

Hello and welcome to You Got This! a podcast about teaching, learning, and pivoting to digital for the whole TRU community. I'm your host, Brenna Clarke Gray, Coordinator of Educational Technologies, and this podcast is a project of your friends at Learning Technology and Innovation, housed over in Open Learning but supporting the whole campus community. I record this podcast in Tk'emlups te Secwepemc within the unceded traditional lands of Secwepemcúl'ecw, where I hope to learn and grow in community with all of you.

And today's episode is about trust. How do we build it? What happens when we lose it? And how do we move through this particular period and still establish trust? It's not easy. Let's get into it.

I've been kind of obsessed with trust this week as I've been helping faculty, because I'm sort of, I don't know, maybe overly aware of how badly our first week of classes went with technology. I'm thinking a lot about a summer that I spent really hoping I was building a trusting relationship with my new community here at T R U. And I think I've spent the last week really worried that the failure of Big Blue Button this week and maybe the shake, the rattle to your online teaching confidence that represented for many of you, would damage the trusting relationship that I really value that I've built with so many of you -- that our office has built, I worry about it for our whole team.

And I'm really grateful, by the way, to those of you who have taken time just to say, hey, we're thinking of you. We know you didn't break BigBlueButton on purpose to make us mad. Because some days, some tickets, I feel a little bit the opposite.

But that's really mattered a great deal to me because I want you to feel like the plans we came up with together this summer are still going to work. Speaking of trust, we've been testing BigBlueButton all day with its new server cluster. And we're definitely hoping that week three will be a much smoother experience for everyone. Technology seems to be in place. We've been hammering it pretty hard with video all afternoon. I actually had to stop because we were hammering BigBlueButton so hard that my computer fans were kicking on so loudly that I couldn't record the podcast interview I wanted to do today because all you could hear was my fan going, "Shhhhhhhhh." Why did I think you wanted to hear that? Why did I make that sound? I guess I could cut it out, but here's how I think you build trust. I think you build trust by being vulnerable. And we've talked a lot, everyone on our team all week long to faculty about our frustrations with the system and our desire to see it fixed and our concerns for their own teaching and learning experience. And we've worked really hard this week to be even more open to the way we resolve problems. And I hope that's helped.

I really do think that a lot of the trust we all built together during the summer camp sessions for those of you who participated was rooted in a willingness to be vulnerable with each other. And I don't know, some days, I'm really optimistic. I feel like we have this great moment in the academy right now to remake our conception of what the teacher-student relationship looks like and what the collegial relationship looks like.

I feel like I spent most of my first few years as a faculty member terrified that someone was going to figure out I didn't belong. That old Imposter Syndrome thing. I was 26 when I finished my PhD and got my first full-time teaching gig. And that was challenging actually, for a lot of reasons. I was young and I still felt really vulnerable. And I think I kind of built an armor around that. That was very, well -- it was fake. I really tried hard to pretend. I didn't miss anything. Like I pretended to know things that I absolutely didn't know. And I was really anxious about people finding out that I was a very uncertain teacher and that I, I didn't trust myself in the classroom and I was super scared of students finding out I was a fraud. I was sure that was going to happen. It wasn't until I learned to trust my students and my colleagues with my whole self that I really got comfortable as a teacher. And that's hard to do. It's super hard to do because it depends on context. It depends on, you know, you need to feel safe in order to be able to be vulnerable.

But what's nice about this particular moment for the university -- I don't mean our university, I mean for like The University -- is that we're all kinda new to what's happening right now. Even those of us who feel like we know the world of digital pedagogy and higher ed online. We've never done it in a pandemic. And those who are brand new to teaching online are bringing so much enthusiasm and also anxiety to the question of how to teach online that I think we're all in this great moment of learning. And I think in the best sense, we're all in this great moment of vulnerability. None of us know everything about what's going on. And most of the time I feel like I don't know anything. And I think that's a good place to be as a learner if you can trust the people around you to admit that.

And so that's why I'm thinking about trust this week.

For nine years, I taught two sections a semester of academic writing. It's a lot of academic writing. And I didn't really get good at it until I figured out how to be open about the fact that I didn't know everything there was to know about writing. As soon as I got vulnerable about my own process, I think my students stopped trying to feel like there was a secret right answer that I was going for and began to embrace their own ability to make mistakes and learn from them. At least in my most ideal moments, I think that's what happened. I'm hoping that the vulnerability that we all feel right now can translate in a productive way to building relationships of trust with our students. Because gosh, this feels like a moment when we need to trust each other. We need to trust each other that we're following Dr. Bonnie's guidelines, we need to trust each other that we're making the best of a difficult situation. We need to trust each other to wear masks and somehow maintain faith in humanity when people don't, I'm talking to you, Downtown Kamloops on a Saturday morning. Oh my god. It's like being gas lit! Wear your masks! Jeepers!

Because I'm thinking so much about trust. I invited Stephanie Tate to join me because she deals with academic integrity issues on campus and sees it from the student's perspective. The chat is a little longer today. But I was really fascinated by what Stephanie had to say. And so I hope you'll indulge a slightly longer episode. More than that, I hope you'll enjoy it. Here's Stephanie.

Brenna: Okay. So for today's chat, I am talking with Stephanie Tate, who is one of my favorite people on campus. Stephanie, if folks don't know who you are, what you do, I would love it if you would introduce yourself. And I also like people to say sort of how might folks have come into contact with you on campus in the before times?

Stephanie: In the before time. Yeah. Thank you so much, Brenna, for -- and first off, for inviting me. And you are one of my favorite people too. Shout out to Chris, Chris Adam for introducing us.

Brenna: I think she listens, you know

Stephanie: Oh my gosh. Hey, Chris!! Well, if she doesn't, you know, I'm going to tweet, tweet it at her or be like, Hey Chris, Dean of Students. Yes. So hello everyone. My name is Stephanie Tate. I'm Learning Strategist for Academic Integrity here on campus, supporting both Campus and Open Learning students. If you, the before -- I was a student at TRU, I completed my undergrad just in December. And you probably would've seen me as a peer mentor, as an orientation and transition ambassador. I was a co-op student for orientation and transitions for three terms because I loved it so much. Sorry, Julie Taylor, you couldn't get rid of me. Yeah. So just kinda around campus always, always looking to connect folks to community, right? Whether it was like another peer mentor group or another instructor, just kind of, I guess making my mark.

Brenna: I love it. Here's something I didn't know before I met you. What does a Learning Strategist for Academic Integrity do?

Stephanie: Good question!

Brenna: Thanks, right?

Stephanie: Yes, what do I do? I do a lot! My main role though is education and supporting students. So I am kind of the go-to person for students when unfortunately, they've had a breach of academic integrity policy from TRU, and they get that official looking email. There's definitely some panic and some uncertainty. And so students can reach out to me at aic@tru.ca, and then I can respond and kind of just like coach them through that process of like, what does this look like? You know, what's going to happen now? Who's going to sign, you know, what, who is a committee made up of? Are there students on the committee? That's always a definite question. And then I do some education -- like I did last year with you. We did some education together. We're you know, you're tabling on Student Street and providing information to students. I think a lot of folks don't know. When we talk about academic integrity, they kinda just brush it off and they think, Okay, yeah, don't cheat. Don't plagiarize, okay, check, check. Where folks are more interested in like how busy is my November gonna be or how busy is my March gonna be. I know as a student that was kinda my thought process when I would read the course syllabus. It wasn't really until I got into this role where I realized how large of a problem academic integrity is.

Brenna: I was thinking about your work load because we hear all the time that this is a really big problem on campus and in open learning -- both sides of the house. In an average week, how many students do you think you come into contact with or would it terrify you, even to keep track of those numbers?

Stephanie: It does terrify me a little bit. I don't probably keep track on like a weekly -- it's more like a monthly --they're in the hundreds. Yeah. It's a busy time, but I feel like my role is important because I never would want students to feel like they're just kind of floating out there in the ocean and no one's kind of thrown them a little lifesaver. Me. They need a lifesaver. They need someone to kinda just like grab onto to understand process, to share their concerns. Uh, to ask those questions that, perhaps, maybe they're not comfortable asking faculty or staff in their program those questions. So yeah. Yeah.

Brenna: Do you encounter most students once they've already violated or been accused of violating academic integrity policy? Or do you get a lot of students reaching out proactively for help?

Stephanie: I'd love to say yes, but no. It's usually after the fact where it's either a panic where they've perhaps, maybe dismissed the initial email from their instructor and now the emails come from our office. And so they're like, oh my gosh, this is a legit thing like, what do I do? Right? Or folks where instructors have copied me in an email or provided my e-mail and said like, hey, you can reach out to this person and she can help.

Brenna: That's good. I didn't know faculty did that. That's an awesome thing.

Stephanie: So great, right? Because they've made that relationship already with the student. They are then showing the student like I've taken you as far as I can go for the sake of the integrity piece, let's pass you over to a learning strategists who can support you. And then students don't really then feel like they've just been kinda like left in the dust.

Brenna: It's also less adversarial, I think to have the instructor actually hand you off to somebody who cares rather than just be like, you cheated and I'm never talking to you again.

Stephanie: Right? I'm not going to respond to your email.

Brenna: I think that your job must be really emotionally hard. You must have students who are really upset a lot of the time. Because I'm just back into -- I'm thinking back to the initial pivot in March and how much panic our office was absorbing from faculty. And it took me quite a few weeks to realize that part of my sort of fatigue and exhaustion was about absorbing all that panic. And you must absorb a lot of panic.

Stephanie: You do you absorb a lot of folks' emotions. They're panicked, they're stressed. There's work or study permits on the line that then lead to work permit implications. There is

transfer students, their students that are taking courses from TR U, but are actually enrolled in other institutions. The add/drop date of Monday is pending and so lots of students that of course, from summer are waiting. And it can be, it can be difficult to kind of separate that. You can't really cut that cord. When you're an empathic person, you tend to take on those emotions and those feelings that you feel from folks and I wouldn't want it any other way. I feel like that makes me excel in my role, that I can be there for students and provide that support. But it is draining for sure.

Brenna: Yeah, there's a cost to you for that. I think we talk a lot about care and I'm increasingly interested in how -- the ways in which the institution does and doesn't support care. And I'm not going to make you comment on that here. But it is just something I'm just perpetually interested in is seeing who bears the brunt of the affective labour of the institution. And sometimes shockingly enough, it seems to be gendered.

Stephanie: Yes, you're right. I think that's very true. Most folks on my -- well, everyone on my team are women with a strong social work background on our team. So from that caring social work perspective, my, my team, though is really supportive. We are a group of four now with -- five with our manager plus then our case managers, we also have another learning strategist. We support one another in terms of like, we're all dealing with the negative. I hate to use that term, but, you know, it kind of is -- we don't really, it's never really -- folks aren't really happy to talk to me. Let's just put that out there.

Brenna: I've been accused of plagiarism and I love it!

Stephanie: The best person I had was this summer where they ended their email like you were fantastic. Thank you so much. I never want to talk to you again. And I was like, fair. I don't want to talk to you again. Like those are the those are the best interactions I have where you definitely feel like you've made a difference in a student's life.

Brenna: Yeah. The theme of today's episode is trust, which is part of why I wanted to talk to you today because you deal a lot in trust and in ramifications of maybe failures of trust in the institution. And I'm thinking about how in your, what I assume are relatively short interactions with students -- like you're engaging with them typically through the process of an academic integrity complaint. Would that be true?

Stephanie: Yes.

Brenna: How do you establish a relationship of trust with the students so they know that they can talk to you? Well, before I let you answer that you're on campus office was one of the chilliest places I have ever been. And I immediately felt like I could absolutely spill my guts out to you in that space. You had clearly put thought into how the physical space of your office impacted students, but now you don't have that. So I'm wondering how that changes in a virtual delivery mode too. So just the answer all those questions.

Stephanie: Ok. All of them. And... go. Thank you for the comment. I still miss my office space on campus. But I think that was important when I was creating the space for when we were face to face. Because I think that it was important for me when students cross that threshold for them to know that, a, they could take a breath and let that out and they could share what they needed to share. Because usually when I had -- and even now when I have virtual conversations with students, whether it's over the telephone or even email. It's a roundabout process to get to the actual academic integrity violation. There's always so much more that you are unpacking for the student. So in this virtual world, it's a lot of holding space for students. It's a lot of providing empathy and it's a lot of providing compassion for their story, their situation. I, I truly do believe that sometimes students, unfortunately are in a high-stress time and they make a mistake for sure. And I -- unfortunately you've made a mistake, but now you will have to deal with the ramifications of that mistake. But let's walk through that process together. You're not alone. Let's, let's go through this together and I'm here to support you in that way.

I don't want folks that are listening to this to be kind of like really now I'd be like, Oh, sure. Yes, I get it. I for sure there are folks out there that are blatantly cheating and choosing to use situations and websites and services that are definitely against the policy for sure. But I also see a fair share of students that, you know, the intent was there with the, for example, citation, but maybe they didn't have the whole picture. They still had the hard part of it there. Okay. So where can I work and I how can I serve the student the best way? You know, how can I tell them about the resources that are available to them and how to how to perhaps not make this mistake again.

Brenna: Yeah, I think I guess, I mean, this is very articulate Brenna, this is a great interview. I feel like I want to know and I'm not sure if you want to answer this so you can, you can say no, but you see so many students, you see so many. You see the entire range, I guess, of academic integrity violations far more than any individual faculty member will in their experience. And I wonder if there's anything, if you could tell faculty anything about the process or the experience for students or is there anything about your role that you really wish faculty knew and understood?

Stephanie: There's so many, so many things with that question.

Brenna: I keep doing this to people in interviews, I'm like tell me one thing.

Stephanie: Tell me one. Yes, I listened to Jon's interview yesterday, and he was like, "There's so many things?" And I was like, I wonder if I'm gonna say that tomorrow. There are so many things, Brenna. Well, let's just break it down to like we're in this virtual situation now, so we don't have an opportunity for it. Let's look at face-to-face courses where you could ask the students who dropped by your office hour and, or pull them after class and have a conversation to then say, can you come by my office hour where a student could then see your facial expression and tone and inflection in your body. You know how you're portraying herself. So can we, if it's possible, present that in an email? Can tone and compassion and perhaps a little bit of kindness come through. When we are saying, hey, Stephanie, I reviewed your paper. I've

noticed some plagiarism. Can we have a chat about that? I'm open during 12 to four today. There's options for you to call me on the telephone if you don't want to do like a face-to-face because that would feel very uncomfortable for someone like myself. I would feel comfortable just doing this on the telephone. Providing them with options rather than just like here's an e-mail, Stephanie, your paper has plagiarism. This is against the TRU policy. Please sign a paper. A little bit of just that -- I know it's a little bit extra work. And I know that nobody that right now. But just to put yourself in that receiving end of that email and how it must feel for that student.

Brenna: You know, it's a good point because when you said off the top, like by the time they get an email from your office, it's likely that they've, you know, potentially ignored an email from the professor. And my first response, like my adult response was like, why would you ignore that email? And then I'm like, oh no I could totally see ignoring that email. Like, I need to renew a prescription right now. I don't have a family doctor and like the labour that goes into that is just such a pain in the butt that I'm putting it off, right. That's a stupid thing to put off, but I'm just doing it because I don't want to deal with it. And I can only imagine what an academic integrity violation would feel like right now when I don't even want to fill a stupid prescription. Like we're all just dealing with so much and we're only just at the -- I think a lot of us and I include myself, find ourselves at the breaking point a lot more often than usual. And I think like a sort of turtle reaction is not uncommon.

Stephanie: Yes. I think that it would be so daunting to be on the receiving end of that email from your instructor. And thinking like, but I put in, I put in a comma, I put in the quotations. It's in my references page, you know, and not to be able to not able to have that conversation. And I'm not saying that -- I don't want faculty and staff to feel like I'm saying to encourage that conversation of, you know, I didn't do this. Yes, you did? I did -- you know, like no. Just more of that conversation of this what I'm seeing and allowing that student just that moment. I'm not saying that. When you do, it's going to result in a conversation of you taking back that form -- No. But it maybe just provides that student that opportunity to see oh, okay. Here's where I went wrong. Here, at least moving forward. This is for assignment two. At least moving forward for assignment 3, 4, 5. I know now what to do and I know that there are resources out there and okay. Yes, I'm going to connect with Stephanie about academic integrity.

Brenna: I guess that segues kinda nicely into my next question for you, which is, what do you think students don't know or don't maybe even don't have the opportunity to learn about academic integrity. Like is there a common suite of issues, that you see cross your desk kind of over and over again and you're like, oh, I just wish we could x.

Stephanie: I think there's a few for sure. I think that social media has definitely upped their game in terms of contract cheating site. Like Course Hero and chegg.com, where they promote their services to students using our hashtags, creating content that looks like something that institutions would put out. And so students look at it and they're like, oh cool, like it says myTRU, like hashtag myTRU, so that must be legit. Oh, it's like a study guide. It's like quizlet. No. Any students if you choose to listen to this let me tell you: No. If it sounds too good to be true, there is that saying if it sounds too good to be true, it's probably right, like it's wrong. So how

do we how do we support students and knowing that, you know, uploading information to an online source like Chegg to share with other classmates is against the policy. You wouldn't do that if you were in a face-to-face class. Well, some folks did -- but we're seeing a lot. We saw a lot of that this summer with the end of winter semester online and then summer session 1, 2, and 3, where folks were using websites like that. Hiring someone to write your paper, probably not the best choice to make. Probably better to take the paper with, you know, the less polished look. You know, sometimes you have to take that C plus and really learn from that. And, and it's okay. Your writing is supposed to evolve as you are a student. That is what someone told me. And I hope that's true because my writing is definitely evolving, which I feel is good.

Brenna: I was going to say it's not just while you're a student. It evolves forever.

Stephanie: Forever! We're constantly learning! Yeah, I really think that folks just look for opportunities online. And they think that their instructors, professors are just not going to be aware. Let me burst that bubble. Faculty, staff, instructors, everyone's aware this information is out there and so, you know, faculty members are checking your papers. They're running it through plagiarism checkers. They they're looking online to see if the source that you've cited in your paper is an actual source. They're checking Google Maps to see is there a sidewalk on that paper that you've written about -- that's like a side segue which I won't get into but if you're fabricating information and saying there's a sidewalk on the street, rest assured that your instructor is probably going to check to make sure there's a sidewalk on that street. Hello. Google Maps?

Brenna: Can I tell you about the first case of plagiarism I ever caught as a TA? So this is many years ago. I think it would've been 2005 and it was my first term ever as a TA. And a student submitted this analysis of the Wilfred Owen poem, Dulce Et Decorum Est, about the First World War. And I'm very into the first world war poets, like I just love them.

Stephanie: You're such a geek.

Brenna: And it's a very cool thing to be into. Thank you very much. Anti-war poetry from the First World War is an extremely cool interest to have. So I knew and loved the poem and the analysis was fine, like it wasn't good, but it wasn't bad. It was a first year poetry analysis. And I didn't really even think anything of it because it was so unremarkable as an analysis. And then I was like putting the paper back into my little folder after marking it. And I happened to notice the back of the paper where -- God love this student. They had printed the essay they were submitting on the back of the essay they had stolen the analysis from.

Stephanie: Oh my god. I mean, credit to them for being environmentally friendly..

Brenna: This is good, on the one hand, that you care about the planet. This is like 2005. It wasn't even that cool then. And yet, on the other hand, I remember writing on it like plagiarism. Please see over. Here, what do you do with that? And I thought about that ever since because,

you know, there's a couple of ways to read that scenario. Like I definitely, at the time I was like 22. I'm just like this student must think I'm an idiot. But that's how I decided to read that situation, right? This student thinks I'm a complete idiot. But the older, more mature version of myself reads that situation and says like, oh wow, this is an act of complete panic, right? To not even realize that you had printed it on the same paper is a complete act of panic and terror.

Stephanie: Yeah. I think that it's so true, right. Like how many papers are written at the 11th hour, literally, you know, before they're meant to be submitted at 11:59. One the greatest things that I love about professors, that I love professors that build into their course content like your analysis slash, you know, whatever that fancy word is called, abstract. Yes, abstract is due here. Then, you know, your main draft is due three weeks later. And then I'll review it and then you have another opportunity if you wish to submit your final draft. I mean, I don't know if people -- if folks do this in their undergrad and I'm finding in my MEd program, especially the semester, one of my classes is built like that. That's so handy for someone like myself because I do panic write. And I wait and do my research and enjoy. And then I'm like, oh my gosh, it's 3500 words or 4000 words or whatever it be amounts is -- it's usually higher. And then I'm panic writing, but then I never get an opportunity to proof my work, leave it for a couple of days and come back. So when that opportunity has provided, I think students just learn so much better.

Brenna: It's good pedagogy. And we also know from research that has a strong insulating impact on academic integrity. Like for a bunch of reasons. One, you've removed the stress and the panic from the situation. But two, it's really expensive to buy all five components -- assignment -- as opposed to just, you know, buying the one research essay, yeah. I do sometimes wish as faculty, we were more honest with students about the writing process. And it's certainly something I came to like late in my career as a composition instructor. But I've been thinking about it a lot because I have an article that was due on Tuesday. It's not -- it's not done. And I think about how common extensions are in -- sort of like -- we talk about, you know, we're preparing students for the quote, unquote real world. Well, in my real world as an academic, extensions are extremely common. I've edited journals and book projects and no one has ever submitted anything to me on time in the history of my life. As an academic, you know what I mean? Process is important. It's hard. Writing is hard. It doesn't get less hard. And finding time and space to think is difficult especially now. And I think maybe if we could be more open with students about that part of things, that might alleviate some of the panic and stress, like no one's expecting you to turn in a perfect essay.

Stephanie: Totally. And learning from what you wrote five weeks ago to then coming back and working through that process. I think really like you said, allows for students to really just see like, OK, here's where my idea was very raw and very rough, which I thought was like a perfect paper. But here through reflection and like peer editing opportunities and my professor looking at it, I can see where I can like tighten it up a little bit. You know, we don't all have fabulous friends like Pamela Fry, who's a fabulous colleague of mine, who will help me edit my papers. And, you know, that's one of the biggest things that she has said to me that, you know, provide yourself with a little bit more time, but you're right. We're in this like panic mode of like, OK, I have to get this paper done because if I don't get this paper done now then my next paper for

my other class is due or my project or my group project. So it is, it has a lot of grace, providing grace, providing compassion, a little bit of vulnerability from an instructor to say that this is a process and it's not going to be perfect. And let's work through this process together. To then maybe having students come out of a course be like, okay, like that was not actually too bad. I, I learnt, I came out of that from what I thought was a stellar paper to now Week 5, 5 weeks later being like, oh, look at how I've tightened this up and look at how he was able to bring in this this quote, more fluid, you know, like anything writing takes practice.

Brenna: Yes, it does. And time and space and chances. I think chances are a big part of it.

Stephanie: And trusting yourself, right, to know that we, we do live in this world of like perfection, right? We look at it in an online version all the time as you're scrolling whatever Twitter, Instagram. For those folks who scroll Facebook. It's -- but life's not like that and neither are studies; like sometimes, I think you learn more from getting that C plus then you do from that A minus. I don't know.

Brenna: You do. Hurts though.

Stephanie: It does. For sure. When you look at it on your transcripts. I remember my C minus that I got from my first midterm in my undergrad and I didn't even go to the class the next day to like, learn where I went wrong. I was like, oh no, this is a stay at home time. But older, wiser me now realizes that those are just opportunities to learn from.

Brenna: So I think this is a really good place to end that because also we fixed academic integrity as an issue, I think. Thanks so much for coming to chat, Stephanie. I really appreciate you taking the time.

Stephanie: Thank you so much. Have a lovely day.

Brenna: You too. We'll talk soon.

So that is it for Episode 4 – 4! – of You Got This! As always if you want to write to us you can email me at bgray@tru.ca and I'm also on Twitter @brennacgray (in both cases, that's Gray with an A). All of our show notes and transcripts are posted at yougotthis.trubox.ca, and of course you can always comment on individual episodes there.

I'm going to leave you today with a Tiny Teaching Tip about trust. Is there an aspect of your course material that you really personally struggled with when you were first learning it? I can think of a million things that I struggled with when it came to learning how to write. But the thing I always used to talk to students about first was conclusions. I suck at writing conclusions. I procrastinate on finishing papers, articles, conference papers, chapters because I'm going to have to write a conclusion. And my conclusions still, the first draft of every conclusion I write is still just a restatement of the thesis statement. And I always hope it's going to be enough and it never is. I wonder if you can think of what that one thing is in your course material that you

struggled with so much and maybe try to talk about it with students this week. If that seems too scary, I hope you'll think about other ways that you can provide some insight to your students about the learning process that you've gone through. I think it builds trust for our students to remember that we were there not so long ago or so long ago, depending. Sometimes it feels like both to me. I feel like I say this every week, but what even is time? Let's try to be a little vulnerable this week. And let's build a little trust with each other. Until next time. We'll talk soon. Take care of yourself.