

## Qualifications

As a product of the public school system and son of a public school teacher, I believe that public schools can offer every citizen the opportunity to realize their full potential. In my case, a rural public school education provided the essential tools I needed for success in an Ivy League school, years of distinguished service as a nuclear-trained Navy submarine officer, and an intense 10 years working for one of the most successful high tech companies in history. During my career at Microsoft, I personally represented my company to U.S. senators and congressional staff, state attorney generals, hundreds of Fortune 500 CEOs, and thousands of industry insiders. I've had my days in the spotlight with Bill promoting promising new technologies, but now that I consult from home I finally have the time to apply that same enthusiasm and ability to better serve my family and my community.

In the past four years I've enjoyed the chance to volunteer regularly in the classrooms, passing on my passion for technology to the next generation. As my children are now moving into middle school, there are fewer opportunities to participate directly with the students and I have turned my attention to the PTSA and other statewide child advocacy organizations like Stand for Children and League of Education Voters to help improve the quality of their education. As I've begun to better understand the challenges that face school districts in Washington, I realize that I still have much to offer Issaquah School District as a board member. Having collaborated with the technology design centers of practically all of Microsoft's hardware and software partners throughout North America, Asia, and Europe, I possess a unique understanding of the needs of the worldwide job market as well as the processes those businesses use for tracking their success. While there's still much for me to learn about governing a school district, I have a proven history of ramping up quickly on issues and leveraging an objective, data-focused approach to problem solving.

If I have a personal agenda as a board member, it's quite simple: to better prepare our next generation for success in an increasingly competitive global economy. I'm especially concerned that U.S. 15 year-olds rank 22<sup>nd</sup> in math and 19<sup>th</sup> in science among the 26 participating OECD countries and that our country's PISA rankings have been dropping steadily since 1999. I've seen firsthand the exceptional work ethic in developing nations that's providing a steady stream of world-class technical workers to the job market. They're hungry to prove they can compete, and unless we can respond in kind with educational programs that match their technical abilities and play to our cultural strengths, such as creative problem solving and innovative design, our most desirable high tech jobs will continue to be outsourced. Organizations like the [Partnership for 21<sup>st</sup> Century Skills](#) are promoting bold new approaches that I believe deserve careful consideration.

As I believe many of my referrals will attest, I have a reputation as a good communicator, an efficient researcher, and a team player. Since I'm an engineer at heart, many of these skills don't come naturally; I have to work at them. Over the years, I've learned to listen carefully and to be measured and deliberate with the points that I make. While I don't abandon my principles lightly, I'm always willing to consider different perspectives and will respect opposing positions and priorities. Above all, I believe that discussions should remain friendly and professional, since we all share a common goal: to do what's best for our students.

## Bio

I'm 41 years old, 6' 1", 190 lbs, with brown hair and blue eyes. I grew up in a small town in upstate New York, went to Cornell University for a EE/CS degree and proceeded on to [Navy Nuclear Power School](#) and eventually [Knolls Atomic Power Laboratory](#) for training as a nuclear submarine officer. After several years under the Pacific Ocean on a Trident submarine writing shareware during idle moments, I started up with Microsoft in 1994 as a software QA Lead and went on to drive the testing efforts for Cinemania, Music Central, Wine Guide, Frank Lloyd Wright and Ancient Lands. About a year later, I made the transition to Program Management for Microsoft Bookshelf and Encarta. In January '97, I transferred to the newly formed Macintosh Business Unit, where in a few months I took over as the Office PM. I shipped Office 98 and left when we were code complete on Office 2001 to accept a Lead PM position in the Windows User Experience team, where I managed development efforts for Windows XP visuals, file management, media integration, CD burning, and publishing. After releasing XP to manufacturing, I did a whirlwind tour of the nation briefing state attorney generals and congressional staffers on XP features and then formed up a new group to focus on improving the PC hardware experience for future Windows and Office releases.

After 10 years with Microsoft, I started working at home to improve my work/life balance. I'm now employed on a contract basis through [Jetstream Software](#), a small software development firm in Kirkland. For the last four years, I've continued doing freelance user experience design for Microsoft as well as other local companies like Nike and Entellium. My specialty is rapid prototyping for interaction design and user research, using modern frameworks like Windows Presentation Foundation and Silverlight where the results can easily migrate to the shipping product.

In my spare time, I enjoy serving the community through organizations like [Issaquah Kiwanis](#), [Safe Roads for Issaquah](#), [Maywood PTSA](#) and [Stand for Children](#). I spend every moment I can outdoors running, cycling, sculling, sailing, skiing, and whenever possible accompanied with my wife Galen and two sons Quinn and Duncan.

For more details, check out my [LinkedIn profile](#) or [resume](#).

## Eligibility

With some assistance from Lorraine, I personally verified my residency within Director District #4 on the official map at the Administration Building on August 11<sup>th</sup>, 2008.

## Questions

### **1. *What is your view of the role of public education in our society?***

Our founding fathers believed that the success of American democracy depended upon the development of an educated citizenry that would vote wisely to protect its rights and freedoms. That this education would be extended to every citizen, and not just the wealthy elite, really defined America as the land of opportunity, a place where children of humble birth could rise to pursue financial success and improve their lives without regard to traditional class barriers.

Public education still has just as important a role today in delivering on this vision for our country, which I believe can be summarized in four goals:

- preparing people to become responsible citizens,
- improving social conditions and cultural unity,
- helping people become economically self-sufficient, and
- enhancing individual happiness by enriching lives.

As our nation and our world become increasingly diverse, the original mission of public education continues to be relevant. Schools promote an understanding of diversity and empower every child to participate in our economy and democracy. Public education promotes our future workforce and ensures that children will be prepared for the challenges of the future in order to increase our nation's competitive edge and meet the economic challenges of the 21st century.

## **2. *What skills and abilities will students need in the future:***

- ***To be successful in the world of work?***
- ***To be responsible citizens?***
- ***To lead satisfying and productive lives?***

While much focus has been put recently on the importance of math and science in student curriculums, I strongly believe that "soft skills" are just as important for our children to be successful in the workplace and lead satisfying lives. Learning effective collaboration, critical thinking, written and oral communication, and the values of the work ethic are often overlooked in our rush to improve each child's knowledge in core subjects. Students commonly work on simple assignments that emphasize short-term content memorization; they work alone, write for the teacher alone, and rarely make presentations. No matter how sophisticated the tools we put in classrooms, this traditional approach to educating students to meet new standards is sorely inadequate to help them after they leave school if it continues to ignore soft skills.

Yes, students of today enter an increasingly globalized world in which technology plays a vital role. However, they must also be good communicators as well as great collaborators. The new work environment requires responsibility and self-management, as well as interpersonal and project-management skills that demand teamwork and leadership. Nowhere is that more clear than in the [2008 U.S. corporate training budgets](#), which continue to be weighted heavily towards effective collaboration, leadership and team management. Programs such as project-based learning address this neglected area by teaching kids the collaborative and critical-thinking abilities they'll need to compete while still meeting state or national content standards.

## **3. *Do you think that a public school district can have all of its students graduate on time? Why or why not?***

Of course, it's conceivable that a district could have a 100% on-time graduation rate, but public schools in Washington and the rest of the nation are a long way from that goal. The OSPI reports that in the 2007-08 year only 72% of students graduated on time, and this figure has not only been relatively flat in the last few years but also mirrors the national average quite closely.

In fact, since the mid-1960s the high school graduation rate for Washington and the United States has apparently hit a plateau. When viewed from the perspective of 13 decades, it's clear that progress in increasing graduation rates halted in the mid-1960s. The high school graduation

rate today is just a bit over 70%, marginally lower than it was in 1965. Thus, the lack of improvement in graduation rates is not a recent phenomenon, but has been a persistent problem for nearly 40 years.

Throughout much of the twentieth century – until the mid-1960s – high school graduation rates increased steadily. In 1900, for example, only about 6% of youth graduated from high school; by the 1965-66 school year, the rate had grown to about 76%. This upward trend in secondary education increased worker productivity and fueled American economic growth. In the past 40 years, rising wage differentials between high school graduates and dropouts increased the economic incentives to graduate high school. If real wages of high school dropouts have declined since the early 1970s while those of more skilled workers have risen sharply, why haven't a greater percentage of students been driven to complete their high school education?

While there is still considerable debate about methodologies for calculating on-time graduation rates, efforts towards standardization have been recently made by NCLB so that results can more easily be compared. Even with this standardization, however, it's still not clear why this plateau has been reached so uniformly from year to year and across the nation. Certainly, there are schools with graduation rates significantly lower than the national average, and recent news has highlighted that 17 of the nation's 50 largest cities have graduation rates less than 50%. In these cases, the causes for the lower graduation rates seem easily identified, but the cause of the plateau is not been fully explained.

My personal belief is that because our high school graduation requirements have been historically geared for admission to a four-year university, the needs of students on a vocational career track have been neglected. Rather than address their needs, we've forced these students into college preparatory courses that they may have neither the inclination nor ability to complete. While the recent national emphasis on high school graduation rates might tempt some states to simply lower graduation requirements to ensure these students graduate on time, I prefer the Core 24 solution that creates separate tracks to tailor the curriculum to a college or career emphasis. Ultimately, I believe this approach will increase on-time graduation rates while aligning course work more in line with a student's future career goals.

**4. Do you think that high school graduation requirements should be such that all students graduate with sufficient credits to attend an in-state four-year college, if they so choose?**

Yes. I am a vocal proponent of Core 24 and personally testified to the State Board of Education on July 23<sup>rd</sup> in support of the measure when it was approved.

**5. What experiences have you had working in groups, particularly community or school groups?**

In addition to my leadership roles in the Office and Windows product development teams at Microsoft, I've been involved in many community groups:

- **Kiwanis Club of Issaquah**, Treasurer
- **Stand for Children**, South End Team Leader
- **League of Education Voters**, Member
- **Maywood Middle PTSA**, Webmaster and Legislative Chair
- **Safe Roads for Issaquah**, Webmaster
- **American Legion**, Renton-Pickering Post # 79

## Chad Magendanz

- **Camp Fire USA**, Pool Director and Swim Instructor
- **Seal & Serpent Society**, Secretary and Rush Coordinator

Over the past 4 years, I've also volunteered two days a week as a Technology Docent at Maple Hills Elementary and Apollo Elementary (when my son was enrolled in the Merlin program). In addition to assistance in the computer lab, I regularly host "Technology Hands-on Sessions" that allow students to get up-close and personal with computer hardware.

### **6. Give examples of how you have shown leadership within those groups.**

When Gretchen Dowling asked me to volunteer as South End Team Leader in the newly formed Issaquah Chapter of [Stand for Children](#), I showed up to the first meeting with little more than my enthusiasm. The other team leaders in this group were a literal Who's Who of heavy hitters from the Issaquah PTSA and ISF, including Kelly Munn, Leigh Stokes, Jody Mull, Blair Baumer, Marianne Kersten, and Anne Moore. Clearly, I was out of my league, but I resolved to ramp up on the issues as quickly as possible and learn as much as I could from these community leaders. Over the past 6 months I've not only been able to familiarize myself with education priorities at the school district level, but I've carefully tracked political forces converging in Olympia for this legislative session and used that growing knowledge to provide a valuable perspective for recruiting new members and when interviewing candidates on our Legislative Endorsement Committee. I believe I've earned a reputation as a hard-working volunteer focused on thoroughly researching tough issues and letting the data speak for itself. I'm an effective communicator, who's respectful of the priorities and diverse perspectives of others on the team.

My experience with the [Maywood PTSA](#) was very similar, although by that point I was already able to offer up-to-date information on legislative events to the board, prompting my election as Legislative Chair. Seeing that the group was lacking a Web site, I recognized an opportunity to leverage my technical skills and volunteered to create one. Collaborating with Denise Cramer (President) and Debora Parsons (Issaquah Council PTSA Webmaster), I was able to quickly put together the new site <<http://www.maywoodptsa.org/>> at negligible cost to the club. Members have regularly commented that it's one of the most attractive PTSA sites in the district.

When a concerned local parent called me this spring to ask for assistance in opposing a proposal to split the feeder pattern from Maple Hills Elementary to send children of Tiger Mountain residents to IMS and then split them again later three years later to return them to Liberty, I stepped up to the plate with another Maple Hills father to create the [Parents4IssaquahSchools](#) Meet-up site, which provided a public forum to discuss boundary review issues, a mailing list, event calendar, and public share for background materials. Within 36 hours we had over 30 families signed up, and by the end of the week that number had grown to 60 families. I quickly researched the proposal, discussing the pros and cons with district staff, affected principals, and board members while sharing detailed notes with the parent group. I attended the BRC meetings with other parents in order to lobby members of the committee and gather information, scanning the public folders for documents when they weren't already provided online. In addition, my online research showed conflicting long-term enrollment trends and revealed studies showing that breaking feeder patterns results in a 31% greater probability in getting a lower GPA the following year. Ultimately, we were able to successfully defeat the proposal with a data focused approach, and the vote was almost unanimous.

The [Kiwanis Club of Issaquah](#) seemed to immediately recognize in me a shared passion for the welfare of our community's children, and I felt welcome from my first introduction. Not long after

being inducted as a new member, I joined several committees and was soon asked to serve as the club treasurer. As treasurer, I now have a much broader understanding of the budgeting process and managing of day-to-day finances for an incorporated nonprofit organization. Admittedly, there's still much to learn, but I'm fortunate in that there are many willing to provide guidance as well as tactical assistance...and I'm not afraid to ask.

A recurring theme you'll see in both my career experience and community involvement is that I'm primarily motivated by my ability to make a difference. While others may be in it for the glory or the power, I simply need to know that my efforts will yield real and measurable results that benefit my family, my community, my nation, or even the world at large. Because a large part of my effectiveness is being able to leverage the efforts of others, I've worked hard to develop effective collaboration and communication skills and regularly review Dale Carnegie principles to ensure they're fresh in my memory. You'll also notice that I'm constantly trying to introduce new people and new challenges into my life so that I can benefit from the experience. I will occasionally make mistakes, but I rarely make them twice.

**7. Give an example of a time when you had to enlarge or set aside your own personal view to serve the interests of the larger group.**

Probably the best example of when I've set aside my own personal preferences to serve the greater good is my 12 years of military service. While my sacrifice pales in comparison to those serving in combat zones, I spent a total of over two years submerged beneath the ocean in uncomfortable living conditions because I believed that defending our nation was an important part of my duty as a U.S. citizen. While the Cold War seems distant now, the threat of nuclear war was very real at the time and our Navy submarine fleet was the most effective deterrent against a first strike.

**8. What is your view of the Policy Governance model? Do you have any concerns about your role as an individual board member working with Policy Governance?**

I believe the Carver model of Policy Governance empowers boards of directors to fulfill their obligation of accountability for the organizations they govern, and it has been very effectively adapted for use by school boards. The model enables the board to focus on the larger issues, to delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization; to truly lead its organization.

I understand that the Superintendent and his staff are bound by what the board says, but never by what any board member says. Policy Governance implies a pledge that the board will never hold anyone accountable for keeping board members happy as individuals and will never hold anyone accountable for any criteria except those expressed officially by the full board. In other words, the board as a body is obligated to protect its staff from the board as individuals.

This model works, and I have no concerns about my willingness or ability to live within its constraints.

**9. How would you reach out to members of our community that do not ordinarily come to public meetings?**

As a 10-year Microsoft employee who regularly briefed industry insiders and elected officials on powerful new communications and collaboration features enabled by new technology, I find it ironic that I needed to spend a few years as a freelance software designer telecommuting from

home to really have a thorough practical understanding of what really works for teleconferencing. While there are several promising virtual meetings solutions, I've found that most aren't mature enough to be worth the hassle. A simple conferencing bridge for real-time participation with agenda and materials available at least 2 hours in advance from a public share is usually sufficient. For on-demand review, promptly posted minutes and podcast are adequate, although video webcast can add some value. Modern media players will also allow time compressed playback, and some even allow automatic chapter indexing to allow easy skipping of agenda items.

Probably the most important aspect of improving participation from members of the community who wouldn't normally come to meetings is with subscription alerts, either in the form of email alerts or using a syndication service protocol like RSS. This would provide timely reminders of pending meetings with their agenda and follow-ups with minutes and podcasts/webcasts for review. Some systems even allow single-click creation of Outlook calendar invitations.

To collect public feedback from members unable or unwilling to speak during the public comment period at the meeting, I would suggest hosting public forums as we did on the Parents4IssaquahSchools Meetup. While these aren't as private as messages sent to the board directly via email, the forums have the advantage of allowing participants to debate issues among themselves. The most effective of these have a forum moderator, who can ensure the comments are respectful and constructive as well as gauge overall public sentiment when debate has concluded and report results to the board.

## Ref

<http://www.issaquah.wednet.edu/board/vacancy/criteria.aspx>

<http://www.issaquah.wednet.edu/board/vacancy/questions.aspx>

# CHAD L. MAGENDANZ

- EDUCATION** **Cornell University**, Ithaca, NY GPA: In Major - 3.4  
Bachelor of Science in Electrical Engineering and Computer Science - 1989 Overall - 3.2  
Activities: Cornell National Scholar Cornell Mariners Sailing Club - President, Secretary  
Cornell Varsity Diving and Sailing Teams Seal & Serpent Society - Rush Chairman, Secretary  
Cornell Workstudy Program - Water Safety Instructor Upstate Apple Users Group - Vice President  
Empire State Games - 1m & 3m Springboard Diving Navy ROTC - Company Commander
- Navy Nuclear Power School**, Orlando, FL GPA: 3.5  
Graduate level studies in Nuclear Engineering. Advanced coursework in Mathematics, Thermodynamics, Chemistry, Physics, Electrical Engineering, Material Science and Plant Operations. Operational experience with land-based nuclear training facilities at Knolls Atomic Power Laboratory, Balston Spa, NY.
- EXPERIENCE** **Design Lead**, Jetstream Software, Kirkland, WA 7/04 – Present  
Contract software design and development for the following products:
- Supernova**, Syntrix Biosystems 2/08 – Present  
Designed and prototyped WPF application to facilitate biolithography, a process for high-resolution tissue microdissection that employs lithography directly on living cells.
  - Nike+ Sportband**, Nike 1/08 – Present  
Creative and technical lead for the Nike+ Sportband Mac OS X client, subcontracted through Synapse. Developed unobtrusive desktop agent to collect run data from the Sportband, parse the contents, and submit results to <<http://www.nikeplus.com>> Web site for further analysis.
  - Rave CRM**, Entellium 12/04 - Present  
Design consultant for Entellium's new rich-client solution for customer relationship management <<http://www.ravecrm.com>>. Responsible for graphic design, prototyping and documentation of proof-of-concept demo, which leveraged client capabilities to achieve a more intuitive and interactive user experience.
  - WebIRIS Incident Management Client**, lomedix 3/07 – 11/07  
Design lead for Web client to MobileIRIS (Mobile Incident Response Information System), an integrated, open information management system that enables military, healthcare, and emergency response agencies to prepare for, manage, and mitigate crisis situations ranging from everyday medical aid calls to mass casualty incidents.
  - Desktop Deployment Tracker**, Microsoft (MacBU) 7/06 – 2/07  
Creative and technical lead for Mac OS X release of the Desktop Deployment Tracker for Microsoft CMRI Product Research and the Macintosh Business Unit, subcontracted through Synovate. Designed, documented, and developed Carbon application to collect and submit system profile information for market research.
  - Video Performance Tuner**, Microsoft (eHome) 4/06 – 1/07  
Designed and prototyped a downloadable utility for the eHome team to analyze network topology and test network performance on small LANs, offering targeted recommendations to improve video playback from remote media players and media extenders.
  - Windows Vista Audio/Video Configuration**, Microsoft (WAVE) 8/05 - 7/06  
Designed, prototyped and specced the Sound control panel and Volume systray application for Windows Vista, including early design iterations, design reviews, user research, and fit-and-finish work. Early design and prototyping also completed for follow-on Windows releases, including specs for TV Out configuration.
  - CereVision**, Digital Partners 1/06 - 2/06  
Designed and prototyped emergency room acute stroke diagnostics software in partnership with Swedish Hospital for the 2006 International Stroke Conference.
  - Windows Vista Audio Effects**, Microsoft (CMPT) 4/05 - 11/05  
Worked with Core Media Processing Technology team to design, prototype and spec the user interface for configuring built-in Vista audio effects, such as speaker correction and bass management.
  - Deployment Tool**, Microsoft (Hosting) 7/04 - 5/05  
Provided program management and user interface design support for the version 3.0 release of Microsoft Solution for Windows-based Hosting. Responsible for deployment tool user interface design and specifications, as well as managing Jetstream off-site development efforts.
- Awards:** 2008 SIIA Codie Awards, Finalist for Best Software as a Service Solution

2007 BusinessWeek IDEA Awards, Bronze for Interaction Design  
 2007 SoftwareCEO Software Innovation Awards, Most Innovative SMB Infrastructure Software

**Program Manager**, Microsoft Corporation, Redmond, WA 3/95 – 6/04  
 Responsible for overall design and project management for the following products:

**Windows Longhorn**, Windows Hardware Innovation Group 7/01 – 6/04

Lead PM for Windows Hardware Design Group, reporting to Windows Design Director. Responsible for driving user research and prototyping efforts that provoke new thinking in form factors and interaction design, complementing strategic software investments in future Windows and Office releases. External deliverables include Windows hardware design guidelines, hardware reference specifications, hardware development kits, and integrated system prototypes.

**Windows XP**, Windows User Experience Team 11/99 - 7/01

Lead PM for Windows XP visuals, shell navigation, file management, media integration, CD burning, and publishing. Responsible for broad partner engagement, including ISV evangelism events and pre-launch briefings for congress and state attorney generals on new XP features.

**Office 2001 for Macintosh**, Macintosh Business Unit 1/98 - 7/99

**Office 98 for Macintosh**, Macintosh Business Unit 1/97 - 1/98

Lead PM for Office shared libraries and components, including common user interface elements (i.e. menus, toolbars, dialogs, work panes, and window management), user assistance, file converters, graphic filters, and overall suite performance. Chief technical liaison between Microsoft and Apple Computer.

**Encarta Online**, Reference Business Unit 9/96 - 1/97

**Encarta 97 Encyclopedia (Mac)**, Reference Business Unit 3/96 - 9/96

**Bookshelf 1996-97 Edition (Mac)**, Reference Business Unit 10/95 - 4/96

**Bookshelf Online**, Reference Business Unit 10/95 - 2/96

**Exploring Planetary Worlds (Win)**, Lifestyles Business Unit 4/95 - 5/95

**Frank Lloyd Wright (Mac)**, Lifestyles Business Unit 4/95 - 6/95

**Awards:** Microsoft DesignDay 2004 Awards, Most Innovative Design  
 Microsoft DesignDay 2003 Interactionary Competition, Winner  
 25<sup>th</sup> Annual Telly Awards (2002), Bronze for Film/Video  
 PC World 20th World Class Award, Best Operating System  
 BusinessWeek Best Products of 2001  
 Comdex Eighteenth Annual Awards for Technical Excellence  
 Macworld Best New Software Product of the Year  
 MacUser Editor's Choice Awards, 2 Winners & 3 Finalists  
 Macworld World Class Awards, 2 Winners & 1 Finalist  
 Apple Design Awards, 2 Finalists  
 Microsoft Patent Awards, 19 Total

**Software Test Lead**, Microsoft Corporation, Redmond, WA 11/94 – 9/95

Responsible for overall test coverage and quality assurance for the following products:

**Cinemanía 96 (Mac & Win)**, Lifestyles Business Unit 10/94 - 9/95

**Music Central 96 (Mac)**, Lifestyles Business Unit 10/94 - 9/95

**Wine Guide (Mac & Win)**, Lifestyles Business Unit 3/95 - 8/95

**Ancient Lands 1.0 (Mac)**, Lifestyles Business Unit 1/95 - 5/95

**Art Gallery 1.0a (Mac)**, Lifestyles Business Unit 2/95 - 3/95

**Frank Lloyd Wright (Mac)**, Lifestyles Business Unit 3/95 - 6/95

**Cinemanía 95 (Mac & Win)**, Lifestyles Business Unit 6/94 - 10/94

**Engineering Lead**, Aladdin Systems, Watsonville, CA 5/91 – 7/99

Extensive experience with developing low-level system utilities for the Macintosh and Win32 environments in C++, C, Pascal, Assembler. Authored ShrinkWrap<sup>™</sup>, a cross-platform shareware utility to create and manage disk image files. Aladdin Systems purchased all rights in 1995 and the product is now distributed commercially worldwide.

**Awards:** MacAddict Magazine's Best Shareware Utilities  
 Runner-up Best Utility in 1995 and 1996 MacUser Shareware Awards  
 Finalist in 1995 and 1996 Usenet Macintosh Programming Awards

**Lieutenant, U.S. Navy Submarine Force**

5/89 - 6/94

Thorough knowledge of design and operation of engineering plant equipment including heat exchangers, hydraulic plants, pneumatic systems, steam turbines, diesel engines, lube oil systems, pumps, valves, water chemistry controls, radiological controls, electrical power generation and distribution as well as plant parameter monitoring and control equipment. Implemented extensive maintenance and quality assurance programs for the same systems.

**Schools:** Nuclear Engineer's School  
Quality Assurance Supervisor  
Total Quality Management  
Communications Security Manager  
Tactical Systems Officer

**Qualifications:** Engineering Officer  
Officer of the Deck  
Ship's Duty Officer  
Engineering Officer of the Watch  
Engineering Duty Officer

**Maintenance Coordinator, Submarine Squadron 17**

9/92 - 6/94

Personally responsible for supervising the preparation, organization and execution of two 50,000 man-hour extended drydock refit maintenance periods while acting as ship's liaison with squadron, shipyard and maintenance activities.

**Assistant Engineer, USS Henry M. Jackson**

9/93 - 6/94

Second in command of 60 nuclear trained personnel responsible for the flawless operation of a multi-million dollar nuclear power plant. Coordinated all operational training programs, including casualty simulations for crew proficiency.

**Reactor Controls Officer, USS Henry M. Jackson**

2/93 - 9/93

Responsible for the administration, operation and maintenance of all reactor plant instrumentation and control systems. Directly supervised team of 8 electronics technicians. Directed plant operation and supervised complex nuclear repairs.

**Torpedo and Sonar Officer, USS Henry M. Jackson**

12/90 - 6/91, 5/92 - 2/93

Directly supervised 2 divisions including 18 technicians responsible for the operation and maintenance of a \$100 million sonar and defensive weapons system. Duties included training, professional development and personnel counseling.

**Chemistry and Radiological Controls Officer, USS Henry M. Jackson**

6/91 - 5/92

Responsible for the administration, operation and maintenance of nuclear reactor chemistry, steam plant chemistry, radiological controls and associated equipment. Directly supervised team of 6 engineering laboratory technicians.

**SKILLS & INTERESTS**

Accomplished public speaker, having presented with Bill Gates to crowds of thousands on multiple occasions with worldwide TV coverage. Noteworthy events include technical briefings for state attorney generals, congressional staffers, and industry CEOs such as Michael Dell, Carly Fiorina, Craig Barrett, Michael Eisner and Warren Buffet.

Proficient in the following environments:

Development in **C++, C, Pascal, and Assembler** using **Microsoft Visual Studio** and **Apple Xcode**

Rapid prototyping in **Macromedia Director** and **Flash**

Web design in **Microsoft FrontPage** and **Macromedia Dreamweaver**

Graphic design in **Adobe Photoshop, Adobe Illustrator, and Macromedia FreeHand**

**Microsoft Certified Professional, Microsoft Certified Desktop Support Technician**

Interests include rowing, swimming, diving, sailing, triathlons, music and reading.

**PERSONAL**

6' 1", 190 lbs, Brown hair, Blue eyes. Age: 39. Excellent health.

Top Secret Department of Defense clearance with special background investigation for SIOF/ESI.

**REFERENCES**

Available upon request.