

Chiwei Hui COVID-19 Oral History Interview
Interviewer: Meagan Ginnaty-Moore
May 27, 2020
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Chiwei Hui: Just a quick question first though. I'm getting a lot of echo from your end. Are you getting a lot of echo from me?

Meagan Ginnaty-Moore: No, I am not.

CH: Okay, I'm wondering if one of us should plug in some headphones.

MG: Yeah, I can find some headphones really quick.

CH: I'll do the same just to make sure. It's – trying to have a conversation with.

MG: All right. Yeah, give me one second.

CH: Yep.

00:01:32.000
MG: All right.

CH: Can you hear me, okay?

MG: Yeah, I can hear you alright.

CH: Oh, okay.

MG: Can you hear me?

CH: Yeah, I can and there's no echo. That's great.

MG: All right. So, I'm just going to go ahead and ask you some questions.

CH; Sure.

MG: And answer them however you feel is best.

CH: Okay.

00:02:00.000

MG: So, when do you first remember hearing about COVID-19 and what did you think about how about it might affect you? What might you say to your past self?

CH: That – Can you say the last part again?

MG: What might you say to your past self about what you know now?

CH: Oh, okay. Yeah, that's a huge question. Okay, so I guess I first heard about COVID-19 probably around January. I'm from Hong Kong. My family is still in Hong Kong. So, that news has shown up pretty quickly in the local news in Hong Kong. I remember at the time – I definitely heard about the fact that there is a new virus coming up in Wuhan, China in Hong Kong news in a lot more details. And of course, being in that physical proximity as it is between Hong Kong and China, that's [unclear] discussions and – which I did not see in the U.S. around that same time. In fact, I don't even remember hearing about COVID-19 in the U.S. until probably late January, but I could be wrong in that regard. So that's at least when I first heard about COVID-19. Do you mind repeating your question again?

00:03:35.000

MG: Yeah. How did you think it might affect you, COVID-19?

CH: Okay.

MG: And based on that – based on what you're experiencing now, what might you say to your past self?

CH: Okay, great. So how it affected me. I think it's fairly obvious. In a lot of ways, it affected me – and still is affecting me just the same as any of the Stout folks in the community where our daily routine is completely changed. I have never driven less which is kind of nice [laughter] because I don't like to drive, but I have to commute. So, since Spring Break I have only been to Menomonie three times I want to say, which is very weird. Teaching online is very weird, especially when so many of my classes, which is in the subject of music, in fact, pretty much all of my classes are really kind of by design hands-on and involves a lot of student interaction, face-to-face interaction, discussion, hearing. A lot of things that were designed to really benefit from instant feedback. So, the fact that we have to be social distancing and even more importantly, we have to be doing distant learning. That's difficult. So that definitely has affected me in terms of just sort of the general daily routine. I guess on a deeper level, just how COVID-19 would have affected me in terms of like just personally. I think this is probably also similar to a lot of people that every day seems to be confusion. It's difficult when you cannot really confer with anyone quickly. You are basically staying at home without any sort of – what anyone would consider normal interaction with other people. The only way that you can talk to a person, any person, is to make it very intentional. You have to call; you have to reach out. That's different. Something that we're not used to.

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CH: And it's also very strange just from the experience of doing distant education to inevitably see into my student's home. So that's kind of an eye-opening experience. Not to make it sound like totally awful or anything, I mean some people have beautiful homes. But what I mean by that is that just by enforcing distant learning on everybody whereby everybody has to learn from their home environment instead of say their dorm or their rented apartment in Menomonie, but instead home home, that really sort of exposed a lot of inequity among students that I personally, as a professor – I wouldn't say I've never thought about it but it had never become a sort of foreground issue during the semester, if you know what I mean. That the – because everybody, all the students during the school year when we were meeting on campus, would have a pretty similar living situation. It doesn't matter what – how wealthy of a family they come from or what kind of high-speed internet that they might have at home because everybody is in a generally similar condition, right? But once we have started distance learning, it doesn't matter how much I can do or Stout's [University of Wisconsin-Stout] IT department can do, some of the students are literally living in rural regions of the state and they have no internet. Literally no internet. Not even like cellular connection. So that's been kind of disheartening as a professor just to see some of those students literally disappear – I don't even know if they flounder or not because I cannot reach out and I never heard back from a lot of them. So, that's a problem. Again, which sort of, for me personally, feels absolutely awful that it's kind of a situation that is way beyond my control to help which I wish I could help but there's not much I can do. So, I'd say with the pandemic, that's definitely one thing that affected me negatively. On the maybe a little more positive side, it does open up a lot more time and maybe just sort of headspace to just do it[?] more reflection on things I can potentially improve. In terms of teaching, but also in terms of like research and other things that normally during the school year I would not be able to think about, but now because so much of my teaching are essentially changed in some way that for some classes, don't actually take up as much real time, it's a little easier for me to schedule some time and sort of carve out some space for me to do of the personal work that is expected of me but that I never actually had enough time to do [laughter]. So that's sort of a weird positive note.

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CH: What I would say to my past self is – I really don't know. I really have no [laughter] – there is nothing I can say to my past self to prepare myself for anything like this. It's funny because that is a question exactly – exactly the question I asked my students in choir to answer, “what would you say to your past self seven weeks ago” which is like the beginning of spring semester. What would you say? And there's not much I can say to myself that would help me make sense of what we're dealing with at this very moment other than there are a lot of things I think “you”, my past self, I think there are a lot of things that you have taken for granted. Very simple things that happens every day that you could cherish, or you consider more as something that is actually bringing a very positive value and positive impact to your life, but you don't take the time to appreciate it. Try to take some time to appreciate that because they – they can suddenly disappear and it's tough when that disappears, and you don't have a choice to fix it. You don't know when it may potentially come back and that's rough. So, to my past self and to anyone's past self, just take that time.

00:11:24.000

MG: Yeah, absolutely. What have been the biggest changes you have had to deal with?

CH: The biggest change is I think is just how we interact with people. Like I say, there was sort of a sense that person-to-person contact – and I’m not talking about physical contact at the level of infection, I just mean person-to-person just interaction, having a conversation. We take so much of that for granted. And there are a lot of things that we did – at least personally that’s, for me, a lot of the things that I do really rely on that sort of person-to-person interaction to carry out is very effective oftentimes. But you also don’t think about the idea that when you – at this point, now that everybody is stuck at home, and we never literally run into each other. There’s no such thing as running into each other anymore. A lot of conversations have to be very intentional and it’s very weird. For one, it’s very easy for that kind of purposeful conversation to suck all the human aspect of the conversation out of the conversation. So, I guess a more concrete example is before – we faculty, for example, we run into each other very often in the hallway, in the work room, or in other situations and we talk. And often times what I appreciate these kind of chance interactions would be that you end up bouncing ideas off each other, you end up asking each other for each other’s advice, even at a moment where you don’t think you needed it, but it came and helped. Or even just emotional support. That’s pretty – that’s been pretty helpful for me personally, both emotionally and just professionally too. And now we don’t have any of that sort of chance interaction.

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CH: Every single touch point that you have to – you want to have some kind of real time interaction with a person, you have to schedule it, you have to intentionally dial into it, program. Like what we’re doing right now. And because of that, there is this sense that the conversation has to be like right down to business, which, you know, we have to value each other’s time too during this particularly weird circumstance where some people may have kids to take care of, for example, and they cannot really have the luxury of talking in front of a computer in a sort of exclusive manner for too long. So, we just have to get things done in a very short time, which takes away a lot of the some more human aspect of interaction if you will. And that’s very sad. On the other hand, I see this as sometimes kind of helpful, especially when you really have to have a super clear intention when you contact somebody to schedule, to carve out this particular time to interact. You have a strong focus in mind and do get, quote [air quotes] “things done,” even when those things are socializing, which again, is also weird. But I have been sort of regularly scheduling time to socialize. And during those times of socializing, we literally get right down to the business of socializing, which is awful to describe but, you know what, in reality, it kind of works out too. So, I don’t know. I am pretty conflicted about how – how I feel in terms of this right down to business scheduled interaction, but that is essentially I think the biggest change for me on very many levels.

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MG: Yeah, no, definitely. I mean, I think a lot of people are finding that whenever they do sit down to talk to people, it’s more of just like “all right, we have this, this, and this on the agenda.” Even if it is just like I’m catching up with friends.

CH: Yeah [laughter].

MG: [Laughter] Are you surprised by anything about how people have responded or about how life has changed?

CH: Well, sadly this is where another big thing that I've seen changed for me, and for many people around me, that science should never be politicized but, and I should never have been surprised that it is indeed politicized in this day and age. But it is politicized, and I've been so surprised by how people are having heated arguments over their opinion on certain things that science and knowledge could have answered in a more definitive or at least with the higher probability of giving you the answer with capital "A" instead of just, you know, pulling it out of thin air. So, as a choir conductor, I've been involved in a lot of recent conversations both statewide and a little bit worldwide too about the safety of bringing choirs – bringing singers back into the rehearsal room as we would have normally done it before COVID-19 where singers would congregate in the same room, enclosed space and sing for an hour, hour and a half and what not. And there's a heated debate, which should – by the way it should never been a debate at this point – but there is a heated discussion of whether that is safe. The science that I've seeing – every science that I have been personally digging up – all the scientific evidence and research, at this current moment, says it is completely unsafe. And yet, I find myself spending literally for about – there were a couple weeks literally that felt almost like a part time job – fielding other choir directors from Georgia, from North Carolina, from Canada, from – actually interestingly, no Wisconsin conductors did that [laughter]. Did this assertion like "well to heck with it. We are going to come back to – we're going to come back to normal rehearsal. We are going to bring our normal singers back in our church, and we are going to sing." And I'm like please don't and here are all the scientific evidence about that. So that is something that I probably shouldn't have been surprised about, but am still surprised to this very hour that there are people that want to do something so risky without consulting science and what they are trying to carry out – what action they try to carry out can clearly be supported, or that decision rather, that decision can definitely be supported by science whether they come back to rehearsal or not. And these people are not consulting science and that just – I'm completely baffled.

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MG: Yeah, definitely.

CH: This goes a little bit to school administration too. That's actually probably the rest of my agenda today is to figure out what to do with the recent announcement from Chancellor Frank, and probably pretty soon from UW-System [University of Wisconsin System] too, of pushing for some kind of quote "modified normal" to return to school next – this coming fall and I think that's a grave mistake.

MG: Yeah, definitely. People are definitely anxious to get back to normal –

CH: Right.

MG: – Even if it might be a little more risky.

CH: And at this point, there's no safeguard to – there's no safeguard to safety. Once we bring back everybody, there's so many – there's so many just built in traps [laughter], if you will. Or just pitfalls within the quote "normal" campus life that I don't care how many safeguards we put in to how we conduct classes, how are you going to deal with dorm? How are you going to deal

with cafeteria? How do you deal with certain populations – small populations of students who would decide that they would have a keg party, or any kind of party, I don't care – what kind of – just some kind of congregation or study group, you know? Things as innocent as that, but at this moment, by this current moment, this minute, there is absolutely no science to lower the risk in this type of situation. This is a communal disease that we're dealing with so – anyway, that's a little beyond your question, I think [laughter].

MG: No, but it's so interesting to hear your perspective on it.

CH: It is rough, and I don't even know – every time I discuss this, even with you right now, Meagan, like my thought changes. It's like I understand we should come back for many, many concerns. Some students I know are already talking about – they don't want to – potentially they will take a gap year if somehow Stout decides to take an online semester or online academic year. And then some students are very much sort of naysayers of science, which, you know, again we shouldn't be surprised. That they're like “let's come back to normal. We'll take care of ourselves. This is nothing; we're young, we'll just catch it and we'll be okay. We'll make it through.” Yes, they'll make it through, but not their professors. So, there are just so many issues, but I understand the sentiment of wanting to come back. I want to come back. I miss the interaction, as we already discussed, but we also need to do what's right. And I just don't want to see anyone I know die because we chose to do something that is clearly risky.

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MG: Yeah, absolutely. What are you doing to remain connected to friends and loved ones?

CH: Lots of talking to the computer. Lots of phone calls. That's been actually, again, strangely a positive – a bright spot for this time. I have never spent this much time talking on a phone with people. This is not to say normally I am a recluse, a recluse. I am not a recluse. Just ask anyone else [laughter] in the [?] Stout community. [Unclear] The thing is now that this sort of spontaneous in-person social interaction is not happening, it means that again, going back to the earlier questions, so often we have to make our interactions very intentional. And so, I find myself scheduling time to talk to people, calling them on a phone, on Zoom – Microsoft Teams sucks. I don't use it unless it's for work [laughter]. You can put that in the official interview too. But what were we talking about [Laughter]? Oh yeah, interactions [laughter]. So, that's what I've been doing is just scheduled time and sometimes unscheduled time too. Like, you know, there's an hour where I'm staring down like “oh, it's after dinner and I don't feel like washing dishes yet. What to do? I guess I'll call my family or like I will call a friend that I haven't talked to.” During these couple months, I have talked to probably at least one handful, if not, two hands full worth of people I have not connected with for over three years or longer. I talked to a friend that I knew back in undergrad who [laughter] is now living in Taiwan and we haven't talked to each other for fifteen years [laughter] and we reconnected, which was great. Talked to another friend who like we haven't talked to each other – we haven't really sat down and caught up for maybe about three or four years. We had a good time. I have regular calls with two of my best friends who have moved out to New York City. And so, it's nice to suddenly have that weekly scheduled intentional interaction, which, you know, we could have done before the pandemic as well, but now that everyone is stuck at home, no one can go out to the bars Friday night. We decide to spend our time with each other which is cool.

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MG: Yeah, definitely. What kinds of things have you done to stay healthy or to protect your mental health?

CH: Reading. Reading a lot. Half the time is really just reading COVID-19 related stuff. Like I mentioned actually that this kind of became almost my research, I would say. I mean it's not formal and I kind of still am refusing to describe this as research of going up on Google and sort of curating a lot of medical and scientific research about COVID-19 related to singing and related to choir rehearsals. I am not a medical doctor, so I really don't want to claim I'm quote [air quote] "researching" this – the safety on that. But that's been most of my reading in recent days, but I'm also trying to read a lot of fun stuff. I've been burning through some sci-fi [science fiction] novels, reading some other books on teaching, reading some other books on online teaching. So that helps me think about the future a bit too. Not the sci-fi – okay, maybe the sci-fi too.

MG: [Laughter].

CH: But reading those teaching books at least help me think about okay, what can I do now that spring semester, which was kind of an emergency triage situation. Now that that's over, how can I plan summer semester a little better? How can I plan next year better, especially if we decide that is going to become some kind of online class or hybrid class. So, that's been sort of keeping me a little more focused, which is kind of nice. I haven't been taking as many walks as I probably should. For one, I live in an area where it's – the walking is okay. And every time I go to a park, it seems like it's just so full. And one thing that is sort of a little more – maybe a little bit more paranoid for myself if you will – but being someone who is Asian, I am also keenly aware that there are people who – this sort of anti-Asian sentiment is rising. So, I haven't experienced it, thank goodness, not in Eau Claire. But I don't want to risk it, so I really have not been going outside too much, so.

MG: Yeah, definitely. You want to stay safe.

CH: Yeah, there's that but there are a lot of home gym regimens [laughter] that you can still do, so I'm keeping active that way.

00:29:02.000

MG: Nice. What has been challenging about teaching online? What has worked well?

CH: The challenge, especially given music classes, is that it is impossible to virtually. There are some stuff we can teach online. I'll tell you what is successful first, which is, you know, some of the bright moments. So, this spring semester I was teaching music theory class and in usual times, it would be offered as a, obviously, sort of a class setting where we will have nineteen/twenty people. Actually, this semester we had twenty-one people, which is the largest of that class – that it's ever been. And we would work in a class setting, we'd discuss the same topic altogether. Everybody would be moving at a similar pace because you can't just leave behind the slowest person – [laughter] that's just not ethical. But once we sort of moved into

online setting, the biggest challenge that came in was that not everybody had the same tech [technology], even down to the basics of internet. So, there were actually quite a lot of people who did not have good enough internet connection to even support having some kind of real time discussion, let alone video discussion, which in music teaching that's actually fairly important, especially if you're working on an instrument or just sort of techniques of playing. I have to see it; I can't just hear it. So, otherwise I can't tell you that "oh, your wrists should be a little higher or else you're going to have problems later on." So, there were more than half of the class that would not allow any sort of video, instant interactions so we have to change course in terms of teaching. The bright part is that for the students who can – so the students who have the setup, they like the instruments at home, they have good connection, they have a space where they can actually conduct music lessons. Well, we changed focus completely so the class had suddenly become a very personal, customized one-on-one instruction, which is a crazy thing for me to offer in hindsight because each of these students I'm spending about one hour or more per week to do that. But for them, I think the improvement is definitely happening. I would not have imagined them doing what they did – or achieving what they did, learning what they did. By the end of the semester, if we were doing that, which is a very one-on-one customized way of teaching – private lessons, essentially of whatever you want to learn about music, let's do it. On the other hand, where they don't have the right support. That's the part where like no one can really help because sometimes it's not just the hardware situation or the software situation, it's the people situation. I know of students who live in households where they are sharing a room with two other siblings – younger siblings – and they end up having to do childcare. There is absolutely no space for them to even set out an instrument or they don't even own the instrument they've been learning. So, how can we continue? They might have a environment where literally they cannot concentrate. That it doesn't matter how well your internet connection is or – just so many, so many, so many other reasons that like on the students end, they are literally struggling with something that I think is particularly detrimental to music learning because to learn music you really do have to have a rather dedicated space where you can figure out somehow you can find the concentration or the quiet to do it. To even like say sit down and listen to a piece of music and focus and write about it. If you are in a room that is constantly noisy that you can't literally have about ten minutes to focus. This is going to be very difficult, and my music class is not the only thing they are taking. Most of them are taking fifteen/eighteen credit load. They are dealing with many other classes so – and music is the last class potentially that they focus on because it's not their major. So, yeah that is I think the biggest challenge and I don't yet have an answer of how to fix it. There's so much that I feel like it's beyond my doing to fix? Yeah.

00:34:24.000

MG: What did you do to try to help accommodate for those students?

CH: Talk? Reaching out as often as possible without making it too pesky. Changing – sorry, I'm not upset but I'm just going through seasonal allergies situation, so [laughter].

MG: Oh no, it's all right. You're okay.

CH: If you hear me snifle, it's not because I'm crying talking about these things, even though I kind of want to. But pretty quickly after we switched to online teaching, I switched to asynchronous instruction, so we no longer have a set time to have to meet, all together with

video. And I think that helped many of them to continue because so many of them were just literally stressing out about how they can tune in and how they can focus. I mean, personally, I can't focus and talk to the screen for one hour to teach a class. It just – that's just not okay. So, we switched to asynchronous, I think that helped. I've been a lot more accommodating in terms of deadlines, I think that also helped – at least helped along quite a few students who I think would have otherwise have just completely burn out in a situation where they have to rely on themselves to sort of manage through a more traditional semester setting where like classes are setting out deadlines for you to fulfil. But I may have to find a balance somehow for my own sanity and also just for – sort of a standard if you will – coming into summer and also fall how like I can work with students in a little more reasonable fashion for sort of both parties that like figure out a way we can sort of – negotiate, if you will, what if a deadline literally is not possible for them for a certain reason. How can you – how can we set it? How can we still make sure they are working toward the end goal? I think there is a balance to be had but at least this last spring semester, I've been way more accommodating in terms of deadlines, just working with the students on a very individual basis of figuring out when they can finish their work. So those are some of the things I've been doing. Again, just reaching as often as possible. Intentionally being more personal in my communication. Normally, I wouldn't do this. Definitely not in every touch point of like literally asking students how they're doing. On a deeper level of not just like "hey, how are you doing, what's up?" But more of like, "are you dealing with everything okay? Is there anything I can help?" Sort of going down to that level and I think some students absolutely need it. The students who don't need it, I mean, they wouldn't just say "stop being so personal [laughter]." They would just say, you know, just answer like pretty honestly like they're doing okay, and everything seems to be going fine. And we can carry on from there, which is great. Again, just I think showing extra emotional support has been – I feel like it's part of my duty. I think it's helping students so, yeah. Those are some of the stuff that I've been doing.

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MG: Great. Have there been any silver linings for you in this crisis?

CH: Some of the personal one's we've kind of mentioned. There's more opportunities for me to carve out time and head space to do more research that I've sort of put aside – set aside before. So much of my professional work – working with choirs, ensembles are all about group work. All about focusing on bringing together a huge number of people, literally/physically into the same room to do things together. So, during the pre-COVID-19 times, I feel like there's a strong professional responsibility for me to always put those things first because one – one hour wasted in a rehearsal, let's say, is really, I see it, as collectively we lose one hour per person. So, if we have a group of sixty people, if I'm not doing a good job organizing together time, I'm wasting sixty-one hours [laughter], which is very bad. I think I very efficiently waste time [?] and we don't have a lot of that honor [?]. So, during the pre-COVID time, I feel like my focus is always will have to be whatever the ensemble or the group work that we're doing, that takes all my focus. That means a lot of the more individualized research I have to set aside. Now I can switch focus because I can no longer focus on anything that bringing a whole group of people together because that's not safe [laughter]. So that's a silver lining, switching focus fit [?]. It's also very interesting to feel like I am teaching for the very first time, once again. It is humbling to feel that. I can't say that I've taught for a very long time. Full time I've taught seven years now at Stout but – including even the time that I have taught before like when I was still a student teaching

different choir ensembles and other types of classes, I guess I've been really teaching for [short pause] more like seventeen years. So [laughter] – oh wow, oh my god. So, at this point to really have to be set back to almost like day one because I've never taught completely online ever and definitely not teaching some of these subjects that I'm doing online. What the hell do you do? So, it's a very humbling experience to go back to that stage and I feel this urge of wanting to improve, specifically more focused on how do you do online teaching but it's also starting to force me into asking those questions of like “well why am I teaching anyway? What are the things that I really want to teach in each class?” All those things. Again, just sort of setting me back to zero which is a weird silver lining. Having more time and having more intention to reconnect with people I haven't talked to before that – that's also a silver lining. Cooking a lot more, that's also a silver lining because there are no places to go out and eat. But that also forced me to pick up some recipes that I always wanted to try but never did like Indian food. Yay.

MG: [Laughter].

00:42:20.000

CH: Did you know you can make some really good dishes in thirty minutes if you have the pressure cooker [laughter]. So, things like that, it's really, really fun. So, there are some silver linings [?]. Also, that appreciation of what we have lost. A thing that has forced many of us, not just me, into a much more introspective place with our lives. I hope that's what this is doing to everybody since we have to live with not a whole lot of things but our own thoughts in our own space. And there's obviously there's Netflix or Hulu for distraction, but more – now more than ever – we have to deal with introspective thoughts and I'm hoping that would bring about some change, eventually, when we come back. I don't know what and I don't know how and – but I hope it will.

MG: Yeah, definitely. This is absolutely a really good time for reflection. And my roommate's Insta-Pot has definitely come in handy [laughter].

CH: [Laughter] Yes. What's the favorite recipe going around the house?

MG: Right now, we've been cooking a lot of rice [laughter].

CH: Okay.

MG: We like rice in this house, but we'll put other things in there too.

CH: Okay, hint. How big of a instant pot do you have? Like a –

MG: I think about average size?

CH: [Unclear] Because like with some of the larger instant pot, there are actually recipes out there possible that you can cook two dishes at once, especially if you're just doing rice, you can also do rice plus something.

MG: I have heard that.

CH: Yeah.

MG: And I've been interested in trying it, I just have been a little too busy.

CH: Yeah.

MG: To really try something new.

CH: That is very true and you're in grad [graduate school] school, right?

MG: No, I'm in undergrad [undergraduate school], at the moment.

CH: You're in undergrad, okay, okay. But still, what class is – classes are over in this case.

MG: They are but I also have a second job.

CH: I see.

MG: That has been keeping me busy.

CH: I see. Yeah, that's true. But yeah, if you cook rice, anything that is supposedly steamed and you can somehow put it into the instant pot, like either with – a larger instant pot would give you a contraption that puts a little steam rack on the top. That works pretty well. Unfortunately, my instant pot is too small. I bought too small of a thing that that is not possible. Like one thing is more than enough. But if you have a large instant pot, you can cook rice plus something.

MG: Yeah. I mean I think we have a little rack that we can put in over other things, so like I'll have to try that.

CH: Yeah, yeah.

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MG: But back to the interview [laughter].

CH: [Laughter].

MG: [Laughter] Went on a little tangent, it's alright.

CH: Yeah.

MG: What have you been doing to stay busy? Have you taken up any new hobbies or gone back to things you haven't had time for?

CH: [Laughter] Okay, I apologize too. I have fallen -

MG: [Laughter]

CH: - Fallen into pandemic baking [laughter]. It's so bad. But actually, it's been really fun. I've perfected how to make halvah. So that's essentially kind of like - if you've never heard of halvah, it's actually a pretty easy to make egg enriched bread that is Jewish in origin, and you usually braid it. So, you make the dough, you let it rise, and eventually before you bake it, you braid it, so it looks beautiful. And supposedly, halvah is a highly decorated type of bread that Jewish people would make for celebrations; special occasions like Rosh Hashanah or Yom Kippur, things like that. So, it's been really fun. And I for awhile have been the envy of all my Jewish friends [laughter], so.

MG: [Laughter].

CH: Which is funny. Yes, but pandemic baking that's for sure. I have not gone down to sourdough yet but that is going to happen, probably, in about three weeks because I'm very low on active yeast. So [laughter], there's that. And again, reading - reading a lot. I actually have not had too much of like random down time, if you will. Again, just so much of preparation work and that sort of quote "research" of curating scientific medical literature about singing and its risk that have been kind of taking up a lot of my time. There's also a lot of advocacy work being done right now that I'm involved in. Advocacy work toward school district helping k-12 [kindergarten through twelfth grade] teachers to advocate for music classes to continue next year and funding, of course. Advocating the state government about supporting that stuff, support music teachers, classrooms. Advocacy at Stout as well UW-System has now imposed this really crazy idea of the quote "Blueprint." I don't know if you have heard of it but essentially the UW-System wants to basically do an overhaul of the entire university system that would really impact Stout in a very bad way, like it will directly lead to a lot of people getting fired and the language is they want to do it fast. So, there's a lot of advocacy work that has to be done right now [laughter]. So, I've been - that has been taking a lot of my time as well. There's not a whole lot of down time.

00:48:48.000

MG: Yeah, definitely. And what was that - you called it like the "Blueprint"?

CH: Yeah, you can find it pretty easily. Just Google "UW-System Blueprint" and you will find a lot of discussions on it. Most of them very, very against the Blueprint. Basically, if you haven't heard of it, the sort of Too Long; Didn't Read version is UW-System wants to centralize the - a lot of the administration from all the campuses to one location. So, the centralization would include say: IT [Information Technologies], teaching tech support, human resources, and businesses like accounting. That would directly means all of - most of those staff at each of the campuses would be fired - or, well [air quotes], "let go." So, there's that. There's a discussion of centralizing all the online class offerings which would be extra difficult for Stout because Stout actually relies on our online teaching offerings to generate a lot of our income - a lot of our revenue. [Unclear]. So that is a direct into Stout's livelihood. Literally, like the campus will not survive if that happens. Or will be - have a very difficult time to survive because the online classes being centralized would be run not by a single campus, but will be run by UW-Extension, which is well, crazy. They don't have the staff. And then there's also a discussion, a proposal of

looking at all of the subjects that are offered - of the different majors that are offered - across the state and to basically quote [air quotes] “streamline” it or whatever word that one wants to use to make it sound better. Which basically means let’s just try to not offer five mechanical engineering programs across the state, but instead we’ll just have two campuses offer it so the other three would just have to let go of all of their professors, for example, and teaching staff in those subjects. That would be a huge problem because students would no longer have a choice of like say I want to stay close to home and go to this college to study this major. They would not have that choice. Directly, that would also mean a lot of faculty staff are being laid off in addition to the ones that are being centralized. So that would mean that there are a lot less customers. For example, just thinking of the most surface thing, way less customers at restaurants and bars. That will directly impact a lot of the small towns like Menomonie, essentially the university is the driving force of the economy. All of that will have to be gone because all those people who are laid off will probably have to move because there is nothing else to sustain their livelihood in the town. Imagine now that being rippled across the entire state.

00:52:14.000

MG: Yeah, definitely.

CH: It - so we need voices, so even student voices too. And that’s one of the biggest problems is the Blueprint was announced first or second week of May and the language within the proposal actually kind of allures to one possibility to have everything sort of be a done deal by the end of July which is just crazy.

MG: That’s really fast [laughter].

CH: Exactly. And that is during the time of a pandemic, like the students are not around. Students, like yourself, who probably have heard - probably not like the last person to hear about these things.

MG: Yeah.

CH: Even like say Student Association [Stout Student Association] probably have not thought about this yet because they have never even heard of it yet. They were dealing with staying at home and taking classes online, and all of a sudden, here comes another pile of [short pause] PDF. I would be using that word, but this is recorded. So yeah, there’s that - that problem too of the potential for disaster of this being suddenly implemented in a very short time frame. There was some more discussion of the Board of Regents wanting to slow this down. The President [President Raymond W. Cross] said this is only an exploration but the president [?] of UW-System, who is retiring in a few months, he had the track record of trying to sneak something that monumental by everybody in the state and push it through with the help of the Republican legislature extremely fast. Case in point would be 2018 when the two-year colleges suddenly get absorbed into the four-year campuses without any other inputs. Yeah, sorry that’s probably derailing the interview once again. I am very good at this, but [laughter].

MG: No, it’s really interesting because I haven’t heard about this and I’m a little shocked right now about that.

CH: Yeah.

MG: I'll definitely have to do some more research because I'm like oh my goodness.

CH: Yeah, please help us spread the word too. Faculty/staff have been meeting very regularly, literally weekly to do this - which actually this brings us back to the interview. This is why I don't have free time [laughter].

MG: [Laughter].

CH: Weekly, we've been meeting to discuss what kind of response we need to formulate, what kind of action we need to take, how public we need to go, and I think we're at the point where things have to start speeding up and start to go more public. If students like yourself don't know about this, we need to let students know because it will directly affect your education come September, potentially, if all of sudden this got - this happens, I don't even know how smoothly it will be with say registration or with beginning of classes.

00:55:38.000

MG: Yeah.

CH: Again, this is also in the middle of a pandemic where we still don't know how exactly we can safely come back to classes and all of sudden, this.

MG: Yeah, definitely.

CH: Yeah, happy days.

MG: Yeah [laughter]. What are some of the things that worry you about how people are responding or about what the effect might be? And are there any things you're hopeful about?

CH: This is - I'm guessing this is back to about COVID-19?

MG: Yeah, this is back to the interview, sorry [laughter].

CH: [Laughter] No, that is okay. Like we discussed before, we schedule these things with intention, but I am very good at derailing all intentional conversation. So, but your question is about how COVID-19 would change what again?

MG: So, what are some of the things that worry you about how people are responding to the crisis and about - what are you hopeful about too?

CH: My biggest worry - a lot of it has been already mentioned - I think the biggest is this further divorce if you will, not the divorce has a gradation [?], we can talk about we are eighty percent divorced, no. But [laughter], there is even more separation between people's opinion and reality as supported by science and actual things that are happening. I'm very worried that this, COVID-

19, is exacerbating that problem. I'm very worried that people are literally taking up almost anything and turn it into a political culture war that suddenly wearing a mask, just for a small example, even wearing a mask has become not something that they decide to do because all the science says this will stop the spread of this particular disease but suddenly it becomes a identity statement like "oh if you wear a mask you are so and so and if I don't wear a mask I am so and so." And the sort of blank are all adjectives that are completely unsupported/unrelated to science or to reality or to this planet. And so that is my biggest worry is after this, people will be even more entrenched in that type of discussion and just further dividing this society. Related to that, I think there is a weird hope that because people are already divided anyway, but before I think there has never been a lot of - how should I say it? Before COVID-19, I think there were a lot of separate communities or separate factions of people who really have similar or same underlying principles in terms of what they do or the causes that they support. So, say the people who are climate advocates - activists - who are pushing for climate change or people who are pushing for less corrupt politics or people who are pushing for non-partisan politics, things like that. The underlying principles, however abstract it is, is really the same. I see it one and the same. Along with the worry that I have of people being further divided, the flip side is I'm seeing a lot of galvanizing of these separate groups where the underlying principle is really the same. And I'm hoping that with this pandemic, we can see a lot more people suddenly realizing that "well, you know what? Our causes might look and sound different, but really the driving principle is exactly the same. Let's work together." And there might be a hope that we will somehow efficiently and actively show that because actually that's kind of the majority [?] [laughter]. And this needs - things need to happen and things will happen because people are - more people are galvanizing together to work against that tide of unfortunate development of people basically walking away from reality. Again, which is kind of weird because on one hand I'm disappointed by how much this pandemic is driving people apart - driving society apart but then on the other hand I'm actually kind of celebrating the further divide because it clear - it makes a certain side come together. I don't know, I'm very conflicted about that. [Unclear]

MG: Yeah, definitely.

CH: Yeah, but there's that.

01:01:38.000

MG: Yeah. What do you think will change after this pandemic is over if anything?

CH: A lot of social customs will have to be reevaluated. I mean, I like to hug a person, just like any person would be, but that might have to be a custom that we do not carry out anymore just from what we learned now. I mean, even before. We should have known that "okay, if you just go around hugging people or shaking hands and what not, and without taking care of hand hygiene, it's a very effective way to spread flu as well and flu is not fun to get. But it doesn't kill you as badly as COVID. So, after this I think there's going to be a lot of social customs that might have to change or at least be modified somehow. I don't know, crazy idea but sort of the more East Asian way of greeting other people like bowing would suddenly become very fashionable[laughter]. I don't know. Many things can change, and I can hope for a lot of positive change, but I have mentioned a lot of those already and maybe they're wishful thinking, but maybe not. I don't know. I hope they are not.

01:03:18.000

MG: Yeah, I mean, things will definitely change after, it's just we don't know what yet.

CH: Yep.

MG: What kinds of technology are you using to communicate with others and stay busy or entertained?

CH: A lot of stuff have to do with the internet because we are living in the Information Age and information is everything, including our entertainment and our conversation right now. In terms of specific softwares, probably Zoom, a lot of the times. Microsoft Teams, but only for work, because it's just completely unuseful [laughter]. And [short pause] yeah, that stuff. I surprisingly I haven't been watching as much - as many shows as I thought I would. But reading a lot of books - so books is a technology and I'm also using the good old print forms as well as electronic forms. Personally, I've been playing a lot of music as well, just for myself. Learning a lot of music so that's also another technology, really, that helps pass the time and partially also professional. Yeah, I think that's a really sort of broad summary.

01:04:55.000

MG: Yeah, but it's good. What items or services have you had a harder time purchasing or obtaining?

CH: [Long pause] I'm not sure.

MG: You haven't had any hard time getting any certain kinds of grocery or items or anything like that?

CH: No, I wouldn't say a hard time. I mean everything is different now, but I don't see going to grocery stores as being a hardship, it's different and it's not even more or less convenient than before. In fact, just going to Woodman's [Woodman's Market] if you do decide to do the check out that staff would do for you, its actually way more efficient now because they would have someone literally sort of chaperoning the people, directing the traffic. It's so much more efficient than before where you have to randomly choose a line on your own and, by Murphy's Law, you are always choosing the slowest one.

MG: Yeah.

CH: So, now it's super-efficient if you do that. So, I don't see any specific things that I have to do that I cannot do. Obviously, there are things that we want to do that we cannot do but I don't think it's fair to consider those hardship. If I can't get a haircut and my hair is ridiculously long at this point, for personal standard, I don't see that as a hardship.

MG: Yeah.

CH: Hair can wait. I can, you know, essentially just have a buzz cut if I really have to. Doesn't matter. I can't go to restaurant, that's not technically hardship. Yeah, I have to acknowledge that I'm at a place of privilege so to speak. Because I'm not worried about income, and I have enough saving that I'm not worried about say "do I have a place to live next month? Do I have enough money to make any sort of payment?" No, I'm not worried about that. So, yeah, I can't think of the hardship in a way that I think is fair [laughter].

01:07:40.000

MG: [Laughter] Yeah. Yeah, definitely. What does news coverage you see differ from what you've personally seen or experienced?

Commented [WD1]: 1:07:43

CH: Sort of begs the question of where I get my news from too, of course.

MG: A little bit.

CH: Because news, of course by this point, is really just sort of choose your own reality, if you will. I - sort of full disclosure - most of the news sources that I personally would receive are probably more leaning quote "liberal," if you will. I read a lot of Washington Post, New York Times, listen to NPR, you know, those type of people [laughter]. So, there's sort of a sense of bias and I understand that, but I also try to get my news directly from say - every day I check, unfortunately at least once, the data from Wisconsin Department of Health in terms of how the pandemic situation is within our state and within our counties - nearby counties. And so, from those news sources, I'm seeing still a dire need for us to take the highest level of precaution, especially in the state of Wisconsin, because if nothing else, all the stats are pointing to a very bad direction. And surprisingly the bad direction is up; these days just up is down, and left is right. So, all the data and the reportings are telling me that Wisconsin, for example, is not ready to open, yet we are forced to open. So, that's where I'm seeing the disconnect is a lot more people are out these days. A lot more people are out and about doing things with less people wearing masks, except at Menards, which is very surprising. I would go to grocery stores and people would be - at this point, I would say, say if I would go to Festival or Woodman's, I would have seen, before the stupid court ruling - you can put that in the official record - the stupid court Supreme Court [Wisconsin Supreme Court] ruling, that I would probably see about let's say sixty/seventy percent of the customers wearing a mask. This last week when I went, at grocery stores I would say I would see less than two people wearing a mask, which is effed up. You can also keep that in the official record [laughter]. But surprisingly, yesterday I had to go to Menards for something - everybody, literally every single person is wearing a mask, so I don't know where the disconnect is. It's really interesting [laughter]. So.

MG: Yeah, that definitely is interesting. Like when I first heard the ruling -

CH: Yeah.

MG: - I knew there would be a lot of a confusion with a lot of people.

CH: Oh gosh, and there's also going to be a lot of stupidity being just out on [?] display and sure enough.

MG: Yeah, especially since summer is just starting and people want to be outside.

CH: Oh yeah.

MG: And want to do things.

CH: Oh yeah. Everybody want to grill out. Everybody want to go to the state park. Yes, I understand, it looks beautiful. I mean, who doesn't want to, you know, just throw another frisbee, but hell, wait. Come on.

MG: Yeah, yeah definitely.

CH: Who's grandparents should we kill is the really tough question.

MG: Yeah.

CH: Sorry. I derailed our interview, again [laughter].

MG: No, it's okay. It's all right.

CH: I'm just very angry.

MG: The whole purpose of this is like to get people's experiences and these are your experiences.

CH: Yeah.

MG: I'm happy to derail the interview a little bit.

CH: Yeah [laughter].

MG: [Laughter].

CH: But then very easily it is going to turn into a rant and I'm trying to not do that.

MG: It's okay.

CH: Yeah.

01:12:08.000

MG: So, my next question.

CH: Yeah.

MG: What are the things you miss most about campus and about the Menomonie community?

CH: I may have to cry now. I miss my students a lot. I really do. Oh, okay. I am crying now [laughter]. Yeah, I do miss them a lot. I haven't seen so many of them. We - especially teaching choir, so many students I have seen their freshman and I would have them for four years, which is probably a very different situation compared to maybe other faculty where you teach a class, you see them maybe twice in their whole career, even if you are their major professors. I am not a major professor, there's no music major. But more often than not, I would have students in my classroom that have participated for, you know, years. Three years, four years - [laughter] sadly some five years. And you know, so I really know them. And yeah, I miss the interaction. I miss the time working with them to sing, to make music, to provide that outlet for them, and really for me too really, that emotional, that creative outlet. I don't know when we will be able to do that again, I know we will. It's going to be a while and things are going to have to be modified of course, and we will come back. But, meanwhile, if you ask me this right this moment, which you did, what I miss the most is that [?] I really miss them. Yeah.

MG: And I'm sure they miss you a lot too.

CH: Yeah, well, yeah. I hope they manage. And yeah, for those that are in touch, it's good to know that they're doing fairly all right, and I'm worried about the ones I can't get in touch. So, I don't know how they're doing, I hope they're doing well but yeah, I miss them.

MG: Yeah, definitely. Especially with like music classes I found - I was in band in high school. [Unclear].

CH: Oh, excellent.

MG: Yeah. You make a really good connection with your conductor and the people in there because you're all doing something together. You're creating something together.

CH: Right.

MG: So.

CH: Right.

MG: When that's gone, it's definitely - it's missed.

CH: I obviously do miss, you know, music academic classes too. There is definitely a joy of seeing students getting confused which is always enjoyable for teachers to watch.

MG: [Laughter].

CH: But also seeing them get it. You know that moment of "aaha." Not that it's so magical that it happens every single day, no. Sometimes it doesn't even happen for a whole semester, wha womp.

MG: [Laughter].

CH: But [laughter], you know, there is a time, you know, even in those interactions in academic classes where you feel that you're doing something, that something is working for the students, you know those sort of moments that you don't get as often once everything goes online. You do still - I still experience some of those. I ended up sending off a whole project team in one of my academic teams in one of classes, they were doing a research - these are, mind you, actually most of them are either engineering students or criminal justice students. So, I was utterly surprised, when as a music professor, ended up teaching them experimental design and statistics [laughter].

MG: [Laughter].

CH: And our last synchronous team meeting/wrap up, you know, it was extremely fun to get to make sure they understand some of those basic tools from technically [laughter] Stat [statistics] 100 if they have never taken Stats, but they have not. And it was kind of fun to even at least see them get that stuff before they leave Stout, which is - yeah, again, those sort of things I miss is too just have those conversations where you feel like you are, as the teacher, you feel like you are doing something [laughter]. That sounds so bad.

MG: No, it sounds great. Like I think everybody misses that.

CH: Yeah.

01:17:44.000

MG: So, if you were granted a wish for twenty-four hours, with no chance for infection, how would you spend it?

CH: Wow, wow. Well, stay up for the entire twenty-four hours, that would be - oh shoot, that cannot be a wish. No, this is a evil question.

MG: [Laughter].

CH: Yeah. Is this one of - like I would make fit - a wish and then something would happen and like the whole wish would turn and torpedo on me [?]?

MG: No, no.

CH: [Laughter].

MG: Like you could do whatever you wanted for twenty-fours, you have no chance of getting sick, nothing bad is going to happen.

CH: Oh man. And everybody that I interact with will not get sick, right? Twenty-four hours [unclear].

MG: Yeah, you wouldn't pass it to anybody.

CH: Okay.

MG: You wouldn't get it.

CH: [Laughter].

MG: You wouldn't even be asymptomatic. But you just wouldn't get it.

CH: Oh, but I wouldn't get it, but other people can get it?

MG: No, no, no, no. You wouldn't pass it to anybody.

CH: Oh, man. Sorry I maybe I've been reading too many of these novels [unclear] a wish has consequences.

MG: Yeah.

CH: [Laughter] So, wow. I mean, okay, if all cares are gone, out the trash can - and speaking of the truck is just here so hopefully it's not going to be too loud - if all cares are out the window, oh man, I would love nothing more but just [laughter], this is so sad, I would want to hold rehearsals for twenty-four hours. Just with different groups, not one group for twenty-four hours because ain't nobody can handle that but, you know, just meet with every single one of the groups that I work with and sing - bring them together and sing. That's probably the biggest pain that I know that singers are having is we don't get that interaction and there's literally nothing you can do virtually to make it up. So, yeah, that would be super.

01:20:06.000

MG: Yeah, definitely. What else would you like to share about your experiences during this epidemic?

CH: Wow, I can't think anything at the moment now, Meagan. We've talked about so many things, so many things that I don't know if I have anything additional to add that I haven't really said other than that, again, hopefully things will - we'll come out this for the better in some way. We came from - if we consider the pandemic as a watershed, maybe a door that we pass through, that once we pass the door will close behind us forever. Then we're talking a world before that and a world after. I really hope that as we go through this pandemic, whenever we find ourselves out on the other end of this tunnel, the world will hopefully change for the better. Everybody has been talking about a return to normal and normal refers to, you know, the world that we have shut the door behind - behind those doors that are shut. And I don't want a return to just normal, I don't want to return. There are many things that we can bring back, but we can do them better. I think we really can. There are things that are so good that we don't have to change a single thing. Interacting with people. We don't really need to change it but there are things that now we have time to reconsider and really reflect, you know, was it really that good? Was it the quote - I'm not going to even call it normal - how we did it before, was it really that good? Are there things that we can improve? Are there things that are inherently bad, we just don't take time to

think about why it's bad or what is bad but now we can [?] and we can change it. We can make it for better. Are there systematic things that we can really examine and really make a change once we go out the other end - to the other end of this crazy time. Maybe it won't change right away but now is the time to start because someone pressed reset [laughter] and we can reboot and get a upgrade, especially if the world is a software.

MG: Yeah, definitely. I mean, we have the time now to think about what needs to be changed, what should be changed.

CH: Should we get a bigger instant pot, for example.

MG: Yeah, should we get a bigger Insta-Pot [laughter].

CH: Yup. That is a good thing to think about.

MG: It is a good thing to think about.

CH: Among many other things, of course.

MG: Yes. But that can be a good jumping off point.

CH: [Laughter].

MG: [Laughter].

CH: Excellent.

01:23:44.000

MG: Yes. So, last question. Can you recommend anybody else from the Stout community we should approach for an interview?

CH: Yeah, a few people. I think Tina Lee would be a good person to interview.

MG: Yeah, definitely.

CH: She's in the - Do you know her?

MG: I do.

CH: [Unclear].

MG: I'm a Applied Social Science major.

CH: Oh, then you better know her [laughter].

MG: Yeah [laughter].

CH: I suspect she might already be on the list. So, but she would be a good person to interview. [Unclear] The Stout community, right? Within UW-Stout [University of Wisconsin-Stout]?

MG: Mhm.

CH: Someone or anyone in the Arts Department would be interesting to talk to too, just to get another sort of creative response because so much of visual arts have to be hands-on that we face very similar problems. And a lot of them have a similar literally years-long relationship with their students too. Charlie Lume might be a good person to ask.

MG: Charlie?

CH: Yeah, or Charles, if you look him up on the directory. He's always very thoughtful and very reflective of his response. He would likely not derail our interview as often as I did. [Unclear].

MG: [Laughter] What's his last name?

CH: Lume. L, U, M, E.

MG: L, U, M, E.

CH: Yeah, who else would be a really good person to talk to? I'm thinking about folks that I have close relationships with on campus where I think they might bring a very different direction from all my blabberings. Faith Beck would be a good person to talk to from a more sort of administrative level. He's the director of the School of Music - the School of Art and Design. So - but yeah, he oversees a lot of things and has to deal with the pandemic on a - I don't want to say a more practical level, it's just a different practical level than what I or any other faculty would deal with. Someone from Student Life would be really good to talk to as well. I'm thinking either Ian or Andrew, but this is the sad part, I don't remember a lot of their last names because I don't work with them that often, but I know them.

MG: Yeah, well if you do like remember their last names or remember their email, you can also email the Archives.

CH: Yeah, you know, give me one second, I have to just find him real fast. Student Life. Stout Cloud. But, I mean, if you don't need a specific name, any staff who are working in Student Life Services, I think would be interesting to interview because they too have a very close relationship with students, a very different relationship with students compared to like the instructional staff. I can also recommend a couple students who are really good at giving their perspectives as well.

MG: Yeah.

01:28:18.000

CH: Okay, so [provides potential candidate name]. He is even worse - sorry, he is even better at derailing in interviews, so I'll give you that warning, or whoever is interviewing him. But [says potential candidate name]. is a very good person to talk to.

MG: [Says potential candidate name], did you say?

CH: No, [spells potential candidate name].

MG: [Says potential candidate name].

CH: [Says and spells potential candidate name].

MG: [Spells potential candidate name].

CH: [Spells potential candidate name]. Yep, so he would be a good person to talk to. [Says another potential candidate name]. She just graduated but she's also an excellent to talk. She's very involved in student activities. She's also been in [states second candidates minor] minor for five years and she just graduated, but yeah also a very thoughtful person who can kind of give you an interesting perspective in terms of a graduating student. Her last name, [spells potential candidate name].

MG: [Spells potential candidate name]?

CH: [Spells potential candidate name].

MG: [Spells potential candidate name].

CH: Yeah.

MG: Okay.

CH: And you may have to look up [says potential candidate name] in the directory.

MG: Yeah.

CH: Yeah, but both [says both potential candidate name] are fantastic to talk to and just double check on the Stout directory. There are no multiple people of the same name. So, it should be pretty - very easy to find them.

MG: Great. Great, thank you so much.

CH: Yeah.

MG: This interview [unclear]. I really enjoyed talking with you today.

CH: Yeah, same here. What year are you, Meagan?

MG: I am about to be a senior, going into my last year.

CH: Okay, and you're in Applied Social Science, you said?

MG: Yeah, concentrating in History and Politics.

CH: Oh, I see. Yeah, well, this is kind of - I hate to say is your perfect time but this is your moment. This would be - this period of time exemplifies a lot of what you're studying [laughter].

MG: Yeah, definitely. When I was asked if I would like to be a part of this, I was like "absolutely [laughter]."

CH: Yeah, hell yeah [laughter]. That's excellent, so.

MG: Yeah.

CH: Good luck to you and if you want to know more information about the UW-System Blueprint crap, I'm going to assume that you're going to cut this particular part of the recording so I'm going to leave the [unclear].

MG: Yeah, I'm going to turn off the recording, so.

CH: [Laughter].

MG: [Laughter].

CH: So, if you are interested in learning more about that -

01:31:48.000

END