

Oral History Interview

Participants: Paul Adams, Jeff Alves, Chris Breiseth, and Tim Gilmour
March 4, 2026

Christopher Breiseth (CB): Let me play my traditional role, which is to start this out. The surviving presidents are coming together to do oral history interviews with major people in Wilkes' story. Students, alumni, trustees, faculty, administrators. We're now over fifty of them, and they are really remarkable documents. They're very free-flowing, and they capture the personality that's being interviewed, so it's really yours to shape. In the process, there's a lot of talk about Wilkes and its culture. And as someone who hired you in the first place, but then watched you go on to major responsibilities after my time, your institutional perspective is something that's really worth capturing. You had interactions with Allan Kirby and then went over to the Sidhu School of Business. You were directly involved with some of the major transitions and curriculum at Wilkes. But before we get to that, tell us how you started, where you came from, and how you ultimately got to Wilkes.

Jeff Alves (JA): Sure. I had never heard of Wilkes, to be perfectly honest with you, but I was in the process of transitioning from a role as the president of a startup company, and I had always known that teaching was going to be my ultimate career. Believe it or not, I picked up the Wall Street Journal one time, and there was a tombstone ad for this position at Wilkes for the Entrepreneurship Center. I said, "Okay. This sounds like something I could do. I have all the right tickets punched." So I sent my letter of inquiry in, and that, I think, was in July. By September, I figured, "Well, nobody wants somebody with hands-on experience," so I started looking at other places. I got a call from Gary Giamartino, who was the dean of the business school at the time, and he said, "I don't know if you're still interested, but we're getting ready to do some interviewing. Can I schedule you for a phone interview?" So sometime in November, I did the phone interview and then was asked to come down at the beginning of December for an in-person interview. I had a chance to meet Mr. Kirby in the boardroom. He was at one end, and I was at the other. It was a rather daunting experience.

(CB): Better than close-up!

(JA): Indeed! Apparently, the interview went well, because about an hour later, Mike Lennon came up to me and said, "We'd like to offer you the job." So there I was, starting the first of January. But there were some strings attached. It was a one-year appointment, not a faculty appointment, and as I understand, the person who preceded me had been asked to leave. One of the things that I won't say attracted me, but turned out to be a blessing, was the fact that I was expected to live above the Kirby Center in that apartment. So I did a weekend commute for twenty-two years until the point where I was seventy years old. My wife asked me if we could

stop dating, so that's when I knew it was time to retire. But anyway, that's how I got there. And to be honest with you, I felt pretty awkward the first two or three months, because nobody knew what to make of me. I didn't belong to the faculty, and the Kirby Center itself was sort of a one-off. The board of managers had a reputation, and it wasn't particularly favorable among many people on campus. I think the center was intended to serve, and it did serve, a tremendous purpose in helping students from across campus get a view of entrepreneurship as a possibility and what I've come to call human-centered entrepreneurship, which is very much a people thing. I can go on and on about that, but that's how I got to Wilkes.

Paul Adams (PA): Jeff, what would you describe as your initial position description when they hired you? What were their expectations?

(JA): Their expectations were that I would teach and that I would be a proponent for free enterprise, which I didn't have any trouble with. In fact, I developed a tagline supporting the Free Enterprise System Through Entrepreneurship Education, which fit what I expected to be doing. I was expected to interact with students and to help bring voices to campus that spoke to the free enterprise system, which was part of the Kirby Lecture Series. I won't say it was a blank piece of paper, but there were some firm guidelines, and then there was a lot of white space.

(PA): Was it a six-credit teaching load that you had?

(JA): I don't remember. I think it was one course during my first year, but I ended up teaching six and nine credits pretty routinely. I wanted to get the courses out there and get the students involved, and that worked out pretty well. I mentioned that the apartment was a blessing in disguise. I would tell students that if the light was on, knock on the door. I couldn't have done that if I were living off campus. It didn't happen all the time, but occasionally we had some good conversations. And the fact that I was there through the summer was also a little bit fortuitous. I don't know if you remember Katie Pearson, who was a soccer player here. She's now at Moravian in an officer's position and went on for her PhD. This story happened in July, and I was downstairs at the Kirby Center by myself. It was late in the afternoon. I was in shorts, which I don't normally wear to the office, and this young lady knocked on the door, and it was Katie. She was at Bloomsburg and wasn't happy there. We probably had an hour to an hour and a half conversation about what was possible at Wilkes, and she ended up making the decision to come here. She was a member of the women's soccer team, I think she was a captain, and then went on for her MBA and PhD. She had no idea what was inside the house. It just looked like there was somebody in the office. If that hadn't happened, we probably wouldn't have had the caliber of a person that Katie represented. And she still comes up from time to time and talks to some of the business classes. She has a couple of books out now on leadership, and she is just a tremendous young woman, although I suppose she's not that young anymore.

(CB): Did she ever interact with Jay Sidhu?

(JA): I don't believe so. I think she left before Jay came.

(CB): I wondered whether her concepts of leadership were influenced by his, which were so prominent even during the first time I met him.

(JA): He's still lecturing. He comes up and talks to the Wilkes students from time to time.

(PA): He just gave a speech last week, and he's going to get an honorary degree this spring.

(JA): Yeah, I think I saw something on social media.

(CB): Oh, that's great. I would just add that I proposed to Allan Jr. that we find a way to honor his father. I was very aware that his father was not honored in Wilkes-Barre because he was having an affair with one of the leading women in town, and they left for Morristown, in part, to get away from that situation. So Fred was honored because F.M. Kirby was beyond reach, but Allan Sr., who was a very important guy, was just ignored. He's the one who gave us the building, so I was pretty determined to get Allan Jr. interested in honoring his father. I knew they were very close, and of course, the rivalry with the brothers was well developed at that point, although not as savagely as it became later. But in that, he was totally surprised that I would be enthusiastic about free enterprise and entrepreneurship. I said, "I think that's terrific!" He could have lost his teeth. I mean, he just assumed I was such a bleeding-heart liberal that both of those words would have caught in my throat. So from there, we then built the program, and Paul O'Hop found the building. He then had to turn it into perfect condition. As you remember, Allan required it to be in his inspections every time he came. Anyway, no one has given a profile on Allan Kirby. I referred to him for basements that he funded in Marts and Breiseth Hall, and he's occasionally mentioned around campus. But you and Paul O'Hop were probably the two Wilkes people who knew him the best and interacted with him, and I'm sure it probably wasn't the best part of your day. Can you give us a portrait of this guy? He's the son of one of the greatest industrialists, but Allan was a critical guy for Wilkes. Your honest portrait of him would be really valuable.

(JA): He definitely was a conservative supporting the Second Amendment. I think one of the first things he asked me to do was to find a four-year school that did not take any federal government money so that he could establish a relationship with them. Now, social media and search capabilities were not the same back then as they are today, but he ended up going with Hillsdale College and set up the Constitution Center down in Washington. That, I think, is what he really wanted to do. I think he felt that he needed to do something more in Wilkes-Barre, and this is just secondhand information, but he was also involved with the Kirby Health Center. One

of his daughters, who was a nurse, got involved in that, and he wanted to have his children involved in some of the philanthropic work that he was doing in the city. He was really nervous about giving money to a liberal school. I don't think he was all that happy about it. We worked really hard to not so much paint a picture, but expose students to the practical side of starting and running businesses. We did that through the curriculum, but we also did it through Students of Free Enterprise. I remember inviting Mylan and his father to a regional competition, I believe in New York City. I was nervous, because I didn't know how they would respond, but those students were absolutely terrific. They were engaging, very professional, and they did well. They won the regional competition. So that was a feel-good moment that, I think, gave Mr. Kirby the feeling that something good was coming out of his gift, especially Students in Free Enterprise. The name didn't hurt.

(CB): That was your decision, Students and Free Enterprises, as I recall.

(JA): Yes. It's part of an international organization. We had a couple of students get involved in some of the student advisory groups, and the team was known as one of the teams to beat in the Northeast. I think we made it to Nationals twenty years in a row, and I don't take much credit for that. Those kids knew what the challenge was. And the thing about Students in Free Enterprise is that it's not just some presentation. It's about the projects that you do to promote the entrepreneurial mindset, not just through business activities or education activities involving entrepreneurship, but also service projects. We had one project that we did with at-risk kids. We'd bring them on campus once a month, and the kids would go do something interesting on campus. The psychologists would make Jello brains for the kids, for example. While that was happening, the parents would work with the students on personal financial issues. So that was part of the portfolio of programs we did. We also did the Wilkes University Entrepreneurial Experience for high school students for many years, and that was frustrating, but it was also successful for the students who participated. And those are the kinds of activities that I think resonated with Mr. Kirby. I tried ChatGPT last night. I've never been on it. So I said, "What does ChatGPT know about me?" It doesn't know a whole lot about me, but it says that I'm more practically oriented than I am academically oriented, and it actually picked up on some of the student activities that we did at Wilkes. The idea of learning by doing has always resonated with me. I was never a particularly good student. Truth be known, I think my undergraduate cumulative GPA was around 2-2. Even my college classmates were amazed that I went on to get my PhD.

(CB): So was FDR, by the way!

(JA): Good company! Well, anyway, that's how I approach most of the courses. For example, with the entrepreneurship curriculum, I believe in layering education rather than doing it piecemeal. One of the courses, which is still being run, is called Integrated Management

Experience (IME). You're covering all of the major disciplines in management over the course of two semesters. You're planning a business in the fall and actually running it on campus in the spring. Now the students have an idea of entrepreneurship, and then they go up one more level with more information, a little bit more complexity, and more realism. They would do that until they got to the final point, which was the capstone course. They developed a real business plan, individually, that was to be presented to real investors. It was a fairly rigorous approach, and out of that came the business school's benchmarkable programs. IME and Personal and Professional Development (PPD) were important in earning accreditation from AACSB (Association to Advance Collegiate Schools of Business) for the business program at Wilkes, and they were unique courses. The Kirbys liked it because IME was an entrepreneurship course. This is how you start a business, these are the things you have to think about, and this is the environment you have to live in. You don't go doing your market research in the fall semester, assuming you're going to be selling winter products when your actual selling season is going to be in the spring semester. That was a hard lesson for some of the teams to learn. So that's another piece that, I think, kept the Kirbys engaged. I have a confession to make that I don't talk about very often, about moving over to the dean's position. Because I was neither fish nor foul when I was at the Kirby Center, I could do things, and people wouldn't know I wasn't supposed to be doing it. So I got involved in the curriculum committee, and ended up chairing it, and about that time was when the entrepreneurship major was being introduced. I was able to very carefully and diplomatically help position the major. There wasn't 100% support among the business faculty for IME and PPD, and one of my motivations for seeking the dean's position was to help influence that process. So that's a little bit of how some of the curricular and extracurricular activities evolved from starting at the Kirby Center.

Tim Gilmour (TG): As an observer, Jeff, I thought that the whole thing was masterful, strategic, and a tactical effort to get your principles from the center into the business curriculum and accepted. And from my vantage point, it was masterful. I know you can't say that, but that was my observation. Did it unfold, or did you initiate the whole thing? Could you see the basic path that you wanted to take?

(JA): It evolved. We had a cross-disciplinary course that was team-taught called Business, Society, and Public Policy. It was offered to anybody who was in the social sciences or a business major. I wanted to get the first entrepreneurship course as one of the courses that qualified for that particular requirement for the students, but Rob Seeley basically vetoed it. That is when I realized it could not be a frontal attack. I couldn't just put it out there. I had to do some maneuvering, but this just seemed to be the right thing to do. I didn't think it was particularly brilliant, but it just made sense to me, and it all worked out in the end. It's a little bit disappointing to see some of it unraveling, though. The entrepreneurship major no longer exists, but I'm glad to see that the Cohen family has stepped up and is repackaging, if you will.

(PA): I'm curious, Jeff, when you talked about chairing the Curriculum Committee and how that came to be. I wouldn't imagine your position came with voting rights on the faculty, but did it ever become tenure track?

(JA): My first tenure-track contract was after I transitioned from being dean back to being faculty. It was a mistake!

(CB): Your situation is close to unique at Wilkes.

(TG): It was unique in all of higher education! I mean, we haven't even talked about dealing with the Kirbys in the midst of it all.

(CB): Well, I was going to say that whatever criticism we have of the Kirbys, and I could spend a fair amount of time on that, without the Kirbys, you would never have been part of Wilkes.

(JA): It's true.

(CB): They were a worthwhile family to deal with, but they were extraordinarily difficult. I had a lot of interaction with my colleagues at Lafayette on our experience with the Kirbys. Do you know what the name of the center is at Lafayette that houses the actual innards of Kirby Hall at Wilkes that was taken piece by piece and reconstructed? It's the Kirby Center for Civil Rights, but this was not civil rights as we understand it. Civil rights in the late 19th and early 20th centuries were a very conservative concept. It is eerie to go into that room, which is like a mausoleum. It's all interior. There are no windows looking out to the outside. It has all of the drapes and furniture, and it's just like walking into the first floor at Kirby Hall here at Wilkes. This is probably my only chance to tell the privy story, so let me quickly say it. When I first got here, Bill Conyngham said, "You should get a Kirby on the board," and I said, "Which one? How? We should talk to Fred." So I went to see Fred. Because of Andrew Sordoni, I started being at the Pennsylvania Society Dinner of Waldorf, and there I got to meet Fred. Even before I met him there for the first time, I went to see him in Morristown, and he said, "I'm so busy. You really should ask my younger brother, Allan." It was Fred who suggested that I approach Allan. So I did some homework, and I went up to the Kirby Library in Mountaintop, which was named for his mother, who was apparently the long-suffering person. I went to the dedication of that library, where I met all of the grandkids. Allan took some real work to persuade him that he should come here, and when he finally did, the first big breakthrough was to get him to invest in the basement of the Martz Center. He saw that it was a waste not to use that space. I talk about this in my book, which is about to come out. What got Allan really involved with Wilkes was coming up with the money and rationale for why we should complete the basement in the Martz Center. So the relationship with Allan evolved, and then I got to know Fred through the Pennsylvania Society Dinner. He always treated me with humor and respect. [REDACTED]

[REDACTED]

[REDACTED] Saturday, they came here, he went down into the basement, and he had a real nostalgic experience. Then we went over to the earth center, and he said very, very little. It was after all of that that he gave money to Lafayette to name the Allan P. Kirby Sports Center. As they were leaving, I asked his son, "Do you know that your cousin Mylon is getting married today?" He said, "No," and I said, "His father is his best man." The look on his face, because they live a mile apart, was so sad. When I saw them at the library dedication for their grandmother, they had great fun with each other, but that all had been cut. But they had not even known that Milan was getting married, much less that Allan was going to be the best man. That tells you something about Allan and Milan's relationship, which [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Let me segue away from that. Jeff, tell me something about your sense and portrait of Jay Sidhu. What you started and what he brought in were fused in a very important way. So, as the implementer, I think your view of him as a person and entrepreneur could be valuable, if you're comfortable doing that.

(JA): [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

So, did he provide students and the university with a platform? Absolutely. It gave us the excuse to reimagine how we interacted among the faculty and the students. It gave us permission to develop and flesh out the PPD program, which I think has been invaluable to the students who've gone through it. This is just one of those situations where you may not like how it came to be,

but the university and its students have gained an awful lot out of being able to use the gift and his cheerleading, which is one way to put it.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

(CB): The way I found out about Jay was through Rick Rose. Rick was one of Ron Simms' first sons-in-law, and Rick was a player in town. He came to me, on his initiative, and said, "You're missing one of the alumni who's the most successful. He says he's a terrific guy, but no one has reached out to him." So I reached out to him immediately, went down to Reading, and we started having meetings. It was Rick saying, "This guy hungers to be recognized by Wilkes." So that's where it all began.

(TG): Well, we've kind of gotten off track here. Not to be critical, but Jeff, I really feel like this Kirby Center that we handed you to make work ended up working beautifully. I really do believe that the Kirbys wanted it to have an influence on the business curriculum, and look at it! The core of the business curriculum is really the ideas that came from you and the center. You couldn't ask for a better arrangement. Meanwhile, these guys are coming up saying your pea gravel wasn't at the right level in one corner of the parking lot!

(JA): Upkeep was certainly one of the first items on the quarterly meeting agendas, as you'll recall. Some of the issues were major, and some of them weren't. They saw more than I ever saw that needed fixing! There were certain aspects of my role and my relationship with the Kirbys that I paid attention to, and others that I didn't. I think I got my first derogatory comment in my official personnel record, which came from one of the board meetings. I don't even remember what it was about. It was because I didn't do something that they wanted me to do, or I didn't do it fast enough for them. Were you here for that, Tim?

(TG): I probably was. I have this very vague memory. This is a story where you took a situation, and you figured out how to make it work because you really believed in your mission. I think it was more entrepreneurship than free enterprise, in the conservative sense of the word. One of the things I still wanted to ask you is how you felt? I mean, you pulled this off, and some of the stuff you did was a little subversive.

(JA): Shh! My whole thing was, how can we create a situation for the students? I viewed my job as making students aware of what's possible. It is as simple as that. They came from a background where there were some impediments to them even being able to see what was possible, and that was one of the nice things about Students in Free Enterprise. Going out to nationals was, for a lot of the kids, the first time on an airplane, west of the Mississippi, or even out of the valley. That was an opportunity I loved to see them take advantage of, because I think it made a difference in their lives. When all's said and done, I think that's what motivated me through the good times and maybe the less fun times. And I think with Mr. Kirby, that was a soft spot as well. If he could see that the students were getting something, and he could be proud of what they were doing, then he was satisfied.

(TG): I thought the whole setup at the center, though, was pretty clever in that you used the house as a gathering place for the students as well. It reinforced the specialness of the curriculum.

(JA): It was there, and I didn't have to ask permission.

(CB): Well, that was the question that I was kind of struggling with. One comment I should make about your predecessor, and Tim, I exclude you in this situation, is that it is very important to pick your predecessor. Your predecessor, by the end, was a disaster. Of how we selected him, my memory cells have blocked that out. I don't know if I was a key person in doing that, or whether Allan was, but you came in and rescued an organization that was floundering. What I'm gathering as we talk, part of why you were able to do so much at Wilkes, and in things that you believe in, was because you were kind of on the outside of the structures. I mean, you've said it a couple of times that you did it because you wanted to do it, and there was no one there to stop you. You were part of defining what the center was going to be and how you were going to use it for the students as you got into the entrepreneurship part of the program, which, as I left Wilkes in 2001, was one of the things I was most excited about. Even the businesses that some of the students were designing for Wilkes-Barre had me thinking this is where the country needs to go. This is where the employment is. It is not the big corporations, but it's the small businesses. You kind of slithered through the bureaucracy at Wilkes, and because of Allan's peculiarity, you had independence to do what you wanted to do and what you believed in. That segued, ultimately, into helping to define the School of Business. I think your story is a very important one about organizations themselves. With no one planning this, the circumstances were right for you to come at that last minute to occupy a building that had no purpose up to that point and have a home that you could operate in. You were able to start defining a program that had this peculiar sponsor. You worked between the bureaucratic requirements of the O'Hops, on the one hand, and of the faculty on the other, and your competence and manner were reassuring for them. You have to have known your predecessor to know how reassuring you were to the institution. And then you built your credibility as a leader within Wilkes. And as you say, you get your tenure after you're the dean. It's an exceptional story! There's nothing like it at Wilkes, and since it was a major part of our curriculum, you were among the leaders of Wilkes for the decades that you were there, and you probably didn't think of yourself in those terms. You came here in a way that was unique.

(JA): I didn't. And also, I think I learned very early on in my professional career, well before Wilkes, that you don't need 100% support. You don't even need a majority of support. You need one or two other people who want to move in the same direction, and there was always someone available. I didn't always choose the right path and people, but I did it more often than not. I have to give credit to Rodney Ridley. We were always talking about how the engineers need more

business sense, and the business students need to understand the sciences better. Rodney and I sat down, and I said to Rodney, “Your guys are great when it comes to the theory, and they've got some super ideas, but guess what? They find out that when they get out into their internships, they need to have some business sense. Why don't we take the senior project team and embed a business or entrepreneurship student for the program?” The idea was to help bring some market and budget awareness to the team, and also get them to think about what’s going to sell to the client. It's not going to be the perfect engineering solution. It’s going to be what works and what's going to add value. He bought into that 100%, and I think that's part of the story that has not been told. Now we have the College of Business and Engineering, and it's much more integrated. The new person that they brought on to run some of the entrepreneurship programs is making that bridge as well.

(TG): That's great.

(CB): I would say, given what you've just described, that you were not part of the typical academic culture. The typical academic culture does not typically rely on a faculty member looking to another faculty member for validation. It may come down to that at a time of tenure, but you're usually always dealing with a whole institution or your whole department. You had that freedom in your own background and in how you've dealt with things, and you just continued to do so in an academic environment. From my distant perspective, that was incredibly successful.

(PA): Jeff, when you became the dean, did you consciously try to keep the Kirby Center at arm's length, or do you think you tried to bring it more closely aligned with the School of Business?

(JA): I was careful not to maintain a strong grip on the Kirby Center. Quite frankly, I felt that it needed some fresh blood. We were doing the same things over and over again, and as we started fleshing out the business curriculum, that's where my energy was going. So it was time. I wasn't particularly interested in becoming the dean. I viewed it as a way to get the first two years of the business school program through. It was just like how me sitting on and chairing the curriculum committee played a big role in getting the entrepreneurship major through. But I had fun with the Sidhu School. We had a great group of faculty. Moving into the call center was a big challenge, but having a voice on how the offices were laid out and taking over the old president's office was cool. Except it was not fun when they had accidents at the intersection!

(TG): Did you know there was a camera on a pole right opposite where you sit?

(JA): No. Did you put it there?

(TG): No! It was part of that camera program, and when they brought me in to show me all of

the screens, I said, "I think there's a camera near my office. What can you see?" He could see everything!

(PA): That was J.J. Murphy and Hawkeye, remember?

(TG): Yep.

(JA): You know, Chris, the other thing I think helped with the faculty was that I sort of kept my hand in with presentations, publications, and getting involved in the U.S. Association for Small Business (USASBE) and now ICSB (International Council for Small Business). I was able to take on a leadership role and could help some of our faculty on that journey. I wasn't a hardcore academic by any stretch of the imagination, but I knew that I had to do something to maintain a certain level of credibility.

(CB): What was the role of the Kirby lecturer who came once a year, and how'd that program evolve? What was your sense of that?

(JA): That was something that Mr. Kirby wanted to see. He wanted to see people who were proponents of the free enterprise system, primarily, come to speak on campus, and for the most part, I think we met that objective. I don't think he expected Ben Greenfield from Ben & Jerry's. That was the most popular one of all, just because he brought ice cream. We had some halfway decent ones. We also had George Pataki.

(TG): I remember him. You also had the guy who actually founded Tesla.

(JA): Oh, yeah. That was Martin Eberhard. He was good. In fact, I still have his video. I like the way he created a picture, and the Kirbys liked that, too. They also liked being with the students. We always made sure the students had time with the speaker and that either Mylan or Mr. Kirby was present for that. They were tough to put together from time to time, but they worked out pretty well in the end.

(TG): They went very well. Your batting average was really good there.

(CB): I would like to hazard another broad generalization. As I look at the critique of "elite" higher education by the conservatives, it's devastating. The damage that Trump has done just on the research money alone for science at places like Harvard and Berkeley has been bad. I think higher education needs to do a lot more of what you did to survive, and it needs to understand this other part of America. It doesn't need to change in terms of caving, but it needs an imaginative involvement of ideas and seeing how things become part of the colloquy across perspectives. I think, frankly, this has eroded as elite institutions have increasingly gotten close

to supporting a point of view on society and politics. I think you managed an adaptation to a Kirby, which was very valuable for the students and your colleagues, and it always interested the public. We had things like the Rosenn Lectures, and I'm sure some of those same people came out to the Kirby lectures. You did something no one asked you to do, but it was needed for survival with Allan Kirby. I mean, he had a list of what was wrong and what needed to be done, and you interpreted that in ways that were institutionally acceptable and positive. I would regard that as one of the many feathers in your cap.

(JA): Thank you. One of the things that I've learned over time is that listening reveals solutions, and all too often, we are very quick with our opinions, but we don't hear the solutions. No solution is singular. There are often several steps before you get there. One of the things that I learned from the students was that we may not have had the brightest students, although we had some really bright ones, but you could tell the students who had high degrees of emotional intelligence, who nobody ever took care of and nurtured in an academic situation. And yet, that is so much a part of learning who you are and what you can do. It is about how you can take what you've got, and make the best of it. All of our students had some aspect that they could leverage, and our work colleagues had the same thing. So the listening part, I think, was really important. Listening to some of those Board of Managers meetings was somewhat torturous, but you certainly knew where you stood.

(CB): Well, the emotional intelligence was Jay's big idea, and it's a valuable idea.

(JA): We were very fortunate with Matthew Sowcik. I don't remember if you remember him. He was a student government president, went off to get a master's degree at Columbia, and then came back to Wilkes to teach in the psych department. About the time we were trying to put together the PPD program, we decided that we wanted to incorporate emotional intelligence into the package. Well, I ended up stealing them from psych for that. Now he's down at the University of Florida. I wasn't sad when he left. I was pissed off! He was really, really good.

(CB): Was Matthew the brother with the birthmark?

(JA): Marcus had the birthmark.

(CB): Okay. Both of them were extraordinary young people.

(PA): I always remember what Wordsworth wrote in his poem, "The Rainbow". The child is the father of the man. You haven't talked much about how the Air Force influenced who you became.

(JA): Oh, my God. Believe it or not, I don't think the Air Force had as much influence on me as

my upbringing did. I grew up as the oldest of six, and had a father who was first-generation. He was stuck in New Bedford, Massachusetts, which is a Portuguese community, but ended up breaking out and going on to become a very successful business person. My family motto was that the number one son is responsible for all of the other kids. It was not an upbringing that I reflect fondly on, although there were many moments that I can appreciate. I was prepared academically, but I did not do well academically. I didn't know until I was in my thirties, when I was diagnosed with attention deficit, that that probably had something to do with it! We didn't realize it until fourteen of the sixteen nieces and nephews had been diagnosed, and then we went, "Oh, shit. It's too late now!" But no, the military really wasn't that difficult. The academy was tough because I barely made it through, and I learned a lot during my active duty. My first assignment was in an ideal location, in Tucson, Arizona, but it was in a transportation squadron where the majority of the guys were Black, and I had never been exposed to that. Also, around 65% of them were a part of Project 100,000, which meant they didn't have ninth-grade reading levels. Now, this was in 1970 when we were starting to have some racial challenges. I went from an all-white, all-male school to an environment where it was really different, and this is where listening started to help me. I wasn't domineering, I wasn't controlling, and I learned to treat people where they were. Then my year in Vietnam was a totally different experience. My stress levels were all over the place. We were in the far north on an Air Force base, and we took more than four hundred rockets in the singular year I was there. We went from three hundred people to over a thousand people, and then back down to three hundred people, so there was a huge ramp up and ramp down. My job was to help keep our guys safe, but not militarily. It was to keep them off drugs, keep them out of trouble in the barracks, and make them write letters to their moms every week. It sounds kind of banal, but that was important. And then I come back to a job where I'm working for a three-star at a major headquarters just outside of St. Louis. I had three totally different experiences. What did I learn from all of that? I learned that I don't ever want to work for a big organization. I enjoyed working with all kinds of people, but I don't like big organizations that do things that don't make sense to me. I swore I'd never do it again. And so, when I decided to go on to get an MBA and PhD, I wasn't looking for big schools, and when I came out looking for my first teaching job, I wanted a place where it wasn't hardcore research, but rather applied research. I ended up at Babson College, which was very much hands-on. I came out as a finance major with a small business minor in my doctoral program, and I ended up teaching entrepreneurship because I taught a business plan course.

(CB): Did you go to Babson because of the entrepreneurship focus?

(JA): No. I chose Babson because they were in the process of trying to get accredited by AACSB, but they had a bunch of old people who did not have doctorates, so they needed a cadre of young faculty who could get some research out fairly quickly. I was brought in as a finance professor, and the only reason I got involved in the business plan course is because they needed somebody with a financial background to help frame the numbers. So that was the start of it. The

military, did it have an impact on me? It did in terms of how I interact with people, but I'm not as disciplined as I might appear to be. I do great when people are late, but starting on time and finishing on time are important to me. I don't know where I got that!

(CB): Well, did we start on time?

(PA): We did.

(JA): Today we did.

(CB): That's because I got on early. Usually I'm late.

(PA): You're always the first one!

(JA): So to answer the question, I don't think that the military had that much of an influence on that.

(CB): Did you and Paul O'Hop ever discuss your Vietnam experiences?

(JA): Maybe once or twice.

(CB): He was in charge of medical services, and he lost a huge number of his own people. That was a shaping experience for him, which led to his opportunities back in the Pentagon afterwards. I just think that the two of you would have had an awful lot to share in terms of the woes of that period.

(JA): Yes, it was frustrating. When I graduated from the academy, nearly everybody who was pilot-qualified went to pilot training, but I was one of two people who did not. That was because I wasn't really thrilled with the way the conflict in Southeast Asia was being rolled out. Some of the decisions that were being made didn't make sense to me, and I wasn't even considering staying in the service after that.

(CB): Why'd you seek out the academy in the first place?

(JA): Because I didn't get into any other school.

(TG): Really?

(JA): Yes, to be honest with you. My father insisted that I apply to a bunch of Ivy League schools. He helped fill out my applications. He wanted to be able to show me off. The only

reason I got into the Air Force Academy is because I always wanted to go to West Point, which is right down the road. So I applied through my congressman for West Point as my number one, the Navy as my number 2, and the Coast Guard as my number three. The process involved having an interview with my congressman, and he started off by saying, "I have a lot of interest in the Army and Navy. I don't think you will make either one of those lists. There's this other school, which is a fairly new one, out in Colorado called the Air Force Academy." Now, I'm thinking about how Colorado is two thousand miles away from me. He didn't have many other people interested, so I said, "Okay." There were three people who ended up meeting the qualifications, and I was number one for the Air Force Academy. So that's how I got there.

(CB): That is fabulous! I'm glad I asked. If you read my book, you'll find that my decision on where to go to graduate school is virtually a carbon copy of what you just talked about.

(JA): Oh, graduate school is another story. The Air Force does a great job of providing higher education. On active duty, I got my MBA. I actually finished it on the literal day before I separated from the Air Force. I then applied to a bunch of doctoral programs, but nobody would take me, because I applied "too late". The fact that I hadn't taken my GMAT (Graduate Management Admission Test) was the second issue. UMass ended up taking me as a conditional student, so that's how I ended up there.

(TG): There you go! The rest of it is history.

(CB): You kind of wiggled through!

(JA): I certainly did! I got a little bit more sophisticated at Wilkes.

(TG): Jeff, I don't think Chris's reptilian references are appropriate here. I don't think you slithered through!

(CB): Provide the verb, Tim! I totally agree with you.

(TG): I just don't want him to be reptilian, because he's too upfront.

(JA): But I'm careful about when I go up front.

(CB): I'm very interested in the learning issues that you represent, and one of my special relationships was with Paul Konjorski, who was deeply dyslexic. If you don't understand that about him, you don't understand what makes the guy tick. He has such an extraordinary memory, and he's such a risk-taker. Since this attention deficit disorder is so prominently represented in your family, what have you learned about the syndrome that has allowed you to master learning

on your own terms? This is potentially helpful as we approach the whole educational enterprise.

(JA): I think there are two aspects of it, Chris. One is the ability to hyper-focus, either out of interest or out of necessity. I rarely wrote papers ahead of time, but I could sit down and write a paper from start to finish with no problem at all. I would have organized it and written it mentally, but I wouldn't have actually done it. When I was a kid, I took piano lessons, and I got to the point where I could sit down at the piano, and my mother would have to come get me because I was so absorbed. That's an aspect that I think is a fairly common trait in people with attention deficit. The other thing that I think I've benefited from is that when you have an attention deficit, you sometimes have lots of different things going on in your head. It's sometimes hard to focus productively on one thing unless you're really interested in it or you need to do it right away. So I'm able to see and feel a lot of different things that are going on simultaneously, and occasionally they will connect. I talk about neurons colliding in my head. They may not make any sense until it happens, but it does eventually happen. I also think my approach to teaching, even though they may have occurred in bigger chunks, is part of that process. It's trial and error in some respects, but it's divergent thinking.

(PA): Jeff, you always talk with such reverence and fondness about your relationship with your students. Were there places where there was an opportunity for you to engage with your students who had ADD and help them?

(JA): Yes, and I think of one student in particular. She had flunked Math 101 twice. I had her in my class, and I could see that she had some of the characteristics. She was also my advisee, so I knew that she was struggling with math. Now, my daughter had been diagnosed, and I was seeing my daughter all over again. I felt really awkward, because I wasn't sure I was supposed to be asking personal questions like this, but I asked, "Have you ever been tested for attention deficit?" She said her mother, who was a teacher, refused to have her tested, so I did one of those things that faculty are not supposed to do. I called her mother, and I said, "Listen to me. Gina is having trouble with math. I've had her in class, and she's just like my daughter. I think you might want to have her evaluated for attention deficit," and of course her mother knew all about the condition, but I don't think she acknowledged that Gina might have it. After about a month, she agreed, and Gina got tested. She had it, so she went on medication, and she earned a B in math the next semester. So, yeah, there were personal relationships that were developed. Even though they may have been somewhat temporary, they did make a difference. One family had three daughters, and the mother would only let the two younger daughters have me as the advisor after the oldest one. That was kind of a kick! And Students in Free Enterprise was a great vehicle for getting to know the students beyond the classroom.

(TG): Great run. I don't know how to ask this question, but one of the difficulties with the Kirby Center was the financial arrangement that we had. Did that arrangement have any impact on you,

Jeff?

(JA): No, I stayed away from it. It was awkward, I didn't like it, and I didn't feel it was up to me to try to influence it one way or another. I will say that after I'd been there for a while, the university was really good about picking up some of the loose ends. Paul Browne, who was the first dean of the Sidhu School, was really supportive. In terms of support for students, if there was anything that I needed, he was all in. It came out of the school's budget as opposed to asking the Kirbys directly for money. I don't remember if I ever asked the Kirbys for anything directly. Occasionally, we had to go above the budget for the Kirby Lecture. They had to give permission for that.

(TG): That was a painful process, as I recall.

(JA): Yeah, it was.

(CB): I should know the answer to this question, but when you first were hired, were you put on a regular Wilkes payroll?

(JA): Yes, I had a one-year contract. It was advertised as a two-year contract, and when Mike Lennon told me it was a one-year contract, I almost walked.

(TG): Well, we were lucky.

(JA): Yeah, both of us were lucky.

(CB): What's great is your perseverance, which I'm very glad for Paul's question about the Air Force. It really opened up a huge part of your success and why you've been able to do all the things at Wilkes that you've done. You've done very significant things here, and I hope you feel that.

(PA): Well, ultimately, it was the finances of the Kirby Center that led to the divorce with the university.

(JA): That was a long time coming.

(PA): It just started to manifest itself when I did the interim role, and then it continued to build while I was back in the vice presidency. Eventually, after I left, they finally broke ties.

(JA): As I recall, Paul, it was always there. There was something squirrely about their relationship, and somebody was going to get in trouble.

(TG): Yep. I hope Chris doesn't take this the wrong way, but it really was not the way these endowments were supposed to work.

(CB): Mea culpa! But it got us where we are now. Dialectic of life.

(TG): The College of Business and Engineering started with Jeff and Rodney working together.

(CB): And the center taking on that name.

(TG): Yeah. So it was worth the effort, I think. If there are any apologies necessary, Jeff, I'll make those.

(JA): Oh, no apologies! I appreciated the opportunity.

(TG): Well, but...

(CB): It's been wonderful to have you so open about something that we all have some contact with because of our love of Wilkes.

(TG): How about calling Jeff a wise and friendly large dog, as contrasted to a slithering snake! You were not jumping up on people, but you were making things happen.

(CB): Mea culpa again. I will not use a reptilian metaphor!

(TG): I don't think the wise and friendly dog worked either!

(CB): You know, one of the things that always struck me is that we occasionally saw each other when I would come back to Wilkes for an event, and you always seemed very together. I didn't know how your whole situation evolved, because I was not one who was seeking out how Wilkes was doing. I've never told this to Tim, but I walked in ways to avoid going on campus when we lived in the apartment, because I didn't want to be a burden to Tim. But every time I saw you, you looked part of the place, and that was always very pleasing to me. I had some layers of guilt that went with the whole accommodation to Allan and Mylan, but I was always reassured when I saw you all together, happy, and ready to engage. That's just a personal revelation of how we've interacted over time, because it's not been intense at all since I left.

(PA): Jeff, have you heard whether or not Mylan took his toys and placed them somewhere at another school?

(JA): I have not.

(CB): I was going to ask, do the Kirbys expect the money to be given back?

(PA): I don't think that's all been settled in the courts yet.

(TG): It has, but in their minds, when we were doing it, Chris, it was their money. We were just lucky to get it. Every year's allocation was somewhat in doubt.

(CB): I've not been in any of this, so I'm fascinated to know what I helped inflict on the institution.

(TG): No, Chris, you know how these things go sometimes. It's just wonderful that we got somebody like Jeff who could turn this into something that was remarkable for academia. Which, by the way, is not an easy environment to operate in either.

(JA): Especially today.

(TG): Yeah.

(CB): It was recognized by the accrediting group as one of the sources of strengths in Wilkes' application.

(JA): Tim, during the board meeting, when I informed them that I was moving over to the dean's position, that was one of the most difficult experiences I've ever had. With the Kirby Center and the programs, I never expected to be at Wilkes for more than three or four years. That was my modus operandi. I was never in one place for very long, and that's the way it was when I was growing up, too. There was a sense of guilt for me, and it was far more emotional than I thought it would be. I never expected to be saying, "I'm leaving the Kirby Center," and to be honest, you guys have been lauding my efforts, but I never thought of them as being that significant. It was just something that was the right thing to do, in the right place, and with the right people. That was a very, very difficult time. I will say that things had gotten to the point where I was getting tired of the Kirbys and their quarterly meetings, so it was probably the right time for me to transition. But it was tough. Plus, I got kicked out of the apartment!

(TG): Yeah, there was that!

(CB): It's been a very illuminating session for me. So where did you go from there?

(JA): Part of the deal was that I got an apartment on campus, and that was nice. Then, when I

stepped down as dean, my daughter was living down on Old River Road, and she had an extra room for me.

(CB): Tell us a little about your kids.

(JA): My daughter is living in Swoyersville, and she bought a house. She worked at Barnes & Noble for seventeen years, but she got tired of the changes of ownership and the promises of a store manager position. She's now working regular hours at the Tobyhanna. She's making considerably more money than she did as an assistant manager, has benefits, and she has her weekends. She's very happy. She has a dream of opening her own bookstore, which would be interesting, because she would be good at that.

(PA): I'm remembering another special student moment in your life. I will never forget the bow ties at commencement.

(JA): That's right! That was the first graduating entrepreneurship major class. They wore their bow ties. Arnie Rifkin called me one day, right after I became dean, and the conversation went something like this. "Looks like you like bow ties." "Yeah, I do," and he said, "Well, listen. Sandy's making me clean out my closet, and I've got about three hundred bow ties." I was thinking, "Oh, where is this going?" He asked, "Would you like half of them or so?" Well, I wasn't going to say no, but I had no idea what I was going to do with one hundred fifty bow ties. So he and Sandy brought them over, and they were very neatly packaged in groups of ten. We also had a nice conversation. He was in the Army Air Corps during the Second World War, so we talked a little bit about that. When they went home, I was trying to figure out what I was going to do with all these bow ties! Well, we always did a Dress for Success program as part of PPD for the sophomores, and this is another one of those random neuron collisions. I thought, "Maybe I can get rid of some of the bow ties at a Dress for Success event," and then I thought, "I'm going to teach them how to tie a bow tie. That's going to be the lesson for the day." So we got rid of about eighty-five bow ties at the Dress for Success event. Arnie and Sandy came to see, and they got a kick out of it.

(TG): It's a great story.

(CB): I still wear bow ties.

(JA): Yep, so do I.

(CB): Paul, I don't know if you were part of this, but I've got one of George's that is framed in a box with a glass front. Helen said, "Take it out and wear it," and I said, "No, it's too precious to me." I almost stopped wearing bow ties because of Tucker Carlson, but then he stopped, so I felt

I could still wear them. I gave probably one hundred bow ties to one of my students from Illinois, and he still wears them all the time. He's a poet, and it gets noted by people when he's doing poetry readings. He's the man with the bow tie. So, to me, that's an interesting connector.

(JA): I can't remember the last time I've worn a straight tie.

(TG): They just get in your way!

(JA): They do! That's why Arnie never wore them, because he was in the printing business.

(CB): Arthur Schlesinger Jr., whom I had the pleasure of knowing well at my job at Hyde Park, said that his justification to wear them was because you can't spill on them and it doesn't get caught in your zipper. So, there's some rationale for you. Towards the end of this, we talk a lot about the Wilkes culture with our interviewees and how they perceive it as they compare it with other places they've been. You've said a lot about that today, but what have you seen in Wilkes's culture?

(JA): There are a couple of pieces to that, Chris. The first is the fact that it gives students a chance to discover what can be, and I think the faculty are really dedicated to helping them broaden their worldview and perspectives. This is true even in programs that are very targeted and not so mind-expanding. People don't think of engineering or business as being particularly open-minded, but the fact is that you have to be. There's also a sense of belonging among the faculty and staff. As much as faculty complain and bicker, unless there's an economic reason, I think they would prefer to be in this environment, as well. And the fact that so many faculty work with students on research projects speaks an awful lot to the culture at Wilkes. When we would do open houses, and I got the parents by themselves, I would tell them that Wilkes is the kind of place that will take care of their kids. They would not find that at larger institutions like Penn State, and that resonated with a lot of parents. And I think the kids, after they've been gone for a while, appreciate the experience, too. They don't realize how important it has been to them while they're here, but they remember when they're out in the world.

(CB): At the academic level, one of the things I first discovered from Dan Kopen was that when he went off to medical school at Barnes-Jewish in St. Louis, he had no idea that he was better prepared than the kids who came from Harvard and Yale. In every way. Chuck Rife and others had burrowed into him what he needed to do and the discipline he needed. Chuck Rife's focus on his grammar and writing created a standard for disciplined intellectual activity that was inseparable from what he brought to medicine. This is meant as a complementary observation on the academic side to what you're saying. One of the stories that I tell is about my alumni events. I had more than one event away from the Valley, in which two people who worked in the same place only discovered they both went to Wilkes because they came to the event. I said to them,

“If you went to Harvard, within thirty seconds you would both discover that you went there. There would be some type of comment that would engage it.” I said, “What you need to do is put your chin up and say, ‘I went to Wilkes.’” I remember an event in Allentown, and they both valued their education, but they never talked about it! It's part of the Valley's hang dog attitude that I think seeped over. I think the appreciation for Wilkes' culture, as you've described it, is very consistently held by alumni. I used to turn alumni events into sharing what they valued about Wilkes, and they started saying exactly the same things you just said. I don't know, Paul, how well we market it to the prospective student, but I think it really is a characteristic of Wilkes that is dominant.

(TG): Well, that's actually one of the reasons we thought mentoring would be such an easy thing to package and sell, because that's really what we do. There seems to be some support for that, by and large, as an idea.

(JA): Well, certainly it is a way to help students develop professionally. The other thing that I identified with as part of the culture at Wilkes is that there's a certain level of humility that most Wilkes students have. I think it's in part because they don't believe they come from as strong a place as they do. There's a little bit of an inferiority complex, and you don't realize it until you get out there. Then you realize that you're running ahead of the big boys.

(CB): That was the Dan Kopen point of view in medical school. My book is going off to the press, so I'm not changing anything, but you just said that better than I did in the book. I deal with this exact point. Do you have any final comments for any one of the four of us?

(PA): Before that, I have a neighborhood question to ask you. Having lived in the apartment for some time, did you ever get to know the Pollocks across the street?

(JA): No, I did not.

(CB): They wanted to sell that house to us as the presidential house. They knew Jane and me very well. Marion was particularly desirous of that, as well as Ken, but that did not seem appropriate or propitious. She was a very special person. We used to go to the top of the 80 and have a meal, and we would ask if Marion was there. She would come and sit with us for a few minutes. I don't have quite the profile on her husband, who was obviously a very bright guy, but on my first day on the job, I blocked him from buying the one office building.

(PA): The McClintock Law Office.

(CB): Ken Pollock wanted to buy that. Pattie Davies and I looked at it and said, “Something's fishy here.” We blocked it, and I know that Ken was not happy about that. That was all part of

the saga with Andy Shaw. I've carefully excised his name, but I have not left out the realities in my book.

(PA): Well, I'll be interested to read that part. He was such a figure when I first started at Wilkes. Oh, my God. Nightmares.

(JA): Speaking about across the street, the first month I was on campus, Chaco's, the bowling alley, was still up. I don't remember where I was walking, but up towards Main Street, I got propositioned.

(PA): That was a big territory.

(JA): I was going to say, it seems to me that was a prime proposition area for a while. I was wondering what I was getting into.

(PA): Absolutely!

(CB): One of the stories I tell in my book is about capturing Wilkes alumni away from the Valley. I was in Miami, and Ron Sampiero's parents owned the VIB coffee shop in Sterling. We had a glorious buffet in a two-story room. It was just this bank of food there. By the way, he sent a white stretch limousine to pick Jane and me up at the Fontainebleau Hotel with chilled wine. I had just become the president at Wilkes, so this was the most impressive experience. At the end of our buffet, Ron asked, "How many of you would like to stay for dinner?" Well, we all wanted to stay for dinner, so we went down to the big restaurant. Each one of us had our own waiter, and Ron had observed us all carefully enough in the buffet that he said, "I'm going to order for each of you." We had no say as to what we were getting, and after the orders were taken, someone asked, "Where do you go to eat when you go back to Wilkes-Barre?" and someone said, "Abe's Hot Dogs." "Oh, so do I!" "How about Victory Pig Pizza?" We had about ten minutes of people just gorging on their memory of Abe's Hot Dogs and Victory Pig Pizza at the zaniest restaurant in Miami!

(TG): Hey, Jeff, we probably should let you go back to what you were doing. What are you doing now, actually?

(JA): Well, I'm waiting for a contractor to come. We're thinking ahead about when we're going to need to move out of the house we built thirty-five years ago. Stuff happens in thirty-five years, so we're trying to get ahead. We're looking at the possibility of wintering in Phoenix. I have a brother and a sister who do that every year, and we're all alone up here in the Valley. There used to be five of us up here, but now it's only Tina and me in the wintertime.

(CB): You can modify your own structure. Make sure everything can be done on one floor.

(JA): We built the house with that intention.

(CB): Make sure you can get in and out of the house with a wheelchair. That's very vivid to me right now, not for me, but for my brother-in-law next door. I'm getting close, but I'm not there yet! So, Paul, any final observations?

(PA): No, it's been fun. This has been a great trip down things that I haven't thought about in so long!

(JA): Good. Chris, when is your book coming out?

(CB): I hope in April. [REDACTED], so they're dropping other projects to give it priority. I think we are looking at mid-April at the latest.

(JA): I look forward to it.

(CB): Thank you!

(JA): When's yours coming out, Tim? Actually, Paul's the one with the stories, I'm sure!

(TG): Yeah, Paul is the one who should be writing about Wilkes!

(PA): Tim does have a book, right?

(TG): I have two, but it's not an autobiography.

(JA): Make it a memoir, that way you can say anything you want.

(CB): That's my justification. [REDACTED], I never would have finished it. I had a lot of chapters written, but I never would have done the work during the leisurely life I was leading. There is a large amount of work that's been required to bring this to fruition. The title of it is *The Education of Chris Breiseth, A Life Dedicated to Securing Our Multiracial Democracy*. It is inspired by Lincoln, FDR, and Francis Perkins. Because of this book, I have a positive attitude towards something that most of us feel dread about. It's helping keep the chipper. And Tim, I just want you to know, when I said to be careful who you pick as your predecessor, I was not doing anything to comment on our relationship. Tim and I started having cocktail parties during the pandemic, with just the two of us. We have had a wonderful relationship, and I deeply value it.

(TG): Same here! I think all four of us have a relationship.

(CB): He's grown no more hair on the top, and I'm losing it!

(JA): His has gotten whiter, though!

(CB): It has. The beard accentuates it, but that's a price you need to pay.

(TG): That was kind of a low blow! It hurt terribly!

(CB): I'm like a slithering reptile! Anyway, Jeff, this has been one of the most unusual interviews, from my point of view, that we've had, and I really appreciate it.

(JA): Thank you very much.

(TG): It's really the best.

(JA): I wasn't quite sure what to expect. I certainly was not expecting it to focus mostly on the Kirby Center and me, but I hope there's some grist for folks to chew on.

(TG): There will be.

(CB): That was an important involvement by Wilkes for all of the reasons that we've talked about. It had a life, and then it ended, but that was very important.

(JA): Sometimes it's important for things to end in order to move on.

(CB): Well, to repeat a theme that we've got going on, you have a fantastic story in all of this. With all of the negatives that were there, your ability to work your way through that, and then to become the dean of our business program, it's very unusual. Usually, if you're going to cut off something that you think is a problem, the people who are a part of the problem are cut off with it, but that's not how you approached it, nor how Wilkes approached you. It says a great deal about you, and I hope it says something about Wilkes.

(JA): I appreciate the sentiment. I have to admit, I never really thought about it in the way that we've been talking about it. Now I have to go tell my wife what a great guy I am!

(TG): Okay, so we'll close this by mentioning that you can't say anything to your wife about this session! Tell her we said hi.

(CB): Good luck, everybody.

(JA): Thanks for the opportunity, guys. Bye-bye.

(TG): Bye-bye.