Rock Voices: The Oral History Project of Slippery Rock University
Patrick Burkhart Interview
December 11, 2009
Bailey Library, Slippery Rock University, Slippery Rock, Pennsylvania
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RC: Today is December 11, 2009. I am Rebecca Cunningham and as part of the Rock Voices Oral History Project, I am here today with Patrick Burkhart. How are you today, sir?

PB: I'm doing well.

RC: Good. Would you like to start off with some biographical information?

PB: Sure. I was born and raised in Cleveland, Ohio and went to St. Ignatius High School, then to Case Western Reserve University, on to Wright State University for a master's and to Lehigh University, in Bethlehem, Pennsylvania for my Ph.D. I taught at William & Mary for two years and Heidelberg College before coming to Slippery Rock University.

RC: What is your affiliation with Slippery Rock University?

PB: I've been on faculty the whole time. I started out as an assistant professor and I am currently an associate professor.

RC: What department?

PB: The department has evolved: I started out in the Department of Environmental Geosciences. I'm currently in the Department of Geology, Geography & the Environment.

RC: Could you tell us a little about those changes, from when you started until today?

PB: It's interesting that when I arrived in January of 1998 that Geology and Environmental Science had recently been merged. They were going through a healing and growth process from the trauma of being merged [pause] with individuals of a different discipline than themselves. Then after a few years the colleges were reorganized. Geography & Environmental Studies was merged with Geology & Environmental Science, and again we were in a phase of healing and identity crisis and reevaluation of who you are and a shared governance and shared emphasis with people beyond your discipline. So for much of my time here it's been an evolution of vision and community at the academic level.

RC: Do you have any future plans for the department?

PB: Not really. I love where we're at. I loved the niche we are in; it's a viable and sustainable niche. So I don't have future plans for how that would change, but what I would like to contribute to is developing a network of recruitment for majors from the surrounding community and the high schools that our students mostly come from.

RC: What buildings did you work in?

PB: I taught in Vincent Science Hall for about eight years or nine years. I have been in the Advanced Technology and Science Hall since it opened up.

RC: And your office was in there as well?

PB: Yes, my office back in Vincent Science Hall was up on the third floor, an interior office without any windows. The only way I could tell at all what hour of the day or what the weather was like was that I could hear rain on the roof. Outside of that, it was a rather isolated environment. Now in the ATS [Advanced Technology and Science Hall] I have a beautiful window that faces the road coming down Keister hill, which gets very entertaining in the morning in the wintertime when the road gets icy. I see the cars sliding down the hill.

But one thing that has also changed as I moved from the older building to the newer building is that over in Vincent Science Hall on the third floor, I was surrounded by professors from different departments: Math, Chemistry, Physics, Psychology, and I really enjoyed that. It really helped me to get to know quite a few of the scientists on campus. Now that I'm in ATS Hall, I'm delighted to be with all of my colleagues from my department in one hallway, but I miss the interdisciplinary interactions of getting to know the faculty from the other departments.

RC: What were your first impressions of the university?

PB: Well I think my very first impression was that I felt like a small fish in a big pond, having come from a smaller school, where I felt like a big fish in a small pond. So I was a little bit overwhelmed by the size of it when I first arrived. But generally I very much liked the "green" posture that it had with a lot of different environmental programs, a lot of different environmental clubs, and a really strong program in outdoor adventures where the students were exposed to rock climbing and paddling and a variety of very different things. So I was generally *over*-enthused: I was very enthused with arriving in this community, but a bit overwhelmed at the same time.

RC: What did you think of the town when you arrived?

PB: When I first arrived here, the town had not gone through the big urban renewal that it has; it was a little bit dingy. And when I talked to the students and I found out that the most happening place on Saturday night at midnight in a 150 year old college town was a gas station; I was a little bit [pause] I was a little bit impressed with how it felt a bit like a backwater and that the local community, in my opinion, had not tapped the potential energy of the college students. I

think the community really has come a very long way in the last twelve years that I've been here, both physically with the renovation of town and but also with the sense of community that embraces the college students and all their energies and talents.

RC: Okay, well the campus is very large and since you are in geology, do you ever go out with your students and utilize the rest of the campus?

PB: Yes, I use campus very heavily and regularly. In both my lectures and my labs we will walk around campus—not the largest, huge lectures, but the smaller, upper division courses. Absolutely I enjoy walking out the back door and showing the students that the environmental issues that we are faced [with] as a nation and a global community can be identified within a couple hundred meters of the building.

It is a pretty campus; I enjoy the greenery of it. I know that a great deal of development has occurred and I am glad that President G. Warren Smith and following him, President Robert M. Smith have both given an ear to faculty concerns for the environment and how development extends across campus and what the next phase will be. And so with it, I have worked towards preserving some of the finest [characteristics] of our wooded and grassy campus; I've worked hard to try and preserve that. I do take the students out and teach them about it and enjoy it on a regular basis.

RC: Okay. Can you talk a little about your campus activities or committees you were on or have been on?

PB: Sure. From when I first arrived here at Slippery Rock, President G. Warren Smith asked me to sit on the Environmental Zoning Committee, and I chaired that for a year or two. I'm currently on it and it's been chaired by Dr. Chmielewski, from Biology, for a couple of years now. I enjoy being part of the conversation on land use and development on campus. I appreciate being invited to the table to give advice in that regard.

The other thing that I was very involved with was the SRU Symposium for Student Research and Scholarship and its *Journal of Scholarly Endeavor*. In fact, while I was chair of the University Forum in the year 2000, I advanced a proposal to G. Warren Smith to create the Symposium and the journal. He funded it and Dr. Smith has continued that support since.

I wanted to share a story about how the *Journal of Scholarly Endeavor* was named. When I was a young man I saw a Clint Eastwood movie called *The Outlaw Josey Wales*, and in it an elderly Native American spoke of being invited to the White House to explain his concerns of his people as the western expansion of the nation occurred. The president suggested to him that he endeavor to persevere. So as a young man "endeavor to persevere" became a caption that was etched in my mind. As I had opportunity to name the journal when I created it, I thought that the title "Scholarly Endeavor," the pursuit of learning, would be a fitting title for the journal. So an interesting anecdote that could easily slip from the pages of history is that the journal title here at Slippery Rock University actually is derived, in part, from a Clint Eastwood movie [laughs].

RC: [Laughs] that's interesting. How many years have you been doing the journal?

PB: The journal started in 2001, so it will be nine years old this spring. I was at the helm of it through the first five years of its development.

RC: So the students submit their work?

PB: They do, in January every year. Student co-authors and investigators are encouraged to submit an abstract, and then a Symposium typically occurs a couple weeks after spring break so that people get back on campus and get their feet under them. But we've tried to have the Symposium in late March so that we can avoid much of the rush of the end of the academic year that occurs in the month of April. April is a tough month for people on campus, that are typically very overcommitted.

The formats for the Symposium have focused on oral presentations as well as poster presentations, but the Art Department has done a number of different installations and Dance has its own mini-symposium over there. So all of the departments and all of the personnel of campus have been invited to contribute whatever gifts they have, whatever products, whatever scholarship means in their discipline. They have been encouraged to advance products and to request constructs or programmatic venues that would support and highlight their scholarly efforts. So, yeah, it has gone in a number of different directions.

RC: That's great. I was going to ask you, have you been involved in the union at all?

PB: No I—the faculty union or the University Union? The faculty union?

RC: Either one.

PB: Okay. No, I pretty much have not been involved much in student life, so I go to the University Union as a building, and as a functional group only on occasion.

The faculty union I joined after a couple of years here. I am currently the chair of the Negotiations Committee, whose job will be to communicate with the student body. I think you will see some letters in *The Rocket* this coming spring to help the students understand the value that the faculty hold for being in an organized, open shop environment, where they have representation and they can choose to carry the card of the union or not. I think the ability of a group of labor to organize is essential if they want to be listened to and to share in the governance of the bureaucratic entity in which they sit. So I think that it is essential that the faculty can speak as a voice to preserve academic freedom, to truncate efforts of censorship, to depoliticize appointments, to maintain a competitive salary and benefits package that will continue to attract talent.

My own experience teaching on faculty that were *not* represented, is that if you don't have that solid voice, speaking as a group, that it is very hard to advocate for change and perhaps difficult to command respect.

RC: Okay. Are there any other campus activities you'd like to add, that you thought of?

PB: I am now the faculty advisor to the Sea Kayaking Club. I enjoy paddling a great deal myself; it does the body and the mind a great service in getting out for some fresh air. I've always enjoyed being able to stay peripherally active with Outdoor Adventures. Many of the students who go on to work for Steve Roberts and his climbing and kayaking and biking and skiing initiatives also are students who tend to select majors in my department. So we've always had an interface through the students. I've been fortunate to get invited to co-teach or co-participate in a number of their different initiatives.

I have a background in outdoor leadership myself. I learned to teach as a climbing instructor, a whitewater river guide and a cross-country ski instructor. So long before I learned my first geology or taught my first geology, I was already teaching people how to enjoy the back country and to enjoy planet Earth. It's from that root of experiential education that I later became an academic.

RC: That's interesting. Are there any accomplishments at the university you'd like to mention?

PB: I count both my service on the Environmental Zoning Committee and the SRU Symposium for Research and Scholarship and the *Journal of Scholarly Endeavor*, those are all outcomes and activities that I'm immensely proud of. On the Zoning Committee I have helped President Smith and a facilities group make choices about where to locate roads and how to be mindful of trying to remove as few trees as possible and fighting soil erosion. I like to be involved in those things because I teach about them. The teaching portion would seem a little hollow to me if I was not able to integrate it with actual progress in our backyard.

So those are the accomplishments that are very high profile, that I am proud of the most. But I will also mention the Honors Convocation that occurs every April, when a huge array of different student accomplishments are acknowledged. On the Honors Convocation Committee one year, I suggested that one way to encourage the faculty to attend would be to allow the Presidential Scholars to name their mentor: the faculty member that contributed greatly to their success. Also I suggested that at the reception following the Honors Convocation, the posters from the recently completed Symposium be presented so that the students and their parents could recognize and enjoy and share in some of the academic, scholarly efforts that the student body has produced that year. So I also feel as if I've made some substantial contributions to the Honors Convocation.

RC: Good. Okay, the next one is the best and worst teaching moments.

PB: The best and worst teaching moments, huh? Well the best one—it's not a single event but it's a wonderful, elating feeling when a lecture is very well executed and very well received, and

the students are entertained and are clearly enjoying themselves and afterwards you get some comments on the value of the points that were made. That is a wonderful experience, and I'm lucky that it happens a few times a semester. It's the best feeling; it's a wonderful feeling.

The worst moments I think are . . . because I lecture on Environmental Geology, which is the interface between humans and the physical world, amongst the topics that occur in there is human population growth, which I'm personally and scientifically gravely concerned about. As the students coming into Slippery Rock University this fall—by the time they go on to ponder whether or not they will retire this year or go on to work another year—human population on the planet is at that point, 2050 roughly, expected to be at nine billion people or more. That's a couple billion people more than now; we're approaching seven billion people currently.

So this is necessarily a topic that gets involved in the discussion about people and planet Earth. But the opposite, the more personal side to that is that people make babies, and college students have matured enough to be baring their own young at that point in time. And then with experimentation and socialization and whatnot, it is the case that some of my students become parents. Some of them become parents intentionally and some of them become parents without thought and without planning, and perhaps you could say, in an unwise fashion.

It is the case that when I lecture on human population growth, it is typically the fact that a few of my students in the classroom are at that point fresh parents or pending parents, and I am speaking both of mothers and fathers. I know that that conversation, at that point, and in their stage, that that lecture on population growth can be a brutally, painful experience to hear. When students come back later on and convey that the topic of a lecture caused them immense personal pain, *that* over the course of any given semester, clearly is the most difficult time and the lowest point in the pleasure of teaching.

However I would say that, as a society, and here I'll go global and say as humans on planet Earth, it's absolutely essential that we speak about things, even the things that are painful to talk about, like the sizes of families or the carrying capacity of the Earth or war, as another example. So when the content of a course overlaps with an aspect of a student's life that is, at that moment, acutely painful, and they convey that to me: that is one of the most challenging moments. I don't know that I would use the word "worst"—as I was asked the best and the worst—but I can certainly say it is the gravest, most trying component of my teaching experience.

RC: Okay. The next question is, who were the leaders when you first came?

PB: Chuck Zuzak was dean of the college and Jay Harper was the associate dean. Dr. Aebersold was the president of the university, Dr. Faust was the provost, and my department was chaired by Robert Hines. That department was Environmental Geosciences. Interestingly, that leadership—I arrived at the tail end of that era of leadership and got to know very few of those people and really had a very limited opportunity to observe and understand their impact on the institution. The sole exception in that regard being Dr. Hines, who was my department chair and as an emeritus professor he lives in the neighborhood and we still have conversations a few times a

year. But the leadership changed significantly within the first two or three years of my arrival on campus. Being new on campus and preoccupied with developing courses and things like that, I actually had very little perspective on that era of leadership.

RC: And then who came afterwards?

PB: G. Warren Smith was the president after Aebersold. He was president for I would guess a period of about two or three years. I really enjoyed working with Warren; I admire him greatly. While he was president Bob Smith came on as provost and was promoted to president after G. Warren retired from that position. The leadership has been fairly stable for a decent period of time now.

I've enjoyed working with those people. I felt that every one of them was interested in a mutually respecting professional and supportive relationship between the administrator and the professor.

RC: Can you think of any movers and shakers that were here when you started and all the way through your teaching career?

PB: Movers and shakers? [Pause] you know I've watched a number of people working here who are very good at the things that they do. I'm proud of my department. It was chaired by Robert Hines, then by Michael Stapleton. When it combined with Geography & Environmental Studies Dr. Hathaway was the chair, and Dr. Livingston is the chair now. I think all of them have had a very genuine interest in the success of the department and have worked toward building programs. So I have been pleased to be involved and contributing in that evolution.

But it was really, and still continues to be, a gradual change. There were a couple jolts but it wasn't like any particular cheerleader was running the whole show. In my perspective it's actually been a rather deliberate and reasonably constant growth, so the words "moving" and "shaking" don't seem to apply [laughs].

RC: [Laughs] alright, are there any other people who influenced you, perhaps a mentor?

PB: [Pause] you know, that's a challenging question. I have really enjoyed getting to know a couple of faculty members from other departments: Ben Shaevitz from Physics, Hans Fellner from Physics and Bill Lindgren from Math all have become close personal friends of mine. I have enjoyed speaking to them about their educational philosophies. In the Biology Department I have several good friends, Jerry Chmielewski, Simon Beeching and Mark Shotwell.

I would say that when I sought out advice and mentoring I frequently turned to my colleagues in the sciences that were beyond my departmental walls, because I interact with my colleagues in my department on a daily basis. If I want some kind of longitudinal perspective I would go a little further away than that to get an outside perspective.

RC: Well, good. Any major events or activities that stick out in your head, either globally or on campus since you've been teaching here?

PB: 9/11 occurred on that Tuesday morning; I remember the details of that quite well. I remember a student telling me that the Towers had come down just before we went into the Hydro lecture, and then I remember that there was to be a meeting of the college. We went over to Swope Music Hall and the college meeting was cancelled and the big screen TV was on CNN, in all likelihood, and we saw the impact on the Towers replayed several times. That, in essence, changed life and the campus, I think, in several different ways. It certainly has changed our allocation of resources as a nation, to face the priorities of conflict.

One of the very poignant memories of that week was the following morning I went into my lecture with over one hundred students and the room was so quiet you could hear a pin drop, which is probably the only day in my life I've ever gone into a fully packed lecture hall to utter silence. I also remember that by that Friday afternoon people were walking around like zombies. It was the case that, you could see that not only I hadn't slept well that week but collectively our entire society had now been four nights without a good night sleep.

So the memories of that, to me will always be associated with Vincent Science Hall where I was when I heard the story, and Swope Music Hall where I sat and I watched the video. So that's—the question is "what is one of the most powerful events that I can remember in my time here," and that clearly ranks, I would say, as the most powerful event.

RC: Are there any other events, building projects, weather events that happened, that you can remember?

PB: Ah [laughs] . . . other events? Let's see. [Pause] it's not really a single event but I will tell you another lasting memory that I've forged is that often times, when I'm trying to stay in shape over the wintertime and getting ready for a vigorous spring break, I've enjoyed going over to the ski slope. When the weather is cold and the snow is deep, I'll dress up in the middle of the day and go over there and hike up and down the ski slope for an hour, just to get some exercise and be prepared for skiing or whatever else is coming down the pike. So that's not really a singular event, but I definitely have a very vivid memory in my mind of what the Slippery Rock campus looks like when it's blanketed with snow, the vista that you get when you stand on top of the ridge behind campus and look over across campus. So it's not a singular event but it's a very wonderful memory.

RC: Good. [Pause] I know that you are very adventurous and like to travel, so I'd like to talk about that. But first, you've done a few student-oriented travels to the Badlands and Newfoundland. Would you like to talk about those?

PB: Sure. I love planet Earth and I love teaching students about planet Earth. No matter what I do with video or book or story or photo to bring the landscapes of the planet into the Slippery Rock classroom, despite all our investments in technology, that classroom still pales in comparison to getting out and seeing the landscapes themselves.

So—you've done a nice job in identifying a few of the memorable initiatives. I became interesting in going to Newfoundland actually a long time ago. But the first time I was able to pull it off was over the summer of 2000 when I loaded a van full of students, actually five students. We drove to Newfoundland for two weeks. Driving to Newfoundland involves a ferry because it is an island, but the ferry's big: it's like an ocean liner. When you get to Newfoundland it feels, to me, very much like I just drove to Ireland. I can hear the Irish brogue in their accents and I can hear the Celtic traditions in their music.

While I was there I can tell you, it was just astounding, the summer of 2000 was a millennial anniversary of Eric the Red starting an outpost at L'Anse aux Meadows. I met a world famous tectonicist up there, Hank Williams. And the students—we saw caribou, we saw whales and fjords. It was really a magnificent experience.

Based upon that field trip, which was really a reconnaissance expedition, I took a course there in the summer of 2002 with seventeen students that went out there for three weeks. We saw the northern lights and we went to a couple UNESCO—that's the United Nations Environmental Science and Conservation Organization—we went to a couple World Heritage sites there.

So Newfoundland is an absolutely spectacular locality and I would encourage you to go. Since I took the slides and told the stories about the trips to Newfoundland I've had a number of SRU alumni go there for honeymoons or vacations.

I'm fortunate to have been to Alaska on a couple of different research projects since I've been here at Slippery Rock University. One of my students, actually, was on the ice when it fractured and a crack propagated under her feet. It fizzed and it grew to be a crevasse and over the course of the summer that crevasse ate one of her experiments, but she had many experiments.

I've also been to Costa Rica and the watersheds of Central America to work on some sustainability issues regarding soil erosion and water quality. But it is the case that the largest initiative that I've created with students since I've been here is in Badlands National Park in South Dakota. Starting in 1999, when I had a van full of students I was taking to a meeting in Denver, Colorado we had a chance to go on a hike there and I saw some sink holes and erosional features that intrigued me. I called that hike that day, discovery hike. Since discovery hike, when I made those observations, I've now been back there about ten or twelve times and had probably fifty students in the field with me in the Badlands. We've now accumulated almost one thousand student field days.

So it has touched a lot of students' lives and we've had a lot of fun making a huge array of different inquiries, multi-disciplinary. We've published our outcomes and my students have given presentations locally, regionally, nationally. It has become a very productive corner of inquiry. I've collaborated with a couple professors from geography, biogeography, remote sensing, and I've collaborated with Professor Mickle from Art, having art and science students get together to study the landscape. So the Badlands of South Dakota is a corner of the world that warms my heart and it has been a very productive research collaboration with dozens of Slippery Rock students.

RC: Very good. Are there any future plans for your work?

PB: Ah, yeah. I'm fortunate that I had Environmental Geology recognized as a diversity course at Slippery Rock University, which allowed some professional development funds to be earned, and I will head for spring break this year down to the Andes in Argentina, approaching the base of Aconcagua, which is the highest peak in the Western Hemisphere. That's part of an ongoing initiative I've had in my life to follow in the footsteps of Charles Darwin on HMS Beagle as he sailed around the world as a young man for five years between 1831-1836. So I'm going to get back into the footsteps of Charles Darwin on the cordillera of the Andes this spring. Eventually I'm hoping to convince the Alumni Association at Slippery Rock University to charter an ice breaker and go to the Weddell Sea and visit Antarctica in the wake of Ernest Shackleton. I hope to do that in 2014. So, ah yeah . . . .

RC: That's rather interesting.

PB: I've always got a vision for what are we going to do next [laughs].

RC: Right. What other places have you been with your Charles Darwin expedition?

PB: Well I went to—with my father, at the holidays of 2004-2005—I flew into of Ushuaia, Argentina on the Beagle Channel down on Tierra del Fuego, that's the southernmost city on the planet, and from there we boarded a Russian ice breaker and went down to the Antarctic peninsula. It was while I was there that I picked up a couple books on Charles Darwin in Patagonia and started studying South America further.

Then a couple spring breaks I went back into Chile and Argentina to study Darwin's boulders on Grand Isle. Fortunately, that project has produced a very fine outcome. I was the second author on the paper that made the front cover of *The Geological Society of America*, today—this month, in fact. December 2009, we have our article on the cover of the journal, an international journal that gets circulated to 23,000 geologists around the world, so you know, there's a lot of interest in the voyage of Charles Darwin and the many discoveries that he made along the way.

RC: Any other places you've been? They all sound interesting.

PB: About 2000 or 2001, I went to Iceland for spring break. So that was a lot of fun. We were studying glaciers and the growth of glacial ice and the landscapes that are left behind, and saw a lot of volcanic features there and a very rugged landscape that I had read about in my textbooks for a long time. One of the highlights on that trip was that we made piña coladas one evening out of 800 year old ice. You can't do that every night [laughs].

RC: No you can't. That's great. How about other memorable events, maybe not the big things, but the smaller things that happened on campus or in town?

PB: One portion of my portfolio is a collection of the letters and emails and notes that students have provided to me through the years. It's very memorable to me, and I have had dozens of students that I've grown close to and consider true friends. While this isn't, again, is not a singular event, I must say that the relationships that I build with students and mentoring young adolescents who come here without really much of a vision for the future or a notion of what it is they want to do with the future . . . . To watch them latch on to a topic of interest, in all likelihood just started from one lecture and a couple of pictures, and it has led them to a career path and they have prospered and they've secured employment and they've moved away to places. They've picked up the torch and carried it on to the next generation of adventurers and scientists and [are] pursuing discovery and knowledge. Watching them grow professionally, and personally as well—I get invited to their weddings and it won't be long till I start getting their birth announcements. It's fun watching people grow up and knowing that you've been involved in the process of maturation and success.

RC: That was really neat. Alright, words of wisdom you have?

PB: Words of wisdom? Well I have a bunch of different lines, let's see. "Whatever it takes," that's one of my mottos. Don't tell me about your problems, tell me how you solved them. You know, problems occur every day; you have to get good at working through it. One of my mottos, frequently uttered on the Badlands expedition was "succeeding again, despite ourselves." And that's actually a little bit sarcastic because, I mean it is interesting to see what we can pull off in this world. But success is actually not quite as random as that motto would state. I think success occurs because you had a thought process that identified something that held promise, and you were laying down enough paving stones, and planning sufficiently far out in advance that when contingencies are required and changes have to be called on the fly, when you have to adapt your management, you're prepared with the tools and the background to make important decisions on the fly. And [pause] those come to mind.

RC: Hmm, very good. Is there anything you would like to add before we wrap up?

PB: Ah, well I suppose I'll add one more thing, which was that when I saw the job advertisement to come to Slippery Rock University, it appealed to me on several different fronts. One of them was in the context of geography, in that Slippery Rock was between my family in Cleveland and my wife's family in Pennsylvania. So it was fun to get closer to family again.

The other was more geological, in that I knew that Slippery Rock University was up on the plateau and it was an incised plateau and it had a nice national forest nearby. And where I had been living was perfectly flat land. So I was happy to get back here, to the landscape of forests, rivers, ravines and occasional crags as the outcrops poke out of the hillsides. It is very gratifying. Western Pennsylvania is a beautiful landscape and a nice place to raise children.

Thirdly was the notion of professional fulfillment and to be on a professionally compensated faculty where your services are valued, and to be in a department that brings together a whole bunch of scientists from many different perspectives, to examine the Earth and to plan for a sustainable future where we can pass forward to our children a healthy, vibrant ecosystem. To be

part of that team where innovation is valued and service is recognized and resources are available to support new initiatives.

So these were the three reasons, really, that I came to Slippery Rock University. The geographical change in location, the notion of finding a compensation package that could support my family well, and the recognition of professional fulfillment. All of those that I perceived would occur if I came here actually have come to fruition. So it is a gratifying place to work and I am very happy here, I am very fortunate; I feel like I have a great job.

RC: Great. Okay, last question: how would you like to be remembered?

PB: How would I like to be remembered? I would like to be remembered as a passionate educator who took a tough love approach to coercing students to engage in difficult thinking about their personal future and the future of the planet. [As] one who pushed students hard to learn about their planet and encouraged them to value the planet and develop an ethical commitment to the planet, but in the end was a very supporting and generous person who backed up his high expectations with the tools and resources that were required to favor students' success.

RC: Okay, very good. Is there anything else you want to add before we close?

PB: No. Thank you.

RC: Alright, well thank you for being here today.

PB: My pleasure, thank you.