

**David Werner, Chancellor Emeritus of SIUE**  
**Transcript of Interview for the History of SIUE Oral History Project**  
**Interviewed by Ellen Nore-Nordhouser**  
**February 19, 2007**

Ellen Nore [EN]: This is Ellen Nore Nordhauser. It's February 19, 2007. I am interviewing Dr. David Werner, who was President, Chancellor of SIUE from 1998 until 2004. He was also Dean of the Business School between 1975 and 1985, and then Provost from 1987 until he became Chancellor. This is for the 50th Anniversary History of Southern Illinois University at Edwardsville. [Recording stops]

EN: So, I I did ask you, could you describe the university when you first arrived?

David Werner [DW]: Well, this way, I'll probably ramble, and I hope that's okay!

EN: That's alright!

DW: Um, well, when I came here, I, I, I read the speeches, you know, but I really...

EN: Yes!

DW: ...didn't plan to stay, and frankly, I don't know what I was expecting when I came. And I, when I walked, when I came here my recollection of it was, like every place, that's you know there's building and stuff, instead of making stuff that has been there forever, and I don't think it was until quite a long time later that I realized how new the institution was.

EN: I see.

DW: And, and so at, you know, over time it grew on me that the place was relatively new. And when I arrived there really wasn't very much history to it. The Edwardsville campus had just been opened uh, about three years. And, and the total history was, you know, not worth, what I guess a dozen years

EN: Yes.

DW: And it didn't, I don't think I really appreciated that at the time. Uh, what did I think of it? Oh! I didn't really know much about SIU, in general. I am talking about, you know, the big SIU. And I guess if I had to say what was my impression, it was probably, uh, a kind of mediocre institution. I really didn't have a big impression about it...

EN: Uh-huh.

DW: ...but it wouldn't have been like, "Wow! That's the greatest place on Earth!" And I came with the expectation of staying a short period of time, and it really didn't make all that much difference to me at the time. You know, the kind of place it was. And you know, the thing that struck me though, early on was the number of people who had been recruited to come down to

Edwardsville. Who had this really commitment to a vision of a bright new institution. And I I don't think I really appreciated that as much earlier on as I probably should have. Which one of the persons who wasn't here when I arrived, came shortly after, was Vaughnie Lindsay. And and I think it must have been her, and she would often talk about that. About you know, why she came. Cause she'd come from Oklahoma.

EN: Uh-huh.

DW: The University of Oklahoma and came because, this you know, this belief that this was going to turn into this really great place.

EN: Yes.

DW: And I think that was the vision that was shared by a lot of people. You know in general, though, I guess it was uh, the impression of uh, a place that was starting to get off the ground and had some strengths, and had a lot of weaknesses, and a lot of room to grow.

EN: Did you, did you come partly because it was close to where you were grown up?

DW: Yeah, well, it was partially that, but it was more because the person who was my dissertation advisor at Northwestern knew the man who was then the Dean of the Business School. He had, they had been at Northwestern together and so.

EN: Was that John Glenn?

DW: No, no, his name uh, no John Glenn was his predecessor.

EN: Okay.

DW: His name was Ken Meyers.

EN: Oh, yes! Ken Meyers. Okay!

DW: And Ken had been at Northwestern...

EN: Yes!

DW: And that was, that was the connection.

EN: Um-hmm. And then uh, I asked when you joined the School of Business uh, did it seem to be a place of a lot of issues or.

DW: No.

EN: I am asking you these questions because I think someday someone might write a history of the School of Business.

DW: Okay. Well, um uh. when I came, can't, there were two... when I walked in the door and, and two, and I'm not sure, it might have been days, but within a very short period of time, two kinds of PR things hit the press. One was a house in Carbondale, with John Rendleman.

EN: Yes.

DW: And one was a couple of faculty members within the School of Business, doing some PR, public uh, protestations against the then Dean.

EN: Uh-huh.

DW: That I kind of wondered, "What the hell had I gotten myself into!"

EN: Yes.

DW: And with Business School it was, I think it was John Glenn and it guy in accounting, his name, is really escaping me.

EN: I have it written down somewhere.

DW: And they, they accused Ken Meyers as being anti-Catholic. And I don't think it was, you know, I grew up as a Catholic and I don't...

EN: Uh-huh.

DW: ...think it had anything to do with anti-Catholicism. I think it was over goals, objectives, how to run the school.

EN: Uh-huh.

DW: ...whose in charge, what the curriculum should look like, those kinds of issues. Uh, the other guy was an accountant. It was.

EN: I can't. Broadbooks! Harold Broadbooks was that?

DW: Ah no. That's not the name.

EN: Okay.

DW: Ah. Dick Millis! Dick Millis was the accountant!

EN: Okay! Okay.

DW: There may have been others, but those two were, although there was a third kind of scandal going on. That was also connected to the Business School. A guy named uh, uh, I can not believe

I cannot remember his name! [DW exhales] I told him once to his face, "You're a legend in your own time." ]EN laughs] Blackledge! Walter Blackledge!

EN: Oh! Walter Blackledge! Yes.

DW: Walter had, and I don't know the details of this, I'm sure you find some of this stuff in the archives. He had accepted a job as President of the Community College someplace in Iowa.

EN: Huh.

DW: And I don't think he told people about it before, I think, I am not sure about any of this. I think for a brief period of time he was on two payrolls simultaneously.

EN: Oh dear!

DW: And the university tried to can him over this, and it led to an AAUP [American Association of University Professors] investigation.

EN: Uh-huh.

DW: The university backed down, didn't fire him, and for whatever reason, he didn't go to Iowa.

EN: Uh-huh.

DW: And then stayed at Edwardsville for another 20 years at least.

EN: Okay.

DW: That's why I said to him one day, "You're a legend in your own time!"

EN: Hahaha!!

DW: Which he was! I once had an uh, parent's, it was a uh, new student, one of those days.

EN: Yes!

DW: Those days where new students come. And I met this man and his son, and he was interested in the university. I guess it was when I was still Dean of the Business School and his father said to me, uh, "I walked out of this place. It was Walter Blackledges's class. I couldn't stand it anymore! I picked up my books, I walked out the door, and I never came back!"

EN: Oh dear!

DW: I said, oh, "What a sad story."

EN: Yes!

DW: But those three things were sort of all going on at the same time.

EN: Oh my. Goodness!

DW: And uh, so anyway, now to get back to your question. I guess I forgot what it was!

EN: I said, "What were the issues at that time.."

DW: Well, those were some of them. Of course, it was a uh, you know school was just emerging. You know it was ah, in retrospect it's difficult to believe how new and and uh, fragile things were at uh..that you know, recruiting people, trying to find faculty to come...

EN: Um-hmm

DW: ...there were more positions available than faculty to be hired, and then of course, that all changed within six or seven years. It didn't take very long for the bloom to come off of that rose. But uh..but it was a very fragile time. Uh. There was these kinds of uh, political kind of stuff going on uh, the Dean was changing the curriculum, and there was a lot of upheaval.

EN: Yes!

DW: But at the same time there were some very interesting things going on. There there, the school then had a program called the uh, let uh, LIFT, Learn...Learning Through Integrative Faculty Teaching. I think it was called, which was for the time a very state of the art program.

EN: Hmm.

DW: Where uh, faculty taught in teams or, and, it was unusual and that later morphed into a program called Management Problem Laboratory, which ended up winning an award from the American Assembly of Collegiate Schools of Business, for innovation in in business programs.

EN: Uh-huh.

DW: And like all innovative programs, they tend to be the children of a core group of the faculty.

EN: Yes!

DW: And when that core tires of it, they never plan for the uh, for anyone else to take over it and they tend to die. And that is what happened with LIFT.

EN Yes!

DW: It's hard to keep innovations alive!

EN: Yes!

DW: Or institutions alive.

EN: That's interesting! And then I was asking where you, you, you if you became Dean so quickly and...

DW: Well, uh, I did. And I, you know, they, again it was uh...

EN: Are you uncomfortable mentioning it?

DW: No, no, no, not at all! It's fine!

EN: I could get you another

DW: No. No, this is fine!

EN: Okay.

DW: Just move around the last one.

EN: Okay, that's alright!

DW: Uh, well John Leonard, who had uh, been Dean for several years, not very long, but uh, developed lung cancer. And died on, it was either March 17 or...

EN: Oh, yes.

DW: March 19. I've forgotten which one. It was either St. Patrick's Day or St. Joseph's Day.  
[EN laughs]

EN: Okay.

DW: It was in March, I remember. And uh, and after Paul Sultan became Dean after he.

EN: Yes!

DW: And he was only Dean for a short period of time, and I was Associate Dean during that period. And I was actually running the Management Problem Laboratory. As Associate Dean

EN: Uh-huh.

DW: It really was my only responsibility. I was called Associate Dean for Undergraduate Programs, but the reality was that it was a misnomer that I really was simply working on um, on uh, the Management Problem Laboratory.

EN: Um-hmm.

DW: Uh, and what, when those budget cuts hit that you alluded to in some of the later questions. Paul resigned.

EN: Uh-huh.

DW: Kind of a huff. Because there were budget cuts coming.

EN: Oh yeah.

DW: And I was asked to go over as acting Dean. And I said, "Well, I don't like the idea of being called 'Acting' anything." I said, "If you appoint me as Dean for a fixed period of time, I'll do that." And it was a matter of eighteen months or so, one thing led to another, and I ended up staying as for Dean for 12 years. But it was really just a case of the, sort of in the right or wrong place, at the right or wrong time. I suppose, depending on how you look at it.

EN: Uh-huh. Okay.

DW: Actually, a kind of an interesting sideline; when I first came to visit school, you know, it was located at the second the floor of the university center. I don't know if you remember that, back in that, where the conference center is now, the Business school was a very, while that conference area was just one big open area.

EN: Uh-huh.

DW: with room dividers.

EN: Oh!

DW: You know, dividers about four to six feet high, it depends, and plants separating things apart! [EN laughs] Well, that was an interesting experience itself, and it created, it actually created an environment where you talked to people.

EN: Uh-huh.

DW: The downside of it was, it was very little privacy!

EN: Yes!

DW: But the upside was, that faculty interacted because you couldn't help but to interact!

EN: Uh-huh.

DW: But the, this is really my resource, they uh, there used to be a desk that were probably about the size of this table and it used to be a woman would come through every evening with a rag or a cloth, and a can of Pledge or something, some other kind of stuff. And dust the desktop.

EN: Oh my!

DW: That's how resource-intensive...

EN: Haha!

DW: ...the university was at that period! Your desk got cleaned! And I was the junior of junior faculty members at that time, but that was how, how different the resource environment was then, and I'm sure people thought at the time we didn't have enough money, even though we obviously did.

EN: I want to ask you something. Were you, were you on this original Obata furniture then? In your area? Was that part of the ...

DW: I don't know Obata Furniture...?

EN: Yes, right.

DW: Well, yes...

EN: Would you like a little more ...

DW: Sure! It was colored, steel-framed.

EN: It's half decaf!

DW: That's fine! It's late at night, it won't make a difference! Um.

EN: It was steel-framed?

DW: Yeah, I think it was, but the stuff in Business School was multi-colored; it was red and yellow.

EN: Was it wood?

DW: No, no, it was metal.

EN: Okay, so it must have been from the, from the state. Surplus or something.

DW: No, it was very high quality!

EN: Oh, no. It was new, okay!

DW: It's still being used in the Business School now! It was moved from the university center.

EN: Oh, okay.



DW: ...too, and lots of other stuff.

EN: Uh-huh.

DW: ...to the new building, but that other stuff is moved. I think it's indestructible furniture!

EN: Okay.

DW: Ah, very high quality. Uh.

EN: Okay.

DW: Very colorful furniture!

EN: Okay. Okay. That's interesting! So, so you were talking about the resource environment and how, and how this...

DW: It was, that was one...

EN: ...desk illustrated a richness ...

DW: ...remember the end of one, one it must have been in the early '70s. I remember it was the end of the year money, we bought a calculator. It was a programmable calculator! [EN laughs] It had cost like thirty-two hundred dollars..?

EN: Oh.

DW: And that's, you know, that's probably 500% inflation ago! [EN laughs] That would be like fifteen thousand dollars today, and of course, that same calculator today you could probably get for \$9.99 somewhere!

EN: Yes!

DW: But it was uh, it was just. It was just lots of money around back in those days.

EN: Okay. So this was in 1969, '70, '71?

DW: I'd say '71, '72. Somewhere in that area.

EN: Okay.

DW: Probably, yeah.

EN: Okay. Um, well, I guess you sort of covered the second question; I know one of your major themes in almost every speech is accreditation and how you think it's very important for a school like ours to have this. I think you make a very compelling argument. Um, and I said you, you

read, the School of Business and achieved that goal in 1975, and I know from the records they had tried and tried and tried, but they hadn't succeeded, and then under you, they succeeded!

DW: Well, uh, I think, well actually, you probably know more about the history than I do! And actually, it wasn't really succeeded, and it's more, slightly more complicated than that.

EN: okay.

DW: I happened to be Dean when the Business School had received its initial undergraduate accreditation.

EN: Uh-huh.

DW: And I had been associate Dean while we went through the real work on that.

EN: Okay.

DW: But Paul Sultan resigned in uh, let's say I think it was late March, early April of '75. The AACSB [ American Assembly Collegiate Schools of Business, which has been renamed Association to Advance Collegiate Schools of Business] meeting where they made a decision that the undergraduate accreditation, excuse me, happened within months. And so I was Dean when the accreditation was planted, but I really had not done...

EN: Okay.

DW: ...a lot of the work that led up to that. I was involved in it, but I certainly wouldn't pretend to take credit for that. Um, that was the meeting, though where the award for the management Problem Laboratory was given. It was, so we got accredited and got the award...

EN: Okay.

DW: ...at the very same meeting. Uh, back then, you could do accreditation in steps. You could get your undergraduate program accredited.

EN: Uh-huh.

DW: ...and then, if you had a Master's program, you could get it accredited later on.

EN: Um-hmm.

DW: Or you didn't have to get accredited. They changed the rules sometime later, within a couple of years actually.

EN: Um-hmm.

DW: They said if you had undergraduate accreditation, you had to seek and attain graduate accreditation within five years or you would lose your undergraduate accreditation.

EN: Oh, I see!

DW: So that was the area, that and getting back the accounting program accredited were the two things I worked on the most.

EN: Yes!

DW: The MBA program was a really big challenge because of the then off-campus MBA program, which you may not be familiar with. That's a program that started uh, right after I arrived uh, I I came in Jan, well, December of '68 technically, but you know in reality.

EN: Uh-huh.

DW: The Quarter, the winter of '69. Uh, and I think the off-campus MBA program started like the following December.

EN: Um-hmm.

DW: And that program was, had been, the MBA program was changed to make it possible to offer that program by instead of being effectively two years of course work.

EN: Um-hmm.

DW: That is was, the first year rebirth was substantially reduced to I think three or four classes that were called professional seminars, and to kind of makeup for the background...

EN: Uh-huh.

DW: ...that a student ordinarily would have if they went through an undergraduate business program. And of course, it was offered in, in, in a concentrated format, it originally wasn't necessarily even weekends. Uh, it was offered through in three days, three full time, three days full time. Sometimes they were on the weekend, and sometimes they weren't.

EN: Uh-huh.

DW: And, you know, the goal of the program was related to the needs of the then Military Airlift Command.

EN: Um-hmm.

DW: Which was headquartered at Scott Airforce Base.

EN: Um-hmm.

DW: And what they wanted was a program where students. Well, they spent a lot of money training pilots and navigators. And what they were looking for was a program that they could get those people that they spent a lot of money training to enroll in a program that would then cause them to extend their stay in the Air Force...

EN: Uh-huh.

DW: ...so they would wander and therefore get a greater return on their investment...

EN: Um-hmm.

DW: ...on training those navigators and pilots.

EN: Okay.

DW: And they particularly wanted a program where they could then move those people within the MAC [Military Airlift Command] Bases around the country for the most part.

EN: Um-hmm.

DW: But, but one overseas. And so that was the goal, was to have a program that these people could be moved around in.

EN: Um-hmm.

DW: Uh, and that's how they, the university, got involved in offering that program.

EN: Um-hmm.

DW: But, that program was deviant from the norm of MBA programs that were accredited around the country.

EN: Um-hmm.

DW: And the other things that I knew to get that program accredited. We were going to have to demonstrate that the quality of the graduates coming out of that program were equivalent to the quality of the people coming out of the traditional program.

EN: Yes!

DW: And back then, and still to a large extent now, most accreditors focus on, on inputs and processes and very little on educational outcomes.

EN: Um-hmm.

DW: And so the assumption was if you've got good faculty, good curriculum, good library, good buildings, all that sort of stuff, good things are going to happen.

EN: Uh-huh.

DW: It was a pretty lousy assumption actually.

EN: Yes!

DW: That's the way accreditation is! It worked pretty heavily, it's the...there is a tremendous push to move away from that model of accreditation, but it's a slow process and everything!

EN: Um-hmm.

DW: So that's when I knew we needed to do was to show comparability.

EN: Okay.

DW: So we hired a man, who was, I can't remember the name off the top of my head, uh who was highly respected in the field of management. He was then the editor of the Journal of Management, I believe.

EN: Wow!

DW: Sponsored by the American Academy of Management, we hired him to develop a research study and to actually carry it out. And he hired people to then go to classes on campus and to classes off-campus.

EN: Uh-huh.

DW: Administer examinations of graduates so we could show, we could show, then see what is the result?

EN: Yes!

DW: And as it turned out, the on-campus students did slightly better. So armed with that data, we sought graduate accreditation and were able to say, "Look, we got the resources..."

EN: Yes!

DW: ...we have the curriculum, and we could demonstrate that our educational outcomes were as good with this program as they are on campus. You have got to accredit this!"

EN: Um-hmm.

DW: And they did!

EN: Haha!

DW: So, it worked! Uh, that was a really major job to do, and uh. Um, the off-campus program itself has a little more history.

EN: I know, ah when I interviewed David Ault, I had noticed that one of his jobs as Dean was to dismantle. So he.

DW: Yeah.

EN: He talked about that.

DW: Well, David and I probably had different views about it!

EN: Haha!

DW: Dave really loved the off-campus program. And I taught it, but it had a lot of good features about it. Ah, it I think it was an, it, one of the good things it did was it permitted us to attract some faculty we had otherwise would not have had. On the downside, I think it too often focused the energy of faculty on the off-campus program.

EN: Um-hmm.

DW: To the detriment of the on-campus program.

EN: Um-hmm.

DW: And it, there was sort of a romance associated with teaching off-campus.

EN: Yes!

DW: You know, I mean, one of the greatest lines in English language is, "I'm flying to the coast!" [EN laughs] And a number of the bases were on the West Coast. And you know — a plane ticket out of town, you get away from the wife and the kids for the weekend. [EN laughs] Well, that's pretty good!

EN: I want to do that!

DW: Yeah! [DW laughs] So the off-campus programs had a lot of positives, [EN laughs] but that was, I think, a negative. That it, that it sometimes pulled people's attention away from, you know, as a state institution, the first responsibility and that's to the students of Illinois.

EN: Yes!

DW: Ah, but it, you know, I could make, it certainly broadened the faculty experiences they might not have otherwise have had. You know, I think if I had to do that over again, I would

have found some way to uh, ah to get faculty involved more in the location where the, where those programs were offered. So they could bring something back that would help students here. And it may be difficult to do in the U.S. but I did, I did a trip one time in Hong Kong for North Central.

EN: Um-hmm.

DW: To look at ah, MBA programs that were being offered there. You know, I thought, "Why are these institutions here in Hong Kong offering these programs?"

EN: Yes.

DW: I could see that it would be valuable if the faculty that went there and taught, then spent some time getting to know the Hong Kong business community.

EN: Yes! Um-hmm.

DW: So that they could come back and teach a class from a different perspective.

EN: Uh-huh.

DW: Than they otherwise would have had. But, just to pack your bag to go to Hong Kong to teach the class, it's like, why would you be doing this? You know, it's ah, you know, what's, what's the purpose of it.

EN: Um-hmm.

DW: You know, in some cases it's making money.

EN: Hm. That's interesting! Now David Ault didn't didn't really mention any of these positive aspects of the program.

DW: Yeah, I know! I'm not surprised!

EN: [EN laughs] He only mentioned that, well, that one of the reasons, he said for the decline, was that they wanted him to water it down. And he wasn't going to water it down.

DW: Well, there's truth to that! When the on-campus program first began, it had a strong support...

EN: Um-hmm

DW: ...of the military.

EN: Yes.

DW: And it also had a monopoly on those bases.

EN: Um-hmm.

DW: It didn't take very long for that monopoly to disappear. And they brought on programs.

EN: Um-hmm.

DW: From Central Michigan, from Webster University. And they offered much shorter programs with far fewer requirements and much weaker entry standards. And for the military people.

EN: Um-hmm.

DW: For the most part, they were checking the box off on the form.

EN: Yes.

DW: Do you have a Master's Degree? Yes or no. It didn't make any difference whether it was from an accredited program or an unaccredited program.

EN: Uh-huh.

DW: And what it was in.

EN: Uh-huh.

DW: It was only Masters, no Masters.

EN: Okay.

DW: And so, it became very difficult to, to get a sufficient number of students to make the program financially viable.

EN: Uh-huh.

DW: Because it was entirely tuition-driven. There were no subsidies from the military beyond, you know, providing space for classes.

EN: Um-hmm.

DW: And some housing costs and stuff like that.

EN: Um-hmm.

DW: But it just became more and more difficult to survive in that kind of environment.



EN: Um-hmm. So interesting. Um, well I asked about, I I just all, my whole information comes from in the School of Business itself. And it's, and it's, um, during the '90s um, the accountant who was chair, Bob.

DW: Carver!

EN: Carver! Put out these brochures and with all these comparisons and everything and I wondered. There are quite a few schools of business that are not accredited. Right.

DW: Yes.

EN: And it is a select group that are accredited.

DW: Yeah, well there actually are uh, three accrediting bodies for business.

EN: Oh. Okay.

DW: Then, there was only and the AACSB, which used to stand for the American Assembly Collegiate Schools for Business, has a new set of words to go with that. It's the, it's the, it's no longer American it's [ Association to Advance Collegiate Schools of Business].

EN: Yes.

DW: They accredited internationally. The word stands for something else.

EN: Okay.

DW: You can find it on your.

EN: It has support in it, I remember.

DW: Uh.

EN: It has some unusual word.

DW: It's still Schools of Business at the end, I think. But it may be something for the advanced.

EN: Advanced! Maybe that's it.

DW: Something like that. But, but there are, and it still is a major accrediting body for Business Schools, and you know for example, the very elite schools, Harvard...

EN: Uh-huh.

DW: ... Berkeley are accredited by the AACSB. But they, like all accreditors, are focused on mission ...

EN: Oh, I see.

DW: ...and so, you know, the school didn't necessarily held to the same...

EN: Okay.

DW:...standards, uh, they're not all held to exactly the same standards

EN: Okay, that's...

DW: but it is somewhat mission-driven. But, nevertheless, it is one of the more difficult accrediting body.

EN: Uh-huh.

DW: To get, you know, accredited for.

EN: Um-hmm.

DW: I believe they accredited around 500 schools, and there's probably, I would guess, 3000 institutions offering business programs at one school or another.

EN: Um-hmm

DW: But, you know, all the major institutions are accredited by the AACSB.

EN: Okay. Well, do you have any memories of President Rendleman?

DW: You know, I didn't know him real well. Ah, I remember [DW laughs] actually one of the stories I remember, you know, it, I'm not sure when the Illinois Board of Higher Education was started?

EN: It started about 1963, is when I think it was.

DW: Oh, really! It goes back that way!

EN: Yes!

DW: Well, I remember one time, sitting in the, actually I was thinking it was later than that. Because there was a meeting, a faculty meeting of some sort in the Meriden Ballroom and John was speaking about the, I think he was mad about the, well obviously he was mad about...

EN: Oh, yes.

DW: ...them someway or another and referred to them as, "A bunch of wet-behind-the-ears bureaucrats." Or something like that. [DW and EN laugh] If I remember that correctly. And of

course, I guess if I remember, ah, uh, his getting ill and dying. I remember seeing him shortly before he died and how he had aged.

EN: Uh-huh.

DW: He was only, I think, 48 when he died.

EN: That's right.

DW: He looked probably 30 years older than the last time that I had saw him.

EN: Uh-huh.

DW: But, John was pretty grateful to me for getting the uh.

EN: The accreditation?

DW: No, for getting the general education program revised.

EN: Oh, yes!

DW: I was chair of the general education committee at the time.

EN: Great

DW: Apparently, there had been many attempts to get it revised. And by the way, I'm not sure it was a good revision looking back on it! But he wanted uh, a uh, accredited, he wanted it revised. And uh, I was chairing the committee, and I think Ron Glossop, I believe, was on the committee at the time [EN laughs]. So Ron and I, I think we're kind of architects of that.

EN: Uh-huh.

DW: Change of the General Education Program. And I think I got, I think I got promoted because of it. I was up for promotion, way too early...

EN: Uh-huh.

DW:...might I add. I would have never promoted somebody with my credentials! [EN laughs] And I think [Provost Andrew] Kochman didn't want to promote me, but Rendleman wanted to reward me.

EN: Reward you. Yes!

DW: So, I think I got promoted for a bad reason, frankly!

EN: I know in his interview, Ron Glossop talks about how you were the one who really got interdisciplinary courses.

DW: Well, we were the architects of the year! [EN laughs] But again, it was going back to this thing measuring outcomes. We did such a terrible job of doing this. You know we have a requirement that this stuff has to be evaluated for an interdisciplinary course.

EN: Yes!

DW: That's great sounding, but it has never been evaluated.

EN: That's right!

DW: No one knows whether or not that really accomplishes anything. And it enormously resources intensive.

EN: Uh-huh.

DW: To do that. And have, you know, somebody really ought to find out, is it really worth it or not!

EN: Yes!

DW: And uh, I come by, you know I still spent a lot of time on accreditation issues. I was just appointed to the Recognition Committee for Council on Higher Education Accreditation, and I'm on the American Psychological...Psychology Association's [APA] accrediting body at the moment. And, so I spent a lot of time and energy on accreditation, and I'd gotten really, real appreciative, post-retirement, of some stuff I probably should have thought of before!

EN: [EN laughs] yeah!

DW: You know, curriculum gets established by a group of us sitting around, in general education.

EN: Yes!

DW: But, we created these high highfalutin goals: writing skills, speaking skills, critical thinking,

EN: Yes!

DW: You know knowledge of the the culture, but then, when push comes to shove, it's one course for me, one course for you, one course for somebody else, we all walk out of the room, and 10 years later, we get back to give out the courses again. In the meantime, nobody ever measures or assess whether the program is really accomplishing anything, and that's the dirty secret of higher education in this country. And frankly, it's not much of a secret anymore.

There's this huge push out of the Spellings Commission and the Secretary of Education over this issue.

EN: Yes!

DW: And I think they're right. And some of their proposals aren't necessarily right, but the, our failure to really measure whether students are actually learning things in the schools...

EN: Yes!

DW: ...is indefensible. But anyway, that's uh,

EN: That's right.

DW: You know, other than that, of course, I remember John getting yelled at. I actually remember when I found out. He was. It was at a soccer game. It was a big. That was back when we played Division I soccer. I guess we're going back to play that again.

EN: Yes!

DW: We used to play St. Louis U down at the old Busch Stadium. And it was that, I think it was that evening at the basket, uh, soccer game that I, and I think lots of other people, learned that John had lung cancer.

EN: Uh-huh.

DW: And that the prognosis didn't look very good. And I think he died in uh, within, ah I don't remember. Maybe it was 18 months.

EN: I think it was even less. I think he...

DW: Well, maybe it was spring!

EN: ....was diagnosed in July of '75, and died in March. Early March.

DW: Well, that would be right. Yes. Yes.

EN: Of '76. Yeah. Um, so you weren't, so you weren't, he doesn't seem to have been around the Business School too much then? Or?

DW: No. You know, I don't have. Of course, it was a whole different era back then.

EN: Yes!

DW: Presidents could do, of course again, he went through both President and Chancellor. He was actually president; I think he was Chancellor and then President.

EN: Yes, he was!

DW: So I was only Chancellor. I never really got the title. But most people around here have had two or three different hats on. Uh well, Nancy Belck was both President.

EN: Yes.

DW: And Chancellor. I think Earl was only President?

EN: He was only President.

DW: They went through these title changes.

EN: Yes.

DW: Kind of of silly, and I'm sure if you sit still long enough, it will switch back the other way. Uh, now I forgot what I was going to say. Oh! You know, one of the things that John did, which you could never, never do anywhere. He brought a program to the university in human services, I don't remember, do you remember the program?

EN: Yeah, I remember it.

DW: It was located in one of those tract houses.

EN: Yes.

DW: Along on uh, not Poag Road. Ah, not Poag Road, ah, Bluff Road!

EN: Uh-huh.

DW: It's now no longer called Bluff Road, but back in those days, it was.

EN: Uh-huh.

DW: And he brought that program to the university without going through any of the kind of normal processes. And I don't even know how he did it, but he had some friend who headed it uh, and you know, the program was eventually abolished because it was, ah.

EN: Yes. That was. Was that Norman Johnson that headed it, or maybe not?

DW: No, Norman Johnson, I think headed the Master in Public Admi, in City and Regional.

EN: Okay. Okay.

DW: Uh, the guy who headed that.

EN: I can't remember his name either.

DW: I remember what he looked like, but I can't remember his name.

EN: Okay.

DW: Uh, but it was a program the faculty on the, on the hill, I'd say, were always very suspicious of this program.

EN: Yes.

DW: You could never do something like that now.

EN: No.

DW: Bringing some program into the University from somewhere.

EN: Here it is!

DW: Here it is, of course, there are all sorts of rules at the state level, say nothing about returning it.

EN: Yes.

DW: Or prohibits you from doing that.

EN: Well.

DW: And of course, everybody knows the shoe box story, which.

EN: Yes.

DW: There's another, there's a couple of interesting, I don't think I have a copy of one, or it. If I do, I don't know where it is! But there's a paper that was written by somebody

EN: I found that in the files!

DW: Did you?

EN: And then the guy has written a book. He also written a biography about Paul Powell [Author, Robert Hartley].

DW: Yes. I've read that book too.

EN: It's so good isn't it?

DW: Oh, I didn't realize that was the same author!

EN: Yeah, it is!

DW: Because he was a faculty member at.

EN: Uh, I don't remember where he was a faculty, where he was a faculty member but, anyway there, there was an article about Paul Powell and the shoebox incident [John Rendlemen II, the father of SIUE University President John Rendlemen III, discovered \$750,000 in cash, hidden away in boxes inside of Powell's offices after Powell's untimely death].

DW: Yeah. Okay, you know about the shoebox more than I do!

EN: Yeah. Well, I put a section on that there because there's a lot of myths about it.

DW: Um-hmm.

EN: You know, and John Rendleman loved to tell stories about it, and I think he did a very good job defending himself, that's another thing that is interesting about him. He wasn't, wasn't totally scripted. I don't think you were totally scripted either. But some of our Presidents have been, pretty totally scripted! You know?

DW: Yeah, their...

EN: And you have these stories you always told me, that's what I call *not* being totally scripted.

DW: No. Okay.

EN: And so he was there without any prompter cards or anything, you know, taking questions from *The Globe Democrat* and the *Southern Illinoisian* and all those papers and, I thought he did a great job!

DW: There was apparently. Were you there for that?

EN: For the conference?

DW: Yes.

EN: No. I wasn't there. I read the transcript.

DW: Well, apparently there was a, he had a faculty meeting where he answered questions. It was estimated.

EN: Yes.



DW: And you know, if I was at that, I don't remember it. And its hard to imagine that I wouldn't have gone but, but I remember the meeting in Meridian Ballroom, and I also remember something he did in the, in the ah, the theater space.

EN: Yes.

DW: What's now Dunham Hall. But, I I can't say I remember any details about it. [EN laughs] Have you got the script? That's great. I would like to try reading it myself!

EN: Yeah. Well, um I thought, I thought it might be fun for the university to publish that transcript as part of the celebration.

DW: Sure.

EN: I think a lot of lawyers and different people would want to read it. You know.

DW: Yeah. Yeah.

EN: Just for fun. But um, well, I said the Shaw-Lazerson team took over after Rendleman. After a brief period with um, President, acting President Kochman, and then, you know.

DW: And then briefly. uh.

EN: Ah, Ralph, Ralph Ruffner.

DW: Right. Yeah.

EN: And then, how, how, how as Dean did you handle the potentially disastrous budget, budget situation in the late 70s and during the '80s. And it seems like the School of Business was just like the leader of the University at this time, all these starring people were there. And how?

DW: Well, it was uh, well, that's how I ...

EN: The role was so...

DW:....became Dean was really over those budget concepts.

EN: Yes.

DW: Paul Sultan [Professor of Economics] resigned over those. And it was a very difficult time for the university. And you know, it was the uh, an all, you know, maybe I don't know the history correctly, but my recollection of it was that it was these comparative cost studies.

EN: Yes.

DW: I would say "normative costs," and people would jump two feet in the air.

EN: Yes.

DW: Uh, and it was that process. Of looking at funding of the Edwardsville campus, compared to the rest of the state that led to showing that, you know, our resources were significantly greater than the rest of the State.

EN: Yes.

DW: And, and that led to a lot of, you know, that was caused by some slowdown in enrollment.

EN: Yes.

DW: There was very generous funding, to begin with. And there was a lot of pressure to wring the money out of the institution at that point. And it was a, it was a difficult time. The Business School probably survived a little bit better than some others during that time because it was the beginning of the real take-off of business school enrollments around the country. It was a period where uh, enrollment was growing in Business Schools, just about everywhere. Driven mostly because - by changing careers for women. You know, when I first came as a faculty member, you didn't see very many women in Business classes at all. It was very, I mean. There would be a handful. In a fairly short period of time, because just change was going on in society, uh, the women shifted out of Education and into Business, not just here, but across the country. And really drove enrollments. So it, you know, enrollment held up better in Business or...or probably...

EN: Uh-huh, that's interesting.

DW: ...actually increased. So, it it was probably a less difficult budgetary time than the rest of the University had. But still a tough time.

EN: Oh, yes.

DW: Money, money was going down.

EN: Yes.

DW: And enrollment was going up, money was going down. So it was not a good time.

EN: Uh-huh.

DW: We, ah, you know, my my focus has always been on hiring the best possible people you can. And I don't think I had anything to do with hiring Sandy Levin [Emeritus Professor of Economics, telecommunications economics] or John Meisel [Professor of Economics]. I always think of them as new faculty members.

EN: Yes, I still think of John Meisel as this young kid!

DW: I had lunch with Sandy Levin, Marsha Puro [Professor of Accounting], and Gil Rutman [Economics Professor and Department Chair] a couple of days ago.

EN: Yeah.

DW: And, it, and uh, they were. It crossed my mind, I still remember when Sandy was hired. Of course, it has been a long time ago! But actually, I wasn't involved in hiring Sandy in particular. But there was always just a focus on hiring really high-quality people. Not that that always happen ah, [EN laughs] mistakes got made.

EN: Yeah.

DW: But that, I really think was the key to institutional progress. Is you have to hire the best possible people you can. And um, so, if there was a good time for the Business School, it was driven off that, a focus on quality, a commonality of purpose through accreditation. That that I think that drive for accreditation gave us.

EN: That's what Meisel said, actually, in his interview.

DW: Well, to tell you a story about hiring process, very shortly after I became Provost, uh, Julian Bueno [Professor of Spanish] came through the office one day. And he was carrying one of those sheets that you use to produce a green sheet. And it was the white version of it. It wasn't green yet. And I, you know, I said something to him like, "What brings you here?" He said, "Well, I've got this." And I looked at it. And he was looking for an Assistant Professor of English, of uh, Foreign Languages, and it had a salary on it. I don't remember what it was. And I said, "Can you hire somebody for this amount of money?" And he said, "No." I said, "well, then, don't." He said if you can't, he said, "Well, that's all the money we have." I thought. This is the craziest thing, you know, I've ever heard!

EN: Yeah.

DW: You can't set the market. You know there's a market out there, and if the market pays, X, and you're only going to pay 90% of X, you're going either get. You're going to get someone you don't want.

EN: Yes.

DW: Either that or you're going to take advantage of someone who's geographically constrained.

EN: Yes.

DW: Or something like that, and you're going to have an unhappy person the moment they walk in the door. You know, I said...

EN: Yes.

DW: "You have to go back and talk to the Dean about *his* reconfiguring the budget to make it possible to hire somebody in a competitive salary. Otherwise, it's crazy. You simply can't hire people like that." And I don't know if that's...that's I think the key to institutional progress is always hiring the very best person you can get and make sure that you don't underpay people, and you know, hire people who want to come to our institution.

EN: Right. Yes.

DW: Uh, there are some people, I can. And I won't name the people...

EN: Yes.

DW: ... people who are at Edwardsville now and not many, and I think we've been good about hiring people towards the mission understand the...

EN: Yes.

DW:... mission. But there were people who came who really didn't understand the mission or who ignored it, hoping that it was going to change or something.

EN: Yes.

DW: And uh, that's a terrible error to make. In fact going back to, the very first thing about when I came, well, one of the things was. I don't know if I've ever talked about this in any of the speeches I've done. There really was, when I was interviewed for a job, as I said, we were located at - the Business Schools was located, actually, actually at my first interview. It was in Peck.

EN: Uh-huh.

DW: By the time I arrived it was in University Center. But they were showing me floor plans of what now...

EN: Yes.

DW: ...are Founders and Alumni [EN laughs].

EN: Yes.

DW:...buildings, and what they would look like. And they had a layout for where the doctoral students would be.

EN: Oh, they did.

DW: Yes, because that was the vision, that Edwardsville was going to have 25,000 students.

EN: Uh-huh.

DW: And a full range of doctoral programs. The university hired a lot of people, you know, in the late, you know, the late '50s and...

EN: Yes.

DW: ....maybe more in the 60s, with the belief that they were coming to a doctoral-granting institution.

EN: Yes.

DW: And a lot of those people, well, that, you know, that crashed.

EN: Yes.

DW: It was right around these budgets. I'm not...

EN: Yes.

DW: ...sure why it crashed, but it probably was related to the, to that budget situation. That simply wasn't going to happen. So there were a whole bunch of people who were, who were angry, disappointed that they had been hired.

EN: Uh-huh.

DW: On kind of this kind of bait-and-switch operation.

EN: Yes.

DW: And that's the worst thing you could possibly do, is hire people for one mission and then try to get them to accept something that, that's. And now again, I mean people did this with good intentions.

EN: Yes.

DW: Back in the '60s, they thought in fact, that was going to happen. I was going to say, when I was recruited, that was what they were talking about doing in [Recording stops].

EN: I interviewed..

DW: Are one of those two still around?

EN: That's right! I interviewed Eva Ferguson [Professor of Psychology], she...

DW: That's what I always said!

EN: Yes.

DW: Those words exactly.

EN: Yes. Her whole interview, I, I really haven't been able to use hers. She, her whole interview was focused on her disappointment that we didn't hire this Nobel Prize winner in Psychology, Vaughn Beckesy, who wanted to take over this whole building on the Alton campus. [loud noise and recording becomes muffled and inaudible for five seconds] Yeah it was, anyway, And anyway that's what, that's what um... Doug Ater and John Meisel said about Earl Lazerson. That he, he established the firm mission.

DW: I think so! I think that that's, you know.

EN: And the dream was over. And people could, were communicating that way and.

DW: Yeah. Well, you know, institutions that succeed have to have, you know, a clear focus. And I know one of your questions is about Carbondale and uh.

EN: Yes!

DW: You know, one of the things that, like you know, during the P – P - PQP process [Priorities, Quality, and Productivity assessment, which was reported to the Illinois Board of Higher Education by 12 state schools. It took place in the 1992-1993 school year]

EN: Yes.

DW: I don't know if your, you remember that?

EN: Yes.

DW: The PQP process, I think Edwardsville handled that process better than anyone in the state because we took it seriously.

EN: Um-hmm.

DW: And, and while it was, you know, largely a political. You know, a lot of politics involved in that. It was actually used as an opportunity to really reconsider and to consider the mission and to focus the mission.

EN: Yes.

DW: You know in contrast, my concern about Carbondale has always been that it can't reach that focus. You know, it still offers under, it still offers Community College, Associate Degree Programs, all the way through Ph.D. programs. And has suffered from an inability to focus on...

EN: Um-hmm.

DW:...on what it's, you know what its strengths are and what its mission is.

EN: Yes.

DW: And it's partially complicated by its location and history, but I think that that, that process of coming out of that, you know, wanting to be the 25,000 student doctoral program. Is that reality going by the boards? Something had to substitute for that, and you know, I think that's one of the contributions that Earl made.

EN: Yes.

DW: To, to focusing people back on it. It took a long time for that.

EN: Yes.

DW: To take root and to get past the anger, and, and that's when it stopped. And of course, hiring new people who only knew the new mission.

EN: Yes. That didn't really happen until the '90s.

DW: No. It took a long time! Because, because those budget cuts meant that there were very, very little hiring going on.

EN: Yes.

DW: So the, the uh, the opportunity to hire was was. I mean there were Departments that sat with no hires for ten, twelve or more years.

EN: Right.

DW: And then. All of a sudden, it was wow!

EN: Yes!

DW: Change over night.

EN: [EN laughs] Yes. Uh, well, I um, I said. I didn't say very much about Earl Lazerson's first Provost. I just didn't get into that. It might, I wrote 80 pages under Lazerson; it's like leaving out the MRF [Mississippi River Festival]. But which, which it was more significant I, I just didn't say anything about that very much. But I said after you became Provost, um, it was like, it was, it was, you could see it in the records, even in the rather thin records in the Chancellors for the President's office records. There was just, like a huge relaxation and, and, and energy, energy seemed to flow through things. And so I, I wrote a lot about organizing the Union.

DW: Oh, yeah, yeah.

EN: You know, and the failure to organize the Union. That was such a huge debate on campus. I can't imagine anything like that now, but *The Alestle* was just full of these huge ads and letters! And.

DW: I remember pretty well! [EN laughs]

EN: Yeah. And then, and then, and then there was CONA [Committee on No Agent], with dear friends of mine like Jim Weingartner [Professor of History], and, and the person I admire like Bud Hirsch [Professor of Accounting and Associate Dean for Academic Affairs of the School of Business]. You know, Committee on No Agent and the whole thing.

DW: Yeah.

EN: But, I said that part of the failure of the, was that you had become Provost. Part of the failure of the union was that they felt a connection again.

DW: Well, I think unions are a manifestation of bad management

EN: Uh-huh.

DW: Or bad leadership. And uh, yes it was a, you know, it. Barbara Teters was a wonderful person to follow [DW and EN both laugh].

EN: Yes.

DW: So, for that, I am very thankful to her. Uh, I mean the people were so angry, and she was such a focus of people's anger and a lightning rod.

EN: Yes.

DW: Some of the, some of the anger directed at her was anger directed at Earl, but she was a convenient lightning rod.

EN: Uh-huh.

DW: You know, she had done some things that just.

EN: Well, she didn't seem to have the skills. The interpersonal skills particularly.

DW: No! There was a faculty member uh, Floyd? Not Floyd....

EN: Floyd Coleman [Associate Dean of the Graduate School]? In Art?

DW: Was he in the Graduate School? I may have the wrong, I think he was in the Graduate School in a short period of time. And he, it may be the wrong person. He left the university because he was convinced that Barbara treated him so badly because he was Black.



EN: Uh, he was Black, Floyd Coleman.

DW: And I tried to explain to him that she treated everyone like this [EN and DW both laugh].

EN: Yes.

DW: It has nothing to do with your race!

EN: Uh-huh.

DW: Well, you know, when I, I became, you know There was a horrible budgetary situation around Barbara's last couple of years where she had over-committed positions, and she brought Bill Tarwater [Music Department Chair] and, and uh, Dan Corbett [Became Budget Director and Special Assistant to the Chancellor in 1997] into her office to try to straighten the mess out, and you know, what he was concerned about; too much administration and things. One of the very first things I did, I don't know if anyone noticed this or not, but I thought it was very important symbolically. Bill Tarwater left to go back to uh, to the School of, what was it....

EN: Fine Arts.

DW: What was it Fine Arts back then. So I took the walls out of his office to signify that.... that not only did the person go, but the job went away [EN and DW both laugh]. And enlarged the secretarial area.

EN: Uh-huh.

DW: Of the Provost's office as a symbolic...

EN: That's nice.

DW: ...way of saying that you know, we were down-sizing the Administration.

EN: Uh-huh.

DW: And uh, but it, it, it was, yeah, it was, you know, I think there, as I said, I think uh, the goal of, union is a manifestation of, of.

EN: Uh-huh.

DW: Poor management, poor leadership, and my goal was to show that you can run an institution in a way that you don't have to have the overhead costs associated...

EN: Yes.

DW: ...with the unions. Because unions cost faculty members money because you have to join them and pay...

EN: Yes.

DW: ...for a bureaucracy, and the university needs to have a bureaucracy to deal with that bureaucracy. All of it, in my view, is money down the drain, if you can find a way to work with people that you don't have to do that and you know, like an institution like Edwardsville, that's the Faculty Senate, the Governance structure...

EN: Um-hmm.

DW:...the UPBC [University Planning and Budgetary Committee]. That mechanism is there to work with, and um, uh, that's what I tried to do.

EN: Yeah. Well, I think it was, it seems from the record that it was pretty important and it, it barely, it barely lost.

DW: Well, it was a two-stage election...

EN: In the second election...

DW: Yes. It was the first stage, it was split among the three.

EN: Yes.

DW: Actually, the two unions together had a greater majority, then...they had more than half of the votes. Uh, they, well I guess, my definition of it must be majority. Uh, and then, in the runoff, it was extremely close. I think it had seven...

EN: Very close!

DW: I think it was a stretch of thirteen votes.

EN: Yes, it was thirteen votes!

DW: That means if seven people changed their mind, it would have been the other way around.

EN: Yes.

DW: So...

EN: And then there was a third vote though; well, this was well into your Provostship.

DW: Yeah, It was.

EN: Which was...

DW: It was in June. I remember that very well because uh, Sid. there was, we had gotten uh, we had applied for and gotten permission, or invited to, I guess.

EN: Uh-huh.

DW: A conference sponsored by the American Association of, you know, American Association...American Association of Colleges and Universities. The AAC and U, it's a group that pushes general education stuff.

EN: Uh-huh.

DW: And uh, I forgot what that particular one was about, but I remember Sid Deny and I were two of the people that went, and Rigdon was...

EN: Steve Rigdon.

DW: Steve Rigdon from Mathematics. And I remember we left not knowing what the outcome of the election was, and we went to, I think it was held in Asheville, North Carolina, and we got there and found out the results, you know. Uh, but, I think we were pretty confident.

EN: Yes, Uh-huh.

DW: That was going to turn out to be uh, anyway, it was an interesting era.

EN: Yes, it was, I thought. I only, I only mentioned Barbara Teters one time by name, just in parenthetical phrase, giving her background and, and it was in connection with the issue of the, the Deans early in the Lazerson years. The argument that I made was that it really wasn't her doing it. Because when he actually wrote the letters about it, he always said,"my policy" and.

DW: Yeah.

EN: And then when I mentioned her one more time, just without saying her name. I said, "A more popular Provost." Or I said something like, "Saddled with an unpopular Provost." I just didn't want to get all.

DW: Well.

EN: I do get into somethings,

DW: I'm sure that most of what, what Barbara did was pushed by Earl. You know, the change in appointing Deans was a good change.

EN: Yeah, well...

DW: Electing Deans isn't really a good way to do things. And that's how what we did you know, it. Changing from one system to another system is difficult, but that old system. Well I grew up with it.

EN: It's hard to argue against it, in a way when you look at the history, though.

DW: Yeah.

EN: This is what I, I told President Lazerson when I interviewed him, "Thinking of what - Think of Carol Keene [Professor of Philosophy], who was an elected Dean. And Suzanne Jacobitti [Professor of Political Science].

DW: Yeah.

EN: They were great. And they, I mean, the people that replaced them were..."

DW: Yeah

EN: But they weren't, you know. And then, I said, "Think of David Werner." [EN and DW both laugh]

DW: Well, I don't know that I got elected. I passed probably some votes of confidence.

EN: And then David Ault [Economics and Finance Professor and Dean], even though he, he, he wasn't totally popular.

DW: Yeah.

EN: But he was a kind of a, but I guess he was under the new system more.

DW: Uh, probably. Yes, he would have been.

EN: Yeah, anyway. Well.

DW: It's, a I don't know. I, I, I just think electing people is probably not a good way to do it but.

EN: Yeah, I but I could remember.

DW: Although you're right, it produced some very good people in Carol and Suzanne and certainly had the, they were, in fact, the Deans at that point. You know, when Barbara was, was, was uh, Provost, the early part of it, we really met as a group, and you know, kind of.

EN: That's what Carol Keene talked about, that's right. In her interview.

DW: We tried to keep things going without uh, um, I once went to Earl and told him that he uh, needed to do something about Barbara. He told me I should go talk to her. I walked out of the office and said, "That's your job, not mine."

EN: Yeah, right! Well, the only thing I really asked him about her was, was somebody had told me that, that they thought the Board of Trustees, that she created a problem for him with the Board of Trustees. But he didn't seem to agree with that at all! Of course. But who knows. Anyway, I am, I have not, the records aren't...I haven't seen enough of the record..

DW: I'll tell you another story about that after you turn off the thing.

EN: Yeah, okay. Um, anyways I said you were just like a terrific Provost. Oh, and then you had to do all the, you had to implement these unpopular things. I can't believe the Semester System was unpopular! And uh, CAS [College of Arts and Sciences], I I think you had, you had to implement it, you know, just blindly going ahead with it.

DW: Yeah. Well, the Semester System, you know, I was one of the big advocates for a Quarter System.

EN: Uh-huh. So was Davide Steinberg [Mathmatics Professor and Dean of College of Arts and Sciences] at first. I think.

DW: Well, the Quarter System has some inherent, positive things about it, and it has some negative things. The biggest negative, I think, it has is the fact that no one else is on Quarter System anymore. But that the positives of the Quarter System were that uh, um, particularly for the university at that time, there were many, many part-time students who had other responsibilities. Sometimes you could take four or eight hours at a time, rather than three or six.

EN: Yes.

DW: So, you could make faster progress towards a degree. You can get in and out if you had family or other obligations.

EN: Uh-huh.

DW: That required them to do that. But, the reality was, by the time we got around to making the shift, there was no one else...

EN: Uh-huh.

DW: ...on quarter left in the State of, public institutions in the State of Illinois. The university of Illinois Chicago was in the process of changing as well. They were on quarters because most of the schools in Chicago had been on quarters at one time.

EN: Um-hmm.

DW: In fact, Northwestern and the University of Chicago are still on Quarter System. But, it was the point where students couldn't transfer in...

EN: Uh-huh.

DW: ...and, and for a more residential campus, the Semester System has some distinct advantages. But there are good things about the Quarter System, but it at the point we were when we made the change, it was clear that we just needed to get in line with the rest of the world.

EN: Uh-huh.

DW: And there really were only two big issues that needed to be, as I recall, needed to be resolved. One was faculty teaching loads.

EN: Yes. [EN laughs]

DW: And one was the sabbatical, and you know, we finessed and argued through both of those and came out with a system that I think ah, everyone is happy with. I don't think the teaching load part...part of the teaching load policy was never implemented the way it was supposed to be implemented.

EN: Yes.

DW: But that's a whole another story.

EN: That, yes. That was, that's what I noticed in the record, that the faculty asserted this and then nothing ever happened about it. There was no official approval or disapproval.

DW: Well, the teaching load policy was passed and I, I mean I couldn't quote it to you, but it has something in it that you know, for people mentioning these normative expectations...

EN: Yes.

DW:... relative to scholarship and service. And said that if you weren't meeting those requirements, that you should be teaching twelve hours instead of nine hours.

EN: Yes.

DW: That piece has, to my knowledge...

EN: Never been implemented, no.

DW: ...has never been implemented. It's mostly because the Dean has never had the guts to implement it!

EN: No.

DW: That's, that's, that's...

EN: That's right, yes. I think that's.

DW: And the other part of it was the, the, the, we went from two-quarters of sabbatical at full pay to one semester, and that was really another. All the Semester schools are on one-semester of sabbatical...

EN: Yes.

DW: ...that's the way the Semester System works. And as I recall, what we did was bump up a percentage of faculty who could be on sabbatical, a change for shorter sabbatical. And you know, you can't have, oh, I think we also, I think we also had. I don't know, it's been a while! I forget what those.

EN: Yes. Those were...

DW: Those were the two principal issues...

EN: Yes.

DW: ...that needed to be worked through, and once we got through those, it was pretty smooth sailing, and of course, Sid Deny did a...

EN: Yes.

DW: ... superb job in implementing that. You know, although one of the kind of things that we, Sid! Wonderful guy! That, I heard he was ill. I need to give him a call. Um, he did such a wonderful job with that; we worried about all the minutia of that conversion. You know, it was in the summer before the semester started when I realized we had never officially told the Faculty that they had to come to work on August 16, not September 16.

EN: Uh-oh.

DW: But you know, while we had never done that, it was, everybody showed up.

EN: Okay!

DW: But I thought, "Oh god, somebody's going to say oh my contract runs from September 16 through June 16, not from August through May!" But it never happened!

EN: That's funny!

DW: For just a short moment, I thought that somebody was going to pull this, somebody's going to pull this technicality and say, "I don't have to be back for a month!" But it didn't happen.

EN: Well, um, let's see..

DW: Now, Arts and Sciences was a whole different issue. Uh, I I. That again, that was PQP, partially PQP.

EN: Uh-huh.

DW: Let's say PQP was a good excuse to do it because one of the complaints, the BHE [Illinois Board of Higher Education] had pointed out other things about Edwardsville that we should, probably should fix. They thought that our Ed.D Program needed to go.

EN: Yes.

DW: They had some Master's programs they thought needed to go and baccalaureate programs, and they said we had, "A proliferation of public service units that needed to be consolidated."

EN: Uh-huh.

DW: And that our, "Administrative costs were way too high."

EN: Uh-huh.

DW: I think all of those were true.

EN: Yes.

DW: And uh, well less so, some of the degree programs, we, we argued to keep and did.

EN: Uh-huh.

DW: Um, but, that became a good mechanism...

EN: Yes.

DW: ... to go after the College of Arts and Sciences idea. Actually, that whole thing went pretty well. Ah, *my* real goal with Arts and Sciences was...cost-saving was part of it. But the other was, it goes back to what I said earlier. The focus for General Education. I had this naive belief [EN laughs] that if there were a single administrative structure responsible for General Education, that there would be better scheduling of courses, and better offerings, better integration of General Education, and I guess I also naively thought at the time, also better assessment and worrying about it and shepherding of it.

EN: Yes.

DW: I think the first part of that, the more mechanistic things of scheduling, coordination, probably happened. Although I'm not entirely sure that's true.



EN: Uh-huh.

DW: I certainly couldn't give you any evidence of it.

EN: Yeah.

DW: But, the latter part about worrying about it and measuring it and stuff, I'm pretty certain...

EN: Yeah, didn't happen! Right.

DW:... didn't happen. It, It was an interesting process, visiting Departments cause uh...uh...

EN: You and Dennis Hostetler went around, right?

DW: Dennis Hostetler, yes. Yes. We uh, and I don't know if he mentioned our meeting Psychology.

EN: No.

DW: But it was the single low point of my time in Edwardsville, it was the most god-awful meeting, they, cause we had proposed that Psychology go to the College of Arts and Sciences, which I still believe today would have been the right thing to do. But, Psychology just loved being in Education. It was out of sight, out of mind. They could do anything they wanted to do because the School of Education does not really care about Psychology. So they just let Psychology do what they want, not impeded by anything else. And the way resources are distributed in summer, dollars follow credit hours.

EN: Yes.

DW: Lots of money goes to the School of Education, which means a lot of it goes to Psychology. So being in the College of Arts and Sciences...

EN: Yes.

DW: ... was distinctly an unpleasant thought compared to being under the umbrella of the School of Education. And, oh, it was a horrible meeting [EN laughs]. I mean, it was like it was...it was the worst two hours I think I've ever spent in my life [EN and DW laugh]! I am surprised Dennis didn't mention it to you. I was never so happy to get out of any place in my life that I was to get out of that room! I still remember sitting in the basement of what was then Building III [Alumni Hall] going through that process. But, I think it's you know, at this point, I get people don't remember when there wasn't a College of Arts and Sciences.

EN: That's right.

DW: The sun came up the next day. I met with uh, I remember meeting with all the Chairs of the new College of Arts and Sciences, maybe a month or so after it was formed. And they were all, I was still Provost. They were in the Provost's office.

EN: Uh-huh.

DW: It was pretty crowded. I said to them, "You know, this is really a very big group. Have you ever thought about splitting up into individual schools?" [DW and EN Laugh]

EN: Oh, dear!

DW: It got a good laugh! [EN laughs]

EN: Yeah. Yeah. Well, I, I admire the way you did that. I thought that was pretty, and then I I had a long interview about it with David Steinberg and he at first, you know, wasn't really for it. No, he didn't like your reasons for it. But then his, you know, he is really, of course gung-ho about it, so.

DW: Yeah, well he ended up as Associate Dean, you know, you find out, you know, organizational structure to a large, *people* are what's really important!

EN: Yes.

DW: If you've got good people, they can work around in crazy structures. Uh, not that structure is unimportant. It, it is important. But having quality people in jobs is more important.

EN: Yes.

DW: ...than anything else.

EN: Yeah. That's right. Um, well um, well, why don't I ask you about working with Lazerson. I said, what are the differences between being Provost and being Chancellor?

DW: Oh, being Provost is. Being Chancellor is a wonderful job! Being Provost sucks.

EN: Okay. [EN laughs]

DW: Provost is, well, at one time, and after the formation of the College of Arts and Sciences, this number probably changed, but I think I had 24 people reporting directly to me.

EN: Uh-huh.

DW: Well, you know, even if you give each one of those people just a small amount of time per week.

EN: Yes.

DW: There's no. It's a relentless job. It's uh, Brian Donnelly, you know, who headed university Park Administration. His office for a while, was in the Provost's office. And he, my secretary used to give me a little card every day with my appointments on it—a little 3x5 card.

EN: Yes.

DW: So, I, he said it looked like a dentist's office list. And that, that was true. Every half hour was another person, and the mail was unrelenting. It's just, it's an extremely demanding job, with pressure...

EN: Yes.

DW: ...from the top and the bottom and the side.

EN: Yes.

DW: And there's just no end to it. By contrast, being Chancellor, you know while there are a lot of time demands.

EN: Uh-huh.

DW: External events, going to things and shaking hands with people, going to meetings, and smiling a lot. Uh, but there are only about four or five people who report directly to you, four Vice-chancellors and maybe an Assistant to the Chancellor, and that's about it.

EN: Uh-huh.

DW: And you don't have [EN laughs] dozens of people pounding on you and sending you e-mails...

EN: Yes.

DW: ... and voicemails and wanting your time and attention. You know, in some ways, it's a significantly easier job, you know, in terms of day-by-day...

EN: Yes.

DW: ...grinding away. It, I mean, it has the greater responsibility. That you know, you're sort of in charge.

EN: Yes.

DW: Um, but, there are certainly pieces to it that are much, much easier. Um, I think Provost is a much, much more demanding job. Uh.

EN: Well, as Chancellor, uh, this is something that, that Dan Corbett said, that you really used the UPBC. It wasn't just a field for your agenda, that you actually, actually, what, this is how I wrote, it was very democratic the way you did it. You actually listened to them, and they actually debated the priorities.

DW: Well, I, I believe that you should, well, that's what I call, and it wasn't just UPBC. I was just.

EN: But, the Faculty Senate

DW: I think you have to have what I call, "fingerprints on the decision."

EN: Yes.

DW: That if it's my decision, there's no ownership.

EN: Uh-huh.

DW: If *we* came to a decision, if we agreed on a policy, then *we* will feel responsible for it, and *we* will implement it, and *we* will own it. And if someone criticizes it, *we* will defend it.

EN: Yes! [EN laughs] Uh-huh!

DW: Uh, so if, if you know, there's a consensus on something, and somebody says, "What a stupid idea that is!" the other people involved in it will say, "Well, I was involved in it, and I don't think it was a stupid idea."

EN: Uh-huh.

DW: So, no. Sometimes you can't do that, of course. You ultimately do have to say, "I'm going to make a decision." You know, "We can't continue to debate." And that sort of thing. But, it's really just getting people involved in things and uh, getting advice and talking things through and saying, you know, here's our alternatives, what do you think we ought to do? And you know, there's a lot of smart people around!

EN: Yes.

DW: And you know, it's the old, "Two heads are better than one. And ten are better than two." And it's, a lot smart universities, you know, has had enormously smart people.

EN: Right.

DW: One of the things, I always, I was always at new faculty orientation, they go around the room and people would stand up and say, you know, where they were from, what they were an expert at, what field they were in. I always thought, "God. What do I know?" and "What a wonderful pool of talent we have."

EN: Yes.

DW: I think that this place has everyone from people who know how, who are an authority on how to do, you know, the root canals and stuff.

EN: Yes.

DW: To people who can do chemistry to people who know you know, something about Anthropology. I mean, it all. It just amazes me! What amazes me about the University, is that breadth of talent! You can't be humbled, you can't avoid being humbled by listening to, you know, what people know. You have all those resources. Why wouldn't you want to tap into them and use them? So.

EN: Yeah. Well, um, that's what I uh, well, we talked about, I asked Dan Corbett, and he gave me quite a nice discussion about Oracle. There is a lot about Oracle in the, in the records.

DW: Really?

EN: Um, uh, I didn't read everything on oracle, but I sympathize. Uh, um, the tuition reserve, you know, Dan was really proud of that. The tuition, maybe he doesn't call it tuition, or I have the correct term in his interview. He was very proud of that, in the way that that was gathered and saved and waited to see if the trend really was more than it.

DW: Yeah. Dan is extremely conservative budgetarian, more so than I would be. And I mean I believe I am being conservative, because you don't want to get caught out on a limb, but I think what was significant, what we tried to do was to push, in units, against downturns.

EN: And there was such a downturn during your...After 2000.

DW: Well, there were. Yeah. The goal was not to, the worst thing that I think you can do is, in the middle of the year, to say to a department, "You need to cut your budget by even 2 or 3%."

EN: Yes.

DW: Because it's almost impossible. Because most budgets are tied up in personnel. You can't, you know, by February 1, you can hardly do anything with personnel because you've hired everybody for Spring Semester; what is there left to do with the personnel side? Maybe you'd shoot a graduate assistant or something and get rid of him.

EN: Yeah.

DW: But, essentially, you're down to support budgets. So, our goal was to try to, to cushion departments against that by keeping, by being conservative on our estimate of tuition revenue...

EN: Uh-huh.

DW:...and then, you know, this is one of my expressions has always been, “Any fool can spend money.” Then if you didn’t, you’ve kept that cushion, and then sometime when it looked like there wasn’t going to be a downturn...

EN: Right.

DW: ...you could turn back to people and say, “How can we intelligently spend these dollars? Either we buy new equipment or fix things around here that are broken?”

EN: Yes.

DW: Or that sort of stuff. But, the goal was to cushion the departments. And then, if there would have been a downturn, those dollars would have gone towards fixing whatever that problem was, and you wouldn’t have done the equipment or the fixing, but you protected the individual units...

EN: Uh-huh.

DW: ...from those things. And yes, there were those downturns in the last couple of years during, while...that I was Chancellor. They were caused by, well, a post-9/11 downturn in the general economy, some not-so-good decision-making at the State level, in my view.

EN: Uh-huh.

DW: Uh, we were really fortunate in Edwardsville that we had rising enrollments that...

EN: Yes.

DW: ...partially offset that. So, uh, of course, the downside of that. I haven’t looked at this data for a long time. You’ll see that the faculty-student-ratio began to climb during that period...

EN: Yes.

DW: ... because, because uh, enrollment was going up, the dollars were going into cushioning against ah, the declines in budget.

EN: Uh-huh.

DW: And funding some modest salary increases, but something’s got to give. You can’t make.

EN: Yes.

DW: You can’t make everything remain the same, one of the things that gave was that the faculty-student-ratio did bump up a bit. And then we tried...

EN: Uh-huh.

DW: ... one thing we did was called “uncapping tuition.” It used to be that students taking from 12 to 18 hours ...

EN: Yes.

DW: ... you paid the same amount, and over a period of a few years, we phased in a tuition policy where it was a linear relationship.

EN: Yes.

DW: You paid by the number of hours, and depending on the number of hours.

EN: Uh-huh.

DW: And that generated some dollars that were able to be used to offset some of these declines and also to create some new faculty positions to try to address that degradation of the faculty-student ratio that was going on.

EN: Yeah.

DW: It was a, it was a difficult budget time, not as difficult as back in the mid-70s, but a challenging time.

EN: And then um, do you feel like I’ve gone on too long.

DW: No! You’re fine!

EN: Okay. Well, the College of Pharmacy enters into all of this. I was just amazed at how much I, this was mind-boggling how much it cost to get this College of Pharmacy.

DW: Yeah.

EN: And uh, and now, it seems like there is a little question about the funding of it.

DW: No, I think the, I don’t know much about it.

EN: Yeah.

DW: My view was of when I was finished, I was finished. And I keep my nose out.

EN: Yes, I know. I really, really do too.

DW: I don’t show up and ask questions. If I’m called, I answer questions.

EN: Yes.

DW: But I don't volunteer my opinion about anything.

EN: Anyway.

DW: So I don't really quite know where the financing is today.

EN: I did interview Janet McReynolds [Associate Vice Chancellor of Student Affairs] thank goodness! You know she drove up in her Volvo, and we sat on the back porch on a nice summer day...

DW: Yeah.

EN..and it was really beautiful. And she said, well, "The College of Pharmacy is David Werner's baby." No, she said....

DW: Well, uh... you mentioned that "next level" thing. And if I were doing that next level paper over again—I wrote that...

EN: It's such a great speech!

DW: ...well, you know, I wrote that, well the paper was called, "Next level" itself, and I did a speech based on that. The paper itself, I wrote in one afternoon.

EN: Uh-huh.

DW: I had to go periodically and get my esophagus examined.

EN: Uh-huh.

DW: And they do a kind of general anesthetic, you kind of, So I did that...I couldn't go back to work, cause you weren't supposed to drive. I'd had some conversation with Ted Sanders once about the next level.

EN: Uh-huh.

DW: And that led to me just sitting down and just writing it one afternoon. And then, I did some redrafting of it.

EN: Uh-huh.

DW: But it really got me thinking about the different dimensions of the university that you might move along.

EN: Yes.



DW: You know—size and professional programs are just one of those, and I was thinking what could we add? I'd been interested in pharmacy probably about really seven or eight years earlier. I'd actually talked to the Board of Higher Education about that while I was Provost. And they were not very enthusiastic about the idea.

EN: Um-hmm.

DW: Probably a couple of years after I was Chancellor. Then, I guess I was writing the thing about...

EN: Yeah.

DW... "the next level," it got me thinking again about pharmacy. That being the, that was a point when the demand for pharmacists was skyrocketing.

EN: Yes.

DW: And it still is. I think I talked to one of the accreditation people the other day about that and what the prognosis is for schools of pharmacy and pharmacists itself. Apparently, it's still extremely healthy. Pharmacy was just a logical place for the university to go.

EN: Yeah.

DW: That, that there already was a Dental School, a Law School, a Med School. You know, we weren't, so if it was going to be a professional school, that or public health might be a possibility.

EN: Yeah.

DW: Carbondale was already talking about doing something in public health, I think, I don't know where they are? So, pharmacy seemed like a logical place to go, and uh.

EN: It was a great campaign. I thought, I mean, the records were really.

DW: Well, the only place where we ran into a trouble. There was a time when I was concerned that it was going to end up either in Springfield or Carbondale.

EN: Oh.

DW: And then uh, uh, Frank Horton became Acting President.

EN: Oh, yes.

DW: And he got the Board thinking about whether it should be in....? Well, the mayor of Springfield wanted it to be in Springfield. What we proposed she thought that was really a great idea of Springfield. The Med School thought that was a good idea, and I think Carbondale would

have liked to have it as well. I said to Frank Horton, “Well, instead, why don’t you just turn the Medical School over to Edwardsville since we have all the rest of the health stuff.” That was the last I ever heard of [EN and BW both laugh] But that was the only. It actually went pretty smoothly.

EN: Uh-huh.

DW: We uh, that had happened at a bunch of situations because that had happened. The final approval was going down.

EN: Yes.

DW: That was the most significant problem, to deal with. But our case was pretty good.

EN: Oh, it was!

DW: There was no. There were only two pharmacy schools...

EN: Yes.

DW: ...in Illinois. UIC [University of Illinois Chicago] has one, and then, there’s a thing called Midwestern University out in the suburbs. UIC was not happy about it. They said they were going to go “down State” by offering stuff into Rockford, which of course, is hilarious because Rockford...

EN: Because it’s not upstate, it’s way up North... [EN laughs]

DW: ...to them, to people in Chicago, it’s downstate. So uh, I think the argument for having it was a good one. There was clearly demand.

EN: Right.

DW: The people at the St. Louis School of Pharmacy were not happy at all.

EN: Right.

DW: Because they got a significant number of students out of uh, out of Southern Illinois.

EN: Uh-huh.

DW: But you know, the argument that kind of pushed me to put it together was the work with the community colleges. It was going to be a 2+2+2 program, so students could go ...

EN: Uh-huh.

DW: ...to two years in a community college and transfer in. So, we got the community colleges to be in support of it.

EN: Uh-huh.

DW: Joe Sitford, who had been down at BAC [Belleville Area College], which is now SWIC [Southwestern Illinois College], as President.

EN: Yes.

DW: He was head of the Community College. Executive Director of the Community College Board for the State. Uh, he was very supportive of it, he had lined up people in the state and Board of Higher Education members, and Ted Sanders [SIU System President] was very helpful in that.

EN: Uh-huh.

DW: We've gone through so many Presidents. I forgot that Ted was involved in some of it, and then Frank.

EN: Uh-huh.

DW: And then, of course, James Walker was President.

EN: Yes.

DW: When it finally happened. Uh, but it was a lot of work put into doing it, but you know, if you've got a good case.

EN: Right.

DW: And I think we did have a very good cause, then I think people will go back one day agree that it was a good thing to do.

EN: Yes! It seems it was a very good thing to do!

DW: Well, as I understand it, it's really been instrumental in attracting a lot of really very high-quality students.

EN: Oh, yes, that's what I was thinking.

DW: The ACT scores are uh, you know, you're torn, I think an institution like Edwardsville has got the uh.

EN: Uh-huh.

DW: You know there's this temptation to become. And I think Edwardsville could do this. Become one of the public/privates.

EN: Yes. Like Truman State

DW: Like Miami or Truman State.

EN: Uh-huh.

DW: Or William and Mary. One of the.

DW: I think it would be a wonderful thing to do. On the other hand, SIUE was put here...

EN: Yes.

DW :... to serve the people of the metropolitan area. And you know, you're always torn between those two kinds of competing goals.

EN: Right.

DW: And, and I think it would be a mistake to abandon your institutional roots of having a commitment to people in the area. You can do that by working with the community colleges ...

EN: Yes.

DW: ...and a lot of other ways, but...

EN: Yeah.

DW: ... I think it would be a mistake to go to too elite a view of the world.

EN: Uh-huh. But, any way, I think the Pharmacy is.

DW: Yeah. Yeah.

EN: I think that everybody agrees on that. Well, then I said looking back over there with your many years of involvement with the direction of the university. What would you describe as the "turning points" of the history? You've gone, you, your career uh.

DW: Well, I think the turn, well, I mean I suppose if you go all the way back to the, building, building the campus, and getting money...

EN: Yes.

DW: .... to acquire the land, to make that happen, certainly had to be a very significant thing to happen. I think the shift in the '70s and '80s to focus on undergraduate education, you know.

EN: Uh-huh.

DW: ...would we have been better off not to have made that shift? I don't know. But that, that was clearly a "turning point" of refocusing the mission there.

EN: Yes.

DW: Student housing, traditional student housing is decidedly the other turning point of the institution.

EN: Uh-huh.

DW: To the, from the enrollment that the university has now could not occurred without those residence halls because you simply not. There were not enough people living within commuting distance to drive, not only the current enrollment but also the quality of the enrollment. There simply aren't...

EN: Uh-huh.

DW: ...you can't do that based on the people living in commuting distance, but those residence halls opened Edwardsville to the rest of the State. But it was a time when people, you know, they couldn't find Edwardsville on a map. There's still a lot of confusion about Carbondale and Edwardsville, but the visibility of Edwardsville among high school seniors...

EN: Um-hmm.

DW: ...throughout the State of Illinois is dramatically higher than it used to be.

EN: Um-hmm.

DW: And that wouldn't have happened without the Residence Halls. The fact is, clearly the, Parents are not going to drop their 18-year-old daughter into the apartment complex.

EN: That's right.

DW: But they will put her into the residence hall. And I think in one of my speeches, I told the story about being out in uh, I think it was in Jacksonville.

EN: Yes.

DW: Quincy. And ah, the girl saying when she was asked where she was going to school, and she said, "Edwardsville," and everybody else around the table moaned because they were all presidents of the other institutions. And you know, twenty years ago, she wouldn't have known about Edwardsville. It was not...

EN: Yeah.

DW: ...not a lot of people knew about it.

EN: Um-hmm.

DW: So it was that, it's that, you know, I mean a lot of things are responsible for that. Increasing of..constantly increasing of quality of the institution is certainly of that, but I think the residence halls were, you know, the real turning point.

EN: Yes.

DW: For it making, made it possible to do all kinds of things...

EN: Yeah.

DW: ...that you just simply couldn't do otherwise.

EN: I didn't even ask you about this, I am just thinking, I, in one of the early chapters, I wrote a lot about the, the, the creation of the landscape. But it is a ...the campus isn't a really natural landscape that...all these trees were planted and all those cool things. But it, you, by the time you were Chancellor, it was in need of renovation.

DW: Um-hmm.

EN: And that was one of, something you really.

DW: Well, one of the things about the...

EN: Do you want a little more coffee?

DW: There's a, there's a *Playboy* article [EN laughs]. And it must have been published in ah, I think it was...I am almost certain it was *Playboy*, maybe it *Esquire*, and I, back in the late 60s, about the Edwardsville Campus.

EN: Huh.

DW: I think, maybe I got this all screwed up. Anyway, it described it as being down from the sky. That you know, these buildings sitting in the middle of a cornfield.

EN: Uh-huh.

DW: Which is true. Now I, see if you could find that.

EN: Yes, I'll have to try to look. I could look in the.

DW: I totally just don't remember...

EN: Yeah, Uh-huh.

DW: That's my recollection of it.

EN: Uh-huh.

DW: It was some magazine, and I thought it was *Playboy*. My, uh, when did you first come to Edwardsville? What was your first?

EN: Uh, well, we came in the fall of '69.

DW: Okay, so about the same time.

EN: Uh-huh.

DW: Well, people now, when people come back after they say, "My God, how this place has changed!" And it's true.

EN: Yes.

DW: There are new buildings and all that stuff. But it's the trees that are changed.

EN: Yes.

DW: Take. Find a photo, there are lots of them around here...

EN: Yes.

DW: ...of like Peck or, it doesn't make a difference, whatever building...

EN: Uh-huh.

DW: ... from 1965...

EN: Yes.

DW: ...compared to 2005.

EN: Uh-huh.

DW: And the building is the same, the difference is, it, the trees grew up, and the whole place looks so different than it did then. And I think that's when people were talking about, they say how much it changed, Obviously all the new buildings.

EN: Yes.

DW: They make a difference as well. Well, I don't know, I guess about five years ago, I don't know how I got off on this about the trees in the landscape. But it occurred to me...

EN: You hired Bob Washbrig [phonetic]. That was.

DW: Well, that, we hired [Gyo] Obata. This company, you know, the original design was done by HOK [ HOK Group; Hellmuth, Obata + Kassabaum]

EN: Okay.

DW: So, I think we dug out stuff, is what we did, and discovered that some of the original plantings had never been done. There were the trees that now go down along the median ...

EN: Yes.

DW: ...those had been part of the original design had never implemented. So we got HOK to dig back in their records and find out all this stuff and then to give us a recommendation on what to do. And that led to two things, one was discovering that the original plants had never been fully implemented and secondly realizing that everything was done at once.

EN: Uh-huh.

DW: So, they planted, you know, a bunch of, it was some kind of pine tree, they were all planted, probably from the same nursery. From the same group. [Recording stops]

Side c

EN: It sounds alright now, I hope. This is from SIUE library, by the way!

DW: Oh!

EN: It's one of the things there. So you think the Residence Halls were, were central? Many many people have mentioned the Residence Halls.

DW: Oh, I think they're...it would be impossible to overestimate their importance in turning...

EN: Uh-huh.

DW: ...in changing the feel of the campus on the weekend or evening. Two kinds of students, that's, you know, that are recruited there, just that's a whole different world.

EN: Right. Well, was there, I, I gave you such a huge list of questions. I wrote back, "Well, you should probably write a memoir," you know.

DW: Well, no plans to do that.

EN: You don't have any plans to do that? Okay.



DW: No. zno. I can't imagine anybody wanting to read it! [EN and DW both laugh] Therefore why should I spend the time writing it.

EN: Well, I don't know. I think people might be interested! Um, well, I would like to ask you just a little bit more about Ted Sanders. Um...it seems to me that, I am just thinking about Carbondale, nevermind Nancy Belk and what happened to her with him, but it seems like looking, just looking at the records, like, like, Jo Ann Argersinger [SIU Carbondale Chancellor] seemed like the best the thing that happened to Carbondale for a long time. And, [EN laughs] she made a mistake and well didn't she, wasn't Glen Poshner [SIU President] her choice for Provost or something? I thought it was.

DW: No, he. Well.

EN: Anyway, I mean what, could you.

DW: Most of this, I'd rather do [recording stops] The um, some advisor came into the Board of Higher Education about creating documents, I don't know if they have this thing or not. Well, we sat, we went to this Hotel in Chicago, and they had a table. Oh probably, well, it was a pretty good-sized table, set up in a rectangle. And it was, there must have been a dozen people, well half dozen people on the committee, plus us. Quite a distance from people, it was like a huge ballroom. So you had to, like shout to be heard across the table! And they asked these extraordinarily difficult questions, for which we were extraordinarily unprepared to answer!

EN: Yes!

DW: And it was, it was really a humiliating experience about. Uh and they, they recommended against having the doctoral program at the time, which was the right decision..

EN: Was that, was that in the late?

DW: It probably would have been '87 or something '88.

EN: Okay, 1987.

DW: That year we had the...

EN: When you first had become Provost.

DW: Yeah! Yeah, it was right after I became Provost.

EN: Okay.

DW: And it was real clear that we were not prepared to be offering any program at that point, and then, of course, uh, the EDD [Educational Doctoral Degree, Ed.D] went away later on.

EN: Well, um, the other thing about Rendlemen is, he seemed to have such a laissez-faire policy toward East St. Louis. I mean, he was, they, they, they had lots of money, and they were allowed to be very creative there. But, but, but there wasn't again, there wasn't much planning.

DW: Yes. You know, that's a part of history I don't know.

EN: Okay.

DW: That was an Experiment in Higher Education.

EN: Yes.

DW: See, my, my, I was. My thing is, my East St. Louis' stuff came later.

EN: That's what I wanted to ask you!

DW: President Shaw was pushed to get. Shortly after Shaw came.

EN: Um-hmm.

DW: He was pushed by the Board of Higher Education to get out of East St. Louis, in terms of course offerings because we were duplicating...

EN: Uh-huh.

DW: ...what the Community College was doing. The, the, sort of the policy of the state was that four-year institutions shouldn't be stepping on the toes of community colleges, and here we were a block away from the community college.

EN: Yes!

DW: And offering a two-year program.

EN: Uh-huh.

DW: So the deal was we would get out of there with that program and then offer upper-division courses there, well, the difficulty was there weren't. There's not a population base sufficient to do that. And uh, that was while I was Dean of the Business School, and we tried to offer a program in Business and Accounting there. Well, you know, there would be a handful of students.

EN: Yes.

DW: And sometimes, we had to force students from Edwardsville to go to East St. Louis because that was the only place where we could afford. Couldn't offer two sections.

EN: Right.

DW: So we offered one down there. You could imagine, people weren't very happy about trekking off to East St. Louis.

EN: No.

DW: Uh, and so, none of that ever really got off the ground.

EN: But, that's another good thing about you! I know that having those programs down there was so important to people like Emil Jason. You know, he wanted to have. He kind of wanted to have a campus there.

DW: Yeah, but they had another university!

EN: He had good ideas! Like he had Criminal Justice before, long before we thought of it!

DW: Oh, was that right? I didn't even know about that!

EN: And, and Allied Health, public health! You know, he had good ideas and he wrote about them.

DW: Well, he tried to get.

EN: Yeah.

DW: He didn't actually have them. Well, that's an area where...

EN: But you're the only one who ever really came through and, just, you were Dean of the Business School, and you said, 'Okay, they want these courses' and you're the only one who really came through for them!

DW: Yeah. Well, they didn't work.

EN: I know!

DW: It was because there simply weren't the number of people down there.

EN: But you're one, you're one of the only ones, maybe one of the only ones who really, who really did, did try to do something! To get something going! I thought that was unique in the records.

DW: Well, that original EHE program, I guess, did good things. I don't, I just don't know very much about it.

EN: The original seemed to have, but they never had uh, you know, now you have to have all these databases supporting your, your, your what you've done. They don't have that. When they were developing that...

DW: Yeah, they have a tremendous number of records that were sitting around at one time. I don't know.

EN: I wonder what happened to that?

DW: They were stored at East St. Louis at one point. They may have gotten pitched.

EN: Oh, that's too bad!

DW: But most of that was, was really before my time.

EN: Well, what about the new building? I mean, that's what I say. That's another one of the high points, was getting that, that building going down there.

DW: Well, the uh, Ted Sanders probably deserves credit for getting the new building down there.

EN: Um-hmm.

DW: We had a request in for getting the money to either build a new building or renovate the old building there.

EN: Uh-huh.

DW: And Then, when State Community College which then became Metropolitan Community College, when it was abolished by, by the, by the Illinois Community College Board. Uh, That provided an opportunity to create a political alliance between the university and the community college people to seek funding to renovate the old community college site.

EN: Um-hmm.

DW: ... for use by both community colleges and by the university.

EN: Um-hmm.

DW: Well, we might have gotten funding on ourselves, by ourselves, for ourselves to do the renovation there, but working with the community college, and Ted was really responsible for that.

EN: That's interesting!

DW: Uh, you know, created that kind of political leverage that moved it higher on the priority list.

EN: Um-hmm.

DW: To get that funding down. So, and he did that, I, I didn't do that. That was probably, I guess, started in the works when I became Chancellor, um..because Ted didn't stick around that long after I came. He was here...

EN: He left in 2000. I think, didn't he?

DW: Uh...

EN: '95 to 2000

DW: Uh, that would, so I probably overlapped with him for..

EN: Uh-huh.

DW: ... not more than two and a half years or so.

EN: Um-hmm.

DW: Uh...but it was during that period that the money was secured to...to make that happen.

EN: Um-hmm. And then, and then um, Kay Werner worked there...

DW: Yes! Yeah.

EN: ...didn't she? In the computer area?

DW: In the computer... computer operations area, working. She could tell you a thousand times more about that than I can.

EN: Yeah, that's what I wondered about that too. But anyway, I thought it was good to have the building there and no huge promises, or you know just a cooperative. That seemed to be.

DW: Well, it was a, you know, I think a good partnership to have, you know the local community colleges tried to offer programs at the university there. I'm a little out of touch with what's going on there

EN: Yes!

DW: The Dental School has a clinic.

EN: Uh-huh, has a clinic.

DW: I think Pharmacy is going to have a clinic there.

EN: That's good.

DW: Mercy has a clinic.

EN: Yes.

DW: So, but they're primarily non-credit kinds of stuff. Uh.

EN: Uh-huh.

DW: Now I guess, there is credit in the sense that they're filling clinical ...

EN: Yes, clinical.

DW: ...clinical components in the curriculum, but to my knowledge, there is very little in the way of regular course offerings. Part of it is just driven by there isn't a population base. You know, East St. Louis, entering the last Census, was down to under 30,000 people.

EN: Yes.

DW: uh, a vast percentage of whom are, I mean, only a small percentage of that population is college-bound. They're either very young...

EN: Yes. Uh-huh.

DW: ...showing the proportion of the population that is young is fairly high, and the percentage of people who are coll...high school graduates prepared to come to work isn't enough that you are going to be able to offer very many classes there.

EN: Right

DW: Particularly at the upper-division level. You know, you've narrowed it down. And uh, so it's just a tough environment to do anything very comprehensive.

EN: Yeah, right. It just seems like the university's history with, with uh, with East St. Louis has been very convoluted. Um, and um, I think someone someday should do a biography of Wyvetter Young. So.

DW: Not me!

EN: No. I know.

DW: Uh..

EN: Well, anyway...

DW: Well, you know, East St. Louis, you know, East St. Louis shares in common. When the university first began, it had one foot in East St. Louis and one foot in Alton.

EN: Yes.

DW: And It still has a foot in each one of those places, and they're, they're completely different kinds of operations.

EN: Yes, they are.

DW: And completely different kinds of communities, but when, you know, when the university first started in East St. Louis, it was a dramatically different place. You know, in the late 50s, it was a large, it got...

EN: That's right.

DW: ....a Lifetime Magazine award for one of the uh, as one of the "American Model City" or something like that

EN: Yes, that's right.

DW: Of course, it is a city that has a long, long history of corruption. And in fact, there was a faculty member in the History department.

EN: Theising! Andrew Theising.

DW: Yeah! He was a Political Science!

EN: Yeah. Political Science!

DW: Who has written a history. I'm not sure I entirely agree with, I read his, I read his analysis.

EN: Oh. I know! Me neither.

DW: And I'm not sure that I buy all of that.

EN: Uh-huh.

DW: Cause I knew Andy when he was...

EN: Right.

DW: ...working over at Focus St. Louis. And uh, he sent me a dissertation, and I've read through it.

EN: Uh-huh.

DW: It was interesting, but I, It's a city with a long.

EN: Yes.

DW: ...history of problems and corruption and, and uh.

EN: I think there's a lot of history to be done with the why that "urban renewal" and the building of those freeways impacted the city who...

DW: Yes! Yes. It really cuts off...

EN: Yes.

DW: ...the river from, from a lot of American cities like that.

EN: And then.

DW: Boston. Boston just brought it down at a cost of billions of dollars.

EN: Right. And then um, when his film was shown over in the Missouri Historical, we went over there for the screen...screening of it, then and there were lots of African Americans there from East St. Louis, and they were very angry about the film because it, it doesn't have anything about the Black community there, which has been pretty...

DW: Oh, God.

EN: It doesn't have anything about Black organizations, or you know, it's all about the bad companies. Which, the companies were pretty bad to the workers there.

EN: Yeah.

EN: Cause I have written about the stockyards, myself.

DW: Yes.

DW: Well, as I recall, it has been a long time since I read it...

EN: Anyway.

DW: The thesis goes that it was a city created for the companies.

EN: And then.

DW It was an industrial town, and industries.

EN: Who dropped it.



DW: Yeah. And I, I don't know enough.

EN: I think you have to compare Granite City with it then and, and that, that doesn't work, and I think that cast some doubt on that thesis.

DW: I'd say I am unqualified to make this assessment!

EN: Anyway, do you have any final thoughts for this interview? And, um. Sometime, you might want to give an interview for the Archives that you close off and design the questions.

DW: I probably said too much here!

EN: Well, I'll transcribe it for you and, and then you can edit it any way you want. You can add, subtract.

DW: Okay.

DW: Well, I know a lot of stories that I would probably not want to give to the public domain.

EN: Yeah. Well, I want to...