

Cindy Jones, SIUE Athletic Director
Transcript of Interview for the History SIUE Oral History Project
Interviewed by Ellen Nore-Nordhauser
February 22, 2006

CJ: [Interview begins at 00:50] Which softball and teach a couple of courses in physical education for Ellen Sappington, who was on leave for her doctorate. And it just grew from there.

EN: I have written down that you founded women's softball?

CJ: Not really...

EN: No?

CJ: ...Um, you know, the, the establishment of women's athletics was really Rosemarie Archangel.

EN: Okay.

CJ: Barbara DeLong, you know, and Ellen Sappington. And they had established at least the rudiments of softball, field hockey, and volleyball, I believe.

EN: Mm-hmm.

CJ: You know, in terms of, I guess, on a collegiate level program. Yeah...

EN: Intercollegiate...

CJ: ...softball yeah, was my baby. It was, I think the first year here, God I had half a season was slow pitch and a half a season of fast pitch. [Both laugh] In that transition...

EN: Did you have the players to meet that?

CJ: Yeah... [minute long gap in recording]

CJ: There really weren't divisions, so we played junior colleges. We played all the St. Louis City junior colleges. So we were able to develop a pretty, you know, significant schedule. And as we got better, then our schedule kind of expanded out to find the kinds of talent that we need to play.

EN: Now, in those days, with the coaching, did you get paid for coaching?

CJ: Um, yeah...

EN: Yes?

CJ: ...It was, it was I might have been the first actual, actual paid coach that wasn't really combined totally with physical education.

EN: Uh-huh.

CJ: I only taught a half a load, so I'm assuming half of my teaching responsibilities were in physical education, and half of the responsibilities were in, in coaching.

EN: Okay.

CJ: I think it was probably the year Ellen came back, which was two years after I got here. They...I left...

EN: That's 1977?

CJ: I left physical education and went to full time coaching. And then I was coaching field hockey and softball.

EN: Mm-hmm. That's what I have.

CJ: So in that essence, you know, I might have even been close to the first real full-time paid coach, because up until then, most of the coaches had been, were part responsibilities or split responsibilities.

EN: Yes, that's what I, that's what I've kind of gleaned from the, from the records. It's not always stated. So, sometimes it is in the reports, especially when women are writing the report. [Both laugh.] They talk about the salaries and the situations, ah, for women. Well, how did you feel In the 70s? Were you, did you feel like you were part of a new generation founding women's intercollegiate athletics? And did you have a kind of a...?

CJ: No, I you know, I don't know that you look at it that way when you're there. You just kind of jump in and, and you like being competitive. And you know, it's, it's kind of a next step from being an athlete yourself and you could see opportunities beginning to grow. It was so slow in those first 10 years.

EN: Mm-hmm.

CJ: But at least we're giving some opportunities to women, who most really quite gracious at that time. They just enjoyed getting whatever they got. They didn't care that you didn't have a lot of money and you didn't go a lot of big places, but they liked they had the chance to compete.

EN: Mm-hmm. Well, you, you were on, on staff when the, the Vadalabene Center was completed?

CJ: Yeah.

EN: How did, what did you do before the Vadalebene Center? [CJ Laughs] How did you...

CJ: Oh, it was fun. Actually, when they recruited me, when Rose [Rosemarie Archangel] hired me to come in, there were big promises that we were you know, we were just short years away from having

this new gymnasium built and stuff. So we, I taught classes in stairwells. [Both laugh.] And it was, it was interesting. We did for softball, you know, a good deal of your time is outdoors anyway, so it didn't impact us that much. But we used to travel every day to practice in the Alton gym.

EN: Oh, really?

CJ: At the Alton Dental School, and hammer the nails down before it's down on the floor. [Both laugh.] But thankful for whatever spot you had.

EN: Mm-hmm.

CJ: And we'd work indoors for a short period of time. And as quickly as we can get outdoors we did. You know, the basketball team roved between Edwardsville High School, the girl's gym and boy's gym, and all that junk. You got everything that was left over from when Edwardsville was done, and you could get in and get your time. Actually, the volleyball program went away for a period when it looked like the gym was not coming very quickly, because we really didn't have a satisfactory spot to play in. So, we kind of suspended operations.

EN: When was that?

CJ: You know, I'm not sure. It was sometime...

EN: I don't remember reading about that, but...

CJ: Sometime around '73, '74 in that time. It was just before I got here.

EN: Okay.

CJ: But ah.

EN: And so it wasn't going when you were first here. It wasn't going during that...

CJ: [Negating Sound] It had been initiated, and then I think, they just, the game changed. You know, you needed the high ceilings and stuff, and they didn't have anywhere to play.

EN: So, when was it reinstated? After, after 1984 when the Vadalabene...?

CJ: Oh, yeah...I brought it back as a club program. I'm trying to think, was I AD at that point? I guess maybe I was because...

EN: You became athletic director in '88.

CJ: Yeah...Might have been just shortly before that. I'm going to say maybe around...

EN: Okay.

CJ: ...'86. I was probably Assistant AD at that time.

EN: When did you become Assistant AD?

CJ: Oh, when Rosemarie Archangel...

EN: Okay.

CJ: ...became the Dean [CJ laughs].

EN: Dean of Grad School.

CJ: Mm-hmm.

EN: Okay.

CJ: Then I was Assistant AD and had primarily oversight for the women's side of the program.

EN: This was when **Bingham [phonetic]**...

CJ: Mm-hmm. Mm-hmm.

EN: [Pause] I noticed, I thought I noticed, was it when you became Athletic Director that the two coaches resigned? Or was that over time Title IX issues? that can't remember. There was something where the soccer coach, **Bob Guelker**...He was the first Athletic Director and then...

CJ: He was the first Athletic Director, but he passed away. He died while he was still coaching.

EN: Yeah. Okay. But he resigned from the Athletic Director, I think over Title IX is, is that correct or not?

CJ: Oh...

EN: Just seems like when they started to implement Title IX, he, he resigned as Athletic Director and...

CJ: Well, I don't know. There was...

EN: Oh... [EN giggles.] Okay.

CJ: ... His choice to resign.

EN: That's what it looks like in the record.

CJ: He got pushed out. But anyway...

EN: Okay. Okay.

CJ: Yeah, sometime around there. There was...

EN: That was before your time, I guess. That was in the early '70s.

CJ: He may have been... I mean, I was when I came in, I reported Rose. Okay. And we were separate women's athletics was women's athletics and men's athletics was men's. We even had different affiliations. We were associated with the AIW, who are associated with the NCAA. Unfortunately, we all had to fight for the same hunk of money, and the men had a whole lot more than the women had.

EN: Yes.

CJ: And everything the women asked for was this big thing, that we're going to take away their resources. So, it was it was a touchy time. Yeah.

EN: Yes.

CJ: You know, clearly. Bob Guelker and Roy Lee, they...

EN: Yes. Baseball.

CJ: They were the old guards. And, you know, we were treading on their territory. So... wasn't always fun [CJ laughs].

EN: Right. Well um, looking, I said at the overall history of sports and SIUE, I know, it was in the, in the 1990s, that the funding changed. That sports had to be self-supporting.

CJ: SIUE sports has never been self-supporting [CJ laughs].

EN: Okay, I know, but officially, wasn't that mandated by the IBHE at some point?

CJ: The IBHE tried...

EN: I was going to ask you about the whole funding...

CJ: The IBHE tried to do that.

EN: Okay.

CJ: And there was a huge study, and they were going to take out all of the funding. And, but I think as a whole, it was the one time that I recall that the institutions got together and said, "You know, wait a minute. You can't have the IBHE, you know, telling us how and what we're going to do." Now. There were some universities that were very, very well-funded with state support...

EN: Yes.

CJ: ...Eastern Illinois, Illinois State, Northern Illinois, lots of dollars. You know, our, our direct support wasn't nearly that much, but it was enough that it would have impacted us greatly, had we lost that.

EN: Okay.

CJ: But, you know, I mean, I can recall, when Nancy [Belck] came in, they were still at the beginning of fighting that.

EN: Mm-hmm. This was '94...

CJ: She was...And it was like, four-tenths of a percent of the SIUE budget. And she says, "You know, what in hell are we arguing over this for..."

EN: Right.

CJ: "...Just not enough money to..."

EN: Right.

CJ: But we've managed, I think, as a whole, we managed to oversee that. And, and a lot of institutions pulled all out. Most of them reduced significantly, their support. But, you know, if you looked at, if you went to Illinois State and looked at, there's, I mean, their President went out and said, "Look, I'm going to raise the student fees. And I'm going to take all the money that we're spending on intercollegiate athletics, and we're gonna put it into student support services and computer technology."

EN: Mm-hmm

CJ: "And so, as students, you're going to be ahead, you know, to go into helping to support the athletic program with fee money. And, you know, we'll earmark that amount in this amount of money to go into the kinds of things that you want on your campus." So, you know, whatever, just depending on how the institutions saw it. But I think fees became far more important that point.

EN: So there's always been a little, maybe 4% of the budget that goes to the athletics.

CJ: Yeah, it's not been huge.

EN: Uh-huh. And, but more, but in that you'd say in the '90s, fees became more important? Or in the '80s?

CJ: '80s.

EN: Okay. Was this before you became athletic director in 1988?

CJ: Uh...Yeah.

EN: Okay.

CJ: I'm trying to think. We were, well, we were getting squeezed then. That was the '80s, so Nancy was here. And we were fighting, you know, to try and save our resources.

EN: So, so the athletic, so that's never been supported by gate receipts or, it's always been fees mainly since the '80s. Supplemented with a little...

CJ: Supplemented...From the very beginning of this institution, it was fee supported.

EN: Okay.

CJ: And I think if I'm not mistaken, the very first athletic fee was a \$10 fee. And you know, what did they have? Three sports?

EN: Yeah, 19...They started in '67.

CJ: It was \$10 fee. There was a \$10 fee. They had maybe three sports, and the student population was something like 17,000 [CJ laughs]. It was huge.

EN: Uh-huh, right. It was huge. [CJ laughs] Right, it was.

CJ: And actually, there was a period there where, where athletics had a surplus of money, and it was, it was well over a million dollars. And that stuck around until probably about the time...There was a, there was a time and there were recreation and athletics were kind of lumped together.

EN: Uh-huh.

CJ: Separate but together, in terms of administration. But somewhere along in there, the state said, "No, you can't have surpluses of fee money." So, at that point, I think we ended up, you know, giving a million dollars to the new building.

EN: Okay.

CJ: We put some lights up at the soccer field, and some lights up at the softball field, did some of those things.

EN: Okay.

CJ: But at that point, we, you know, all of that money is surplus money. It was fee money that they couldn't spend, didn't have enough ways to dream it out. However, it made for three very spoiled programs, because [both laugh] ...They pretty much handle whatever they wanted.

EN: Uh-huh. That was men's basketball, and men's soccer.

CJ: And I think baseball.

EN: ...and baseball.

CJ: And then somewhere in there, a couple of years later, they snuck in tennis and wrestling, I think.

EN: Okay. So that's, that's... So right now, it's fee-supported. I want to understand this.

CJ: I, It's got, It's got to be primarily fee-supported.

EN: Primarily fee-supported.

CJ: You know I'm nearly three years out of it, so...

EN: I know, you retired in 2002, end of 2002.

CJ: Yeah.

EN: Okay.

CJ: There um...But it still has to be largely fee-supported.

EN: Okay.

CJ: And, you know, as far as I know, I had a four-year plan. When I left, we were in like the second year of it, to enhance athletic fees on a step basis and to take care of some of the issues...

EN: Uh-huh.

CJ: ...that we felt needed to be addressed, in terms of finances. And as far as I know that all got put in. So that was a hefty fee increase there. And I think he's got an increase every year since then.

EN: Mm-hm. In fees.

CJ: Mm-hm. I have no idea what they're paying now. That's got to be their primary...

EN: Uh huh.

CJ: ...income right now.

EN: Okay. Well this is an aside, but we could just address it now. There's, again now, I, there's a lot of talk about a football program. And I know David Warner said 10 million to establish it and a million dollars a year to maintain it. We can't afford it. Do you think that will ever happen? Because I noticed this week the Chancellor's inviting people to talk about it [EN laughs] at these meetings he's having.

CJ: You have to address it because the students keep talking about football.

EN: Yes.

CJ: It's just even in Division Two football, or even a modest program, is just so expensive. Now I noticed that they're having, they have this task force now studying Division One. They've taken football total out of the issue.

EN: Okay. That's what Kay Covington told me actually too.

CJ: Yeah, they're not talking football at all.

EN: Okay.

CJ: But they're talking Division One which, you know, at some point in time, this institution might be ready for that. You know, and we reviewed it a couple times. I mean, at the point in time that I was here and where we were in our program, we weren't ready for Division One or football. And, I mean, we just we didn't have the kinds of resources that we need. And we frankly, we were okay in Division Two, but we weren't good, and we weren't solid in all of our sports. We had one or two sports that were solid. That's certainly improved at this point. But even a step to Division One is going to be a huge, huge undertaking for this institution. You know the budgets, and I mean, you can go, you can maybe get to Division One, but do you want to be an also ran in Division One? Or do you want to be a powerhouse in Division Two? And that's what they have to ask themselves.

EN: That's great.

CJ: You know, I know that the NCAA has an attendance requirement in order to get in Division One. So you know, we could, we couldn't even put the numbers of people that they want for attendance in the gym, we have some do we want to build an arena. That's your next step [Laughs].

EN: We're getting something for wrestling.

CJ: We've had, Brad's been real successful. And frankly, that's why I got out because I, I saw the writing on the wall. And we were really at a point that it was time to develop the development side of the program. It's not something that I wanted to do. [CJ laughs] And it wasn't a strength, and I went into the job knowing that when we got to that point, I would not be a good selection for an AD.

EN: Well, let's go back to your time as the Athletic Director, I thought it was exciting to read in the archives about the joining the conference, you and Nancy got really...

CJ: That was, that was... When I became AD, I had several, my primary goals were to first address gender equity on campus, and the women's program, and the women's financial situation. And the second one was to try to do that without depleting the men's side of the program so that they weren't going to see any reductions. And then once we got to that, the next step would be to enhance the entire program, to the levels that it needed to be to get a conference and finally, to re-establish the integrity and the confidence of the program as far as the administration and the faculty, which meant addressing our academic issues and our financial issues. You know, we had to, you know, not always have deficits, and be able to balance our budget and live within our means. And so, you know, I kind of saw this as a step

that said, "We're going to clean up the house. And once you clean up your house, then you can go out and sell to the community."

EN: Well, how difficult, it seemed to me that you were not even, you were part of getting SIUE into this conference, but you were also part of expanding the conference, weren't you? I mean, through connections with other schools? Because it seemed to grow, when we joined it seemed to be that lots of other schools next year...

CJ: Yeah, there were, there were, it's a long process [CJ laughs].

EN: Yeah.

CJ: We started. We explored. We explored new conferences, establishing new conferences, trying to get together. But out of all of our meetings that we have with, you know, you network in athletics, you look for...

EN: Yes.

CJ: ...other institutions who are looking for the same things. But we've talked to, we met with Drury University, we met with Quincy, met with Wisconsin Parkside, Indianapolis, IUPI [Purdue University at Indianapolis]. And at that point, we're trying to explore, you know, where we belonged and could we form a, you know, come up with a new conference. You know, we talked to them, what was then was the mid, was the Missouri Athletic Conference, which was kind of UMSL [University of Missouri St. Louis], and Rolla [Missouri University of Science and Technology] and Northeast Missouri and that group. We went through some exploration with them, whether or not we fit. I think Lynn Lashbrook was probably AD when we studied that one. And the one conference, that you know, that I felt really fit in terms of our program, and especially when I got in and I wanted to work on academic issues, was I wanted a conference that had a similar philosophy for academic, importance of academics, and in melding the two together. And that was the Great Lakes Valley. So we started to explore and, whether or not we could get in and had some interest. I think in particular, the state schools in that conference were interested in, in looking at us. You know, and that was, I think the first time around the Presidents. Actually, Nancy [Belck] was here then because she was a big help too. The, the Presidents turned us down, and they didn't want to do any expansion in their conference. So that left us out. So our next exploration was...

EN: When was that?

CJ: Oh, I'm gonna say...

EN: '89?

CJ: ... '89, '90. Nancy was new.

EN: Okay. Then she was new in '94, is when she came in before

CJ: Okay, it might have been '94.

EN: Okay, '94, not...

CJ: And then so we kind of brainstormed, and in particular, I think there was a woman AD at Parkside. The two of us talked and we said, you know, if you took Parkside and you took SIU Edwardsville, and you took Southern Indiana, and Northern Kentucky, and IUPUI, Fort Wayne, was in there. I said, "If you took all of us together, and you looked at us and our campuses are identical in terms of growth and development, and where they were their programs, were all, you know, outgrowths of other campuses, perhaps. And we all grew up in the 60s." I mean, you could go on the campuses and look at the buildings and tell that we had some of the same people developing our buildings. [CJ Laughs]

EN: Yes. So interesting.

CJ: So, so there were some much similarity that we thought, you know, why not try to develop a new conference, that would, you know, be state schools. We'd all be, see, UMSL kind of fit in that category. And they were, you know, even at that time looking, I don't think they were real happy with where they were, was in their North, Northeast Missouri, came in to look at. And so we had a meeting that was really fairly positive, and it was about three months, three months later, they called back and said, "Well, we're going to let you present." So obviously, they decided they couldn't afford to lose four or five members any more than that. So when things turn around, and we did get into the conference.

EN: So what you're saying is that you, you had a political strategy.

CJ: Oh yeah. [CJ and EN laugh]

EN: So there was a strategy on the part of the state schools that they sort of threatened to withdraw and form their own conference, if the GLVC [Great Lakes Valley Conference] didn't...

CJ: Exactly.

EN: Uh huh. That's so interesting.

CJ: If the GVLC didn't bend a little bit, then we would you find a way to get it done. You know, and I don't know whether any of those schools ever had any intent of really making a move, but they came to the meeting. [CJ laughs]

EN: Well the, the records of that meeting are in the archives and everybody was so positive. There was such a great, even just in these documents, you get a spirit of excitement and...

CJ: Yep. Yep. And you know, and Nancy was very, very helpful with all of that. She just dug right in and it might have been one of the first projects [CJ laughs] that she entered undertook. She came in at a time when we were dickering with conference. We were dickering with Conference, we were dickering with budgets.

EN: Well, how, how... Now going back to how did you get to be Athletic Director? Was it an automatic that because you were the Assistant you were going to move in?

CJ: No, no.

EN: Now this was under Earl Lazerson or...

CJ: Earl...I reported to Jim Buck.

EN: Yeah. Okay.

CJ: And I reported to Jim Buck for, I mean, he was... I'm guessing when the tennis fiasco erupted.

EN: Yeah, yes, I've heard references to that.

CJ: [CJ laughing] [Ken] Flack and [Robert] Seguso!

EN: There's not so much about that in the record.

CJ: I doubt it. [Laughs]

EN: I think it's been purged [EN laughs]. When was the tennis fiasco? Because...

CJ: There was a period of time...

EN: I heard about it.

CJ: ...in the late 70s.

EN: Okay.

CJ: That SIUE was moving to...

EN: Is that Juan Fernando?

CJ: Fernando? Yeah.

EN: Okay.

CJ: And Flack and Seguso was it. That was the two that were involved. The, very, very nice young men and a very good tennis players, and not very intent on academics. [Both laugh] I'm going to say it's, it's late 70s, early 80s.

EN: Okay.

CJ: There was a move in, within the state of Illinois, to take the state institutions to Division One. And that would've included Eastern, and Illinois State, and Western, and Northern Illinois, and us. And we

were all going to go into the Mid-continent Conference. Everybody made it but us. As that was happening, and we were moving in that direction...

EN: Did SIU try to get in there?

CJ: Yeah, we were part of that confab of schools trying to form that conference and make that move together.

EN: Why didn't we make it just.?

CJ: Because roughly halfway through that whole process, we were actually in the move, and we're kind of doing the things that we needed to do. The **Flack and Seguso** incident hit the fan and Earl lost it. And Earl's response was, "If this is what going to Division One means, we're out of it." [CJ laughs] And that was it.

EN: Okay. [Chuckles]

CJ: The edict was made.

EN: Okay so it wasn't that we didn't make it with the rest of the institutions, they didn't think we were worthy. It was that our, our leadership said, "No, we're not going to go that route."

CJ: *The leader* said, "We're not going to that route."

EN: *The Leader* [EN laughs]. Okay. Jim Buck probably wanted to go.

CJ: Jim Buck, I mean, he was supportive of that move. He wanted to go.

EN: Okay.

CJ: And Ed Bingham was involved at that point. And actually, that was Ed's downfall. So, because the kids that, I guess the one of the papers, in ah, St. Louis, ran a huge article on **Flack and Seguso**. And they were very, very good tennis players. But they were here at school to do one thing, and that was to get to the Division One tournament, and to win it and turn pro. Yeah, and they flat out said in the paper, they didn't go to class. They didn't do this. They didn't do that. Well, that just made Earl livid. And then there was an article in *The Alestle*, and Ed was kind of quoted as saying, "You know, so that's just kind of the way it is in athletics." [EN and CJ laugh]

EN: Oh.

CJ: And kind of, you know, intimated that it was okay to do that. Not too many days later, you came in and told me he was fired [CJ laughs].

EN: Okay.

CJ: He wasn't fired. He was moving to the Alumni building or something.

EN: Okay.

CJ: And that's what really started, because I was the Assistant AD. And actually, I think Earl, put athletics, made Jim Buck in charge of athletics.

EN: I think he did for a while.

CJ: And so, while Jim was in charge of athletics, I clearly was working very closely with him to operate the program. So had a lot of, you know, opportunity.

EN: You were probably doing everything [EN laughs].

CJ: Most of the hands-on stuff, yeah. Jim will say that. You know, that in terms of...

EN: Yeah.

CJ: ...he was the leadership. But clearly, I was the one doing, pushing the buttons and moving things around. And we did that for I guess, three years before Lynn Lashbrook came in.

EN: And Lynn Lashberg...

CJ: Brook.

EN: Lashbrook. He was, he was hired from outside after a search.

CJ: Yes, He didn't, he came in from Missouri.

EN: From Mizzou?

CJ: Uh-huh. He was...

EN: That's right.

CJ: ...At Mizzou he was in academics. He was, he was in the academic advisement area for athletes.

EN: And he didn't seem to last very long. Either.

CJ: None of our ADs lasted real long. Except me.

EN: Yeah.

CJ: Too long. [Both laugh]

EN: No, how long was he there? Two years? Then he moved to somewhere else. He took another job.

CJ: It was... Yeah, he went to Fairbanks, Alaska, but he was, Lynn was here...

EN: Was he exiled?

CJ: Lynn was here for four years.

EN: Okay.

CJ: But his last year, he wasn't actually here a lot. So...

EN: So this was, he was, he was one of these guys that that had ambitions to get out of academic advising for athletes and wanted to move up. And so, we were the first step in his move to better and better...

CJ: Yeah.

EN: Yeah. Okay. He was like, administrative ambition.

CJ: Mm-hmm.

EN: Okay.

CJ: Lynn was a great guy. He could sell you a car without any tires.

EN: Okay. [EN laughs]

CJ: And I think he's, he probably, you know, had he come into this institution at a time when other things were taken care of, in terms of development, could have been a success. But he got out there and tried to move and sell the program before we were ready to be at that level. It's funny, though, cause like, I got to, you get to work for, I got to work for a lot of administrators.

EN: Yes.

CJ: So. [CJ laughs]

EN: So, I remember there wasn't even a search then after he left, was there? Weren't you just...

CJ: Yeah, no there was a search.

EN: There was their search? Okay.

CJ: There was a search. And...I actually wasn't even interested. But I had more and more folks and subtle hints on campus where people said I think it's time for a woman to do this job. So you hem and haw and you go round, but actually, I hadn't applied. But I was also in a position where I was seeing applications come in. And the more that I saw come in, the more I thought, you know, I better apply because I don't want to work for any of these idiots. [Both laugh] I can remember calling Jim and

saying, "Jim, I'm going to put my application in. Because," I said, "There isn't anybody who can do this job any better than I can and I don't want to work for 'em." And so he, you know, I don't know that he encouraged me, but he said, "Okay." And we went through the process, and there were about 50 or 60 applicants overall, and they interviewed, I don't know, four or five. And I'd get these little reports from Jim that come back saying, "Well, you're still in." [Both laugh]

EN: Well, what just, this is another...

CJ: Tied into that though...

EN: Yeah.

CJ: At the same time going into that Carbondale was going through this. And they were trying to get, Charlotte West was one of the candidates at Carbondale. So, there was some speculation that, you know, maybe I got this job because she didn't get the one in Carbondale. I don't know. [CJ laughs] I don't think so.

EN: Well, what now... Okay, I'm going to reveal my ignorance here. Who was Charlotte West and why...?

CJ: Charlotte West - longtime Assistant AD at Carbondale.

EN: Okay. Was she a friend of yours?

CJ: Only in terms, she was at one time, just kind of a mentor, but I did my degree under her. At Carbondale, my Masters degree.

EN: Okay. Okay.

CJ: But we did at that point, we were still, we were starting to do a number of combined meetings, and we'd go and meet about athletics. You know, maybe once a year with the Board of Trustees.

EN: That's during Bud Shaw? And then continued Lazarito, uh Lazerson?

CJ: No, it would have been mostly Lazerson's era, because it was it was at a point where, you know, we'd had our problems here with Flack and Seguso [EN laughs]. Carbondale was having their little issues down there. And the Board of Trustees wanted to have more involvement in the directions that we were going, so it kind of started with some academic kinds of reporting. You know, what our student athletes really like and what they were doing?

EN: Okay. So she, so there was, there were searches going on it simultaneously.

CJ: Yes.

EN: And she was applying down there. But she didn't.

CJ: Nope, she didn't get it.

EN: Okay. Okay. Well, are there, as Athletic Directors, is, are there, is there a kind of gender balance? Or is this usually a man's job?

CJ: It's still mostly a man's job.

EN: Uh-huh. Right.

CJ: You know, there are there are many more women in it now than there ever were before. But I don't know exactly what the numbers were. But when I became AD, there might have been 40 of us in the nation. And very few women hardly ever in charge of a football program. I mean, most of them, female administrators were Division Three schools. A few in Division Two, and even fewer in Division One. In some instances, they were still separate programs, where, you know, some schools still hadn't made the move, and that was a men's and women's side, and they were administered separately.

EN: [Pause] Well, how did you, so you had to, you had to move in a world of these other athletic directors when you're negotiating the conference, and when you're setting up schedules, and things like that. Did you, how did you, what...Had you done that as an Assistant Director? Had you been in charge of scheduling or...? I guess, with the conference, everything kind of changed.

CJ: With the conference, things changed. I mean, it mostly, it was largely until we got into the conference schedules were really developed by the coaches.

EN: Okay.

CJ: And the coaches developed their schedules. And I'd, you know, would look over and see if they made sense. And, but we are, in many instances, our hands were tied, even though the schedule may not be what we really want. We didn't have a whole lot of options, you take what you could get. It was becoming exceedingly hard. I think we all knew coaches, administration included that, you know, if we didn't get in a conference, within the next four or five years, the writing was gonna be on the wall, it was gonna be real hard to survive. So it was critical in terms of schedules and stuff. And you know, and the other Division Two schools in the area, like the other schools in the conferences, the Northern Illinois, and, or the Northern Kentucky and Southern Indiana, they'd all play us, but they had to play us when it's not their conference schedule. So we, you know, we can have had 100 games before Christmas, and nothing after Christmas. [CJ laughs] Um, you know, Basketball really impacted, that was, that, they were probably the hardest to deal with. But the conference was important, I think, for you know, developing the schedule, developing rivalries. Getting some control even on what you needed in terms of budgets and those sorts of things.

EN: It made budgeting easier?

CJ: Easier, because you knew, you know, you knew what your schedule was, base schedule was gonna be. You also had some comparatives that said, you know, within a conference, we know what, you know, our conference members are spending. And so you could make decisions like, you know, if you

look at a conference, basketball is funded at this level, tennis is going to be funded at this level. And you really create a fairly competitive atmosphere.

EN: Mm-hmm. I, this is another smaller aside, but I think I remember about the the, the Mid-America Conference... that, that, that it that it would have required travel to very distant points. And that was one reason why the, the GLVC was preferable, but maybe not a major reason at all. I don't...If it's a side trail, it's not...

CJ: It's probably a side trail.

EN: Okay. Okay.

CJ: The Mid-America, I guess that's what it is now, it was at that time...

EN: Midwestern...

CJ: Missouri Athletic Conference or something.

EN: Okay.

CJ: They were expanding, and they were expanding West.

EN: Okay.

CJ: So that would have been there. And then the other, you know, we had looked at...it was just, it would have been expensive to go that route.

EN: Okay.

CJ: Not un-doable, but they, they really didn't want us. And in order to take us, they were going to, you know, relegate the maximum number of scholarships that we could give in, in our sports because we weren't a football school.

EN: Okay.

CJ: That one did not sit well with us, in terms of where we wanted to spend our money.

EN: Mm-hmm. Well, one theme I've noticed in the, in the reports of the, from athletics, is that they, apparently, with maybe the, correct me, but with the exception of wrestling, they have generally maintained the scholar-athlete. I mean, the athletes have generally been pretty good students. And, and...

CJ: Yeah, I mean...

EN: It's hard to be an athlete and a student.

CJ: It's extremely hard to balance...

EN: Two jobs, a huge job...

CJ: ...budgets or to balance your time usage, and where it goes. You know, I've, I never had a problem with it from the day I started coaching. That's my philosophy, that we're here for education and athletics is a, a sideline that I think provides a positive experience, especially for women in terms of learning to be competitive and learning team player qualities you might need in the business world at some time. And I think our AIAW [Association for Intercollegiate Athletics for Women] was very much that philosophy. So the women kind of grew up with it. Um...I don't know that the men really did. I think it took them a while. And...we we're just different worlds, I mean, in terms of what it was all about. We had to kind of merge them together and balance it. I think it, when we got done with the **Flack and Seguso** thing, Earl did the DeLong Task Force. That was really the institutions move to try to enhance the institution's expectations of its students, and not just athletes. I can remember that, that, you know, we had something called Academic Good Standing-slash-Warning. And I thought, you know, how can you be an Academic Good Standing with a slash Warning? Either you are in good standing or you aren't in good standing [Both laugh]. You know, we had a rule, the Normal Progress Rule. The NCAA has had some leniencies, in how they describe that, and we took the very lenient [Tape distortion]

EN: ...there....

CJ: Okay...

EN: ...gave another area where you could abuse the system...

CJ: ...where you could abuse the system. But I think what really, you know, woke up, the institution was the Flack and Seguso thing, when they looked at what these kids were doing. You know, I can remember Earl saying, "Well, how can they be eligible?" He said, "Because that's your institutional standard. That's all we require." Which didn't sit real well. But you know, out of that, DeLong Task Force came Academic Good Standing means you got a C average, and if you don't have a C average, you aren't in Good Standing. If you're already Good Standing, you're not gonna play. And that's a tough interpretation, because remember, the NCAA [National Collegiate Athletic Association] has, you know, they have a wide range that institutions can work within.

EN: Uh-huh.

CJ: So it came right down to you know, what does your institution require Good Standing. Well, if your standards are slack, then you know, you can get a lot done.

EN: I graduated from the University of Nebraska. [Both laugh]

CJ: Things like, like normal, you know, normal progress, admissions. You know, no special admits get in. And you know, if you can get admitted like every other student, there was some expectation that you ought to be performing like every other student. And that doesn't mean that there won't be success, you know, failures...

EN: Yes.

CJ: ...along the way. Kids who abuse it who weren't athletes. So...

EN: Yeah, that's right.

CJ: But I think the real issue was, we're not going to use the system to abuse the student, which means use him for two years, and then let them fall out on their own. And forget about him.

EN: Yeah.

CJ: And I think that was, you know, what really began to tighten it up. an, that that really was Earl's [Lazerson] doing. I mean, he was the one who saw the weakness and put the taskforce in and wanted some things that would help. And, and we tried to say, "Look, here are some things that we could do, you know. Normal progress should mean that you're passing, you know, these kids are passing 24 hours a year, flat out. New hours every year, there's no banking. Because you did, you know, for six extra hours in your freshman year that you've got those to work with in your sophomore year. Doesn't work that way. And so that you're trying to push them into a graduation rate that will match the student body or exceed the student body.

EN: And, and by the time you left, they had exceeded the student body as I recall.

CJ: Absolutely.

EN: Uh-huh.

CJ: You know, it's not that, you know, I'd say that we did anything, great things except that we said, "Here's the rules we're going to live by, and if we live by these rules, things are going to pan out, ultimately." Now in terms of, there's a difference in gender, in terms of the females, like, you know, I could have banked money on where we were going to be...

EN: Right.

CJ: ...But nobody ever looked at the females because they never worried about. [Both laugh] But there's no doubt in my mind that the women carry the academic burden of the program. I mean, they're the ones who make the numbers come out like they are. Our men are much improved.

EN: And that was far sighted. As I recall, like, during the 90s, I subscribed to the *Chronicle of Higher Education*, and that's when they were having all the discussion of this. And so, so SIU was really ahead in that...Or was it was a kind of a national...?

CJ: It was a national issue, I think. You know, we probably had stepped out a little bit earlier. Certainly, in terms of making rules that actually did happen. Now, the NCAA, finally, you know, began to narrow their, their interpretations. But that whole time period that I was in was very, very much involved in...shoot, I can't remember...reform.

EN: Yes.

CJ: I mean it really was a time period of accountability and reform, credibility. And it was happening across the nation.

EN: Okay.

CJ: You know, and ultimately graduation rates, reporting graduation rates, we were we were reporting a form of our own graduation rate before the NCAA ever asked for it. Some of that was the Board of Trustees. But, you know, I saw it as, as an opportunity to gain credibility with our faculty, and with our administration. In terms of trying to let them know, to be aware of what the athletes were doing, and more importantly, you know, we could pinpoint some of our problem areas, but overall, our athletes are good students. [CJ laughs]

EN: Yeah, that's, that's been my experience. I know history, a lot majoring. We've had some very good students.

CJ: You know, they're basically, they're, by the time they get to us, they're good users of time, and they know how to plan, and the more they have to do, the more they get done.

EN: Right.

CJ: So that was part of it, was to nicely, you know, instill credibility. I mean, I clearly, people around us weren't very impressed or sure that we were, you know, doing what we said we were doing. And I can remember being accused of fudging the numbers, and the numbers were different. [CJ laughs]

EN: Mm-hmm. Right. Yeah, right.

CJ: You know, we had normal progress rules that didn't rate that, you know, kids were passing hours, but they weren't in anything.

EN: Uh-huh.

CJ: Those were the kinds of things that had to change. I mean, it just, you'd have kids that were juniors, and they weren't any closer to having a degree in anything. [CJ laughs]

EN: Right.

CJ: So, you know, that became, ultimately, you got to get to that point where a kid can see the light at the end of the tunnel that says, "I'll finish my degree because I'm only six hours away or whatever."

EN: Right. [Recording distortion]

CJ: ...Just says, you gotta pass 24 hours. Well, you know, these kids, they look at the catalog, and they say, "Well, I get an A here, and an A here, and I can get an A in this course. This guy doesn't take any

attendance.” And though, you know, you go take those courses. But the fact is, they still haven't taken English 101. [CJ laughs]

EN: Yes, uh-huh.

CJ: So those were the kinds of things that you had, you had to plug up the holes and say, “Hey, you know, you're going to do 24 hours. And it's going to be, 80% of them are going to apply towards a program.

EN: Mm-hmm.

CJ: You know, whatever it is. Of course, we're here with large general ed requirements. If you stayed in your general ed program, they're all going to apply.

EN: Mm-hmm.

CJ: And you're going to declare major at a certain point in your degree, and if you can't, you're going to have an intent to declare, and all your hours have to apply to that intent.”

EN: Mm-hmm.

CJ: And, you know, we all thought, I don't know, I guess I didn't, but some, a number of the coaches thought, “Oh, my God, you know, we're never going to be competitive. This is really going to impact us negatively.” And all this, you know what I it's been rare. The negative impact. I think most kids just come in and do what they're expected to do. The more you ask them, the more you get back. [CJ aughes] [Recording distorts]

EN: ...Bradley is his name. He is just a fabulous guy. I don't think he'll probably stay here. Because he, you know, he's publishing a lot too.

CJ: Yeah.

EN: But so, well, gosh, we've really, really, this has been such a wonderful interview. I just wanted to ask you, you've talked a little bit about Earl Lazerson and Nancy Belck. And I just wanted to ask you, just as an important person in the university, your views of the leadership in the university and like... You came during Rendleman's final...

CJ: ...final, I knew Rendleman very, you know. I mean, I was out doing softball, so...

EN: Right.

CJ: I didn't get much there. Shaw was supportive, I think. But again, I didn't have a lot of involvement. I, you know, I basically... Earl [Lazerson] didn't do a lot for athletics. He didn't much like us, didn't much have any respect for athletics at all. I don't even think he really saw any value in it for the university. But he did some good things, and he was good for the institution. At that time of the institution, I think. Explosive, kind of hard to work for. We were really very protected, in terms of, at least I was, because

Jim was my buffer. And Jim worked better with Earl than any of us could have. But I think in terms of moving, recognizing where the institution was lacking in terms of tightening those academic expectations, and and looking for credibility and accountability in the program. You know he kind of set the directive, in terms of me.

EN: Mm-hmm.

CJ: I mean, when I came in, there was no, I clearly had my viewpoint on what I had to do for the program in order for the program to, to instill that kind of credibility that we needed. You know, I'm sure without a doubt, he was the one who said, "Go ahead and hire her so." [Both laugh]

EN: Yes, I, according to the records, I think he was very pleased, that he had a lot of confidence in you. And...

CJ: Um. And that probably, it was a period where, where I, we began to see the athletic administration become a little more involved in, in the institutional kinds of things. And we never had to do much reporting to, you know, other administrators or other areas of the institution. But when I got in, and right away, you know, I was making reports to the Board of Trustees. We'd have our, these little confabs, put me reporting on goals and objectives, and what we're working on. So, we kind of became involved in those, which in some instance, is good, because it reminds you that you're part of the institution and not apart from it [CJ laughs].

EN: Yes.

CJ: Nancy [Belck] was a gem at the end of the tunnel. And I mean, we had been, you know, just kind of obliterated in terms of no new money, no fee increases. And that all came from Earl. And when Nancy came in, it was very different. I mean she actually wanted you to train a little bit. [Both laugh] And so, she was good for us. And she saw...none of our leadership had really been zealots, athletic zealots. But I felt that Nancy and David [Werner] saw the value that the program has for student life and community involvement. You know, and they wouldn't, you know none of them would spend the world on it, but they'd help you solve a problem. And they'd hear you out. And they tried, we tried to address ways to we could get to what we wanted to get to.

EN: Mm-hmm.

CJ: They were helpful. They were both good listeners, and patient. And I never felt like when they said no, or we can't do that, that I didn't understand how they arrived at that answer. [CJ laughs] And I had felt that way about David even before, because we had been having, you know, he'd been involved with most of our reports and stuff as a Provost.

EN: Uh-huh.

CJ: Well, not as active as he was, when he was the Chancellor. He still, even at that point, it always seemed to me that he asked such good questions. [CJ laughs]

EN: Yes, mm-hmm. Well, good. I'm trying to understand about, about people's leadership. That's one of, a theme I'm really interested in. So when you say that Nancy Belck and David Werner were good listeners and patient and when they said no, you always knew why they had said no. What would you, would you say that I President Lazerson was impatient? Or I mean, how would you describe...

CJ: President Lazerson reacted. [CJ laughs]

EN: Okay.

CJ:
He waited for something to go wrong. And then he blew up.

EN: Okay.

CJ: You know, I just, I never felt, and I didn't work that...

EN: He left you alone. And then when something went wrong...

CJ: I mean, it was a different atmosphere, in that. I really, when I was, when we were under Earl, I only had Jim between Earl and I.

EN: You mentioned that.

CJ: And I really let, you know, I mean, anything that was going above Jim's level, was you know to Earl, was going through Jim. It wasn't going to go through me.

EN: What was Jim Buck like to work with as a person? I mean, you hear, of course, the faculty. They, what I found out is that we don't know too much...

CJ: I think Jim...To me, Jim was a mentor.

EN: Okay. That's what I was going to ask you...

CJ: ...because I started to work with him when, when he inherited the bulk of the program, and I had the athletic wherewithal, but he clearly was the administrator. And I think he taught me how to look at the more worldly concept of, of the university.

EN: Uh-huh.

CJ: And so, when we, you know, be working on things, and then he could sit down and say, "Now look Cindy, you know, here's where, here we are in this institution. And here's the problems out here." And you know, then you begin to see how, you know, the time was right, or the time wasn't right. [CJ laughs]

EN: Yes.

CJ: And so, I think overall, I mean, I look at Jim as maybe teaching me how to operate within the institution.

EN: That's what I, that's what I was gonna ask you is, who was *your* mentor?

CJ: He was, he was the one that I had to work the most with administration. Rosemarie [Archangel], certainly. Very, very organized. I think some of my organizational skills and stuff probably drew on her. But I mean, I got into the position I was in because she left so... Jim I had to work a lot with. And I liked him. And as, as we got moving along, and once I became, hell, I worked with Jim closely for probably five years before I became AD.

EN: Mm-hmm.

CJ: And you know, I think he had confidence in me, and we just kind of, I ran my show. And he left me alone. But he knew that, he knew that when I needed something, or when there was a problem, I was going to come to him. He wasn't going to be sitting in the dark. [CJ laughs]

EN: He wasn't going to let you swing in the wind.

CJ: That's right. You know, I think we've had the opportunities to be in student affairs, and then we went to development and then we came back the student affairs [CJ laughs]. We've been the route.

EN: Are there any, is there anything that we haven't touched on that you expected?

CJ: No. [Both laugh]

EN: I would ask.

CJ: I didn't, wasn't sure what they expect.

EN: I just think this was an extraordinarily rich interview.

CJ: Mm-hmm. Okay. If you say so. [CJ laughs]

EN: I'm thinking you should have been a historian or an academic author, because...great themes, so... [Recording stops]

CJ: As part of the academic thing, as part of establishing credibility, I looked for individuals that had strength within the institution and its faculty, had interest in athletics, but would be honest with me in terms of, you know, where we were lacking and where we need to jump out. Part of what came out of the Barb DeLong thing was, you know, we really needed an athletic advisor for academics. And I don't remember whether Nancy was interested in that, at that point. But we, actually our first advisor that we looked for, and another right arm for me, was John Meisel, by the way.

EN: Oh yeah.

CJ: As a faculty rep.

EN: Mm-hmm.

CJ: And I leaned on him a lot for input. But part of that first job we put together was a faculty academic advisor appointment, and Nancy took that on, and did a great job for us. And I think ultimately, it was too much for her, because we just grew women's athletics and bringing in new sports.

EN: Uh-huh.

CJ: You know, she started out, you know, trying to advise maybe 200, she was up to 400 and something, so we knew that, that you know, that particular line probably wasn't going to be very effective anymore. Then we hired an advisor from outside, and I think now they have a new advisor who came from inside, but she's still now full time...

EN: Yes.

CJ: ...advisor for athletics. And it, those are all their, their critical position. But yeah, it's important for them to be out in front, and kind of tracking.

EN: Right. [Recording stops]

CJ: ...would understand that we want to know. And if there is a problem, we appreciate the input coming back, that you're having a problem. Believe it or not, we sometimes have more strength to make changes, then... [CJ laughs] You know, it's the same thing. I mean, it's just you aren't doing your job academically, then you're not going to play.

EN: Mm-hmm.

CJ: And the minute you start taking away playing time, for an athlete, that's critical.

EN: It is.

CJ: So, you know, they pay attention. In the long run their head, just because they do that. So it's an, it's another area that has importance, but I think it's also good to have somebody who understands the academic program, and the advising program, and what it's like for student athlete during their in-season and when they're out of season, then what kinds of expectations they have...

EN: And that should be part of faculty orientation.

CJ: And that's part of balancing that says, you know, Jesus you shouldn't be in, you know, algebra and chemistry, all at the same time, when it's your first season of competition. And you know, you're not protecting a grade, you're just saying you're not, you're not going to learn anything because you're going to have to give up on something, somewhere. So you know you try to balance that schedule that says, "No, you're taking heavy load here. And you're taking a heavy load here."

EN: Right.

CJ: And everybody benefits the athlete and the academics... [Recording stops]

CJ: ...Wrestling and tennis um, were individual sports. And the NCAA permitted, if a student athlete in Division Two won the Division Two title, they got to go to the Division One tournament. In this, there was a period where student athletes who weren't strong enough academically to get into you know, the Southern Cal or the big program, in Division One, but was a very good tennis player, would get recruited to come to SIUE. You know, and the real promise was, you know, you're going to have a chance, you're going to you're going to dominate Division Two. You're going to win a Division Two title. You're going to get in the back door into Division One, and if you're really good enough, you've marched your way into the Division One rankings and probably professional tennis, or...I don't know about professional wrestling. But anyway, it was, it was a recruiting tool for those two programs. And clearly all of those, you know we had seven, eight years where we were tennis champions. And that was largely the kind of individual, they weren't bad kids, but they certainly were borderline academically.

EN: Mm-hmm.

CJ: And you know, when I look at it now, I think, boy they would have, they would have benefited from what things we have in step now to help student athletes along but they were really kind of out on their own. So, that you know, that was there. And then when that went away, well then you saw, you watch the wrestling program kind of dropped away, because that was, that was a real recruiting benefit. It went along in the end. But what you had were a number of Division One coaches said, "Hey, look at it, you know, we got all these Division Two people coming in and taking opportunities away from our students, who ought to be in the tournament." So, the NCAA just said, "No, if you're Division Two, you're gonna be compete in Division Two. If you're in One, you're gonna compete in One." And that was the way it was gonna be. But it changed the, the recruitability, and the shopping that was prevalent, I think, in the '70s.

EN: I like that term shopping. [Laughs]

CJ: You're shopping. You still shop! These coaches start watching kids in their seventh, eighth grade. Follow 'em up. So, they've got them all kind of marked out. [CJ laughs]

EN: Yeah.