



The
**Association of
 Reform Jewish Educators**
 Since 1955

633 Third Avenue | New York, NY 10017-6778

EDUCATOR SEARCH APPLICATION

RETURN ORIGINAL TO:
(Preferably by E-mail)
 Rabbi Stan Schickler, RJE
 Association of Reform Jewish Educators
 633 Third Avenue
 New York, NY 10017-6778
 212-452-6510 sschickler@reformeducators.org

CONGREGATION/INSTITUTION	Ohef Sholom Temple	DATE OF APPLICATION	1/4/2018
STREET ADDRESS	530 Raleigh Ave		
CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE	Norfolk, VA 23507		
TELEPHONE NUMBER	757-625-4295	FAX	757-625-3762
E-MAIL	cantorjen@ohefsholom.org	WEBSITE	www.ohefsholom.org
URJ DISTRICT	Mid-Atlantic	DATE POSITION IS AVAILABLE	6/1/2018
POSITION TITLE	Director of Education and Engagement	FULL or PART-TIME	Full

Director of Lifelong Jewish Learning (DoLJL) or Director of Lifelong Learning (DoLL)—Responsible for oversight of virtually all education in the congregation; supervises all education and educational administration personnel
 When a congregation seeks to hire a DoLJL or DoLL, it should consider how the position will be appropriately supported with additional educational **and** administrative staff, all of whom would be supervised by the DoLJL or DoLL

Director of Congregational Learning (DoCE)—Serves in an oversight capacity of the congregational school and has other congregational education responsibilities (which may or may not include supervision in the area[s] of youth programming, adult education, early childhood, and / or other areas of education)

When a congregation seeks to hire a DoCE, it should consider how the position will be appropriately supported with additional educational **and** administrative staff, such as an Assistant Director of Congregational Education, all of whom would be supervised by the DoCE.

Religious School Director (RSD)—Primary responsibility is direction of the religious school

Assistant Religious School Director—May be hired to provide additional educational support to the Religious School Director

☐ **School Administrator**—Primarily responsible for administration of the school and perhaps some educational responsibilities

PLEASE INCLUDE A JOB DESCRIPTION WITH THIS APPLICATION

JOB DESCRIPTION

Position: Director of Education and Engagement

Reports to: Cantor and Executive Director

Position Status: Full Time, non-exempt

Work Hours: Work Hours adjusted for Temple needs

Overview:

We are a welcoming, inclusive congregation seeking a highly creative and dynamic Director of Education and Engagement to help us execute our vision of high quality, intergenerational Jewish learning. We envision a program that fosters relationships and focuses on meaning-making and deep learning, with an emphasis on quality over quantity. We are open to change, willing to invest and take risks, and seek a candidate who can help us craft experiential, meaningful education that fosters a love of Judaism in our students of all ages.

Role:

The Director of Education and Engagement (DEE) will develop, implement, and oversee a dynamic program of education and engagement for our congregation. The DEE will be responsible for creating educational opportunities in alignment with our values for our temple community at every stage of the life cycle. The DEE will develop and implement a membership and programming plan with the goal of attracting prospective members, integrating new members into the temple community, and engaging existing members.

The DEE will oversee our Graphics Designer (GD) and will hire, train, and supervise our full-time Engagement Assistant (EA). The DEE will be responsible for hiring, training, and supervising all teachers and staff for our Family Learning Community (religious school).

Responsibilities:

Education:

Children:

Envision and administer an exciting program of education for students between the ages of 0 through 17 in collaboration with our Clergy and Education Committee and taking into account data and information gained from our comprehensive Education and Engagement Listening Campaign.

1. Create and/or implement early childhood curriculum that introduces Jewish communal life to our youngest children and their families.
2. Create and/or implement a Religious School/Hebrew School model for our school-aged children that is firmly grounded in Torah and Jewish text and connected to Israel, our history, culture, language, and traditions.
 - a. Develop or select and administer dynamic, age-appropriate curriculum for all programming that includes measurable goals.

- b. Ensure that our curriculum works to support the goal of thorough preparation of our students for B'nai Mitzvah.
- c. Foster relationships between students, families, and Temple staff that encourage lifelong love of Judaism and engagement with Jewish life.
- d. Foster positive, fun, spiritually uplifting experiences for our children with the goal of having them choose to remain engaged with our community beyond their b'nai mitzvah (confirmation, OSTY/JOSTY).
- e. Personalize our programming to accommodate students and families with special needs.
- f. Incorporate technology to further educational goals.

Adults:

Identify the educational needs and interests of our adult congregants and respond with the creation of diverse and enriching programming in conjunction with our Clergy and Education Committee.

Congregation (All Ages):

Create opportunities and programs for our entire congregation to learn and engage with Jewish life together. This is a major goal for our community and should be a high priority.

Engagement:

Act as our community *shidduch*-maker, fostering relationships and making connections between prospective and existing members and our programming, opportunities, and community in conjunction with our Engagement Committee.

1. Design and implement communication protocols for new and prospective members.
2. Work in conjunction with Clergy and Temple committees to design programs, activities, and social opportunities for constituent groups within the temple.
3. Work in conjunction with our Graphic Designer to develop and oversee a Temple communication plan which includes print, digital, and social media elements.
4. Create and administer a plan for reaching out to unaffiliated prospective members in our community in order to increase our membership.
5. Utilize Union for Reform Judaism resources to identify best practices and new ideas.
6. Coordinate joint programs with organizations within our greater community.

Administrative:

Attend to all details and follow Temple protocols in order to ensure that our programming and education initiatives are successful. This includes but is not limited to:

1. Develop and oversee budget
2. Coordinate with Maintenance
3. Ensure timely and accurate publicity
4. Maintain accurate and detailed attendance records for all events
5. Work to develop protocols for recurring events
6. Ensure that the database is up-to-date, accurate, and efficient, and recommend ways to expand its contents in order to better serve our membership
7. Plan, communicate, and implement safety protocols in conjunction with our Security Committee

Other:

Other duties and responsibilities may be established from time to time to serve the needs of our Temple community.

Qualifications and Skills:

Above all, a qualified candidate will embody the warm and welcoming spirit that our Temple strives to exemplify. MA in Jewish Education (or similar) preferred. Candidates should possess strong understanding and knowledge of Jewish traditions, practice, and liturgical Hebrew, and have prior experience teaching in a Jewish setting. Superior interpersonal and communication skills, both written and verbal, are imperative to success in this position. Must have the capacity for flexible scheduling, including evenings and weekends as necessary. Must be computer literate and technologically savvy.

Candidates should be highly organized and anticipatory with the ability work independently, follow through with commitments, prioritize, and delegate.

Candidates should demonstrate creativity, innovation, enthusiasm, empathy, maturity, integrity, patience, willingness to be accommodating, and commitment to Jewish communal life.

Acknowledged and accepted:

Director of Education & Engagement

Date

Cantor

Date

I. DEMOGRAPHICS

	TOTAL NUMBER OF FAMILY UNITS	# OF FAMILIES WITH CHILDREN IN THE RELIGIOUS SCHOOL	TOTAL # OF STUDENTS IN THE RELIGIOUS SCHOOL	AVERAGE # OF ANNUAL B'NAI MITZVAH
THIS YEAR	699	93, of which 7 are independent family units (ie non-member)	140 (preK - 10th) 12 madrichim (11th-12th)	20
FIVE YEARS AGO			206 (preK - 10th)	
FUTURE DEMOGRAPHIC PROJECTIONS ARE Steady				

NUMBER OF STUDENTS ENROLLED BY GRADE

PreK	K	1	2	3	4	5	6	7	8	9	10	11 Madrichim	12 Madrichim
10	8	3	15	13	11	22	13	20	11	9	8	8	4

OTHER (specify): _____

DAY CARE	4-8 kids during Hebrew or adult ed	PARENTS' DAY OUT	EARLY CHILDHOOD	13 infants/toddlers average for monthly program; 23 total kids
OTHER (specify): 90 kids, ages 0-12 who are not enrolled, and who come to other family programs Friday nights, or High Holidays; 79 of whom are of age for enrollment (3-16 years old)				

HEBREW BEGINS IN GRADE	3	AND CONTINUES THROUGH GRADE	6	CONFIRMATION BEGINS IN GRADE	10
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ADULT PROGRAMMING	Interfaith Parenting Circle, Torah Study, Yoga, <i>What is Judaism</i> , Lunch & Learn, Chanting, Quilting, Sisterhood Book Club, Cafe Ohef, Bnai Mitzvah Parents & much more.	JEWISH PARENTING PROGRAMMING	10+
CAMPS (URJ REGIONAL AND CONGREGATIONAL) 20 kids per summer (Harlam, Kutz, NFTY in Israel, Pinemere, Airy/Louise)			

II. DAYS AND TIMES OF CLASSES

RELIGIOUS SCHOOL	HEBREW SCHOOL	CONFIRMATION	POST-CONFIRMATION
Sunday 10-12:30	Sunday 8:45-10	Sunday 10-12:30	---
WEEKDAY EARLY CHILDHOOD	DAY CARE	PARENTING/FAMILY PROGRAMMING	PARENTS' DAY OUT
---	8:45 - 10	Varies	---
CAMP(CONGREGATION ONLY)			
OTHER (specify) Shabbat for Everyone (several times per year) Friday night, 5:45 - 6:30 Kids & Kiddish (several times per year), Friday nights, 5-6:15 Wiggles and Giggles (8x per year), Sunday morning, 11-12. Better Together (Teens and Senior Citizens) (8x per year), Sunday, 12-2:30 Ohef Sholom Temple Youth Group, 1 program and 1 board meeting per month Ohef Sholom Jr Temple Youth Group, 1 program per month Periodically host NFTY events			

III. PROFESSIONAL STAFF

Even if they will not be associated with the congregation next year, please list the names of all current professional staff members. Indicate if their position is full-time or part-time and their years of service with the congregation. Additional lines are provided for other staff positions, if applicable.			
	NAME	FULL or PART-TIME	YEARS SERVED
SENIOR RABBI	Rosalin Mandelberg	Full	12
ASSOCIATE RABBI			
ASSISTANT RABBI			
CANTOR	Jennifer Rueben	Full	1
EDUCATOR	Christopher Kraus	Full	3
ASSISTANT EDUCATOR			
ADMINISTRATOR	Linda Peck	Full	6
PROGRAM DIRECTOR			
YOUTH WORKER	Robyn and Paul Weiner	Part	2
EARLY CHILDHOOD EDUCATOR	Kitty Wolf	Part	5

Does the professional staff undergo a regular performance review process ? How often ? Please include a description of this process, especially as it applies to the educator.

All professional staff are reviewed once a year. Each employee completes a self-evaluation to rate himself/herself on areas including communication, problem-solving, initiative, job knowledge, etc.

The clergy works with the Executive Director and the chair of the Family Learning Committee to prepare a written review that rates the DEE in the same areas. The review also commend sthe DEE for strengths and gives recommendations for areas of improvement. The employee and the reviewers meet in person to discuss the review and answer any questions.

Going forward, our goal is to implement the URJ method of mutual review, perhaps even participating in piloting the program.

SECRETARIES/ADMINISTRATIVE ASSISTANTS		FULL or PART-TIME	YEARS SERVED
TO EDUCATOR(S)	To be hired	Full	---
TO RABBI(S)	Elizabeth Vincent	Full	1
TO CANTOR(S)	Elizabeth Vincent	Full	1
TO ADMINISTRATOR			

NUMBER OF TEACHERS		SPECIALISTS	
COORDINATORS / DEPARTMENT HEADS	4	ART	2
PRIMARY	5	COMPUTER	1
INTERMEDIATE	3	DANCE	2
UPPER	4	DRAMA	0
		MUSIC	1
		COOKING	1
BAR / BAT MITZVAH	1 -Cantor	HEBREW	4
HIGH SCHOOL / POST B'NAI MITZVAH	2 -Clergy	LEARNING CENTER	
	1-DFL	Special Education	1
		Better Together	1
ARE THERE ANY FULL-TIME TEACHERS ?	No	LIBRARIAN	2
CUSTODIAL STAFF (specify full or part-time)	2-3 FT, 3 PT		

IV. FACILITIES

SANCTUARY	Yes	NUMBER OF CLASSROOMS	13
CHAPEL	Yes	ART ROOM	Yes
LIBRARY	Yes	MUSIC ROOM	No
SOCIAL HALL / AUDITORIUM	Yes	YOUTH LOUNGE	Yes
SANCTUARY / SOCIAL HALL COMBINATION	No	TEACHER RESOURCE CENTER	No
		EDUCATOR'S OFFICE	Yes
		COMPUTER ROOM	Yes
		STUDENT LEARNING CENTER	
OTHER (SPECIFY)	Children's library		
IS THE EARLY CHILDHOOD FACILITY SHARED WITH RELIGIOUS SCHOOL ?	N/A		

AGE of BUILDINGS:	SANCTUARY	100	SCHOOL	42	OFFICE AREA	8
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If there is a satellite facility, please describe it. Include size, distance from main facility, age, days/hours spent on that site, etc.
None.

V. CONGREGATIONAL IDENTITY

The Congregation / Institution was founded in	1844	and became a member of the URJ (UAHC) in	OST was the 13th UAHC congregation.
The Shabbat prayer book used is	Mishkan T'filah		
The High Holy Day <i>machzor</i> used is	Mishkan HaNefesh (switching this year)		
Has the Religious School received ARJE Accreditation ?	No	If yes, in what year ?	

What are the three primary goals of your congregation/institution?

1. To be a community driven by Jewish values toward the goal of tikkun olam.
2. To foster a love of Judaism by providing substantive, engaging, meaningful Jewish experiences for our congregants and the greater community.
3. To be a dynamic and supportive community built on relationships among clergy, staff, and congregants.

What are the congregation's/institution's strengths?

1. Our dynamic and committed clergy are dedicated to supporting and enhancing the Jewish life of our community.
2. We are a highly welcoming and inclusive community built on relationships.
3. We provide meaningful, musical and uplifting worship experiences in a beautiful and historic setting (both our chapel and sanctuary).

What are the strengths of your educational program?

1. Our diversity of program offerings
2. Early childhood programming, including Wiggles and Giggles and Kids and Kiddush.
3. Post-b'nai mitzvah retention through our Confirmation and Madrichim programs.

What three qualities in your Educator are most important to the congregation/institution?

1. Our educator should be a connector, with the ability to build relationships with congregants of all ages and to help them form relationships with each other.
2. Our educator must be highly creative and willing to take risks and try new things.
3. Our educator should love Judaism and all that it offers and be highly skilled at communicating and sharing that love with students of all ages.

The three most important priorities of the congregation/institution's Educator should be:

1. To foster a love of Judaism and a commitment to living a Jewish life in students of all ages.
2. To create and execute programming that emphasizes quality over quantity with a focus on experiential and intergenerational offerings.
3. To focus on creating and deepening relationships through shared experience.

The single most important thing an Educator needs to know about the congregation/institution is:

We are a community which is striving for deep, meaningful connections with one another. We are working toward a program of education which will focus on this goal.

The three most important issues facing the congregation/institution in the next five years will be:

1. Meeting the needs of younger generations and our Jewish community while still attending to the needs of those who are currently most active and engaged.
2. Adapting to 21st century technology, educational models, and new ways of engaging people with Jewish life.
3. Learning how to meet people where they are, both inside and outside the synagogue walls in an area with geographical and demographic challenges.

VI. INCUMBENT EDUCATOR

Has the current educator been informed that the congregation / institution is in placement ?	Yes
On what date will the current educator relinquish his/her position ?	May 31, 2018

VII. COMMUNITY ATTRACTIONS

General population of location	Total Jewish population
JEWISH INSTITUTIONS IN AREA	Beth Sholom Village

JCC	Simon Family JCC
Federation	United Jewish Federation of Tidewater
Jewish Family Service	Yes
Central Jewish Education Agency	
Jewish Day School (which grades) ?	Hebrew Academy of Tidewater (Pre-K through 5th grade)
Other	<p>The Tidewater area includes the cities of Norfolk, Virginia Beach, Suffolk, Portsmouth, Chesapeake, Newport News and Hampton. OST's families come from all over this diverse area, with the majority living in Norfolk and Virginia Beach. (Virginia Beach is about 20-30 minutes from the Temple). Information and Links on the Tidewater/Hampton Roads area: http://www.hamptonroadschamber.com/page/hampton-roads/ http://www.virginia.org/regions/HamptonRoads/</p> <p>Tidewater/Hampton Roads is situated in the middle of the Eastern seaboard where the James, Nansemond and Elizabeth rivers pour into the mouth of the Chesapeake Bay. It is recognized as the 36th largest Metropolitan Statistical Area (MSA) in the United States and eighth largest metro area in the Southeast U.S. and the second largest between Atlanta and Washington D.C. Six of the 10 largest population centers in the U.S. are located within 750 miles of Tidewater.</p> <p>Info on Norfolk: http://www.hamptonroadschamber.com/page/norfolk/</p> <p>Info on Virginia Beach: http://www.hamptonroadschamber.com/page/virginia-beach/</p>
Majority of members' children attend public school, private school, or Jewish day school ?	75% public school
Colleges, universities and music conservatories in the area include	Old Dominion University, Virginia Wesleyan College, Norfolk State University, Tidewater Community College, Regent University, Hampton University (William and Mary College which is 45 miles away in Williamsburg.)
What cultural opportunities are available (e.g., symphony, opera, museum, theatre, sports, etc.) ?	Virginia Symphony, Virginia Opera, Virginia Arts Festival, Chrysler Museum, Virginia Stage Company, Norfolk Tides Baseball, Norfolk Admirals Hockey, Sandler Center for the Performing Arts, Children's Museum of Virginia, Virginia Aquarium & Marine Science Center, Virginia Chorale, The MacArthur Memorial Museum, Museum of Contemporary Art; Botanical Gardens, Hermitage Museum and Nauticus. Jewish Museum & Cultural Center of Virginia. The Virginia Beach Boardwalk features a variety of international art and sports events and we are 45 minutes away from Colonial Williamsburg.

VIII. REMUNERATION

INDICATE EITHER A SPECIFIC FIGURE OR A SPECIFIC RANGE. The "Proposed Salary" section should read, for example, "\$60,000-\$70,000" or "the minimum salary base is \$60,000" or "the maximum salary is \$80,000." PLEASE DO NOT WRITE "negotiable", or "open," or "not yet determined" with no numbers included. **Without this information, your position will not be included in the ARJE's placement listings. It is also highly recommended that you NOT list remuneration as a "package."**

PROPOSED SALARY or SALARY RANGE \$72,000 to \$76,000

Percentage of pension (RPB) in addition to salary (15% recommended) negotiable

Length of original contract (two years recommended) 2 years

STANDARD BENEFITS FOR THE EDUCATOR, IN ADDITION TO SALARY

Medical-Hospitalization	X	Moving Allowance	X	Books & Periodicals		Sabbatical	
Major Medical Insurance	X	Professional Dues	X	Congregational Membership	X	Cell Phone	X
Dental Insurance	X	ARJE Conference	X	Religious School Tuition	X	Laptop Computer	Ipad
Long Term Disability Insurance		URJ Biennial		Early Childhood Tuition		Israel Trips	
		Regional URJ Gathering					
Other (please specify)	The educator may opt to attend the URJ Biennial or the ARJE Conference.						

Social Security is required by Federal Law

Is this position being listed with any other professional placement service ? No (listing with Jewishjobs.com)

If "YES" please indicate which one and the title by which it is being listed same

In making this request to the ARJE PLACEMENT SERVICE, the congregation/institution agrees that it will

A	In keeping with the high ideals of Reform Judaism, not exclude a candidate from consideration based on age, gender, sexual orientation or marital status;
B	Keep the ARJE Placement Service informed of ALL interviews and their outcomes;
C	Reimburse all travel and related expenses for an Educator invited for an interview;
D	Arrange the terms of its contract and/or letter of agreement with its Educator-Designate following the principles of the document entitled <i>GUIDELINE FOR EDUCATOR CONGREGATIONAL RELATIONSHIPS</i> ("The Blue Book"), as adopted and recommended May 1988 by the Board of Trustees of the Union of American Hebrew Congregations, the Central Conference of American Rabbis, and the National Association of Temple Educators;
E	On acceptance of the contract and/or letter of intent by both the congregation/institution and the Educator-Designate, forward a copy of the contract and/or letter of agreement for the files of the Placement Service, ALL files being confidential.
F	NOTIFY THE ARJE PLACEMENT OFFICE OF THE NAME OF THE EDUCATOR-DESIGNATE WHEN THE SEARCH IS FINALIZED.

Name of person completing this form and position in congregation / institution

Signature

CHAIRPERSON OF THE EDUCATOR SEARCH COMMITTEE

NAME	Rachel Frieder	POSITION	Chair, Personnel Committee
STREET ADDRESS	530 Raleigh Avenue		
CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE	Norfolk, Virginia 23507		
TELEPHONE NUMBER	757-625-4295	FAX	757-625-3762
E-MAIL	chlkn@gmail.com		
Resumes of applicants should be sent to the following persons e-mail address(es) (please include more than one e-mail address):			
chlkn@gmail.com			
cantorjen@ohesholom.org			

IF THE CONGREGATION/INSTITUTION HAS A MISSION STATEMENT,
PLEASE ENCLOSE A COPY

MISSION:

“My House Shall Be Called a House of Prayer for All Peoples.”

To provide a spiritual, cultural, and educational environment inspired by the highest Reform Jewish values.

OST Sunday Learning Community Mission Statement

Ohef Sholom Temple’s Sunday Learning Community is committed to raising Reform Jews whose identity is firmly grounded in Torah and Jewish texts and connected to Israel, our history, culture, language, and traditions.

VISION:

To honor the past, embrace change, and live our Jewish values.



ROSALIN MANDELBERG, SENIOR RABBI

JENNIFER RUEBEN, CANTOR

LAWRENCE A. FORMAN, RABBI EMERITUS

Ohef Sholom Temple ARJE Application Essay

At Ohef Sholom Temple, we believe we have an obligation to teach our children and our entire community to love Judaism and to recognize the value it adds to our lives. We strive to be an inclusive, welcoming community built on relationships, and to offer learning, worship, and tikun olam opportunities that build connections amongst our congregants, the Tidewater community, and beyond. We are dedicated to offering quality, experiential learning that meets people where they are and encourages our OST family to “do” Judaism together.

We acknowledge the importance of constantly looking to the future and adapting to the needs of our Jewish community, both inside and outside of our Temple walls, as well as of listening and being aware of the challenges that might stand in the way of the goals of our institution. In a rapidly changing world, we are acutely aware that we must remain flexible and open minded in our approach in order to engage young families while also meeting the needs of our aging congregation. It is clear to us that our current model of education (Sunday morning Religious and Hebrew school for children and several class offerings for adults and young families) is struggling to meeting the goal of dynamically engaging people throughout the lifecycle.

As such, we are open to experimenting and thoughtfully exploring and implementing an innovative model of learning at OST. We are hoping that our new Director of Education and Engagement can help us identify and implement this new model. We want to create opportunities for learning that are experiential, intergenerational, and focused on quality over quantity. We are open to new, creative ideas and we are willing to invest in them. To this end, we see a relationship-focused educator who can be a connector in our community and who is willing to take risks. We are especially excited to find someone who is willing to look beyond the walls of our synagogue for innovative collaborative opportunities.

Our preparation to begin the process of searching for an educator prompted our clergy to articulate several goals for our learning community. Our Education Committee affirms the importance of these goals to our community, and although they were focused on children when they were formulated, we believe that they are beneficial as a holistic approach.

We want our congregants, both children and adults, to love every minute that they are here and to love being a part of the OST community. We want our learning to be focused on building relationships between congregants and clergy, staff, and each other. This means learning that spans generations and focuses on quality over quantity. We want a congregation full of people who love being Jewish, are proud of their Jewish identities, are deeply engaged in Jewish practice, and choose to live by Jewish values. While our clergy also identified several areas of knowledge that they hope we can impart, all of those are secondary to these goals of love of Judaism and community. We believe that if we are able to create that love of and connection to Judaism and Jewish community in each congregant, they will become lifelong learners, forever engaged in rich Jewish living.

In order to prepare to make changes to our educational offerings, we are embarking on an extensive listening campaign designed to identify what we are doing well and where we can make improvements. We will be talking to a wide variety of people from our community. We will reach out to people of all ages, those who are currently engaged as well as those who choose not to participate, in order to learn how we could better serve them. It is our intention to use this information, with the help of our new Director of Education and Engagement, to make decisions about how we will move forward.

We understand that there will be many challenges to changing the way we educate and engage, but we are prepared to support our new Director of Education and Engagement through these challenges. We are blessed with a passionate and dedicated Education Committee and leadership and deeply committed clergy, and we are excited to learn about your vision, help you to merge it with our own, and support you in its implementation.