

August 21, 2015

Hello,

I believe I fulfill the requirements to serve on the Board of the West Lafayette Community School Corporation and have enclosed a resume for you to review in addition to this letter.

Why am I interested in serving? As one who has been involved in education in numerous capacities and at various levels, I recognize that the depth and breadth of my knowledge and experience is a little unusual. Sharing that is a mechanism for "giving back" which is appealing to me.

Do I have time? Yes, I will prioritize as necessary.

What past qualifications.....my experience as a professional educator as well as having been a parent, teaching a graduate education course at Indiana Wesleyan University, and even now as a House Director for college coed women involved in the pursuit of their education goals all contribute to my sense that I would, indeed, be an asset.

Thank you for your attention to these materials.

Should you wish to reach me please feel free to call, text, or email.

Sincerely,

A handwritten signature in black ink that reads "Pamela B. Peterson". The signature is written in a cursive, flowing style.

Pamela B. Peterson

**PAMELA B. PETERSON**  
**542 Westview Circle**  
**West Lafayette, IN 46901**  
**765-427-9875**

email  
pbpeterso@gmail.com

**VITAE 1976-CURRENT**

*House Director, Alpha Beta Chapter, Alpha Chi Omega*  
**Purdue University**  
**West Lafayette, IN**  
**2012-2013**

See below description of duties. Additionally, worked with cook to plan meals and purchase goods for same. In this Chapter the collegian treasurer was responsible for bills and I for review of same. Chapter housed 83 women in and 30 out during year. At mid year I was asked to renew my contract for academic year 2013-14 but elected to end my contract in May 2013.

*House Director, Alpha Chapter, Alpha Chi Omega*  
**DePauw University**  
**Greencastle, IN**  
**2010-2012**

Serve as House Director of the Alpha chapter of Alpha Chi Omega, a national sorority, with sixty-three live-in members and thirty-five who live out. Provide a home-like atmosphere and serve as hostess to numerous Chapter events involving parents, faculty and staff of DePauw, alums, and national staff. Manage the day-to-day operation of the house including: supervising housekeeping and kitchen staff, paying bills, managing budgets and multiple accounts. Responsible for house interior, exterior and parking area maintenance and work with numerous vendors to assure safety and comfort to Chapter members. Serve as point person for all inspections for university, safety and insurance purposes. Live in house during academic year and responsible for opening and closing the house during the academic year. Also, work closely with local house board, chapter advisors and national staff. Serve as mentor and react as necessary to Chapter emergencies or situations.

*Teaching – Secondary*  
**Wawasee Public Schools**  
**Syracuse, IN**  
**2007-2010**

*Teaching-Secondary*  
**Carmel Clay Schools**  
**1997-2007**

Carmel High School is the largest high school in the state, and graduates the highest percentage of college-going students in Indiana. It has had, for many years, the highest SAT test scores of any public school and an extremely high percentage of AP test scores for large numbers of students. It was my pleasure to teach English (American literature, British literature, and AP writing) within a school so focused on achievement. Of all of my life's experiences, none was more rewarding as teaching "my kids."

*Independent Consulting & Contractual Arrangements*  
**CDS International**  
1992-1996

Served as Midwest Regional Representative for CDS International-an international organization (headquartered in New York City) committed to the advancement of a competitive workforce for businesses, organizations and communities working in partnership with German government and organizations and the American government. CDS endeavors to provide mutually beneficial workforce exchange, study programs and projects that increase the awareness of and understanding for global workforce preparation. Served as Project Manager for the BMW Feasibility Study, sponsored by the Quandt Foundation (Munich, Germany) for the Spartanburg, South Carolina BMW Plant. The study focused upon the juxtaposition between workforce preparation requirements for BMW employment, local education efforts and the 1994 South Carolina School-to-work Legislation. The study culminated in a number of recommendations to the Quandt Foundation that would allow BMW-S.C. to take a leadership role in consortia efforts designed to significantly improve workforce education levels to world class standards.

Past consulting also included workforce education/career counseling for the Lilly Endowment Leadership Development Project for Counseling and Guidance; resulting in middle school/high school counseling initiatives aimed at increasing the awareness level of workforce education needs and career possibilities.

*Executive Director*  
**Indiana Council on Vocational Education**  
Indianapolis, Indiana  
1988-1992

The Indiana Council on Vocational Education was charged by Federal Law 101-392 (Carl Perkins Vocational Education and Applied Technology Act) to provide an independent and systemic evaluation of public vocational education and employment training programs, and/or related activities. Findings were reported to the Governor, Indiana General Assembly, and the U.S. Departments of Education and Labor. The Council was further charged to recommend policies and practices for improvement to this system. Additionally, its mandate was to achieve public involvement in shaping vocational and technical education policy by offering public forums. The Law is based on the principle that the private sector can and should work with the public sector in the conduct of policies and programs related to vocational education and employment.

The Council, by Indiana Code 20-1-18-.2-2, served as the state agency responsible for receipt of Carl Perkins funds. As Executive Director, additional responsibilities included: serving as appointing authority for the agency, supervising staff, administering design of research and evaluation instruments, directing federal budget, developing and recommending policies to facilitate the process, and to represent the Council as its chief administrator. The Council was composed, by law, of a 13-member body representative of the public and private sectors and appointed by the Governor of the State. Publications of the Council follow:

- Vocational Technical Education and Employment Training: A Coordinated Approach 1991
- Advisory Committee Handbook for Vocational/Technical Education 1991
- Accessibility to Public Secondary Vocational Education 1989-90
- Ten Initiatives for the Improvement of Vocational Education in Indiana 1990
- **SPECIAL POPULATIONS FORUM REPORT: Job Training Partnership Clients, Dislocated Workers** 1990

- **SPECIAL POPULATIONS FORUM REPORT: Clients and Counselors, Office of Vocational Rehabilitation 1990**
- **Towards the Integration of Vocational and Technical Education and the Employment and Training Services Systems 1987-89**
- **Special Populations Report: Displaced Homemakers Training Programs and Employment Outcomes 1991**

### **FELLOW (Research)**

**Hudson Institute**-Center for Education and Employment Policy  
Indianapolis, Indiana  
1986-1988

Responsibilities with the Hudson Institute included education and employment research and policy analysis. Primary Studies during 1986-87 included:

- "The Future of Education"-an exploration of current educational issues, reform strategies, and anticipated outcomes.
- "The Future of the American Work Force"-a projection of issues and policy questions affecting the work force in the year 2000 and beyond, and implications raised regarding education and training. (Precursor to Workforce 2000.)
- "Preparing Youth for the Job Market of the Future"-an examination of the relationship between education and employment which defines a management plan for secondary education.
- "Vocational Education and Economic Development in Indiana: Prospects and Policies for the Future"-a major policy report prepared for the Indiana Economic Development Office.
- "A Symposium of the Future"-a one day conference prepared for selected high school seniors from throughout Indiana co-sponsored by Hudson and (then) U.S. Senator Dan Quayle.

### Articles/Publications (Hudson Institute)

Vocational Education and Economic Development in Indiana: Prospects and Policies for the Future 1986-87

Preparing Youth for the Job Market of the Future-A Demonstration Project 1986

*State Director of Student Services* (State Administrative Offices)  
**Indiana Vocational Technical College**  
1982-1986

In early 1982 the State Office of the Director for Student Services for Ivy Tech was created. This office coordinated institutional research and was responsible for leadership of non-academic functions: recruitment, admissions, assessment testing and the skills development program, financial aid, counseling, placement, registration, records and institutional research. The office experienced a substantial progression of responsibilities under the Vice President for Education Services during my five-year tenure. Specifically, this office:

Supervised six professional technical state staff and coordinated college-wide staff of 125

Initiated, developed, interpreted and monitored college policy of a nonacademic nature and prepared procedure manuals to correspond.

Prepared applicable portions of long range planning documents (Education Services Plan) for internal use and for Indiana Higher Education Commission (IHEC) usage. This document was prepared in alternate years to the Biennium Budget.

Prepared applicable portions of the Biennium Budget. Preparations included extensive interaction with IHEC and testimony before the Budget Committee of the State Legislature.

Conducted institutional research and external reports (utilizing the student database).

Directed all activities associated with the user side of the on-line (computerized) student system, including all files, tracking, and reporting-both internally and externally. Responsible for student database, its design, collection, maintenance and on-going expansion.

Established college-wide training for major functional areas of student services.

Identified target populations and created college-wide marketing strategies for recruiting materials. Additionally, prepared 1985-86 and 1986-88 College Catalog.

Prepared appropriate portions of college-wide North Central Accreditation documentation.

Initiated and implemented Student Services Planning Document and was responsible for achievement and evaluation of the same. The document identified functions, responsibilities, accountability and annual goals.

#### Articles (Unpublished)

Student Services Planning Document 1984-1985

Policy Standards of Progress 1984

Student Demographic Reports (Quarterly/Annual) 1982-1986

Increase in Student Services Staffing (Proposal to Biennium Budget resulting in \$1.5 million) 1984-85

Identification of Diagnostic Testing Instrument 1985

Skills Development Program for Ivy Tech (Ultimately delivering \$3.4 million) 1985

Open Admissions/Standards for Program Entry 1985

Student Records Policy and Procedures 1985

Proposal for Publications Audit 1985

Proposal for Alumni Program 1985

Student Satisfaction (Survey) Evaluation 1983-86

Micro Computer Network 1986-87

Ivy Tech Continuing Education Unit (CEU) Program 1986-87

*Assistant Director, Division of Continuing Studies (DCS)*

**Indiana University-Purdue University at Indianapolis (IUPUI)**

Five years of higher education administration (1976-1981) with IUPUI-DCS provided the opportunity to develop and administer a variety of university level noncredit programs, which were of interest to adults pursuing lifelong learning experiences.

As Assistant Director, responsibilities included: designing, marketing and offering noncredit courses, workshops and seminars (90-100 per year); hiring, orienting and evaluating adjunct faculty; managing a budget of nearly \$100,000 per year; attracting

potential student to the university for credit participation; and supervision of full-time staff.

Adjunct faculty were carefully drawn from a diverse population of expertise and experience within academic guidelines.

The Division of Continuing Studies is a self-supporting arm of the university and, as such, required strict attention to the institutional mission within a philosophical funding base different from the remainder of the university.

In addition to working in partnership with such programs as the External Degrees, Learn and Shop, Weekend College and CEU programs, the DCS is heavily involved with delivery of training to business and industry.

## **OTHER PERTINENT INFORMATION**

Workforce Development Advisory Committee: CDS International, NYC

Steering Committee for Improvement of Post Secondary Education-Governor's Appointment

Indiana Occupational Information Coordination Committee (INDOICC)-Governor's Appointment

Indiana Curriculum Advisory Council-Task Force of the State Board of Education

United Way Allocation Advisory Committee-Service Award

Orchard Country Day School-Indianapolis-Past Member Board of Trustees

YWCA-Past President, Board of Directors

Who's Who in Government Service

House Board-Kappa Kappa Gamma, Butler University

Museum of Miniature Houses Board of Directors

Oakwood Foundation-Syracuse, Indiana

Volunteer-Carmel Clay Library Book Sale

House Board – Kappa Kappa Gamma, Purdue University, West Lafayette, Indiana

Volunteer – West Lafayette, Indiana Library Book Sale

Volunteer – Fort Pierce, Florida, St Lucie County Library

## **EDUCATION**

BA	Purdue University	Liberal Arts/Education
MS	Indiana University	Education
EdD (ABD)	Indiana University	Education/Human Resource Development