

Interview with _____
April 1995

[SIDE A BEGINS]

[Papers shuffling and indiscernible chatting]

Interviewer (INT): So Hedgecock was the original athletic and P.E. building.

?: Right, that was _____ in 1976 and at that time all of the athletic programs and staff and all the physical education department programs and staff were located in Hedgecock fieldhouse. They occupied a number of offices over there including the current coach's offices on the first floor. There were also staff offices located in the basement where the current child development center, classroom 3B, and the cross country ski team equipment rooms are currently located. And that was a rather large staff at the time. They used the wood gymnasium at Hedgecock for all of the activities classes including gymnastics. Gymnastics equipment, some were some of the things located in the current gymnastics room in this building, were set up for class periods in Hedgecock. Hedgecock also had a pool.

INT: A pool?

?: And the pool was located where the current Olympic Education Center's boxing gym is located. In fact, directly below the current boxing ring is the pool itself which has been filled in, er, covered, you know, to support the current floor in there.

INT: Oh, so it's just been covered but it's still, still there, then?

?: It's not operable.

INT: Oh.

?: Obviously, that was shut down in the early 1980s and with all the corrosion in piping and all of that equipment is obviously nonfunctional at the current time so it would not be a conversion process back to a pool. The main fieldhouse area in Hedgecock also originally did not contain anything other than a dirt or cinder floor.

INT: This was up to 1976?

?: No, no, it was before that.

INT: Ok.

?: Before that, but the fieldhouse floor was originally a dirt and cinder floor for running and track and athletic, those types of what you'd call in the Olympics athletic programs similar to track and field in our terminology but we also, eventually there was a portable wood floor that was used for basketball and then closer to the time that that facility was being replaced by the current P-E-I-F the entire surface was poured, a poured synthetic floor in there over the entire area.

INT: That was closer to 1976 then?

?: Right. I'm not sure of the exact year when that synthetic floor went in over the entire fieldhouse.

INT: Ok. So then from Hedgecock then this started to develop as more things were _____ to Hedgecock?

?: I think that this facility, Hedgecock opened, I believe, in 1957, thereabouts and I think that the P-E-I-F facility was probably more of an outgrowth or expansion of a changing student population. You'd have to check the figures on Northern's enrollment but back in the '60s I'm sure that this university was probably a few hundred or a very small number, a thousand students, and yet by the time that '75 or '76 came along, you know, there was quite an expansion to where this university was well up towards the current enrollment or more.

INT: Right. Probably more.

?: And at that time then there was the need for additional space for teaching spaces, for staff offices, modernizing all those types of programs and also taking a look at the athletic program.

INT: Ok.

?: You've got to understand also that Memorial Field was originally a high school football stadium.

INT: Memorial Field being...?

?: The outside football field.

INT: Ok.

?: The one we'd originally constructed.

INT: Was that for the Pierce school then?

?: I'm not sure.

INT: Ok. Ok, so from there then we move to, then, kind of then to the building of the PEIF.

?: Right. And the P-E-I-F, I'm sure all the factors, whether you're talking teaching for academic classes, athletic programs, and programs in intermural athletics at the time was the name of the intermural program, intermural sports program, and intermurals and also your drop-in recreation. All of those needs and the numbers of students enrolled, I'm sure, contributed to the need for those, for different facilities. This facility was planned, it opened in 1976, the state of Michigan provided all the construction monies for the facility, and, basically, monies for operating the building during academic class periods in the day.

INT: Ok.

?: Operating monies were not available for evenings, which is basically after 4 p.m., or for weekends for general recreational use by any parties, whether that's students, members or what

have you, faculty, staff, so all of those monies needed to be generated when the building was operating – er, open. When the building opened here the need for operating monies led to the membership program, and the recreation membership program at that time was designed for university faculty and staff and their dependents as well as being opened up to the entire greater Marquette area. Those memberships, even though by today's standards were nominal in price, produced revenue to enable the building to be open during the evenings and on weekends for recreation, purchase equipment for use in those recreation programs, etc. And it also gave the Northern Michigan University students _____ for using this facility, and at that time there was no cost to students to come down here for recreation. They did have to have an I.D. card, they did have to have a sticker that identified them as a student, but as long as they were taking credits similar to the current standards they were allowed to use the building for recreation.

INT: And there was no student fee then?

?: No student fee at that time.

INT: Ok. That's interesting.

?: Yeah, that's, that's one thing that I think students should be well aware of is the fact that for many, many years faculty/staff and the general public paid for their facilities.

INT: Mmhmm. Ok, now your department is majorly concerned with the operation of facilities, right?

?: Our department's name is Recreational Facilities and Services. We are responsible for a variety of functions, a major component being the daily operation of Hedgecock fieldhouse, the P-E-I-F, and the Superior Dome, currently. We also, in a programmatic sense, are responsible for the intermural sports program, the instructional sports noncredit program, the drop-in recreation program, which, numerically, has far and away the greatest users when you count students and faculty/staff that come here to use our facilities daily. And let's stop the recorder and let me think of the other ones here -

[Break in recording]

?: Then the other program, of course, is the recreation membership program. Today that also includes the issuing and distribution of the student recreation passes that we now are going to charge for the second year 15 dollars per semester to students eligible for that sticker. It's basically a dollar a week, it's a very nominal charge compared to the other recreation members, so -

INT: And when did that fee begin?

?: That started in the fall of 1993.

INT: Oh, and so it just started then?

?: Right. This is currently the fourth semester, the second year of that program. Ok, the other thing that our department is very much involved with is student employment. We are one of the

major campus employers, I'm not sure of our exact rank currently as far as numbers of students hired, but our expenditures are very significant and on an annual, or fiscal year basis to students and that involves a lot of our time in hiring those individuals, training the individuals, scheduling them to work, supervising their daily work functions, evaluating them and keeping all of our records, of course, in order for that, it's a major component of several individuals' staff time. So also, it's also great programs, we talked about last Friday that it's significant, I think, for students to recognize that not only do we provide great facilities for them to participate in a variety of different programs, but we also return a lot of their student recreation fee money right back to the students in the form of student wages that assist them in attending school as well, so that's one fact we're very happy and proud of.

INT: Yeah, it's definitely a key part of this whole university, I mean, if you took away the PEIF you'd really...

?: We would eliminate a significant number of student jobs if these current programs and need for staffing the programs wasn't happening. Another key factor there when you look at the overall campus employment is that unlike many other departments, because of the numbers involved and the positions that involve skills, such as lifeguards, intermural sports officials, and others, you know, we also do not hire only work study, we hire regular student employment as well as work study and I'm sure for many of the students that aren't eligible for the work study program our being in existence and having student positions available assists them greatly.

INT: Ok. Also, we talked about like the causes for having such good indoor facilities, I wanted you to go into that a little bit. Just...

?: Those of us that are involved in operating major comprehensive recreational facilities, we're probably more aware than the general public that one of the phenomena is, when you look across the country, is that you start, recreation facilities, when you consider indoor versus outdoor, are oftentimes tied to other weather patterns and geographic locations within our country. If you take a look at the Upper Peninsula, for example, the universities located up here, we're talking about Lake Superior, Michigan Tech, and us, all have major indoor facilities that serve a variety of uses, number one being students, number two faculty/staff, and number three the communities where we're located, we do provide programs and services that are very much needed due to the number of months of inclement weather that we have for outdoor activities. We do have winter sports, but if you're looking at activities such as a lot of your sports activities or intermural type programs, if we did not have the indoor facilities that we have we would not be able to offer them to all the various populations that we currently serve, and again take a look at our situation, we may have eight months of inclement weather each year on an average, so it's much different than the universities that might be located even in Lower Michigan, the lower part of the Midwest, the Southeast, the Western regions that are very warm. If you go to those similar types of universities, you'll find that they may have many more outdoor facilities than we have, but their indoor facilities may not be as complex or developed due to those weather patterns, the climates they live in.

INT: And obviously it costs more money than the – does it cost more to keep up indoor as opposed to outdoor facilities?

?: Generally I would say that's true, again you're going to see a wide variation when you look at the shifts that they have and one assumption could be that outdoor facilities are cheap to maintain, but if you start looking at those facilities that they have, many of them are going to have golf courses that are a very expensive operation, the turf management needs that they would have are much more extensive and much different than what we have, the whole horticultural area, or planting, is something that they're going to address much differently than what we do at this university. I think you can also take a look at facilities such as tennis courts, tennis courts or outdoor handball, racquetball courts are things that are very expensive relatively due to the number of people that are going to use those surface areas, and where we might be able to exist with eight tennis courts, other facilities in the south, even in the area of Missouri or Kentucky or through there, they may have 30, 40, or more, depending on their university, so they're going to spend a significant amount of money there, and it may not be totally unlike what we're spending for indoor facilities.

INT: Ok, also you mentioned informal recreation, that would be like your drop-in –

?: Drop-in recreation on a daily basis, informal or drop-in recreation is sometimes also called open recreation at other universities. That's the type of program where individuals like yourself choose to come down here and work out at noon hour, you may play basketball, I may swim, someone else may lift weights, someone else may do aerobics, someone else may play racquetball or wallyball or play drop-in hockey, all of those are individual programs that are used by each of us to work out or recreate in an activity of our own choosing for a length of time that's to our own choosing or convenient with our schedules. One of the things that's really changed over the years has been with the changing student population, I think you find much different daily schedules than what we used to find as far as our scheduling of classes or scheduling of part time jobs or what have you. That's constantly changing. Second factor, and I think one of the biggest factors that we've seen change is that over the years, I'd say maybe since that '76 period, is the participation patterns of women. Women are, number one they used to historically be much lower in participation rates, and a lot of that was due to the opportunities that was available to them, historically if you look at recreation on campuses it all started with intermurals and organized team sports primarily, and I don't think women were as accustomed to participating in those as what the men may have been coming out of high school. I think that that has changed, number one back in the '70s women started participating very much more than what they had originally done. We also saw a growth in coed activities, in that we had men and women participating together in a large variety of intermural sports, primarily, whether it's basketball or floor hockey or volleyball always being one of the popular ones, but that was a change and I think we've even gone beyond that now with the whole fitness revolution and change and that if you take a look at any of our weight rooms, for example, you'll see that that is no longer a male dominated room, with all the types of aerobic fitness equipment women are very comfortable and very much as user of those facilities, aerobic programs again are very important to women users and we've tried to address all those concerns of women by changing

the types of equipment and the types of programming that ladies are to make sure that we do meet their needs.

INT: Ok, so, do you think some of that has to do with Title Nine?

?: Title Nine, I think, changed the whole concept, uh, many, many years ago. I think that's where you saw the biggest change in high school programs and you started organizing people there to enter scholastic team activities. That, of course, period through with Title Nine's impact on intercollegiate sports and those, the growth of the female athlete, intercollegiate athlete, and all of those, of course, did lead to more participation in intermural programs by women, and then again I think that whole idea of women participating in activities has continued to mushroom and will continue to mushroom today.

INT: Also there's, you talked about intermural sports, too, there's more female participation in intermural sports with coed, say, floor hockey or broomball.

?: Comparing that to, comparing that to 1975 or 1976 that's correct. Comparing it to the late 1980s or 1990s, I don't believe that's correct because I think women the same as men, because of those individual workout schedules, may not be competing as much in intermural sports but they have, they're, the same person has totally refocused their needs to the fitness area, whether it's working out on the aerobic equipment in the weight room or weight conditioning itself or aerobic, uh –

INT: So more of a personal thing.

?: Yes, it's much more of a personal fitness program, and again that's dictated by daily schedules being much different than what we used to have and that changing campus stereotype of a student.

INT: Plus I noticed even really in the, with the intermural sports, it's hard to organize people and there's always like, seems like you end up missing deadlines and, it's hard to get an intermural team organized.

?: Again, that has changed much over the years at Northern Michigan University if we were to isolate that, and a lot of that change has to do with the number of students that are living in campus residence halls. If you look at the number of halls that have been closed over recent years, I'm sure that if you can go back you can see the last year that we had all the halls on campus open, at that time, obviously, we had many more living units organized, we had all of those units that had a team participating in a variety of different intermural sports. Nowadays take a look at the number of students that live on campus and when you see that that number is down dramatically then you're correct that it is more difficult for students living in the community to organize a team to participate in an activity.

INT: Is there, I'd like to do a little bit more about intermural sports, is there someone I can talk to about that, maybe like a student director or...?

?: If you were gonna talk about intermural sports I would talk with Brian Gaudreau.

INT: Ok, Brian Gaudreau. I know who he is. Because it seems that's a big, you know, you know what I mean, like, the development of the intermural sports and I'm sure it didn't start out with all of the things that we have now, probably –

?: No, it didn't, you're right. I think one of the major growths in the intermural sports program at this university was in the late 1970s. I would say roughly somewhere, again corresponding to the opening of the P-E-I-F in 1976 I think you saw a tremendous growth in intermural sports and that was most directly related to the staffing and the facilities available. Again, when only Hedgecock existed you can imagine the competition for space in that building when you start eliminating dates where you had student activities events or you had athletic games and contests, then there's a big change in space available to allow those programs to occur, when this building opened, obviously the demand that was out there waiting mushroomed and caused many of those programs to grow to comparable numbers of activities that we offer today.

INT: Ok, what about the dome, now, when was the dome constructed?

?: The dome opened in 1991.

INT: And can you talk a little bit about the, you know, the decision to build the dome and what it, how it changes the program here?

?: Many years ago, and this was speaking probably at the time the P-E-I-F was in the planning stages, there was a plan to have a campus events center, and for lack of a better name I'll call it a campus events center, but I think that would serve a variety of uses, including intercollegiate football, including other programs for campus, whether that was a conference or what have you, classes, recreational use, and I think that that basic idea back in the '70s stayed on the burner as a university thought, and that in the 1980s as you saw –

[Phone rings and tape cuts out]

?: The 1980s I think when Dr. Appleberry was here, and maybe during that time period there's some other articles that you could look at, some old *North Wind* articles or other records during that time period can give you more precise detail, but I think that at that time period there was a lot of different factors that were still out there, number one the thought had always been there for space, there's the Olympic Training Center that was on campus, a variety of all of those factors were still there and the need for the dome hadn't gone away and eventually the funding came out to construct it.

INT: And where did that funding come from mostly?

?: The funding came from the state of Michigan.

INT: Now was there any competition over those dollars, or...?

?: On campus?

INT: As far as other universities, how did Northern...?

?: That part you'd need to find some of the articles, I don't think that's the way the state allocates money for funding, ok. Their capital improvements, I mean, the state obviously has a program for inciting what capital projects they're going to fund throughout the state of Michigan, and throughout the university or throughout the state universities system. So in that respect I'm sure we did compete against things that someone else might have needed somewhere downstate.

INT: Ok. This is just something now that the administration decided that they wanted here and then they probably went looking for the funds.

?: Right. That's exactly, _____ that and if you wanted to get information on that the Facilities Department, [name], could tell you how they decide what they're going to build on this campus versus what they build, you know, at Ferris or Grand Valley or Michigan Tech or where have you. Ok, I'm not real sure of that whole process, someone over there should kind of tell why we may have received this and someone else didn't receive anything, so...

INT: Ok.

?: That changes from year to year, obviously you can see that we don't have new buildings on an annual basis, so...

INT: Right. So then it opened in 1991.

?: Yes.

INT: Then, I mean that's, it's obviously a big attraction in the community as well.

?: The Superior Dome has really ended up being a resource not only to the university but to the region, and the region should not be restricted to the U.P. If you look at the number of users who have come through that facility from across the state of Michigan, there have been football teams from Canada playing in there, there have been football teams, and I'm speaking high school, play in there from Wisconsin, there have been intercollegiate teams from throughout our athletic conferences, as you're aware, so there have been users in that respect from all over, uh, trade shows, take a look at the number of trade shows that have been done in that facility, whether it's the car show, the boat show, a camper show, Michigan Municipal League conference, uh, Special Olympics, Billy _____

INT: Yeah.

?: I think the number of past programs and those that will come in the future are very much a resource to this university and to the entire region. Those dollars that come in from spectators downstate are not dollars that are recirculated within Marquette County, that's new money that's injected into the Marquette economy from throughout the Midwest.

INT: Ok, also what are the other highlights of the actual PEIF building itself, you have the dome, like the wall climbing, is that something that's pretty new, or...?

?: Ok, the P-E-I-F, um –

INT: I guess what I want to know is what was the original, what did it originally compose of, composed of, and then what was grown out of that?

?: Originally the P-E-I-F included the, all of the existing facilities, with the exception of the rock climbing wall and ropes course in the gymnastics room, and the new gymnasium that was formerly the turf room, and also the current weight room was originally a wrestling room. And that wrestling room was in existence until Northern eliminated its intercollegiate wrestling program. The weight room was originally in only the multipurpose room, which is room 107, and then we moved that into the old wrestling room because of a need for more space, and then just this year with some of the changes we've had we made the doorway in between the room 110 and 107 so that you can move between those two rooms and one of them basically was your free weights and weight machines and the second room has all of the aerobic exercise equipment in it. But again, that weight room is a very popular room in this facility, part of that goes back to some of the increases in student use of that room, I'm sorry, in female use of that room and the increased need for the drop-in recreation spaces and individual schedules on a daily basis.

INT: And also there's a new gym in the building as well, right?

?: The new gym was formerly the turf room.

INT: That was converted then.

?: The turf room was converted, the construction started last May, May of '94. The reason that was converted was, if you take a look at the turf room historically before the dome was constructed the turf room served a variety of purposes from classes, the intercollegiate football, in classes there's archery classes, there's golf classes, soccer classes, touch football classes, HP200s, a variety of those types of classes held in that room. After the, after the, it was also used for football practice during inclement weather, it was used for intermural sports, it was used for drop-in recreation, for walking, jogging, those types of programs. Once the Superior Dome opened, many of the needs could be better accommodated in the Superior Dome than the turf room. And, likewise, the daily use of the turf room dropped dramatically, in involving intercollegiate athletics and recreation it dropped very significantly. Compounding that situation was also the fact that the AstroTurf floor covering was worn out, the manufacturer said that that needed to be replaced, there were seams that were showing in that, its life expectancy was at its maximum, so that regardless of what was going to be done a decision had to be made of what we could do with that room, because of the low usage overall and that it was very dramatically low, low and underutilized and it was a large square footage room.

INT: Approximately how many square feet?

?: That one we'd have to figure out, um...

INT: Or like how many yards by yards or...?

?: Again, that one....

INT: Ok.

?: I'd have to pull it out of a book and I don't want to misquote you there but, uh, yeah it was, at that time everybody started, we started looking and really there's much more of a need for having a space available that was either a synthetic or a wood floor that could be used with many of our other activities that we can't do on turf, and I think then that decision, the decision was made to go with wood because over the life of the wood floor it will be a cheaper surface than your synthetic floor when you take a look at the life expectancy and the maintenance costs associated with it. And wood is very definitely a preferred product for most individuals that use it, I believe. It's much more shock absorbent, absorbing to, uh, our legs that are on that, and I guess to some degree I think we have to take a look at the significance of wood in our region and say that wood is so much of an important factor here in the Upper Peninsula that I think, again, use of those products greatly enhances a part of our region's history.

INT: Just as a side note, the dome was built, as all a wooden dome, correct?

?: That is, that is correct. It was built as a -

[Tape cuts out]

?: When that facility was built it was the world's largest wooden dome. The other wooden domes, uh, probably the one that's most well-known is the Tacoma Dome out west, there is a plan to construct, or they're in the midst of constructing one in Japan as well. Northern Arizona also has a wooden dome, so we weren't the first but we are the largest. That does have over there 5.1 acres of floor space for sporting events, conventions, trade shows, other special event possibilities. The, uh, the, uh, what was I going to say here? The diameter is 536 feet. It's equal in height to a 14 story building. The dome is constructed of 781 Douglas fir beams and 108.5 miles of fir _____. And that's if you were laying it end to end, of course.

INT: Is there any estimate of the cost of them building the dome?

?: Um, hold on just a second here. Ok, phase one construction costs were 21.8 million. And that was 17.8 million from the state building authority and 4 million from the state general fund. That's phase one. They're currently undergoing phase two, as you're aware, and that's going to be completed this year. Phase two is 2.1 million including 800,000 in private donations and 1.3 million in loans that'll be repaid over 20 years by our department of recreation facilities and services.

INT: And then is phase two the final phase for now, or are there plans for...?

?: Well, I think when you look at a facility like that I think that there are no definite plans. I would not say there's any definite plans beyond phase two. I think you're always going to have changes and issues and renovations.

INT: But it was no sort of like phase one get it operational and then -

?: Phase one, you know, in its original concept there would have been one phase, but you can well imagine that with state funding and cuts in state funding and costs escalating over your planning process for any facility what the dream is, you know, is scale back to what monies you have available, and then you try to rebuild the remaining parts of that with additional phases.

INT: Ok. So how are, so the Recreation Department then is obviously one of the biggest, has one of the biggest fiscal budgets, or not fiscal budgets but –

?: No.

INT: Not even close, huh?

?: No, yeah, I don't even, I mean something like that you'd have to get from finance and administration but we're not even close to being one of the biggest, if you were going to say one of the biggest on campus.

INT: No. Ok. Scratch that part then.

?: Yes, yeah, scratch that off, that's your comment.

INT: Ok, recreation memberships, you talk about the membership fee just being instituted.

?: For students?

INT: Yeah, for students. Is there any, do you have any estimates for how many students -?

?: Annually? Last year, last year it was between 7,000 and 8,000 students that took advantage of the program.

INT: They use the building or bought the stickers?

?: They bought the stickers, and I'm talking both semesters.

INT: Ok.

?: And that ranges, I mean, it ranges I think there again if you take a look at students, and I'm sure you can probably have the figures from other sources, but I think one of the key things that you have to keep in mind is the number of actual students that use our campus facilities, and I'm speaking whether it's our building, library, Jamrich, or wherever we do have students enrolled that are taking classes at K.I. Sawyer or at Baraga or Iron Mountain or other satellite centers around the U.P., so if you take a look at actual on-campus types of students I think that our percentage of students using these facilities is very good.

INT: And this number was for this year or last year?

?: That was for 1993-94. This year we're not complete but we do sell stickers fall semester, throughout the winter semester, and during the summer. So we don't have current correct figures this year. I'm sure construction will have some impact on that as well as declining enrollment, so I would not expect that this year that we will have the same numbers that we had last year.

INT: Also, outdoor facilities.

?: Ok.

INT: Can you just maybe quickly rundown where they are and what the major ones –

?: Outdoor facilities, the major ones that you might want to note or whatever would be the intermural fields located at the corner of Wright and Lincoln Street, and over there you can, that facility there's a marching band field that they practice when they're outdoors, and there's also three additional play fields that are used for a variety of user groups. When I say three fields I'm referring to three fields that can be compatible for use with soccer or touch football or those types of fields. There's also two fields that are out there that are available for use for softball, and again those are not softball diamonds, they're not cut out to be a diamond, but they do have the backstops for softball and they're in, it's basically a grass area where you would paint the lines for softball and then play on the grass. So the intermural fields over there would be one, second group of fields is Memorial Field and the P-E-I-F practice field. And obviously you're aware that they're located on the south side of this facility and, again, are used for a variety of different uses.

INT: But then again with the construction of the dome then, the football team used to play there I take it?

?: Football used to play on Memorial Field but they still do use that field as a practice site. One thing that people always assume is that you always want to practice indoors, and obviously we play half our games on the road every year and those games are played outdoor on grass so you probably want to practice out on grass.

INT: Right. Well then 1991 was the first year that the dome was used for football?

?: That's correct.

INT: Ok. And is there any other sports, any other teams that use Memorial Field now or...?

?: Memorial Field? The field itself is used for still a variety of things, there are still classes that use that for, they do some 12 minute runs and other tests, like in the HP200 classes on the track surface. They also have used that in the past for teaching cross country skiing education –

[SIDE A ENDS]

[SIDE B BEGINS]

?: ...tape over that other thing we just did?

INT: No, this is a new side.

?: Oh, I thought you switched it earlier?

INT: No, I just checked it earlier.

?: Oh, ok. Yeah, the HP200 classes of course would do a variety of tests out there that they might want to use on that field, there's other classes that use the P-E-I-F practice fields including some of the golf classes, um...

INT: And where are those fields located?

?: Those are immediately east of Memorial Field behind the bleachers and south of the tennis courts. And then of course the tennis courts are used out there for tennis classes as well and intercollegiate athletic, the women's tennis program, and, to some degree, recreational users.

INT: Ok, is that it for outdoor facilities, pretty much?

?: Those would be the primary areas that we _____. That's really about it but we would have our schedule and _____.

INT: Alright, anything else you can tell me just about the department itself? It was founded in 19-

?: Well, our department, I guess, if you look at our department historically, let's go back to 1975. Back in 1975 the departments of health, physical education, and recreation, and athletics were very, I'm not sure, I was not here at that time period, and I'm not sure if they were one department or not, but they were very closely aligned. At the same time when this building, the P-E-I-F, opened in 1976 both departments moved to the P-E-I-F and were located in office 201 upstairs. Again, there's a very close alliance there because many of the athletic programs had staff that also taught classes for the HPER program and so that alliance continued very close throughout the years, it's just recently, within the last year or so, that they kind of separated, the HPER has stayed in office 201 and athletics has moved to the opposite end of the hallway up in the upstairs of the P-E-I-F. As far as we're concerned, back in the late 1970s we originally started off as a program that was basically intermurals. Staff continued to change and be added and focuses changed and our types of programs and, intercollegiately or on college campuses you'll see that there was a change, our national association at the time was the National Intermural Association. During the late 1970s that association changed its name to the National Intermural Recreational Sports Association, and I think that you saw a broadening of the whole recreation concept on college campuses nationally, and here, that's where you see the change with drop-in recreation, the focus on that, you see the instructional sports programs, the time spent with student employment, all those changes have moved away from strictly an intermural sports program or intermural athletics program. At that time period we were a division within the Health, Physical Education, and Recreation Department. That continued for many, many years until fairly recently and this is our second year of operation as a separate department. We are no longer a part of the Health, Physical Education, and Recreation Department, and likewise I think sometimes people on campus confuse the fact that they think everybody is tied together with Athletics which was never the case during the 1980s, they were an intercollegiate athletic department on their own, and I think then you take a look at those situations there, athletics was a department in and of itself that reported to Mr. Tom Peters at that time. The HPER department was an academic department that reported to the Dean of Behavioral Sciences and before that the Dean of Education which is now the same term, those, that terminology changed, and again we were a division within the department, we were the non-teaching division of the department and I think just in the last two years now we've changed to be a separate department, Recreation Facilities and Services that, our director reports to the Vice President of Academic Affairs.

INT: Ok, anything else about the, so that's basically the history of how the recreational department evolved. I know it's kind of a -

?: Very _____

INT: Yeah, it's -

?: You get a brief overview but that's basically how things happened over the years and -

INT: Ok, can you tell me who the head of the department is? Or is it not structured like other departments?

?: No, yeah, our director is listed in our brochures, Ken Godfrey.

INT: And he was like, he was the original - ?

?: Well, again, we're hardly two years in operation, so yes, he's the first and only director.

INT: And then just the, about the other job responsibilities of the department, it seems like other departments are department head, then the faculty, like teaching faculty, whereas your department is more -

?: We're an administrative department.

INT: Right, so -

?: We're not an academic department, we have no role in teaching.

INT: So, I mean, when, in the department that has a specific -

?: Right, we would be no different than other administrative departments on campus that you'd find in, uh, wherever it is, I mean you could take Financial Aid, you could take the Registrar's Office, you could take the University Center operations, all of those are very similar in that they all have a director, they all have assistants, associates that do various job roles within their department that provide the program with services for everyone concerned.

INT: Ok, that looks like pretty much, that looks like that'll give me a good start. Anything else that you want to add, anything?

?: Well again, what I'd like to have you do is I would like a copy of the paper, if the material that we discussed here today is to be used I would like to have that be approved with me and yourself, I think that's very questionable with Russ, and if you have questions as you go about developing the paper then please set up an appointment, I'd be happy to talk again.

INT: Ok.