

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH JULIA L. PERKINS

CONDUCTED BY THOMAS A. SCOTT and DEDE YOW

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- TS: We're interviewing Julia Perkins, although everybody always has known her around here as Judy Perkins. Judy, why don't we just begin, like we always do with these interviews, by asking you a little bit about where you were born and when you were born and a little bit about your growing up?
- JP: I probably shouldn't say when. [laughter] I was born in 1943 in Canton, Georgia.
- TS: I was born in '43 also.
- JP: Oh, it was a good year, wasn't it?!
- TS: It was.
- JP: It was a good year. I moved to Marietta in 1947 where I lived all of my life. I graduated from Marietta High School in 1961 and went to the Medical College of Georgia where I got my undergraduate nursing degree in 1965. I married and then spent a couple of years out of state, one in Florida and one in North Carolina and then came back to Georgia for awhile, and I've pretty much been here most of the rest of my life. So I'm a Georgia native.
- TS: Well, why don't you tell us how you decided that you wanted to go into nursing? First, why you wanted to go into nursing, and secondly, teaching nursing.
- JP: Well, there's probably a little more acceptable reason why I went into nursing than how I ended up teaching it! [laughter] When I graduated from high school, for women there were not really many choices. Pretty much you got married; you were a secretary, a teacher, or a nurse. My father tried to talk me into going to medical school, but . . .
- TS: Really?
- JP: Yes, but I really wasn't that adventuresome, so I decided to go to nursing school. My whole family had always been teachers, and I wanted to do something different. So I went to nursing school, and I worked as a nurse in a variety of situations. I had young children, and I went back to school and got a master's degree. I guess the primary reason at that time that I wanted to teach was because of the hours and the schedule. I didn't want to work evenings or on the weekend anymore with young children. And I wanted my summers off, so that's kind of how I got started.

TS: You say both of your parents taught?

JP: Both of my parents taught. My mother taught first grade at Westside School in Marietta for forty years.

TS: What was her name?

JP: Mary Love. And my father was in education in the Cobb County School System for probably twenty-five years. His name was Carroll Love, and he retired from the central office.

TS: Great. So your father actually, I guess, was a little ahead of his time if he wanted you to go to medical school.

JP: He was. Well, I guess I was the kid that did well in school, so he thought that that would be a great thing.

TS: And you must have liked the sciences?

JP: I did. I liked the sciences, and I did well in math. If I had come along ten years later I think I would have gone. Or if I'd had another experience for a few years and still been unencumbered, I might have gone. But it wasn't in the cards. And that's been fine. I've enjoyed what I've done much more than a medical career.

TS: So you graduated in four years with a BSN [Bachelor of Science in Nursing] degree.

JP: Correct.

TS: From the Medical College of Georgia. And, I guess, it's eight years later that you got your Master of Science in Nursing, and that was out at the University of California at San Francisco. Now how did you get out there?

JP: Well, my husband was working with these recreational land companies, and he was offered a job in California. I went kicking and screaming. I did not want to go, but when I got out there, I had the most wonderful time. I went to school. Actually, we lived just outside of Sacramento, but it was an extended degree program out at the University of California at San Francisco. Most of the courses I took on the Sacramento campus, but I went into San Francisco to take two different courses, which for a girl from Georgia was a really big thing. So my degree was from there.

TS: Were you practicing nursing while you were out there?

JP: No, I was going to school full time. Our children were, I guess, two and three, and so that was all I was doing was going to school.

TS: Okay. And I guess the very year you graduated you came to Kennesaw.

JP: We made the decision. We were going to stay in California, but the job market in California wasn't very good at that time, plus all of our family was back here. We wanted our children to have grandparents that were close.

DY: Cousins and all that.

JP: Yes. A cross-country trip is a long way for four people. So anyway, we came back. I took advantage of my master's degree to interview for teaching positions, and I interviewed at two places: I interviewed at Georgia State and at Kennesaw. My first interview was at Georgia State. I'm sure you all remember Noah Langdale; he was such a character. I went through the interview process, and, of course, it was down in the big city. I'm not big on concrete anyway, and at that time I was a real California girl. I had my hair all long and pulled back. So I went into this interview with Dr. Langdale, and he asked me one question. He said, "If it came down to a conflict between the students and faculty, whose side would you take?" [laughter] Well, I was just horrified. I was young, and so I said, "Well, it would depend on the issue." So anyway, I left that interview and came to Kennesaw. Well, Kennesaw was in this sort of peaceful, agricultural atmosphere, and I liked the people that I interviewed with. Charlotte [S.] Sachs was the head of the program at the time, and I interviewed with Herb [Herbert L.] Davis, who was the division chair, and also with Horace [W.] Sturgis. They offered me \$4,000 less than Georgia State, and I never thought twice. I took the Kennesaw job.

TS: Really?

JP: Yes. I liked it here. I lived out here, which was another big thing, too. I had lived in Cobb County most of my life.

DY: Is this where you all moved back to?

JP: Yes, we moved back to Cobb County. I had grown up in Cobb County, graduated from Marietta High, and so it was home.

TS: How big was the Nursing Program in '73? Of course, it's a two-year degree at that time.

JP: It was a two-year program, and, if I recall, they had five faculty and about fifty students. It was very small. It was a two-year program.

TS: And, I guess, that was really our one and only really terminal degree program where people went straight into the job market, wasn't it?

JP: I believe so, at that time. And it was the only really applied program. Now, I think we had a business program, but it wasn't very large, a two-year business program; and I don't know what they had in education. Maybe nothing. But nursing was the one that everyone knew about. There are only 2,500 students here at that time.

DY: Who were the five faculty members in the Nursing Program?

JP: It was Charlotte Sachs, myself, June [S.] Walls, Bobbie [Roberta N.] Trauner, and [L.] Annette Bairan. We were it.

TS: So you were almost in on the ground floor. I think the program actually started in '68, if I'm not mistaken.

JP: It did. I don't believe they accepted students in '68; I think it was like a year or two later because it takes a couple of years to get one of those off the ground.

TS: Right. So you were in almost on the ground floor of the program then.

JP: Pretty much.

TS: So why don't we just talk a little bit about the development of the program. I guess the next big change was when we became a four-year school, wasn't it? And then how long did it take before the Nursing Program got a bachelor's degree?

JP: Well, now, I'm trying to think. I took the director's job, if I'm not mistaken, in either '80 or '81. At that time we developed the curriculum for a four-year program. Dr. Sturgis was not interested at all.

TS: He retired in the end of '80.

JP: Was it the end of '80? When did Betty [L. Siegel] come?

TS: '81.

JP: Okay. We developed the program. When Betty came, the first time I met her after she was here, she said, "Why don't we have a four-year program?" And I said, "Well, we have the curriculum in a drawer." And we did. We were ready at that time.

TS: So Dr. Sturgis didn't want it?

JP: No, Dr. Sturgis was of the old school, as you know. Actually, I always heard it told—and I don't know if this is true or not—that he would not have had a nursing program at all except that they wanted it downtown. They needed nurses. To Dr. Sturgis, nursing was not academic. He did not really want that for Kennesaw.

TS: He thought it was vocational?

JP: Yes, he thought it was vocational. But they wanted it downtown [at the Board of Regents] for the manpower issues. Herb Davis and whoever was the dean of the college at that time went to the local hospitals and got a pledge for some money.

TS: It would have been Gene [Eugene R.] Huck, wouldn't it?

JP: No, it wasn't Gene; it was before Gene.

TS: Oh, Bob [Robert H.] Akerman [academic dean, 1970-73].

JP: Bob Akerman. And they got the money for faculty positions.

DY: What local hospitals?

JP: Kennestone and Cobb.

TS: That's all we had then, I guess.

JP: Right. And so with those two things, we just started pushing along. We developed a program, and the two-year program came into being.

TS: The four-year?

JP: No, the two-year. That was way back at the beginning. The four-year program came into being when Betty was here. Now, I probably shouldn't tell this story; I may edit this one out—

DY: You can edit. Do tell!

JP: When we sent the curriculum down to the Board of Regents or to the Chancellor's Office to get it approved—I guess it was to the Board of Regents—they really didn't want to do it. Kennesaw didn't get any money in those days. We were still paying a price for some political sin we committed, and there was not much support for it. There was a regent who was a physician that I knew sort of; I just knew him a little bit. So I talked to Herb about it, and I said, "You know, I think I'm going to go down and see this guy."

TS: Is this Dr. Cousins?

JP: No, this guy was in Atlanta. Dr. [John E.] Skandalakis. So I called, and I got an appointment. I went to see him, and he said to me, "Oh, sure you can start this program. We've got \$50,000 you can have." [laughter] So when it got to the vote at the regents, I don't think either the chancellor or the regents were very happy about it. But it went through, and we started our four-year program. We had some money to do it with because, I'm sure both of you remember, we never got any money to do anything with. We had to do everything out of our own back pockets.

DY: Making bricks without straw.

TS: Right.

JP: Yes, that was us.

TS: When we became four-year, I don't think we even got much money.

JP: No, it was some sin we were paying for, and I can't remember what it was. I used to know. [laughter] But that was how it happened. That was my first lesson in politics and how to move things forward.

DY: But you had to go down there yourself.

JP: I went down there and met with him.

TS: Did you replace Charlotte Sachs as the director of the program?

JP: I did. I did.

TS: Maybe we ought to talk about that a little bit. Did you ever aspire before that time to be in administration? Is that something that you wanted to do?

JP: [laughter] Well, that's another story. I was sitting in my office one day, and the phone rang. It was Herb Davis. He told me that this was Charlotte's last year as director, and he wanted me to come over and talk to him about the possibility of my taking that job. My comment was, "You have got to be kidding!" [laughter] That had never crossed my mind. I can remember calling [my husband] Dave and saying, "You're not going to believe this." And he said, "Well, you're going to take it, aren't you?" I said, "Well, I don't know."

TS: Who's Dave?

JP: Dave was my husband. He said, "You're going to take it, aren't you?" I said, "I don't know. I never even really thought about it."

DY: Were you the youngest on the faculty?

JP: Probably Bobbie Trauner was younger than I was. She might not have even been there at that point in time, but I was among the youngest. I was in my mid-thirties at that time. So no, I had never planned to go into it. It had never crossed my mind at all.

TS: And I guess [there were] no national searches back then or anything?

JP: Well, there was a search. I was acting director at first, and they selected me. There were a couple of people on the faculty and a couple of outside folks, and they selected me. It was an experience.

TS: Did Herb tell you why he asked you to head it up?

JP: What did I say? I said, "Herb, why would you pick me? I didn't even think you knew my name." That's what I said to him! He said, "I've been watching you, and I think you have a lot of leadership potential." I will tell you one thing. I had

been to him about a year earlier and told him I wanted to start in a doctoral program. See, nobody at that time had a doctorate on the nursing faculty. Another thing was that I had started going to some workshops and getting some ideas about education. But I never thought about that as leadership. I was just bored. I just wanted something to do. I wanted to grow a little.

TS: You got your doctorate in '82 at the University of Alabama at Birmingham [UAB], and you say it was '81 that you became the Director of the Nursing Program?

JP: You know, those years are confusing to me. It must have been '80.

TS: Okay, because you were not at the end of your program, I guess.

JP: No, I had just started the program. And then I took a year; I took five quarters of half-time leave when I was the director of the program. I was commuting to Birmingham—went to school Tuesday, Wednesday and Thursday, then came back. I worked here Monday and Friday, and I studied on the weekends. I did that for five quarters.

DY: And you had two young children.

JP: And I had two young children.

TS: Why did you decide to go to Birmingham for your doctorate?

JP: Well, it was the only place in the area that had a doctorate in nursing, which is what I wanted.

DY: Emory didn't have one?

JP: Not at that time. Emory didn't get one till years later, like twenty years later. And [Birmingham] had the academic kind of market, so you didn't have to pay out-of-state tuition. Plus, if you went into nursing, there was a lot of money available. I got my tuition paid and some living expenses, so that's how I ended up over there.

TS: So you had to have an apartment over there?

JP: I lived in the dorm. [laughter] I had a roommate way beyond the time when I should have had a roommate!

DY: So you were the only one holding a doctorate in your department.

JP: Yes, for a good long time.

DY: Because I know Annette went later, too.

- JP: Yes, she went later. In nursing, a lot of people went to UAB. Maybe ten years later Georgia State had gotten a doctorate, and then a good many years after that Emory got a doctorate.
- TS: Was this something that had been around forever, and I just didn't know about it? Or was it a relatively new thing to get a doctorate? I guess this is for people who are teaching that would want the doctorate in nursing.
- JP: It was relatively new, particularly in the South. I would say in the big schools—the big nursing schools like NYU and University of California at San Francisco and a lot of those places—they had been getting doctorates of one kind or another, usually doctorates in education, for a long time. In Georgia, it was a fairly new trend, but we had to have that. I wasn't thinking about this when I went back, but you had to have somebody who had a doctorate as the head of a program if you wanted to go four years. That was an accreditation requirement.
- TS: Now I guess this is a program that was geared toward scholarship in the field of nursing?
- JP: Pretty much. Yes. They broadly defined nursing. You could do clinical scholarship; you could do scholarship in nursing education or nursing administration. But it was a research degree.
- TS: What did you do your dissertation on?
- JP: It was on health habits of adolescent girls.
- TS: Okay.
- DY: Interesting.
- TS: Did you find out anything interesting in your research?
- JP: Well, the research was basically a test of the Health Belief Model, if you're familiar with the Health Belief Model.
- TS: Belief?
- JP: Yes. The Health Belief Model is a sociological theory. Basically, what it says is that, in health, there's a whole lot of interest in knowing why people do or do not engage in certain health behaviors, like smoking or wearing seat belts or taking their insulin or doing all kinds of things. One of the theoretical models that looked at that said that if you believed a particular behavior was good for you—in other words, that it was good for your health, that it helped you prevent disease or promote good health—and if you believed that you were susceptible to whatever problem this was supposed to [alleviate] and there were no barriers to [engaging in a healthy behavior], then you could predict that a person would [follow through with healthy behavior]. In others words, if you believed that seatbelts were good

in saving your life if you had a wreck . . . , if you believed that you were likely to have a wreck . . . , if you believed that having a wreck was a serious problem for you, that it would be serious if it happened . . . , and if there were no barriers to your wearing seatbelts, then you could predict that that person would wear a seatbelt.

TS: Unless they were self-destructive.

JP: And there are literally tens of thousands of studies done using this particular model all the way from people wearing gloves when they chop sugarcane to stopping smoking to doing all kinds of different things. So that basically is what my dissertation was.

DY: But you applied it to adolescent girls.

JP: I applied it to adolescent girls, and I applied it to nutritional habits of adolescent girls.

TS: And did you find that they were really concerned with their health?

JP: What I found was that the Health Belief Model held except for one variable, and that was susceptibility. And you can believe that because adolescent girls don't think they're susceptible to anything.

DY: Adolescents don't think they're susceptible to anything!

JP: No, no. And so really, that particular model was not something that worked in that particular behavior with teenage girls.

DY: They think they're invincible.

JP: They think they're invincible. It was interesting.

TS: So you had to come up with a different strategy.

JP: Yes, there had to be a different model. There's been lots and lots of work done since that time with better models. I think what they've determined is [that] a lot of it's not even conscious decision-making. A lot of it's habit; a lot of it is what you see in the news. I mean, look at what they've done with smoking, with all of the publicity about that. But it has always been a field that was interesting to me.

TS: Have you been able to pursue it since the doctorate?

JP: I did a visiting professorship in Wyoming in '88—I guess it was '88. I did some work out there with teen pregnancy using the same model, and we had some results published from that. So most of my time and most of my interests were really in administration, education, and service. I was never at heart a researcher.

- I enjoyed it when I did it, but I guess my real interest in life really led me into another direction.
- DY: Did you have any teachers or professors that you would consider your mentors when you were at UAB?
- JP: I did. I had one when I was in my master's program, which was probably, in terms of its affect on me, much more meaningful than my doctorate. It was an extended degree grant-funded program, and they had one faculty to every two students, so you got a ton of time with folks. In my doctoral program, I would say the most meaningful person was the person that taught me statistics, and she wasn't even a nurse. But I developed a real interest in statistics and quantitative kinds of things that I kept all my working life.
- TS: What about in the master's? Do you remember who they were?
- JP: There were two: One was a woman. She didn't even have a doctorate, I don't think. Her name was Paula Leveck, and she was a family therapist. She lived in Sacramento, California. We were hippies back then in those days, and she was a real California person. [laughter]
- TS: We're going to have to find some early pictures in the archives, I guess.
- JP: Oh, there is one. There used to be a video of me doing a demonstration of something when I had my hair all back. And the other person in that program who headed it up was a woman by the name of Dr. Shirley Chater. You might have heard of her; she was head of Social Security under Bill Clinton. Her husband was a neurosurgeon, and she ended up as a Regent for the California State System. From there she headed Social Security for Bill Clinton, so she became a prominent person. I'm sure she's retired by now.
- TS: What kind of impact did they have on you, do you think, that was lasting?
- JP: I learned from Paula a great deal about diversity and other people's outlooks on things. As my clinical in that program, I visited families in the slums of Sacramento. Disorganized families, they called them.
- DY: That's euphemistic, isn't it?
- JP: Yes. It was one of the most eye-opening things that ever happened to me. I would say that it still has a huge effect on how I view poverty and hardship and people who live in those circumstances. I would say Paula Leveck really changed my life in lots of ways.
- TS: What did you learn, do you think?
- JP: I learned that there were many ways to live other than how I lived and that a lot of these people who lived in poverty faced problems that I had never thought about.

I learned a huge amount about childrearing, or lack thereof, among people who had drug problems. I learned that there were families who didn't know what school their child attended, and they didn't keep food in the house. All of the things that to me were just a part of living were not a part of [their] living. I also learned from a family that I visited—a young black man who had his infant—that in unusual circumstances, you could also have very positive experiences. I learned interviewing techniques and how to talk to people. Mostly, I think it influenced my outlook and [gave me] some understanding, particularly of children that come from that kind of environment and why they are perhaps as they are.

DY: Were you able to apply that later? Well, obviously it informed your worldview, but just in terms of your work?

JP: Oh, yes. I taught pediatrics for a lot of years, and I used it there. And after I taught pediatrics I used to moonlight a little. We would take students down to Grady in the external degree regents testing program. I took students onto the pediatric unit down there. There were, of course, lots and lots of underprivileged children down there, and you saw a lot of the same kinds of behaviors. It was an eye-opener.

TS: How would you describe the intellectual climate at Kennesaw when you came here in '73, particularly the people that you were most closely involved with maybe? Did you see a lot of interest in service to the community or interest in scholarship or interest in teaching? How would you describe the faculty?

JP: I would describe the faculty—and I'm not talking about nursing; I'm just talking about the people that I knew—I would describe the faculty as being very interested in teaching and in students. There was some interest in community service but not a great deal. We were young, and we were building an institution. We were all enjoying our interaction with students and our ability to be creative in doing that. That's really what consumed us. People came here because they wanted to teach. If you wanted to do research, you went to UGA or Tulane; you did not come to Kennesaw. We taught heavy teaching loads. In a lot of areas—though not mine—there was a time that people had to teach in the daytime and at night. It was time-consuming just doing that; there was no time for anything else. Early on, there were not a lot of college-wide initiatives. I don't recall there being a lot of meetings or programs. For those who have done promotion and tenure in recent years, I can remember when Herb Davis said to me, "Judy, I think it's time I put you up for tenure." [laughter] I said, "Well, okay." And that was it. That was just kind of how things were done. It was an organization in process; it was young and building, and it was so much fun. So much fun.

TS: What was the workload like in nursing?

JP: Well, you know, in nursing, it really was not so bad. You had somewhere between twelve and sixteen hours a week in the clinical area, and then you taught

probably three hours a week. You had office hours, time that you spent with students, and you graded papers. That was really what you did. There were not a lot of meetings. You'd have "faculty meetings," we called them; but there were no college-wide meetings except once a quarter, and nobody had the least clue what was going on. We all went. There might have been a division meeting now and again, but nothing much. All your energy was given to students and teaching and doing interesting things in the classroom.

TS: Can you give a profile of what the students were like in the nursing program back when we had the two-year program?

JP: I would say they were very similar to what we have now, or what we had the last time I was here. The majority were female. We have more men now, but it's still majority female. At that time there were no minorities; it was pretty much all white. They were usually women at some transition point in their life; they were getting a divorce or their children had gone into school or something. A huge number of them were looking at having to support themselves for one reason or another. If they weren't getting a divorce, things weren't going well and they were thinking they were going to. Very motivated students, very good students—some of the best students I ever had were in those first years.

DY: I could always identify and still can identify nursing students.

JP: Very goal-oriented.

DY: Exactly.

TS: So you're really describing the non-traditional student.

JP: Yes. And we had the majority non-traditional students. It was a two-year program, very much of a career program. There are now more traditional students in the four-year program than there were back in those days, so there was very much the non-traditional folks who came here.

TS: When you were at the Medical College, was everybody a traditional-aged student?

JP: Everyone; everyone. And the reason [is that] when you went to the Medical College, you went and you stayed in the dorm, just like you did anywhere else, and you lived away from home. The same thing was true at the big hospital schools in Atlanta. You had to be a certain kind of a person to be a nurse back in those days. So they went and they stayed in the dorm, and it was very traditional folks. But once they opened the two-year programs, that tapped into a whole other population of folks.

DY: Suburban surrounding-community folks?

- JP: Yes, community folks. It was for people who couldn't go away to school, but if you had something they could do and stay at home and look after their kids, then they were really very interested in doing that. It brought a huge number of people into nursing.
- TS: So this is something relatively new to have the two-year program?
- JP: Those started in 1956 as a result of someone's doctoral dissertation. It was after the Second World War. There was a huge manpower shortage, and they were looking at a new way to train nurses. Before that the training had really been more in the apprenticeship model in the hospitals where they had to work forty hours a week. As part of this doctoral dissertation they started five programs. I don't remember where they were except one of them was in Bradenton, Florida, but they were this huge success. Before you knew it, these programs were all over everywhere. It coincided with the rise of two-year colleges. So there was a place for them to be housed, and that's kind of where it started.
- TS: I didn't know that. I would have thought it would have been the other way around—that we started with the two-year programs and then went to the four-year programs.
- JP: The four-year programs were here; there weren't very many of them, but they were here. The biggest place nurses were educated was in hospitals. They had people who came in and taught English and A & P and all this kind of stuff. They lived in dorms in the hospital; the classes were taught there, and then they worked in the hospitals for forty hours a week.
- DY: My aunt did that, and it was at Georgia Baptist.
- JP: Georgia Baptist, Piedmont, Grady, and St. Joe's all had them in Atlanta.
- DY: And she very much fits this profile. A single woman who, this was her life.
- JP: That's right. Everything sort of coincided because those programs would have to have phased out with the rise of liabilities in hospitals; they could no longer have students doing the kinds of things they were doing. So it was just sort of a lot of things coming together at one time.
- TS: When our students graduated from that two-year program, I guess Kennestone Hospital was a major employer?
- JP: Kennestone was a major employer. Cobb. Then, of course, as the program grew, we began to need other clinical placements for students. So we sent students—and still do—all over the metropolitan area. But originally, it was Cobb and Kennestone, and I would suspect they are still the largest placement for Kennesaw students.

- TS: So you took over in about '80 as director of the program, and Betty Siegel came in. Did it make a difference in the program when we went from divisions to schools and departments?
- JP: It did. Let me think about that. In the Division of Science and Mathematics, there was a chair, which was Herb Davis. Later there was an assistant division chair, which I think originally was Chris [Christopher B.] Schaufele. Then it was Steve [Stephen E.] Scherer and some [other] folks, and then there was me. That was the only administrative structure. So once you went into a different structure where you had colleges and departments, what it did for me personally was it gave me a different group to interact with. There were other chairs. You sat around the table. Instead of just with Herb and whoever the assistant division chair was, you had someone from math and somebody from biology and somebody from chemistry. Then you also met, in a bigger group, with people from around all the colleges. That group was chaired by the academic VP, and so that gave you a little more insight into what was going on because you heard a broader view of things. So, yes, it did make a difference.
- TS: So you went from being director of the Nursing Program to chair of the Department of Nursing.
- DY: Well, I've got a gender question here, Judy. Were you the only female then when you were the director? Were you the only female sitting at that table?
- JP: Well, there were only three of us.
- DY: So it was you and Herb and . . .
- JP: . . . Chris or Steve Scherer or Tom [Thomas L.] Gooch or whoever it was.
- DY: But then when you became . . .
- JP: When we became a college, then there were two females—Dorothy and me.
- TS: Dorothy being Dorothy [D.] Zinsmeister.
- JP: Dorothy Zinsmeister, myself, and Chris Schaufele from math.
- TS: Dorothy was biology?
- JP: Dorothy was biology. And chemistry was Frank [W.] Walker. So we had some diversity. And then, as I went on, at one point we had all women: We had Tina [Straley], myself, Dorothy, and Linda [C.] Hodges. She's gone now; she's at Agnes Scott . . .
- TS: She's actually at Princeton University now. She's heading up the same thing as Bill [G. William IV] Hill here, a Center for Excellence in Teaching and Learning [CETL].

JP: Oh, okay. So I was never the only woman except when it was just an assistant division chair.

TS: But I guess before we went to the school-department model, certainly all the division chairs were male. I guess we had a phys ed department, but that was headed by a male. So you probably were about the only female administrator in an academic setting.

JP: In that group at that time. When Betty came, that's when a lot of that started to change. Whether she brought it to consciousness, whether it was a directive, I don't know; but it did change at that time. There began to become a great deal more women in administrative positions.

DY: I think she was tapping women, and I think she was aware of that.

JP: Oh, I'm sure she was.

DY: This was her own mentoring.

JP: I'm sure she was.

DY: But you're right. It probably was just brought to a consciousness.

JP: People began to think about it. I wasn't that conscious of it at that time, and then when Betty came there were always as many women as men. I've never really thought much about it. And in nursing you've got so many women anyway, so it's never been something that I really thought a lot about.

DY: I wonder if you were the first female dean?

TS: Well, maybe we ought to talk about that. We had a department of nursing inside the school of whatever it was called back then.

JP: Science and Mathematics.

TS: Science and Mathematics. When did you become dean of the School of Nursing?

JP: This is the way I remember it: The last self-study was in '96, right? And I became a dean of the School of Nursing about the same time I accepted the job to chair the self-study. That had to be '94; it took two years. Now we did not become a college when everybody else did; we stayed a school because of the single-discipline issue. Then we got bigger and bigger because of lots of reasons, mostly because of the demand. Plus we were doing a lot. We had lots of community contacts, and we brought in a fair amount of money from the community. There were just lots of things happening. We moved over to Chastain Center, and that's when we became a School of Nursing.

DY: And David [N.] Bennett became chair then, didn't he?

JP: Yes, I became a dean and David became a chair. And Vanice became a chair at that time.

TS: Vanice [W.] Roberts?

JP: Yes.

TS: So you had two departments within a school.

JP: Yes, we had a school with two departments.

TS: And you still had the School of Math and Science that had a new building being proposed at that time

JP: But it was just a matter of things were happening; you know how buildings go. Things have to get cut down. It was a lab building.

TS: So they moved you across the interstate to Chastain Center for awhile in space that I guess the foundation was renting, or the college was renting.

DY: And then they became a school.

TS: And then they became a school. And a few years later when all the science and math folks moved over to the new Science Building—they took several years to do it, I guess—they renovated the old science building. And that's what today is the Nursing Building. So you got a really nice building.

JP: We did. It all worked out well.

TS: And I'm sure there's plenty of politics in all that, too.

JP: Oh, yes.

DY: I feel like I followed Judy around to all these different places. I was on two search committees for the Arts and Science dean. One search committee, the first search committee that I was on when George Beggs retired, met over there in Chastain Center. Then the next search committee met in the new building.

TS: Oh, you chaired one of our dean searches.

DY: She chaired two of them.

JP: I chaired two.

DY: And she was absolutely the best chair of any committee that I have ever been on.

JP: I really loved chairing those committees. That was one of the best things I've ever done. The first one I chaired, we didn't find anybody. And then we did a search the next year, and that's when we got Linda [M.] Noble. That year Don

[Donald W. Forrester] was acting dean. We didn't find anybody, and so he was acting dean the next year. We did another search, and that was when we recommended Linda.

TS: I think Don was here several years as kind of permanent acting dean because he was acting dean for a long time, and then Linda came in. So you chaired the search that made Linda Noble dean; she was already on the faculty.

DY: Linda had been Ed's [Edwin A. Rugg's] assistant; she had been assistant to the VP for Academic Affairs.

JP: That's right; I had forgotten that. She was, wasn't she?

TS: And she had been chair of the Psychology Department.

DY: Exactly. Linda was on the first search committee.

JP: Yes, she was.

DY: So anyway, thank you for that service.

JP: [laughter] I'm sorry she's not there any more.

DY: She's happy though. She's right across the hall [in the CETL House as associate director of CETL].

JP: Yes, she seems happy the time or two I've seen her.

TS: So I think we've got the chronology straight now. And in '96 when we became a university, the other schools became colleges; but nursing remained a school because the program wasn't diverse enough to be a college?

JP: Yes, it was a single-discipline program. I don't remember if it didn't go downtown, or it went downtown and they turned it down. I can't remember what happened, but anyway, it was that way for two or three years; it was a school.

DY: And you were under the auspices of . . .

JP: I reported to the vice president just like the other deans. Then two years before I retired, I made the proposal for the College of Health and Human Services. Because that made it a multidiscipline unit, we became a college

TS: Explain how that concept came about. Basically, what you did is you took nursing and phys ed, and then we have a department of human services that I guess produces social welfare-type workers. So who thought up the idea of bringing all these kinds of diverse departments that had been under other colleges before together into Health and Human Services?

- JP: Well, I remember having several conversations about it with department chairs. I guess it was my idea. There were some common strands: Nursing and human services were both helping professions—community-involved, very applied sorts of areas. Physical Education, or HPSS [Health, Physical Education, and Sport Science] as they call it, had health in common with nursing. It wasn't so much in common between human services and HPSS, [but] it's not an organizational structure that's unheard of. Georgia Southern, for example, has one just like it. One of the people that I talked to was Fred [Frederick K.] Whitt [former chair of the HPSS Department]. I talked to him because he's down there now. We thought the opportunity was there for some interdisciplinary kinds of things.
- TS: Fred was the chair of HPSS at one time.
- JP: Yes, he was.
- TS: And you say he's at Georgia Southern now?
- JP: He's at Georgia Southern now heading up [the College of Health and Human Services] that contains nursing, health, physical education, and human services. I talked to him and, of course, I talked to Ed.
- TS: Ed Rugg, the vice president.
- JP: Ed Rugg, the vice president of academic affairs. Then, of course, [I talked] to the units that were involved, and after that I put in a formal proposal to either Ed or Betty—probably first to Ed. As it turned out, the first two years—the last one I was here—we were still working through problems of newness and getting to know each other. I think when I look at what has happened since I left, the grouping has turned out to be a really good thing. They're doing lots of interdisciplinary kinds of things, and it's turned out to be a very functional unit.
- TS: What year did you retire? Was it 2001 or 2002? Did [Richard] Sowell replace you? Did he come here new to replace you?
- JP: He came here new to replace me. He came in August, and I retired in November.
- TS: He came in 2001.
- JP: Okay, then I retired in 2001.
- TS: So just a few years before that is when you got the college started.
- JP: That's when we became a multidisciplinary college. And the other thing was, I think that the multidisciplinary aspect of it helped us to attract people who were interested in working with that. It had to be somebody who had a vision greater than that of just nursing. I think that it was good myself that the person we hired was a nurse, but Richard also has a vision beyond just nursing. I mean, he's done

lots and lots of things with all of those disciplines. I think it has worked really well, just looking at it in retrospect.

DY: I hear it harking back to the mentoring that you had as an undergraduate and with your own going into the community too to see that connection of human services and nursing.

JP: Yes, it has to do a lot with the community-based [aspect]. I have always been a community person. One of the things that I was always proud of, and I think the local hospitals here were proud of . . . For many years in nursing, there was a big split between nursing service and nursing education. Nursing service would say, "You don't prepare these people to do what we need them to do." And nursing education would say, "Well, you just don't give them a good enough orientation; we prepared them." It was that kind of thing. The literature was filled with it, and in meetings that's all that anybody talked about. We never had that here. We never ever did, and I credit that in part to hospital administrators who were forward-looking and who were really interested in working with us. They gave us money; they gave us support. They sat on our committees; they did everything. And [I credit it] in part, too, I and my administrative team's view about the fact that we were preparing people for this community. We did not have that conflict, and I was always proud of that.

TS: Did you play a role in the change of the name to the WellStar College of Health and Human Services?

JP: That was after I left. Actually, that's an interesting story. We had politics, as always. We had been connected with first what was Kennestone and Cobb Hospital and later became WellStar for twenty-five, maybe thirty years by the time I retired. And they had given us a lot of money over the years. They're the ones that gave us the money to start our graduate program to the tune of millions of dollars. So about five years before I retired, Ed and I and the CEO of WellStar had begun working on a proposal for an endowment for the college. We had probably brought that to Betty a couple of times, and it went nowhere. Twice it went nowhere with Betty; once it went nowhere with the board of WellStar, the reason being that nobody could come to terms with how much money was needed . . .

TS: To get your name in the college?

JP: How much money is needed to get your name on the college? [laughter]

TS: [Betty] was criticized for naming the business college the Coles College when he only gave a million dollars.

JP: Yes, well, the [WellStar] College got substantially more than that. And the other problem was, on the board side, you had to have a person who was chair of the board who was a real friend of the college. We never could quite get those two in line. Betty wanted more money, and Jim [James A.] Fleming [President of KSU

Foundation] wanted more money. We would [finally] get somewhere with them, and then the board would change again. Well, about a year or two after Richard came, things fell in line. They had a chairman of the WellStar board that has been a longtime friend of Kennesaw State University. And we had Wes [Wesley K.] Wicker [Vice President for University Advancement and Executive Director of KSU Foundation] in place, who was very knowledgeable and adept at moving these kinds of things forward. All of it came together, and it happened. And it was a wonderful thing.

TS: Who was the chair of the board for WellStar?

JP: Bob [M.] Prillaman. He was the chair of the WellStar Board at the time the endowment was made.

TS: I guess I'm thinking there's a Dr. Lipson . . .

JP: [Robert A.] Lipson. Now he's the CEO.

TS: Okay. And he had gone through the executive MBA [program].

JP: Yes, he went through the one for physicians; he did. He became the CEO of WellStar about the time I retired. Tom Hill had been the CEO; he and I had worked together for a lot of years. But it was an exciting thing. It was politics. It was just a matter of everything coming together.

TS: But Prillaman played a central role?

JP: Prillaman played a very important role in it. I think that probably it was Prillaman and Betty that did it together. There was some behind-the-scenes maneuvering, I'm sure, and Wes Wicker was here. He knew how to bring things together and get them on paper—that sort of thing. It happened and it was wonderful. It's been a great thing at Kennesaw, for the college anyway.

TS: Your winning of the Distinguished Service Award in 1998 recognizes the kinds of things that we're talking about here. Would you like to talk a little bit about the professional service that you've done with the community? Or maybe elaborate a little bit more on how all that developed and how it's grown over the years?

JP: Well, I think that I have always been involved in community service, just by the nature of my discipline, my personal inclinations, and what I like to do. We had always been involved with WellStar and brought money into the institution for lots of different things. We had faculty support [from them] for nearly thirty years, and we got a quarter-million dollars to start our graduate program—those kinds of things. I served on a lot of their boards, and they on ours. So there had always been that piece of things. I had always just been sort of a nursing person, you know, and I got involved in service to the college when Ed asked me if I would chair the SACS Self-Study. Well, I was just horrified! I thought, "You've got to be kidding me!" [laughter] But anyway, I took it, and through that I met

lots of people. I guess I developed more self-confidence and made some contacts with a lot of people across campus. Through that I got involved in a lot of campus-wide committee work—I guess most specifically, the search committees. I really think the strength that I brought to those search committees—aside from having a secretary, which was always an important thing if you're going to chair a search committee! [laughter]

DY: I mean, just to schedule meetings alone.

JP: That's right. To get all the mechanics of it done. But I could bring sides together; I could bring disparate groups together. Many times it was a matter of trying to bring the committee and the administration together; there were always those issues. It was one of the things I did that I really loved. I thought it was a wonderful growth experience for me and I really, really enjoyed doing it. I guess the major two things that I did for the institution were the SACS Self-Study and those search committees. And I think I did two [dean searches]; do you recall?

DY: You did two that I know.

JP: I did Science and Math. I think I just did two.

DY: Did you bring Larry [Laurence I.] Peterson in [as dean of the College of Science and Mathematics]?

JP: Yes.

DY: You were a wonderful facilitator and negotiator.

JP: And that was my feeling of what I brought to the table. I guess because they were not of my own college, I didn't have a dog in that fight, so to speak; it was easier for me to listen to people. I really enjoyed it, and it was really a wonderful experience. Those were the two basic things that I did in terms of service to the university. I was a new dean and chair of the SACS Self-Study the whole time that was going on. And, of course, I had Ralph [Frey]. Ralph helped, and I had a wonderful SACS Self-Study committee. It was great, but it was a real job.

TS: Yes. It's amazing how those self-studies have grown over the years. Ten years earlier I think Paula Morris headed it up, and I edited it. Boy, that was a task. It was kind of shocking to see the quality of writing that faculty members submitted that had to be edited! [chuckle]

JP: Oh, yes!

TS: I don't think they necessarily did their best writing for those reports.

JP: No, they weren't as invested in them as they were if they were doing their own scholarship.

TS: That's right. But the scale of it was so much smaller ten years earlier than it was by '96.

DY: Oh, it's quite a beast now. It was a beast then, Judy.

JP: Yes, it was a beast, but I had a lot of help.

DY: Did you?

JP: I did. Ralph and I had both done self-studies; I had done them for nursing, and he was the one who did the business self-study. And then we had Don Forrester. Don had a real gift. He'd worked with Ed for years, and so he was really good at the institutional effectiveness piece. Then we had somebody from your department, Mike [Michael T.] Tierce. Mike knew everything there was to know about this college because he'd worked for Betty. He was a wonderful editor. He took this great mass of stuff that Ralph and I had tried to edit as best we could and put it into a cohesive form. I had a lot of help, but it was a real learning experience for me.

TS: Well, I guess after the College of Education was on probation for awhile from NCATE, it made everybody realize how serious these things could actually be.

JP: Yes, they took a lot of notice of them after that. You probably won't ask me this question, but I'll have to say it anyway: Betty used to always ask me about what it was that I had done at Kennesaw that I was the proudest of.

DY: We were going to ask you that!

JP: Oh, were you? Okay. Well, I have one thing. I was proud of this from the day I came, and I remain proud of it today: That was the fact that we gave so many young and not-so-young people a degree that gave them a new chance in life. They came to us beaten down, if you will. [They] thought there was no hope; they couldn't possibly do any of this. They would go through the program . . . and I participated in it in various ways. When I taught, I saw it more directly. As an administrator, you saw it from a distance. But to help to make it happen—to me that was the greatest gift to be able to do that. That was a marvelous thing.

TS: Right. So in terms of your service, those two things that you mentioned—[SACS and search work]—plus you were the chief administrator in developing the nursing program over the years.

JP: Well, that's true; I did a lot of development of that unit. When I was there, we developed a bachelor's program, and then we got the funding and developed the curriculum for the master's program.

TS: When did that start?

JP: In Winter of '96.

TS: So about the time we were getting university status.

JP: Yes, about that same time.

DY: You became dean in '94.

JP: That's right; I became dean in '94. It was right after that we had to reorganize. We were going to phase out the two-year program and start the master's program. We didn't have funding to have everything, plus there was a lot of feeling that having a two-year career program was really not so much in our mission anymore as a university. We had to send faculty back to school; we didn't have qualified faculty for that program.

TS: For the bachelor's program or the graduate program?

JP: The master's program; the graduate program. It was a nurse practitioner program. WellStar gave us the money to send people back to school to do that. So it must have been '98 or '99 that we graduated our first class.

DY: What exactly is that degree, Judy?

JP: It's a Master of Science in Nursing. It's basically a nurse practitioner program.

TS: So I guess this is about when Annette Bairan was getting her doctorate?

JP: She got her doctorate [in 1985], but she also went back on this WellStar money and got her nurse practitioner because she wanted to teach in the graduate program. We had three people—Genie [E.] Dorman, Annette Bairan, and Kathy Smith. Kathy is no longer here; she's at North Georgia. So we sent three people back to school on WellStar money.

TS: What about Vanice [W.] Roberts?

JP: We phased out the two-year program, and Vanice became the assistant dean.

TS: So she's not one of those that went back to school?

JP: No, she didn't go back to school. Everybody in nursing was finishing a doctorate about then [Vanice in 1990]. Because the other thing that happened in nursing was that some time in that era we developed a policy that if you did not get a doctorate, you could not make full professor, and then in the latter years, you couldn't even get tenure. So everybody was going back to school. But we had people who were paying for them to go back and get their nurse practitioner's certificate so they could teach in that program.

DY: Judy, what is the terminal degree considered in nursing?

JP: The doctorate.

- DY: Okay. I wondered if there was something like the MFA [Master of Fine Arts degree].
- JP: No, it's the doctorate. It does not really have to be so much the doctorate in nursing, though it's more so that way than it used to be. But it has to be a doctorate in either education or nursing—occasionally, public health or something like that.
- TS: And that all comes in with the graduate program?
- JP: Yes. To some degree with the bachelor's program, but definitely with the graduate program.
- TS: Did anybody in any other college pick up the two-year program and take our place by offering that degree we once offered?
- JP: Not really, because pretty much everybody had one. They might have grown some; they might have accepted some more students. It was a real hard decision for me because I loved that two-year program; that was my program. But the college was changing in character. You began to see differences. The two-year students didn't have as much background; they didn't complete the Core [General Education courses]. They didn't do all of those things that the other students did. You could see that it would become a bigger and bigger problem.
- DY: Oh, and you'd have tiers then.
- JP: Yes. North Georgia, for example, has kept their two-year program, but they're a different kind of institution than we are.
- DY: It's a different area to serve, too.
- JP: Yes. Since then, they have developed so many tracks to that BSN program. They have a track for people who already have a degree in something else, and it doesn't take a whole long time. So I think my concern was that I wanted to continue meeting the needs of the community. That is what I wanted to do, and that's why it was a hard decision for me to make. But I think overall, we have continued to do that.
- DY: Do you think that one of the things that happened is that the community has become much more urbanized, or suburbanized—that we moved from a rural community to . . .
- JP: Yes. We've moved from a rural to an urban-suburban area. Our hospitals—which is where most of our students work and the only place two-year graduates are qualified to work—have become much more sophisticated than they used to be. There is a great deal more home healthcare that's done out in the community, and a two-year program offers no experience in that. It's only when you get into the four-year program. So all in all, I think it was the right thing to do. It was a

- terrible trauma. It was a trauma for the faculty; it was a trauma for the students. It was a trauma for Vanice; it was a trauma for me. But overall, it was the right thing to do.
- DY: When I had my only child in 1983 at Kennestone Hospital, the nurses there were my students. They were students that I was teaching or had taught in class. It was just wonderful.
- JP: It used to be that when you went to Kennestone or Cobb [Hospitals], you'd see lots and lots of graduates. Now they're all over. When I had my wreck, I was hospitalized at Northside, and there were two or three Kennesaw graduates there. It's much broader than it used to be.
- DY: Yes, our community is expanding.
- JP: It truly has.
- TS: There's still a shortage of nurses, isn't there?
- JP: There is. In our lifetime there always will be. It's one of those areas, kind of like teaching. You need people; the pay is not that good. The climate and values and philosophy of our country have changed so that more and more people are wanting to go into business and reap material and financial rewards. Fields like nursing and teaching kind of get left out, particularly with young people. You get a lot more people who have gone out and tried business, then found out they didn't like it; it wasn't fulfilling. They come back, and they come back to nursing school.
- TS: I guess when you graduated from high school, teaching and nursing were about the only kinds of professional occupations that women could get into.
- JP: That's right. And now's there are many other opportunities.
- TS: Right. So somebody like you coming along now would have probably gone to medical school instead of nursing school.
- JP: Yes, and women are now lawyers and all kinds of things.
- TS: Nursing is a very rigorous program to get a degree in. It's a lot of hard work for relatively little pay once you get out.
- JP: That's right. Tons of psychological rewards, you know, but in terms of pay . . . if you want to get rich, that's not what you want to do.
- TS: But if you want to care for people . . .
- JP: If you're a caring person and that's what you want to do, then it's a great thing to do.

- TS: Right. You just passed over that you had been on tons of boards out in the community. Why don't you talk a little bit more about your service in the community and how it relates to your position at Kennesaw.
- JP: Okay. Most of my service in the community has really been out in the hospitals. I served on a couple of the advisory boards there; we had coordinating committees where we worked with what students needed to know and how we could best prepare them for what was coming up. I'm trying to think. I was also on the board for Girls Incorporated, which was a real eye opener to me. We got some student involvement through that. I have done some work with the MUST Ministries; we started clinics at MUST [Ministries United for Service and Training]. We had a committee that involved David Bennett, me, and the person who was the chair of the Board of Health at that time. We set up a clinic for the homeless there that not only performed a huge service, but also served as education for the students. That's why I always thought what I did was so wonderful. Anything that you did for the community always educated your students at the same time. It was really a great thing to do. I made a lot of presentations to what was originally the Kennestone Board and is now the WellStar Board in terms of money and support for various projects. I did a lot of work with them. That was the type of thing.
- TS: And you mentioned briefly all the money that you've brought into the college. You might expand, if you would, just a little bit more. Did you enjoy going out and asking people for money? I mean, did you get to where you liked to do that?
- JP: [chuckle] Well, I need to qualify this. My sister works for development, and I always say, "How can you do that?" [laughter] I was not opposed to asking for money when I thought I was offering a direct service. I did not mind asking the hospitals for money; they needed our nurses and we needed their money, so that was fine. When they first started the contribution for faculty—I think it was like \$7,500 per faculty member—that was all right at the beginning; that was kind of how things started.
- TS: What does that mean that they paid . . .
- JP: That means that the hospitals annually gave Kennesaw \$7,500 per faculty—a total of \$15,000—to support two faculty positions for nursing.
- TS: Oh, okay.
- JP: So then about the time that I became the director, Herb and I went and asked for more. I don't remember the amounts, but we went back twice. Finally, they were giving us like \$100,000 a year for two faculty positions. It wasn't quite enough, but it was there. We had started this little clinic over at MUST Ministries; we were seeing homeless people, and we had students there . . .
- TS: When you point over there, are you talking about when it was up off of Wooten Lake Road [at Christ Episcopal Church]?

- JP: No, that was Frank [Wilson]'s. This is the one that's over at Elizabeth Church near the hospital. We had gotten a little trailer donated, and we had volunteer positions and students there. I happened to mention that at a WellStar board meeting, and one of the members said, "That sounds like something we might be interested in." So I did a little proposal, and after that they always gave us \$40,000 a year for that, so that we could have a paid person who worked there. Then they moved the faculty support to the graduate program, and they gave us a quarter-million dollars to start it. That paid for three people to go back to school, plus the start up costs. So they gave us a lot of money over the years.
- TS: As dean were you attending these WellStar board meetings regularly?
- JP: No, no. I was not good at just approaching people in the community, and talking about how great we were, and saying, "Hey, wouldn't you like to give us x, y, or z?" That I was not good at. I didn't like it; I didn't feel good about it. I was proud of what we did. When we were offering direct services, I was saving Kennestone Hospital money because we were seeing people that otherwise would have been in their emergency room. That felt okay to me. I was not good at just asking for money. I did some of that with Kathleen when she was here.
- TS: Kathleen Neitzel.
- JP: But it was not my favorite thing to do. And I'll take that part out, too. [laughter] Fundraising requires a certain attitude about things. I really was not good at it; I didn't like to do it.
- DY: Judy, it hasn't been that long since you've been gone. In some ways it feels like a long time, but then in some ways it doesn't. I think that you still have a sense of where Kennesaw is going.
- JP: I think so.
- DY: I really would like to hear what you think about that, Judy. Where do you see this university going?
- JP: Well, I do think that it will always have a strong teaching mission because of where it is, whom it serves, and the kinds of people that come here. I think that the introduction of dormitories has changed it a lot because you're going to get more traditional kinds of students. I think, and I agree with this, that there is going to be more and more of an applied research focus. I don't see it ever becoming a UGA, but I think that there is a research focus that will be rewarded. It's getting so big, and with the kinds of students that there are, I don't have any problems with that. I think in the kinds of disciplines that I knew best, particularly nursing, that's a good thing because it all involves students. I think that it will become—and is—a huge source of pride and identity for Cobb County and the surrounding counties. From my perspective, I think that is where part of the push for athletics, particularly a football team—comes from. That helps a lot with the identity kinds of things. I cannot see Kennesaw ever losing its teaching

focus, nor do I ever think that there will be just a teaching focus; I think it's grown beyond that. I think that when I was here, I felt that I had things to offer in the area of teaching, curriculum development, and service. I was proud of what I did. I think that it provided a good base for somebody else to go on and take it to the next level, which I see happening. I think there are a lot of really good things going on in my unit and around the campus. It will never again have its small-class, dedicated-community-of-faculty feel, but there are other rewards. I think that different kinds of people will come here to teach. I think it was so hard for all of us because we came for one reason, and the university changed. We had to reinvent ourselves so many times that it was very difficult for a lot of us. But I think Kennesaw has a great future; I think it will be interesting to see what kind of president they get the next time around. I think that Betty has done a lot for this institution; I think that she has taken advantage of the growth that was here and the programs that were in place and built some good things on top of it. I think that it will be interesting to see what the next person does. I'm glad I came here.

TS: Well, of course, one of the things we've asked people is why they've stayed.

JP: I loved it here. When I went to graduate school to get a doctorate, some people were really trying to prepare themselves for a career in scholarship, an academic career that they did not know where it was going to take them. That was not my goal. I was trying to prepare myself to become the best dean or administrative person that I could in a setting that I knew. I had no wish to leave. I say it's home, but it's also in part the people that were here and the friends that I made and the fun that I had. Yes, it was a good thirty years. I hope the next thirty years are just as good.

TS: I just got through reading over the transcript of the interview with Roberta Griffin. One of the things she said in there was that you told her long ago that it was easier to ask for forgiveness than permission. [laughter]

JP: Oh, yes! That was one of my little political things! And it's still true!

DY: Go ahead and do it and get it done.

JP: Nobody's going to take it back, and they don't fire you in academics very often! I miss academics; I do. I really do.

DY: What do you miss the most, do you think, Judy?

JP: I miss the diversity and the tolerance for diversity that exists in an academic environment. You do not find it where I live, particularly, and I don't think where I live is that different than just living in Cobb County generally. Maybe it would be a little better down here; it's a little more urban. It might be better in downtown Atlanta; I don't know.

TS: I guess we should say for the tape that you've moved up around Jasper.

JP: I have, and I love it there. I love the people, but I do miss the intellectual conversations. I miss the diverse kinds of people and the interest in diverse kinds of people that you find in academics.

TS: Is there anything that you want for the record that we haven't talked about?

JP: No, I don't think so. I've really enjoyed this. This has been very nice. And it's good to see the two of you.

DY: It's good to see you, too.

JP: I haven't seen you, [Dede,] hardly since the last ballgame we went to.

DY: That's right! We went to a Braves game!

JP: We did. We did, indeed.

TS: Well, thank you very much.

DY: Thank you, Judy.

JP: Oh, thank you.

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