different. So in the past when I would have focused on maybe running some student reports, I was working on a proposal for a comprehensive student advising program, a lot of that work kind of went on pause with the pandemic as we kind of went into more of a crisis management type of role.

I stepped into a lot of COVID communications from the very beginning. Prior to COVID we had a … we were kind of piloting a newsletter for the faculty that kind of streamlined some of their faculty communications. That turned into kind of a COVID academic brief. And at one point the cycle of information was just so urgent that it needed to be on a daily basis. It's now transitioned to a twice a week basis. So that's one piece that I manage and try to coordinate with other bodies on campus around communications for faculty. It's less urgent now. It's a new practice and a new system that we're using to streamline faculty communications.

I'm very heavily involved in the COVID health response team. So we meet every single day and just keep a finger on the pulse of any emerging positives [positive test results], any emerging cases, what are the new things that are coming up, how can we manage a response to it, what needs to happen in the moment, what needs to be happening, what needs to be planned for. So that's how we operationally kind of keep a finger on the pulse of everything that's kind of happening. So that team meets every day.

Twice a week we have a meeting called the Academic Reopening Leadership Team. This is a group of academic leaders on academic affairs: the deans, the Provost's Office, and some other direct reports of the Provost, or the VPAA [Vice President for Academic Affairs] right now. We had been meeting every

day. We were able to bring that down to twice a week now, so that's great. And it's where we triage all the different questions and decisions and try to make a plan for moving things forward together as a leadership team. So I'm very heavily involved in that, as are the rest of my academic leaders.

I'm very heavily involved in data for COVID. So just based on some skills that I have personally and professionally, I suppose. When we opened up in the fall I built a dashboard for tracking students and making sure that they are doing their once a week testing and making sure that they've done all of their COVID compliance pieces. I worked very closely with Student Health and Wellness to make sure that any of the questions that they have or any of the systems that they need, all of the data elements that they needed, would be addressed. So I worked very closely with them. I also worked very closely with the People Center, to develop a parallel system for the employees. So very much living in the data, data management, and reporting side of this as well.

So I would say, like, my overarching theme is still supporting student success. It's just, these daily activities have changed quite significantly.

Donnis: How has the pandemic affected you personally?

Nicholls: Personally, so I, when I started my new role in the Provost's Office, I had just returned to Champlain from maternity leave. So I just had a baby. My son was seven months old when the pandemic hit us in Vermont. And so the first couple of weeks with working from home, I actually had a Pack and Play [portable crib] behind me, and my son [chuckles] became a part of all of these daily meetings that I just described. So that was really challenging, just personally, and professionally, to be able to juggle all of those things as a new mom. And then on an ongoing basis, you know, not being able to share, you know, those young years with my family that don't live in Vermont has been kind of challenging personally.

But it's been … Overall I feel very happy and healthy and, you know, I feel great about the fact that, you know, we are in a very healthy position, and I feel very privileged to be able to have a great place to work every day, and a great place for my son to grow up, and those kinds of things. So personally I'm okay [laughs]. A little stir crazy like the rest of us, but personally I'm okay. Just kind of disappointed to miss out on those first birthdays, and those other, kind of, key milestones that my kiddo has had. He'll probably be three years old before he has his first birthday party, which is kind of crazy to think about.

Donnis: So you referenced a little bit the arrival of the pandemic in Vermont in the spring of 2020. And I'm wondering if you could go into a little bit more what your role was in the college's response to COVID at that time.

Nicholls: Yes. Prior to the college making any arrangements, I sat down with my direct reports, or a subset of my direct reports, and said, "if this thing comes to us, how are we going to do this?" So we did a little pre-planning. I wouldn't call it extensive, it was more of like, a, what do you call it, a little retreat that we had to kind of say, "okay, if this really happens to us, how are we going to plan?" So I had it kind of worked out that … how certain things would move forward even if … if we ever were to have to face it, in terms of like closing down the college and pivoting to remote instruction, those kinds of things. And

how the academic operations of things would kind of move forward, in that event. I would say, like a conceptual understanding, not kind of like the nuts and bolts of the logistics of everything. But I had a sense of it.

My role, I would say, just kind of evolved. It evolved just by the nature of having had a lot of different relationships across campus and kind of … My role allows me to be different types of meetings on a daily basis that people understand how I can contribute, I guess, back to the college. So it started immediately when we pivoted during spring break, as you know. And so it was during spring break that we … that the college made the announcement that we weren't going to be returning back to the classroom.

So it started almost immediately, and that's when we made some recommendations as a leadership team that we needed to get together every morning to triage and just even collect all the questions and try to figure out the answers to how we were going to support faculty, how we were going to support students, how we were going to do all these things. So as a leadership team that was the immediate impact, I think. And since then we have continued some of those behaviors and practices because we found them to be productive and useful and an effective use of our time. So that's when we started the academic brief. That started on a daily basis where we could start kind of communicating those different decision points institutionally.

I think I stepped into some conversations about, "what are we going to do, like, post spring?" So summer and fall [2020]. And how were we going to both support students but also support faculty in what we anticipated at that time. We didn't know for sure, but we were anticipating that this, kind of, world of virtual instruction was going to continue. So there were various kinds of conversations around, coordinating expertise on campus with our CCO [Champlain College Online] colleagues, our Center for Learning and Teaching, faculty who have extensive experience on the trad [traditional undergraduate] side teaching in an online environment, and trying to work through how we were going to … how all this was going to come together.

My role was not in a leadership role in that sense, it was more of just trying to coordinate and allow for the work to happen in a collaborative way and listen and pay attention and try to communicate out what needed to get communicated out. So I was kind of a lot more of a coordinator at that moment in time, trying to make sure that all the pieces and the dots were being connected throughout the organization and making sure that leadership understood.

It was also a very interesting point in our time, for the college's history, because the … we were in an interim presidency with Provost Quinn [Dr. Laurie Quinn] stepping into an interim presidency. We had an interim provost with Interim Provost Morgan [Dr. Catherine Morgan], and towards the end of spring 2020 was when Provost Morgan was transitioning out of her role. So there was a lot of turnover at that time. And also during that time is when we were onboarding a new president [Dr. Benjamin Akande]. And so it was a little chaotic, and we had to make sure that there was different pieces of the strategy that was kind of coming together in a way that we could kind of communicate that up and down, so up to leadership in terms of what we were making in terms of recommendations. And then back down as these recommendations were accepted, or think this through, or think this differently, that kind of thing.

So a lot of coordination. I think that was really important and necessary during those ... There were certainly the first couple of months, but then beyond that.

There was also some small logistical things, like around, would we consider as a college pass-fail grades for our students in the spring of 2020. And after a lot of really great conversation we decided that that was an option we wanted to make available to students. So some schools were automatically turning all their grades to pass-fail; some colleges were not. And we made the option ... we made the decision to do it as an opt-in, if a student wanted to, based on their course. So there was a lot of just the logistics of how that all was going to work, and then how does that play in to an overall GPA, and then graduation impacts, and all these other things that were just kind of, like, nitty-gritty logistical things that we needed to work through.

So that was kind of the early beginning, and then there was of course a virtual commencement, which I didn't play a strong leadership role in, but just kind of kept an eye on the finger of the pulse of where that was going, and how I could be supportive of that. Given the departments that report up through me, I just wanted to make sure I was supporting the group that I worked with.

And then in summer is when the ... late spring, I should say, late spring, I think, was when the course standards for flex-hybrid were developed. So that created a structure and created some expectations around what this new definition of flex-hybrid was going to be for our students and for our faculty.

And then I just helped to support the planning that the CLT [Center for Learning and Teaching] did and the Director of Academic Technology Josh Blumberg did in terms of creating a pathway for just supporting faculty in learning all of these new technologies, and how it was going to impact their pedagogy, and how it was going to support their students. So I wasn't really involved in any of that, but I was kind of keeping an eye on how it was going just to make sure that I could kind of, again, kind of, communicate ... and see where the direction it was going and make sure that all of the powers that be, kind of, were in the loop about what we were planning.

That might be more than you needed to know, I'm not sure [laughs].

Donnis: No, this is great. Could you just tell us, for the record, what "flex hybrid" has meant for Champlain College? What does that mean here at Champlain?

Nicholls: Yeah so ... we had to think through how were we going to ... What did we feel like was best in terms of the best educational learning experience and making it accessible for as many people as possible. And I really loved the fact that the College kind of stood behind this idea of choice, both for the faculty but also for the students. So flex-hybrid means that you can be ... if you are a faculty member, teaching in a classroom, [if you are a student], you could be in a classroom, you could also be a virtual student, so you have choice in how you participate. And as a faculty member, choice in how you teach. So you could teach in a fully virtual space, or you can teach in a physical space, making accommodations -- not accommodations, making alternative pathways for your students who are also learning from a virtual space. So this includes synchronous and asynchronous teaching. It includes some really nice pieces that I think were really important that I hope we'll move forward as kind of ... The organization of

a Canvas course (our leaning management system is Canvas). How to set that up so that it's uniform across … for our students, so our students don't have to navigate ten different versions of a class online, but there are standard practices of, like, where you go to get your syllabus, where you go to get your assignments and your grades, for example. That becomes standardized, so that you don't have to learn, again, ten different ways of navigating a Canvas course. So there's one, kind of, template for that. The content within that is where the richness of the class comes and the delivery and how that comes about is the real meat of the course, right? And that's the best part of that, that's the magic of the learning of the course, is in that. But students shouldn't have to figure out, you know, five different … if you're taking five different classes, five different places to go to find a simple answer, like "where is my syllabus?" So we tried to work really hard on standardizing that.

I feel like I've gone off track. What was your question?

Donnis: I asked about what flex-hybrid meant …

Nicholls: Oh, flex-hybrid. Right.

Donnis: at Champlain College.

Nicholls: Right, and I was talking about the course standards that we developed. So we developed a definition, which is, kind of, both synchronous and asynchronous learning, student choice, faculty choice. There's lots of vocabulary and terminology that kind of started swirling in spring 2020 around virtual, online, remote learning, flex-hybrid, high-flex (which is a completely different thing). So that's what Champlain College … To me, that's what flex-hybrid is, if I think about it at the 10,000-foot view, it's choice. Students can be physically in the classroom, or not, and can still have access to the same class. And the same way for the instructor. The instructor can be in a classroom or in a fully virtual space. Synchronous and asynchronous learning.

Donnis: Thank you, that's helpful. So you kind of gave us an overview about what your main responsibilities were in the spring and into the summer of 2020. Are there any critical decisions that you could highlight for us from that time? Any milestones that occur to you?

Nicholls: Yeah, I mean I think there were some things that seemed small at the time that maybe got … feel more significant. There were things that we did, like we staggered the course schedule, so that the classes wouldn't have the same, like, large groups of people leaving at the same time with the starting and ending of class periods. Also so that the flow through other campus services like the dining hall would not get this blast of students who left at the same time block, but it would be like half of the block. So we did things like that, which seems kind of simple and silly, but it was actually far more significant, because we had worked really hard to develop a new schedule that was launching for the first time in fall 2020 that pushed the start time of classes back to 8:30, because we thought 8:00 classes were too early, developmentally, for our students. And that had been the feedback that we had gotten from faculty and students over many years. With the stagger of the classes, and because you had to create more time, we ended up actually having classes starting earlier and ending later. Which was very disruptive for some people who maybe were teaching certain classes so that they could be home with

families, or for students who had other obligations or responsibilities, other work, jobs, so that was something that seems small in the moment, and yet it was so much larger for a big portion of people. So we had to work through a lot of those kinks.

What else did we do in the fall? …

There were other decisions that we made in the fall for the spring. One of those is around the academic calendar. The goal was to give students time to relax a little bit in between semesters. So just by virtue -- it's like the perfect storm or series of events that happened. There was only three weeks' break in between the fall and the spring semesters. Typically, we would have four weeks. It was just by virtue of the way that the calendar fell that there was a shortened break for this break. And because faculty were going to have to transition all of their spring classes over to flex hybrid, we wanted to allow extra time. And it was a really hard semester for many of our students, so we wanted to give them a little bit of an extra break to go back to kind of that normal break. We ended up actually postponing … making the spring break longer by two weeks – the winter break – longer by two weeks.

And then we had some decisions to make about what would be the impact of that. And after many, many, many conversations with many different stakeholders, we could have made different variables and decisions. We could have made that a five week break instead of a six week break and allowed for a spring break in the middle of the spring semester. It was preferential from a health and wellness perspective, and the guidance that we were getting from the state at the time, that they were going to recommend that we cancel spring break. So we opted to add that break into the winter break. So it was six weeks instead of five weeks, with no spring break.

So that was a decision we were making in the fall for the spring that had a pretty dramatic impact on our students particularly. I mean certainly our faculty as well, but our students were really disappointed about that decision. And a lot of that has to do with the idea of students not having classes and wanting to travel, and travel right now is really restrictive. And when the students do travel, it requires a ton of administrative work to get them back on campus after they're quarantined, and after their negative tests, and after all their things, to get them just back in the classroom. So that was a really challenging decision that we made in the fall for the spring.

And I think the most recent one that we made is virtual commencement. So we've just recently decided to, because given the guidelines that we have in the state right now, it's not actually possible with the current guidance to have a large group of people coming together. So we have opted for a virtual commencement.

So a lot of really critical decisions that have huge impacts on, you know, both our faculty and our students that are weighty decisions that feel like there's no real win in each direction that you make. And you just have to figure out what's the best way to keep people safe and healthy as much as you possibly can.

Donnis: Thank you. I'm just going to pause for a second here while I plug in my laptop. I think it's about to die.

Nicholls: Okay.

Donnis: There we go.

So what lessons have you learned from the pandemic that you could see applying to the future?

Nicholls: So high-level lessons I think are, you know … sometimes people don't … resist change until they have an immediate need to embrace it and figure out a new way of doing things. So one of the things I was asking, or people had asked me for, when I stepped into my new role was automating some of our processes and streamlining and making things a little more efficient for our students. So prior to us moving to a fully virtual experience, if a student wanted to drop a class, for example, this sounds crazy, but they would actually print a piece of paper, and walk it over to their faculty advisor. Their faculty advisor would sign the class, or maybe their instructor would sign the physical piece of paper, and then they'd have to walk that physical piece of paper over to the Registrar's Office. It seems silly, but it's … When I asked about that prior to the pandemic, moving that into an electronic space, with approval routings and things like that, that would make this a lot more seamless of an experience from so many people's different perspectives, the response was, "It seems to be working, and I don't think there's a problem." So when the pandemic hit, that's a good example of something that needed to be addressed. Right? We couldn't just be walking pieces of paper around anymore, and you know, ten different emails just to get one piece of paper electronically signed became too unruly. So we have … we built in some new systems around there. So that's something that I think is a small example of lessons learned and ways in which we can move the institution forward into kind of more modern times. It was just like necessary catch-up, I guess, more than anything else.

I think flex-hybrid is an example of a way in which we can think more broadly about how we want to engage students in the future. A good example of this is, you know, prior to the pandemic, if a student didn't do well academically, they often took a semester off. And would go home and take classes at their community college. And they would take classes at their local college or community college because you had to be a full-time student to live on [the Champlain College] campus, and if you took classes at home you would maybe take three or six credits and you would transfer them back in. So when we hit the spring semester or the fall semester, and we were looking at academic standing, we learned that students don't have to transfer those credits. They can go home, and spend a semester at home, or maybe they already are at home, but they can take reduced credits, and they can take the Champlain College classes that they need for their program, but they can do it at a smaller load, so that they can catch up and learn how to balance all the things that a young person needs to balance while being a college student, and then hopefully come back for a subsequent semester when they're full time. So we lessened the degree requirements to live on campus, if they wanted to stay on campus, they could take lesser credits. And we encouraged them to take flex-hybrid classes from Champlain rather than just leaving Champlain altogether and going back to another institution for that time away.

So those are just a couple of more examples of ways in which flex-hybrid I think can be really helpful and supportive of the student experience. And I think if we can build that into more flexible experiences -- I think about internships or work experiences. That if I get a great internship in Seattle, for example, I

could actually take that internship in Seattle while taking my Champlain College classes that are in Burlington, and I don't have to miss a step, and I can still get my Champlain degree.

So I think, I hope, that there's some sort of version of flex-hybrid that's here to stay. We don't know what that is yet, but that will be something that I think we will be pushing forward as a lesson learned.

Donnis: Thank you. When you look back on the years 2020 and 2021 -- at least as far as we've gotten into 2021 -- what do you think you'll remember the most, and why?

Nicholls: I think personally, I will think about working from home, holding an infant – who's napping [during this interview] – and running meetings and trying to just figure out how to keep everything moving forward in the middle of a crisis, personally and professionally, right? So there's a whole other part of this, that is, like, my whole life that kind of got blended with the work life. So I don't think I'll ever forget, you know, like, my son in the pack and play or my son sleeping in my arms while I'm running meetings. So those are things that I'll never forget.

I also think it allowed for folks to let go of some of the … I don't want to say baggage, maybe that's the wrong word, but some of the noise, I guess, that gets caught up in some of the work that we do, and really focus on what's important, and getting down to doing the actual work. And less talk and more action. So I think those are things I'll look back on and be like, "that was great." Like, that really helped us to zero in and focus and make some decisions and make some movements forward. And reflect on it. And learn what we learned from it. But instead of just keeping talking about it all the time. Like let's actually try something. So, there was a lot of trial and error, which I think that will be great.

I mean, there was a lot of sleepless nights not … just there was so much work to do. Just everything needed to be reconceived of. And everything needed … every single assumption, every single practice that we had, needed to be re-thought through with a new lens of COVID. Like fundamentally *everything*. So I think I'll remember that too, just the enormity of the amount of work that went into all of this. And the incredible critical thinking that needed to go into it, which is, you know, asking questions and not just assuming that things are the way they are. Or that other people are connecting dots where dots needed to be connected.

And I also think I found some incredible colleagues that I really found to really value and appreciate in new and different ways. For the ways in which that they contributed back to the organization or contributed to the work. So I think I'll always remember … that'll be something that will be really important for me moving forward.

I'm kind of curious, you know, to look back on this five years from now, and think about what are the things that we thought would go away and that are still going to be with us. You know, as we think about … now, we're thinking about what the fall [semester, 2021] is going to look like, and making some guesses around what the impact of a vaccine is going to mean, and our ability to kind of, start to come back to some sort of new version of normal. We have an idea of what that could look like, but we certainly don't know. And certainly I think this time last year, almost a year ago, you know, we were still asking questions if we were going to have a graduation in May 2020. We just didn't know. We didn't

know if this was going to be a fluke thing that was just going to whiz through and be gone, or if it was going to be long … it wasn't really until like, I want to say, like, late May that we really kind of embraced the idea that this is here through the summer and the fall, and we don't know yet about spring. And here we are in spring. And so, I think it'll be interesting to look back in 2025, for example, and think through like, wow, we really thought at some point, you know, masks would be gone, but they're not. They're still … they're a part of our everyday culture now, and that's just who it is.

I also have a friend who used to work at Champlain who is living in Taiwan. And the pandemic hit them earlier than it hit us. And I remember talking with her in April and May [2020], and where she was in the pandemic. I remember her saying – maybe it was later than that – I remember her saying, now when we go out … They had already gotten through lockdown; we were in lockdown. But she said something like, you know, "now when we go out, you know, there's hand sanitizer everywhere and we wear masks everywhere, and that's just part of our culture." And I kept thinking, "well, that's never going to happen here." Like that's just not American culture. We're never going to embrace, you know, hand sanitizer everywhere, especially in Vermont! And then, you know, the idea of wearing masks out in public, and that that be a thing. And I remember thinking, "well that might work in some other cultures, but not ours." You know, but here we are. And so it'll be really interesting to look back on this at some point, name a point in time, and kind of think through what we thought then, and versus what we now know.

Donnis: Thank you. So we've come to the end of my prepared questions, but I wanted to make sure I gave you the opportunity to follow up on anything, or address a different topic if you would like to.

Nicholls: No, I think you had some great questions.

I think my … I think the pandemic has, kind of, shined a light on higher education in general: how do we do business, how will we do business. You know, breaking the business in so many ways, the traditional ways in which we do business and offering us an alternative platform moving forward. And then having us try to reconceive of what that will mean for, like, continued business. You know, like, I don't think Champlain will move into a fully virtual school, but I do think there's some sort of version of flex-hybrid that will continue. And what does that mean for us as an organization? So I think … when I think about us as a microcosm, and I think about the industry at large, I think there's a lot of change that is coming our way. I think, you know, people are talking about academic calendars and things like that. There's a lot of … there's a wave of new thinking. So I saw that at Champlain firsthand when we had to re-think through grading policies, graduation requirements, honors. When you have no GPA, or term GPA. You know there's just so many things that it was just like, well, if you do this, all of these other things don't work, so we need to rework all the other things. On a micro level Champlain did that, and we've done that now for almost a year. But I also think the industry is experiencing that as well. And so what we will come out of this with, not immediately, but I think long-term, is, hopefully, an even better experience for our students. A more flexible pathway for our students, maybe a more accessible pathway for our students to get degrees, to be able to have a Champlain College experience. Which might look a little different than the normal bricks and mortar than it did before.

So I think that these … I think what you're doing is very exciting, which is kind of capturing where we are in this moment. It will be really exciting for me personally to look back on this and think "wow, what we

didn't know now that we will know in the future." Am I saying that right? "What we didn't know then that we know now." And it will be really important for me, anyway, that as a college, which we've already done, I think, in so many ways, and there's lots of room for growth, but also as an industry, that we don't just go back to the old ways of doing things, but that we actually embrace new skills, new ways of thinking, critically analyze why we do the things that we do, and make the right changes for the future in terms of supporting a new generation of learners that have a very different experience than what prior generations have had.

Donnis: Thank you. That's really interesting.

Nicholls: Well, thank you.

Donnis: Thank you so much, Jen. I appreciate it. I'm going to stop the recording now.

[end of recording]