

**Pamela J Clarke**  
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## *PROFESSIONAL EXPERIENCE*

### **INTERIM HEAD OF SCHOOL** – Kimball Union Academy, Meriden, NH

**August 2018 – June 30, 2019**

9-12, boarding & day, coed, 340 students

- Rebuilt Office of College Advising, + new director
- Initiated rebuilding of Communications office
- Re-Organized Head's Advisory Council
- Rebuilt Basketball Program (AA)
- Oversaw facilities: renovate two apartments; renovate older gym:  
purchase and removed older house within campus, etc.
- Reorganized evening study hall
- Visited every teacher for one full class
- Worked with Board: deferred maintenance; board behavior
- Special attention to Admissions and Development
- Sat on all school committees
- Played flute in student orchestra

### **HEAD OF SCHOOL** – Doane Stuart School, Rensselaer, NY

**July 2014 – June 30, 2018**

N – 12, coed, 250 students, three divisions

- Rebuilt Alumni/ae Association
- Rebuilt Parents Association
- Expanded marketing/communications program  
(2017 award: Capital Region Marketer/Communicator of the Year)
- Expanded technology, including STEAM for lower school
- Initiated performing arts
- Initiated family conferences
- Initiated proper advising program
- Initiate a Senior Honors Interdisciplinary Project
- Started summer program: SCAMP

**HEAD OF SCHOOL – Trevor Day School, New York, NY**

**July 2005 – 2014**

N-12, co-ed, 800+ students, three divisions, two buildings

- Rebuilt administrative structure into two leadership teams
- Instituted curriculum mapping and departmental audits
- Instituted faculty evaluation linked to professional development
- Initiated sustainable education as a focus
- Raised \$35 million for capital campaign + 2 M Annual Fund
- Orchestrated building of 101,000 sq.' high school

**HEAD OF SCHOOL – St. Paul Academy and Summit School, St. Paul, MN**

**July 2000 – 2005**

K-12, co-ed, day, 940 students, three divisions, two campuses

- Oversaw building of a new Middle School and administration facility
- Instituted faculty evaluation process
- Re-designed compensation plan and faculty benefits program
- Orchestrated new strategic plan
- Increased annual fund from \$850K - \$1.2 million
- Built a new dining hall and kitchen
- Placed a Harkness Table in every high school classroom
- Celebrated 100th anniversary of the school

**HEAD OF SCHOOL – The Masters School, Dobbs Ferry, NY**

**July 1990 – 2000**

5-12, coed, boarding & day school

- Managed a yearlong strategic planning process leading to co-education in the high school; significantly enlarged middle school, 5-8
- Designed and founded; *CITYterm*, a one-semester program in urban studies for 30+ juniors
- Instituted *Harkness* method of teaching; strengthened graduation requirements; increased technology utilization; revived faculty evaluation
- Doubled student enrollment. Solicited and received school's first gift of \$1 million; produced the first balanced budget in many, many years

## ***TEACHING EXPERIENCE***

**Groton School, Groton, MA 1972 – 1990**

340 students, boarding (I was the first woman hired)

- Assistant Director of Admissions
- Teacher of literature and writing, grades 8-12
- Chair of Curriculum Committee
- Dormitory Head - boys (10-12 grades)
- Faculty Benefits Committee, Co-Education Committee
- Human Relations and Sexuality Leader
- Coordinator of Groton's ten-yearly evaluation by NEASC (twice)

***Sabbaticals: (1) Earned MEd at Harvard; (2) Founding Teacher at The Winter Term, Lenk, Switzerland***

## ***PROFESSIONAL AFFILIATIONS***

- Board Member of NYSAIS 2011 – 2018
- Coordinator, NAPSG/THN *Leadership for Women* Conference 1995 – 2003
- Faculty *Leadership for Women* 1995 – present
- Advisory Board Blue School in NYC 2012 – present
- Board Member Harlem Academy in NYC 2006 – 2016
- Chair of Board, High Mountain Institute, Leadville, CO 2005 – 2013
- Board Member, College of St. Catherine, St. Paul, MN 2001 – 2006
- Board Member, City Inc., Minneapolis, MN 2001 – 2005
- Trustee, Alliss Foundation, St. Paul, MN 2001 – 2005
- Board Member for Minnesota Center for the Book Arts 2002 – 2005
- Member Advisory Board for NMSQT 2000 – 2003
- Board Member, Council for Spiritual and Ethical Education (CSEE) 2000 – 2004
- Faculty Member, NAIS Institute for New Heads 1998 – 2000
- Facilitator for NAIS Governance Through Partnership workshops 1995 – 1999
- Council Member, Nat'l Assoc. Principals for Schools for Girls 1993 – 1996  
(now called THE HEADS NETWORK) 1997 – 1999
- Member NAIS School Heads Advisory Committee 1996 – 1998

## ***EDUCATION***

**Harvard University, Cambridge, MA**

C.A.S. Course work (30+ credits) and post doc practicum

Ed.M. Counseling and Consulting Psychology

**Yale University, New Haven, CT** A.M. Classics

**Vassar College** A.B. *cum laude* Classics

A.B. *cum laude* Ancient Greek

College Year in Athens (one year)

ShIPLEY School, diploma

## **Pamela J. Clarke Statement of education**

For my school as for my family, I seek the balance of intellectual, physical, creative and moral energy that generates a life of thoughtful productivity. As we learn to balance demands on our time, our responsibilities and our relationships, so do we learn to balance academic with ethical, thought with word, and word with action.

Samuel Johnson said that knowledge without goodness is dangerous; we all must use our abilities to make the world a better place for those who follow. I believe that we have a responsibility to the future neither to exhaust the world's resources nor to squander our talents, rather to contribute of ourselves to the greater good. Adolescents and children are intrinsically idealistic; in school we convert that idealism to action. We do this by adding knowledge to goodness and by challenging the young to solve problems, to respect their environments and to contribute the best of themselves to the benefit of others. In this 21st century, students will need to collaborate and to use technology to its fullest. Experiential education will serve them best.

In learning, it is habits of mind that make a difference; if we are going to prepare our students for a world we cannot predict, we must first understand how history and heritage preserve culture - and then develop the confidence to change and meet the future. Global citizenship requires an understanding of the dynamic nature of complex systems and their modification over time; our students will be asked to understand and assume leadership in the effort to envision a sustainable economy, a sustainable planet and sustainable relationships including with those whose perspective is different from our own.

One of the things I have liked about being a head of school is the opportunity to work closely with so many constituents. I refer to the Board, the faculty, the students, the staff, parents, alumni/ae, the vendors, the townspeople, and the occasional determined lawyer. The work of school is really of people, and I want always to be a builder of community, a natural healer, a mentor and role model. Some of a school's groups meld easily, and others do not. At Masters, I ate breakfast on most Fridays with our Buildings and Grounds crew—they preferred this to the stiffness of an office meeting. However, when I asked Patrick, our head landscaper, to perform an Irish ballad at morning assembly, he was happy to do so. I value a community in which everyone is welcome and comfortable. I know how to bring a community together.

We know that people do their best learning within secure and safe relationships; the quality of these relationships is paramount. To live in a community of life-long learners is a rare privilege, and I have been blessed with this opportunity and ability to participate in such communities all my life.

(Written in 2000, revised 2018)

## Clarke: Addendum to Education Statement

1. Schools are organic; they evolve over time. Students and adults together establish the culture and pass it to the next generation. The school's traditions provide continuity, and its strong foundations allow for change. An Interim Principal wants both to preserve the best of the school's culture and to improve those areas that need attention.

2. My three summers as a faculty member at the New Head's Workshop for NAIS were life-transforming; a small faculty with Michael Thompson as leader and several guest presenters spend one week in the summer helping some 40 adults prepare to be Heads of School for the first time. One year the youngest was 29 years old, the eldest 63. We and they spend the week considering community, culture and leadership as well as change, governance and legal issues for schools.

Each workshop we taught, and each new opportunity I've had to be a Head, has honed my leadership skills. Of course, every school has different needs of their administrators at different times, but some principles are constant. A Head of School wants two things: to build a strong administrative team and to gain the trust of the faculty and staff. When the right level of excellence and trust among adults is reached, all the students have a better experience. One gains trust by doing one's defined job well, by following through on ideas, good suggestions and promises made. An admin team does its best work when they know that their Head trusts them to do their jobs well and leaves them room to think, make decisions and execute. One can help a colleague without interfering. As a head, I claim almost no good ideas for myself; I do plant seeds everywhere and applaud when they grow to fruition. Helping a colleague do a good job or execute a good plan is satisfying in itself, and the school's running smoothly is its own reward.

3. I care about the environment of a school; that it builds a culture of respect and student safety, and that all members of the community feel accepted and welcomed and feel that he or she BELONGS. I believe that negative biases can be addressed; I have spent most of my career trying to foster real understanding and real respect for "other-than-me." I want the people in my school to thrive.

4. My parents believed in travel and education; in addition to placing their four kids in good independent and public schools, my father took us all over the world when he was President of IBM World Trade. I learned as a teenager that the solutions to our world issues were to make friends everywhere, to appreciate the cultures and rhythms of the others and to bring genuine empathy to all relationships. I don't think he ever said the words, "walk in their shoes," but he reflected that, even as he wore the mandatory black leather shoes. I got a mandate to think far beyond my own perspective.

June 2018

## Pamela J Clarke references

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