GEORGE J. PETERSEN

Curriculum Vita

EDUCATION

Ph.D.	University of California, Santa Barbara *Field:* Educational Policy, Organizations, and Leadership Studies	1993
M.A.	University of California, Santa Barbara *Field:* Educational Policy, Organizations, and Leadership Studies	1991
B.A.	University of California, Santa Barbara *Field:* Cultural Anthropology	1986
B.A.	Pontifica Studiorum Universitas A.S. Thomas AQ. In Urbe (Rome, Italy) *Field:* Philosophy *(Cum Laude)*	1981

PROFESSIONAL CREDENTIALS HELD

Teaching Credential	California Professional Clear Single Subject Social Studies (7-12)	1987-1995

PROFESSIONAL DEVELOPMENT

Certificate	Academy for Innovative Higher Education Leadership Arizona State University and Georgetown University	2016-2017
Course	Being a Leader and the Effective Exercise of Leadership: An Ontological/Phenomenological Model (Cancun, Mexico)	2015
Certificate	Harvard University Institute for Management and Leadership in Education	2012

LEADERSHIP POSITIONS

Interim Dean	College of Architecture, Art and Construction, Clemson University	2023-2024
Founding Dean	College of Education, Clemson University	2014-2022
Dean	Graduate School of Education, California Lutheran University	2010-2014
Director	Joint Doctoral Program California Polytechnic State University, San Luis Obispo/UCSB	2007-2010
Chair	Department of Graduate Studies California Polytechnic State University, San Luis Obispo	2005-2007
Associate Director	University Council for Educational Administration (UCEA) University of Missouri-Columbia	2000-2004
Coordinator	Joint Doctoral Program: Educational Leadership and Policy University of Missouri-Columbia with Missouri State University	1997-2000
Director	Secondary Education University of Evansville	1993-1995

CLEMSON UNIVERSITY

Interim Dean and Provost Distinguished Professor of Educational Innovation | College of Architecture, Art, and Construction, May 2023 - August 2024

Employ values centered leadership focused on faculty, staff, and student success. Collaborate with university leadership, Board of Trustees, faculty, staff, and alumni in the development and allocation of resources (e.g., broadly defined—financial, space, personnel, etc.) and their utilization in establishing a new and independent academic college. Provide subsequent oversight of a multi-campus staff comprised of 125 full-time, tenure-track, lecturers, and clinical faculty and 25 staff members.

- Collaboratively developed and implemented an organizational business, personnel hiring plan and college budget in-line with the university's new resource base budget (RBB) model.
- Collaborated with faculty and staff to develop initial vision and mission statements, college and departmental by-laws, tenure and promotion policies, college-wide and departmental merit guidelines, and strategic plans for college and program growth.
- Collaborated with program faculty and received national accreditation for the Master of City and Regional Planning Program (2024) [Planning Accreditation Board].
- Engaged and communicated with program advisory boards, donors, alumni and friends working with University Development leaders.
- Represented the college with all internal and external stakeholders.

Founding Dean and Provost Distinguished Professor of Educational Innovation | College of Education, 2014 to 2022

Employ values centered leadership focused on faculty, staff and student success. Collaborate with university leadership, Board of Trustees, faculty, staff, and alumni in the development and allocation of resources (e.g., broadly defined—financial, space, personnel, etc.) and their utilization in establishing a new and independent academic college. Provide subsequent oversight of a multi-functional staff comprised of 75 full-time, tenure-track, lecturers, and clinical faculty and 29 staff members. The college enrolls 865+ undergraduate students and over 1330+ master's, specialist, and doctoral students, and offers 5 Ph.D. and 1 Ed.D. programs, 14 master's degree programs, and 10 teacher preparation programs with over 150 partner and clinical sites in 24 school districts around the state. Execute fiscal administration for a $38M budget and endowment of $15M.

- Collaboratively developed and implemented an organizational business plan, budget, mission statements, college and departmental by-laws, college-wide and departmental strategic plans and tenure and promotion policies.
- US News and World Report. Achieved the number one ranking for College of Education online Master Education Program in US News and World Report in 2018, 2019, 2020 & 2022. Masters in Curriculum and Instruction ranked #8, Educational Administration ranked #13 and Special Education #18.
- College enrollment growth. Increase of 28.4% in undergraduate and 37.5% in graduate enrollment from 2016-2022.
- Grants. Fifty-two percent increase in grant awards from 2016-2022. FY2022 $38.2M in grant submissions with $9.2M in grant awards.
- Philanthropy: Twenty-five percent growth in total giving to the College of Education. FY 22 $2.5M
- Full CAEP Accreditation (2021). No stipulations or areas for improvement.

- Collaboratively developed and implemented new undergraduate major: Human Capital Education and Development (Fall, 2022)
- Launched strategic retention initiatives resulting in a 97% retention rate of all Pell grant recipients, a 66% graduation rate among four-year students and 91% graduation rate among six-year students.
- DEI. Establishment of Special Advisor to the Dean for Diversity and Inclusive Excellence and the formation of college taskforce and strategic implementation plan for Diversity, Equity, and Inclusion.
- Promotion of an inclusive and culturally diverse academic environment, increasing enrollment by non-white undergraduate students from 8% to 15.8% and non-white graduate students from 19% to 23%.
- Campus wide Summer School Task Force (Co-chair). Under the direction of the Provost of Clemson University, led in the development and implementation of summer session into a full third term (semester) in order to increase student success, student retention, revenue growth and efficiency in the utilization of the university campus.
- Deans Leadership Institute. Established to develop leaders (faculty and staff) within the College for both informal and formal leadership roles. Through selected curriculum and travel, participants are afforded an opportunity to expand their knowledge and engagement about the land-grant mission of Clemson's College of Education.
- University Partnership - Led in the successful development and implementation of a collaborative professional doctorate (Ed.D.) in Systems Improvement Science with three regional comprehensive universities in South Carolina.
- Accelerated Pathway. University/Community College and K-12 partnership. Engaged in a collaborative partnership with Greenville County Schools and Greenville Technical College, as well as AOP Schools and Tri-County Technical College in the creation of a seamless pathway from high school to a four-year degree and teaching credential in education from Clemson. The partnership, *"Expressway to Tiger Town,"* received the 2019 Innovation of the Year Award from the League of Innovation in the Community Colleges.
- Interdisciplinary partnerships. Facilitated the collaboration of faculty from Engineering, Computing and Applied Sciences, Architecture, Arts and Humanities, Agriculture, Forestry and Life Sciences and Education in the design and implementation of a state-wide STEAM professional teaching endorsement and certificate for K-12 teachers.
- Provide oversight of nationally recognized centers and programs focused on enhancing equity, access and the academic success of students from underserved schools and communities:
    - Call Me Mister (increasing diversity in schools – 280+ graduates resulting in an 85% increase in the number of African American male teachers serving S.C. elementary schools)
    - South Carolina Center of Excellence for the Recruitment and Retention of Minority Teachers (CRe2DE) (South Carolina Commission on Higher Education)
    - Reading Recovery Training Center (serving 1,450 teachers and 54,000 students – 81% of students who complete program read at or above grade level)
    - South Carolina Center of Excellence for Leading Education Administrator Development for Excellent Rural Schools (LEADERS) (South Carolina Commission on Higher Education)
    - Clemson LIFE (offers college and life experience to students with intellectual disabilities in order to prepare them to live and work independently – 35+ graduates to date)
    - Upstate Writing Project (statewide professional development in the teaching of writing for K-12 teachers)

CALIFORNIA LUTHERAN UNIVERSITY

Dean | Graduate School of Education, 2010 to 2014

Employed values centered leadership focused on faculty, staff and student success in the oversight of 18 tenure-track faculty, 4 full-time lecturers, and 9 staff members with approximately 500+ full and part-time students. Executed fiscal administration, monitoring allocation and implementation of the annual budget throughout all academic programs. The Graduate School of Education offers five master's degree programs, two doctoral degree programs, and initial credential programs in general education, special education, counseling and guidance, and educational leadership.

- Collaboratively worked with department chairs to increase enrollment for the Graduate School of Education for four consecutive years.
- Collaboratively worked with faculty to revamp the curriculum and delivery for the Doctor of Education and Master of Educational Leadership programs. Aligned academic capabilities with organizational objectives, heightening the quality of both programs and tripling enrollment in the master's program.
- Established and provided leadership for the Center for Innovative Learning (CIL), spanning departmental and college disciplines and serving as a broad spectrum of innovative and transdisciplinary research, teaching and grant activities.
- Oversaw the acquisition and allocation of $1.2M in training grants for the Department of Education Special Education Program.
- Oversight of Director for the California Reading and Literature Project (CRLP). CRLP provides professional development opportunities for K-12 teachers in reading and language instruction that elevated California state reading levels.
- University/School District Partnership - Collaborated with university faculty and leaders in the Santa Maria School District to establish the Central Coast Learning Center. The Center offers a master's and administrative credential program designed to prepare school principals to lead bilingual and underserved communities on the central coast.
- Business Partnership - Led in the development and establishment of the partnership between CLU and Corwin Publishers for the online professional development program "Read 2 Earn."

CAL POLY, SAN LUIS OBISPO

Chair, Department of Graduate Studies | Director, Joint Doctoral Program w/UC Santa Barbara, 2005 to 2010

Employed values centered leadership focused on faculty, staff and student success. Governed operations within the Department of Graduate Studies comprised of a 10-tenure track faculty, 4 full-time lecturers and 4 staff members with subsequent oversight of a $2M budget.

- Enhanced programs including a Joint Doctoral Program with UCSB, Counseling and Student Affairs, Curriculum and Instruction, Educational Leadership and Administration, Educational Technology and Special Education. Monitored student performance focusing on academic excellence and providing academic advisement.
- Elevated academic standards, for graduate programs, while establishing congruence between curriculum development with real world standards to promote student success.
- Worked collaboratively with divisional deans and senior administrators, implementing school-wide administrative policies.

- Provided leadership and serving in the roles of Faculty Senator for the College of Education, Chair for the College of Education Student Affairs, Curriculum and Policy Committee, Chair for the College of Education Retention, Promotion and Tenure Committee, and Chair for the Department of Graduate Studies Accreditation and WASC Teams.
- Member of the Carnegie Project on the Education Doctorate (CPED - Stanford University); Liaison with Cal Poly and UCSB Deans, UCSB Education Department Chair and faculty members of the Joint Graduate Group (Cal Poly and UCSB) and Cal Poly Faculty Senate; Chair for Cal Poly/UCSB Joint Graduate Group Curriculum, Evaluation and Steering Committees.

UNIVERSITY OF MISSOURI, COLUMBIA

Associate Director | University Council for Educational Administration, 2000 to 2004

Partnered with the Executive Director to define long-term strategic plans and leading the National Commission for the Advancement of Educational Leadership Preparation of the UCEA Consortium, Wingspread Conference Center.

- Developed standards-based curriculum, aligning instructional models with the university's strategic plan.
- Served as the Chair for the Program Center Advisory Board comprised of 7 National Program Centers; Ex-officio Member for the UCEA Executive Committee and Plenum; Site Visitor and Program Evaluator for UCEA Institution; Coordinator and Participant in the David L. Clark Graduate Seminar (American Education Research Association, Divisions A&L)

Doctoral Program Coordinator | Educational Leadership and Policy Studies w/ Missouri State University, 1997 to 2000

Established an organizational culture that focused on values driven leadership, promoting professional development training and reinvigorating the statewide collaborative model. Served as coordinator of the cooperative Ed.D. in Educational Leadership and Policy Analysis with Missouri State University. Served as a liaison to five participating institution dean's and department chairs, guiding admissions, recruitment, funding and curriculum planning for the cooperative doctoral program.

UNIVERSITY OF EVANSVILLE

Director, Secondary Education |1993 to 1995

Facilitation of an on-going collaborative relationship between district and school site administrators, cooperating teachers, pre-service teachers, and academic departments at the University.

- Developed program mission and curriculum for all secondary teaching methods courses and professional issues seminars.
- Represented the School of Education at Faculty Senate and Internal and External Advisory Committee meetings.
- Evaluated student teachers and conducted clinical supervision seminars for cooperating teachers and university supervisors.

ACADEMIC EXPERIENCE

CLEMSON UNIVERSITY 2014 to Present - Tenure awarded in 2014. Provost Distinguished Professor of Educational Innovation and Professor of Educational Leadership |College of Education.

CALIFORNIA LUTHERAN UNIVERSITY 2010 to 2014 - Tenure awarded in 2010. Professor of Educational Leadership.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO 2004 to 2010 - Tenure awarded and promoted to Full Professor in 2006. Developed and taught coursework and conducted research in Educational Leadership and Policy Analysis.

UNIVERSITY OF MISSOURI - COLUMBIA 1997 to 2004 - Tenure awarded in 2003. Associate Professor developed and taught coursework and conducted research in Educational Leadership and Policy Analysis.

BOWLING GREEN STATE UNIVERSITY 1995 to 1997 - Assistant Professor, taught coursework and conducted research in Educational Leadership and Policy Analysis.

UNIVERSITY OF EVANSVILLE 1993 to 1995 - Assistant Professor, taught coursework in Educational Leadership and Teacher Education.

HONORS, AWARDS AND ACCOMPLISHMENTS

- Ralph D. Elliott Award for Exemplary Facilitation and Implementation of Innovative Programs for Continuing, Off-Campus and Distance Education | Clemson University, 2020
- Distinguished Research Award | Clemson University College of Education, (Meritorious recognition of overall and individual research citations) 2019, 2020 & 2021
- Executive Mentor | Trailblazer Initiative for Gender Equity Leadership Program (Clemson), 2018
- The Honor Society of Phi Kappa Phi | Clemson University Chapter, 2016
- Clemson Presidential Appointment | Community Leadership Council (Comprised of business, community and higher education leaders), 2014
- Distinguished Faculty Award | Department of Career Services, Cal Poly (Recognition of significant work in collaboration with Career Services to promote student success), 2007
- Distinguished Service Award | University Council for Educational Administration (National recognition of significant contributions to the work and mission of UCEA), 2004
- Distinguished Alumni Award | Gevirtz Graduate School of Education, University of California Santa Barbara, 2008
- 2003 SRCEA Outstanding Graduate Research Paper (Faculty Advisor), 2003
- David L. Clark Graduate Seminar Distinguished Faculty | UCEA and AERA Divisions A&L, 2002-2004, 2009
- President, Missouri Professors of Educational Administration (MPEA), 2002-2003
- Highflyer Award | Recognition of Outstanding Teaching, University of Missouri-Columbia, 1998-2005
- Commissioner, National Commission for the Advancement of Educational Leadership Preparation (NCAELP), Wingspread, John Foundation, Racine, WI, 2002
- Outstanding Research Award | Recognition for Excellence in Educational Research College of Education, University of Missouri & Missouri State University, 1998-1999

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

- Deans' Equity and Inclusion Initiative
- Council of Academic Deans from Research Education Institutions (CADREI)
- Deans Council, Carnegie Project on the Education Doctorate (CPED)
- South Carolina Education Deans Alliance (SCEDA)
- Reading Recovery University Training Centers Deans
- American Association for Colleges of Teacher Education (AATCE)
- American Educational Research Association (AERA) Divisions A (Leadership) & L (Policy)
- South Carolina Association of School Administrators (SCASA)
- Phi Kappa Phi

PROFESSIONAL ASSIGNMENTS, LEADERSHIP ACTIVITIES, AND SERVICE

- Clemson University Transition Advisory Council (Voting member) (2023-Present)
- Trustee, SC Governor's School for Agriculture at John de la Howe. (2019-2022)
- Chair-elect, Deans Council, Carnegie Project on the Education Doctorate (CPED) (2019-2022)
- Ten at the Top Education (Business, Education and Community Leaders Roundtable) Spectrum Steering Committee (2018-2023)
- Northwest Evaluation Association (NWEA) | National Task Force on Assessment Education (2017-2019)
- National Dropout Prevention Center/Network | Board of Directors (2015-2018)
- WestEd | Board of Directors (2013-2016)
- South Carolina Council on Competitiveness Task Force on Workforce Development (2014-2017)
- American Association of Colleges of Teacher Education (AATCE) | Committee on Research and Dissemination (2013-2015)
- University Council for Educational Administration (UCEA) | Associate Executive Director & Executive Committee (1999-2004), Co-Director, UCEA Program Center for the Research of Superintendents and School Board Governance (2009-2011)
- American Educational Research Association (AERA) | Coordinator, David L. Clark Graduate Student Seminar (AREA & UCEA Divisions A&L) (2001-2004), Task Force Member, Evaluating Leadership Preparation (AERA-LTEL SIG & UCEA) (1999-2004), Chair, Special Interest Group (SIG), Research on the Superintendency (2001-2003), Dissertation of the Year Chair (SIG), Research on the Superintendency (2007-2008), Executive Committee (SIG) Learning and Teaching in Educational Leadership (2004-2006).

SCHOLARSHIP

Books

- Kowalski, T. J., McCord, R., Petersen, G. J., Young, I., & Ellerson, N. (2011). The American School Superintendent: 2010 Decennial Study. The American Association of School Administrators (AASA) Arlington, VA. Rowman and Littlefield Education Publishers.
- Kowalski, T. J., Petersen, G. J., & Fusarelli, L. D. (2007). Effective communication for administrators: A necessity in an information age. Rowan and Littlefield Education Publishers. Lanham, MD.
- Petersen, G. J., & Fusarelli, L. (Eds.). (2005). The politics of leadership: Superintendents and school boards in changing times. Information Age Publishing (IAP) Greenwich, CT.

Selected Book Chapters, Monographs and Research Reports (2011 to Present)
**Full list is available upon request*

- Thomas, T., Tienken, C. H., Kang, L. & Petersen, G. J., (2022, February). The 2021-22 American School Superintendents Salary and Benefits Study. The American Association of School Administrators (AASA) Arlington, VA.
- Petersen, G. J. & Title, D. G. (2021, March). The professional preparation of district superintendents. The American School Superintendent: 2020 Decennial Study. The American Association of School Administrators (AASA) Arlington, VA. Rowman and Littlefield Education Publishers.
- Rogers, C., Tienken, C. H., Ross, L. & Petersen, G. J., (2021, January). The 2020-21 American School Superintendents Salary and Benefits Study. The American Association of School Administrators (AASA) Arlington, VA.
- Finnan, L. A., McCord, R., Stream, C. C., Petersen, G. J., Ellerson, N., (2016, January). The 2015 American School Superintendents Salary and Benefits Study. The American Association of School Administrators (AASA) Arlington, VA.
- Finnan, L. A., Ellerson, N., McCord, R., Stream, C. C., & Petersen, G. J., (2015, January). The 2014 American School Superintendents Salary and Benefits Study. The American Association of School Administrators (AASA) Arlington, VA.
- Fusarelli, L.D. & Petersen, G. J. (2014). The politics of district-level decision making. In J.C. Lindle (Ed). Political Contexts of Educational Leadership: ISLLC Standard 6. (p. 61-70). New York, NY: Routledge.
- Rodriguez-Kiino, D. & Petersen, G. J. (2013). In Pursuit of Social Justice: The Influence of Anthropology in Facilitating Models of Participation, Agency, and Equity in Education. In A. H. Normore & J.S. Brooks (Eds.). Educational Leadership for Ethics and Social Justice: Views from the Social Sciences. (p. 93-112). Chapel Hill, NC: Information Age Publishing.
- Kelly, V. L., & Petersen, G. J. (2011). Superintendent leadership as the catalyst for organizational learning: Implications for closing the achievement gap. In Alford, B., Perreault, G., Zellner, L., & Ballenger, J. W. (Eds.). Blazing new trails: Preparing leaders to improve access and equity in today's schools. (p.59-79). The 2011 Yearbook of the National Council of Professors of Educational Administration.
- Petersen, G. J. (2011). Superintendent leadership. In Conley, S. and Cooper, B. Finding, Preparing, and Supporting School Leaders: Critical Issues, Useful Solutions. (p. 137-154). Lanham, MD: Rowman & Littlefield Education.

Selected Scholarly Publications
**Full list is available upon request*

- Cook, M. & Petersen, G.J. (2019). Teacher Residency: Improving Educator Preparation and Teacher Outcomes. Palmetto Administrator, 34: 34-38.
- Kowalski, T. J., Young, P. I., & Petersen, G. J. (2013, Summer). Examining variability in superintendent community involvement. The AASA Journal of Scholarship and Practice (10)2. 3-16.
- Young, I. P., Kowalski, T. J., McCord, R., & Petersen, G. J., (2012, Winter). Job satisfaction of female and male superintendents: The influence of job facets and contextual variables as potential predictors. The AASA Journal of Scholarship and Practice (8)4. 14-27.
- Fusarelli, L. D., Kowalski, T. J., & Petersen, G. J., (2011). Distributive leadership, civic engagement, and deliberative democracy as vehicles for school improvement. The Journal of Leadership and Policy in Schools (10) 43-62.
- Petersen, G. J., Kelly, V. L., Reimer, C., Mosunich, D. & Thompson, D. (Fall, 2009). A statewide investigation of California superintendents' perceptions of national and state reform through the lens of school public relations. Journal of School Public Relations (30) 4, 281-308.
- Kowalski, T. J., Petersen, G. J., & Fusarelli, L. D. (2009, Winter). Novice superintendents and the efficacy of professional preparation. AASA Journal of Scholarship and Practice. (5) 4, 16-26.

- Perrachione, B., Rosser, V. J., Petersen, G. J. (2008, Fall). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. The Professional Educator (32) 2. pg. 25-42.
- Petersen, G. J., Fusarelli, L. D., Kowalski, T. J. (2008, December). Novice superintendent perceptions of preparation adequacy and problems of practice. Journal of Research on Leadership Education. (3) 2 1-16.
- Petersen, G. J. & Williams, B.M. (2005, Fall). School leader, advocate, and the good neighbor: The superintendent's complex relationship with the board president, the school board, and the rest of the community. Journal of School Public Relations, 26(4), 252-280.
- Petersen, G. J., & Young, M. D., (2004, July). The no child left behind act and its influence on current and future district leaders. The Journal of Law and Education, 33(4), 343-363.
- Petersen, G. J., & Short, P. M. (2002, July). An Examination of the school board president's perception of the district superintendent's interpersonal communication competence and board decision making. Journal of School Leadership, 12(4), 411-436.
- Young, M. D., Petersen, G. J., & Short, P. M. (2002, April). The complexity of substantive reform: A call for interdependence among key stakeholders. Educational Administration Quarterly 38(2), 136-175.
- Young, M. D., & Petersen, G. J., (2002, April). Toward the advancement of educational leadership preparation. Educational Administration Quarterly 38(2), 130-136.
- Petersen, G. J. (2002). Singing the same tune: Principal's and school board member's perceptions of the superintendent's role in curricular and instructional leadership. Journal of Educational Administration 40(2), 158-171.
- Young, M. D., & Petersen, G. J. (2002, Winter). Enabling substantive reform in the preparation of school leaders. Educational Leadership Review 3(1), 1-15.
- Petersen, G. J., & Short, P. M. (2001, October). The school board president's perception of the district superintendent: Applying the lens of social influence and social style. Educational Administration Quarterly 37(4), 533-570.

Invited Addresses

**Full list is available upon request*

- American Association of Colleges for Teacher Education (AACTE): Dean Panel: *Redesigning the Profession, the Workplace, and How we Prepare People for Both.* Carole Basile (Arizona State University) & Dean Don Pope-Davis (Ohio State University). (February 24, 2021).
- Council of Academic Deans from Research Education Institutions (CADREI): New Dean's Institute. *The Dean's Role in Philanthropy and Working with Donors*. Clearwater, FL (October 13, 2019).
- Keynote Speaker: South Carolina Association for the Education of Young Children. *Innovation Designed to Transform.* Columbia, SC (September 11, 2018).
- Keynote Speaker: Atlantic Institute: Future Leaders Dialogue Dinner. *Leaders Building Inclusive Communities.* Clemson, SC (October 10, 2017).
- Keynote Speaker: Women EXCEL Leadership Exchange 2017. *Mentoring Executive Women Leaders.* Greenville, SC (April 6, 2017).
- Keynote Speaker. National Dropout Prevention Center Annual Convention: *Strategies to Address the Dropout Crisis.* San Antonio, TX (October 24, 2014).
- Clemson University's Board of Visitors Annual Meeting: *The Future of P-20 Education in South Carolina.* Clemson, SC (September 11, 2014).
- WestEd Dean Panel, *Preparing Outstanding Teachers: Practices, Expectations, Policies, and Controversies.* Dean Panel: Harold Levine (UC Davis), Kenneth Coll (University of Nevada, Reno), Beth Foley (University of Utah) Beverly Hurley (Grand Canyon University) & George J. Petersen (California Lutheran University). San Francisco, CA (January 23, 2014).

- Keynote Speaker. The Simi Valley Moorpark Management Association. *Musings on Recent Trends in U.S. Higher Education.* Simi Valley, CA (December 17, 2013).
- Keynote Speaker. The Association of California School Administrators (ACSA) Awards Ceremony. *The Role of Leaders in the Lives and Aspirations of Young People.* San Luis Obispo, CA (May 9, 2013).
- Keynote Speaker. Graduate and Adult Student Council (GASC)*, The Benefits and Opportunities of a Graduate Education.* California Lutheran University (April 24, 2013).
- Keynote Speaker. The Association of California School Administrators (ACSA). *The Future of the American Superintendency,* Ventura, CA (April 1, 2011).
- Keynote Speaker and Author. *The American School Superintendent: 2010 Decennial Study.* Arts & Entertainment, California Lutheran University, Thousand Oaks, CA (March 10, 2011).

ENDOWMENTS

Managed and exercised signatory oversight over the **$15M** in college endowments. The various endowments provide support for endowed faculty, academic programs, undergraduate student scholarships and doctoral fellowships in the College of Education.

GRANTS

- Clemson University's STEM Teacher Learning Progression (CU-TLP) (Co-Principal Investigator G.J. Petersen). Department of Education (SEED Program). 2020-2023. Amount: $3,068,160. (3 years) Funded
- Petersen, G., Frady, K., & Cook, M. ACT Professionals—Accelerating Careers for Technological Professionals. National Science Foundation (NSF) Advancing Technological Education (ATE). $599,566 from 2021-2024. (unfunded).
- Clemson University's STEM Teacher Learning Progression (CU-TLP). Clemson University's STEM Teacher Learning Progression (CU-TLP) identifies and supports personalized professional development pathways designed to improve STEM teacher effectiveness and student achievement in high-needs, high-poverty middle schools (grades 6-8). Principal Investigator: G. J. Petersen). (2018). $2.3M (3 years) (unfunded).
- Clemson University's Teacher Residency: Immersion, Inquiry, and Innovation (CU-TRI^3). A Sustainable, Systemic Model to Improve Recruitment, Quality and Retention of Teachers in High-Needs, High-Poverty Schools (Principal Investigator: G. J. Petersen). Supporting Effective Educator Development (SEED), U.S. Department of Education (2017). $2.6M (3 years) (unfunded).
- Time-Lapse Video as a Self-Reflection Tool for Collaborative Learning (Principal Investigators – L. Rosenberg & G. J. Petersen). California State University San Luis Obispo, Center for Teaching and Learning. 2005-2006. Amount: $5,680.
- National Commission for the Advancement of Educational Leadership Preparation (Principal Authors and Coordinators – M. D. Young & G. J. Petersen). The Johnson Foundation, Racine, WI. 2001-2002. In-kind support: $175,000.
- The Role of the District Superintendent in Fostering Instructional Capacity (Principal Investigator – G. J. Petersen). Missouri Department of Elementary and Secondary Education, Columbia, MO. 2003-2005. Amount: $5,000.
- School Board Presidents and District Superintendents: An Examination of Decision Making (Principal Investigator G. J. Petersen). University of Missouri- Missouri State. 1998-1999. Amount: $4,960.

- An Investigation of School Violence and Prevention (Principal Investigator G. J. Petersen). Association of Teacher Educators and the University of Evansville. 1994-1995. Amount: $3,230.
- Effective Multimedia Uses in College and K-12 Classrooms (Principal Investigator G. J. Petersen). University of Evansville. Evansville, IN. 1993-1994. Amount: $2,769.
- Instructional Leadership of the District Superintendent (Principal Investigator G. J. Petersen). University of California Regents and Social Science Research Grant, Santa Barbara, CA. 1991-1993. Amount: $2,750.