

I had been a professor UCA for 20, this is my 22nd year. And I've seen a lot in that time in terms of student communication with teachers. But I've also seen some not so great communication from teachers toward students. And so I want you to know that just because I'm challenging you doesn't mean that I wouldn't also feel the same about challenging faculty to be better communicators with students. I think this fall, you're under a tremendous amount of stress. If you are a first year student, this is not by any means a typical first-year experience. And even if you are a second or third or fourth or sixth year student, this is not a typical year for you. And so I think we all, I think I guess the way I would frame the whole presentation is I wish we would all have a little more compassion and patience with each other. And then maybe then maybe we do in certain situations. And so what I want to talk to you about is what you can do. I'm not talking to faculty. And if I were talking to faculty I would have different things to say to them, trust me. But in talking to you, I want to talk to you about how to set yourself up for success with faculty. In other words, the way we communicate makes what we have to say or what we've written in an email, easier or harder to respond to with grace. You know, this is true in text message, right? The way you talk to others affects the way they react to you or respond to you. And so let's just, let's go over some, some scenarios that I think will help make clear how we could be better communicators. First thing I want to say is that students do face challenges in communicating with faculty. You are all probably like, no kidding. Absolutely. There's, there's generational differences, there's age differences, there may be gender differences, race differences. And so there's lots of reasons why it might be difficult for us to communicate well with people who are very different than us. And so it is important to learn the value of perspective taking. In other words, if, if you would like empathy for the fact that this is a difficult semester for you, I hope that you will also extend some empathy towards faculty who also are doing a lot of things differently this semester. How many who've had one or more teachers already, who you think, wow, their zoom skills aren't really all that great. Or their email communication has not been as clear as I wish it would be, or even blackboard. Things aren't on Blackboard where you think they're supposed to be or whatever. So I know that your teachers are also human and that they are also trying to learn how to do some things differently this semester. And so I hope that we can all extend more empathy toward one and one another. Before I move on, I do want to say, and I can monitor chat if that's less, less intimidating than unmuting, but either unmuting and saying out loud or in chat, What are some of your challenges in communicating with faculty? What do you find frustrating or what do you find hard to understand and be tactful, but you can also be candid. Anyone chat is open now. I'm not seeing anything. Again, I know it's not easy to want to put yourself out there in, in Zoom session with a lot of people you may not know, I'll tell you some of the things I've heard in the past. Because typically I've done this presentation in person. I hear that sometimes you feel like faculty can be defensive with you or impatient. Whoever Abby is, I think a lot of faculty would agree with you that Blackboard is not particularly great. It's not easy to use in the sense that it's not intuitive, would you agree? Like it's not like it's obvious where to click. So, so I absolutely agree with you. I would also argue that a lot of faculty don't know how to use it to its best potential. And so that might be part of the issue. So in answering the question from previous semesters, students have told me that they feel like sometimes teachers take them and misunderstand what they're saying. Or they, they, you know, they may think that student is challenging them when they're not, you know, all kinds of things. And so what I've done is I've written some scenarios of things. Yes. Thank you, Sophia G. It is intimidating to give people feedback. And now absolutely more than ever, you may feel frustrated by certain things and very uncertain about how to even communicate those. Because here's the thing I bet you know, is that even if you communicate it nicely and politely, you have no guarantee that they're going to react well.

Just based on what stress level they're under and other variables that we may not know. Yeah, Abby's right, it is like going through somebody's files on their computer and figuring out how their brain works. She's talking about Blackboard. I hope that you guys will respond and chat a little bit on the scenarios. And I will contribute things I've heard in previous semesters. Also, I'm not going to ask for volunteers to read these because there would be all these long pauses and maybe we could just keep moving. So I've got some scenarios here and I want you to know that every one of these scenarios is real. It either happened to me to some or to someone I know personally at UCA or another University. So every one of these scenarios is an example of how a student is just communicating in a way that feels normal to them and maybe is not coming across with respect to the faculty member. The faculty member doesn't see it the same way. Okay. So let's start with the scenario. Dr. Smith comes into his 8:00 class and he doesn't come in until 7:58. He is hurriedly logging onto the classroom computer. And by the way, I could adjust this for zoom. He, let's say Dr. Smith has an 8:00 class and doesn't start letting students in until 7:58 and is still trying to figure out the rest of his computer setup. And some student, whether it's an in-person class or on zoom, maybe even in chat says, I overslept and missed the last class. Can you catch me up? If I missed anything important? That is an innocent thing that a student might say. And yet, faculty members would not necessarily take that well. And I'm going to again, I'll put it out there. Is there anyone who'd put in chat, anything you think might be unwise about that, scenario, timing and wording, anything that you notice. And I know most of you have your camera's off. And I get that. If you want to turn your camera on and show me your face, I won't mind it, but if you don't, I'm okay too. But you can still put something in chat. What might be, what might be upsetting to the faculty member? In this scenario? Right. While people might be typing, might not be typing. I will tell you from previous semesters what students have identified and also what I intended is timing is everything. Yeah. The person who says, saying you overslept. Let me get to that in a minute. The first issue that I think is timing. And that is if you see your professor, and I know it's harder to see on zoom, but if they're not opening the classroom until 7:58, exactly. Asking at the beginning, waiting until right before class starts. Timing is everything. And when we catch people off guard, when we catch people when they're stressed or distracted, it can affect the way they receive our communication. And then the other thing here is exactly what you all said. That yeah, stay to the end and maybe ask to stay on the Zoom session after other people have left. Because again, any of this might be better privately discussed rather than publicly discussed. And then the other thing is what you guys said. Yes. Yes. Assume everything is important to the faculty member. I'm not suggesting that everything is equally important to you. I get it. But to that faculty member, art history is the most important thing that exists in the universe. And so if that is the class you have, you never wanna ask a question in a way that assumes you could miss a class and you wouldn't miss something. So there's a better way to ask this, isn't there? There's better timing. There's also better ways of phrasing it. Like I missed class on such and such day. And I would appreciate it very much if we could schedule a time for you and I to discuss what I missed. And then you have made no assumption that what you missed was or wasn't important. You're just you're giving, and the other thing I did there, if you notice is, I didn't over-explain why I missed class. If this person has an attendance policy and or not and there's no excuse that really matters. Why in the world would you overshare and say that you overslept? Maybe just leave it at. I missed class, right? So get in the habit of not, thinking about what, what information people need to know and what might not necessarily be for public consumption. And I think when we're dealing with a social media environment, and I mean, I'm guilty too. You should look at my twitter. It is fire. And you'll definitely know what political party I'm affiliated with and it doesn't rhyme with dump. But if, if I'm on Twitter, I'm saying exactly what I think

about things. But I also need to remember that there are times to not say everything I think, right? Alright, another scenario. Lisa, she's a student. She passes by one of her new instructors on the sidewalk. And of course now we would all be in masks. That would be even harder to recognize people. And she doesn't know the teacher's title. So she wants to greet the teacher and she says, good morning, Mrs. Jones. That's, great. I'm not you spend as much time on this one. It's great that Lisa greeted her teacher. But there's a couple of things here. One, if we're all in masks, she may need to say who she is and what class she is in, because let me tell you that with you all in masks it is, even with zoom, it is harder to learn your names and harder to know who's in what class as soon as normal. And then the other thing I'm wondering if you caught is the title of Mrs. Now, if you're from if you're from the South and you grew up in church, you may even call her, Mrs. Sue, if that's her first name. But we're not in elementary school and were not in church Sunday school. And so we definitely want to use last names. And if you don't know a person's title, just call them professor, Right? So good morning, Professor Jones is better if you don't know if Jones is a Doctor or Ms. But and I'll put this in chat and maybe Ms. Ms Period, is the gender neutral term that is equivalent to Mr. So if you know for sure that someone is not a Doctor and you want to not if you want to not say Professor Jones, you could say Ms. But I would say if I'm guessing and I'm not sure, I'd just say Doctor and let them correct me. People are very and you probably notice this. Faculty are extremely proud of their credentials. They earn that Dr., Dr. in front of their name, and they can be kind of prickly about it. So just be sure that if you're not sure if you should call them Dr., to call them professor, so that you don't accidentally offend them, and you would not even intend to. But one of the things about communication that's so important is the intention and impact are not the same. And while you may not intend to be disrespectful to a single or divorced woman who has not been a Mrs. in many, many decades. They don't want to be called that. And so calling them Professor Jones or Dr. Jones could be a lot safer option for you. Does that make sense? I can see I don't know if it's Kyron. Kyron, I can say, oh, I love it. Thank you for your just I need just a little nonverbal, just just like this, teeny tiny amount helps me. And let's see Sophia, I can see you. Does that make sense? Okay, cool. Alright, we'll keep going here. Another scenario. Susie, she sits in the back row of her history class. I'll, I'll make the zoom appropriate in a minute too. She sits in the back, back of her history class. She slips in a minute or two late every time class meets, she routinely wears a cap down over her eyes, and rarely takes notes. And I'll tell you guys, I have sat in some classes, because I do a lot of class observations of faculty teaching. And I've gone to classes where I have seen that more than half the students don't even have a pen and paper. Like that'd be fine if you had a laptop. But I'm saying they don't have a laptop. They don't have a tablet. They're not taken notes on their phone, and they don't have a pen or a piece of paper. And I'm thinking, what are you what are you saying to that person non-verbally when you have no tools in front of you to take notes. Here's the deal. We're always communicating. You're never not communicating if you're in person because I can see your nonverbal. And if I can see your body language, I can, I will make interpretations of that body language whether you intended or not. So what does it tell me when a student doesn't make eye contact, sits far away from me, and doesn't even bring a pen and paper? What are they basically saying to me? They're basically saying, I don't intend to learn anything from you today. I don't even expect that anything you have to say would be particularly important. Yep. It absolutely says this is not worth my time. I am not interested. Now, that may not be true. It may be that you woke up late and you forgot your to grab your notebook or whatever. But if it's done routinely on a regular basis, it can be very noticeable to an instructor if that makes sense. The way I would make this relevant to zoom is that I totally get that some of you have your camera's off because you have crappy Wi-Fi, because you're at your work, because you

have to use your phone and, you're multitasking because life is demanding that from you. But if I were going to have my camera off in a Zoom session, every single time class meets, I would email my professor and tell them why and not over-explain it. But maybe you just want to explain that your environment is not camera friendly. Maybe you could just leave it at that. You know, maybe you have other people sharing WiFi or other people coming in and out of the camera view. But letting your professor know why you have your camera off or that you need to have your camera off. Would be a way to show them respect so that they're not wondering why your camera is off. And I'm looking at Marvin, do you think that's good advice? Okay, I love all this. Love the thumbs up, it helps. Alright. I don't think I have anything else about that. It's really just be aware of your nonverbal and that your body is always communicating. Alright, now let's do one. This is one my favorites. Dana is stressed. She needs a B in English class. That's exactly right. Abby said, I'm at work. Otherwise, I would. See when I know those things as an instructor, I have got like miles of grace, miles. I am going to help you however I can. It's when I don't know why that, I'm, I'm wondering if a student just doesn't value it when they might very well value it and not be able to turn your camera on. Okay. So let's talk about Dana. She needs a B and our English class to keep her scholarship. And she realizes, and I hope none of this will be you in a few weeks, but she realizes that with just four weeks to go, she has an average of 71% and she needs an 80. She needs a 79.5 actually. She visits her professor during office hours. She knocks, and she says, are you busy? I really need to talk to you about making at least a B in this class. Now there's a lot wrong with this one. So let's start with a face to face scenario and then I'll maybe do the equivalent of what this would look like in an email. Okay? First of all, and I know, you know this and I say this with love, we are not responsible for your grades or your scholarship, right? As faculty. We don't even want to know about your scholarship. Like we, we don't pay attention to details of scholarships. We don't pay attention to financial aid because we have way too much to take, keep track of without taking on the burden of your GPA. And instead of letting you have the burden of your GPA. So it is very common and a lot of us who work in teaching have had this, for students to come to us and put pressure on us in some way that if we don't, if you don't get a certain grade and you say I use the air quotes, if you don't get a certain grade that your life will cataclysmically be effected. And here's the deal. We don't give you grades. We're not the magic grade fairies. Your grades are math. They're based on math. And so if you think you have a grade of, let's say a 71 and you need a 79. What you need to ask is, is it mathematically possible for me to earn a B? Or if you're not sure to ask your professor, what can I do to make my grade as high as possible in the time that we have remaining. What can I do? So it's taking responsibility that you earned your grade, that no one is giving you a grade or assigning you a grade in some like magic place. That has to do with whether we like you or not. I can like a student and I will still give them the grade they earn. I can, you can be my own son, and this is absolutely true. I think Marvin would believe this. And if you earned an F in my class, you would you would see an F on that transcript because you get what you get and you don't throw fit, right? That's the Mama in me, I have a 16-year-old. The other thing that's real problematic here is that are you busy? Just don't ask dumb questions so that you don't get dumb answers. Alright, when you have, Marvin had unmute and laugh. We're always busy. Now some of your faculty actually may not be busy. I can't speak for all of them. But the ones who do a good job are busy. And, and, and many of them feel like this semester is harder than any semester ever in their careers. Just like you may feel, it's harder for you than it's ever been. And so asking instead, when would it be convenient to meet with you, to talk to you about my performance in your class. That would be a much more preferable way of asking the question. So think about, not what do I need to ask only, but how do I word it? To set myself up to get a good response from this faculty member. Ok, let's do a

few more. Again. Remember every one of these has actually happened. Chris has a hard time remembering his advisor's name. This might be fine if Chris is in his fourth week of school, but if Chris is a sophomore, this is very disrespectful. He can't even remember his advisor's name. He schedules an advising appointment and forgets and doesn't show up. And this could be in person or on Zoom. He emails his professor, or it, and I'm, I'm assuming in this scenario that the professor is in his major and he's his major advisor. So this is a Faculty scenario, but it could be an advising scenario. Emails the advisor and says, I have to meet with you tomorrow because I can start registering on Monday morning at whatever time, midnight, or whatever 6:00am. Alright. What are some problems? And Abby, I saw that you put that in chat and I will say to a professor, I can make whatever works for you. Yeah, that's definitely okay. If that's what you meant by that. Ok. So anybody put in chat, what is it that might be problematic about this scenario? There's a few things. Yeah. You should probably apologize for missing the appointment. That should probably be the first thing that you say. Also, it would probably be great to start your email with a greeting. Dear Professor So and so... Dear Dr. so and so... Yeah, and then that's the other thing is that, as people are putting in chat, he missed the appointment and then expected the professor to adjust his schedule. Whoo (big sigh), that usually will get, NOT a great response, right? And so what might we say instead, instead of saying I have to meet with you tomorrow, it would be, Dear Professor Jones, I apologize profusely. If you don't know what that word means, learn it. It's a good one. I apologize profusely for missing my advising appointment. Yes. As is in chat. Would it be at all possible to meet with you at your convenience tomorrow? If not, I totally understand. What times could we meet on Monday? Right. So lots of options, lots of, of remorse for missing the first appointment. Yes. So as Abby says, is there anyway, we can meet tomorrow and it might even befall with please pretty please, what can I bring you from Starbucks? You know, I don't know. But but it's it's just, you know, if you've made the mistake and missed the appointment, you know, tried to make amends Before you ask somebody to actually do you a favor now, by rescheduling, okay? Alright, Devin always forgets to put money on his account to print wherever it, printing is, library, whatever. And he's got a 10:50 class, and at 10:42, he swings by the professors office and says, do you mind printing my assignment for me? I don't have any money to print at the library. Now let me put this in other like technology terms. This would also be if you were in a face-to-face class because we like paper right now what I want to allow my students to give me any paper. So this would also be a scenario like the assignment is due at 10:50 and it cuts off. And so at 10:53, you email your professor and say, can you open this? Can I just email you this because Blackboard won't take it now or, you know, so any of the ways where we are not getting an assignment in on time. So I know that, you know, that it would be much better to say to take responsibility. And I think a lot of faculty respect students when they're honest and candid. And if somebody said to me, hey, I miss the 10:50 deadline and I'm locked out of blackboard. What can I do to get this assignment to you? And then I may decide to open blackboard up for them. I may say, Hey, just go ahead and email it. But I'm not going to probably. f I'm you, just email it and hope for the best, because they may, they may not accept it that way, right? Okay. Another scenario, Keisha, she is routinely running late for class. Oh my god, this scenario makes me nuts. And my students are still doing this, even though we don't even meet every day. One morning, Keisha enters class, at a 9:00 class, at 9:07. She's carrying a Starbucks cup and saying, parking is so awful on this campus. This happens, this is why this is in here. This has happened to me multiple semesters and I assume it will happen in the future. HA! Abby says nope. Let me put that, Nope Nope, nopedy, nope. The it didn't matter if you have a Starbucks cup in your hand. If you come in late and you complain about parking, and parking isn't great. And they just closed off that ginormous lot across from Thompson. And that is, once we're all

back and not socially distanced, and having class online, it is going to SUCK with a capital S-U-C-K, not just for students but for faculty and staff as well. So I empathize. But does parking suck worse for you than it does for any of your fellow classmates? The answer is no. You are all equally in a situation that is not fun. And so anytime you blame anything on parking, on traffic, on the fact that yeah, and as Marvin says, this is not a new problem. And it's like right now, I mean, do I think the city a Conway needed it might Donaghey one lane, right when school started in August? No, I think that was dumb. However, it affects every single one of us the same way. And if you if you talk, you should at least say sorry, right, instead of coming in with your cup. The other thing is if you're coming in with Starbucks and you're one second late, you're probably going to hand it over to me because what are you doing? What do you think that your beverage needs are more important than class, right? So just again, understand that your nonverbals are communicating. And when you, sashay in and do that backpack shuffle, you know, five minutes into class that is a disruption. And it is noticeable if if you have food with you that you just picked up, if you have, you know, a drink that you just picked up. And here's the deal. If you're running from one class to another and your blood sugar is low, and you're literally getting food so you don't faint. Tell your teacher the next time you get a chance to talk to them privately. Because, I mean, my students who tell me their teachers won't let them eat in class. Well, I mean, I get that right now because we're in the middle Covid, and you're wearing masks, that would be weird. But normally, I don't care if a student needs to eat. I certainly don't care if they have a water bottle or a cup of coffee. So just communicating to make sure that what you're doing and how you're carrying yourself is communicated well., How many of you have been on, I'm just curious. Yeah, Marvin, zoom etiquette should be that you're always on mute if you're not talking, right? And one of the things I was wondering is if any of you been in a zoom where people's cameras are on and they are eating. Because I also think that's a really kinda yucky and rude. Is, I mean, if you're sitting there, you know, and I'm not going to name it. But I had a faculty that were, that students were telling me about who was eating yogurt while students were making a presentation. And they couldn't focus because all they could focus on was the fact that this person was eating yogurt. And I think, okay, so faculty also make these mistakes and need to do better? Yes. Thank you for shaking your head. We need to do better. And you need to do better. We all collectively need to be aware that there's a reason we can mute the video. So if you need to have a bite to eat or whatever, that, that's what that's for. K? K. only a couple more and we'll we done. So Dan gets a paper back and he finds out he's made a D. And you know, a lot of you, oh my god, the snacking, the smacking is yes. Do you know that's actually a disorder that people who can't stand to hear other people chew, that has a name, but I don't know what it is. Anyway, let's say that you're an A student or an A/B student in high school and now you're in college. And I bet this just happened to some of you. Some of you just got a D on an assignment and you're like what? You know, I'm always an A/B student and this paper, this this professor has given me a D? And you're upset. Can I just say the first piece of advice here is do not send emails to people in authority when you're upset. Do not walk away from your computer, go work out, breathe into a bag, do whatever you need to do, but do not sit and hit send on emails when you're mad. This is true for faculty and staff as well. You don't have to apologize for what you don't say or what you don't write. So this person Dan emails his professor, 3:45 on Wednesday afternoon, he's mad. He says, I don't understand why you gave me a D, we need to meet. Well, that's probably not the best wording of that anyway. And then to make it worse, and this absolutely has happened when a student doesn't hear back from the professor by 7:30 PM and remember he sent this at 3:45, he sends a second email. I need you to get back to me about when we can meet tomorrow. So there's so many things wrong with this. First of all, you know this, your faculty vary greatly in whether

they respond to email outside of 8:00 to 5:00, hell out, I just cussed and it's recording anyway, outside of, I try so hard, you know, but sometimes it happens, alright, so some of your faculty don't respond to emails outside of 10:00 to 2:00 PM. Marvin, can I get a witness? So I'm not I'm not I'm not defending them. That's indefensible. But there are many faculty who even have in their email signature line. I do not respond to email outside of 8:00 to 4:30 because those are our business hours. So just be aware that you needing an answer at 7:30 PM doesn't constitute an emergency on their on their part. They probably haven't even seen that email. So get used to how your faculty communicate and whether they respond to e-mails quickly or whether their norm is to wait until the next day or even the next business day, which means if you sent it on Friday, you might not hear anything till Monday. The other thing that's wrong with this email is you can clearly tell his tone. If you have a tone, get somebody else to read it who's not mad, and have them tell you if that tone is coming through your words and you know what I mean by tone, anybody got a Mama who will go, "tone". I do that to my son. Like fix the tone in your voice. Well, that can happen in email as well. So instead of we need to meet, get back to me. There's a softening of the language that needs to go on and, ohh Abby, don't tell me things like that because then it makes me so upset. She's saying that she was locked out and her professor didn't respond for four days. That's when I wish you had my e-mail and you would tattle on them. And here's my email. Because I lead the Center for Teaching Excellence. And if you send me an email that tells me Professor hasn't responded to you and four days, I'm going to track down why that has happened. Because that is part of what our office is actually doing this semester is making sure that faculty are being responsive in responding to students. Anyway, back to Dan. Dan needs to soften his tone and Dan needs to say something like, I see that I have earned not made I have earned a D on this paper and I would like to set an appointment with you so that we can discuss what I can do to do better next time. You say forward-looking, not blinding the professor for the grade, taking responsibility. Those things matter. Raul has a question. I'm just going to skip that one. Surely no one does this anymore. I have actually had faculty say a faculty tell me that they've been addressed by their first name, that they've been called man, hey man, hey Woman. Hey lady. We don't say, Hey, we don't say yo, we don't call professors by their first names unless they've told us that that's what they prefer. Right? So just be aware that you don't want to be overly informal no matter how young your professor is. Can I just tell you that some of your professors that are in their late twenties, early thirties are the ones who are most sensitive to whether you use respectful term, terminology to address them. Almost 48, I'm pretty hard to offend. But at 28 I was much harder, much easier to offend on my title. Alright, finally, Terran, and I think this is finally it. Yes, thank God. Terran has a question about an assignment. She emails her professors saying, hey lady, I really need you to get with you about this paper, I'm lost hit me up. Basically what I'm saying is in this example, don't write emails the right way you write on texts. Use correct grammar punctuation, spell correctly because some of your professors will absolutely write you off. If they get emails that sound like text messages. And a lot of them really hate when emails start with, hey, even though you're being friendly and you don't mean anything by it and I don't think they should take offense at that, but I can't control them. So you might want to start out with dear professor so and so, this is so and so from such and such class, because that's a safer way to start your email. Okay? All right, so let's wrap it up. Respect your teacher, here's some just overall good tips for you. First of all, respect your teachers time, respect their ability to multitask, use their titles correctly, and give them contexts when you email them, especially when you email them and tell them what section you're in. Tell them what class you're in and give them some context for who you are. And monitor your body language and use language that tells your teachers you're taking responsibility for how you're performing. Okay? If you are going to talk with

them during office hours, make appointments whenever possible, and avoid asking questions in ways that sound like there's that, that you don't value them. So we don't ask, are you busy? We don't ask did we miss anything? We find other ways. And then also, like I said earlier, share your personal details with discretion. Sometimes you don't have to tell the whole story of what happened. You may just need to say, I missed class. Feel free to tell more if you think that faculty member is interested and open to it, but just don't feel like you always have to tell all of your business. And then give through email, give your teachers time to respond to you. Write professionally, not like you're writing a text and use appropriate channels to communicate with your teachers. Sometimes, more senior students are connected to the faculty on social media, for example. But I've had students private message me on Twitter to ask me a question about class. That is not where I want to talk to a student about class. Plus it's gonna get lost because it's not sitting in my work email. Does that make sense? So you're much better off to put that email in, in the work email, where it'll sit until I answer it. And then the last thing I'd say is always check your syllabus first. A lot of the questions that we have, okay. Karen. Kyron, how do you say your name? It's Karen. I'm glad that I don't take offense at you looking at your watch because I can tell you're like, okay, if this if this lady was about done it would be fine. And I'm about to say, I am, I get it. No, you're fine. I just thought it was cute. But always check the syllabus first because if something is in the syllabus and you ask it, especially that first week, faculty's go nuts, I can't stand that. So do check the syllabus. And that is all that I have in the presentation. I would love if any of you had a question. Yeah. I was just making that point Kyron because I thought you could handle it and because I had just said that about body language and so I thought it was a perfect teaching moment as a teacher. So I just want you to know that I'm around that if you email me and remind me that you are in this session, I'm happy to visit with you. I'm also happy to troubleshoot a situation if you have a situation with Professor, and you're all frustrated. You know, I've worked with a lot of students trying to be like, okay, how might we communicate differently, better or whatever?