

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH JOE F. HEAD

CONDUCTED AND EDITED BY THOMAS A. SCOTT

for the

KSU ORAL HISTORY SERIES, NO. 114

TUESDAY, 16 OCTOBER 2012

Kennesaw State University holds legal title and all literary property rights, including copyright, to this oral history. It is not to be reproduced without permission from the director of the Kennesaw State University Oral History Project.

Kennesaw State University Oral History Project
KSU Oral History Series, No. 114
Interview with Joe F. Head
Conducted, edited, and indexed by Thomas A. Scott
Tuesday, 16 October 2012
Location: KSU Archives, Sturgis Library, Kennesaw State University

TS: Joe, why don't you start by talking about your background, where you grew up? I know you went to Reinhardt and then Georgia Southern. Why don't you talk also about that experience?

JH: Sure, thank you. Well, I am a native of Bartow County, Cartersville, born and raised there, and did start my college experiences at Reinhardt College when it was a two year institution. Actually, of all my experiences, I've thought most fondly of Reinhardt among all of the campuses I've attended. I was at Reinhardt between 1968 and 1970. It was the Vietnam era, and I became president of my fraternity there and did very well at Reinhardt—I academically succeeded and graduated, was accepted as a transfer at two or three institutions around the state, but chose Georgia Southern and had a good experience there. From that time I went on to work, and we can talk about that in a moment—got into the field of higher education.

TS: Let's back up and talk about what it was about Reinhardt that you found so appealing.

JH: I think I found the fact that I was accepted very well there. When you go off to a new experience, you're not sure about how you'll fit and what the acceptance will be. It turned out to be a very warm and comfortable campus for me. We were, of course, in the baby boom years, and I'm a very proud baby boomer. I found that when I got there, there was a great deal of personal attention and a lot of guidance and a lot of reinforcement. I think I really learned to study there more than I did when I was in high school. I really learned something about outlining and notecards.

TS: Nobody knows what notecards are any more.

JH: Any more—no they don't. But you and I do. I would put rubber bands around them, and I would organize them. That came from watching other students and listening to some of the teachers that I had. I remember B. C. Yates as my history professor, and you might remember him [first superintendent of Kennesaw Mountain National Battlefield Park]. I had two classes under him, and he was just a giant in the field of history, which is probably one of the reasons I would underscore that I'm sort of an amateur historian. I remember the support that I got there and personal counsel. I befriended the admissions officer, which is probably why I got in this field, accidentally. I have often said that going into higher education admissions, registrar work, is sort of an accidental profession.

TS: Accidental?

JH: An accidental profession because you don't go off to college to become an admissions officer or a registrar. It's not really on one's radar among the more glamorous occupations. You know, it's usually doctor, lawyer, fireman, that kind of thing. When I became an active student at Reinhardt, I did fall into the fraternity. At Reinhardt, the way the Greek system was organized was it had to have an administrative or academic type sponsor. It just so happened that [for] the fraternity that I pledged, the sponsor was the admissions office. So we were pressed into service quite often to give campus tours. Of course, being private—Reinhardt is a Methodist-backed institution—we also very frequently received visitors. They spent the night; they spent the weekend; and we shared our rooms. Sometimes, they'd be sleeping on the floor, or I'd surrender my bed, and I slept on the floor. I did that a number of times over my two years. You did that as hospitality and outreach, and I was very happy to do it.

That courtesy seemed to, I think, befriend me very well to the Office of Admissions, and they knew that I was a player and one that could be depended upon. I think of that relationship. I think of the academic relationship of where I received some good feedback and support. I think about student activities, flag football, and basketball—some great experiences there. Living on campus was just priceless. It gave you that distance I needed from home. I really drilled down into understanding what higher education was about there, because—being a small campus and a private campus—the administration and the faculty used students a good bit. I use the word “used” in a wholesome sense. They depended on us. I would help set things up for events around the campus and became a shaker and a mover there. The faculty had what they call an annual award [for] campus favorites, those that they depended on most. I was inducted into the campus favorite group. So I really felt a great deal of support and warmth from Reinhardt. That's why I say, of all the campuses I've attended, that is the one I look back to most favorably.

TS: I hear all the time from people who attended Kennesaw Junior College that their loyalty is to the junior college instead of the four-year school they went on to. I don't know how universal that is, but there's something about having a small campus, I think, that has an appeal.

JH: Yes, it is, and I would just come back and underscore that again. The smallness—you quickly get familiar with a new community of people. You leave your hometown, your high school, part time job and what-have-you. I think the best friends I ever made were in college. Unfortunately, you drift away from those in high school, and eventually you'll drift away from those in college, but I think back to those half dozen that I really keep up with. It's often said, if you just have one or two good friends during your life, you're a rich person. I think because of the smallness of a private campus like that, I came out the richer for it.

TS: So why Georgia Southern?

JH: Well, fair question. After I graduated from Reinhardt, there's an interesting story there about the draft that I'll share with you.

TS: Okay, it's about that time.

JH: It's about that time. I applied to West Georgia and UGA and Georgia Southern. I had been associated with the Admissions office at Reinhardt; the advisor there who was the Director of Admissions. I really admired him, and he was rather straightforward with me and a kind man. He had put me in touch with a counselor who was affiliated with Columbia Theological Seminary. For a while, I thought I might want to be a minister. Of course, Columbia is Presbyterian. I went through an eighteen week assessment at Columbia Theological Seminary. I went down every week for one to two hours and went through career counseling to vet, to screen, to determine if this is what I really wanted to do. It was also a soul searching experience. I got in touch with myself a lot better at that time. I don't know if they're still doing that, but it paid great dividends for me. During that soul searching, we looked at other institutions. I knew my time at Reinhardt was coming to a close. This was my second year at Reinhardt, so where would I go from there? Of course, the reality of Vietnam was also at hand. That was a horrible war, and my age group, the baby boomers, was the core of that fighting force.

TS: You were just about time for the lottery I guess in '70.

JH: I had a 2-S deferment. I had the last of the 2-S deferments, if you remember what that was. As long as I was in school and in good standing, I was exempt. The lottery came along my second year, and I also got a lottery number. I was in the top third. I remember I was lottery number 115. Anyone in the top third was guaranteed to go. Obviously, I was going to take 2-S deferments, as long as I could stay in school. I've got two stories going at once here. I found a good recommendation from two men that I admired that said that they thought that Georgia Southern would be a better fit since I had done so well on a smaller campus. Georgia Southern was about 5,000 students at the time. Reinhardt was about 500. Georgia at that time was about 12,000, roughly. I bought that good advice, and I decided to go to Georgia Southern. It was even further away than UGA, so I went down and looked at and enjoyed it.

This will be a good time to segue back over to the Vietnam story, and it's a colorful one. I [thought that I] ultimately had to go to Vietnam, which was a fearful thing for me, but I tell the story in good spirit. I graduated from Reinhardt, a two-year school at the time. I'd been out for summer break for two weeks, and I worked all the time to save money to go to school. Everyone has their own story about how they paid their way, but I paid my way and had loans as well. When I

got home that summer after I graduated from Reinhardt, I got my draft notice and greetings. You know, that was the worst thing a young man could get during those years. I dashed right off to the draft board there in Bartow County. I won't mention names, but the draft lady there says, "Oh no, you're set to go for your physical in two weeks, and you're in the stack of files here." I said, "No, I have a 2-S deferment." She said, "That doesn't mean anything anymore. You graduated." I was just shocked, and I said, "No, that means a four-year graduation." She said, "Nothing in the policy manual says two year or four year. You graduated. We have a quota here, and you are set to go. You're in the quota for this month. We have to make that quota." She mentioned quota a number of times: "We have so many young men we have to get every month to go."

I had remembered that I had dated a young lady there in high school whose grandfather was on the draft board. So I called her and learned where he worked. He worked in [one of] the old hardware stores before we had Lowe's and Home Depot. He was there working, and I walked in to share my situation. He remembered me, and he said, "I believe your side of the story. I think you've got a case." He wrote down a phone number, and he said, "You call this number in Atlanta and talk to so-and-so." I did, and they told me how to write a letter of appeal, and I did. It took about two weeks. They were very quick, I thought, and I got an appeal in my favor. I took it to the local draft board, and this lady had already gotten her onion skin copy of it. You remember how those used to be? She was furious with me. It was almost like, "I dare you to challenge me." She said, "I'm going to put your file back in the drawer, but in two years or less you will go to the draft." Well, in two years—this story has a second chapter—I graduated from Georgia Southern. I'll try to make this as brief as possible.

TS: So this is '72 by now. The draft has one year to go.

JH: The draft is still going on. I got another draft notice at graduation. Well, Reinhardt contacted me and informed me that I had this opportunity because of my former relationship with Reinhardt—again, you can see why I keep saying Reinhardt was my special campus. They had been in touch with me and said, "There is a small, private women's college in middle Georgia called Tift"—that was my first start—"and they have decided to establish an official Office of Admissions and stop handling admissions out of the Alumni Office." I touched base with the Financial Aid Office at Georgia Southern to wrap up my loan obligations and mentioned I had a job interview, but was concerned about the draft. The lady said I might get a deferment if it was a special job related to counseling. Back then, Tift Admissions was an office that was pretty much based and structured in the alumni perception of what the student should be, and how they did their outreach was only by alumni approach. The new administration there had decided that they would have young men because it was inappropriate to put women on the road.

I went and interviewed, and I said, "I just want you to know I'm facing the draft."

The president said, “Have you heard about a thing called critical fields?” And I said, “No, I have not.” Georgia Southern had mentioned this to me because I was leaving Southern, and some of them knew that I had this job opportunity. Anyway, they struck a deal with me, and they said, “We’ve got to make sure this Admissions Office will work. It’s a new enterprise for us, a new venture. Here’s the deal. If you will agree to be in church every Sunday, not date the women students, not eat in the cafeteria when the girls are there or fraternize with them, and that you will do church programs—even if it’s Sunday school programs—around the state, we’ll hire you, and we’ll give you a critical field status waiver.” Well, I thought that was the best thing in the world, so I took it. For two years I played under those rules.

TS: Tift is a real pretty campus. It’s no longer in business.

JH: No, it’s not. You can see it from I-75 in Forsyth, Georgia, Monroe County. Oftentimes it’s confused with Tift County. But it’s now the state administrative probations and parole campus.

TS: So being an admissions officer was a critical field as far as the draft board was concerned.

JH: It fell under the definition of counseling, and that qualified for the waiver. I could get it for two years, and then they reviewed it. Well, that took me into ’74. [U.S. Secretary of State] Henry Kissinger worked his magic with the Vietnam forces, and I received a notice that I was just on notice, but that I didn’t have to report.

TS: There’s no draft by ’74.

JH: That’s correct.

TS: You were at Tift College for two years. When did you work on your master’s degree?

JH: Toward the end of my second year. I was impressed with higher education, and I found a good number of people who were telling me about this legendary professor at UGA, Dr. [Theodore K.] Ted Miller. “If you can get in one of his classes and his program, you’re doing the right thing.” I went up and visited with him and told him I was at Tift. Being in-service—what we call an in-service student—he was all about people who were employed in higher education. So he took me in his program. I started at UGA. It was a weekend program, so every other weekend I drove to Athens. This was an interesting cooperative program. It was partnered with Emory, so I sometimes say I attended Emory as well. We did half our classes at Emory and half at UGA. It was an unusual registration because we could decide which way we wanted our credit to go. Of course, I was naïve, and I said, “Well, I’d like perhaps to have my credit go to Emory.” So right toward the end of the term, registrations had to be finalized and grades and so

forth to show me what the bill was going to be for Emory. I said, “I think I’ll have my credit go to UGA.” That’s how I got started. Then being on the alumni list at Georgia Southern and being known a bit, I got a notice that Georgia Southern had started the same program in higher education. I made a decision to move back to Georgia Southern simply because I knew those people over there and felt good about them. So I finished my program at Georgia Southern.

TS: What exactly was the program called?

JH: It was called Adult and Higher Education Administration, and the theme was the nature of post-secondary institutions and how they operate. It was a rich and clever program because it put me in front of several college presidents. This is the way it started when I was at UGA. We met at the Young Harris [College] campus and at Armstrong and with Emory and with UGA. I’m trying to think—one or two others—I think Macon. So that put me in the seat, if you will, of getting familiar with upper level administration. I began to understand what post-secondary institutions were about and how they operated and some of the challenges that they had. That’s how the rest of my program was built until I graduated. I did that under my major professor at Georgia Southern. While I was there I took a leave of absence from Tift to finish my master’s. That worked in my favor because while I was living in Statesboro and in the graduate program. The registrar at Georgia Southern invited me to come work for them. So I ended up with an unexpected job. Again, I could only take classes on the weekend or at night. We didn’t have graduate programs during the heart of the week, Monday through Friday. It was only on weekends and at night. It took me a little bit more than two years to finish the program.

TS: So is that ’76 or ’77 that you finish up?

JH: In ’76.

TS: We didn’t say what the name of the Admissions director at Reinhardt was that had such an influence on you.

JH: Bill Smith. He actually now is executive chair of GEAC, the Georgia Education Articulation Committee, which you might know or the public would know as PROBE. That word PROBE is not an acronym; it means probing into post-secondary education. It is a private organization that all the colleges in the State of Georgia—public and private, college and university level, and technical—subscribe to that sponsors the college night programs. You might be in a mall one night as in October, and all of a sudden you’ll see 100, 150 colleges there. The State of Georgia, PROBE, GEAC, sponsor that. Bill ultimately retired from Reinhardt and went to Georgia Tech and then to North Georgia College. He retired and then took that over. The GEAC program actually started out of the Board of Regents under Tom McDonald, if you remember him. He used to be the vice chancellor for student affairs. Tom McDonald is another great person in our

business and made some significant contributions. This was one of them, I think.

TS: Okay, so '76 you get your master's, and you go to work for Georgia Southern in the Registrar's office.

JH: In '76 I did. As I said, I took sort of a sabbatical, if you will, to get the master's. Then I wound up working full time for Georgia Southern. Then, Tift asked me to come back. The director that I had worked under eventually left and went to a college in South Carolina, and I found myself in a good set of circumstances. I had some choices. I had to plan this in a strategic way. I actually worked for a little less than a year for a company called ABC School Supply. They were in Atlanta. I did that as a pivot, and then I launched back into Tift. I went back to Tift, and I worked there for five years. I started as Director of Admissions and left there as Dean of Admissions. However, our Registrar died while I was there, and so I became Acting Registrar. My last year there I was promoted again, and I was Dean of Admissions and Acting Registrar. Then they just wound up having the Registrar report to me while I was there. I stayed there for the five years, and then I went back to Georgia Southern.

TS: Five years is '76 to '81?

JH: Correct. And then from '81 to '84, I went back to Georgia Southern and became Associate Registrar there and Director of Recruitment at Georgia Southern. I had a ping pong relationship between Tift and Georgia Southern.

TS: I assume Tift went out of business because it couldn't recruit enough students at a certain point along the way. It must have always been a problem recruiting students.

JH: It was and they needed the right kind of fit of people that could work there. You remember some of the conditions that I had to accept to go to work there.

TS: Yes, I think I have a very clear picture of what happened.

JH: Tift came out of the day that they were recruiting and admitting women students that were very much Baptist, primarily. That doesn't mean other students from other faiths couldn't go, but there were some people who said, "Well, they were just educating brides of Baptists missionaries or Baptist preachers; that's what their mission was." Others said, "No, Tift was there to educate teachers." Those were the two primary things that you heard. But they had a legacy of home economics. Well, home economics died, and they needed to bring in some fresh curriculum.

TS: The women's movement did it in is what you're saying?

JH: Yes, that's exactly right. So there was a slowness to accept some of the more

current things that were popping such as upper level business programs and the computer—I can remember that one clearly. We had a math professor who wanted to offer computer courses, and he was being resisted. There was a reason for that, and that is the board didn't want to spend the money on the equipment. In that day, a desktop cost about \$15,000.00. They were very prototypish. Well, Radio Shack and Apple came out, so he got some of those. They were a bit more affordable, so he wanted me to start appealing to the students in the field to come to Tift because we had some computer programs, primarily through math. Well, math tended to scare people, and they didn't want that.

We had this relationship with what was then Georgia Baptist School of Nursing, which no longer exists. We provided the first year of academics, and then they finished the next three at Georgia Baptist [Hospital, Atlanta]. Well, Tift finally decided that it would offer all the nursing programs. I had a meeting with the board and with the president and said, "We need to have more programs that are female friendly. Nursing is one, and we need more business programs. We need to expand the business program and get into interior design, fashion design." While I was there they were ripping out all the home economics classes. They still had the ovens and the kitchens and so forth, and they were ripping that out. I wanted to replace it with business, fashion design, or nursing programs. They were in a state of indecision and failed to move rapidly.

To bring this to a close, after about three years of moving fully into nursing and our enrollment was going way up, they reached the point where they had to meet fully the accreditation requirements. To be kind to everyone, the board made the decision that we were not going to go further with the nursing program. So we had to offload or displace the students that we had that wanted nursing. I was very upset about that. They turned it over to the Admissions' and Registrar's Office to do the out posting of these students. We had probably one hundred students, and that's one quarter of the entire enrollment. So I stayed. We held workshops on the campus and invited the Medical College of Georgia; we invited Georgia State in; we invited Mercer in; we invited some schools out of state; and we relocated these students. It took about a year. When that was done, I tendered my resignation and went to Georgia Southern. That was in '81. I had said to the president, I fear if you don't at least do all you can do with business and buy the equipment for computers that Tift will suffer greatly to survive. They did close in '85.

TS: You go to Georgia Southern, and you were Associate Registrar. Is that what you said?

JH: I went in and became Director of Recruitment and Associate Registrar.

TS: How was that? You stayed there three more years.

JH: Roughly three years. Again, I was in a good position. I think Georgia Southern,

for those three years for me, was where I learned more of the sophistication of this business. Tift gave me my best foundation of the fundamentals of student outreach, if you will—student marketing, student recruitment. I think in an innocent way some people would think that’s all you need—how you put a recruitment campaign together, how you do the outreach and follow through—college visitations and open houses. That primarily was what I had to understand when I was Tift—about the bed challenge—you had to fill the beds. That’s where there was a lot of revenue for a private college. I understood there were certain targets. When I went to Southern, I think I learned the next level—the sophistication of enrollment services. Enrollment management really began to be paramount for me there. I learned something more about retention. I learned that you can recruit and enroll and admit the students, but a good Admissions officer’s or Registrar’s job is not done because if you don’t pay attention to that class all the way through, they can be lost too easily because of neglect, because of poor policies on campus.

So an Admissions officer and a Registrar must have a continued voice or some ability to play up line because you don’t want to have to re-recruit those people. It’s very expensive to replace students when you lose them, so I learned more about registration processes and the friendliness of registration, to work with faculty, particularly department heads, to arrange classes in sections so that they are appealable and reachable to students that enroll, and they can see progress to get to graduation. There’s progress involved, and the ultimate thing is get them graduated. Hopefully, they’ll become then productive, loyal alumni and come back and get a master’s degree or contribute to the Foundation. I learned a lot more about systems that had a lot to do with progression or retention at Georgia Southern. So when I put those two together, I felt like I had a pretty good package to offer as a career professional.

TS: We had 4,000 students in 1981. Was it about 10,000 at Georgia Southern at that time?

JH: About 7,200.

TS: So it wasn’t even 10,000. And this is pre-football and Georgia Southern.

JH: Yes, and I was there when [Erskine] Erk Russell came [as the football coach, 1981-1989]. I helped usher in football. I met with Erk Russell a number of times.

TS: I remember Georgia Southern had a big bump in enrollment when football started.

JH: It did; that’s when the climb started. I got there the same season that Erk Russell did in ’81. He had accepted the offer, and he was still moving in. I asked for a meeting with him. The gentleman I reported to who was Don Coleman. We wanted to have a good relationship and get off on the right foot from the beginning. I have to say I was so impressed with him, and I can see why young

men, football players, athletes—I hate to use the word worship—but why they worshipped him. He was solid; he was ethical; he was a leader; he was firm; he was a person to look to. I even felt when he came in the office that our status for the whole campus came up a notch. We talked about what his expectations were, his hopes were, and we told him where we were coming from. We had very little problem with Erk Russell and the coaches. We had one or two glitches, but nothing that I've experienced in other locations. I was very proud of that relationship. I was there two years with him, and then, of course, I came here. He won his first of three national championships after I left.

TS: Why did you come to Kennesaw?

JH: That's a fair question. This is home. I grew up in Cartersville, Bartow County, and I saw Kennesaw being the place to be among all the USG [University System of Georgia]. I can remember when Joe Frank Harris was running for governor. He came to southeast Georgia....

TS: He was elected in '82.

JH: Yes. He knew I was at Southern, and he was coming to speak to the Rotarians there. They opened it up for a lot of people. He knew I was down there, and he was in unfriendly territory. [Ronald] Bo Ginn [U.S. Congressman, Millen, Georgia, 1973-1982] was his opponent. I wasn't a Rotarian, and I wasn't a member of the country club down there. He asked if I could be present, and, of course, that was so he would have something to refer to and try to connect and picked on me a little bit. But his name is Joe Frank Harris, and my name is Joe Frank Head. His wife, Elizabeth, taught me science. I was in her very first class when she graduated from LaGrange when she taught at Cartersville. She came to the junior high, and I was in her class. They remembered me, so he asked if I could be there. The president, Dale [W.] Lick, asked if I would attend that meeting. It was a great meeting. It lasted about two hours, and he presented, and he did a really good job. Of course, he referenced me being there.

After he spoke, I can remember multiple people came to me because I was the only connection. They asked, "What kind of man is he? Can he do the things he said?" Bo Ginn was in Congress. "Does Joe Frank really have the expectation that he can win this race?" I used this even here at Kennesaw. I said, "You people don't understand down here about the population difference between Atlanta and northwest Georgia and Statesboro and Savannah. He is known up there. Bo Ginn really isn't known up there. You know Bo Ginn down here because Savannah is home." I think it was Millen was where he was from. "When you compare the weight of that, Joe Frank is going to far outweigh that." He did win. I've used that story a number of times about him coming. There are some other things, but we didn't really talk about those.

TS: So Kennesaw is close to home at least.

JH: So I wanted to come home. Yes, I got off track. I just had this draw, as many people do. I'd been gone for about fifteen years with all of my college years and career years, and I would like at the time to come back up here. I saw Kennesaw as the place to be. Again, a little story about that: The guy that I was working with, my counterpart at Georgia Southern, had actually gotten advance notice that there was going to be a position open here, and I didn't know it. [Thomas H.] Tom Rogers was your Registrar/Director of Admissions at the time, and he was going to retire.

TS: So we hadn't divided those two positions yet.

JH: You had not, but it was going to be.

TS: And Tom Rogers was here from almost the beginning [1967].

JH: I knew Tom and was fond of him. My counterpart, whom I did not want to have a poor relationship with, had gone ahead and applied. So I just stayed low. I didn't apply. I thought, my goodness, I'm missing a great opportunity to go home. My counterpart did come up, and he interviewed. He came back, and he was just shaking his head. He said, "Who would ever want to go up to that little sleepy campus in rural country with few buildings and a limited curriculum?" He said, "I think they had maybe six buildings."

TS: We had a few more but not much.

JH: Not much. He said, "I don't know, if they offer me the position...." Well, they offered it to him, and he turned it down. They reopened the search within another six months, and George Beggs was the search chair. Good history person here. This time I applied, and I came up and gave it my best shot. I think there were sixty-eight candidates from what I understand that had applied for it, and I turned out to be a successful candidate. Of course, they asked me, "Why do you want to come?" I said, "Primarily, I see two things: I think this campus is the place to be. I think Atlanta is going to grow north, and I think it's the right place to be because of the demographics." I made a big case about that, and I think everyone fed on those words. And I said, "Secondly, I'd like to get home. My heart is in north Georgia. I'm well connected here, so if I'm your choice, I'd be very happy to come." So that's pretty much why I came.

TS: We've had interviews with a number of people who came in the early 1980s and were shocked at how bare the campus was at that time, but nobody called it sleepy because of Betty Siegel. I guess Ed Rugg was here by that time, and they were able to sell the future to a lot of people, so I'm surprised that anybody would think of this as a sleepy campus.

JH: Well, Scott McLaughlin, who was my counterpart—and I respected him greatly—

we were approximately the same age. He had a number of descriptors, and none of them were intended to be offensive. When you compared [Kennesaw College] to Georgia Southern and the 350 acres that we had then at Southern and the multiple buildings, the fact that we were starting football, there was way more action going on there. This had just basically been an evening campus, adult, low profile image. For our competitive field, Kennesaw College was no radar blip out there for us at that time.

TS: So you had to see what was coming as opposed to what was here at the time.

JH: You had to have vision, and that certainly is what Betty Siegel had. I think my enthusiasm to come home probably overshot everything, and I might have magnified that too much, but I knew that Kennesaw was in the path of great things. I'll tell this story if I may: I worked for a men's shop for seven years. I started in seventh grade, after school and on weekends. During the summers they would release me from the men's shop because I could find more gainful employment in the construction and carpet industry. I was working for two summers with the State Highway Department and C.W. Matthews Construction Company. We were building I-75. As you know, I-75 through the north part of Cobb County and Bartow was the last to be finished in the nation on that stretch because of the lake and mineral rights. Another story! Well, I was assigned to a crew with C.W. Matthews. This gentleman who was a graduate of Auburn, a field engineer, said, "I'm going to teach you to operate a lock level. What I want you to do is determine slopes on these hills where we're cutting the road through. I want you to make sure that they stay in regulation regarding the grade and angle." So I learned to use a lock level. He'd come by and check on me every now and then—he was a man [with] wholesome, fatherhood values, I think.

He would say to me, "What are you going to do with yourself when you grow up?" He'd tease me. "What are you going to do with yourself after high school? What are you going to do with yourself today, what are you going to do with yourself tomorrow?" He would just stop and give me a drink of water—he had water on the back of his truck—and we'd talk for three, four, five minutes, and he'd be gone. Well, one day—this was in 1966 or '67—we were right out here on what would be I-75. He stopped, and he said, "Are you going to go to college or not?" He just kept pushing me. I said, "Yes, I'm going to go to college." He said, "Where?" I said, "Well, maybe West Georgia." He said, "Why don't you go to this one right here?" I looked around, and I was down in the cut. I said, "What one?" He said, "They're building one right up there. Why don't you go take a look?" So at lunch I ate my sandwich, and I climbed up that hill of dirt, and I looked, and I could barely see a college being built—things coming up out of the ground. Well, who would have thought, from 1966 to 1984, I would come here as a result of that man introducing me to Kennesaw Junior on that day.

TS: So you're one of the few that has a memory of the campus before it opened.

JH: I barely have the memory, and it was only because he said, “They’re building one right there. Why don’t you think about that one? It’ll be about ready when you’re ready.”

TS: Well, [the new campus] opened in January of ’67.

JH: Yes, and this was about ’66 when I saw it coming up out of the ground. Interesting story!

TS: Yes, that’s a great story. You come here in ’84. I guess Tom Rogers has been gone a year by that time. Who was the Registrar?

JH: Betty [J.] Youngblood.

TS: So you become Director of Admissions and Betty Youngblood is the Registrar.

JH: She was, I think, a faculty member that was temporarily holding things down.

TS: She was a political scientist.

JH: Yes. She was temporarily holding things down. I don’t know if she intended to stay as Registrar or make a career of it. I know we had several talks together, but I didn’t see her heart in it. That’s not to say anything inappropriate, but I just didn’t see that she was interested.

TS: It wasn’t the field that she wanted to be in.

JH: Right.

TS: She had been Assistant Dean of the College before then too. She didn’t stay long I don’t believe and then went somewhere else.

JH: That’s correct. She stayed a couple of years, and then went elsewhere. In my tenure here of twenty-seven active career years, I actually was chair of two search committees [for Registrar] and co-chaired a third one. The first Registrar was Lee [G.] Suddath [1985-1987], and she came from University of Alabama, Birmingham, Medical School.

TS: I had totally forgotten about her.

JH: She didn’t stay long. Quite a classy lady, but I remember this probably wasn’t her cup of tea. She wanted to come to Atlanta because her husband got a position at Georgia Tech. Lee came to be Registrar here and lasted about eighteen months to two years. She used to tell me in jest, “I could keep up with my students at Medical School in a shoe box. I have two shoe boxes.” She would register students, and she said, “I just kept up with them on index cards in a shoe box.” I

- said, “You can’t do that here.” We just had some fun times together, but she ultimately went to work in real estate. The next [search committee] I co-chaired was [the one that selected William L.] Bill Hamrick. Bill stayed with us and made just, I think, an exquisite contribution to this campus. He was a solid choice. He came from West Virginia, and he and I bonded right off, and, gosh, he retired from Kennesaw just about seven or eight years ago now.
- TS: He lives up your way in the Cartersville area.
- JH: He does. He chose Cartersville, and that probably had a lot to do with my influence. I co-chaired that committee, and by the luck of the draw he was the one that I was assigned to host. We brought in three candidates. I remember picking him up from the airport. I came back that night, and I called some of the committee members. I said, “This is going to be our Registrar, I can tell.” And there was no question—he was just head and shoulders above the other candidates. He was looking for a place to live, and I said, “You’re likely going to wind up in Cobb County, but after you finish looking, let me have the last two hours of your day, and let me show you one other community.” I took him to Cartersville, and when he saw it, he came back down on his own, brought his wife, and he took her right to Cartersville, and that’s where they settled.
- TS: So Bill stayed some twenty-odd years as well then.
- JH: He did. I can’t remember the number of years, probably twenty, twenty-two years he was here, and we did very well together. We were a dynamic team for quite some time when we were together.
- TS: And then I guess you must have been chair of the committee for Kim West also?
- JH: Correct. I knew Kim longer actually than I knew Bill Hamrick. Kim started at DeKalb College, and then went to Armstrong. When Bill left, we had done a number of things here at Kennesaw that took us to a direction about establishing Enrollment Services, not just Director of Admissions, that reported to one VP, and a Registrar that reported to another VP, and financial aid reporting to another VP. During my tenure here I lobbied for a unified division. There’s a long story in that, but ultimately Nancy [S.] King came into play, to bringing together with Betty Siegel Student Success & Enrollment Services. Bill and I moved into that arena together. Prior to that, we were configured in silos, so we each would report to a different VP. It was difficult to manage enrollment that way. We didn’t have the same VPs to, in a friendly sense, work out administrative difficulties.
- TS: So which VP did you report to—Student Affairs?
- JH: I reported to the Foundation, [James A.] Jim Fleming.

- TS: Oh, okay, so you reported to Jim Fleming, and Bill reported to the Vice President for Academic Affairs?
- JH: [Edwin A.] Ed Rugg.
- TS: To Ed Rugg. Okay. Basically you pulled out of both of those areas then, and came under Student Success.
- JH: Well, we had Student Affairs before we had Student Success. Actually, when I first came, I reported to [Eleanor T.] Toby Hopper [Dean of Student Development]. She was among the first deans of Student Affairs. She was in that position for about three years.
- TS: How did you get under the Foundation?
- JH: It wasn't my choice, but it worked out that Jim Fleming, I think, made a favorable impression on the president about some views of how these kinds of offices should be structured. A decision was made that Admissions at the time was more about outreach—revenue building—and that somehow was interpreted to be a Foundation kind of thing. Some decisions were made that I opposed....
- TS: Outreach meaning that the Director of Admissions needs to be out in the community getting the college's name spread to potential parents and students that might want to come here?
- JH: Correct—and junior colleges, and any entities that would advance the name of student marketing and student outreach—promotional image building. So I operated under those conditions for eight years.
- TS: When you talk about bringing money in, you're talking about tuition money as we grow? We wanted to grow in enrollment, and your job is to recruit.
- JH: Right.
- TS: What did you think about that? What was your philosophy about being an Admissions director?
- JH: Well, I was, and still am, proud about being an Admissions director and then Dean of Admissions and then ultimately AVP [Assistant Vice President] for Enrollment Services. That was a progression of where we are today. But, at the time, to answer your question, from my point of view I did not embrace that structure. It was not friendly to what we were doing. I don't mean to be disrespectful, but it was a decision that was made that you just accepted and went along with. It wasn't until the eighth year under that structure that we had a crisis on campus. There were three times while I was here that we lost enrollment. Of my twenty-seven years, there were three falls that lost enrollment. One was when

we converted to Banner, the student information system for registration—SIS, Banner. The second one was when we went from quarter to semester conversion, the academic calendar. The third one was when we lost NCATE [National Council for Accreditation of Teacher Education] accreditation for education. That is what prompted the change.

TS: This is '93 for NCATE.

JH: Yes, '93-'94 was when this all came about. I had been reporting to the VP for the Foundation—Development—for eight years. Roger [E.] Hopkins, you remember our VP for Business [and Finance], and others—the President's Cabinet—were quite concerned that this accreditation was going to cost us a great deal in fallout. The media, the news arms, are always about sensationalism, I think. They create a caption or a title or a heading, and then you have to read two or three paragraphs below to finally get to what the interpretation of that might mean. Well, we had some unfortunate fallouts. "KSC Loses Accreditation" and we had to read on down to see that it was the professional accreditation for education. Well, we had a tremendous concern. Students wanted to leave. It bled over into other students who were not education majors, and they didn't want to be associated with a campus that was unaccredited or losing its accreditation or on probation. It wasn't SACS (Southern Association of Colleges and Schools), and it takes a while for the public to understand that.

TS: The college is fully accredited. The education program has their separate professional accreditation. NCATE thought they didn't come up to some of the standards during a self-study and put them on probation for a year. People worked like mad and created all the PTEU Units [Professional Teacher Education Units] and so on and passed with flying colors the next year.

JH: Exactly. I credit Dr. Rugg for really being the point person on that, the hound dog that stayed after it. He was a bloodhound that really stayed after that objective and straightened it out. But on the front end, before all of that was accomplished, there was this tremendous panic and concern about losing enrollment. I can remember the day clearly in the meeting. The President was very perturbed; others were too. We were having a meeting over in the Jolley Lodge. She wanted some actions; she wanted some recovery steps. We were meeting with the director of Alumni Affairs and the PR person, Development people. Jim Fleming was there, and I was there. I felt very much a fish out of water because I didn't have as much in common with them. The President was really trying to solve this with I think a PR blitz recovery. I had not been called upon that entire morning for a comment.

So finally she was at her end of satisfaction of where the discussion had gone. This is from my point of view. She turned to me—I was sitting at her side—and she said, "Do you have anything you want to say?" I said, "Well, yes, I can speak to this." She said, "What do you have to offer?" I said, "I really think the

recovery has got to start with the students that we have here. We need to be communicating to them.” She got very interested in those remarks. She said, “What do you mean?” I said, “We can’t communicate with them as well because we’re not configured to do it.” The word "configured" really captured her. She said, “What do you mean by that?” I started explaining it, and she just paused, and she turned and picked up the phone, and she called catering. She says, “We’re going to be here for a while. Bring lunch over for all of us.” We were there for the rest of the day talking about reconfiguring our structure and our setup, so that we could best communicate with the current students to preserve them, to keep them here. She called Roger Hopkins (the Vice President for Business & Finance) and told him that I was going to meet with him. So I basically had a carte blanche for the next year, and we reconfigured. We pulled together Registrar, Admissions, Financial Aid—that created the deanship. Then ultimately we had a gentleman here that was a Dean of Student Affairs, but was not in favor of the merger.

TS: Benson?

JH: Paul Benson. He left, and that gave an opportunity for Nancy King to be named as the dean and then VP. That gave Dr. Siegel a chance to reconstruct all of this matter, so she decided to pull Student Affairs under this new title and then group the three—Registrar, Financial Aid, Admissions—together. That was a much better fit. Now since then, with Dr. Papp, right before I left, we’ve pulled ES out, Enrollment Services, and it is now its own division.

TS: Under whom?

JH: Kim West now. It was started with me and then Kim took over.

TS: Who does Kim report to?

JH: The new provost, Ken Harmon. We’ve had a wonderful relationship with SSES. Dr. King has since retired, of course, and then my retirement.

TS: SSES is Student Success and Enrollment Services.

JH: Correct.

TS: So you felt more at home in a service roll in a sense to the students that we’ve got here—that once we recruit them, you see the Admissions officer having responsibility of taking care of them until they graduate.

JH: That might be a little more intense than I mean it, but I don’t think admissions professionals or a registrar professionals can completely wash their hands once they come in the door and enroll. You’ve got to pay attention to their progress or else you’re hemorrhaging on the other end—that your eyes were over here and

- you're losing them over there. That makes no sense. A good admissions or enrollment professional—and I think that's the upper end of people we're talking about in this business who make a career of it—they are smart people if they're paying attention to the flow of students that they bring in on the front end—two and three years later, what's happening to them? So you want to have as much influence as you can within reason, without stepping on other people's departments, to help them stay.
- TS: I'm thinking when Dan Papp got here, he was shocked at how awful our retention rates were, and we've made considerable progress since 2006.
- JH: My point. Yes, retention is tough for any institution, so you need all the players that have some experience, who have something to bring to the party, who have some resources that can perhaps shore up your retention numbers.
- TS: Okay, so '84, when you first came here on campus, computerization was in its infancy in a lot of respects, very different from what the assistant vice president would have to deal with nowadays, I guess. Why don't you talk about the evolution of the Office of Admissions in the way that it serviced students in the institution?
- JH: Well, when I came from Georgia Southern I didn't even have a computer on my desk. We had two or three back in what today we would call Data Entry. We called it Processing back then because it was still going through an evolution of manually building folders. We had [Randall] Randy Goltz here [Coordinator of Administrative Computing], who was a wonderful director of Information Systems. So you had basically your computer power invested administratively down in the [Coordinator of Administrative Computing's] offices. You'd get hardcopy printouts, little tractor drive sheets, that you'd pop apart and had all those lines on them. We slowly began to get dumb terminals—I think is what we called them—on the evolving Data Entry labor force that we had. That's where we would hand-enter the applications. The applications would be mailed to us, and of course everything had to be hand-entered in. The key stroke error ratio is always high, and you're always going back in to correct things.
- TS: Key punch cards?
- JH: No, this was the step after key punch. I think some years just before that we were leaving key punch, but now we were into entering dynamically into the Student Information System (SIS).
- TS: But the secretaries are making lots of mistakes?
- JH: Yes, you still make mistakes. You would operate in an environment called the Legacy system. Legacy means home grown, custom built, on your own campus, not a national product, not a high level vendor product that's been tested again

and again and sold and backed by a corporation. It's a Legacy system, and you have thirty-four or thirty five campuses in the university system, and everybody's operating on a Legacy system. Well, I'm one campus and you're another; you're UGA, and I'm Kennesaw. We're all having to report data to the Board of Regents, and your programmers built it one way, and my programmers built it another. So it may get inconsistent reports. Their IT people are pulling their hair out trying to make everything one when the data goes into the Atlanta office. I think evolution is a good word of how this all comes about is how you scoop this thing and make it work.

Eventually I was [on] the committee for the Board of Regents. This was a long process—years—trying to find a solution for the entire University System. This came in the mid-1990s that we were going to go with Banner. There were a number of companies we could have gone with: Jensabar, Datatel, PeopleSoft, and others. But we chose Banner. I'm really leaping. We got comfortable on the Legacy system. We knew it; it would perform; and just for Admissions from '84 until we moved to Banner in '97, I had 300 programs that we had written under our Legacy system. I depended on those programs. They would work. I had a list of them, and I had my favorites that I could go and pull and get data from. But we paid the price. We moved to Banner, and it was painful.

TS: You said that we had lost enrollment when Banner came in. Why was that—because we lost some of the students?

JH: Banner was not friendly to us initially, as it wasn't for any institution that moved to Banner. We looked like we didn't know what we were doing. Registrations were scrambled. We went to a seven-day workweek. The campus didn't know that, but for that last year, Admissions particularly, we were operating in dual data environments. We were still having to enter everything by hand in the Legacy system because we could trust that one, but we also had to turn around and enter it in Banner because we were under a mandate to get Banner running in a certain year, and we didn't have the staffing for it. Banner was very difficult to learn. Even today, I never really fully learned it. I just learned pieces of it. We would lose personnel. They would be here six months, and they'd just leave. We had high turnover in personnel. We had Banner failures; they wouldn't work. Students applying would get frustrated with us and just take their second option and go somewhere else because they hadn't heard from us appropriately. Registrations would be a mess, and those students would just go elsewhere.

TS: How did you inform students back then? Send them a letter and say you've been accepted?

JH: Yes, a hardcopy letter. We still do that today because you cannot get away from that hardcopy letter; that's sort of a trophy. When you get accepted to college you want to see that. It is better even today than just sending the electronic notice. Of course, they can print that out, but still getting that package in the mail—you've

- been accepted—with the inserts and so forth.
- TS: But students were calling in and saying, “I’ve got to make up my mind; you haven’t told me anything yet?”
- JH: Correct. We had tremendous PR problems with several constituencies. The campus was upset with us. You being a faculty member may have a next door neighbor or even a son or daughter who was applying here. Your next door neighbor was pounding on you because he hadn’t heard about registration or he hadn’t heard about the acceptance to Kennesaw. So you were having to lobby for them. The guidance counselors were just furious with us because the “Helicopter” parents were slamming them. They, in turn, were calling us, and we were six weeks and eight weeks and ten weeks behind.
- TS: The guidance counselors in the high schools?
- JH: Yes. So that’s two populations. And then, of course, the parents themselves and even other colleges in the state and out of state who weren’t on Banner were calling. They just didn’t get it, why we couldn’t perform faster and produce. We called it “in production,” why we couldn’t get “in production” working. So we looked bad for up to three years. We lost enrollment that first fall that we went to Banner. You’ve got to remember we were still in Admissions. The Registrar didn’t have to do this, but in Admissions we were running in two environments. We had to run both the Legacy system and the Banner systems in admissions for the security and the back up to make sure we had the numbers right.
- TS: You said this is in the 1990s?
- JH: This is ’96-97.
- TS: Okay, so I guess ’94 was when we lost enrollment because of NCATE. Two or three years later we lose enrollment because of Banner.
- JH: Fall enrollment. I’m talking about just fall. Then we went to the semester conversion.
- TS: That was about the same time also, wasn’t it?
- JH: That was a student panic thing. There was the half-truth, some truth, check your facts truth, like in the Presidential election.
- TS: Yes, everybody wanted to graduate before we got off the quarter system.
- JH: Right. That was the misnomer. There was some fear that if you lapped over into the semester system, you’d have to take more courses or get behind. So people were accelerating their graduation requirements and getting out sooner. So we

- had this bit of a dip for that fall.
- TS: I still think it's easier for students to graduate on time on a quarter system than a semester.
- JH: Well, I grew up in the quarter system. I found a lot of favor with the semester system. Administratively, it's one less registration you have to deal with. So we have a little bit of breathing room.
- TS: And we save money by cutting out a registration.
- JH: Yes, postage and all that, but there are so many more regulations that are in place now that we need the time to process those regulations. So it's just as well that we have one less registration.
- TS: The 1990s were a bad time to be in the Admissions business.
- JH: Well, it was also Enrollment Services. It wasn't just Admissions; it was both. It was also when home school came into reality. That's a story that was a five-year saga of home schooling introduction. The very first home schooler came in to me. I had never heard the phrase. That needs mention here, I think. In 1990-'91, I had this appointment with this mother and her son. She just said she wanted to come in to see me about enrolling her son. It's not uncommon that a parent wants to come with their son or daughter. This very matronly woman came in, very little make up, very humble, and she had her son with her. He looked like he was going to church—Sunday school clothes on—and she makes a case for him. He sat there very quietly, and she says, "He's home schooled, and he's ready to go to college." I'd never heard the phrase. I said, "Tell me what home school is." She did, and that opened up a new chapter. It took us about five years to sort through this.
- TS: I guess that is an admissions nightmare to determine whether they can take tests to see if they're qualified.
- JH: Well, actually, they could, but the home school culture, we found, as we unfolded this topic—there was a constituency in that culture that resisted the testing. They felt it was an insult to have to prove what Mom and Dad said. It got to be a hot topic. I'd done a number of interviews, and one was a statement I made to the *Atlanta Journal-Constitution*. I said something to the effect that we admissions officers cannot in good faith accept a transcript issued by the parent. Well, that made it go all the way to Washington. So the *Chronicle of Higher Education* visited to see me, and they did a full feature story on Kennesaw and my statement. I stuck by my statement, and that of course just inflamed the Home School Association around here that I was challenging the integrity of parents. That drew me into the Board of Regents. So we finally had to deal with this issue. I'm really skipping, but I remember we put a committee together, and we pulled in

some of the Home School Association leadership. There are some really juicy stories, but I can remember we came to a conclusion that day. There were three Home School Associations being represented, and they were making some pretty stiff demands, if you will, about honoring their method of teaching. There was a spokesman who was a physician from Johns Hopkins University. He was from the Griffin and Newnan area. I remember we were right at the cusp of striking a deal, and one of my counterparts—as a matter of fact he was from Georgia Southern—he said, “Sir, if we agree to your structure, what you’re asking us to accept for home scholars, can we be assured that that’s the end of it, and there will be no further deviation from this?” This gentleman was extremely ethical, and he paused and said, “No. I can’t control any Home School Association. I can only speak for these three.” That was a deal breaker right here. We continued to fight for two more years with the Home School Associations.

TS: I guess they had to take the SAT test as one measure.

JH: That’s the only one they wanted to take. They didn’t want to take placement tests. They didn’t want to take the GED. They felt the GED was a put down test—this particular group that I was working with—and more than one group felt that it was demeaning to take the GED because that smacked of military, pregnancy, and disciplinary problems. It spoke to those kinds of populations, and they didn’t want to be associated with them. They simply wanted an entry to college and to be given the chance to prove themselves on the strength of their home school instruction. Ultimately, we had, through the legislature, a proposal that was made from a gentleman by the name of Star Miller who was the former president of Brewton-Parker [College, Mount Vernon, Georgia] and happened to be the Dean of Education at Georgia Southern. Also, I happened to intern in his office during my graduate work. He contacted me and asked me if I would be on the home school accrediting board that was approved by the legislature. I agreed, and so for some years I served on that. We started accrediting home school centers, so families or associations had to register with the centers. We accepted students out of centers rather than just directly out of homes. If they refused to go through a center, then they had to agree to take a number of tests. Even with that they still protested. But that’s gone; we’re beyond that now. We have a system that works, and we’re happy with that.

TS: I am thinking of at least one home school student who was excellent in my classes. Do we have statistics on how they do once they get here?

JH: I was disappointed that maybe a faculty member or others wouldn’t take that on as a long term, what they call a longitudinal study. I did a study of two years of performance of home schools and students that we had admitted. Of course, we were thinking of two in particular—one that is working now with the Board of Regents in the auditing area, I think, John Fuchko [John M. Fuchko III, KSU graduate in 2000 with a major in Political Science, appointed Chief Audit Officer and Associate Vice Chancellor of Internal Audit in 2009], and then the other

gentleman, I cannot remember his name, but he went on to Harvard from here and I think he became an attorney. I happened to follow some of those students for two or three years, and I found that, according to the way I set my study up, they did a half a letter grade better than traditionally admitted students.

TS: So Fuchko was home schooled.

JH: Oh, yes.

TS: That's interesting.

JH: He was a star student for us. I don't know where my study is right now, but the way I set it up [was that I] matched SAT scores—that was the consistent thing I had to use—and I think I had one or two other [variables], but when I pooled the results, they had an edge by a half a letter grade.

TS: What were your greatest challenges in your positions at Kennesaw? Technology?

JH: Oh, gosh, well, we've already talked about some of them. Home school is certainly one.

TS: How many students are we talking about?

JH: In home school?

TS: Yes—that apply to Kennesaw. Is it a large number?

JH: I haven't checked it in the past six or seven years, but we reached about ninety for fall term or ninety a year that came just because we became a home school friendly campus. What we did was designated an admissions counselor to be their resource person who became the guru of all home school knowledge. We also developed a website just for home schoolers. It was full of topics and resources, frequently-asked questions and instructions. It became the go-to site for home schoolers in the State of Georgia. We were complimented on that [by] the BOR [Board of Regents]. Other colleges would just create a home school [page] on their website, and it would link to us. Why should they recreate all that? So we were sort of the center for home school advancement for some years. We reached about ninety to a hundred a year for several years. I don't think we're getting that many now.

TS: Was the other home schooler named Nels?

JH: Yes, thank you, Nels Peterson. He was the one that went to Harvard. [B.S. in Political Science from KSU in 2001; J.D. from Harvard Law School in 2004; currently, Solicitor General in the Georgia Attorney General office; previously, Executive Counsel to Governor Sonny Perdue].

TS: So that's a challenge for the home scholars. You did a lot with technology over the years, didn't you, in developing a website and all of that?

JH: There were two or three large things that I would point to. In the early 2000s we received the national award from AACRAO, the American Association of Collegiate Registrars and Admissions Officers—the distinguished APEX award for enrollment technologies [APEX Award for Student Success, presented to Joe Head in 2004]. AACRAO awards that annually, and what makes it special is that you get all the recognition, but you also get a \$5,000 scholarship to give to any organization on the campus. It always means more when money is attached.

But to back up, some of the technology advancements—I'll start with one that I'm very proud of that still lives today, although it's not as effective, and that's the Tried report. You might remember that. I developed that with Randy Goltz. I was convinced that we were getting potential enrollment here, but they weren't enrolling. This was during telephone registration, when we went from blue-pen registration, the lines, to telephone registration. We finally had about twenty-four lines [on which] students could register, and that still wasn't enough. Well, I was convinced during the telephone days—and it was just because I had the idea during those days; it could have gone even before that—what if we had a software that would monitor registration attempts. [If] you got no class and walked away, it [already] kept up with you. But if I was in registration, and I got one class or I got four classes, it ignored me. But I wanted to know about you [the students who signed up for some classes but did not get everything they wanted], and I wanted to know who you were, and I wanted to know what classes you were trying to get. This was a tremendous improvement over just a report on closed classes. Prior to that we would run a report on each night during registration about how many classes were closed, and we'd look at those and say, "Okay, we probably need to add that one and that one and that one, and let the other twenty go." Well, wouldn't it be stronger to know which classes were being hit on, and then you could see the number of hits? And so, this class is really needed, and that class is really needed.

TS: Yes, because with our phone registration you don't know whether it's closed or not until you try.

JH: Correct. So if I had that information, and then I knew who you were, then I could make the case to add those classes really being demanded. Then, when I got those classes added, I knew who you were, so I could....

TS: So you've got a record, they can't get in to it, but you've got a record that they tried?

JH: Correct. That's why it's called the Tried report. This goes back to the sophistication of retention and overall enrollment, not just the recruitment. We

- had 840 or 860 people the very first time we did that. And initially this wasn't received well because that was in the day when we would have too many students [per class]. Too many faculty didn't want to expand their classes and didn't want to add another section. I was basically saying, we have the students here, but we're not absorbing.
- TS: Well, faculty members are never going to want to expand the size of the classes, but you can always hire an adjunct to teach another section.
- JH: Correct. So it was a culture change to act that rapidly, to have a cadre of faculty part-time, adjunct, ready to step in.
- TS: So you can go in and say 80 people tried to get into Management 360 yesterday and couldn't get there; we need another section.
- JH: Correct. At least give me one section, just at least one. Then what we would do, see, I knew who you were: Tom Scott tried to get that class. So I would load your name into an e-mail and into automated phone system, and we would blast and say, "This class has just been added, 20 seats or 40 seats; you might want to try again."
- TS: Just for the record, because we've gone so far beyond this nowadays, when did telephone registration come in?
- JH: In the spring quarter of 1990.
- TS: So up until that time students just had to show up physically, stand in long lines, and try to sign up for classes that may or may not be opened by the time they got to the front of the line. [With telephone registration] they can stay home and call twenty-four hours a day and keep trying until they get the classes they want. How long does telephone registration last?
- JH: You're really testing my memory now, but I do remember we did both for a while. We lapped phone registration and internet together. That would have been 2004-ish. I'm really straining to remember it.
- TS: There's not a worldwide web before 1993, and I'm trying to think. I guess most people got a personal computer in their offices by the end of the 1980s. But still we were probably in the 2000s before you could really count on students having their own laptop at home.
- JH: Easily.
- TS: When you were making assignments, you couldn't count on having that technology there.

JH: Right. They have to come to campus and have access to....

TS: Right. So it's about 2004 that computer registration comes in.

JH: Yes, online registration was first introduced, and for a year or two I think we lapped them over, so that you could do either. When we first introduced telephone registration through Pariphonics Corporation, we didn't have enough lines. We only had fourteen lines, and we still depended on the time ticket to manage the people's access to it, and it was just constantly overloaded. Then we finally got to twenty-four lines, I believe, and then we finally got to internet registration—online registration. There were several other breakthroughs in technologies for us, but I always like to put in the Tried report because that one still lives today. It's not as needed, but we run it every term [even though] internet registration is so much more efficient. Students are in control, but we still use that, and it will tell us where the hot spots are. For instance, when we were first doing that—that first year we had 840 people that we found. Then [in later years] it was 660 or 500, whatever. Today, we see 220, 200, 160—something like that. So it still serves a purpose, and we know what the hot spots are.

Some of the other things that I'm really proud of for us—I'm going to lead off with the one I think is the greatest, first, and that is document imaging. Enrollment Services, particularly Admissions, brought document imaging here. Now we have multiple campus departments who are using imaging. This is where you scan a document; it makes it electronic. Archives here today had not even gotten to it. We were the first, and that was because of Banner. Banner had just crippled us terribly. I used to call it paralysis—we were in Banner paralysis. I needed some way to relieve the pain to at least assure parents or guidance counselors or the president that we had the document. Banner completely changed our business practices. Our business practices were completely dismembered, and we had to put back everything to accommodate Banner. We had to learn how Banner worked—the sequence it worked—and we had to change our manual processing to fit that. We were just misplacing documents. They were there, but I just didn't know which room they were in. They were there. I didn't know what stack they were in. They were there, but they hadn't been worked in the mail yet. We just couldn't log them in.

I had been aware of corporations—particularly medical offices—that had moved to imaging. I thought, "Why can't we do this?" I made a case to the VP for Business [and Finance] at the time; and he said, "I think you're right. I think we probably do need to move to that. I'll fund you, but I want you to make it an 'enterprise operations.'" That was really a ball and chain for me, but I was willing to do anything to get to imaging. I pulled a committee together, and we had eighteen departments. You know how it is with something that large. Most of the people were mandated to come, and they didn't want to be there. They really didn't see the application for imaging for them. I had the Campus Police, the Library, HR, and I mean it was just incredible. What I really needed was

Registrar, Admissions, Financial Aid, and Graduate. Graduate was reporting to me at the time. I started the long journey, and we interviewed Kodak and Icon corporation, INDUS Corporation, and some mom and pop shops. Anyway, there's a long story about this, but we got to imaging with Noli Corporation—it's the Greek phonetic spelling—and we never looked back. It's been marvelous. That was a brilliant selection for a vendor for many reasons, but I didn't know it. I was too innocent to realize how beneficially ranging this was going to be because they were going to dedicate themselves for higher education. They were all about moving the electronic work flow. We became their pet institution. We were their beta site and alpha site, and they experimented with us, gave us tremendous pricing, and we're known as the first university in the state to introduce imaging. We were the first to get into electronic work flow. I give [Registrar] Bill Hamrick credit for leading us into Banner. He had his hands full. I give the imaging credit to multiple services, particularly Admissions, and what we did there. Along with that I finally had to tell [B.] Earle Holley who was the VP for Business [and Finance] at the time, "I just cannot carry the rest of the committee because they're not interested; they don't see the outcome." So we shook the committee down and left it with Registrar, Admissions Financial Aid and Graduate and launched imaging.

TS: So we've scanned everything since 1999-2000?

JH: Correct. And we started with the remnants of a second shift data entry team that came in at five and worked till midnight. This was because of Banner and how far behind we always were. Finally, we were working seven days a week for a little over half the year. The reason we could just do it half the year was because I was able to get funding for a second shift data entry team that came in. Then, when we finally got approved for imaging, within a year, imaging was catching us up massively. There were a great deal of resources poured into this, Registrar, Admissions, and Financial Aid each got a person; they each got an imaging machine; Admissions got two imaging machines; Graduate got an imaging machine. We were just really pooling our resources trying to catch up, and we were. Eventually we just rolled the evening data entry positions into an imaging support unit. That's now ultimately evolved into being absorbed by the data entry unit. We've changed the name. We call it the digital back office because we're into electronic work flow. It's now more than data entry. It's just so much more sophisticated. Data entry is robotically entering the data. You didn't really care what it meant; you didn't know anybody in there. Now it's a much more intelligent system. The data is a much more intelligent format. It's a relational data base. Because of that, you can pull a file up on the screen and look at it, and then you can pull a file up on it and look at it, and then you can pull a file up on the screen and be looking at the same file. You can make changes if you have the approval to do it. Well, my unit is over these imaging things, and we've moved to electronic work flow, so it automatically digitizes the data and pushes it into the student information system, so it doesn't have to be entered any more.

TS: That's a big savings.

JH: It's a huge step forward. It took about two years to get that all set up. It was a vision, and it was resources, and it was the relationship that we had with the Nolij Corporation people because we were their test site. We learned to capture or lasso the codes on transcripts—as long as the transcripts were standardized. Now if it came from a private institutions or an out-of-state institution, it didn't move as fast, but it could still move rather fast. But if it was an in-state institution who had complied with the standardization of transcripts, we could lasso the codes, and the imaging would happen. Take a picture of it, and then it would also recognize those codes and pull that data right into Banner and populate the fields. So there you are. You're over here working, and you pull up a file, and everything's in there. You then can be much more efficient with processing, and it's an intelligent kind of system that was just far beyond data punch.

TS: Did that happen immediately? Is this 2000 that we're able to do that?

JH: No, imaging was the first success story. We enjoyed that for about three years before we began to migrate over into the possibilities of electronic work flow. It took about two years to get that to work. By 2004 or 2005 we were feeling success; the wait was gone. We were ahead of the game. We got some breathing room, and we could start new initiatives. We were ahead, and we became the model. I have a list over in the office that I've surrendered to Kim West [Associate Vice President for Enrollment Services] and Susan Blake [Associate Dean for Enrollment Services and Executive Director of University Admissions]. In that two-year time, we had forty-five colleges and universities come and see our operation about imaging and about electronic work flow. Georgia Tech came three times. UGA came three times. Life [University] over here came five times. SMU came; they flew out here. I tell this funny story about UT [University of Tennessee]. They wanted to see it, and I said, "Okay what day?" They said, "We'd like to come on (such and such a day)." All of a sudden, nine people walked in the office that morning. It was about 8:30, and they were thirty minutes early. I said, "Gosh, you must have stayed at a hotel nearby to be here this early." They said, "Oh, no, our president thought this was so important that he gave us the jet, and we flew down this morning. We're here representing seven campuses." I thought it was only UT Knoxville, and they brought in seven campuses in that one visit. They said that UT Knoxville gave them the jet and flew right here to McCollum Airport and rented a car and came over.

TS: How about that!

JH: We had the College of Charleston, Iowa State University—we've had so many to come and see what we've done. That's why we got the APEX award when colleges started talking about us. We became a leader.

TS: I was just thinking of the Clerk of Superior Court in Cobb County doing the same

- thing about the same time. I guess they scan everything nowadays.
- JH: It's just THE thing to do. If it's a hard copy, you want to scan it. The day will come—probably not in the next five years, but the day will come—that paper will even be less, and it will go from computer to computer. That will be approved, and there won't be any hard copies in-between.
- TS: I didn't realize that you all were having such a hard time with Banner, but from an advisor's point of view it was wonderful when Banner came in because before then you'd have to ask students, "Have you take this course, have you taken that course?" "Well, no I can't remember whether I took it or not." It's so much easier to go on and have all those student records right in front of you.
- JH: Oh, it's faculty friendly. Administratively, it was a killer for us. I'd like to lead to another—and there are several I could talk about—but I would be remiss if I don't mention this piece of technology. Something also that we invented here that got us enormous profile from here to Washington State all the way to California is the e-brochure.
- TS: I was going to ask you about that. E-brochure, what does that mean?
- JH: It means, electronic brochure. Well, to that time, college registrar and admissions offices for outreach would print 20, 30, 40,000 brochures. You'd keep them in a room somewhere in boxes. You would feed out of them as you needed them. You'd do mail-outs or whatever—give them away at the front counter, take them on the road, give them out at college nights or high schools.
- TS: We don't do that anymore?
- JH: We do very little of that now. Yes, we still do one major piece, but not the many—for instance, a brochure in history, we don't do that anymore, or a brochure in sociology or a brochure in mathematics.
- TS: If they want to know about the history department, they'll go on the website.
- JH: And look at it. It's a culture change. Preceding that, it was a matter of the Office of Admissions, typically, had to manage the brochures because you had so many department heads who insisted that we want the brochure, but we want you to handle it.
- TS: They didn't store it themselves?
- JH: No. They wanted us to store it. We needed to have access to it because we were using it more frequently. So it was always a pain to manage the brochures and to keep them updated. The department heads would change. You'd have to go through the departments, and oftentimes it was the secretary who was really doing

it. Then the secretary would change. So we had a lot of brochures that would become stale or obsolete. We were redoing our website in 2000, and this young man whom I was working with was quite a creative person. We were into the theory and the theme of what this website was going to be, and I use the phrase, “I want our website to be transactional, not just navigable; interactive; I want it to be transactional.” When I used the word transactional, he said, “Oh, I get it now. You know, I have a friend who works for a company in Atlanta called DSI, and they’re doing some stuff over there that’s pretty cutting edge. I think you ought to meet with him.” I did, and they wanted to know what I wanted. I said “Well, I want a transactional brochure.” He said, “How about a custom brochure? It’s the newest thing.” No university had ever done this. I don’t know about colleges. What it means is that a prospective student or parent can go online and create a custom brochure that’s different from mine.

For instance, if you are a prospective student, and you’re thinking about coming to Kennesaw State, you would click that you want an e-brochure. A form opens up, and it asks some information: name, address. Then it would ask what major, and you would say history. I might be doing the same thing, and I would say accounting. Well, when you click history, it would pull history texts and a history photograph, maybe of a history class, or something that is sort of iconic about history. The same for me—I would click accounting, and it would pull an accounting description and an accounting class. Then it might ask, “What sports are you interested in?” I would say baseball. So I’m going to get a baseball photograph and text about baseball, and you’re going to say, “Golf,” and you hit that. It might say, “Social activities on campus.” And you say, “Fraternities.” I might say, “Drama.” So it builds the e-brochure in a customized fashion. When you’re done, you hit click, submit, and within fifteen minutes, I get a brochure and you get a brochure, but they’re different. You get one electronically at home at your computer, and I get one. Then in three to five business days, you get a follow up hard copy in the mail. That was revolutionary. It just took our business by storm. It was a perfect storm. So again, we had calls and presentations to make, and I was invited around the state to talk to other campuses about it. So it really took off.

TS: What is Automated Outboard Calling?

JH: Automated Outbound Calling. This was controversial. It started in 1988, but my feeling is that we were higher educators performing a service. We needed to have service calls to our applicants and enrolled students. This was not meant to be cold calling to solicit an application. There was maintenance behind any application that you collect, so when we receive an application, there’s a lot to be done to reel it on in, if you will. So I posed the question to the Georgia Public Communications Commission, if we could get permission to make computerized outbound calls. Within two or three weeks, I got an approval to do it. So I bought software as a card that we could insert in a desktop computer, and it would service up to four lines. We started in 1998 making outbound, computerized,

automated calls to you as an applicant.

TS: So this would be like you're sending me a message saying we have received your transcript from Blah-Blah University?

JH: Or we haven't received it. So what I would do is download it, put it on a floppy disc of all students who have applied. Two weeks have gone by, and I still haven't received a transcript yet. And we wouldn't have to say from where. We would just say, "Thank you for your application. According to our files, your application is processed, but we need your college transcript."

TS: So this is a problem of potential students calling in and saying, "I haven't heard anything from you in two months. Have I been accepted yet?"

JH: It assisted in that, and it was fast. We could do as many as five hundred phone calls a night on this system. The card had four ports, four lines, and we could get about one hundred to one hundred fifty calls per port out at night.

TS: You said that started in 1988?

JH: Yes.

TS: That's a long time ago.

JH: It was revolutionary. It was cutting edge, and it was highly controversial because sometimes things that we look back on today as just commonplace and so logical in their origin were controversial. Oh we wouldn't dare do that.

TS: Controversial because it's harassing people making unsolicited phone calls?

JH: Correct. My point was that these were service calls to people who have already applied. We could make calls to someone and say, "Okay, you've been accepted. Congratulations! A letter is coming. Orientation is scheduled next (whatever)." We would tell them what the orientation date is and give them some quick instructions. So we added a layer of profound communication that had not been done before. We're doing that today still. Now, we can make as many as fifty thousand phone calls in an hour. Of course, we've never had to do that many. So, the technology has improved, and we still do it.

TS: And I suppose the other side of it is if somebody's already decided they're not going to come here, they can just give a call to Kennesaw and say, "Well, you haven't gotten any transcripts because I'm not coming."

JH: It reminds them to take care of business, to prompt them of things. It sure does. We get other residual benefits to it.

TS: Right. Well, I know you won a number of awards over the years. You had an Administrator of the Year Award in 1995, I believe it was, and some others along the way. You mentioned one or two as well. Why don't you just start summarizing your career at Kennesaw, your twenty-seven-odd years here?

JH: Well, that too could take longer than we have, but I'm very proud to have been here at Kennesaw College, Kennesaw State College, and Kennesaw State University. I'm just delighted to be counted among the many legendary people here that I can just be in their shadow somewhere and be regarded as part of that window of people. The way I look at it is that I was fortunate enough to be here during what I consider the "golden years of growth." Of course, our very first president, Horace Sturgis who was a former registrar, director of admissions, by the way from Georgia Tech....

TS: Associate Registrar.

JH: Associate Registrar at Georgia Tech. He came out of that field and came here and, as you well know, established Kennesaw with a very firm footing of where it was going to go. Betty Siegel came, and I don't think from what I can imagine that we'll see the kind of growth again that she enjoyed for her twenty-five years. I basically was here during twenty-two or so of those years that she was here. I consider it to be the golden years of growth at Kennesaw State. What better place? As I think back to Georgia Southern, I saw the opportunity at Kennesaw. This was the place to be. This was the campus that was going to grow. Now things change. The new hot place may be Georgia Gwinnett [College]. It may be the new hot place. But we are still reeling from the momentum of our growth here. I was a part of it, and I like to think that sometimes I had a voice that contributed to it.

Thanks to Nancy King and others who really reorganized and got our act together, I was able to have a very colorful and meaningful career in higher education and enrollment services and enrollment management. I've handed it off to, I think, a very capable person. You know, they always say, "Hire people better than yourself." I've done that with Kim West, and he's going to take it to the next level. In these twenty-seven years, plus I've been back now two years as a consultant, I was able to enjoy a number of recognitions from my colleagues in the field, from my peers. I can't put a price tag on that for my peers to point and give me recognition, and Kennesaw State doing the same with the Administrator of the Year. The last one I received was the Noli Founders Award. They started an award for campuses throughout the United States that have contributed cutting edge technologies to enrollment services, and they honored me with being their very first. From the state professional association, GACRAO [Georgia Association of Collegiate Registrars & Admissions Officers], two awards from them. That's really enough. There have been several, but I've been very fortunate.

TS: I guess we should have said along the way that your wife Debbie [Deborah J. Head] was putting out the Fact Books all those years, and doing a lot of institutional research.

JH: Absolutely. Thank you for that. I could not have done this without her, and she too in her own light was a success. She came to Kennesaw the same day I did from Georgia Southern. She was in the graduate office there and came here and started in the graduate office here, but became Director of Institutional Research. I think her claim to fame—I think she's most proud of the Fact Book and the data warehouse. Those are her two big achievements. She put the first hard copy Fact Book together [1987-1988], and it became the measure, the benchmark. Other colleges in the state followed that. Then she put it online, and she was pretty much the first or among the first to put the Fact Book online and make it electronically available. Then she started moving toward the data warehouse, which is a little more sophisticated. It's like the work flow that I'm talking about for Enrollment Services. She launched that at the end of her career, and we enjoy that today. It is the official place that our final data resides for the campus. So you always go and bounce everything against that data warehouse service that she set up.

TS: Well, what have we left out that you want to talk about?

JH: Oh, goodness. We went further than I imagine you wanted to go. Let's see. I am very proud of helping make KSU the third largest university in Georgia and inspiring the division of Enrollment Services. I'll just conclude about Debbie saying we came together, and we had a lot of fun. We came that first week or so, and somebody had said, "Well, I'm glad we got you because two Heads are better than one." I've always thought that was cute. So Debbie Head and Joe Head came together, and we made a good team. We always laughed about oftentimes an admissions or registrar type can have somewhat of a friendly adversarial relationship with the department of Institution Research. I always said, "Well, I've enjoyed sleeping with the enemy." So Debbie and I were really very productive about that relationship because at home, around a meal, just watching TV or something, all of a sudden a conversation would break out about our data, and we would fix things at home. So it was a benefit that Kennesaw got that I don't think it ever realized.

TS: Very good. Thank you very much.

JH: Thank you for this opportunity. I appreciate the Archives and yourself for taking an interest.

INDEX

- ABC School Supply, Atlanta, 7
American Association of Collegiate Registrars & Admissions Officers (AACRAO), 24
Armstrong State College [Armstrong Atlantic State University], 6, 14
- Beggs, George H., 11
Benson, Paul A., 17
Blake, Susan, 28
- Coleman, Don, 9
Columbia Theological Seminary, Atlanta, 3
- DeKalb College (Georgia Perimeter College), 14
DSI Company, Atlanta, 30
- Emory University, 5-6
- Fleming, James A., 14-16
Fuchko, John M., III, 22-23
- Georgia Association of Collegiate Registrars & Admissions Officers (GACRAO), 32
Georgia Baptist School of Nursing, 8
Georgia Education Articulation Committee (GEAC), 6
Georgia Gwinnett College, 32
Georgia Southern University, 1, 3-10, 22
Georgia Tech, 28, 32
Ginn, Ronald (Bo), 10
Goltz, Randall (Randy), 17
- Hamrick, William L. (Bill), 14-15, 27
Harmon, W. Ken, 17
Harris, Elizabeth, 10
Harris, Joe Frank, 10
Head, Deborah J., 33
Head, Joe F.
 Background, 1
 Volunteer work for Reinhardt's Office of Admissions, 1-2
 Experiences with the Bartow County draft board, 3-4
 First professional job as a Tift College admissions officer, 4-6
 Master's work in Adult and Higher Education Administration, 5-6
 Employment in the Registrar's Office at Georgia Southern University, 6
 Return to Tift as Director, then Dean, of Admissions, 7
 Back to Georgia Southern as Associate Registrar and Director of Recruitment, 7-9

- Reasons for coming to Kennesaw College, 10-11
- Work on I-75 construction crew, 12
- Chair of Registrar search committees, 13-14
- Role in the administrative unification of Enrollment Services, 14-17
- Involvement in NCATE accreditation crisis, 16-17
- Resolving problems with Banner in computerizing student records, 19-20
- Role in building a home school friendly campus, 21-23
- Recipient of APEX Award for Student Success, 24, 28
- Role in improving technology in Enrollment Services, 24-31
- Recipient of KSU's Administrator of the Year Award, 32
- Recipient of Nolij Founders Award and GACRAO awards, 32

Holley, B. Earle, 27

Home School Association, 21-22

Hopkins, Roger E., 16-17

Hopper, Eleanor T. (Toby), 15

Kennesaw State University

- Appearance of campus in 1984, 11-12
- View of original campus under construction, 12-13
- Office of Student Success and Enrollment Services, 14-17
- NCATE accreditation crisis, 16-17
- Computerization of student records, 17-20
- Banner problems and impact on student enrollment, 19-20, 26-29
- Impact on enrollment of Kennesaw's conversion to the semester system, 20-21
- Creation of a home school friendly campus, 21-23
- Technological advances in the Division of Enrollment Services, 24-31
 - Tried reports, 24-26
 - Telephone registration, 24-25
 - Online registration, 25-26
 - Document imaging, 26-28
 - Electronic work flow, 28-29
 - E-brochures, 29-30
 - Automated Outboard Calling, 30-31
- Golden years of growth, 32
- Fact Books and the data warehouse, 33

King, Nancy S., 14, 17, 32

Lick, Dale W., 10

Matthews, C.W., Construction Company, 12

McDonald, Tom, 6

McLaughlin, Scott, 11-12

Miller, Star, 22

Miller, Theodore K. (Ted), 5

National Council for Accreditation of Teacher Education (NCATE), 16

Nolij Corporation, 27-28, 32

Papp, Daniel S., 17-18

Peterson, Nels, 23

Reinhardt College [University], 1-4, 6

Rogers, Thomas H., Jr., 11, 13

Rugg, Edwin A., 11, 15-16

Russell, Erskine (Erk), 9-10

Siegel, Betty L., 11-12, 14, 16-17, 32

Smith, Bill, 1-2, 6

Sturgis, Horace W., 32

Suddath, Lee G., 13-14

Tift College, 4-9

University of Georgia, 5-6, 28

University of Tennessee, 28

West, Kim, 14, 17, 28, 32

Yates, B.C., 1

Youngblood, Betty J., 13

Young Harris College, 6