

ORAL HISTORY INTERVIEW WITH STACEY REILLY MCCORISON

Duke University Libraries and Archives

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COLLECTION SUMMARY

This collection features an oral history I conducted with Stacey Reilly McCorison on October 12, 2021. The 108-minute interview was conducted in Durham, North Carolina at the Trent Semans Center for Health Education. Our conversation explored the interviewee's early life in the Northeast and her experiences with higher education, positions held within Duke University and the Duke University School of Medicine, contributions to the planning for the Mary Duke Biddle Trent Semans Center for Health Education, as well as the interviewee's reflections on the COVID-19 pandemic and its impact on medical education. The themes of these interviews include educational access and choice, medical education, financial aid, and student support services.

This document contains the following:

- Short biography of interviewee (pg. 2)
- Timecoded topic log of the interview recordings (pg. 3-4)
- Transcript of the interview (pg. 5-30)

The materials I am submitting also include the following separate files:

- Audio files of the interview
 - Stereo .WAV file of the original interview audio
 - Mono .MP3 mixdown of the original interview audio for access purposes
- Scan of a signed consent form

BIOGRAPHY

Stacey Reilly McCorison, Associate Dean for Medical Education Administration at the Duke University School of Medicine, has always believed in the transformative power of education. As Associate Dean, she has managed a \$43M Medical Education budget for 11 departments, liaised to the Vice Dean of Education, lead tuition and fees for medical and masters-level programs, overseen HR operations a staff of 80, managed space and events for three buildings, and supervised a diverse set of operations including Medical Education Information Technology and Anatomical Gifts. Her portfolio of responsibilities showcases her commitment to creating a “seamless” experience for students, and one that allows them to focus on their educational goals.

McCorison, a native of Vermont, was able to attend university at Anna Maria College in Massachusetts with the help of a Basic Educational Opportunity Grant. In college, she also worked at the school’s Financial Aid Office. “Even in my low-level, entry-level job, I felt like I was part of something bigger,” she reflects. “With thousands of students getting the resources they needed to go to school.” McCorison went on to hone her skills in higher education financial aid and administration at the University of Vermont, Newbury Junior College, Lesley College, and the University of Maine at Presque Isle, before coming to Duke University’s Undergraduate Financial Aid Office in 1987.

After moving up in Undergraduate Financial Aid to become Senior Associate Director, McCorison accepted the position of Director of Financial Aid at the Duke University School of Medicine in 1996. In 1999 the operations of the Registrar would come under her leadership, while McCorison also took part in committee and service work at Duke and beyond. Notably, in the late 1990s she was a core member of Duke’s PeopleSoft implementation team and served on the National Association of Student Financial Aid Administrators. In her role as Assistant Dean for Medical Education, and later as Associate Dean, her mission has stayed the same -- “to provide the best educational experience possible for these young students.” In 2013, a key goal of McCorison’s was realized when the Mary Duke Biddle Trent Semans Center for Health Education opened to students. McCorison had served as a key member in planning and visioning for the building and its services, and remembers the day the center opened to students vividly as “like Christmas morning.” “We were just watching these kids that we knew, and many of them we had worked with because we really wanted a lot of student input into this building,” she says. “We just cried. We were so excited for them, for them to have this educational experience.”

In retirement, McCorison plans to bring this same passion for administration to the (New) Nearly New Thrift Shoppe. The store has a deep significance to those within the Medical School community, and to McCorison in particular. The first iteration of the charity thrift store was started by wives of Duke medical faculty members in the late 1960s, and raised millions of dollars for medical student scholarships over its half a century of operations.

INTERVIEW TOPIC LOG (stacey-reilly-mccorison-interview-audio.wav)

- 00:00 Introduction of interviewee
- 00:24 Current responsibilities and scope of work as Associate Dean for Medical Education Administration at Duke University School of Medicine; committee and interdepartmental work
- 05:17 Approach to work and relationships with staff within team; hope to provide experience for students that “seamlessly” allows them to pursue degrees
- 10:55 Birth in Vermont and parents’ work in education
- 11:54 Early years in Vermont and New York; schooling in St. Albans, Vermont; education at Anna Maria College in Massachusetts and first job in college financial aid office
- 22:16 Early jobs and volunteering with Big Brothers Big Sisters and Worcester State Hospital and choice of Psychology as college major; initial positions in financial aid at University of Vermont, Newbury Junior College, and Lesley College; move to Maine and work at University of Maine at Presque Isle
- 27:31 Move to Durham and interviewing for position of Financial Aid Officer in Undergraduate Financial Aid Office in 1987
- 31:00 Initial impressions of Duke; work under the leadership of H. Keith H. Brodie to increase diversity; work with endowments and reflections on student caseload
- 35:26 Comments on family as a “Duke family”; work on vision committee that looked at computer applications to support student administration and later implementation of PeopleSoft; interview for Director of Financial Aid in the Medical School
- 39:00 Work with National Association of Student Financial Aid Administrators; work with PeopleSoft’s higher education user group
- 41:43 Work with Group on Student Affairs for the Association of American Medical Colleges; impressions of PeopleSoft clients
- 43:02 Addition of position of Registrar in 1999-2000; implementation of digital systems and remembrances of Y2K technological anxieties; hiring of Steven Wilson and Marcie Ellis
- 46:31 Early work ethic; skills-building in workplace conflict and confrontation; MBA acquisition from Duke’s Fuqua School of Business in 1989-1991
- 52:33 Remembrances of Fuqua graduation and reflections on impending retirement
- 54:55 Mentorship by Dr. Russ Kaufman and Dr. Ed Halperin
- 57:11 Changes over time in Medical School including Medical Scientist Training Program and Gross Anatomy teaching and lab
- 00:00 Work with Anatomical Gifts and Gross Anatomy Lab and sensitivities inherent to process and compliance;
- 1:01:59 Work with Jim Bolognesi, Daniel Schmitt, and Gwendolyn Wellstone Keith; IT structure; diversity and inclusion within Medical School; communication around COVID-19 pandemic
- 1:06:40 Reflections on COVID-19 pandemic and conversations with Scott Gibson about policy; work with building precautions and PPE; difficulties related to remote work 00:00
- 1:10:52 Reflections on protests against police brutality and impact on Duke community; reflections on early experiences related to race and antisemitism
- 1:15:00 Work with Ed Buckley, Aditee Narayan, and Saumil Chudgar to adjust degree schedules and experiences due to COVID-19 pandemic

1:23:14` Pride in keeping work on deadline and within budgets and keeping average loan debt low

1:24:40 Retention at Medical School and key factors of 1. Continuance of merit-based scholarship program, 2. Hiring of a Director of Financial Aid and Registrar, 3. Role in development of [Trent Semans] Center for Health Education; opening of Center for Education; everyday assistance to students; reflections on LifeFlight helicopter crash and mourning

1:32:05 Work with Kate Piva and Colleen Grochowski on Center for Health Education; overview of and management of space; visit from then-Vice President Joe Biden

1:38:46 Hopes and future challenges for Duke School of Medicine; reflections on “promise of education”

1:43:11 Plans for retirement and involvement with the Nearly New Store

TRANSCRIPTION (stacey-reilly-mccorison-interview-audio.wav)

Josephine McRobbie 0:00

So, it is Tuesday, October 12th, 2021. I'm Josephine McRobbie. And I'm interviewing Stacey Reilly McCorison. Is that how you say your last name?

Stacey McCorison 0:08

That is correct, yes.

JM 0:09

Okay, great. And she is Associate Dean for Medical Education Administration at the Duke University School of Medicine. And this is part of an ongoing series for the Duke University Medical Center Archives. So thanks for being a part of this project.

SM 0:23

Thank you for asking me, I'm honored.

JM 0:24

Great. So, we'll start with just kind of what you're doing currently. So can you describe your current role and maybe not an average day, but what's an average week like for you?

SM 0:41

Sure. So, I see my role as the Associate Dean for Medical Education Administration, in that I'm the caretaker and champion for the staff. That I take care of the finances, whether it be operational, or capital, or things like that. To be the liaison between the department managers, the unit managers, and our Vice Dean for Education, Dr. Edward Buckley, and Scott Gibson, the Executive Vice Dean for the school. I see myself as helping out with staff issues around admissions, financial aid, registrar, a number of areas, all of them just very pertinent to what we're doing in trying to educate the best and the brightest students for their MD degrees. The role has evolved over the last few years to include all our other learners that are Physical Therapy, Physician Assistant, our most recent program is an Occupational Therapy Doctorate, and Master's of Biomedical Sciences. Plus a number of other degrees. Everyone thinks the School of Medicine [equals] MDs, and no, we have over 1000 learners, in many different disciplines. And while I'm probably more involved with [the] MD than I am any other program, they're all just as important to me. And so, some of our offices that I work with Financial Aid and Register, for instance, deal with all of the students. Whereas other areas, like Student Affairs and Admissions deal with only the MD students.

So it's kind of keeping an eye on the equity of what we are doing for one set of students, versus the other set of students. It's certainly keeping an eye on what we're doing for our staff, and making sure we are representative. And that we have the diversity and inclusion that we know is very, very important. And also that we have fun doing it. This past couple of years has been in a little bit of a drudge. But we do work very hard. We have a lean staff in Medical Education. And we have to get a lot done. And sometimes when it's orientation week for the MD students, and it's all hands on deck, that's what I mean. I'm downstairs passing out lunches at noon time, or

somebody else is helping with another function, that is not necessarily their traditional role. So, I kind of see myself as the person who is the conduit to make all of this happen, and that I might hear some information from one office that might relate to another office, and I can plug the two of them together.

I also work with a number of university committees and groups that enable us to do our jobs correctly. Whether it be the School of Medicine Finance Office. Up until this year, we had been in charge of space and scheduling of space and the Faculty Center that is located next door in the Seeley [G.] Mudd Building, those have been recently transferred to another division. And it alleviates some headaches because that was really event planning, which was something I did when I was in college. So that's something that's really neat. But back to the university committees. I would be on a scheduling committee for the university calendar, even though the medicine calendar is very unlike the rest of the university. Or with the SISS office, which is the Student Information Services and Systems which is really the backbone to the student admin system, that application that allows us to do our registrations and our financial aid and our billing and things like that. So there's a technical side to all of this as well. And that's something that I've become more involved with, also, through the years, just seeing how we can relate to not only the Duke University Technology Services, DHTS, but also to the Office of Information Technology on the campus side, OIT. And that's been very important because they are more aligned with educational programs than the other side, and that's something that I'm pretty excited about, that it's come to fruition. And that we've got some IT applications in the pipeline, and it will make people's jobs just a little bit easier to do. So that's a neat thing.

JM 5:17

So it sounds like an enormous amount, and a diverse amount, of work.

SM 5:21

Yes, thank you [laughs]. It is a very diverse amount of work. So a typical week, I just can't even say what a typical week is, because I may have appointments on the books all week. And that's fine. I have, as we call them, one-on-one meetings, with each of the managers of the different units. But then there might be an issue where students, fourth year students need spaces to do residency interviews, [they ask] and where can we do that, when this building is already all booked up. And so we investigate how to get 13 or 14 rooms in another building, and get them security, and get them badge access, and get them scheduled. So the job can turn on a dime. Or the hated word for me is the fire drill [laughs]. If something as simple as a fire drill comes up, everything comes to a stop, and we have to do things. HR, there are situations that come up with HR, whether it's trying to reclass somebody who is in a position, or if there's something of detriment that we have to address and deal with immediately.

We've had situations here too, that are very, very sad, with our students, and with our staff, someone passing away, certainly parents and things like that of each other. And that's something too that I think I keep an emotional attachment to a lot of people. Just because, in trying to get the best out of everyone, you really need to understand what's going on behind the scenes. My motto is still, when we come in the door, we flip a switch, we put a smile on our face, and we do our job. However, we all know that we have lives outside of this place, this wonderful place that

we call Duke. And nurturing and being supportive of what's going on outside, while recognizing that we still have a job to get done. I think [it] speaks to all of our staff that we really do care, and we want to help out, and there are resources available for you. And just recently with the suicides over at UNC, my heart breaks for them. And we just don't want anyone to ever feel that they are that far down that they consider that.

So I think that getting and working with -- we have fabulous staff here, we really do. We've been very fortunate to have very loyal employees. We had one woman who retired last year after 45 years in the financial aid office. Now she knew where the skeletons were [laughs]. In many of the areas, we don't have a lot of turnover. Is it because the pay at Duke is just superb? Not really. But we have great benefits. And we have flexibility, and a work ethic here that matches people's personalities, and the idea of what we're doing. And I say [to] the [people] working in the Finance Office to those that are in the curricular affairs, "Look at what you're doing, what is our goal?" And that is to provide the best educational experience possible for these young students. And I can say young now because they're 22 and 24. I could probably, at this age at 65 -- once you pass the point when the students are younger than your own children, you're like, "Oh my gosh." [Laughs] But obviously, after all these years, it's been a while, so.

But you just really want to encourage all of us to understand the big picture. And that the big picture here is that we provide that educational experience that is warranted for Duke. Which last year was [ranked] number three, which warrants that price tag that as a former financial aid person, I recognize what the cost of education has done. [It has] more than doubled since I'm here. And making sure that we do right by them. And little bit to be the fly on the wall that makes this all happen. That they don't know that you're going to extreme measures, to to get something done for them. That it's done seamlessly and they don't see what it really takes to put on the education. They shouldn't be worried about that, they should be worried about studying and procedures and doing all of the things that make them, the best physician they can be. Or the best PA. Or the best Master's in Biomedical Sciences.

And the other thing I've always said about our students, too, is I've never wanted them to worry about money. And that's from my financial aid world. That one way or another, we will find the funding for you to get through school. Now, it's not going to always be all grants. It could be a greater percentage of loan. But at the same time, there are a lot of federal programs to help you repay those loans. But I don't want you worrying about your finances when you're trying to worry about your education. So, that's another piece of what we all do here.

JM 10:55

Well, thank you. That's a great overview, and very helpful. So, I appreciate it. And so, going back to talk a little bit about your own path to this work. We always do, in an oral history interview, the date of birth and place of birth if you'd like to share those.

SM 11:10

I was born June 28th, 1956, in St. Johnsbury, Vermont. My mother and father were both in college at Lyndon Teachers College. My mother, both of them, I think, were first generation college [students]. My father did not graduate college. My mother did. She actually, 14 months

later, had a second baby. And both babies went to live with her mother, while my mom finished school and my dad didn't [laughs]. So education, to me has always been has always been important. I don't know if you want me to go on about my background or not.

JM 11:54

Yeah, I'd love to know sort of the community you grew up in, and the household you grew up in, and early influences in that way.

SM 12:02

I'd be happy to do that then. So the two babies went to live with Nanny about, I guess, back then it would have been about two and a half hours away. And another woman came to take care of us, a wonderful woman, Delores LaMonda, and we called her Grammy. And so Grammy took care of us during the day, because my grandmother still worked. [Nanny] was a single woman, French Canadian, a little tiny thing about five [feet] two [inches], 82 pounds. And she became everything to my sister and I, because our parents were not around at that point in time. So early influences of education were that we were enrolled in half day of kindergarten with Miss Whitcomb. And our big exam at the end of the year, to go to first grade, was to recite the alphabet with her, one on one. And it was a terrifying event for all of us little little ones, but I passed with flying colors. And got to a one room classroom, for one through fourth grade. And I was only there for first grade. Sadly, my parents divorced around five or six. And my sisters and I went with my mom to New York City, where my mother had secured a position with Reader's Digest as an editor, or on the editorial staff, I should say, she wasn't an editor.

And that was a different time. I was the eldest of the three, and my mom was only 24 years old. And so, she had not really grown up a lot. And so, I don't know if you'll use this part, but I became the adult and she was still the child. And so she was out quite a bit. And then she was somewhat married, she had a partner, and then they had two boys. And so, I was the oldest of five. And at that point in time, they took up motorcycle racing. And so they would be off racing all over New York and Pennsylvania, and Stacey would be home with the four other children. So that was, that was something. So much so, that I was doing fine in school. I always loved school, I was like a little sponge. And teachers always were very encouraging to me. I had a very good experience in the public school system in New York. And I can remember in fifth grade, though, that my mother was so absent that I had to miss a nine week session of school. And that the teacher, Mrs. Cantor, was very concerned about me. I couldn't do my report on a state, which was another big event. And so I remember going back and she tapped me on the shoulder and she said "It's okay, I know you would have done very well on this."

And she again nurtured that whole thing about, you can do anything you want. So you're thinking mid '60s, we're talking '64-'65. And just to have that encouragement at that time that you can go ahead and do something. So, that was great. Ended up moving back to Vermont, to a small town, St. Albans, Vermont. A population of about 6,000 to 7,000 people. And so I made a couple friends. My best friend to this day I met in fifth grade in St. Albans, Vermont. Joanie and I became musketeers, and have supported each other throughout. My mom taught school at that point in time. She taught fourth grade, but she always had problems with disciplining her students. And so she was let go. And that was very traumatic for our family. She was a single

parent with five kids. And she had, still, some wild oats to sow. And so she was in and out of our household until I graduated.

About my junior year in high school, Joanie's mom [Mary Jane], who was a social worker, had taken upon herself to kind of -- she was a very stoic Irish woman, she had six kids of her own -- she would bat me around every once in a while [saying], "You're going to college, you're going to college, you're going to college." I'm like, "Yeah, right. I'm waitressing at your husband's restaurant, is what I'm doing. I had been driving since I was 14 and a half, because I had to because of the kids. And so she knew I was more experienced at driving, and had me drive to some Massachusetts Catholic women's colleges with Joanie in tow. And we ended up going to Anna Maria College, outside of Worcester Mass[achusetts], which was a small liberal arts [college] at that time, female only. But again, it had that strong, nurturing, kind of solid environment that it took me to kind of flourish. So much so that, and of course, I needed money to go to school. And, again, financial aid was available for me. It was the first year of what was called the Basic Educational Opportunity Grant. And I was one of the first recipients because my mother was home on welfare, and I was the one working, and you don't look at kids' income to apply and everything.

So I got to Anna Maria, and within the first year I had three work-study jobs, and my first one was working at the switchboard with Sister Evangeline. And one, you had to wear a skirt that was not more than three inches above your knee. Two, every time you showed up [she asked], "Have you been to chapel yet?" [under breath] "Oh my God" "No, sister." And she'd send you over to chapel. And then what was the third question? Oh. She didn't say, "Did you have a date this weekend?" But [rather], "Did you go out this weekend?" And it was like yes or no, or whatever. But [laughs] it was terrible. I mean, she wore full habit, and everything else, and she was an older woman, and it was just interesting. And one of the other switchboard nuns was -- we were terrible to her. At the time, there was a sitcom on TV called Mary Hartman. And she'd call out, it was a PA kind of system that you were at the switchboard and someone said, "Can you page so and so?" "Mary Hartman, Mary Hartman, please come to the lobby." Or "Alice Cooper, Alice Cooper, please come to lobby." And she didn't know, we were just terrible. Oh, God, we were terrible.

Anyway, my first year I worked a switchboard, I drove a van, and I worked in an office. I worked in the Financial Aid office with Mr. Jack Kane. Again, a learning experience, that all of us who were at the college were there for a reason. There were probably about 50% of the women who were on financial aid, and 50% who were not. And that was just mind-boggling to me, that someone could afford -- get this -- \$4,000 a year to go to college. I can see my bill now. \$3,600. And that somebody could afford that. In fact, Joanie's family had to foot the whole bill. Because she was the oldest of all the girls, and such. So I started working in the Financial Aid office, and learning all about it, and how to do it, the federal funds, how to apply for more federal funds. I mean, I learned it A-to-Z. And so much so, that I was on the President's Committee that was doing the reaccreditation for the college by the time I was a second semester junior. And then I did that all of my senior year, as well.

So, I was primed to go ahead and get a financial aid job. And back home, meanwhile, I was still sending money back to my mother to help with the rest of the children that were there. Growing up, I never thought I was going to graduate high school. I really thought that I was going to be stuck waitressing for the rest of my life. My guidance counselor said, [that] oh, my mother was divorced. And in those days, that was a real taboo. And it was a mark against the children, too. I was literally kicked out of kid's homes, once they found out my mother was divorced. "Oh, you can't play here." And, again, without Joanie Smith's mom and dad, I really wouldn't have been able to do this. And that taught me a little bit more about access and choice, and who got to go to college. Because I had all the grades, I was a straight A student, but because of my family background, it was like I was discarded. I was not going to be at the caliber of person to be there. So once I got to college, there was no doubt in my mind that I wasn't going to succeed and get out of there. And I did the freshmen, have fun, party, kind of thing. Got a whole bunch of C's, and was like, "Oh, I better straighten up and do something here." And, and I did, and it was great. And so my first job out of college was in a financial aid office, making \$4.91 an hour. When they said 491 I thought, "Oh, \$491 that's a lot." Oh, no [laughs]. And that was at the University of Vermont. So, I did have to move back home. And I did live at home for a short amount of time. And then I got an apartment in Burlington. And I stayed there. And even in my low-level, entry-level job, I felt like I was part of something bigger being in a financial aid office with thousands of students out there getting the resources they needed to go to school. It was pretty important to me.

JM 22:16

So your major was psychology.

SM 22:18

My major was psychology. Yes. And so, I was the first person to major in psychology at Anna Maria. They had just started the department. I had thought I was going to work with abused children. Neglected and abused children. And during that time, Joanie and I got involved with Big Brothers, Big Sisters of Worcester, Mass[achusetts]. We were the first in the country to be matched with little boys, with two brothers, George, and Eddie [*correction after recording: George and John*]? George for sure, mine was George. And we would take them to the park, and roughhouse, and do all this stuff. And then I worked with the Worcester State Hospital, with psychiatric teenagers, and I quickly realized that that was not going to be my calling. That I would see children who had come from very abused backgrounds. And I had not been personally abused, but I did watch my mother be abused early in her marriage with my father. And I just realized that that was not going to be a good match. And so so here I am, in the Financial Aid office three and a half years, using counseling skills, using mathematical skills that I had, using those kinds of things. And a psych[ology] major is, I'm sorry to say, like an English major [laughs], or liberal arts major, at that time. At that time, you weren't going to get too many jobs. So I said, "Okay, I'm going to stick with the financial aid. It's what I know. I really like it."

Mr. Kane had been so good to me throughout the years that by the time I was a senior, he was letting me award the incoming freshmen class. Because they were not my classmates, they weren't going to be my classmates, so it was going to be okay. Mr. Kane wanted to hire me on full-time at the college. And when they didn't do that, he quit. So, it says something about how

much work I was doing for him, but yeah, he quit and he said, "This is ridiculous." It was a one-person shop at that time with a work-study and he said, "No, we need two full-time people." And so when they didn't hire me though, that meant I had to go back to Vermont, and that's when I got the job at the University of Vermont. From there, after about a year, I moved to Boston, and I worked for a small junior college, Newbury Junior College, and worked myself to the ground basically. They had a daytime program, and then they had evening programs, whereby they would target veterans and they would get VA benefits plus a BEOG (Basic Educational Opportunity Grant). And so they had satellite campuses throughout the Boston area -- Lowell, Framingham, Holliston, Braintree. So any night of the week, I would work the day and then I would go to these campuses at night and sign veterans up, and make sure that they were doing their due diligence and things like that. And from there, I went to Lesley College, which was a women's college, predominantly teaching, some liberal arts. But it was right behind Harvard Law, and it was right over in Cambridge, and it was like, "Oh, man, I'm cool." And I was the Assistant Director. And I worked in an office where the director, sometimes she'd show up once a week, maybe she wouldn't. And that taught me a lot about work ethic, and what to expect from people, and how to deal with people who were very different than I. And it was a good learning experience, for sure.

And at that point, by then I had married and I had my second child. I just gotten there, and a thing called "maternity leave" came up. I was like, "Whoa, what is that?" And so that was 1983, and I got eight weeks maternity leave. Meanwhile, my husband had been in school at Northwestern University for the first ever -- he was the pioneer program -- for a year-long paramedic program. And so, it gave him an added credential to his other degree that allowed him to do a wider variety of procedures. He had been a corpsman in the Coast Guard. And so meanwhile, down at Duke, they're starting to look at hospital Coast Guard corpsmen, and things like that, and developing the PA program. But here we are, up in Massachusetts and such, and not knowing about it yet. So, he gets to be a paramedic, we're not going to be able to raise children in Boston. That's all there is to it. It was an expensive city. And we said, "We're going to get the heck out of Dodge." And we moved to northern Maine, where I volunteered at the University of Maine [at] Presque Isle in the Financial Aid office and rewrote their policy and procedures books and things like that. He worked as a paramedic.

SM 27:31

Meanwhile, we hear more and more about Physician's Assistant [programs]; he applies to Duke and four other schools to become a PA. And lo and behold, he gets accepted at four out of five of the schools. Stony Brook [University] -- the closest one to us -- he was turned down. And he came down to visit Duke in a nice bright spring of -- let's see what year -- 1986, probably, when Duke was playing in a big game against Louisville for the national title. And he came home, and he was tanned, and he was telling me about the co-eds and everything else, and I'm like, "Oh no." Meanwhile, I'm hearing on the news, all these things about things I don't know anything about, racial issues. And just lo and behold, he says we're moving to Durham, North Carolina. And I said, "Oh, well" [trails off]. And we thought -- we owned a home up there, and we thought "Okay, well why don't you go down to school and we'll have this little long-distance thing, and it'll work out just fine." I had a job at the hospital as Assistant Budget Director, and that gave me

a lot of background to everything I was about to use later on in life. He came down here, and he did one semester on his own.

Meanwhile I'm in Maine with two small children, [ages] three and four; a big lab with huge feet that ran away all the time; and snowstorms that started October 14 and didn't stop. And I cried, "Uncle." I said, "Forget it." And I'm a very strong person, I brought up my previous family, kind of on my own. There's a whole bunch of stories behind all of that. And I said, "I'm not doing this." And so we were going to rent the house, and I was going to move to Vermont and live with my sister. Well, out of the blue I get a call from the Director of Financial Aid down here, Mr. Jim Belvin. And I had looked online -- or not online -- God no, there was nothing online back then [laughs]. I had applied for a financial aid job. And he said, "Well, I've got one, when can you get down to interview?" We didn't have a dime to our name. I mean, we had nothing. We'd just put him in school, he had driven down in a rickety old car that broke down twice on the way down. And so for the first time in my life, my mom had earned an airline ticket on United Airways. And I had to ask her for it. And so I got down here, and I trudged along in little espadrilles and a little blue seersucker suit, because I had no idea where I was walking to or anything. And it was August, and 101 degrees with 101 degrees humidity. I mean, it was just horrendous. And I found the office, and I'm sitting there waiting at 2106 Campus Drive. And I'm sitting there and I hear the other staff in the background saying, "Oh, it's so good. We hired somebody already." And so the position that I had come down for, had already been hired for. And I thought, "I'm gonna die. My kids are with somebody, a friend back in Maine. I'm sitting here with no job, no prospects."

SM 31:00

Well, come to find out there was another person who was retiring. She had worked there for 25 years. Her name was, I can't remember right now. Sorry [*correction after recording: Francis Baker*]. Anyway, she had worked there for 25 years, and she was getting done. And she was in charge of the endowments. And Jim Belvin asked me all these questions, and a couple of them I lied, a couple of them [I] said, "Yeah, I can do that, I can do that." And so, there's a thing called [Federal] methodology in financial aid and a hand analysis, and he said, "If you can do a hand analysis, you can have the job". And I took my piece of paper, and I just wrote it all out. And basically, you take a student's application, and you put all the numbers in the right spaces, and you figure out the total number at the bottom. And so I did it, and he goes, "Well, I guess you're gonna have yourself a job. For \$20,000 a year." And so I said, "Can I have \$21,000?" And he said, "Well, I don't know." I got \$21,000. And so I went back to Maine, and we rented my house. I packed up everything, had told my husband that we were -- he had fun, it was a week of exams by this time. And he had to find housing for us, and daycare. And he was like, "I'm in exams." I said, "I don't care." And so he did it. He found, on the north side of town, both housing and daycare. And then he came home and we packed up our house, and put it in the back of a U-Haul. With the freezer cord hanging out, so that anytime we stopped near a relative's house we could plug it in, because we had a freezer full of food. And I mean, it was just ridiculous. Anyway, so there's a whole bunch of fun stories along with the move.

But we got down to North Carolina and I started my job in financial aid as a level 10, a financial aid officer. I was a financial aid officer. I started my job there, and worked in an office probably about half the size of this room, which would be what, eight by six or something? And it was full

of nicotine. I went to wash something on the file cabinet, and when I sprayed on it this brown stuff just came flying down. I was like, "What in the world?" and it was nicotine. And so over the weekend, within that first month, I just scoured that whole office because people were allowed to smoke in the buildings, and all over, and no [laughs]. And I wasn't a smoker, so it was not fun. And having to replace a woman who had been there for 25 years, there were a lot of things that I had no idea what they were. Endowments are kind of like the air that that financial aid breathe from, because endowments allow them to do scholarships. And at the time, when I first got here, there were under 40% of students on aid in the undergraduate population. And at the time, it was H. Keith H. Brodie, MD, a psychiatrist, who was the president of the university. And his goal was to increase the number of -- he wanted more diversity, and he also wanted more students on aid. Because he felt that having that environment would be a better learning experience for everyone. And so, dollars were coming in the door and it was my job to keep track of all the dollars, to look at the endowments that we were looking at, and also carry a student caseload. And student caseloads were pretty heavy back then, in terms of having probably about 500 students that you were concerned with. And I always had "McD" to "S". That was my section of the alphabet. And in learning to talk to current students and prospective students, that was all kind of just a learning ground for me to move up. Through my course of being in Financial Aid I was lucky enough to move from Financial Aid Officer, to Assistant Director, to Associate Director. And then finally, as my kids called me, "SAD-UFA". Senior Associate Director of Undergraduate Financial Aid. I was a "SAD-UFA".

SM 35:26

And my kids were five and four when we got to Duke, and they are 40 and 38 today. And I'm very proud of them, Sarah and Matt, they did not go to Duke. I think both of them could have, but they did not. But they were an integral part of my work life all the time. My husband, who is now my former husband, but we are very amicable, worked at Duke for a number of years in breast cancer, in urology, and then in neurosurgery. So, at one point, my daughter worked at Duke, and my son had volunteered and worked valet. So we have been a Duke family all along. And when we came down here, we thought we were going to be here for two years, and then move back to New England. [That] once Andy got his Physician Assistant degree, which back then was a Bachelor's Degree, we would be back in New England. And that didn't happen because, one, of his work, and two, mine. And the success we both got from being here and learning so much about it.

Through my course of undergraduate financial aid, I'd had the opportunities to learn not only about all the money that was promoting and supporting the aid programs, but I also got the opportunity to work on university-wide committees. And the biggest one was this vision committee that looked at computer applications to support student administration. And that's the admissions, financial aid, [and] registrar functions, and the billing of students. And I was part of a group that [said], "Wouldn't it be nice if a student could sit in their room and just, tap, tap tap on their computer -- laptops weren't even thought about yet -- and do all of this?" And we made a little video, and we marched around campus doing what we thought would happen. And, quite frankly, it has all come to fruition, like within four years [laughs]. And so I was on the vision committee, and then I was on the actual implementation team that brought an Oracle product

named PeopleSoft to support all of those functions. And myself and Kathy Bader from the Graduate School were tasked with putting in the module for financial aid.

And so right before that was all to happen, there had been an opening for a Director of Financial Aid in the Med[ical] School. And Dr. Dan Blazer interviewed me, and several others. And my former boss didn't really think that I, as he said, "You don't have a snowball's chance in hell of getting it." He was quite bitter. And one of my colleagues in Undergraduate Financial Aid, she goes, "I went through a divorce that wasn't this bad." But we have since reconciled and he is really a great person and has since retired from Duke. But it was a very trying time to leave Undergraduate Financial Aid and come over to the Med School and become Director of Financial Aid. And then [to] take on the project of implementing financial aid across all the schools, and understanding the inner workings of each of the areas.

SM 39:00

While this is going on here at Duke, I was fortunate enough to be able to participate on the national scene. I became very involved with the National Association of Student Financial Aid Administrators. I was involved in their Research Committee, I was actually the Chair of the Research Committee, and then worked on the Editorial Board for their journal. I also got to work on the Access and Choice Committee. And that one is the one that hit home with me. It made me recognize that any kind of education was important. Whether it was a vocational degree, a Certificate in Paramedics, an MBA from Wharton, whatever it is. Access and choice is what's important. And that at any point in time [for] any person, it will expose you to other things that are out there in life. And you can choose to take that opportunity and go back home and be a farmer, as was the case for many of my friends from high school. Or you can choose to take it and come to Duke and do something. And it just made me really excited. And so I was on that committee for a few years. And then once I started implementing the financial aid module, I became involved with the PeopleSoft group and the higher education user group. When we started that group, there were literally like eight to 16 people at this conference that were concerned with financial aid. And so I became involved and got on committees, and actually was the chair for a couple of the conferences where we grew from that original 16 to something like 2,500. And now I don't even know, I haven't been involved for a number of years.

But I felt it was very important to volunteer. Not necessarily did I ever think that I had any kind of great gifts or wisdom, but whatever they needed to promote the word, to understand, to give a perspective from a different viewpoint. A lot of people [thought] that [because] I was coming from Duke, "Oh, well, nose up in the air, Ivy League background, what would she know about anything?" And I surprised a lot of people, and they would tell me so. And that made me feel good that everybody puts their pants on one leg at a time, and we have to understand other people's backgrounds. Yes, some people do come from an Ivy background, or, prestigious schools, or an Anna Maria, and we all can come together and have be very collaborative, and very collegial. And it was really good.

SM 41:43

The other thing we learned about PeopleSoft was that the company itself was not used to that. They were used to working with the big retailers and corporations who were very competitive,

and everything was very hush-hush and "Don't tell them we know how to do this and don't do that." Whereas we wanted to share our intuitive knowledge about everything, or our queries, or our SQLs, and everything else. And the company itself had a whole big learning curve about how higher education works. And that was pretty exciting for them, to bring them along on that journey and to explain things to them. So back at Duke, still working on professional committees, getting involved in the Group on Student Affairs for the Association of American Medical Colleges, working at Duke, finishing up the project, which was the PeopleSoft project, and becoming Director of Financial Aid, still. And all of a sudden, our Registrar, who had been involved in the project, decided she was going to stay with that group. And at the time, the Vice Dean for Education was Dr. Russ Kaufman. And he came down, and it was kind of like he said, "Bingo, you're the registrar now."

JM 42:58

A very different sort of set of responsibilities, right?

SM 43:02

A very different set of responsibilities. If I'd ever thought I was going to branch out into anything, it would have been Admissions and Financial Aid. That had always been the kind of the natural fit in the college world. To be a Financial Aid [administrator] and Registrar was a totally different thing. And the fact that we were coming online with a new administrative system, where we would have to keep things in a system. Everything had been paper before, we didn't have a Y-2000 problem at the time, we had paper and pencil. And so what was our problem? Whereas the university was, it wasn't that there was a Y2K problem, it was just that there was a perceived idea that, "What if something happens?" And so that's what we were really preparing for at that point in time. So I hear the Registrar's Office lost two or three staff over the summer, gone, [who said] "We can't do this, we won't do this, whatever." And I was left with a couple people who were aging, basically. And they cried every day, because they didn't know how to do anything, and there had been no training. And I was left with a new system that wasn't working for me. It wasn't set up properly. And I didn't understand the Registrar world at that time, but I sure learned quickly. And that year was 2000 and 2001. And I know that because that was my son's senior year in high school. And I have no idea how he made it through, because I was not there. And so that obviously resonates, because it's still a big regret on my part. He did get into college and stuff like that, but not with his mother's help [laughs].

So the Registrar world is a very unique and a very rules-driven kind of world. And Duke likes to pride itself on flexibility, and open curriculum and, you know, "The world is your oyster, do what you would like." And then we are over here going, "How in the world is that going to fit in this box?" It can't. It has to be gray. It has to be white. It has to be, you know, how is that going to fit? And so there were some growing pains. And I was fortunate to hire a couple of really great people, Steven Wilson being one of them, Marcie Ellis being the other. And Steven did have some register experience. Marcy came from a very, very different background. But she came in here, she got herself organized, and she has learned and done just a fabulous job while she's [been] here. So here I am, Director of Financial Aid and Registrar, still doing some external volunteer activities, fortunately able to travel on Duke's dime, to national conferences and meetings and things like that. And the national conference in the summer was always at a

different location, usually a large city, but [I was] able to take my family with me. Just marvelous, just wonderful. And I paid for them, and Duke paid for me, but really, the benefits that I have received far outweigh the 700 hours a week that I was working [laughs]. No, I will say that I worked very hard. But I also just think that there's been so many great things that have happened.

JM 46:31

I wanted to ask you, as we were talking about your early life and leading into your work, I am curious what you see as the skills that you had an easy time with when you were beginning your career and moving into these roles, versus the things that were more challenging. It sounds like you had to have a very strong work ethic from very early on, is that accurate?

SM 46:52

That is accurate. And I'd say that that was part of my, you know, "Yankee Pride", "Vermont stoicism", things like that. That had been embedded in me as a young girl with my grandmother, just doing chores around the house and such. And then I did go to work at 14 and a half as a waitress. And I would go to school from 7:30am till 11:30am. And I'd get all my courses in and done. And then I'd work from 11:30 to nine at the restaurant. And that was usually six days a week, definitely five, but usually six days a week. And then go home. And depending on where my mom was, [it was] whether I took care of household things, or if I did homework, literally. And so that background just really helped set me up for things. So I've never been afraid of hard work, whether it be learning, or physical. If something needed to be done, we'd do it. There were a lot of kids in my house. At one point my mother had two foster children. So all of a sudden, she'd be gone sailing with the boyfriend. And I'd have seven kids to take care of, or six kids to take care of, instead of just four. I think that that work ethic was just ingrained in me at an early age.

As I progressed here, I knew that when I became Assistant Dean under Dr. Ed Halperin and took on more of the responsibilities, there were probably only about six or seven areas that I was responsible for at that point in time. And I think the skills that were needed were that I was multitasking before there was such a word as multitasking. Because I had these different levels of responsibility as a teenager, and as a young adult. I married at 25 and had children by 28. So in these days, that's considered young. In my hometown, you were an old maid [laughs]. You were like, "Oh, what's gonna happen to Stacey, poor Stacey." And in fact, in my family I was the only one married with children, just because of the kind of upbringing we'd had. But that work ethic, and the skills, and the organizational kinds of things, I think each of the positions that I've held throughout my life have helped me kind of fine-tune those skills just a little bit more.

SM 49:31

I think where I had difficulty, and I still have some difficulty today with it, is conflict. And it's an "avoid conflict at all costs" kind of thing. And so that's why HR is particularly challenging. I mean we've had to, you know, let go a couple of people. We've had to do disciplinary action. I can't imagine anybody finds that a fun thing to do. But sometimes those hard conversations need to take place. And I think over the years, I have learned that it's better for people to get feedback early on about their performance, than to let it go to a point that is detrimental, [so] that you have

to have this really tough one, really big one about, "You can't be here anymore." And then I think too that the other thing [is] that I went back to get my Master's Degree [a Duke MBA] in my mid 30s. My husband had finished his PA degree at 35. While we were in Maine I had done one year of a Master's of Public Administration [degree], thinking that I was going to stay in Maine and work at the hospital that I was at. And I had done fairly well with that, except for I had one professor who told me I couldn't write at all. I was like, "Really? Not at all? Terrible? Okay, fine." And to this day I still remember him and think about that. I was like, "I guess I did okay, even though I couldn't write a word." I was like, "Oh, gosh."

So going to school as a 33-year-old, that was another first. In my class, I was one of 10 women. I was the only one married with children. And this was in '89. We all felt like we were, some of them were gunners, and it was like, "Okay." But for me, it was P equals MBA. I just realized that I had this, and this, and this, and this. It was a two-year program at Fuqua [School of Business]. That first semester, I thought they literally just wanted to see some woman go crazy, because statistics, and I don't even know what the other courses were. Oh, public accounting, and a short course on business something. But statistics. It was just like, "Oh my God, I'm gonna," [trails off]. And I concentrated so much on passing that statistics course, that the other ones kind of went by the wayside. And P equals MBA. But again, through that process, I learned so much about working in groups and with other individuals from different backgrounds. And I became the Class Rep because I think that [brief interruption of phone call].

SM 52:33

Okay. So during the MBA, even though that first first term was pretty shaky, I ended up being the Class Rep. And then being the person who spoke at graduation. I mean, I was like, "Are you kidding me?" So my mother, no one came to my graduation except my immediate family of husband and children. Unfortunately, when I told my mother I was going back to school she was not happy. She thought I needed to be with my family and all of this. It's kind of weird that she was old-fashioned in that respect, because she was never with her family. But anyway, so I did invite her. And my husband's family, they had not understood that he was graduating from Duke University with a Bachelor's Degree and they didn't come to his graduation. And they often said they regretted it, and so they were not invited either. And so all these other people have all their families all around them. And we're surrounded by those families, but we were just this little unit. And that was that was also an important part of my growth here at Duke, was to understand that we chose to pick our family and friends by staying in North Carolina and working through these things.

I was working in the Undergraduate Aid Office still, and there were people who were in Counselor and Assistant Dean positions that didn't have college degrees. So a couple people [said], "Oh, we'll have a party for you." and I was like "No, none." And it's just like now leaving here, "We'll have a party for you." No, no, I don't want that level of attention. I don't want that, to be singled out in any way, shape, or manner. I mean, this is just something [that is] personal, it's on my journey, on my roadmap through life. And that's all it is. But once I got that MBA everyone said, "Oh, go to the Park and make lots of money." Yeah, and be jobless in six months maybe.

JM 54:53

And by the Park do you mean..

SM 54:55

Triangle Park. Right, go out to the park, work at Glaxo, work at Nortel. Yeah, look what happened to Nortel [laughs]. And I said no. I've been in financial aid all this time, I really love what I do. And coming over to the Med School, that enabled me to get to the next step of leadership or, directorship, or whatever you want to call it. [brief interruption of phone call]. And so, as the years passed by, once I got to the Med School, and I had been Registrar and Financial Aid, then became the Assistant Dean. And I only had six units. Only. And that was just Financial Aid. It was the finance part, the HR part, I didn't have all these other groups. But I think Dr. Kaufman and Dr. Halperin saw something in me that I didn't see. And that was those organizational skills that I had developed as a teenager, and a 20-year-old or whatever, that enabled me to take on more. And Dr. Halperin would, there be things that were happening, and he, I don't know if you've had a chance to ever read about him or anything. He is now the Chancellor of Touro College up in New York, in White Plains, New York. He had been Dean at the University of Louisville for a number of years after he left here. Extremely intelligent man. Worked in pediatric oncology, though, here. Had been in a little tiny office for many years that had a bird in it, and a fish tank. And wherever he moved offices, he brought these things with him. And so it was Stacey's job, as one of his staff, to figure out how the bird is going to get moved or how pictures are gonna get framed. I've done some very bizarre things in my history.

JM 57:11

That's a question I had for you, is during your tenure, how have things changed? And those two stick out. A bird in someone's office and a fish tank in someone's office. And then, nicotine on the walls [laughs].

SM 57:22

Nicotine on the walls, exactly. Right, right. And I had to use Windex. Or being in this building, even as the Associate Dean and going downstairs because I'm so P.O.ed at the [inaudible] people that I'm washing the windows of the front doors, it's just like, some things don't change [laughs]. But over the years, there have been different divisions that have changed. For instance the Medical Scientist Training Program has historically been at Duke and produced wonderful MD-PhD students and graduates, and it had always been housed in the Department of Pathology under Dr. Salvatore [Pizzo], what was his [last] name? This is something about getting old that I really hate. Pizzo, excuse me. Wine person extraordinaire and things like that. But he ran the program for many years. Well, enter Peter Agre, who's Nobel Laureate from Hopkins, and he's running programs and doing things, and he feels like he would like to run the MSTP program. So all of a sudden, there's a big transition. But they need a financial leader for the group. And unbeknownst to me, within a leadership meeting, they said, "Oh, well, that can fall under Medical Education. Stacey can take care of it." And I can recall there were emails [where] Scott Gibson said, "Oh, I guess I forgot to tell you that." And I'm like "You think?" And then unfortunately when we inherited it we found out there that Pathology had been basically helping to support the program financially and that all of a sudden we needed a lot of money in Medical Education to run this program. We had to hire a couple of people. We had to do our due diligence

in getting all the facts and data together. And it was like, "Really?" And there were a couple times, Gross Anatomy is another example [where] they had merged basic science departments and one part of it went to campus and one part of it stayed and became something else. And all of a sudden the Gross Anatomy teaching and lab came under Medical Education. And I have to do cadavers now? And I'm like, "I'm going back to student loans. I'm gonna go write the papers up and just do loans" [laughs].

JM 59:46

So is that the anatomical gifts program?

SM 59:49

Yes, the Anatomical Gifts and Gross Anatomy Lab. And that's where all of our students go in and do dissection and prosection of cadavers in order to learn anatomy. And having that program come under us and having to learn that whole thing was, you know, it was very interesting. And then that was really my first building project, too. There was a building, not far from here called the Bell Building. And you will see there's a plaque -- a picture -- of three gentlemen who were the first people to try and desegregate the Bell Building. And, the Gross Anatomy Lab was in the basement of that building. And so we built a new facility over in Duke South in the basement there. And we actually took the floors down to dirt in that building in Duke South, which is a 1930s building, and built [what was] at that time a state of the art gross anatomy lab with tables and computers and all kinds of things. And we had a grand opening with Duke ribbon and all this stuff. And again, this was really early years. And it was very exciting. And it was really a treasured moment here at Duke.

Fast forward, that program is doing fine. But of course there's lots of compliance issues around cadavers, as one would think. And all of a sudden [you hear about other schools] in the newspapers there's news about body parts being sold at, you know, Southern school and something out at UCLA, and some other thing. And they're like, "Stacey, we do not want our name in the paper." And I'm like, "I understand." And so that was really pins and needles for a while. We didn't think anything was going wrong, nothing was going wrong, but just verifying, just the whole action was pretty -- yeah. I won't say traumatic, but it was definitely a tense time for me. *[Interviewee wished to clarify after viewing transcript that "Duke never once had any difficulties in this area" and that news coverage mentioned referred to other schools, hence the clarifying parentheses in preceding paragraph]*

JM 1:01:58

Extremely sensitive?

SM 1:01:59

Extremely sensitive. I mean, these are loved ones of people. And they have donated to us in good faith. And so the past few years, we have been ultra sensitive. There was an article in the Duke student newspaper, The Chronicle, about the Anatomy Lab, and we're like, "How, and who, and what?" You know, "How did this happen?" And so we have been extremely sensitive about that for years. And we have a couple of really great people -- Jim Bolognesi and Daniel Schmitt, Daniel teaches, Jim is the operational manager for [the lab] -- who just make it run great. We've

had wonderful faculty there. We've had great postdocs. So I have really, since the early years, I have not had to worry about that. The Anatomical Gifts Program, a wonderful woman [named] Gwendolyn Wellstone Keith now runs it. She has a Master's in Grief Counseling, she handles families like, oh my word, just fabulous. She's just fabulous. And whether she knew she was ever going to end up in a role like that when she started her educational process, I doubt it. But it's just a great niche for her.

And then over the years having IT now report up through our structure. Over the years we've had Admissions. Admissions used to be a standalone, and then there was a change in leadership, and the Associate and Assistant Deans for Admissions, and just talking about what their mission is, and making sure that everybody who interviews and screens and rates prospective students is alerted, and aware, and culturally sensitive to our environment. And that while we want the best and the brightest, if you go on the fourth floor of this building we have composites of all the classes from whence we started. In the first class, we had a woman, her name was Elizabeth Walker, she came from the Charlotte area. But we had a woman in 1932, and then literally, and I hope I'm not misspeaking by saying this, but you look at the wall, and you look at the change in the complexions of the people that we have admitted, both gender-wise and race-wise. And just think that, as any institution has, how far we have come. And we've been delighted that through the work of Dr. Brenda Armstrong and others that we have had a very diverse class when our colleague schools are struggling so hard. And so obviously we're doing something right to make the environment the right way. Now, even though we have a diverse class, what we don't have is the residences and the faculty are not quite where the School of Medicine would like them to be. But there are tremendous efforts on that. And obviously after this past year, after George Floyd and the others that have died, and they have not died in vain, they have died, and and we need to recognize just what the efforts were, that we have all put in.

I mean, it's been a traumatic year and a half for administrators, and I don't always think that everyone gets that. I can only -- I know what it's been like for me. And I can only imagine what it's been like for the Dean, or for Dr. [Edward] Buckley, who, you know, get 100 times more than what I get. But we care deeply. And we want to say things, but sometimes it's like, you've got to wait. Everybody, at the beginning of COVID, when we didn't know what was happening, every word that we were going to send out to our students, staff, or faculty had to be vetted through the Dean's Office, through Communication, through University Communication. And by the time it got through that circle, things had changed again. And so we were perceived as not responding in a timely manner. Well, that's because we weren't. And so we instituted very quickly, as fast as we could, it had to be three times a week, then that's what we were doing. A newsletter to the students. Or once a week, or now it's like, you know, when things pop up every two weeks or so we'll send something out. But the initial perceptions are, "You're not answering us, you're not telling us what to do." And, it's hard. It was very hard.

JM 1:06:40

Can you tell me a little bit about what you remember about from students you speak with experiencing both with COVID, in the early months of COVID, and also the issues with police brutality and racial injustice. This kind of cauldron of things that occurred last year -- we're now in 2021 -- what do you remember about the those days of the spring and summer?

SM 1:07:04

Yeah, I just felt like it was a perfect storm. I just felt like, so the early days of COVID when we didn't know much, and literally, it was March 11th when we were in our offices here, going about our daily business. I actually was planning a trip to Italy. It was going to be a two and a half week trip. I hadn't taken a week's vacation, let alone a two week trip for a very, very long time. And so all of a sudden I'm hearing the news about this, what did we call it before COVID-19? We called it something else.

JM 1:07:40

Calling it the novel coronavirus?

SM 1:07:43

The coronavirus was in Italy, and all of this was happening in the country and it was shutting down and [I thought], Oh, I hope it opens up for my cruise." That kind of thing. I mean, very light-hearted and everything. And that was March 11th. Fast forward to like a whole seven days later. And we're being told by leadership to go home and work from home for a while. And I thought, "Well, they don't really mean me, because I show up on snow days. I'm here 24/7. I'm here on Christmas Eve until 5pm." And I recall getting an email from Scott Gibson and he said, "I hope you're working from home." and I said, "Well, are you?" And he said, "Yes." And I was floored, because that was not our work environment. Our work environment was to be here. And to be on-site [and] on campus. And that neither Dr. Buckley nor Scott Gibson were real fans of the fact of work from home. That was not really in their vocabulary at the time. And so I said, "Okay, well, I'll get my things." And then I still came in, like, once a week, or something like that for a while.

And so for our students, there was a lot on my mind, even though I don't have daily interactions with students, I was getting questions because of space, or "Where do we get this?" Or, "Where do we get masks? Where do we get other PPE items?" And things like that. And, you know, there was just -- there was a level of fear. I think there was definitely fear in, "What do we do next? How do we get our education now that we can't be in the building? My stuff is in my lockers. I need this. I need that." And I was the one who could grant permission for you to get into the building to get to your stuff. And I'd have to tell them, you know, "Wash your hands." We were instantly putting sanitizer everywhere. We were instantly putting signage up everywhere. And we had people who had to do that, who were like, "Well, I don't get to stay home." No, you don't. You have to come and do your job, and then go home. And so there was some animosity amongst a few of the staff that had to come in and do things. Other staff were like, "I can't work at home. I don't have the equipment. I have three screaming kids. I have this. I have that." And to be told to stay home was a hardship for them, basically. And so we had a few people who continued to come to the office every day. They didn't have internet, they didn't have this, they didn't have that. And we had other people who just went about their business. The students, though. So that was March through the middle of May. At the end of May, when George Floyd had been murdered, and sorry, I can't remember the young man in Georgia, the jogger. Ahmaud.

JM 1:10:52

Ahmaud Arbery.

SM 1:10:54

Yes. He actually had a friend here at Duke. So that was very upsetting to find out that one of our own students, was a friend of Ahmaud. And then the young woman who was the EMT, which, for some reason, I hadn't been turning on the news myself, really, much. And I turned on the TV to see that. "And thought, what in the world are you thinking?" And then within a short amount of time we had the death of the young man in Georgia who was going to their child's birthday party, for crying out loud. And at that point as a person I'm kind of losing faith in, you know, mankind. Like, are we not thinking about what we're doing? Are we so tense, that our initial reaction is to go boom, or taser, or whatever? Are you really, is this really happening? And, obviously, our students are feeling that as well. Especially if you personally know somebody that this has happened to. And then of course, we have always shared amongst ourselves some of the atrocities that happened within our own hospital, or over the VA when young Asian women would go over on a clerkship rotation and have a patient throw something at them because they were of Asian descent. Because these men and women, men mostly, had been in the Vietnam War, or the Korean War, or whatever.

And so in some respects, I think all of us -- well I can't speak for all of us, I can speak for me -- who have known these atrocities, and these terrible, blatant acts have been going on it's like, "Will someone please do something about this now?" And I think it took these terrible murders, and these outcries from our faculty and our students to tell their stories bluntly and frankly, so that all of us can start working on the, as they say, the injustices that are in front of us. I mean, it does. It breaks my heart. Obviously, I didn't come from a privileged background or anything, and I think that's the one thing my grandmother instilled was to treat people fairly. I was not raised, I mean, for those few years that I was in New York City and then I did live in Boston for a while, but we all treated each other, you know, very civilly. And you know, civil is the last thing that [is] on people's minds right now. And I didn't watch the news either about Minneapolis and the riots and things like that. We left New York right when [the 1967] Newark riots were happening. And that is why my mother took us back to Vermont. And just hearing, you know. But I never really understood, because I was brought up in a white population, what that was all about. And now later as an adult, and reading things, and listening to stories, do I understand how awful it was.

The one thing I was exposed to in New York City [was] victims of the Holocaust. And the woman across the street who worked in the deli had her tattoo on her arm. And she wore a certain pair of shoes that laced on the side. And she was a very quiet woman who had obviously survived a terrible ordeal. I didn't know what those numbers meant. And then later on -- that was second or third third grade -- and in fourth grade, though, I learned what it was about. And I learned what she could have gone through. And for some reason I'd seen some movie on TV that showed something, and it just kind of, like I could never, I could never go into the Holocaust Museum, personally. Just the atrocities that one human has exerted on another human is just beyond me, I don't know, I just cannot understand how that would happen [sigh].

So here at Duke. So here at Duke, I think there was some fear amongst our students, there was confusion about how they were going to continue their educational programs. And behind the scenes, again, Ed Buckley and Aditee Narayan and Saumil Chudgar and all of our faculty were having these meetings talking about, "Okay, this is what we're gonna do for first year." And it immediately became all Zoom. And, and then, again, who would have to come in to help with Zoom, and who would have to [do other things], and so the logistics behind [that] once that was decided would fall to me and to the IT teams and such. And then second year we decided to stop all the clerkships in the hospital, and everything became didactic until a certain point in mid-June when we thought it was gonna be safe enough for people to be back at campus. Third years, third year is our scholarly activity for our MD students. And they were locked out of the labs. They couldn't do their research. So we just cut it off and said, "Write your thesis, write in on what you've [gotten] done so far." Our fourth year, because of the time of the year that we got marched out, usually they are done. We finished their last course, Capstone, mostly by Zoom which was all new to all of us. And then just this past year, when we decided we could start up again, we've had contingency plans in place. The faculty have kind of [had] Plan A [and] Plan B and just operate along those lines.

We were home for a great length of time and opening up this building again was a big deal. It is still badge access as you found out today. It had never been badge access. It's been 24/7 open for students, faculty, [and] staff to enjoy the building. I have to go back -- that's another career high point for me is to have helped put this building up. We birthed this building, it's really something. We'll get back there. I think we continue to struggle with what's going on, and we keep talking about a new normal. And I'm not sure that we've established a new normal because the Delta variant became so alive. I think we think about what our state and what our country's doing in terms of vaccination rates, not to get political. Everybody has their own opinion about it. In my mind there's scientific fact that says getting the vaccine works, and it's good for you, and you're going to be okay, and we're not all going to be monsters seven years from now. Nor are we going to, you know, is it one of these things that's going to be hurtful to us or to our generations to come? If I was 30 years old, and hadn't had my children? I'm not so sure I'd be so confident, though. I have to look at it from both sides of the fence. That's all there is to it. How much science is there on all of these different pieces and parts and stuff like that? So anyway.

So some of the outcomes of COVID? I mean, really great things have come out -- [sigh] not really great things, that's a terrible word -- of this exercise of learning to deal with a pandemic. I mean, once in a lifetime, right? I mean, you had the Spanish Flu in the early 1900s. And here we are in the early '20s and we have another pandemic. And not everybody gets to live through one, sadly. And I think that this has been something that [for] our young physicians [has] really taught them a lot, I mean, lifetime lessons about. I also think that the racial injustices and the systemic problems we've had with race and gender not only [on] our campus, but societally, we have learned a lot. But every year -- it could be the '60s or the '70s or the '80s or the '90s -- I mean, every decade we say, "Oh, we've got a long way to go." When are we going to stop saying that, you know? I do think right now we are taking the right initiatives to fully examine it. The problem in my mind is it costs a lot of money to do that. It costs energy to do that. It costs human -- your emotional well-being, it's kind of being stripped a little bit so that you are really bare, so that you can really do it. And it takes people, you know [sigh], one of my reasons for not wanting

to move to North Carolina 35 years ago was I was really afraid of the racial issues that were in the state. There had just been a show on 60 Minutes about some of the things that had taken place in current day Greensboro versus it would have been 25 years prior to that. And again, we could still have that today and worse today in Greensboro, in Durham, in Boston, Mass. I mean, I was in Boston, Mass, when the horses were there trying to get the kids to desegregate the schools. And it was terrible. It was terrible. And I just, I don't understand. And then the other thing that's coming to light is been watching, and learning. You know, movies are coming out about some of the things that have happened in the past that we knew nothing about, [like] things in Oklahoma. The movie I just watched, it had Matthew McConaughey in it, and it was about Texas and a white man had a relationship with a black woman. Never married but she was able to inherit his land. And how that had never, ever had happened before. And, and just near the whole telling story about it. And I'm fortunate to be colleagues and friends with people like Maureen Cullins and Del[bert] Wigfall, and one of the women that worked as my Director, when I was up at Newbury Junior College, Renda Johnson, who would call me lily white, and tell me, "Get real here, kid." And it was like, "Sorry, but you're gonna have to tell me." Because obviously in schools it was never brought up as part of our history. I learned about slavery, but that's about it. I didn't hear about all these other things that had taken place. And I think that's what Duke has allowed, is that education and access and choice has continued, that's been my thread. That's just been it. And having the opportunity to do it here.

JM 1:23:03

It sounds like you've always really believed in education, the promise of education.

SM 1:23:07

The promise of education to equalize all of us.

JM 1:23:14

And this comes from your personal experience as well.

SM 1:23:15

Right, exactly. And I've always been a very optimistic person, I would say too. And certainly I have had situations in my life that would tell me to be much the opposite [laughs]. But I've always persevered and thought, "We can get through this, we can figure it out, we can do it, we can meet our deadline." And that's just it, too. That's something I'm very proud of. Our Financial Aid Office has always come in on deadline to get the financial aid awards out. The other thing I'm very proud of is in my history as Associate Dean, for our finance we have never been over budget, and we've always returned money. I feel like I've been a good steward of both federal funds, when I was in financial aid, and of school funds. And not on the backs of hurting anyone. I think I have been a champion for students and keeping their average loan debt at a very reasonable level. We are well below the national averages and national medians on loan. And anytime I see it start to spike, you can bet I'm going to say something at a budget meeting. And sometimes it works and sometimes it doesn't.

JM 1:24:40

Can you talk a little bit about times that you have seen directly the impact of your work on students here at Duke?

SM 1:24:48

So I would say there's one time in particular, and that's when I was being recruited to go back to the Undergraduate [School], to become the, I guess it was the Assistant Provost for Financial Aid. My former boss, Jim Belvin, had retired and they were trying to recruit me to go back. And I told them that there were three things I wanted in order to stay. One was that I wanted a merit scholarship program to continue for our students. And I'm not exactly the best person to say something about merit scholarships, because I believe in need-based aid more than I believe in merit scholarships. I believe that need-based aid is the most important thing in an aid program. But we had already established these seven to ten merit scholarships, and I wanted them continued. The second thing I wanted was to hire a Director of Financial Aid and Registrar because at that time I was carrying this job plus those two areas and it was getting to be a bit much. Because the third thing I wanted was to be an important part, an integral part, of putting up this Center for Education.

And so that was one time that I felt like I did have some bearing. This building, and what it's meant for our students and those early classes who had been over in the Davison Building in classrooms with black and white tile and Bunsen burners and very old equipment. When they first got in here on that June 2nd or 3rd of 2013 and they ran in here, like it was, and I'm going to say it, Christmas morning. I'm gonna say it. It was like, just bam, you know? And they just started circling the building, and going to the sixth floor, and going down stairs and going to the fourth floor, which is the student area. Colleen Grochowski, our former Associate Dean for Curricular Affairs who has retired and left Duke, she and I stood out by the bannister and we were crying. We were just watching these kids that we knew, and many of them we had worked with because we really wanted a lot of student input into this building. We just watched them and we just cried. We were so excited for them, for them to have this educational experience. And that was really a great moment.

The merit scholarships continued. And that was a great thing. And then I didn't get my Director of Financial Aid for a couple of more years, because we hit an economic downturn. But once we did, we hired a really good person, Lori Crooks, who I had worked with in the Undergraduate Aid Office, and she came over here. And she has the same kind of philosophy that I do, that need-based is first, merit is second, but let's make sure all students get financed whichever way they need to be in order to continue their education. And I think that's important.

I think different students will say that I've been proactive and helpful in different ways. It might be with spacing issues within the building. It might be getting an office for them to do a residency interview last year, because they couldn't do it at home because they had crying children and yet they needed to do those interviews. It could have been, what year was that, like, five or six years ago, it was pouring down rain the first day of orientation. And there was a group of first year students standing at the bottom stairway at the west entrance. And I ran upstairs and I grabbed a bunch of umbrellas, and I brought them down there. And Saumil Chudgar said, "Don't baby them" [laughs]. And it was like, "Oh, it's okay." So, and I think likewise, I hope my

administrator colleagues would say the same thing. When [the] Life Flight helicopter went down a few years ago, and we lost staff and a patient, it was a really hard time for many in the hospital. And what I was able to do was just make sure the building was open, and that we opened up the sixth floor so that that could be a place for grieving, and for storytelling, and things like that. And I can recall that Scott Gibson said, "We want to get some flowers delivered on Saturday morning." And he said, "Where should I tell him to go?" And I said, "I'll just pick them up and bring them here." And he was like, "What?" And I was like, "That is easy." I mean, things like that. And I think that there are times when they'll think I did a little extra, which really wasn't a little extra for me, but they perceive it as a little extra so that the end benefit for the student, or the faculty, or the staff, their needs are met.

And again, there are just great people who are here. We've all just worked really well together. I think. I mean, there have been a couple of occasions where some people and I have not mixed, most definitely. And I'm sorry, I'm tough on people [laughs]. And I think those that work in my [inaudible] admin office would say that, that I'm pretty tough on them, that I expect more out of them than I do others. And I think that we are setting the example for others, that we are the role models for what the other offices should be doing. And so yeah, I am tough. I am like, yeah, we're gonna do this, or we will take this on extra or whatever. But in the long run, at the end of the day, I'll let them go early on something, or say, "Don't worry about it." Or, over the years, we've had ice cream socials, and many, many years ago, I started a thankful day luncheon around the Thanksgiving holidays, when we were in the old building. And it's carried forward until COVID. And that's always been a big celebration. I do recall, I was asked, I wouldn't say a really holy prayer, but I would say a grace or a blessing. And I was asked to stop doing that because some people have different beliefs, and I get that. But personally for me, faith has always been a big part of who I am. And while I may not walk around with it tattooed across my forehead, I think my actions speak to what I believe. And I will say that the next year when I didn't say something, there were a few other people who said, "Stacey, you didn't say anything." And I was like, "No, I'm not going to" [laughs].

JM 1:32:05

It's interesting to me that you mentioned that the sort of space management part of your work moved over recently, but so much of what you're discussing it sounds like that is a really rewarding part of the work, too. And it's funny that a lot of it kind of changed during COVID, as well.

SM 1:32:21

Right? Absolutely. The space was rewarding. When we opened the building, we went from about 18,000 square feet of educational teaching space, to 110,000 square feet of space. And so again, that's why I say when we opened the doors, it was just like everything changed. So for the three years that the building was going up, Dr. Buckley, of course, and a Steering Committee would look over and approve all the plans, and the layout, and would tour the building. I had my own hard hat, and I got to wear jeans to work and stuff like that. But on the day-to-day, there was a three person team -- Kate Piva, myself and Colleen Grochowski -- who would, live, breathe and just die, this building. And coming in when the first cement was poured, and it was just steel girders, and then just watching all the changes, in this suite alone. This suite changed about four

different times. And how our offices got structured. And Dr. Buckley walked along the fourth floor corridor and said, "We can get more light here, pop out these walls, and put transom windows in." And then in the educational spaces, to understand that they should be as flexible and movable as possible. Don't lock down those chairs, we want to be able to pull them over here, and have groups over here, and groups over there. And so in putting this building together, we were just trying to think of all kinds of things.

We have three really big spaces, the Great Hall is on the zero level, a great big room, garage doors that open up into an atrium area, very cool space. On level two, we have the learning hall that we built around a teaching methodology [for] team-based learning so that it would enhance our educational program. And on the sixth floor we had just a big wide open cement space, it was just nothing. Nothing. And we had a little bit of money leftover in the thing, and we were able to carpet it, paint it, and put some lighting fixtures up. But it has become a great place for all kinds of events, because the view that way is of our Chapel. And so some wonderful parties have taken place up there.

That said, the minute we moved into the building, all of a sudden my job did flip into the space realm. I became an events manager, I became a catering guru, I had to interview this. One of the very first events we had in May of 2013 was an Indian religious person, who Dr. Ralph Snyderman, former Chancellor of the [health system], had invited. And we had to prepare the Great Hall for this event, and it had to be cloaked in white, there were certain things that were needed. And it was on a weekend. And so here we are, May 5 and 6th of 2013. And just being here. And at that point, we didn't have a building manager or anything like that. So it was moi moving chairs and doing things like that.

The other really big event was in February of 2016. I should know that date etched in my mind, because it was a Thursday night, and I was called back to school and my daughter had just given birth to my grandson that morning. And so I left Sarah's side and Liam's bedside and I came over. And I see Secret Servicemen with German Shepherds going throughout the building. And the Duke Police, whom I know and I'm like, "Well, Brad, what's going on here?" And well, President -- Vice President, former Vice President -- Biden is coming here to talk about his [Moonshot] Cancer initiative. Oh, is it really? Great timing. So all of a sudden, I slept, ate, and drank here. And we had to have a presidential blue velvet curtain brought in, we had to hire an event planner, a formal event planner, Lora Brooker, who came in and just took over and got the certain foods here. I mean, it was pretty primadonna kind of stuff, and the diva kind of stuff. And worked with his Deputy Communications Director. Then being down there, and I did not meet him, but I got to see him, and listen to the discussion and everything. And then we had a big tent that was built from the west entrance out, so that nobody really knew if he got in the car, didn't get in the car, because a whole bunch of black cars. And just all that movement and everything. And it was just four or five days, it was Thursday to the following Wednesday when he spoke for an hour and a half, and had gathered a group, a group of our Duke faculty who were renowned in their cancer fields. And it was just, to be a part of something like that. And I said to the Deputy Communications person -- who wore cowboy boots the whole time and a vest, and was a little bit on the heavyside and stuff like that -- I said, "This is an everyday occurrence for you, this is your job. For me, it's a once in a lifetime event." And to have been a part of that, and play into all

of that, it was really amazing. We had to wear, and I've saved it, little tiny pins that had an R on them. What does that mean? Oh, who knows. But to them it meant that I had extreme clearance to go anywhere within a certain number of feet of Biden. And then we've had memorial services, the one thing I have said no to is a wedding. I will not become a wedding event planner. I feel a little bit, because, we have graduates who marry and they might want to be at the chapel, and then have the reception here. And I say sorry, that this is an educational building.

JM 1:38:46

So I know we're running a little short on time. So I wanted to see if there was anything that we haven't -- I mean, there's plenty we haven't talked about -- anything you would really like to have included about your time here.

SM 1:39:00

I guess I'd like to say that I see great promise in what Duke has done, and what it is doing, and what it will do. Having been here for 35 years, and having started at the level I did, and I do, I feel like I've been blessed with the opportunities to have these things. I know I worked hard. I'm not the smartest cookie in the bunch. I mean, lots of people will tell you that. But I do think people will say that I worked hard, and that I had their best interest at heart. But I do see where through all the different Presidents that have been here, and all the different Deans that I have worked with, or Vice Deans that I have worked with, everybody had their minds and their hearts in the right places. There isn't a single person, thankfully, that I would say, "Oh, they were the worst person ever." I always had that wonderful opportunity to really work with these great people. And our students, my mantra has always been, "I gotta be nice to the students because they're gonna be my boss someday" [laughs]. And I'm almost there, because Saumil and a couple of the other younger faculty, they're almost my boss. So I've always said that. But I've had the luxury of working with the very best. I have not been in situations where I have felt terribly harassed. I don't call it harassment. There have been a couple of occasions on Undergrad that bordered on that, but that was the time. And I'm not trying to make excuses for anybody, or anything else. But people weren't as aware. And yeah, should they have been? Yeah. That they were saying something that was not of the right. But while at the Med School, I've never felt that that has happened. I've always felt that even if I am the only woman in the room, at a table, talking about finance or space or whatever, that I'm going to be listened to. And some of that's because I've earned the respect of the others, and that I'm a straight shooter, and then I'm not gonna dance around something. And some of it's just because they are straight shooters, and upright, and honest, and have integrity, and everything else.

And so I see promise here, I see that the promise for every piece of the institution in moving forward. I know I talk a lot about medical education, but I'm aware of the other areas of the school, the clinical aspects, the research aspects, what the institutes are doing. I'm aware that right now, in our history, our finances are in a bad position, and what it's going to take for us to get out of that position. People need to need to listen to Scott Gibson [laughs]. He's brilliant, he really is brilliant. And yet, some of the politics, the territorial kinds of stuff get in his way. And it's very hard to make massive changes. Even though we are a young university, a young school, we're embedded enough, and that's my money, and it's not yours, and things like that. And I think that we just have to sometimes have the strength, I'll use the word strength, to go ahead and say,

"No." Or, "This is what we're gonna do, you're either with me, or you're gone." And I think that until we have that strength to go ahead, or feel we have that strength to go ahead and make those tough decisions, we may be stuck in a kind of quagmire for a little while longer. Doesn't mean we won't come out of it, it just means that it'll take longer than we expected.

JM 1:43:11

You're set to retire next month. And I wonder if you could tell me briefly about your plans, or what you're looking forward to?

SM 1:43:17

Sure. So formerly in medical education, we had a store called the Nearly New Store. It was run for over 52 years by Medical School faculty wives. A group of women who were just that, they were the wives of the medical faculty that were here. And they decided they wanted to do something for the School. And what they did was they opened a thrift shop, and they donated their shirts, and ball gowns, and housewares. And they sold them. And the money became scholarship funds for our medical students. And so for about 40-45 years, it was all medical student scholarships. And then they moved it to the School of Nursing as well, because many of them had been nurses, and graduated from the School of Nursing. So they raised millions and millions of dollars for our endowment. During COVID many of these women who are now in their mid-70s to late-80s also stayed home. And a lot of them made that decision, or their children made the decision for them that, "We don't want you to go back to work at the Nearly New Store, we think it's time." And the Med School faculty wives decided, their board decided, to close the store. I kept saying, "Hang on a little bit, because when I retire I'll be happy to work with you and take it over and everything else." But that was not to be.

So last August, they closed their store that was in the Hock Pavilion, over on Erwin. I, and a small group that I belong to -- I was talking about it, and how sad I was that it was closing. And we have a couple people who are in the group who have financial resources and are entrepreneurs. I say it wrong every time. And they said, "Well, why don't we just think about it and think of a plan, and let's open it up again." And so, a group of five of us have opened the New Nearly New Store, which is on Hillsborough Road. And the money that comes from that doesn't come to Duke for scholarships. No surprise there, because we had to think about something. But for everything we sell, we give one away. And we do that [for] other philanthropic groups who have identified needy people [for whom] they can give away free clothing, and housewares, and things like that. So last January, this group opened this store. And I do the finances behind the scenes on Sunday mornings. And we have volunteers, and some of the former volunteers have joined us, and a couple of the employees also joined us. And we've opened up the store and so I will be involved in that, not on a full-time basis, by any stretch of the imagination. But I feel deeply that for as much as I have been given, I should give, too. And so if that impacts our community, our homeless community, our state community. We gave 10,000 pounds of clothes, good clean, wearable clothes to Western Carolina Habitat [for Humanity]. We've in the process of working with Horizon over in Chapel Hill, which works with mothers with new babies who don't quite have the resources to get up and running. The former Nearly New Store had kind of an approach that they're helping, one, a place for people to donate their goods in a safe fashion; two, a place for people to volunteer and feel safe; three, for a group

of population who may not be able to afford full prices at the retail stores to come in and get really good quality goods; and four, for us thrifters who just like to find a good deal. And that's what our New Nearly New Store does, and it's just been really exciting to see it grow. We're now expanding into some furniture, and things like that.

So that's one thing I'm going to do. The second thing is eventually I'm going to get to Italy. Eventually I'm going to travel. Yeah, do that trip. I mean it's a two and a half weeker, we're gonna tour by bus. Well, it's more like a limo bus. But, anyway [laughs]. We were really going to blow some cash here. I'm going to travel. And the third thing is I have three grandchildren, Madalyn is seven, and Liam is five, and Kaleb is three. And they are just wonderful babies, and I will spend more time with them. And then my daughter and son-in-law live here in the Durham area, and I have a son and daughter-in-law in Atlanta, and they have grand-dogs for me to visit. So, and I think everybody says that, "Spend more time with family." Which is about just about everything.