TOPcast Episode #73: Field Report #6: “Message-Infused” Communications During COVID

Narrator: What will your future look like? The job you do today could be different than the jobs of tomorrow. Some see this as a challenge. At UCF, we see opportunity, a chance for you to grow your knowledge, and strengthen your skills from anywhere life might take you. With in-demand degree programs and resources for your success, UCF Online can help you prepare for the future and all the possibilities that come with it.

(musical transition)

Kelvin Thompson: From the University of Central Florida’s Center for Distributed Learning, I’m Kelvin Thompson.

Tom Cavanagh: And I am Tom Cavanagh.

Kelvin: And you are listening to TOPcast: the Teaching Online Podcast. Hey, Tom.

Tom: Hey, Kelvin. How are things today?

Kelvin: They’re swimmingly. They’re going swimmingly.

Tom: Swimmingly. Yes, we have had a lot of rain.

Kelvin: That’s true. Humidly?

Tom: It is Central Florida summer kind of, you know, afternoon thunderstorms of biblical proportion that blow themselves out in an hour or two.

Kelvin: I did get passed on the road the other day by an arc, I’m pretty sure.

Tom: (laughs) Two by two.

Kelvin: Seven by seven. There it is. Yes, sir. I did see some nice rainbows the other day, so I take heart in that. I take heart in the rainbows. You know, sometimes it takes the rainstorms to get there, so I like the rainbows now and again.

Tom: Well, and as we record this, there is actually two storms churning out there on their way. Although the last track I looked at looks like it might miss us, fortunately for us.

Kelvin: It is Florida.

Tom: Feel bad for some of our other friends along the various portions of the Gulf Coast. It looks like they may not be quite so spared.

Kelvin: Yeah, that’s true. That’s true. You know, COVID, hurricanes, locusts—
Tom: Murder hornets, fire tornadoes—
Kelvin: Sure.
Tom: Yeah.
Kelvin: All that.
Tom: All that.
Kelvin: But this, dear listener, is your little oasis. Your little island of serenity amidst the craziness of the world. Welcome to TOPcast.
Tom: That’s your NPR voice, it sounds like.
Kelvin: (chuckles) I’m wearing Birkenstocks.
Tom: (laughs) Alright. Well, this is making me wonder right now. Kelvin, what’s in your thermos?
Kelvin: You always wonder that a little bit.
Tom: Yeah.
Kelvin: Some days more than (sips coffee) more than others. Well, today’s coffee, as you rightly have hinted, is a spirit-infused—specifically, bourbon-infused—coffee from Fire Department Coffee in Rockford, Illinois. As I understand it, this coffee company was founded by firefighters and a portion of their profits are donated to charities benefiting firefighters and other first responders. Info on the company and the coffee is in the show notes if you’re interested. So, I thought this coffee might be appropriate today, Tom, because well, you know, alcohol.
Tom: I taste it. It’s really good.
Kelvin: (chuckles) So this—I’m glad. This bourbon-infused coffee uses some kind of, I think, maybe proprietary process to combine the coffee with the bourbon, which, if you’re paying attention, is a little different than the (accent) “bourbon” varietal we talked about—
Tom: (accent) “Bourbon.”
Kelvin: (accent) “Bourbon”—I think, back in Episode 67, which was “Carrying Out a ‘More Online Every Semester’ Strategy.” And about which, I don’t know if you know this, our colleague and TOPcast listener friend Steven Crawford teased me on Twitter. He pointed out that alcohol is often agricultural-based, coming from grapes and grains and whatnot. But today’s coffee is different, It is actually infused with alcohol—with “spirits,” as it were.
Tom: Okay. Well, as I said, I like it a lot. I could see putting an actual splash of something in this one and having it work well.

Kelvin: Don’t think it would clash?

Tom: *(chuckles)* No.

Kelvin: You think you could work with it, alright. That’s good.

Tom: So, thank you.

Kelvin: You’re welcome.

Tom: And thank you to, you know, Fire Department Coffee, and I support that cause. We should do all we can to appreciate our first responders.

Kelvin: Absolutely. So, you’ve said that you enjoy the coffee, and it is good. It’s unique, for sure. How’s the connection to today’s topic?

Tom: Yeah… how is the connection to today’s topic?

Kelvin: *(laughing)* It’s that good, huh?

Tom: I’m just—I’m sorry. I’m not following this one. *(laughter)*

Kelvin: *(chuckles)* Alright. So, here we go.

Tom: Maybe we could put some actual spirits in there.

Kelvin: That’s right. Can I lead you down a path?

Tom: Yes, please. Please.

Kelvin: Let me share with my broad intent with you. And maybe this is an object lesson unto itself. So…we are going to talk a little bit about communications—without giving everything away completely at this point—today, and sometimes there are communication confusion and sometimes communication confusions that we’re dealing with could drive you to drink. And our communications really ideally should be *infused* with a clear message and concrete actions. You really—you know, you don’t want people to get hung up on that word [or a] little technicality thing. You really want to convey the essence, right? The spirit, the intent that motivated you to write or record the message that you’re putting out there. So, we want message-infused communications just like we have bourbon-infused coffee.

Tom: Okay. *(chuckles)*

Kelvin: I don’t know.
Tom: I’ll accept that as a connection.

Kelvin: *(laughing)* As a connection.

Tom: It’s excellent coffee. Maybe not your best connection. *(laughter)*

Kelvin: *(laughing)* But there was something there.

Tom: There was something there. Yeah, maybe if I was just smarter, Kelvin, I would have seen it.

Kelvin: Oh, you just proved my point, right? You want communications that are infused with message and clarity, you know?

Tom: Yeah. So, maybe that’s a good transition to what our topic is today. Because, yeah, communications require a sender and a receiver, right?

Kelvin: That is true. Maybe first, a little preamble as a reminder for as long as this current reality of remote teaching lasts, we are continuing a monthly mini-series of Field Reports in our first Monday episodes in which we focus upon some aspect of this unique circumstance. And meanwhile, on the third Monday episodes, we will continue with our guest interviews, because after all, life goes on. So, you were saying about communications, you want to kind of unpack a little bit of where we’re going today?

Tom: Sure. So, we’ve been struggling here—and I imagine many of you have as well—with both communicating internally and externally to our internal constituents—whether those be students or faculty or others—and externally, which would include parents and policymakers and the media about what we are doing. So, one example is this distinction we’ve tried to make between online instruction and remote instruction. And that’s a nuanced difference that makes perfect sense to us who live in this world, but if you’re some parent of a student who now suddenly got moved from their, you know, hundred seat face to face class to some Zoom session, what do you know from online versus remote? It’s all on the computer. What difference does it make? It’s online as far as they’re concerned, and [we’re] trying to communicate what we mean by that. These intentionally designed, you know, kind of faculty prepared, rigorous, mostly asynchronous kinds of courses that we call online, versus the kind of synchronous, video-facilitated, Zoom—or whatever your platform of choice—kind of remote things. And there’s a difference between them, but it’s been really hard to communicate that. And that’s really just one example of many, many examples. And I know we’ll get into some of these, but just sort of off the top of my head, in addition to kind of that distinction, what our various modalities are, because we have different modalities for online learning, and they all have different expectations and assumptions about them. Some of them charge the distance learning fee. Some of them do not, and regardless of what the history and practice of charging the distance learning fee has been, there are perceptions about what it should be in this COVID environment. Those are two big ones that we’ve been dealing with recently, and I don’t know if you want to start with any of those.
Kelvin: Well, maybe I’ll just kind of summarize that a little bit, right? That sometimes despite your best efforts at clarity of communications and intent, not everybody understands what you’re doing and what you’re saying, and as a result, they get downright angry, which is maybe a place to start in a moment. And so, then what do you do? And so, I think today we’ll talk about some of those instances that have arisen in the last months, especially the last maybe month or so as Fall 2020 gets ready to start. But then what do you do about it? Right? What’s the response? So that’s really the setting of today’s sixth Field Report. What happens when our best efforts are misunderstood? And in some ways, as I mentioned to you before we hit record, Tom, in some ways, this is a bit of a revisiting of our very first pilot TOPcast episode, which was all about our field’s general challenges in being understood. So, you should check it out. TOPcast episode #1: “What is Online Learning? Definitions, Boundary Objects, and Baggage.” Find it in your feed. So yeah, how about—I think it’s provocative. Let me just say this phrase to you, Tom: “angry letters from parents.”

Tom: Yeah, yeah. And I don’t want to overstate this. It’s not like we’ve got, you know, that scene from Miracle on 34th Street where they bring in the mail.

Kelvin: Oh, yeah. I love that scene!

Tom: Yeah, I do too, but it’s not like that, right?

Kelvin: No.

Tom: We don’t have like, giant, you know, piles of mail coming in with angry letters, but there have been—

Kelvin: There’s been what, two or three? Four?

Tom: Yeah. Just a couple, at least those that have filtered their way to me to address or respond or provide input on. And they’ve fallen in, interestingly, into a couple of different categories. One is “angry that more isn’t offered face to face.” That’s one. “Angry that we have charged the distance learning fee for students that didn’t ‘choose to be online’ that may be online.” Or the converse of that is, “Why am I still being charged campus-based fees if now I’m online? Shouldn’t it be one or the other?” Either charge me the online fees or charge me the campus fees, but you’re charging me both.” And I can speak, you know, broadly to why that is, and it’s not easy and it’s not anything that anybody really wants to hear. There’s just been general confusion when parents look at the student account and the fee schedule that they have to pay, and they’re starting to see that now as the semester is getting started. And they’ve got a lot of questions, and I kind of don’t blame them. It’s confusing. And adding to that, I think our university, our president, our provost has done a pretty good job. They’ve done these town halls.

Kelvin: Yeah, I’ve heard.

Tom: Literally thousands of people have attended. People, parents, and students, and faculty. They’ve answered questions I think very transparently, and they’ve tried to be really honest. In one of them, our provost did say that courses that were
typically going to be delivered either face to face or blended that are being moved into a remote environment only for the reasons of the pandemic would not charge the distance learning fee. What was lost in that message is that if we could move something into one of our high quality, established distance learning modalities, we were going to do that as a default, and those do charge the distance learning fee. They always have. They have for 11 years charged the distance learning fee.


Tom: That’s right. Thank you. (chuckles) So, if it’s a predominantly online course and it qualifies for the distance learning fee and it meets all the criteria that we’ve always had for 11 years, we moved them into that. The courses that had to go remote that didn’t fit into that or that we didn’t have faculty that we could get through a development program, those were not charged. A lot of people just didn’t understand the difference between those two things.

Kelvin: Yeah, for sure.

Tom: I get it, and when you look at the numbers, I don’t remember if we said this or not, maybe, but this Fall—

Kelvin: Proportions of things? Yeah.

Tom: Yeah, at UCF, about 75% of our core sections are going to be online or remote. Almost 90% of our student credit hours are going to be online or remote. 44% of our credit hours, last time I looked—a little over—are going to be in this remote “no distance learning fee” category. So, it’s a significant percentage. It’s approaching half of the credit hours. So, we’re doing our best to not charge students anything extra we can avoid, but for those students that, I don’t know—we have three semester registration—last November registered for courses now that were face to face that got moved to a legitimate online that charges a DL fee, they’re now paying a DL fee. They’re writing letters and saying, “What up with that?”

Kelvin: Yeah. Yeah, so, what do you do about that?

Tom: Yeah, well, I’ve been writing a lot of emails back. (chuckles)

Kelvin: (laughing) “I’m sorry! You’re right. Here’s a refund.” Is that what you’ve been saying?

Tom: No, we can’t say that, but I’ve actually gotten a couple of “thank yous” back from parents mostly that I’ve been corresponding. And again, it’s not a lot. It’s just a handful that have been kind of escalated. And I’ve taken the time to write very detailed, “Okay, I understand your confusion. I’m sorry that this is not as clear as maybe we had intended. Here is the explanation. And I’ve also included not just ‘here’s what the modalities are, here’s the history,’ but ‘here’s what it pays for.’” So, I talk about the services that are provided and how that directly correlates to the quality of the online course that your student is taking.
Kelvin: Yeah.

Tom: It’s not some sort of money grab on the University’s part. It’s paying to ensure that your student has an awesome, rigorous, you know, valuable experience.

Kelvin: No, I think that’s good. And you know, we’ve had some institutional communications that I know especially been a part of. I think we might have talked about [it in] another episode that the University marketing departments kind of stood up this message front and center on our website. On the UCF website. Not just, like, our divisional website or our departmental website. It says—I’m not overly fond of the framing of distance learning—but this whole quality online learning thing that “we’ve been doing this a long time, and here’s what we know, and here’s all these concrete things.” That message of quality, putting that front and center. And then I saw a YouTube video this morning that you did where you were kind of answering questions for people in four minutes, like, you know, “Okay, what do we know about this stuff?” and trying to get those things out into the ether is hopefully helpful if it lands with the right people.

Tom: I think so, yeah. And yeah, I feel weird sometimes being the face of it, which is what marketing has kind of asked me to do sometimes, but that’s fine. Whatever I can do to help if that’s helpful. You know, they’ve pushed me out in the social media feed a couple of times, answering questions on the Instagram.

Kelvin: TikTok? Have you done TikTok yet?

Tom: I have not done TikTok, but I’ve done Instagram.

Kelvin: Oh, you get right on that.

Tom: Yeah, see me dancing. Interpretive dance of what it means to buy, you know… Here’s what a modality is! Yeah, don’t hold your breath on that one.

Kelvin: (laughing) Okay.

Tom: But the one you’re talking about is a… It allowed us to be a little more detailed that the Instagram story wouldn’t allow, because those, I mean, I had literally 17 seconds to answer every question and you just can’t go into any depth.

Kelvin: It moved along. Yeah.

Tom: Yeah. So, this five minute one was okay. But those are all legitimately student questions that were sent in. They solicited them through social media, and the fact that they’ve been so proactive in trying to get out in front of it I think has helped. It’s mitigated some of this confusion and hopefully alleviated concerns that some people have had about the quality of the education that students are going to get at UCF because we are not new to online learning. That’s a lot of the message. We do it at a high level at scale, we’ve got all these awards, all this other stuff. You know, the marketer’s job is to package that and communicate it.
I think you and I are mostly just concerned with just doing the good work that we can do.

**Kelvin:** It’s two sides of a coin though, right? I mean, on the one hand, this 20+ year, nearly 25-year history is a great resource that then like you said, the marketers can package up and can say, “Well, look! Here’s what’s going on,” in response to say, student or parent concerns. But I think most of the public is expecting that it’s more of like, “It’s all ahh!” Everybody is just sort of winging it. And so, we’re a bit more oddball in that that’s not the response. You’re assuming we’re winging it. We’re not completely winging it, and it would be easier in some respects if we were like some institutions where it was like, “Wahh!” Because then you wouldn’t necessarily have, say, a distance learning course fee that you’re charging. Everybody would say, “Oh, yeah. Okay. It’s all good.” But then there have been other kinds of—thankfully not here, but you and I were talking about before we hit record—there’s been other kinds of responses from parents in the public, right? I mean, you get full on class action lawsuits going. That’s a whole different level of parent dissatisfaction.

**Tom:** Yes. Yeah, and we’re seeing that in other places. You know, I don’t want to jinx us by saying it’s happening elsewhere. Who knows what’s coming? But where the tuition is higher than it is in the state of Florida, I think is where it’s mostly happening. Where people are questioning, you know, “Is the education I’m receiving because I’m still sitting in my parents’ basement taking this class on Zoom, but you’re expecting me to pay $50,000 a year for the tuition?” When the real benefit probably that these very probably traditional 18 to 24-year-old students are getting is the campus experience that they’re not getting.

**Kelvin:** Right.

**Tom:** I kind of understand the questioning of the value proposition of that $50,000 a year tuition bill that they might be contemplating.

**Kelvin:** Yeah, I think that’s a good point. Like, as we’ve said in past episodes, it’s been something of a minor theme, I think, across the five years of this podcast, that some of the value proposition that what we aspire to do, I think, in our field, certainly here at UCF, is we aspire to break the Iron Triangle of quality, access, and affordability. You know, try to move the needle on all of those points of the triangle and not move one and have the other two negatively affected. So that’s, that’s noble work, and then trying to build flexibility, or as our colleague Dr. Chuck Dziuban, says, you know, “increase the degrees of freedom.” You know, bring more flexibility and convenience into the lives of students who wouldn’t necessarily otherwise be able to benefit from education. And then in the COVID era, it’s sort of a tertiary benefit of safety and physical distancing and all that. So that’s a kind of a different message, as you said. A different value proposition than some of our sibling/distant cousin/institutional family members out there.

**Tom:** Yeah, well, and certainly those schools that maybe didn’t do a lot with online learning before the pandemic struck are maybe scrambling or might be more likely to have encouraged students to come back because they didn’t have good alternatives. I’m speculating a little, and it’s dangerous for me to be going where
I’m about to go because of the timing. So, we’re recording this… Our classes start next week. This week, major stories have broken at UNC, Michigan State, Notre Dame where they have decided to go fully remote, which was not their plan, and they’re sending everybody home, and it’s really a mess. And so, I mean, hopefully that will not be our circumstance here. And I sympathize with our colleagues at those schools because it’s tough. You can’t control as well what happens off campus, because we’ve done everything that can be done on campus, I think. But when I look at our plan, 90% of the credit hours are online.

Kelvin: Yep.

Tom: Now, we do have students who are living on campus and they’re across the street in the apartments and hopefully they behave and do what they’re supposed to do, but I think that the fact that we haven’t said it’s kind of all or nothing, but it’s online for everything that could possibly be online and that it’s face to face for those things that really need it, that’s a communication message that I don’t know if it has gotten out. Like, I’ll go and look at the Chronicle’s tracker of what’s happening on campus, and UCF is still listed as mostly online—I’m sorry, mostly face to face.

Kelvin: Huh.

Tom: But that’s not true.

Kelvin: That was true last Fall, maybe.

Tom: Yeah, that’s true. Yeah. In fact, the 75/25% split was exactly opposite last year. It’s funny. It’s completely flipped. So, the messaging that’s getting out through the media, it’s really hard to control. I was on the news two nights ago here in Orlando, trying to answer questions about our BlendFlex strategy, which we’ve talked about before. So, I think our news and information team is doing their best to try and get the information out as best they can, but man, it’s hard. And speaking of BlendFlex, our internal audience like talking to faculty, you know, that’s still a challenge. Yeah, we went— So, we’ll reveal a little dirty laundry here. We’ve been trying to figure out which classes are going to use BlendFlex, because we’ve been in dialogue with our departments and with our faculty, because we want to make sure we’ve got the equipment installed and that the faculty have the training they need.

Kelvin: And it’s really faculty choice.

Tom: It really is faculty choice. Right. Yeah. So, it’s been a bit of a goat rope to try and figure this out a little bit, but I think we mostly have our arms around it, but we got a report from the Registrar, and we saw courses that had BlendFlex referenced in the notes that were fully remote, but it’s a face to face teaching strategy.

Kelvin: Yep.
Tom: So, like, some people still weren’t getting it. So, I had to talk to all the deans and say, “Look, this is what it is, and please pass this on to your schedulers and your faculty.”

Kelvin: Yeah, I think most of our conversation here has really been misperceptions—arguably understandable misperceptions—but misperceptions from parents and the public, right? And you’ve sort of turned the corner a little bit and kind of internally, there can be confusion from our faculty, and I’ll add from our students. Not from the standpoint of students as like the public but students as, “I need to sign up for a course. What am I getting? How does this work?” And so, for faculty and students at that level, there’s some confusion. I think the one that does come to my mind is the one that you mentioned about BlendFlex. There were all kinds of—When we did the BlendFlex episode, we talked about some of the misconceptions, but one of them is what you said. “Oh, that’s for online or remote, right?” No, just the opposite! It’s for face to face. Or “I have to, right? I don’t have a choice. No, it’s really up to you!”

Tom: Yeah. And I fielded like, just the other day, I had a call just came in the switchboard here, and our reception is like, “Some guy is asking me about BlendFlex,” and I’m like, “I’ll take it.” And it was one of our engineering faculty and he was great. He was just confused.

Kelvin: Trying to understand, right?

Tom: Yeah, and I kind of walked through it, and he’s like, “Okay, that’s cool. I understand now. I got it,” but he just didn’t…It wasn’t grokking for him at the beginning of it, you know?

Kelvin: Yeah. So, I think our approach has been kind of reiterate the message, slow it down, clarify, simplify in all kinds of different ways. I mean, oh my gosh, there’s videos and there’s websites and there’s emails and carrier pigeons, I think, smoke signals.

Tom: I mean, speaking of students, do you want to say a word about the modality video we just did? So, that’s an example of us trying to get in front of some of this.

Kelvin: Yeah, I think that’s true. Like back to kind of a student level of like, “Okay, what am I signing up for? What’s the difference between these things?” So, we are trying to clarify further. We put in the show notes of a past episode, some honors students actually put together their own video, which I thought was delightful in its own little kind of Zoom meeting kind of a way about, from a student perspective, what the difference of the modalities are including BlendFlex, which isn’t a modality. But then we finally, because it took us a little bit longer, we have a professionally produced student-voice, student-facing—what, three to four-minute—video, I think, that does a really nice job—we’ll put it in the show notes of this episode—[of] clarifying you know, really kind of what’s…How do you tease this out when there’s what, six or seven different constructs that are all interwoven? And we’re giving feedback on the video and like, “Okay, this is mostly online,” or “this is mostly face to face. This, as a result of being mostly online, has a DL fee. Mostly face to face doesn’t,” and how do you simplify that
in these sound bite kind of split-second kind of messages in a way some of them will get?

Tom: Some of them are mostly isolated in particular colleges, which we didn’t go into, but some of them, most students won’t ever see.

Kelvin: Will never encounter them, that’s right. That’s exactly right. Here’s a little plug—we’ll do this more later—but we just got this email from TOPcast listener Jerry Dougherty who asked for an episode that focuses on modality. So maybe we’ll take him up on that. Maybe we’ll do a deep dive into modalities, but I’ll just give you a little teaser. Jerry had some real deep thoughts about modalities based on his past life in military logistics, and so he was using shipping containers as metaphor for course modalities, but I think one takeaway for me for this episode is more modalities means more complexity, and we have to address complexity and simplify it. That message is certainly relevant to today’s episode. Can I throw one other one on the fire before we get out of here?

Tom: Yes.

Kelvin: So, it’s really easy to be kind of outward focused to our audience, but I would say, as we talk about these kind of communications and clarifying misunderstandings, a danger is being inconsistent or too rigid ourselves in our terminology and our definitions. So, are we being consistent with our terminology? Like you said, “Hey, this inquiry came in.” “Hey, I’ll take it. I’ll take it!” Because you’re like, I know I can clarify this, right? So, there’s like, “Okay, can we depend on everybody to have the same message?” That’s a question. But then, because we’ve done this for nearly 25 years, we can get a little rigid in our thinking. “This is the way we do online. This is the way we do blended.” And I think it’s fair to say during these last five or six months here, we’ve had to stretch in our thinking a little bit. We try to figure out what we need to hold on to, but then where do we need to let go a little bit and be open minded? And that’s a tough balance to strike. If you’re too rigid, or if you’re not firm enough and you’re inconsistent, both can lead to further misunderstandings and anger. So, we need to keep the dialogue going and “keep it fresh,” as you say.

Tom: Yeah, well and a worldwide crisis, I think, also, in that context, sometimes you kind of set the rules aside, which is dangerous, right? Because you have to know what are your non-negotiables? What are the things that you can’t compromise on? And then try to compromise on everything else.

Kelvin: Yeah.

Tom: And that’s art, not science, right?

Kelvin: Yeah. No, absolutely. I see that our coffee is about out, and our time’s about out. You want to take a stab at a bottom line for this episode?

Tom: Yeah, I’ll give it a shot. So, no matter how clear and obvious we think we’re being in our communications with our various stakeholders, internal or external, the truth is, we’re probably not being clear enough. This is always true, but it is
especially the case during the COVID era. I’m put in mind of our former president John Hitt, who when he talked about the five goals for the University, used to say that as soon as he got sick of talking about the five goals, he was just getting started. You have to constantly repeat it over and over again. I’m finding that definitely the case here, and when things are going 100 miles an hour like it is during the pandemic, that just makes it even harder.

Kelvin: Yeah. Yeah, I absolutely agree with that. We need to wrap up, but can I make one quick plug?

Tom: Please do.

Kelvin: This is perhaps an unusual plug, but as we record this, dear listeners, we are hiring at UCF’s Center for Distributed Learning. If you are a regular TOPcast listener, there might just be an opportunity for you in these openings. We’re looking for the next Director of Instructional Design, and we’re searching for three full-time new faculty instructional designers. Details on both searches are linked in the show notes for this episode, and you can find all of that if you go to our website at topcast.online.ucf.edu, so check it out. We’d love to have you consider coming and being part of the family here in sunny Orlando where it almost never has a hurricane or murder hornets or locusts or anything.

Tom: That’s right. It’s great. I’ll say this—Kelvin is probably not going to say it—but it’s a fantastic team. I was joking it’s like you want to come play in the majors, you want to have an impact at scale? This is the place to be. You can be in a big pond and have a big impact here. And I’m not exactly objective, but I believe it wholeheartedly.

Kelvin: You know, we’d love to have you, so check it out. I guess that being said, until next time for TOPcast, I’m Kelvin.

Tom: And I’m Tom.

Kelvin: See ya.

(musical outro)