

January 7, 2021

Peru State College
Attn: President Search
600 Hoyt Street
Peru, NE 68421

Dear members of the Search Committee:

Please accept this letter, along with my submitted materials, for consideration and application for President of Peru State College. I believe I offer a unique combination of talents and skills gained from my prior experiences at both the College and System levels of the Nebraska State College System that will serve Peru State College well.

Peru State College's mission and vision aligns strongly with my beliefs regarding the substantial impact educational experiences can have on individuals. As President of Peru State College, my deep appreciation of, and commitment to, continued access to a quality and affordable education for all students will be a driving force. In addition, student success will serve as the primary lens through which decisions are made and actions taken. While academic quality and instructional efficacy remain critical to student success, evaluating the holistic experience of the student is essential. As President, I look forward to engaging with the campus community to discuss and define student success for the diverse body of students served by the College, while striving collaboratively and intentionally to identify strategies for strengthening the College's role in impacting and transforming student lives.

As stands true across the horizon of higher education, a top priority for the next President of Peru State College will be addressing the increasing challenges of enrollment management. While efforts will focus on productive recruitment and retention initiatives for both online and on-campus programs, identifying and developing potential partnerships and establishing new educational pathways for students will be essential strategies for Peru State College. My past experiences will serve me well as President, as I have successfully contributed to the development of a number of partnership initiatives that expand educational opportunities and create new pathways for student recruitment. Developing these partnerships can be time-intensive and require dedication and follow-through, yet the outcomes are well worth the effort and result in collaborative relationships to benefit all involved.

Ensuring the continuous improvement and quality of the institution's academic offerings, as well as the institution itself, characterizes another critical role of a President. I am skilled in navigating the requirements and processes involved in both programmatic and institutional accreditation. I currently serve as a Peer Reviewer for the Higher Learning Commission, and my experiences in this role will positively contribute to the planning and preparation for the College's upcoming HLC's accreditation visit in spring of 2023.

The President of Peru State College provides leadership across the College and to the larger community and region it serves. Peru State College anchors southeast Nebraska and as such, serves an essential role in the continued vitality and economic growth of the region. As President, I will ensure the College remains a valued and trusted partner. Engaging with the broader community, advocating for the needs of the institution and the region, and building authentic relationships with individuals both locally and across the State are exciting aspects of this leadership position. My current role has empowered me to meet with an array of constituents to promote the work of the Nebraska State Colleges and engage in

dialogue on important issues. As President of Peru State College, I will continue to establish and maintain positive and productive relationships with State political leaders. Beyond the legislative arena, I will draw from and expand my network of local and statewide partners to create mutually beneficial relationships with community and business leaders, philanthropic organizations, and other external stakeholders.

Success will also require the next President to work collaboratively with the Peru State Foundation and Alumni Association Board to meet established goals, which will ultimately strengthen and expand initiatives and avenues for student success. I look forward to interacting with various constituents to promote the exciting opportunities Peru State has to offer and explore new ideas and advancements. While I have limited experience with fund solicitation, my capacity to tell the Peru State College story will cultivate excitement among alumni, community groups, and individuals. Overall, addressing Nebraska's workforce needs and preparing students for success in the 21st century will require extensive collaboration on multiple levels and innovative approaches to doing, thinking, and being. I am committed to this work.

Throughout my career, I have found collaboration and inquiry establish the foundation of effective leadership. The most successful initiatives of which I have been a part have resulted from engaged and empowered individuals who collectively explored ideas, analyzed data and information, and considered options to best meet the established goals and intended outcomes. As President of Peru State College, I will cultivate a collaborative and inclusive environment for both College personnel and students, as I welcome and value diverse ideas and perspectives. While achieving consensus and respecting others are important to the operation of any team, making informed decisions is essential to the success of a campus leader.

The prospect of serving as President of Peru State College and engaging with faculty, staff, and students excites me. Effective leaders strive to make a difference in the lives of those around them on a daily basis, and I welcome the challenge to do so. As my vitae reflects, I bring a number of assets to this leadership position, and my past experiences and participation in related System-level activities have allowed me to develop competencies in the critical areas of finance, facilities, and compliance. Nonetheless, I recognize the importance of teamwork and will capitalize on the contributions and expertise of faculty and staff to strengthen and expand my knowledge and skills specific to Peru State College.

In closing, I acknowledge the multi-dimensional actions and decisions of educational leadership and believe that my experiences at both College and System levels will serve me well in providing innovative and collaborative leadership for the College as the next President of Peru State College. Given the evolving nature of higher education, Peru State College deserves a dynamic and authentic leader. As President, I will give you my best each day.

I am eager to provide thoughtful leadership and vision for Peru State College and look forward to speaking with you at greater length and in more detail regarding my qualifications for serving as President of Peru State College. Thank you for your consideration.

Sincerely,

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Jodi Kupper, Ph.D.

Jodi L. Kupper, Ph.D.

EDUCATION:

Doctor of Philosophy in Administration, Curriculum and Instruction, 1998

The University of Nebraska - Lincoln

College of Education and Human Sciences, Department of Teaching, Learning and Teacher Education

Master of Science in Secondary Education, 1995

The University of Nebraska – Omaha

College of Education, Health, and Human Sciences, Department of Teacher Education

Bachelor of Arts in Education (Secondary English/Business), 1989

Wayne State College, Wayne NE

Vice Chancellor for Academic Planning and Partnerships Nebraska State College System (NSCS), Lincoln Nebraska, 2014-present

Engaged leader skilled at building meaningful relationships with others across the System to develop and coordinate ongoing initiatives, policies, objectives, and processes to maximize academic offerings and opportunities and support student success.

- Initiates and supports efforts to develop and strengthen academic partnerships to generate new educational pathways for students.
- Collaborates with individuals across the State to develop and expand transfer opportunities and update course articulations and agreements that support ease of transfer.
- Contributes to short- and long-range planning for the NSCS, including strategic planning, biennium budget priorities, enrollment management, and facility master planning.
- Oversees and facilitates new academic programming development and existing academic program review.
- Facilitates review of NSCS policies based upon the needs of the Colleges and the evolving landscape of higher education.
- Coordinates initiatives and processes at the System level to enhance and strengthen the work of the Colleges.
- Creates opportunities to discuss topics of shared interest and impact with individuals across the System, to promote tactical decision-making that integrates perspectives from areas such as student affairs, information technology, administration and finance, and human resources.
- Develops and organizes System-wide events to promote team-building and professional relationships across academic leadership.

Collaborative leader focused on the continued growth and improvement of the Nebraska State Colleges through analysis of current trends and activities, facilitation of communication and decision-making across the System, and exploration of opportunities with external partners.

- Facilitates and coordinates academic planning processes, including new academic offerings and academic program review.
- Collaborates with individuals across the Colleges to develop initiatives and programs that expand academic offerings and enhance academic quality.
- Develops and sustains partnerships that enhance and strengthen academic offerings.
- Engages with members of external organizations and associations to explore opportunities of shared interest and advance initiatives.
- Collects, analyzes, and reports data to inform System- and College-level decision-making as part of the established NSCS Strategic Planning process.
- Participates in professional organizations, committees and councils to engage with educational leaders on issues impacting higher education.

Inclusive leader committed to fostering a culture that values diverse individuals, recognizes contributions, and serves others for the greater good. Recognizes leadership evolves and changes through experience, feedback and reflection.

- Prioritizes effective communication in order to listen and learn.
- Establishes an inclusive environment that welcomes diverse ideas and perspectives.
- Supports, mentors and develops others to achieve their personal and professional goals.
- Utilizes respectful praise, criticism and dialogue to build trusting relationships.
- Seeks out expertise of others to gain knowledge and understanding and inform decision-making.
- Reflects on practice in order to improve leadership.

OTHER PROFESSIONAL EXPERIENCE:

Dean, School of Education, 2005-2014

Peru State College, Peru, Nebraska

- Administered the School of Education, which included 15 full time faculty and 4 staff members.
- Oversaw programs and budgets related to 18 undergraduate teacher education programs and two non-teaching degree programs in Health, Physical Education, and Recreation.
- Provided oversight for two off-campus locations which supported program offerings in the greater Omaha area.
- Successfully led the School of Education through the National Council for Accreditation of Teacher Education (NCATE) re-accreditation process as NCATE Unit Head.
- Developed and implemented comprehensive outcome-based assessment system for all teacher education programs utilizing LiveText (now Watermark); served as both LiveText Coordinator and Assessment Coordinator.
- Taught graduate courses for the Master of Science in Education, Curriculum & Instruction program.

Director, School of Education, 2003-2005

Associate Professor of Education, 2003-2005

Millikin University, Decatur, Illinois

- Administered 11 undergraduate teacher education programs.
- Served as Chair of Committee on Teacher Education Programs.
- Served as Certification Officer; Illinois State Board of Education Accreditation Officer, and Title II Coordinator.
- Taught undergraduate teacher education courses focused on assessment, middle level education, and educator development.

Assistant Professor of Education, 1998-2003

Millikin University, Decatur, Illinois

- Taught undergraduate teacher education courses focused on middle level and secondary instructional methods, assessment, instructional analysis and design, educator development, and general studies capstone seminar.
- Supervised teacher education candidates.

Graduate Teaching Assistant, 1995-1998

University of Nebraska, Lincoln, Nebraska

- Served as Practicum/Student Teaching Supervisor, which included supervision, observation and evaluation of teacher education candidates; and assessing candidate development.
- Taught seminar course for student teachers.

High School Teacher, 1990-1995

Farragut High School, Farragut, Iowa

- Taught English Literature, Composition, and Creative Writing, Grades 9-12.

High School Teacher, 1989-1990

Columbus High School, Columbus, Nebraska

- Taught English Literature and Composition, Grades 9-10.

SELECTED PROFESSIONAL SERVICE:

Higher Learning Commission

- Currently serve as Peer Corp member and participate in institutional accreditation site visits, 2017 to present.

Council for Accreditation of Education Preparation

- Currently serve as Site Visitor and participate in programmatic accreditation site visits, 2016 to present.
- Served as Assessment Reviewer, 2016-2019.

Midwest Higher Education Compact

- Comprehensive Learner Record Advisory Group member, 2020 to present.
- Nebraska Open Educational Resources State Action Team member, 2019 to present.
- Concurrent Enrollment Advisory Group member, 2019 to present.

Nebraska Statewide Workforce and Education Reporting System

- Currently serve as Management Committee member, 2018 to present.

Nebraska Coordinating Commission for Post-Secondary Education

- Currently serve as NSCS Liaison and represent NSCS at Commission meetings, 2014 to present.

Midwest Interstate Transfer Coalition

- Currently serve as member, 2018 to present.

National Council for the Accreditation of Teacher Education

- Served as Board of Examiner, 2011-2016.

Blueprint Nebraska

- Served as Education Sub-committee member, 2019.

Nebraska Department of Education

- Currently serve as CAEP/NCATE State Reviewer and Rule 20/24 Folio Reviewer, 2011 to present.
- Served as Nebraska Teaching Standards Drafting/Editing Committee member, 2011-2013.
- Served as Educator Effectiveness Stakeholder Committee member, 2010-2011.
- Served as Nebraska Professional Practices Commission member, 2007-2013; Chair of Commission, 2009-2010.
- Served as Nebraska Council of Teacher Education member, 2005-2014.

Nebraska Association of Colleges of Teacher Education

- Served as Member representing Peru State College, 2005-2014.
- Served as President, 2011-2013.

Nebraska State LiveText Users Group

- Served as Chair, 2006-2014.

Educational Service Unit #4 Advisory Committee

- Served as Member, 2005-2014.

SELECTED PUBLICATIONS:

- Kupper, J. (2014). Successfully marketing yourself through the use of an electronic portfolio. *2014 AAEE Job Search Handbook for Educators*. American Association for Employment in Education. (47), 24-25.
- Kupper, J. (2007). A comprehensive design process template for a program assessment system. *Critical Issues in Teacher Education*. (14), 32-37.
- Benton-Kupper, J.; Brooks, R.; & Slayton, D. (2005). Curricular aims: Assessment of a university capstone experience. *Journal of General Education*. (53), 3-4, 275-287.
- Lenski, S. & Black, W., Ed. *Transforming teacher education through partnerships*. (2004). [Co-Editor for Section Five: Partnerships that Enhance Field and Clinical Experiences]. Lewiston, NY: Mellen Press.
- Benton-Kupper, J. and Hoffman, D. (2003). Assessing both teacher education candidates and program competencies through standards-based teaching portfolios. *Critical Issues in Teacher Education*, (10), 31-38.

- Benton-Kupper, J. (2002). Preparing for teaming and heterogeneous instruction. *The Journal of New England League of Middle Schools*. (14), 2, 12-13.
- Benton-Kupper, J. (2002). The effectiveness of microteaching in teacher education methods courses. *Eastern Education Journal*. (31), 1, 24-27.
- Benton-Kupper, J. (2001). The microteaching experience: Student perspectives. *Education*. (121), 4, 830-835.
- Benton-Kupper, J. (2001). Pre-service teacher education students' perceptions of microteaching. *Critical Issues in Teacher Education*, (8), 14-19.
- Benton-Kupper, J. (1999). Teaching English in the block: Perceptions from within. *The High School Journal*. (83), 1, 26-34.
- Benton-Kupper, J. (1999). Can less be more? The quantity versus quality issue of curriculum in a block schedule. *Journal of Research and Development in Education*. (32), 3, 168-177.
- Grandgenett, D.; Grandgenett, N.; Topp, N.; and Benton, J. (1995). Critical communication skills for computer presentations. *Educational Technology Review*. (4), 19-22, 37.

SELECTED PRESENTATIONS/WORKSHOPS:

- Kupper, J. (February 4, 2017). The Creation of *Transfer Nebraska*. 2017 American Association of State Colleges & Universities Academic Affairs Winter Meeting. San Diego, CA.
- Benton-Kupper, J. (March 2, 2014). Thought leadership panel: best practices to respond to educator prep requirements. 2014 American Association of Colleges of Teacher Education Annual Conference. Indianapolis, IN.
- Benton-Kupper, J. (July 22, 2013). Strengthening data collection through the implementation of FEM. 2013 Annual LiveText Collaboration Conference. Chicago, IL.
- Benton-Kupper, J. (July 20, 2010). Successfully developing an electronic exhibit center within LiveText. 2010 Annual LiveText Collaboration Conference. Chicago, IL.
- Benton-Kupper, J. (July 24, 2008). Developing the LiveText exhibit center around the institutional report. 2008 Annual LiveText Collaboration Conference. Chicago, IL.
- Benton-Kupper, J. (February 25, 2007). Designing a program assessment system – A step by step process. 2007 American Association of Colleges of Teacher Education Annual Conference. New York, NY.
- Kupper, J. (March 20-22, 2005). Strategies for engaging students in the learning process. Punta Cana Group – Professional Development Workshop. Punta Cana, Dominican Republic.
- Benton-Kupper, J. & Helfer, J. (February 16, 2005). The disposition dilemma – embedding dispositions into candidate performance. 2005 Association of Teacher Educators Annual Meeting. Chicago, IL.
- Gaylen, N.; Kupper, J.; Hoffman, D.; and Boehmer, R. (February 15, 2005). A journey toward excellence: Constructing electronic portfolios through a developmental system of candidate assessments and reflection. 2005 Association of Teacher Educators Annual Meeting. Chicago, IL.
- Brooks, R.; Benton-Kupper, J.; & Slayton, D. (November 17, 2003). Curricular aims: Assessment of a university capstone experience. 2003 International Conference on Civic Education Research Conference. New Orleans, LA.

- Benton-Kupper, J. (October 31, 2002). Team-building activities: Connecting with your students and building rapport. National Middle School Association - Fall 2002 Conference. Portland, Oregon.
- Benton-Kupper, J. (November 2, 2001). Providing strategies (and ideas) for interdisciplinary teaching and learning. National Middle School Association - Fall 2001 Conference. Washington, D.C.
- Benton-Kupper, J. and Hoffman, D. (April 9, 2001). Assessing both pre-service teacher and teacher education program competencies through standards-based teaching portfolios. 2001 Midwest Association for Teacher Educators - Annual Spring Conference. Merrillville, Indiana.
- Benton-Kupper, J.; Brooks, R.; Dahl, J.; and Rammelsberg, A. (November 2, 2000). Reflection, transition, and contribution: The effective components of a university capstone experience. Association for General and Liberal Studies: 40th Annual Conference. Chicago, Illinois.

PROFESSIONAL EVALUATIONS, REFEREES:

- *2008 LiveText Annual Collaboration Conference*, Proposal Reviewer.
- *Association of Teacher Education 2005 Summer Conference*, Proposal Reviewer.
- *Critical Issues in Teacher Education, May 2004*, Illinois Association of Teacher Educators, External Reviewer.
- *But Will it Work with Real Students? Critical Scenarios in English Language Arts, March 2001*, Allyn & Bacon Publishers, External Reviewer.
- *Central State Conference Report (1998)*, Lincolnwood, IL: National Textbook Co., External Reviewer.

HONORS AND AWARDS:

- **Millikin Estate Professorship in Education**, Millikin University, 2002-2004.
- **Alpha Phi Omega Pledge Class Namesake**, Millikin University, 2000.
- **Paul and Edith Babson Fellowship**, University of Nebraska-Lincoln, 1997.

RELATED PROFESSIONAL EXPERIENCE:

- **Management Team Member**, *Communities CAN!* grant, 2002-2004, Decatur Community Partnership, Decatur, Illinois.
- **External Grant Evaluator**, *Illinois Violence Prevention Act*, 1999-2000, Mental Health Association, Decatur, Illinois.
- **External Grant Evaluator**, *Communities Can!* grant, 1998-1999, Decatur Community Partnership, Decatur, Illinois.

ACADEMIC AND PROFESSIONAL AFFILIATIONS:

- American Association of State Colleges & Universities (AASCU) Member.
- Higher Learning Commission (HLC) Peer Reviewer and Member.
- National Association of System Heads (NASH) Member.