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### Oral History Interview with Mei Lin (Ete) Chan

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STONY BROOK UNIVERSITY LIBRARIES

RACIAL UNREST 2020: EXPERIENCES FROM THE STONY BROOK UNIVERSITY  
COMMUNITY DIGITAL PROJECT

Oral History Interview with  
Mei Lin (Ete) Chan

Stony Brook University Libraries Digital Projects

Stony Brook University

2022

## PREFACE

The following oral history interview transcript is the result of a recorded interview with Mei Lin (Ete) Chan conducted by Mona Ramonetti on April 11, 2022. This is a transcription of the spoken word.

This interview is part of the Racial Unrest of 2020: Experiences from the Stony Brook University Community Digital Project, created by the Anti-Racism Task Force of Stony Brook University Libraries.

Transcriptionist: Software and humans working in the Stony Brook University  
Libraries Digital Lab  
Narrator: Mei Lin (Ete) Chan  
Interviewer: Mona Ramonetti  
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Pages: 13

[00:00:00] Mona Ramonetti: Very good. Okay. Uh, it is April 11th, 2022. This is Mona Ramonetti interviewing Mei Lin Chan for the Racial Unrest of 2020: Experiences from the Stony Brook University Community Digital Project. Once again, thank you for spending some time to tell us about your experiences. Um, can you tell us how you were affiliated with Stony Brook University?

[00:00:26] Mei Lin (Ete) Chan: Uh, so yeah, I started as a post-doc many years ago, more than 10 years ago now. And so, uh, after I finished my post-doctoral training, I, uh, decided to stay in Stony Brook because I like it so much. And I stay here to do my research and also teach, uh, quite a few classes in the Biomedical Engineering department.

[00:00:48] Mona Ramonetti: Very good. When do you first remember hearing about the murder of George Floyd?

[00:00:56] Mei Lin (Ete) Chan: Yeah. So I think that was, uh, almost right away when the video became available, uh, on the internet. Right. It was quite a big news at that time. So yeah, I think it was almost right away.

[00:01:09] Mona Ramonetti: Okay. What was your initial reaction to hearing about it and, or viewing George Floyd's death on television, internet, or social media?

[00:01:20] Mei Lin (Ete) Chan: Yeah, so I think that, uh, even before, that, uh, like incidents, people have been hearing about this type of, uh, events that even before that. But I think at that time, it coincide with the COVID time, right. When a lot of people were trapped home. And so people have a lot of time to do self reflection, you know, like read more about it.

And I think that being able to see it right there on the TV screen, instead of just some, not so sure, video on the internet, I think makes such a big, much bigger impact on, on everyone, including myself.

[00:01:56] Mona Ramonetti: Right.

[00:01:57] Mei Lin (Ete) Chan: Yeah.

[00:02:00] Mona Ramonetti: So when you first heard about it, um, what, what were your initial reactions? Or viewed it, I should say, heard or viewed it?

[00:02:09] Mei Lin (Ete) Chan: Yeah. I mean, it's horrible, right? When you saw someone being put on the ground and, uh, complaining that he can't breathe, you know, and people don't believe it. Right? It's like, it's like, it's like, oh no, I don't trust you because you did something wrong. So whatever you said it doesn't matter. Even if you say you're going to die, I'm not going to listen to you.

I'm going to just keep doing what I'm doing, you know, so definitely very horrible when you have to see it and hear so clearly with the technology nowadays, right. Everything becomes so clear. It's not like in the past, you know, like maybe a very blurry picture with a description of what's going on, you know, so yeah.

I think technology bring this type of things to our eyes so much more clearly nowadays, which is a good thing, you know?

[00:02:53] Mona Ramonetti: Right. Yes.

Did you seek out communication with anyone from Stony Brook University during this time?

[00:03:05] Mei Lin (Ete) Chan: Oh, to talk about this, you mean?

[00:03:07] Mona Ramonetti: Yes. To talk about this.

[00:03:08] Mei Lin (Ete) Chan: Yeah, so we talk about it among colleagues, you know? So, uh, we, in the department of Biomedical Engineering we have like student, faculty who are in constant communication. Right. But I think for, for myself, I think I talk more with the student that I work with.

Uh, because I think this is something that gives you such a big reaction. And I think people get upset, right, when they see something like this, even though George Floyd is not someone that we know personally, but being able to see something so vividly, you know, in a video, uh, and yeah, just like the lack of help that this person could get. Like, we talk about it, uh, in our conversation like that. Yeah.

[00:03:49] Mona Ramonetti: Yeah. Many who witnessed the murder, described it as a pivotal moment in American history. Do you agree or disagree with that sentiment?

[00:04:02] Mei Lin (Ete) Chan: Uh, so, so you asking if, um, this, so, so as I mentioned earlier, um, this is definitely something that create a very big emotional impact on everyone, including myself.

And there was a lot of things that happen after that as well. Right? The protests, you know, people talk about it. Uh, people do a lot of things, not just in the places, uh, in, in the place that it happened, but like all over. The U.S. and I, I mean, me being someone from overseas, like from Hong Kong, uh, I know that people in Hong Kong also start talking about it too.

So it is definitely not something just like limited to here, you know, it's really a worldwide thing. Um, and, and as I mentioned earlier, it happened during the time when everyone was trapped home. Right. So, so the communication really happened very quickly at that time, I think. Because, especially because of that.

[00:04:57] Mona Ramonetti: Right.

[00:04:58] Mei Lin (Ete) Chan: Yeah.

[00:04:59] Mona Ramonetti: So in terms of, um, I guess, yes, it, it was a, a global phenomenon I would, I would say, or a global event.

[00:05:08] Mei Lin (Ete) Chan: Yeah.

[00:05:09] Mona Ramonetti: Um, but within, so we're going to dial it down just to the American history and because American history has been fraught with, with what we're talking about right now, the crux of this. So this particular incident, it, um, you know, like the civil rights movement, there's particular instances in the fifties and sixties, where they were turning points that were pivotal moments in there that uh, raise awareness or, uh, folks were forced to acknowledge what was actually happening in America as it, as it relates to race racial relations.

[00:05:50] Mei Lin (Ete) Chan: Yeah.

[00:05:51] Mona Ramonetti: Do you think that the George Floyd murder had the same impact in terms of being, uh, you know, like, uh, a pivotal moment in American racial history?

[00:06:06] Mei Lin (Ete) Chan: Yeah, I do, yeah,

[00:06:08] Mona Ramonetti: Go ahead. Go ahead.

[00:06:09] Mei Lin (Ete) Chan: Yeah. Yeah, I do. I do think so when you used the word pivotal moment, uh, because I mean, being in the educational field, right? I think the first thing that can make a change is when people start talking about it, right? Like start thinking about it. Uh, even though it's a very controversial, I think that many people in the internet, you know, like everywhere in the world, uh, would argue whether George Floyd should be the one who caused a pivotal moment because of so many different argument about what was really happening there in the video. And, and so, uh, I think that what I seem to feel as the most pivotal most important things is that people start that conversation. I think that is the most important thing in, in my mind, uh, to create the change.

Yeah. And I think, uh, from my own personal experience, and maybe this is something that you would ask later on is how it affects us in the university. Like what we do after that. Right. As a, um, as a, as a so-called pivotal moment infact, you know, cause I mean, when you say pivotal, it's not just that instant, right?

It is that incident that caused many changes after that. So, yeah. So I think that may be yes. Things that we can talk more about.

[00:07:26] Mona Ramonetti: Right. I mean, yeah. I mean, why don't we go ahead and delve into that in terms of, uh, how this has affected Stony Brook University, its community, um, what, what is, what is your take on that?

[00:07:40] Mei Lin (Ete) Chan: Yeah. Sure. Yeah. So I, I think, um, because of that, people started to talk more about it and it is not just on an individual level. I think it is more on an organization level, right. In the Stony Brook University and also in different part of the university. Everyone is trying to do their part to see what we can make it right. Right? So for example, I know the library and, uh, CELT, (Center for Excellence in Learning and Technology) uh, they collaborate to have some serious online, you know, like to talk about it. And I was actually invited to one of the, uh, anti-racist pedagogy. You know, how we, as an educator and maybe the teaching assistant, we can work together to have a pedagogy, right.

Have a way to educate our next generation. Future leader right in the world or our society, how they can act, how they can think, you know? Cause I, without acknowledging this, this type of things, then nothing that can be done right afterwards, they have to first acknowledge it first. So yeah. So I think, uh, these type of panel, like the sound panel that will, uh, that was organized with you guys at the library, uh, was very helpful.

Uh, and the other thing I want to point out is a resource that Stony Brook University, I mean, your library has actually acquired, um, you might be aware of this things that you guys, uh, purchased call HistoryMaker. (HistoryMakers Digital Archive) And so they have a lot of interview, uh, from people in the past, you know, like they talk about how race play a role in the history.

And we have a lot of very successful scientists and, uh, many different, uh, successful people in the, in the past who are not white. Right. They could be of different gender and I actually have taken advantage of it in my genetic engineering class, when we talk about human genome project. And, um, even now with a CRISPR-Cas9 gene editing technique, uh, we always ask students to actually take a look of the HistoryMaker and then come back to do a presentation to share with the class.

And it was very exciting when I was in the class. One student will come up to talk about what they learn from the HistoryMaker and then student, uh, in, in the, uh, in the classroom, will start to ask so many question. So I don't even have to say anything, you know, like they have that conversation themselves and they ask each other why it happened the way it is, you know, so, so I can see how it really helped them to think about it in a more, um, yeah, like a way that they are interested, not because I'm going to give them a point. (Mona laughs)

I'm not even giving them extra credit for doing that, you know? So I can see that they really start thinking a lot more about it.

[00:10:19] Mona Ramonetti: So are you using the HistoryMaker's database, uh, in, across the board, in all your classes? Or is this something in one particular class you are giving it a trial, a trial run off?

[00:10:31] Mei Lin (Ete) Chan: Yeah. So right now we are focusing it on the genetic engineering class I have, because I think, um, for biomedical engineering field is actually very interesting to, to use that as an example, especially when we talk about the human genome project, uh, because like, when you think about biomedical, right. I mean, I think you might be aware that in the medical field people, sometimes they say, oh, I don't, if I'm Black, I don't trust a white doctor.

Or if I'm Hispanic, I don't trust a white doctor because they don't know how our body is. You know, like they don't give us a white, the right treatment because a lot of the clinical study in the past, we're not done with everyone, you know, so it's not inclusive enough. And so whatever they advise us to take as a medicine may not truly help us or they don't understand what our problems are.

And I think it has a lot to do with the differences in genetics, how we're built differently, how the environmental effects have, um, yeah, like different influence on a human body, you know? So, so we started with that. Uh, but, uh, just as a heads up, I'm actually developing a new course right now to, uh, fulfill a new SBC (Stony Brook Curriculum) requirement for our students.

Uh, so, uh, you might be familiar with the DIV (Respect Diversity and Foster Inclusiveness) SBC course or like is, uh, so in the past, I don't think this exists, but I



think as part of the long-term influence of the George F, uh, George Floyd, uh, incidents, right? Like I, uh, the Stony Brook University now have this requirement that students have to take at least one class that teach them how to respect diversity and foster inclusiveness.

So I'm actually developing a class for that right now. And I would also use the HistoryMaker for for that class as well. Yeah. Since you're asking.

[00:12:24] Mona Ramonetti: Actually I'm, I'm happy that you brought this up because, um, you know, I think the folks that who are using the HistoryMakers are largely in Africana studies.

[00:12:39] Mei Lin (Ete) Chan: Yeah, yeah, I heard about it.

[00:12:42] Mona Ramonetti: I am so happy to hear that this has jumped ship (laughs) and you have been able to incorporate it into your, your teachings and this, I think I'm actually, this is what was intended. After this recording, I think, uh, Ete we shouldn't speak a little more about this (Mei Lin: yeah, yeah, sure) because I think that's really important. Um, yes, absolutely.

I think so you, you were saying that your students, uh, they responded in a positive way to the use of this particular resource (Mei Lin: yeah, yeah) as it tied into their studies.

[00:13:23] Mei Lin (Ete) Chan: Yeah. Yeah. I, I think, um, the one thing I really like about the HistoryMaker, it's the way they organize the content. So let's say there is a very long video and you know how it is, you know, like even for us we sometimes get bored, right? With a very short video, even if it's five minutes, we can, we can all stay there for the five minutes. The way they organize it is that they split them up into little, little, little clips with a theme for each one of them. And so it requires you to actually click something, you know, before you go to the next one.

And so I think that, um, yeah, th that interactive feature and all the narration that is in the program really make it easier for us to, to enjoy it. You know, like if we feel like, oh, this is not the part that I'm, I would be interested in, I can always skip it, you know? So I focus on the content that, that is, um, re, related to what I want to know. So I think student like that, because they're not forced to sit down and listen to a 30 minutes or like one hour video interview. (Mona: good, good) And the interview, the interview went really well, I think like for, at least for the ones that I've looked at, so yeah, I enjoyed it myself.

[00:14:35] Mona Ramonetti: Are you doing this DIV course— actually, no what? I'm off on a tangent. After, after the interview, we'll chat, we'll chat some more. Um,

you've piqued my interest. Okay. So let's see. Did, uh, um, Okay, what good do you hope will come from the events surrounding George Floyd's murder?

[00:14:57] Mei Lin (Ete) Chan: Yeah, I think what good. Uh, and I think it's already happening right now that people talk about it and trying not to hide from it, I think. Yeah. Cause I mean, I think when I grow up, uh, I don't think this is something new to be honest, like we heard about this all the time, but like, it's like things that you will be like, yeah. That's just like the society sucks, you know? Like that's just how it is. And I mean, as a normal citizen, you feel like by yourself, you can't do anything about it.

And now it's put under the spotlight. It is real. Like it's not someone make up something, you see it like right in front of your eyes, don't lie about it, that it didn't happen, you know? And of course there's always story on both sides, right? Like why certain person had been follow protocol to do certain thing.

And maybe that could be true, but how can we change that side of the protocol also? Right. I mean, it's not a perfect world, so they both sides have to maybe, uh, yeah, like everyone had to do something to push the society forward in a positive way. So, yeah, so I think that's definitely the good that come out of it.

And I think it pushed us as a university, how we educate our student, right. Because I mean, this is the place that we educate a lot of students and even for the faculty I think that when I was in the, in the anti-racist pedagogy, I don't think we are only educating our student. We actually educating faculty as well, because when we were brought up, as I said, like, we kind of take something just as how it is. Like, it's not like something that we feel like we can change, but now that everyone's talking about it, maybe we can actually do something to change it, you know?

[00:16:36] Mona Ramonetti: Right, right, right. It has empowered many folks.

[00:16:39] Mei Lin (Ete) Chan: Yeah. Yeah.

[00:16:41] Mona Ramonetti: Um, what would you like people to know about this time in your life and what you experienced as it relates to the George Floyd murder.

[00:16:50] Mei Lin (Ete) Chan: Yeah. I, I think, um, you used the word empower just now. And I think one thing I noticed as an Asian is that when this bad thing happened people start to realize that don't just pick whatever that you saw when you grow up, as it is, and feel like you can not do anything about it because I can see that after the, uh, Black Lives Matters movement, uh, many people start to think that, oh yeah, like we should speak for ourselves as well.

You know, it's not. It is, uh, how you see it, you know, like the world can change in a positive way, hopefully, you know? And, and so when there is pressure in the grassroots level, I think it also kind of push the policy maker, right, to do something, to help the change, you know, uh, as I mentioned, just now about the protocol, right?

I mean, things that people have to do on the police force to make sure that the society is safe. They could be different way to do it. You know what I mean? In the past they started to used a camera, you know, like that is being used, but maybe there are a lot of other protocols that they have been following could be modified a little bit, you know, like, and, and yeah, I think it is a very difficult things to do, but yeah, I mean, something had to be done to move forward.

[00:18:11] Mona Ramonetti: Absolutely, absolutely. So those are the main questions, but we do have a few more. If any, you, you can say you don't want to answer them or not. Um, um, have you or someone you, you know, been the victim of racial discrimination?

[00:18:31] Mei Lin (Ete) Chan: Yeah. So, um, so I definitely hear things from people and, um, yeah, but, but yeah, I guess I, it's sometimes hard to classify if it's discrimination or not. I think that, uh, I mean, for, for someone like me, right when I speak, I have an accent and I'm not shame of it, you know, but then, like, I think some people, when they see you speaking in a way that they can recognize that you are not native, uh, they would treat you differently.

So if you, regard that as discrimination, I think that is, but sometimes I guess discrimination could be in a positive sense and negative sense. So if it's negative, then it's not good. Right. So, so yeah, so I mean, uh, yeah, so I personally experienced some of that. Uh, and I mean for for, uh, so I'm a Chinese, so like when I talk to my friends, sometimes they would tell me how people treat them on the street differently.

You know, like just walking down the street in the subway station, in New York City, uh, they will be, they will be talked to in a weird way. So, so I mean, we definitely see that, uh, as a discrimination, you know, but, um, yeah, but in terms of like job, uh, I think we are pretty okay. Uh, yeah, so that I don't see a lot of discrimination on that sense.

So, so I guess, uh, in a way I'm good luck that I didn't see a lot of discrimination around the people, uh, for the people around me too much, but like in a very subtle level, uh, definitely see a little bit of that.

[00:20:00] Mona Ramonetti: Um-hm. Yup, yup.

So, uh, we touched upon this a little bit in terms of Stony Brook University's response to what happened here. Uh, what do you, what did at the time, when this was happening? Uh, what did you, and it's, it's you don't, I'll ask, I'll ask the question. What did you think of Stony Brook's response to, to these events, but the main event and the events that unfolded, um, in terms of the response and commitment to anti-racism, Black Lives Matter, and that sort of stuff.

[00:20:42] Mei Lin (Ete) Chan: Yeah. So I remember quite well that after this happen, not long after that, the president sent out an email talking about this, which is, I think very important, because as the leader of the university, if the president cannot say something on behalf of us that would not be good, you know? So, so I quite remember that email that come and, um, the president always write very good email like in my opinion.

And so when I, when I read it, I was like, oh, I'm so glad the president says something like this, you know? And, and of course there are a lot of plan and commitment following that. So it's not just talking, it's actually something that has been done afterwards. And, uh, I know, uh, also as a part of it, the university also hired the chief diversity officer to lead the event because president is very busy, I'm sure.

You know, so having people to be in charge of the effort, uh, is very important. Uh, and being in the department of Biomedical Engineering we, uh, based on the suggestion given by the university, right, we started to have this DEI committee within our own department. So I has, I have been asked to be the chair of the committee.

So I definitely see, uh, kind of firsthand the outcome based on the effect coming from the president and then the new DEI office and so on and in the department level. So we can talk more about this type of thing with our students. Uh, and I actually even make recommendation to the student organization that I, I advise.

Uh, so I advise Alpha Eta Mu Beta. They are a honor society of the Biomedical Engineering st, uh, student students. So, uh, they have actually added a new position within the executive membership. So, so the executive board actually now have a DEI, uh, position as well. So, so when, whenever we do community outreach, we make sure that we think about that, you know, like who else we should make sure that we can include in this community outreach effort, you know.

[00:22:55] Mona Ramonetti: Right. Yeah. Yeah. It's my understanding. I think, um, Stony Brook's response in terms of departments forming a DEI, uh, groups and, and, and that sort of. Um, really took shape as a result of what happened to George, the response—

[00:23:14] Mei Lin (Ete) Chan: Yeah.

[00:23:15] Mona Ramonetti: —to George Floyd's, uh, death. Um, in terms of your department, you, uh, how, uh, how much buy-in did it get? Was there pushback? Was there, I mean, did everybody jump on board and say, look, we're going to follow Ete and "lead us through it Ete," or (laughs) can you just walk us through that a little? Walk me through that a bit please.

[00:23:40] Mei Lin (Ete) Chan: Oh yeah. Sure, sure. So, so, uh, it's actually very interesting timing that you asked me now because we just have some back and forth email about this, uh, today.

Exactly today. So, um, yeah, the university is taking steps, right? To make sure that you guys just don't tell me that you have a DEI committee. Do something about it, you know? Right. So, yeah. So I feel like right now it's kind of a tricky, uh, I'm in a tricky position that when, when, uh, I'm asked to be the chair of this, I cannot be one person.

Right. I have to be able to work with faculty, staff, and students. And I think that we quite, as you said, buy-in from different people. And, and so, uh, yeah, I, I think that, uh, for, for that, I can definitely identify people who are willing to do more of this, uh, for the department. So, uh, as I mentioned earlier about the student organization, Alpha Eta Mu Beta or AEMB.

So they have already done a lot, uh, over the last two semester in terms of making sure that our community outreach programs are inclusive. And, uh, we have started to work with the STEP (a New York State Education department effort which began in 1986 to encourage and prepare more underrepresented minority and low-income secondary school students for entry into scientific, technical, health and health-related professions, including many areas where licensure is required.) and C-STEP (Collegiate Science and Technology Entry Program) program on a Stony Brook campus. They have a lot of a good network with the, uh, high school and middle school in Long Island and even New York City to provide them with community outreach program.

So, yeah, so I'm very happy that we were able to make the connection with them. So I think on the, on the student level, I think we are doing a very good job, uh, but like for the faculty and staff level, uh, I think we can do a little bit more work, uh, simply because as you know, everyone is busy, you know, and, and depending on how we can prioritize, right, our time to do these things, everyone thinks that is important, but saying it's not enough, you know, like we have to actually spend some time to it, you know?

So, so I guess in a way, uh, I wish, I wish that when we are asked to do something like this, we can have a way to free up some time to not do some other things so that we can focus more of our time to do that by not that, uh, but I know this is a lot to ask, so, so I don't know if there's like a smarter solution from the university level that can help us to do that a little bit better. Um, and, and so, yeah, but I mean, we trying to do more on the faculty and staff level.

Uh, exactly today when we were talking about an email. So (Mona laughs. Talking over one another) when you have so much, right, like to do you want to do, do, do good work and use all those tool kits on the website? Yeah. And then, yeah, like if you haven't seen it, you know, it's not an easy task. You have to actually do a lot of work to get to where you want to be for your vision and objectives.

[00:26:29] Mona Ramonetti: Right? Absolutely. Yeah. I mean, I think, um. Uh, one of the things I noticed with the, one of the outcomes from this, this, this horrible situation—

[00:26:40] Mei Lin (Ete) Chan: Yeah.

[00:26:41] Mona Ramonetti: —Cause you had a lot of folks and huge corporations, you know, condemning what had happened and these very huge marketing campaigns. And, but coupled with that, there were a number of these companies who were taking actionable steps. It wasn't just lip service.

[00:27:04] Mei Lin (Ete) Chan: I understand. Yeah.

[00:27:05] Mona Ramonetti: Yes. And it sounds as though, uh, that what you've just described to me with your, with the students and the graduate students taking those steps, it's, and I think maybe that maybe that's what we're talking about in terms of the pivotal moment. (Mei Lin: yeah)

It was no longer just lip service. Folks wanted action.

[00:27:28] Mei Lin (Ete) Chan: Yeah.

[00:27:29] Mona Ramonetti: They wanted to, to see some positive change, something positive coming out of the murder of this man.

[00:27:37] Mei Lin (Ete) Chan: Yeah.

[00:27:37] Mona Ramonetti: And I think that's what happened here. I'm just saying that. And I mean, I'm not, I'm not being interviewed, but I'm just, we're having this conversation.

[00:27:47] Mei Lin (Ete) Chan: Yeah, yeah, yeah, definitely.

[00:27:48] Mona Ramonetti: Just based on what you just, and others have said, it, it, it, that the change has been, it's one of action more so than it has been in the past.

[00:27:59] Mei Lin (Ete) Chan: Yeah. Yeah. And, and I want to say that, um, yeah, I, I definitely agree, right. We, we don't want to just talk about it. We want to do something about it. And I think something that Stony Brook is really good at is the social mobility.

Right? So I think that a lot of people, I mean, even when I went to, uh, doctor, um, Dr. Brown, uh, workshop. Uh, she also mentioned this, like she, she mentioned that when she looked at that statistic, a lot of people have graduated with the same degree. Uh, they have the same qualification, but because they are minority, they are not offer the job sometime, you know?

And, and they said that when they interview the people, the hiring people, why they do not offer it to certain population, right. And then they would say, they would say, oh yeah, because they are not as qualified. And they were like, it doesn't make sense. Or you guys get the same qualification when you graduate. What do you mean they're not qualified? You know?

So, so, so I feel like that's kind of how I see it as an educator that maybe what they mean. And I'm guessing here. What they may mean is not just like the grade that you get from your class, but also some, maybe extra skill that, that maybe we can think about how we can help with the social mobility, right?

Cause I think that the technical skill may be something from your class, some sometime is from your research experience, sometime is a soft skill. How you even talk to people, cause I, I feel like at the end of the day, uh, when you go to interview, maybe 10 people have the same qualification. What makes an employer, hi, this, hire this person, but not the other person, right?

Is it that the other person, uh, not as good in working with this person because they communicate differently or is it something else, right? So I feel like the student and us all have to understand what the key issue is.

Is it pure discrimination or is it because, I mean, I mean, I see it, right, when I see another Chinese. It is easier maybe for me to talk to that person in my own language, based on my own cultural background, I feel closer to the person, you know, and I, and I don't know how much it plays into that in the hiring process. So, so I feel like there are a lot of understanding that, uh, has to take place before we can help our student.

And even the middle school and high school student that we work with so that we can grow up the next generation to be in such an environment that they would thrive if they do well, if they work hard, you know, not just depending on the skin color, you know, and the way they talk.

[00:30:36] Mona Ramonetti: Right, right. Yeah. Yeah. I think you touched upon something there, um, where, uh, yes and no, we've all sat on, on, on various hiring committees.

Not just here at Stony Brook and in all things being equal. One of the things I always heard was, well, I'm most comfortable with this particular person. And, and just what you, you, you, you, you mentioned where, you know, you see another Chinese person and right away, you, you migrate towards that person.

You're drawn to that person because it's alike individual, birds of a feather we all flock together. And so I think there's that natural push. (Mei Lin: yeah) Um, that being said that also needs to be addressed. At the implications of such actions. (Mei Lin: yeah) Um, and, and they could be unconscious or they could be overt, but that has to be addressed.

And I think that's, getting to you, you hitting on something that in, these are hours of discussion that we could have on this particular topic, but I think it was really important that you, you, you touched upon that. Thank you for highlighting it. I know this is all I have. Is there anything else that you would like to share with us?

[00:32:00] Mei Lin (Ete) Chan: Um, yeah, I think it's just that we have to keep doing this, uh, with the new course that I'm developing. And, uh, I appreciate the resources the library provide us, uh, to allow me to do something with things like HistoryMaker and CELT is always doing good work with the, uh, training our faculty, which I think is super, super important, right.

Because whatever we say could influence our students so much. And I also see that for the undergraduate student, they have tried to do some, so many things like good things on their side too. So yeah, I think we can all work together in some strategic way so that we can just make good things happen in, in the long term and short term.

All right. Very good. Yeah. Well, thank you again, Mei Lin Chan. And I'm going to stop the recording.

[Recording stops]