

1. Tristan Murray [TM]: Has it started for you?
2. David Andrews [DA]: It says...
3. TM: Okay
4. DA: Yep
5. TM: Here we go. Thank you for- so much for agreeing to meet with me today. I am
6. Tristan Murray and it is 11AM on Thursday March 26, 2020. I am with Dr. David Andrews
7. via video call. I want to clarify that I am going to record this interview and it will be
8. uploaded to the UD oral history repository? Is that alright?
9. DA: That's just fine.
10. TM: Alright, let's begin. Where did you earn your Bachelor's Degree?
11. DA: I earned my B.S in mathematics with a computer science concentration from the
12. University of Dallas in 1990.
13. TM: Okay, where did you earn your Master's degree?
14. DA: So, I have a -I have a masters in industrial engineering from Purdue University and
15. then a second masters in statistics from Rice University.
16. TM: Okay, where did you earn your PHD?
17. DA: I continued on at Rice University and got my PhD in 1999.
18. TM: Alright. How would you compare these three universities/ programs?
19. DA: Mmm...Yep. uhh..Very different. Uhh..One, starting-starting with the University-
20. University of Dallas. It's small, Catholic, religious oriented university...umm..with
21. intimate, you know, an intimate setting in the classroom, uh, small certainly as a
22. mathmajor I- my upper level classes never had more than 8 or 9 people in them. Uhh,
23. switching to Purdue my-my first reaction- I- I had a small class but I also had several
24. classes that had over 30 graduate students, new graduate students forged, and then I
25. actually got to see the undergraduate, uhh, life because I helped TA,uh, a course in

26. Calculus at Purdue, and there were...I forget exactly, about 2000 or 3000 people all  
27. taking calculus in sections of 200 a piece. I'd see 30 of them, uh, but we'd take our  
28. exams all at the same time in the same room so there was 3000, 2000, 3000, people  
29. taking a calculus exam so (laughs)

30. TM:Wow

31. DA:So very different, very different.uh kinda approach. I mean, the-the faculty is bigger  
32. and more- more research oriented in a- in a place like Purdue. And then Rice actually is  
33. somewhere- it's kind of an interesting kind of institution on it-on it's own basis. I mean  
34. it's-it's smaller and graduate, uh, population is obviously much, much smaller than a  
35. place like Purdue, umm,and uhh, and while I did do some TA-ing there, I don't think I got  
36. as good a feel of the undergraduate education because-because of-because of my  
37. r-less active role in the classroom, but the graduate program was very small. I was in the  
38. statistics program with, you know, 20-25 students total, umm, which-which there was a  
39. nice community among the graduate students and the faculty. So,um, that- that was  
40. actually really- kind of- kinda a bring me back to-to UD situation, where that- that  
41. intimacy in the classroom and in the conversations outside the classroom even was- was  
42. great.

43. TM: So you went from very small to bigger to really small. (laughs)

44. DA: Yes-Yes-Yes. Yes Exactly.

45. TM:Alright. So before coming to UD to teach, were there any other jobs you took or  
46. thought about taking?

47. DA: I did. I, uh, had three-four other-four possibilities. UD was one of them so I didn't- I  
48. didn't go anywhere else after Rice. I came straight to UD, but I actually had four jobs to  
49. consider. Two of them were postdoc jobs. One at a research- a research, um, think tank,  
50. so, it actually wasn't teaching. Another was gonna be a research postdoc but at  
51. Carnegie Mellon University, uh, so I don't know if I was gonna be able to teach there.

52. And then the other was a, uh, a job offer from the University of West Virginia which was  
53. a, um, tenure track job in their statistics department. Umm, but- So it was really  
54. between those two, and I- there were several reasons I didn't want to go to West  
55. Virginia. One was that- the- the- it was far from a lot of family. It was, uh, a small town  
56. which I think- I think I was looking for more of an urban environment. I also saw sorta  
57. the- the (laughs). This is going to be recorded for posterity, but not talking too badly  
58. about it, but the University of West Virginia students didn't impress me very much. I got  
59. to see them in action and I thought, you know, I don't really want to be a professor in a-  
60. in an environment like this.

61. TM: Right. Student life- Student life is important.

62. DA: Yeah, yeah exactly. Exactly. So.

63. TM: Alright. So, you kinda started to answer this next question. Why did you choose to  
64. teach at UD out of all of them?

65. DA: Yeah, I mean...It was- it was coming home. Uh, I was familiar with-with the campus.  
66. I was familiar with the environment. I had a lot of, um, you know- it was- there was  
67. certainly some sentimentality to- to coming back to this- this place I was very formative  
68. for me. Uh, I- I was also going to be, uh- I felt like okay I'll be able to bring a set of skills  
69. and talents to- back to UD that wasn't there when I was there. There were no  
70. statisticians, there were no- there was only a small amount of computer science, both  
71. things I have a lot of skill in. So, I thought this would be a nice benefit to the university.  
72. So that was- that was a- that was a big part of that. And it was close to family. My wife's  
73. family in particular, it was important to be close to them so that's. They're in southwest  
74. Arkansas so that was going to be a much tighter bond with them, and-and trying to take  
75. care of them. So, yeah, so those things were what motivated me.

76. TM: All right. What courses have you taught at UD throughout your career?

77. DA: Oh, lots of things.

78. TM: (laughs)

79. DA: Yeah, calculus- calculus of all kinds. Um, let see, computer science, uh, you know,

80. the crossover between computer science and math is called numerical analysis. I've

81. taught courses in that. You know, computer science across the curriculum, really, I've

82. taught a little bit of everything there. Statistics has been my bread and butter, because,

83. again, I am the one statistician in the department. So, the Introductory Statistics as well

84. as kinda upper level statistics (things for the math majors). Although that hasn't been

85. recent. It's been mostly focused on introductory courses. Uh, geometry, the geometry

86. course, the Euclidean and Non-Euclidean Geometry course, that is very important in the

87. curriculum. Umm, so yeah, so, a broad, broad sway.

88. TM: (laughs). All right. Many people talk about teachers who impact their practice. Were

89. there any teachers you modeled your teaching after?

90. DA: Yeah, yes, so I- there-there are a couple from high school. And the two that I think

91. Of that kinda, like, I kinda think oh I'd like to model my teaching off of them were my AP

92. US History teacher, in 11th grade. She was- she was excellent. It was a small class. It

93. was-she really pushed us hard, and I think, okay, that's a person I had a lot of respect for

94. as a teacher. And you know, I feel like I learned a lot in that class, and uhm really grew-

95. grew as a student, as a writer, you know, you know, so lots of things there. I also had in

96. 11<sup>th</sup> grade a pre-calculus teacher, umm, who- who was excellent. I think back now and I

97. Think, "Wow, I really got a great education in that course." Which, you know, really set

98. things on the path that they ended up. You know, liking math, in being in the-the field.

99. So, uh, those to in-in-in highschool. In college, it's really- there's such a variety of

100. Experiences had-I had a math, uh, a math professor who, ug, sorry, let me...(did

101. something with his phone).. who was, uh, Dr. Koppin, who was instrumental in

102. teaching, and he started this thing we do in the math department, something

103. called the Moore method. Sorta a Socratic, inquiry based learning maybe you'd

104. call it, way to approach mathematics. And Dr. Koppin was, um, you know, he was  
105. the big advocate of that and we've- we've benefited, in the department and  
106. historically from his- his contact with Moore and Moore's students in the  
107. University of Texas. He brought that with him when he came to UD in the 60s.  
108. And so that was a- that was a real- I mean that Socratic style of teaching is very  
109. influential. I mean- I mean I really enjoy that. In graduate school I have two- I  
110. have two fond memories of teachers. One was a- my-my- who worked out as my  
111. thesis advisor. He was, uh,- Dennis Cox, he was- he's a really, uh, brilliant man.  
112. He- I had him for multiple classes. Uh, but I really grew in my appreciation for his  
113. approach. He was very deep, understood things very well, was very helpful, in  
114. obviously steering through the PhD dissertation process, and, um, I have- I have  
115. a lot of respect for him as a teacher and his-his care for his students. He did  
116. really- I felt like I was well taken care of by him. And then I had another professor  
117. who- who's actually pretty well known, uh, Richard Tapia is his name at Rice.  
118. He's a-he's a professor in the applied math department and he was...I had one  
119. class from him, but it was- it was an incredibly fun class. He really made it  
120. dynamic and talked about all kinds of, you know, seemingly tangential things. He  
121. was just- he would just get all over the place, but you learned a lot. He really  
122. made sure that we were, uh, you know, engaging in the material, and gaining  
123. great perspective on how to teach mathematics, and how to teach theoretical  
124. mathematics. And so-so I really-I kinda- when I- when I think- when I'm down in  
125. the trenches and preparing for a class or thinking about a class, I think of those  
126. teachers as models of what I'm trying to accomplish. Rather or not I get there,  
127. that's another question, but-but certainly that the- those are the models I look at.  
128. TM: All right. So, for Dr. Koppin-  
129. DA: Yes.

130. TM: You identified like the socratic style that you pulled directly from him. Could  
131. You try to pull something from these other teachers that you notice in your  
132. teaching, that they exemplified?

133. DA: I-I-I- It's easy to say Tapia because I think- he would just, liked he go, he'd  
134. Start talking about "well you know.." He was- he was an interesting guy. He, uh,  
135. had a very colorful life. He would talk about his drag racing. He loved to work on  
136. cars, right. So he would bring in these things, these, you know, this reminds me  
137. of, you know, why Chevys are better than Fords, or whatever, and he'd go on for  
138. a little while. But you really- I mean that allowed me to say oh- I remember it still.  
139. I mean that's part of my memories of that class, and I remember what he- the  
140. lessons he pulled that from. So I feel free to kinda, I don't know if my students  
141. pick up on this, but I feel free to kinda go on little tangents about things, because  
142. I think that that helps enrich what's-what's there. You know, okay there's this cut  
143. and dry stuff, sure we need to do that, but there's more to life than that and it fits  
144. into a pattern in life that is more than that. So that's important to do. Umm, yeah-  
145. I mean being- being- I certainly, I think of well so maybe my history teachers,  
146. the rigor and the- the kind of the- she would- she would hold our feet to the fire.  
147. Every once in a while giving us a break, right. I remember once we had an exam,  
148. and I had to sit down and prepare some of the things before and I prepared one  
149. pretty well and some others that were kinda not, yeah, I just couldn't get meat on  
150. the bones for these essays, And so she- she came to class and she said, "Okay,  
151. so I gave you six essays, we will pick two of them, and you can write on one of  
152. the two. And we will do that by having numbers in a hat, and we will pull out". So  
153. okay number three and number five are the two things, you could pick one of  
154. those two to write on. And I remember-(laugh)- I remember I was like I hope the  
155. one I really felt good about was the one she picked, and she-she- so she and I,

156. what I remember is I'm the one that pulled this out. I pulled it out and I was like,  
157. "Oh, number 0?" And she's like oh that means you can write on any of them. You  
158. Can pick the one you want out of the six. And I was like, "Yesss!"  
159. TM: (laughs)  
160. DA: Just that, you know, that, you hold their feet to the fire and then you say let's  
161. Give you a little break- let me give you a little different, uh, approach. So, I was- I  
162. Think about that, about her. The- the precalculus teacher I had in the 11th grade,  
163. he- the things I remember from him is this cutsie little- little stories he would tell to  
164. kinda be memory trick to remember, you know, the derivative rule, the second  
165. derivative rule, what does it mean and how do you- how do you interpret that. So,  
166. I don't know if this will make any sense, but he would talk about a Laurel and  
167. Hardy-or no I think it was Abbott and Castillo routine, about the upper berth and  
168. the lower berth- anyways so you would go and have this little memory trick and  
169. kinda tell us this little story, and I- and like I say I still remember the, I remember  
170. the details of that. And that- that-that's kinda cool to be cutsie about things. Um,  
171. what else?  
172. TM: And then Dennis Cox.  
173. DA: Dennis Cox, yeah. So, I mean, I think- I think my- the biggest take away from  
174. Him is just sorta being, I mean, you know, one might have said he was rough  
175. around the edges in terms of his teaching sometimes, but I learned a lot from  
176. him, just by being around him. It wasn't having sort of a-not getting to uptight  
177. about being, you know, the perfect teacher or, you know- doing what I can, the  
178. best I can, and-and-and, uh, that's-that's-that's what we got here, so.  
179. TM: Alright. So how would you describe the transition from professor to  
180. Associate Dean?  
181. DA: (long laugh) Oh yeah, so that. Um, boy. Well I mean, part of it hasn't been

182. That different. Part of the reason I was willing to take the job is because I felt like  
183. Associate Dean sat in a position that was all about the care of the students. I  
184. don't have to- I don't have to be, you know I'm not- my things that I work on are:  
185. here are students, they are having difficulty in a class, or somethings gone  
186. wrong, and what can I do to kind of repair that, repair what's going on as best I  
187. can in the context of the university so that they continue to, you know, progress.  
188. Right and to- to- the success that they- that they want and that I want for them.  
189. So it's- it's about that students focus and that care for them. Which I feel-I feel  
190. like, you know, its transitioning out of the classroom it's a similar kind of thing.  
191. You know, I don't- I want to see those eager faces in front of me in the  
192. classroom, I want each one of those and take care of them, and if they are  
193. having difficulty understanding or difficulty getting things done, and so I work with  
194. you on that, and figure things out, so. So, I don't- I don't- It wasn't that big of a  
195. change in my emphasis. One of the- one of the couple things that changed,  
196. where things like there are a lot more that I feel like I am taking care of cause,  
197. you know, it's the whole-the whole, under- the whole Constantine College or all  
198. the undergraduates in Constantine. Not all of them need this such care but-by-by  
199. opening that up, there's a lot going on. Uh, I've also been able to, you know,  
200. maybe this says more about me than anything else, I've been able to, actually  
201. been able to use my technological abilities in a way that I hope has improved  
202. things, and um, um, make things better for the college and the university in  
203. general. So, so by having, having a bigger, kinda place, at a higher level, where I  
204. can look and see things that are important. Um, so, that's-that's a different-that's  
205. a different- so yeah that's a different part of what I'm doing so. It's exciting. It's  
206. been exciting especially this semester.  
207. BOTH: (laugh)



208. TM: All right. So, you already touched a little bit on this, just if you wanted to  
209. Expand any on the duties you perform as an associate dean? You already talked  
210. About helping the students a lot, but are there any additional duties that you want  
211. To mention?

212. DA: Yeah, um, I mean- I think- I think that's kinda the surprising thing about the  
213. job is that it's, um, um, a-a-it is- it's a very-it's very expansive what that duty can  
214. be, you know. I sit on several committees that are in charge of, you know ADA  
215. accommodations and, um, uh, the Rome committee, right, where we make  
216. decisions, who are kind of on the bubble of, you know, could they go to Rome or  
217. not, uh, the student success committee, and so on and so forth, And so  
218. participating in a way through all these different avenues, all of them focus on,  
219. okay what can we do to help the students. Um, you might say, okay so I actually  
220. send out the student disciplinary letters, when they have a bad semester. I'm the  
221. one who signs that. The dean, Dr. Hicks, she's the one that signs the Dean's List,  
222. and honorable stuff, right. I have to sign all the ones that say oh you are on a  
223. warning or you're in bad shape. But you know that's really, my intent there is to  
224. be okay, you know, yeah you had a bad semester, we-we do want you to turn  
225. things around. You need to turn things around, you can't continue this way.

226. TM: Right let's- let's fix it.

227. DA: Let's fix it. Let's talk about this. I'm warning you for your own good. So, um,  
228. And then- and then like plagiarism cases. I get- I get- I'm the first crack if  
229. somebody comes in and has plagiarized or cheated or something. The  
230. professors report it to me, and I'm- I'm that first level of triage and- and often it  
231. ends with me. I have a strong, you know as strong as I get, but a strong talking to  
232. about what- what does this mean, why do we hold academic integrity at a high  
233. level here, why is that important. Um, just trying to explain that to them so they

234. understand and don't do it again right. So that they learn on their own, and take  
235. their responsibilities there seriously. So...

236. TM: Alright. So, you mentioned already that the transition from professor to  
237. Associate Dean was not that difficult. That a lot of the same principles carried  
238. over. So how has your teaching experience helped you as the Associate Dean?

239. DA: Yeah, um, I certainly think, you know, well- had I not known, let me put it this  
240. way: had I not taught much, I think I would not understand UD students as well,  
241. right? I think- I think over the years of teaching, I've learned about the students  
242. and what, you know what their concerns are and what their attitudes are and so  
243. forth and so on. And it does help me being a UD student also, but there, you  
244. know, that's- that was very into my own anecdotes. So that- that helps really  
245. knowing and seeing a broad number of students in my teaching profession over  
246. the years have helped give me a better perspective, a wider perspective, so...

247. TM: All right. When you became the Associate Dean, did you have an  
248. administrator or administrators that you followed as a role model as the  
249. Associate Dean?

250. DA: Well I certainly- I mean my direct predecessor was, uh, Dr. Crider, Scott  
251. Crider. He helped a lot that first- certainly that first semester. Um, he actually  
252. purposefully stuck around and was close, down the hall, and I had lots of  
253. conversations with him about how he would handle things, and- and I could put  
254. my own stamp on it. But I do-I think he had the right attitude. He actually-there's  
255. some sense he was the- which I hope, I hope continues- he was the first, uh,  
256. well, his predecessor was Marcy Brown, so she was the first. So, the first that  
257. kinda came out of a professor that sat in this office to do this kind of job. And so,  
258. learning from them, and, uh, seeing how they worked, that- that did help,  
259. because they were specifically oriented toward this job. Um, yeah, I mean, I'm

260. trying to think if there's- There's also, I mean kind of part of the UD history, there  
261. was Sybil Novinski, was, in some ways, uh- and I don't know if you've heard that  
262. name- she was one of the early faculty. Well, her husband was a  
263. faculty, was a member of the art faculty, and she came and was an administrator  
264. (registrar), when I was a student here. She moved up to, uh, Associate Provost,  
265. Associate Dean, taking over my position, and was the one who did all these  
266. things. And I think about her and her kindness to students, that I experienced and  
267. that others- that friends of mine experienced as students , uhm uh really, kinda  
268. highlights the care that UD needs to take for its students. That helps- that helps  
269. kinda orient me to some days, "What would Sybil do?" is kinda a question I ask  
270. myself.

271. TM: All right. Um, you have children who have also attended UD. How did your  
272. children's experiences compare to your own experiences as an undergrad at  
273. UD?

274. DA: Uh, I don't know.

275. BOTH: (laughs)

276. DA: Uh, I'm certainly- I'm certainly hands off on that. Um, they each have forged  
277. Their own paths through the programs, and-and they've reacted differently, and, I  
278. mean, I mean have taken different approaches to it, um, then I did for sure. You  
279. know, I think they definitely- they definitely, well as far as I can tell they  
280. appreciate it in a way that I did too, because they learn about the care of the  
281. professors, and about the faculty's role in education, which is special at UD, I  
282. think. So, um, that's- that's- I think I would leave it at that I gather. And then their  
283. friendships, uh, with the people that were in their class with and so forth, and the  
284. deep friendships that happen. That's a similar kind of thing that I experienced.  
285. I'm still- I'm still- some people I was roommates with I still keep up with, you

286. know, 30, what 30? years on. And so that's a- that's a- there's something special  
287. about that.

288. TM: Right. Kind of as a follow up to that question, was there anything, when your  
289. children were going to UD, that they came home and maybe told you that  
290. surprised you about UD culture, or UD tradition or..? I know at this point you were  
291. already, working at UD but...

292. DA: Yeah. I don't- I can't- nothing comes to mind that was surprising. Um, one of  
293. The things I do- I do- I do think I appreciate is the fact that they helped orient me  
294. to what their peers were like. So, so in other words, I-I- this is- and- and I'm  
295. wondering because there will be a time where I do not have any more that will  
296. be students, and I won't know the students in front of me like I do now. Because  
297. I-I'm like oh you were raised in this generation, you saw these TV shows, you  
298. listened to these songs. You know, those are kind of- I don't- I don't know them  
299. well, but I kinda filter through that.

300. TM: Yeah. So, I know you are probably tired of the whole Coronavirus thing, but  
301. of course I have to mention it in the interview. So how is the Coronavirus and the  
302. school closing affecting you as a- as the Associate Dean?

303. DA: Um, it's a lot more difficult to get things done, because my normal way of  
304. operating is to, you know, I got a problem with a student, I'll go to different  
305. offices, see different people, and you know (student life, or financial aid, or  
306. registrar), sit down with them and talk things through. Um, I think...it remains to  
307. be seen how that continues. Uh, we are trying to figure that out as we go. And it  
308. might not be bad, but right now I'm kinda anxious, about well I can't- I got this  
309. thing to take care of, but I can't really do what I did before. And it's gonna require  
310. some creativity in making sure it gets taken care of. Um, certainly there's the  
311. change in how things are going to operate. You know- I'm- I'm in charge of kind

312. of, marshalling the advising, uh, for the undergraduates in Constantin. And I need  
313. to kind of give direction to the faculty about that, so now I have to think about that  
314. in a different way than I've ever thought before and it's what is this gonna look  
315. like. And so- that's gonna take extra work, because I have to prepare things to  
316. make sure I point them in that direction, right, and get them oriented as well. Um,  
317. I'm not worried about that, but it's just one more step that would never be  
318. necessary. Um, I'm really curious to how it's gonna change things in terms of the-  
319. I do- I'm also- over the summer I've been doing freshman, uh, orientation or  
320. freshman registration. So, I tell the freshman what to, you know, help them work  
321. on class schedule. So that's gonna- that's gonna be interesting, I think, just  
322. because I don't- I don't know what the future holds, so we will just see.

323. TM: (laughs)

324. DA: Thinking- Thinking about that is like wow (holds head). And then my- I'm also  
325. kind of a key player in the convocation. Uh, my office works on that and, uh, we  
326. now have to decide what are we gonna do. Are we gonna do- do we want to do  
327. something formal? Do we want to do something online? So-so being creative in  
328. that respect. And that's on top of- I-I- my class. I keep thinking oh yeah there's  
329. that class that will start on Monday.

330. TM: (Laughs)

331. DA: Fortunately I have taught it online before, so I have some feel for what that's  
332. gonna look like, but that in some ways scares me more because I know how  
333. much- I think I need to relax a little bit- I know how much- a good online course,  
334. how much work that takes. Um, and my concern is- you know but maybe I just  
335. need to say okay, I'll do the best I can and that's enough in these kinds of  
336. circumstances, and everybody will be...

337. TM: That is enough. We are all just doing the best we can right now.

338. DA: Yeah. Indeed. Yes indeed. Indeed.

339. TM: So, have you made any plans in that class? I know you said you are kinda  
340. stressed out about it, do you know like at all what you are doing for that class?

341. DA: Yeah. Yeah, I do, I do. I'm going to substitute, you know, videos, which we  
342. Were already doing videos for part of the class. I'm trying to remember, 'cause  
343. you took my stats class right?

344. TM: Mhm. I did.

345. DA: Did we do videos in there when..when?

346. TM: We did a couple, yeah.

347. DA: I've- I've kinda been going along for that. In that aspect, that will be easy to  
348. Just continue. I need to prepare a little bit more for that, but not a huge amount.  
349. But the stuff I do in the lecture, so now I have to make things out of whole cloth  
350. there, so that will be some- that will be some preparation, and I haven't had a  
351. chance really to sit down and work on that. So, this weekend, work on that some  
352. and have something for Monday, right. So, um, yeah, so that's- that's- I have. I  
353. sent out a long email yesterday- yesterday to all the students. Sorta, here's the  
354. things in the syllabus, here's how they are going to be handled. Just so you  
355. know, can get this in your head. Um and then- and then- but now the devil's in  
356. the details, and be able to weave all that together as I go forward.

357. TM: Kind of going off of this Coronavirus pandemic, can you recall when the  
358. Nation faced a crisis and it affected your schooling in some type of a similar way  
359. to the Coronavirus?

360. DA: I mean not like this, certainly. I mean- I certainly think of when I was a senior  
361. In high school, um, the Challenger Space Shuttle, uh, blew up. That was 1986,  
362. and I remember vividly, that- I don't know, i mean, it certainly- it was actually  
363. kinda as a school child you think about this. There was a- that was the flight with

364. this woman named Christina McAuliffe, a high school teacher who had  
365. volunteered and was going to go up as a- as an astronaut. And that was very  
366. exciting and then to have that tragedy happen, while I'm in high school. That  
367. kinda, you know, it-it-it-what did it do? I don't know, I mean, certainly, certainly,  
368. painted some life in uncertain terms in the way that, that wasn't before. Um, but  
369. no, I mean- I mean, we've certainly, I feel like I certainly been blessed with a-a-a  
370. fairly long, uh, record of peaceful times and uh, peaceful settings for my  
371. education. I've been lucky enough for that.

372. TM: That's always good.

373. DA: Yeah, it's very bles-a big blessing.

374. TM: Okay. Um, I had one more specific question. So, for setting up appointments  
375. with you, you do the little calendar invite system.

376. DA: Right

377. TM: Was that a system you came up with on your own, or was that inspired by  
378. another teacher or professor you had at one point in time?

379. DA: No, that's- that's something that I've done. Uh, you know, it's part of my  
380. technology thing. I always dream up these things, sometimes before they are  
381. even available, right. Okay, I think wouldn't it be great if I had this system or this  
382. thing and-and, um, cause that would work great with the tech, I know the tech  
383. can do it, but it's just a matter of putting the pieces together, right. And so, so I  
384. kinda- I- that's actually probably one of my- one of my, um, I don't know if it's a  
385. good thing or a bad thing, but i have a- have a love for the technology in a way  
386. that sometimes I'm searching for a better solution or a more ideal solution and I  
387. remember when you were in my class the-the-the computer graded stuff and that  
388. was something that I had actually looked for, for a very long time and it kinda fell  
389. into my lap and it was perfect. It was exactly what I needed. Um, so, you know, I

390. push those envelopes. Sometimes, well I think most times it works out, but  
391. sometimes it doesn't.

392. TM: (laughs: unable to hear DA)

393. DA: But yeah, the calendering thing, I love it because I think it-it opens the door  
394. To say look I'm available. I can't be- I can't be sitting in my office all the time, but  
395. I'm available at your- at your discretion within certain bounds. That helps-that  
396. helps open the communication between me and the students. So, I like that.  
397. Sometimes I wish students would utilize it a little more, because sometimes they  
398. need to be seeing me more than they do, but...

399. TM: Yeah, I really like that system. I started looking- when I was looking at you  
400. For the interview, I started looking at your calendar trying to figure out when we  
401. Could meet, and then all of this happened and I was like, well now I don't know if  
402. This calendar is relevant but...

403. BOTH: (laugh)

404. DA: No, indeed. In fact, I think it's even more so. It's gonna be, uh, I think it will  
405. Be very interesting, how I told my stats students: look I'm gonna have these  
406. Calendar appointments. You can make appointments with me. Integrated in the  
407. calendering is a way to say okay, this is gonna be a video call or an audio call or  
408. whatever. So, they can pick and choose what they are comfortable with and  
409. great...

410. TM: Oh, that's nice.

411. DA: Yeah, I know, it's really nice. The tech tools are really helping with dealing  
412. With the crisis. That's for sure.

413. TM: Yeah, it's "nice" that this came at a time where technology is so widely  
414. Available and you can do so much with technology right now.

415. DA: Indeed, Indeed. Even five years ago we would be in a much worse place, I



416. think, you know.

417. TM: Yeah.

418. DA: 'Cause it hadn't matured to the point. I mean I was actually pointing out to

419. My wife, I was thinking, you know, all these places, uh the grocery stores and the

420. restaurants, the- two years ago they didn't have shop online and then they pickup

421. your groceries. They didn't have that capability.

422. TM: Yeah.

423. DA: Two years ago, they would have been scrambling to put that all in place,

424. They now have several years of experience.

425. TM: Yeah, that system already.

426. DA: That was fortunate, fortunate. So anyway.

427. TM: All right. Last question. Is there anything else you would like to tell me? Any

428. Other information you want to give me?

429. DA: Hmm, yeah, um. Be inspiring. (laughs). You're gonna be a teacher. You

430. know, I think, you know, that the world needs great teachers who are- who are-

431. uh I see that with my own children's teachers, I think of all my own teachers, I

432. see my own children's teachers. I mean- I mean it's wonderful to have a- to have

433. great people be in the classroom who are kind of making things go, making

434. things grow. So I- it's an exciting, wonderful vocation. So ...

435. TM: Thank you for that advice. Thank you so much for taking the time to

436. Interview with me today.

437. DA: Oh, you're welcome, you're welcome. So good luck with finishing everything

438. Up on this, and starting online learning or whatever it's gonna be.

439. TM: Thank you.

440. DA: Take care of yourself, okay?

441. TM: Thank you, you, too.

442. DA: All right, bye.