

August 16, 2015

Dear Presidential Search Committee:

This letter is to express my interest in the presidency of Northwestern Connecticut Community College. I believe I offer the leadership skills and passion you require, along with the personal and professional characteristics that align with your organization. If hired for the position I will:

- Position NCCC for sustainable success;
- Be a visible and active community resident who is an advocate for the college's service area;
- Champion for an innovative, student-centered, teaching and learning environment that promotes instruction in arts and sciences, business, health sciences, as well career/technical areas;
- Ensure effective enrollment management methods and strategies through meaningful market research, communications, institutional branding, college financing initiatives, high impact practices, and a focus on retention.
- Develop strong relationships with educational institutions, businesses, and the community;
- Foster an environment that values, respects, and advances diversity and globalization;
- Lead the college to new heights of institutional effectiveness;
- Further the development of faculty and staff so that the college can reach its full potential;
- Keep programs and services, campus facilities, equipment, and technology up to date through ongoing environmental scanning and a meaningful strategic planning process; and
- Promote a culture that embraces the college's mission, student success, quality, collaboration, and responsiveness to community needs.

From my letter and resume you will find that I possess comprehensive community college experience and have a Ph.D. in higher education administration. Currently I serve as provost of the Urban Campus of Des Moines Area Community College (DMACC) in Des Moines, Iowa. My campus is DMACC's second largest of a six campus system that serves first generation students, both traditional and non-traditional in age. Greater Des Moines shares many similarities to the Greater Hartford Area. It is an economy of insurance and financial services and strives to be a model city in human capital and economic development and growth.

In my years of college leadership I have worked tirelessly to promote campus communities where students can discover and construct knowledge for themselves. I have worked with teams to shape learning environments that are holistic in design—ready when the student is ready to learn, cross-disciplinary in nature, with clearly defined learning outcomes and frequent learning assessments. I have five years of teaching experience in community college, public university, and private college settings. Because of my experience with curriculum development, competency development, and assessment, I understand the many issues that faculty experience. They juggle many responsibilities and I strive to support them in all aspects of their work.

My experience in higher education has allowed me to understand the importance of a diverse, knowledgeable, and motivated faculty and staff. I involve college employees in strategic planning and encourage them to be active agents of decision-making and continuous improvement. Professional development, however, is a key component in facilitating positive change. It helps employees grow their skills, discover best practices, and fosters a culture of innovation. I believe that when college employees have appropriate credentials, current knowledge, and portfolios of advanced skills, campus cultures can thrive. Therefore, professional development becomes a critical element of a shared decision-making model of governance.

Creating a college environment that embodies diversity is also important to me. One does not typically think of Des Moines or Iowa as ethnically diverse, but in 10 years my campus demographics have shifted from 23% to 43% students of color. We made these strides partly by adding new programs and services, but more importantly, by building trust with our communities through a shared commitment to be friendly, helpful and inclusive. When the economy plummeted in 2009, we saw enrollment growth of 30% in one year (1,000

students) and our diversity grew to new heights. Today, with our unemployment rate at 3.5%, our ratios of ethnic diversity remain. We have worked to embrace other aspects of diversity, too. These include religious, economic, sexual orientation, learning styles and abilities, veterans and more.

I am a responsible and prudent fiscal leader who has demonstrated the ability to set goals, lay plans and budget accordingly. One of the most serious issues facing higher education today is financial support, which has a long-term impact on a college's ability to fulfill its mission and serve the community. Repeatedly I have led in times of high and low enrollment growth coupled with deep budget cuts and hiring freezes. While it is challenging to do more with less, I have shown my teams how mission, vision, and strategic priorities provide the framework for tough decision-making and set a direction for seeking external funding to achieve our goals. I have accessed millions of dollars in financial support for my colleges through federal, state, and private grant funding, and in anticipation of a community college presidency I have gained experience as a fundraiser and a friend-raiser, organizing special events and making personal asks. While I am in favor of finding external funding sources, I believe that the next leader of NCCC must play an active role in educating policymakers, government leaders, and the community about the benefits of community colleges. As President of NCCC I would advocate the college's strengths within the context of economic, workforce and human capital development. From my experience in Iowa I am prepared to work with legislators and lobbyists to be a strong voice for NCCC.

Partnerships are necessary for finding community-wide solutions and optimizing resources. I have been directly responsible for developing partnerships with colleges and elementary, middle, high, technical and international schools that resulted in educational partnerships, articulation agreements, cultural promotion and international exchange. In North Carolina I facilitated an early college between my college and Asheboro public schools. A recent partnership I developed for DMACC is with a private school in Monterrey, Mexico that has a large network of high schools and a university. This partnership provides opportunities for student and faculty exchanges and supports our programming in Heritage Spanish and Interpretation and Translation. I have also been responsible for partnerships that have furthered economic and workforce development. Right now I am working with the United Way on a \$1 million investment to help 27,000 people in Central Iowa earn their high school equivalency so that they can become more employable and support their families.

I believe I possess unique qualities that enhance my ability to successfully lead NCCC and work harmoniously with students, faculty, and staff. I am ethical, trustworthy, fair, flexible, energetic, creative and passionate about community colleges. I have been involved in the start-up and turn-around of numerous programs and institutions and have demonstrated perseverance and the ability to go the extra mile. I am not afraid of hard work and challenges, and lead with care, consistency and confidence. My colleagues tell me that my enthusiasm for my work, sense of humor, and ability to keep focused on student needs and institutional goals positively influence those with whom I work. While there have been many successes in my career, I am most proud of fostering collegial environments where faculty and staff rally to serve the needs of students, operate in an environment of consensus and compromise, and share resources and ideas that create a nimble response to the needs of the community.

I am ready to pursue my goal to be a community college president and I would like to serve as your next president. I grew up in rural Connecticut, about one hour east of Winsted, and most of my family resides there today. In addition, I worked at two institutions of higher education not far from Winsted, so I am familiar with the area. It is an opportune time to return to Connecticut because the college where my husband works (he is a college business professor) will be closing after 95 years of operation. I would very much like to interview with the search committee to help illustrate how I can help position Northeastern Connecticut Community College for a successful future.

Thank you for considering me as your next president,

Laura L. Douglas

Laura L. Douglas

Ph.D. in Education, 2005, Center for the Study of Higher and Postsecondary Education, School of Education, University of Michigan, Ann Arbor, Michigan. Dissertation Title: A Grounded Theory of How Community College Trustees Mediate Between Internal and External Environments. Dissertation Chair: Dr. Richard Alfred.

Master of Education, 2001, Center for the Study of Higher and Postsecondary Education, School of Education, University of Michigan, Ann Arbor, Michigan.

Master of International Administration, 1980, School for International Training, Brattleboro, Vermont.

B.A. Social Welfare, 1982, University of Southern Maine, Portland, Maine.

Languages: Spanish and Japanese

Professional Experience

Provost, Des Moines Area Community College (DMACC)—Urban Campus, Des Moines, Iowa, November 2005 to Present. The Urban Campus serves the metropolitan area of Des Moines and is the second largest of six campuses of Des Moines Area Community College. Approximately 50 full-time faculty, 175 adjunct faculty, and 35 full-time staff serve a diverse population of 5,500 students. \$11 million operating budget, not including utilities, renovations, major repairs, build-out of physical plant or new property purchases.

- Serves as the Chief Administrative Officer of the campus and responsible for meeting the needs of the community including the campus community of students, faculty and staff.
- In conjunction with the college's mission, vision and strategic plan, provides executive leadership for all aspects of the campus operation including instructional programs, learning resources, student services, continuing education, retention, assessment, special accreditations, continuous improvement (including AQIP for the North Central Association), information technology, security, safety, staffing, advancement, three major grant programs (TRIO Student Support Services, TRIO Upward Bound, YouthBuild), community relations, marketing, plan and budget, fundraising, and the college's Center for Working Families.
- Works closely with community businesses and educational leaders to address community needs and fosters a campus atmosphere that is consistent with the college's core values.
- Serves as a member of the DMACC leadership team to develop and implement district-wide policies, procedures, and services to address the needs of the college.
- Administers personnel policies and procedures including collective bargaining agreements, EEO/AA plan, employee development, and the Quality Faculty Plan.
- Maintains active contact and serves as the college liaison with area educational administrators and teachers, Iowa universities and colleges, community members and local businesses and service organizations.
- Develops, recommends for approval, and manages the campus budget. Participates in college-wide strategic planning and leads the Urban Campus in environmental scanning and developing campus and departmental plans that align with the college's strategic goals.
- Works in conjunction with the DMACC Foundation, grants office, community partners, and other academic leaders to secure scholarships and grants that meet the needs of individual campuses and the institution. Annually recognizes Urban Campus alumni with Outstanding Alumni and Early Achievement awards.

Notable accomplishments include:

- ✓ Established new programs in Surgical Technology, Interpretation & Translation, Network Security Management, Heritage Spanish, Environmental Science, and Informatics.
- ✓ Expanded the campus' English as a Second Language (ESL) program to 7 levels of non-credit and 4 levels of credit ESL, transitioned high school equivalency program from GED to HSED. Partnered with the United Way of Central Iowa to provide career coaching to ESL and HSED students and currently working on a \$1 million investment to expand HSED programming in Central Iowa. Partnered with Wells Fargo to provide a free summer ESL program.
- ✓ Grew enrollment and retention by implementing a variety of high impact practices including family nights for special populations (e.g. Latinos), FAFSA Fridays, new student orientations, college experience course, proactive academic and financial advising, Team Based Learning/flipped classrooms, learning communities, bridge programming, expanded tutoring/peer tutoring, and internships.
- ✓ Grew the online, web-blended, and web-enhanced offerings at the Urban Campus.
- ✓ Increased credit students of color enrollment from 23% in 2005 to 43% in 2015. Increased full-time employees of color to over 30%.
- ✓ Established an articulation program between DMACC and Grinnell College which is Grinnell's first and only articulation agreement with a community college.
- ✓ Developed articulation agreements between DMACC and other Iowa colleges and universities in general studies, business, environmental science, interpretation & translation, human services, health care administration, and nursing.
- ✓ Partnered with the Iowa Division of Latino Affairs to offer the Iowa Interpreter Program and establish a list of qualified Spanish-English interpreters for Iowa.
- ✓ Became the first Iowa community college campus to have a Subway Restaurant.
- ✓ Developed annual exchange program and agreement for student and faculty exchanges with Universidad Autónoma de Nuevo León.
- ✓ Supported campus faculty in the start-up of Iowa's first and now annual Teaching and Learning Conference, launched at the Urban Campus in 2013 with 175 attendees.
- ✓ Expanded and/or remodeled campus instructional space and entire buildings including health science space, classrooms, laboratories, computing space, the bookstore, student services, the library, a center for literacy, the Academic Achievement Center, testing center, social space, the campus café and landscaping.
- ✓ Implemented campus plan to reduce energy and water costs that included scheduling efficiencies, a building automation system, print management software, and a shift to a natural prairie planting landscape. In FY 2014 the campus experienced a 24% energy savings.
- ✓ Led the Urban Campus to win the college's first continuous improvement award for gains in institutional effectiveness.

Vice President for Instructional and Student Services, Randolph Community College (RCC), Asheboro, North Carolina, July 2001 to October 2005. RCC served 13,000 students (about 3,000 FTE) annually in both credit and non-credit programs. The college offered 42 academic and 33 non-credit programs, served by 55 full-time credit faculty, 245 adjunct credit faculty, 13 full-time non-credit faculty, and 155 adjunct non-credit faculty, and 60 full-time staff. Randolph Community College had one main campus, a branch campus, an Emergency Services Training Center, and provided classes at an additional 85 sites throughout the county of 130,000 residents.

- Provided executive leadership for the development, management, assessment, and quality improvement of the college's instructional programs and student services including credit and non-credit programs; basic skills/developmental education; workforce development; business and industry services, continuing education; special services (TRIO); the virtual college; the library, the Center for Teaching Excellence, enrollment management, financial aid, student activities, and counseling.

- Directly supervised the Dean of Curriculum Programs, the Dean of Student Services, the Dean of Extension Programs, the Dean of Basic Skills, the Dean of Business and Industry, the Director of Library Services, the Director of Distance Education, the Director of the Archdale Campus, and an internal auditor.
- Oversaw instruction and services at one main campus, one branch campus, an off-campus center, and a full-service Emergency Services Training Center to train law enforcement officers, prison guards, firefighters, Emergency Medical Technicians, security personnel.
- In conjunction with faculty and staff developed the annual plan and \$8 million budget for instructional and student services.
- Established and maintained relationships with local K-12 school systems, the Economic Development Corporation for Randolph County, the Asheboro/Randolph Chamber of Commerce, local healthcare providers, workforce development agencies, social service agencies, and business and industry groups.
- Served as Chief Academic Officer of the Institution and the college liaison to the Southern Association of Colleges and Universities (SACS). Led the college's reaccreditation process.

Notable accomplishments include:

- ✓ Increased Full Time Equivalent (FTE) enrollment by 25% in three years.
- ✓ Established new programs in Radiologic Technology, Biotechnology, Global Logistics, Phlebotomy, Lateral Entry Teaching, Teaching Assistant, etc.
- ✓ Raised funds from the Kate B. Reynolds Charitable Trust to develop the facility, purchase equipment and supplies, and fund the first year of operation of the Radiologic Technology program; the Duke Endowment Program to fund a new Business Development Center at the college; and the Rural internet Access Authority to fund digital literacy training to displaced workers.
- ✓ Fostered the development of online programs to account for over 10% of credit program FTE, and over 35% of non-credit FTE, ranking the college in the top ten of online-generated FTE in the 58 North Carolina Community College System.
- ✓ Led the college in achieving all performance measures set forth by the North Carolina Community College System (was one of 7 of the 58 North Carolina Community Colleges that earned this honor in 2004).
- ✓ Led the development of a Success Center to serve the various needs of students from pre-enrollment to goal achievement and beyond.
- ✓ Partnered with Asheboro Schools to design an early college program to help high school students stay in school and earn both a high school diploma and a college degree. Received \$500,000 grant from the Bill and Melinda Gates Foundation to launch and fund the program.

Adjunct Faculty, Ottawa University, Summer 2001, Kuala Lumpur, Malaysia. Taught two courses for Business Administration students. One class was *Proseminar*, an introductory course in liberal arts where emphasis is placed on critical thinking in adult development and self-assessment. The other class was *Business Communication*.

Graduate Student Research Assistant, Center for the Study of Higher and Postsecondary Education, University of Michigan, Ann Arbor, Michigan, September 1998 to May 1999. Explored what it means to be a professor in a virtual learning environment, under the direction of Dr. Jan Lawrence, Professor and Director, Center for the Study of Higher and Postsecondary Education. Responsibilities included designing a qualitative research study, interviewing faculty who pioneered the teaching of on-line courses, writing reports and research findings, and synthesizing the body of literature on virtual learning environments.

Planner for the Office of Planning and Governance, Washtenaw Community College, Ann Arbor, Michigan, September 1997 to August 1998 (part-time, 20 hours per week).

- Developed an annual plan and budget process for a team-based model of management with the college's plan and budget team.

- Developed an institutional model and year-long plan for faculty and staff professional development that was approved by trustees and awarded a \$2 million budget.
- Coordinated reports for the Board of Trustees on campus team activities, institutional projects, millage initiatives, and technology strategy.
- Assisted campus deans and college-wide teams develop a plan for the successful completion of the college's North Central Association (NCA) of Colleges and Schools re-accreditation.
- Served on the Plan & Budget Team, Assessment Team, Diversity Team, Accreditation Team, the Professional Development Team, and was a member of the college's Think Tank.

Consultant for the Executive MBA for Health Care Professionals Program, Barney School of Business, University of Hartford, Hartford, Connecticut, April to August 1997.

- Hired by the Dean of the Barney School of Business to recruit the program's first class within a five month time frame.
- Fostered external relations with advisory board members, hospitals, pharmaceutical companies, insurance companies, managed care organizations, etc.
- Successfully designed and coordinated the marketing plan, including materials, direct mail, web site design, recruitment events, advertising, and press coverage that brought in over 500 leads.
- Single-handedly recruited a full, incoming class of 20 students (physicians, dentists, insurance company executives, and pharmaceutical sales people) in four months.

Campus Dean and Head of Campus, Sullivan County Community College—Toyama, Japan Campus (State University of New York System), March 1994 to March 1997.

- Responsible for the administration of all aspects of the Sullivan County Community College, Japan Campus.
- Led the development and/or revision of the curriculum for the Intensive English Program, the Business Administration Program, the Liberal Arts Program, and the Japan Studies Program.
- Selected, supervised, and evaluated all full-time, part-time, instructional, and student service staff within a collective bargaining environment. Campus employees were diverse, representing the United States, Japan, Canada, New Zealand, and Australia.
- Supervised all campus facilities including student housing, the library, classrooms, labs, and recreational spaces.
- Actively participated in recruitment activities and supervised the admissions process to ensure that yearly enrollment goals were achieved. Was responsible for the retention of students and under my leadership attained an 80% graduation rate.
- Managed the financial aspect of the college including the instructional and administrative budget, financial planning, and employee salaries and benefits.
- Supervised campus assessment as it related to curriculum, instruction, retention, student affairs, student transfer, and the Middle States Association accrediting agency which led to the campus' re-accreditation.
- Taught interdisciplinary seminars to American students in the Japan Studies Program.
- Represented the campus to professional associations and national, prefectural and municipal government bodies. Actively participated in the Association of American Colleges and Universities in Japan (AACUJ) to promote the reputation and success of American institutions of higher education in Japan. Was the liaison in the sister-city relationship between the town of Kosugi and Sullivan County of New York to foster economic development and cultural exchange.
- Co-authored and implemented a grant that was awarded by the Japanese Ministry of Education to promote innovative English teaching and learning methods in Toyama high schools.

International Coordinator, Teikyo Post University (now Post University), Waterbury, Connecticut. July 1990 to March 1994.

- Hired to lead the college through an international transition after the college affiliated with Teikyo University of Japan and committed to enrolling significant numbers of Japanese students.
- Coordinated with the president, vice-president and deans to ensure a successful relationship with Teikyo University. Served as liaison to Teikyo University on issues related to recruitment, admissions, NEASC accreditation, student affairs, and academic advising.
- Worked directly with Admissions and Public Relations to put forth a consistent presentation of the institution's image throughout the University's marketing plan and all public relations campaigns.
- Identified university needs related to campus internationalization and successfully trained the campus community in international marketing, global service and intercultural communication.
- Developed and implemented programs to recruit, orient, and retain international students.
- Developed study abroad programs in Japan, England, The Netherlands and Germany that annually sent 30 to 40 students for one or two college semesters abroad.
- Was a member of the following committees: Strategic Planning, Diversity, Student Services, Professional Development, Accreditation (NEASC) and Study Abroad.

Project Manager, Lex America, Belmont Massachusetts. November 1986 to April 1990.

- Responsible for international program design, start-up and management of an organization that offered foreign language training and study abroad programs between Japan, Korea, and the United States.
- Supervised the marketing, advertising, financial and public relations functions of the organization.
- Served as liaison between sister organizations in Japan and Korea, the Japanese Consulate, public and private high schools, and national organizations that promote international exchange.
- Developed and implemented a cultural orientation program for individuals who planned to live abroad, a cross-cultural leadership program for educators, and intercultural workshops for people of all ages.

Project Consultant, Japan Sotoshu Relief Committee, Thailand. January 1986 to August 1986.

- Developed needs assessments, project designs, and evaluations for international community projects, including a mobile library project to serve 270,000 Cambodian refugees living within Khao I Dang.
- Provided community development and managerial training for Japanese, Thai and Cambodian Staff.
- Coordinated and communicated closely with the United Nations, the Ministry of the Interior, and the Royal Thai Supreme Command on issues of providing better educational services to refugees in border areas.
- Generated promotional materials and was a contributing journalist to local publications.
- Representative to the Education Committee of the UNHCR, 1986, Bangkok, Thailand.

Visiting Professor of English and American Culture, Niigata University and Niigata Junior Women's College, Niigata, Japan. April 1983 to March 1985. Instructed students of Education in English and American Culture.

Selected Presentations and Scholarship

- ❖ Excellence—It Starts With You. Iowa The Way Up Conference Dinner Speaker, West Des Moines, IA, Nov. 2015
- ❖ Panelist, Leadership in Latino/a Education Initiatives, Iowa Latina/o Education Initiative Conference, Ankeny, IA, Oct. 2015.
- ❖ Leading Change in Higher Education: It is Not Always Like Herding Cats. Iowa The Way Up Conference, West Des Moines, Nov. 2013.
- ❖ Leading Change in Higher Education: It's Not Always Like Herding Cats. Iowa Women in Higher Education Conference Keynote, Davenport, IA, April 2013.
- ❖ Recruiting and Developing a Quality Adjunct Faculty. Clute Institute, Las Vegas, NV, 2011.

- ❖ Raising the Bar in Interpretation and Translation Education. Iowa Latino Conference, Marshalltown, IA, Nov. 2007.
- ❖ Establishing a Translation and Interpretation Program at Des Moines Area Community College. National Association of Judiciary Interpreters and Translators 28th Annual Conference, Portland, OR, May 2007.
- ❖ Beyond the Talk: Diversity in Action. Iowa Department of Education Diversity Training. April 2007.
- ❖ A Grounded Theory of How Community College Trustees Mediate Between Internal and External Environments, A University of Michigan Doctoral Dissertation, 2004.
- ❖ Plan & Budget Models for Team-Based Management, 1998, paper presented at the European Association for Institutional Research's 20th Annual Forum, San Sebastian, Spain.
- ❖ Blending American and Japanese Cultures for Student Success, 1995, Association of American Colleges and Universities in Japan.
- ❖ Japan's New Generation: Values, Lifestyle and Motivations for Studying in the U.S. and What it Means to International Educators, 1992, New England Regional NAFSA Conference, Newport, Rhode Island.
- ❖ The Making of a Transnational University, 1991, New England Regional NAFSA Conference, Portland, Maine.
- ❖ Strategies for Ensuring Cultural Preservation in Refugee Camps, 1986, Kao I Dang Refugee Center, Aran, Thailand.

Honors and Distinctions

- ❖ DMACC Award for Continuous Improvement, 2013.
- ❖ Participated in a trip to Turkey to learn about secondary and postsecondary education as part of a team of Iowa educators, 2008.
- ❖ Paul Harris Fellow, Rotary International, 2003 to present.
- ❖ Award for Service Excellence, 2003, Randolph Community College.
- ❖ Graduate Student Fellowship, Center for the Study of Higher and Postsecondary Education, 1997-99.
- ❖ John E. Warriner Scholarship for Service in Education, 1998.
- ❖ Award for Excellence in Student Service Leadership, 1993, 1992, 1991, Teikyo Post University.

Board and Committee Leadership

Higher Education:

- ❖ American Association of Community Colleges, Commissioner, Commission on Diversity, 2003 to 2005.
- ❖ North Carolina Community College System Curriculum Review Committee, Member 2003 to 2005. The CRC maintains the system's Combined Course Library and has the authority for reviewing requests for approving changes, additions, and deletions.
- ❖ North Carolina Community College Adult Educators Conference Steering Committee, Member, 2004 to 2005.
- ❖ Connecticut State Representative to the Association of International Educators (NAFSA), 1993-94.
- ❖ Student Liaison to the Executive Committee of the college, 1985-86, School for International Training, Brattleboro, Vermont.
- ❖ Society for the Study of Translation and Interpretation Board Member, 2006 to 2015.

Community Organizations:

- ❖ Homes of Oakridge (an urban housing project that provides affordable housing and support services to move families to sustained self-sufficiency and self-reliance) Board Member and Services Committee Chair, 2013 to present.
- ❖ I'll Make Me a World in Iowa, Advisory Board Member, 2006 to present.
- ❖ Des Moines Downtown Neighborhood Association, 2006 to present.
- ❖ United Way of Central Iowa Agency Director Board, 2013 to present.

- ❖ United Way of Central Iowa Education Cabinet, 2006 to 2013.
- ❖ Turkish American Society of Iowa, Board Member, 2010 to 2012.
- ❖ Creative Visions Human Development Institute, Board Member, September 2007 to 2013.
- ❖ Making Connections (Annie E. Casey Foundation) Des Moines Leadership Council, June 2006 to 2010.
- ❖ Randolph County United Way Loaned Executive, 2003.
- ❖ Central Boys and Girls Club of Asheboro N.C., Board Member, 2002 to 2005.
- ❖ Sister-City Volunteer for Sullivan County, NY and Kosugi, Japan, 1994-97.

Business and Industry:

- ❖ 6th Ave Corridor (coordinates the commercial revitalization of the neighborhood adjacent to the DMACC Urban Campus), Advisory Board Member, 2010 to 2013.
- ❖ Des Moines A.M Rotary, January 2006 to Present.
- ❖ Randolph Rotary, Member, 2001 to 2005.
- ❖ Randolph Rotary Board of Directors, Member, 2003-04.
- ❖ Randolph County Joblink, Board Member, 2004 to 2005.
- ❖ Asheboro-Randolph Chamber of Commerce's Leadership Randolph Program, Graduate, Class of 2003.
- ❖ Membership Committee, Chair, Asheboro-Randolph Chamber of Commerce, 2005.
- ❖ Business Showcase Committee, Chair, Asheboro-Randolph Chamber of Commerce, 2004.
- ❖ Business Showcase Committee, Member, Asheboro-Randolph Chamber of Commerce, 2002 and 2003.
- ❖ Teacher Recruitment and Retention Committee, Member, Asheboro-Randolph Chamber of Commerce, 2001, 2002, and 2003.
- ❖ Internet Committee, Asheboro-Randolph Chamber of Commerce, 2003.
- ❖ Piedmont North Carolina Triad Economic Development Consortium, Member, 2001 to 2005.

K-12:

- ❖ 3D Committee (Des Moines Public Schools, DMACC, Drake University) to develop a program to recruit and train minority K-12 teachers for Des Moines Public Schools.
- ❖ New Schools Project (Bill and Melinda Gates Foundation) for Randolph County, North Carolina, 2003 to 2005.
- ❖ Randolph County Schools Curriculum Committee, 2002-2003.