STATEMENT OF ADMINISTRATIVE EXPERIENCE AND ACCOMPLISHMENTS

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This document complements my previously submitted application materials, and provides an overview of my administrative background. I start with examples of my administrative experience and accomplishments throughout my career, and then highlight some of my philosophies in the key areas of leadership, management, and a commitment to diversity.

Interim Dean, OSU College of Engineering (COE)

My primary goal as interim dean is to maintain the momentum built over the past decade by providing stability through this time of transition. My specific goals are to (1) ensure the successful hiring for the 20 open faculty positions across the college, (2) mitigate the impact of recent Engineering and Technology Industry Council (ETIC) cuts by securing additional college operational funds for FY13, and (3) set the college up for success in the extension of the of the *Campaign for OSU.* Some notable accomplishments that outwardly contribute to our momentum include:

- Finalizing our strategic plan: *Leadership 2025*
- Making public the new COE website and now rolling out new unit websites
- Producing our first on-line annual report and sending it to over 16,000 stakeholders

Hiring 20 new top-quality faculty over the course of a year will be tremendously impactful to the future success of the college. A key part in successful hiring is keeping up morale across the college, so that the faculty candidates can feel our momentum. I've accomplished this by increasing faculty, staff and student engagement through various means including meeting with individual units, by instituting monthly e-mail updates to faculty and staff, meeting with student leadership, and by asking our Research Council and the newly created Career-Life Balance Ad-Hoc Committee for recommendations on college-wide improvements. Another element in successful hiring is finding the necessary resources for start-up packages. I've worked with our unit heads (three of which are new) to identify resources (e.g. private donors and university wide diversity initiatives) and made additional resources available for targeted hires, particularly those that add to faculty diversity. Reports from the units indicate that our efforts are successful as we continue to hire top quality faculty from our aspirational peers.

Recent budget reductions, primarily associated with ETIC funding, are threatening our momentum and have resulted in a decrease to our annual college operations budget by over $4M. Though various sources of temporary funds have kept the college moving forward through the economic downturn, all temporary sources run out this year. As interim dean, I first worked with our business center to clarify our projected FY13 budget situation and am now working with the university administration on possible solutions, while we still have time to properly manage potential shortfalls. After meeting with student leaders, we proposed an engineering differential tuition increase to offset the direct ETIC cuts. I believe this is only part of the solution, and continue to work on alternatives.

While I see the FY13 budget as a short-term challenge, I believe that our long-term success is strongly-tied to private fund raising. My efforts to continue our momentum in development include working with the OSU Foundation (OSUF) to (1) extend the Campaign for OSU and increase the college's fund-raising goal by $40M to a total of $200M, (2) write a new case statement for the college as a strategy to achieve this revised goal, and (3) make myself available for donor-related travel at least three days per month. The travel has been especially effective, particularly in California, starting with an EECS alumni event at the Computer History Museum in Silicon Valley last November. In addition to individual alums, I've also met with key industry stakeholders such as Intel, IBM, and Microsoft. Our efforts have paid off, in that we are on track to exceed our FY12 fund raising goals and continue to get commitments for endowed faculty positions, our top priority.

Head, OSU School of Civil and Construction Engineering (CCE)

When I joined OSU in 2007, my overarching goal as school head was to do my part for the COE to reach the Top 25 by raising the prominence of CCE. In order to accomplish this, I focused on building the graduate program while enhancing undergraduate education. This focus brings together two key elements for our success. First, the graduate program and associated research enterprise is our pathway to top tier status. Second, undergraduate (UG) education is central to our land grant mission, *and* is vital to a strong relationship with our stakeholders. To be successful at OSU, we must improve both the graduate and undergraduate programs; one cannot succeed at the expense of the other.

In order to accomplish these goals, my priority was to increase the impact of our faculty in research, service, *and* the classroom. This priority is all about finding and directing resources to recruit and retain the best faculty, and then building an environment for their success. When I joined OSU in 2007, CCE had 20 faculty positions and our UG student to faculty ratio was over 43. Four years later at the beginning of the 2012 academic year:

- Our faculty ranks had grown from 20 to 32 professors
- Our UG student to faculty ratio had decreased from over 40 to 30
- Our undergraduate student numbers had increased modestly
- Our graduate student numbers had doubled
- We had added over $6M in facilities and equipment
- We had tripled the FTE allocated to graduate TA's for UG classes
- We had transformed the program as evidenced by our rapid growth in the US News and World Report rankings of Civil Engineering programs from an average of 57th for the five years ending in 2009, to 48th in 2010, and 41st in 2011.

We added faculty by several means: private support, taking advantage of the Provost Hire Initiatives, and making the case to OSU administration on the need for additional faculty to address our high undergraduate student numbers. The increase in faculty numbers allowed CCE to cut some class sizes in half, offer courses twice a year to increase student flexibility, and improve instructional quality by decreasing the number of students handled per faculty member. Other resources, such as new laboratory facilities and increased GTA support, are also

aimed at supporting the mission of faculty. By focusing on recruiting and retaining top faculty, and enabling them to be successful, we transformed the School of Civil and Construction Engineering.

I am particularly proud of my accomplishments as school head in private development. During my tenure, I was the most successful fundraiser of school heads within COE, having been responsible for 1/3 of all OSU Campaign contributions for COE in FY11. Over four years as school head, I raised nearly $10M in private donations, including:

- $2.5M for the Kearney Endowed Professor and Scholar
- $1.2M for the Pritchett Endowed Chair (from multiple sources)
- $375k for the Loosley Endowed Faculty Fellow
- $250k for the Hoffman Endowed Faculty Scholar
- $250k for the Slayden Construction Faculty Fellow

These contributions account for five of the six faculty support funds that qualified for the Provost Faculty Match incentive program for the entire College of Engineering. These private funds were critical to our success by allowing us to recruit and retain top faculty. In addition, the earnings from the Kearney and Pritchett endowments have allowed CCE to expand their faculty numbers.

While individuals are primarily responsible for our faculty endowments, industry has also stepped up to benefit of the broader program. Examples of industry support under my leadership include:

- Forming a strategic partnership between OSU, Leica Geosystems, and David Evans and Associates that brings in over $1M annually in donated new, state of the art equipment and software to our geomatics engineering program.
- Inspiring five different companies to fully fund a $440k renovation of Merryfield Hall to create the Kiewit Materials Performance Laboratory.
- Building the relationship with the Associated General Contractors, Oregon Columbia Chapter, to provide $45k/yr to support a 0.75FTE industry liaison position that provides a direct conduit to industry for our students.

Member of the Faculty, UC San Diego Department of Structural Engineering

I rose through the academic ranks from Assistant to Full Professor at the University of California, San Diego, and had the opportunity to contribute to the effort of raising the Jacobs School of Engineering from 41st to 14th in the US News & World Report Best Engineering School rankings over just a 10 year period. In the University of California system, I developed a strong sense of shared governance and a history of university service, culminating in serving on the Senate Administrative Council and as chair of the Committee on Educational Policy (CEP). The CEP was the only decision-making committee on campus and was ultimately responsible for all educational matters.

While at UCSD, I also had the opportunity to serve at Assistant Director for Education for the NSF-funded Pacific Earthquake Engineering Research Center headquartered at UC Berkeley. In the broad sense, I was charged with introducing and educating both undergraduate and graduate students from across the country about earthquake engineering, using programs that developed participatory and leadership skills that fostered their future engagement in the profession. Within my $300k annual budget, the programs I developed and directed include the traditional NSF programs of Research Experience for Undergraduates (REU) and Research Experience for Teachers (RET), as well as novel programs like our Earthquake Scholars Program and Undergraduate Seismic Design Competition. It was recognized by many, including our NSF program directors, as an extremely successful program.

Engineer in Private Industry

I have utilized the experience gained in my several years in private industry throughout my career in academia. At McClelland Engineers, I was immediately given high-levels of responsibility in the design of foundations for offshore platforms. The international experience, offshore field-crew supervision, and client-oriented focus were impactful on my entire career. At CH2M HILL, I earned progressively greater responsibilities culminating in geotechnical program management of a 10-mile long interstate corridor widening project which included the design of 10 bridges. The leadership and project management skills I developed there have been extremely useful in academia. As co-founder and CFO of Ashford Engineering Inc., I developed first-hand knowledge of the administrative challenges of starting up and running a small business, including legal, regulatory, and financial matters, as well as risk management and loss prevention.

Administrative Philosophy

Leadership and Management Style

I have a track record on Provost Council and the COE Leadership Team of working collaboratively with my colleagues to arrive at consensus where possible, and at a minimum providing/collecting meaningful input. The keys to working effectively with my peers in the leadership is respecting their opinions and remembering that we are all working for the betterment of OSU. A narrow focus on gaining advantage for my unit, perhaps at the expense of OSU, will not get us to top tier status nor is it reflective of my personal values.

I strive to be as transparent as possible by openly sharing budget and performance metrics, and I broadly solicit input from faculty and staff for decision-making and ways to better the school and college. When possible, I try to meet with colleagues in their office to seek their opinions, and to personally inform them of decisions that may impact them.

Most of the personnel management philosophy can be found in Jim Howland's "Little Yellow Book" from CH2M HILL, where I worked for five years. It focusses on integrity, valuing your employees, and leading by example. I covered the concepts in my CCE 101 course, and handed the book out to all 200 of our CCE freshmen. These concepts are the best way to motivate your employees, and positive reinforcement from a fair and honest leader that is trusted will go a

long way toward setting employees up for success. However, I also believe that rules are for everybody and firmly enforce them as needed. We developed some new policies in CCE, most significantly an Honor Code and Code of Student Conduct to provide framework and expectations of student behavior. For any policy, it is important to get input from stakeholders, look out for unintended consequences, and be willing to change if it does not have the intended affect.

As a leader, the right decision is often one of the most difficult to make and implement. In my last five years, I have had to make and implement several extremely difficult decisions that have tested my character and integrity, as well as my will to be in a leadership position. These are often made in consultation with the Provost, Campus Counsel, Human Resources, and the Office of Equity and Inclusion. I am proud of my record, and believe I lead with the highest of level of integrity. This is part of the reason I taught the CCE freshman orientation class, to set expectations for both academic and professional behavior.

Commitment to advancing diversity and equity

I want to be a part of a welcoming and collaborative community, and promoting equity and inclusion is at the heart of realizing this goal. So far in my career, the greatest direct impact I have had on advancing diversity is as the PEER Assistant Director for Education. As assistant director I was, among other duties, charged with increasing the participation of women and minorities a time when California Proposition 209 was being implemented, which banned any preference based on race or gender at public institutions of higher education.

Within our overall mission, I led two approaches to increase the diversity of our participants within the confines of Proposition 209. First, we added *overcoming adversity* to *academic preparation* as selection criteria for all of our summer internship programs, which placed over 20 students annually across the west coast. Second, we persevered to increase the pool of women and minority applicants in all of our education programs. We accomplished this by adding PEER Educational Affiliate institutions that had more diverse populations (e.g. CSU Los Angles and CSU Northridge) than our PEER Core institutions. In addition, I worked with the UC and CSU NSF-funded Louis Stokes Alliance for Minority Participation (LSAMP) advertising our programs to again broaden our applicant pool. Both approaches were successful in ultimately broadening the diversity of our participants. On top of this, we targeted our RET program on teachers from inner city and tribal areas throughout the PEER region.

At OSU, I have worked to use my leadership role to set an example for our students and the College. In 2009, I worked with the Director of the OSU Women's Studies program and others in the COE to implement a one-time program for all COE seniors on Engineering and Social Justice centered on Hurricane Katrina and its aftermath. My leadership in this one-time program was impactful for me, and I included a modified version of it in CCE 101. I couple this with laboratory exercise for CCE's 200+ freshmen where they navigate from Kearney Hall to Batcheller Hall in wheel chairs (a challenging feat!). This is aimed at (1) getting our students to better understand how members of society can develop viewpoints different from their own, and (2) the impact engineers can have on society.