



April 12, 2011

Members of the Search Committee:

I was recently alerted to your search for a Superintendent of Schools, and I am pleased to submit the enclosed résumé for your consideration. As you can see, I come to this position from higher education; I currently serve as the Assistant Dean for Academic Affairs at the University of California San Francisco (UCSF). UCSF is a leading university dedicated to promoting human health through advanced biomedical research, graduate-level education in the life sciences, health professions, and excellence in patient care. We are the only UC campus in the 10-campus system dedicated exclusively to the health sciences. My administrative skills and judgment have evolved over many years as a teacher, director of admissions, and dean of academic affairs. In each of these positions, I have realized a penchant for institution building and brought compelling innovations to bear on campus objectives. Allow me to detail one such innovation that I trust you will find illustrative.

One of my charges at Northeastern University was to recruit and enroll a larger percentage of students historically under-represented in the legal profession. Traditionally, we made overtures to such students via alumni networks, undergraduate pre-law advisors, and tapping students at historically black colleges and member schools of the Hispanic Association of Colleges and Universities. These proved to be useful measures, but the yield from these efforts had plateaued for years with little prospect for growth. In order to reach a wider pool of the most talented and highly motivated students, I proposed the addition of the Graduate Record Exam (GRE) Search Service to our strategic portfolio.

As you may know, students routinely take the GRE as they contemplate graduate school; while most of these students had not specifically articulated an interest in a legal education many of them possessed the writing, critical thinking, and research skills necessary for a successful law school experience and needed little more than an invitation to seriously consider a legal career. The Search Service allowed us to target prospects by GPA, date of enrollment, race, gender, age, or zip code (among other criteria). Because the vast majority of law schools limited their searches to students who take the LSAT, we reached a pool of gifted students largely ignored by our competition. The results were impressive, increasing our applicant pool for under-represented students by more than 25%.

Although several were at my disposal, I chose to share the above example because it underscores several themes that would guide my approach to building relationships in Osceola County Schools:

• **Our students and our schools exist in a competitive environment.** I appreciate that the word “competition” is not always welcome in education circles because it suggests the potential for exclusion and the creation of winners and losers; I believe this is something our students, our schools, and our nation should embrace not eschew. There can be no mistake: as a nation we are in competition with our international friends, allies, and adversaries. We must condition our students and, when necessary, *condition ourselves* to view competition as a source of inspiration rather than anxiety.

• **Conscious change.** As a lifelong student, teacher, and administrator, I recognize that there are a number of things that our schools are doing quite well, and I will take the time to learn about those things with which I am unfamiliar. Having done so, I will be an agent of, and advocate for, a deliberate evolution of the status quo. Particularly in underperforming schools, I am eager to partner with principals and teachers to extend or supersede past practice with novel approaches such as extending the school year, substantially modifying the academic calendar, and partnering with parents and allies in the community (private industry, granting agencies, the federal government, etc.) to secure the resources to make such changes possible.

• **Domestic partners.** Our friends, our allies, our potential partners are all around us, but many remain unidentified and untapped. We must take the lead in building relationships; this means undertaking the twin goals of outreach and education. Potential partners want to know of our successes, but they also want to know how they can join us in leveraging resources and creating success. A law school making use of the GRE Search Service was unheard of when I initiated it. Building on or creating relationships with Valencia CC, UCF, Rollins U., industry, and private foundations throughout the state is key to advancing primary and secondary education.

• **A future orientation.** As students, teachers, and leaders, we must consistently ask ourselves, “What is next? Are the activities we are engaging in today adequately preparing us for tomorrow?” Even as we ask students to look to the future, we must model a future orientation throughout the educational enterprise. From instruction, assessment, and curriculum development, to transportation, facilities, and infrastructure, to food services, budgets, government relations, and fundraising future success requires a consistent future orientation.

As chief deputy to the Dean of the Graduate Division at the University of California San Francisco (UCSF), I play a leading role in managing graduate education on our campus including admissions, allocating state funds to graduate programs, and the awarding of several million dollars in student financial support. I both work with students directly and in partnership with my colleagues across the enterprise in Student Health, Campus Life Services, and Emergency Preparedness. I also work with faculty to create new degree programs—particularly self-supporting programs. Over the last two years, I have worked with faculty to draft proposals for a new M.S. in Biomedical Imaging, an M.S. in Translational Medicine, and a Ph.D. in Epidemiology and Translational Science; in concert with program faculty, I am currently preparing a proposal for a new Certificate program in Translational Research and Drug/Device Discovery. I have ushered each of these degree proposals through politically sensitive—and successful—reviews by our Graduate Council, our campus Academic Senate, and the Chancellor’s office. My counterparts and I in the Schools of Nursing, Dentistry, Pharmacy, and Medicine staff and steer more than a dozen university committees governing campus finance, ethics & compliance, threat management, student affairs, facilities, information technology, the academic senate, and a number of others; all of which is to say that I have direct exposure to a wide swath of campus affairs.

The twenty-five degree programs and the professional schools at UCSF consistently rank in the top 10 nationally; the National Research Council’s recent *Data-Based Assessment of Research-Doctorate Programs in the United States* identified our programs in Biochemistry & Molecular Biology, Bioengineering, Biophysics, Neuroscience and Nursing as first, second, or third among their national peers. These rankings are echoed by the latest survey on “America’s Best Graduate Schools” conducted by *U.S. News & World Report*, which ranked UCSF seventh place overall in graduate education in the biological sciences. Our School of Pharmacy ranked #1 in the nation; our School of Nursing ranked #2; in medicine UCSF ranked #4 in research and #5 in primary care. The national Ph.D. graduation rate is 51%; at UCSF the graduation rate is 95%!

In January of 2009 the Governor’s proposed budget left state funding more than \$400 million below the level in the University of California Regents’ proposed budget. This year the University of California will absorb a \$500 million cut to our state appropriations; the loss to our campus will amount to \$27.6 million. Maintaining the quality of our programs in the midst of declining state support for public education has been our proudest achievement, but it is closely followed by our willingness and ability to form industry partnerships and solicit support from private gifts, grants, and other forms of philanthropy. On average, UCSF generates more than \$200 million annually in private support; in my unit, I am personally responsible for generating more than \$30 million in grant proposals in 2010.

You may wonder why a candidate of my profile is motivated to lead a school district. The short answer is that I have been inspired to do so by the many students I have taught and teachers I have worked with over the years; from Florida, to New England, to California faculty across the country consistently report a lack of motivation and under-preparedness among our freshmen. While I share these concerns, even more motivating are recent test results from the Program for International Student Assessment (PISA), which revealed that U.S. high

school students are now mired in the middle against their international counterparts ranking 17th in reading, 23rd in science and 31st in math. Many international students simply work harder, with more focus, and for longer hours than their American counterparts. Our students, our parents, our schools—even our best schools—must evolve to meet this challenge.

The already impressive performance of Osceola County elementary, middle, and high schools, position the County as a potential front-runner statewide and nationally in leading change through a variety of pilot programs to improve student performance and graduation rates. I have no illusions about the enormity of this challenge; on the contrary, I am inspired by it. Our imperfections notwithstanding, American higher education continues to be the envy of the international community; I propose to bring a degree of that dynamism to primary and secondary education. This effort will be measurable by several indices including improved FCAT scores, increased development, and improved partnerships with allies in the community.

My career has been marked by an impulse to “find a way.” To be sure, finding my own way has been gratifying, but helping students find *their* own way and facilitating the work of my colleagues as they enable the ascent of their own students has been even more meaningful. This valuable and necessary work is often invisible or undertaken in relative anonymity, but this, too, provides a lesson for our students: the value of hard work is indeed its own reward.

I bring to this position nearly twenty years of experience in education; I bring a thorough knowledge of national educational issues and a multi-cultural competency and comfort communicating and advocating for a diverse community; and I bring experience in both student affairs (admissions, advising, financial aid, judicial affairs, multicultural affairs, residential life) and academic affairs (academic administration, adult/continuing education, curriculum development, library administration, assessment, & teaching).

Motivating teachers, staff, students, and parents will be a top priority for your next Superintendent. Doing so in the face of limited funding will require continued public/private partnerships, philanthropic funding, and cultivating involvement among parents. The community needs to recognize the vital role of public education to the future of the state and our nation. I look forward to listening to faculty, staff, and students in the County to learn of their challenges and opportunities; I am also eager to tell the story of Osceola County public schools to foundations, government agencies, alumni, and the region at-large to build momentum toward greater support for public education.

As a former resident of Florida, I am very familiar with public and private K-12 education in county schools. I count friends and colleagues throughout the state’s school districts and at most of the colleges and universities in Central and South Florida. The majority of my family resides in the Sunshine State, and I have been quietly seeking the right opportunity to return to Florida. Should you elect to pursue my candidacy further, I would be pleased to meet with your search committee in the coming weeks according to need and opportunity. I look forward to hearing from you at your earliest convenience.

Sincerely,

Peter L. Taylor, Ph.D.

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## Skills

### **Resource Management, Marketing, & Communications**

- Managed, in concert with the Dean, a \$7.2 million annual operating budget; prepared the annual budget call, budget forecasts, & served as liaison to our Control Point
- Oversaw the Graduate Division budget and purchasing, ensured appropriate use of fund/dpa accounts, budget reconciliations and accurate fiscal close
- Supervised direct reports encompassing admissions, academic progression, fellowship support, degree completion, and extramural & endowment fellowship funds
- Initiated and supervised the production of a new website for the UCSF Graduate Division
- Developed a range of recruitment strategies to improve size and quality of the applicant pool
- Designed and implemented survey instruments to assess the effectiveness of recruitment efforts
- Advised the Dean on staffing, budgetary, space, equipment planning needs, employee classifications, creation of new positions, hiring of staff, and training and employee development

### **Policy Development, Writing, & Editing**

- Coordinated the development of new graduate degrees, certificate proposals, and changes to existing academic programs with faculty and the Graduate Council
- Advised faculty on essential elements of degree proposals, ensuring compliance with Academic Senate and Graduate Division regulations
- Directed the integration of new programs into the admissions, registration, financial support, and degree progression functions
- Coordinated with the Budget Office, School Deans' Offices, and academic departments in the formulation of budgets for self-supporting programs
- Drafted all communication from the Graduate Council including correspondence, minutes, and the Annual Report
- Contributed to planning and analysis of graduate academic enrollment; classroom support services, health insurance benefits, and campus life services for students
- Created marketing materials for the departments of Anthropology, American History, English, and Music
- Published essays in academic specialty including articles and encyclopedia entries
- Macintosh & Windows proficiency; experienced with a host of applications including Microsoft Office, FileMaker, InDesign, QuarkXpress, p2p, Powerpoint, & PeopleSoft

### **Academic Service, Education, & Training**

- Managed the policies and processes for student application, admission, and enrollment functions
- Supervised the administration of university, extramural, and endowment fellowship funds for graduate students
- Reviewed exception requests for leaves of absence, change of status, and composition of qualifying and dissertation committees
- Coordinated functions for new academic programs and joint campus degrees (UC Berkeley, Cal State Univ., etc.)
- Supervised new student orientation and commencement exercises
- Advised students and faculty on academic regulations
- Collaborated with the Registrar's office to ensure consistent administrative practices
- Collaborated with International Students and Scholars Office on immigration and visa issues for new students
- Liaised with donor groups and external funding agencies
- Adjudicated grievances between students/faculty; acted as Sexual Harassment Officer for graduate students
- Acted as liaison to Legal Affairs, Staff and Faculty Assistance Program, Threat Management Team, and UCOP
- Developed courseware and training materials for ten different courses at five institutions
- Primary academic, pre-law, and career advisor for dozens of department majors annually

## Education

**J.D.** Candidate **Santa Clara University**, Santa Clara, CA; attended 2000-2001.

**Ph.D.** **Brandeis University**, Waltham, MA; English and American Literature; Dissertation: "Significant Others: The Double in American Literature, 1830-1910"; degree awarded 2000.

**M.A.** **Georgetown University**, Washington, DC; English and American Literature. Oral qualifying examination passed with Distinction; degree awarded 1993.

**B.A.** **University of Maryland**, College Park, MD; English Language & Literature degree awarded 1991.  
**Universidad de Guadalajara**, Centro de Estudios para Extranjeros, Guadalajara, Mexico; Spring 1990.

## Experience

**Assistant Dean of Academic Affairs**, Graduate Division; University of California San Francisco, SF, CA; 3/09-  
Served as chief deputy to the Dean of the Graduate Division overseeing 2600 graduate students and post-doctoral scholars in 20 degree programs in the biological, biomedical, pharmaceutical, quantitative, nursing, social and behavioral sciences. Supervised the daily operations of the Graduate Division and, in concert with the Dean, oversaw the Graduate Division's \$4.6 million student support budget, \$1.6 million annual outreach budget, and \$1 million annual operating budget and purchasing, ensuring appropriate use of fund/dpa accounts, budget reconciliations, and accurate fiscal closing. Developed, directed, and analyzed the delivery of graduate academic services and policies to students, academic departments, and administrative units across the Graduate Division including Admissions, Academic Progression, Student Financial Support, and Conflict Resolution. Provided research, analysis, and policy development support to the Graduate Dean, Graduate Council, Academic Senate, Council of Graduate Deans, and the Office of the President. Advised the Dean on employee classifications, creation of new positions, hiring of staff, training & employee development, determination of salaries, and annual performance evaluations.

**Admissions Consultant**, Freelance, Ft. Lauderdale/Miami, FL & San Francisco, CA; 9/03-1/09  
Privately counseled (in person, via phone, and online) students and parents seeking admission to select undergraduate, graduate, and professional degree programs through the admissions process. Offered essay analysis, résumé analysis, bi-weekly assessments, student profiling, mock interviews, admission probability, waitlist analysis, and scholarship advising.

**Assistant Professor**, Florida Memorial University, Miami, FL; 7/04-5/07  
Taught a variety of courses including American Literature, and Composition & Rhetoric. Duties include selection of texts, design of courses, lecturing, grading, student conferences, and advising.

**Assistant Professor**, Santa Clara University, Santa Clara, CA; 8/99-6/03  
Taught a variety of courses including American Literature, 18th and 19th Century African American Literature, Slavery and Mastery in the Literary Imagination, African American Non-fiction, Race and the Media, Composition, and The Bible as Literature. Duties include selection of texts, design of courses, lecturing, grading, student conferences, and advising. Served as a principal advisor for prospective law students. Standing member of the African American Advisory Panel.

**Associate Director of Admissions**, Northeastern University School of Law, Boston, MA; 9/01-5/02  
Developed and implemented a range of recruitment strategies to increase applications and yield of admitted students—particularly students from groups historically under-represented in the legal profession. Managed a \$25,000 travel budget; disbursed \$700,000 in financial aid. Recruitment efforts generated \$6.4 million in tuition revenue. Supervised an admission staff of five and twenty seasonal student workers. Evaluated applicant files and participated in the Admissions Committee decision-making. Led on-campus visitation programs. Designed and implemented survey instruments to assess the effectiveness of recruitment efforts. Produced, with the Director of Communications, a variety of marketing materials for prospective students. Traveled to and presented at recruitment events nationwide.

**Lecturer**, Brandeis University, Waltham, MA; 9/94-5/99  
Through twelve semesters, taught a variety of courses in American Literature, African American literature, Composition, and the Transitional Year Program. Duties included design of courses, selection of texts, lecturing, student conferences, and grading. Committee work included the Faculty Library Committee and Bookstore Advisory Committee.

**Visiting Professor**, Virginia Polytechnic Institute and State University, Blacksburg, VA; 5/98-8/98  
Taught 20th Century African American Literature. Duties included selection of texts, design of course, lecturing, student conferences, and grading.

**Admissions Graduate Assistant**, Brandeis University, Waltham, MA; 6/94-8/97  
Administered graduate admission files from the initial phone contact through Commencement. Participated in the development and evolution of admission strategies including recruitment, retention, and targets of opportunity. Oversaw the production and content of the Graduate [Viewbook](#) and a newly designed [Guide to Graduate Admission](#). Produced and updated new marketing materials for prospective students in the departments of Anthropology, American History, English, and Music.

**Service Associate**, Sun Trust, (formerly Crestar Bank, and Citizens Bank of Maryland); 8/88-12/92  
Processed withdrawals and deposits on time and demand accounts; initiated the transfer and consolidation of funds into certificates of deposits; issued certified, treasurer's, and traveler's checks; and a variety of other transactions. Trained incoming staffers. Management of over fifty thousand dollars daily. Researched client inquires concerning account reconciliation and/or reorganization.

**Presiding Officer**, University of Maryland, Office of Judicial Programs, College Park, MD; 8/87-5/91  
Adjudicated hearings of the University's Central Judicial Board; approved or disallowed the testimony of witnesses and/or the submission of specific evidence. Recommended potential sanctions—including suspension or expulsion from the University. Edited the written findings of the Board in the form of a Case Adjudication Report outlining the Board's findings of fact, conclusions, sanctions, and rationale. Evaluated—in print and in person—applicants to the Central Judicial Board as well as the newly formed Honor Counsel.

**Instructor**, Rosemary Hills Community School, Silver Spring, MD; 11/90-6/91  
Through two semesters, served as volunteer teacher of English to area immigrants. Duties included design of course, lecturing, grading.

**Advisory Board Member**, American Express Connections, New York, NY; 90-91  
Advised the AE publication Connections on issues germane to student cardholders. Generated feature story ideas for the publication including a cover story on study abroad and vacationing in Mexico and Latin America. Surveyed student constituents for data utilized by American Express.

**Resident Assistant**, University of Maryland, Department of Resident Life, College Park, MD; 12/87-5/88  
Served as the primary campus resource and referral agent for sixty resident students to wider campus services including the Counseling Center, Health Center, Financial Aid Office, Career Center, and others. Coordinated the opening, closing, room change, assignment verification, and work orders for thirty dormitory rooms. Programmed a range of social and developmental activities for residents. Coordinated with other Assistants emergency responses to fire, flood, and other hazards. Mediated resident conflicts and developed unit agreements on quiet hours, use of community property and space, and other issues necessary to the establishment of an environment conducive to social and academic pursuits.

#### **Development, Grants, & Fellowships**

UCSF Graduate Division; Doris Duke Charitable Foundation, \$4 million; (pending)  
UCSF Graduate Division; Beaumont Foundation, \$1.5 million; (pending)  
UCSF Graduate Division; Carnegie Corporation, \$4 million; (pending)  
UCSF Graduate Division; Simons Foundation, \$1.5 million; (pending)  
UCSF Graduate Division; California Wellness Foundation, \$4 million; (pending)  
UCSF Graduate Division; Wallace H. Coulter Foundation, \$1.5 million; (pending)  
UCSF Graduate Division; Wayne & Gladys Valley Foundation, \$3 million; (pending)  
Law School Admissions Council (LSAC) Outreach Grant, Northeastern Univ., \$5,000; 2001-2002  
Virginia Polytechnic Institute, Dissertation Fellow, \$10,000; Summer 1998  
New England Board of Higher Education (Boston College), Dissertation Fellow, \$25,000; 1997-98  
Washington & Lee University, Dissertation Fellow, \$20,000; 1997-98 (declined)  
Brandeis University, Lissauer Graduate Fellowship; 1993-97

#### **Committee Service & Experience**

Academic Senate Coordinating Committee (UCSF)  
Achievement Reward for College Scientists (ARCS) Foundation (UCSF)  
African American Advisory Panel (Santa Clara)  
Bookstore Advisory Committee (Brandeis)  
Chancellor's Advisory Committee on GLBT Issues (UCSF)  
Committee on Committees (Florida Memorial University)  
Committee on Courses of Instruction (UCSF)  
Committee on Multicultural Affairs (Santa Clara)  
Council of Graduate Deans (UCSF)  
Disaster Assistance Team (UCSF)  
Educational Classroom Technology Working Group (UCSF)  
Ethics and Compliance Board (UCSF)  
EVCP Direct Reports & Finance Managers (UCSF)  
Executive Budget Committee (UCSF)  
Faculty Library Committee (Brandeis)  
Graduate Council (UCSF)  
Interprofessional Health Education Task Force (UCSF)  
Miscellaneous Student Fee Advisory Committee (UCSF)  
Registrar's Advisory Committee (UCSF)  
Student Affairs Group (UCSF)  
Sexual Harassment Prevention Advisors (UCSF)  
Threat Management Team (UCSF)



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