Statement of Leadership Style and Qualifications

I have been the Associate Head for the Industrial and Systems Engineering (ISE) department for seven years and have been the director of the Institute for a Secure and Sustainable Environment (ISSE) since August 2018. As the Associate Head, I have actively played various academic and service roles. As the ISSE director, which currently accounts for 40% of my time, I started to take on more administrative responsibilities, including strategic planning, budgeting, resource management, hiring, and staff evaluations. Both roles have exposed me to various leadership roles, shaped my leadership style, and encouraged me to further think about my career goals. Compared to the required qualifications and job duties of the Associate Dean for Academic and Student Affairs at the Tickle College of Engineering (TCE), I believe I am well qualified for this position and the position fits my long-term career goals. In the following, I will elaborate on my leadership style, my qualifications for this position, and the alignment of this position with my career goals.

Leadership Style

My leadership style is around four key points: 1) servant leadership, 2) shared vision and governance, 3) strong implementation and continuous improvement, and 4) balanced decision making. A true leader should have strategic thinking and be able to launch initiatives while effectively handle day-to-day business operations and timely address emergent issues.

Servant Leadership: The essential job of the Associate Dean, just like the Associate Department Head position that I currently hold, is to serve various constituencies in and out of TCE. The person is an assistant to the Dean, helps students achieve success at UT and in their future careers, serves the faculty for teaching excellence, pursues academic excellence at TCE, and promotes the welfare and prosperity of the state of Tennessee. I have a natural feeling and ability to serve my organizations (i.e., UT and TCE), students, staff, and faculty around me. It is very gratifying to see and share in the success of those around me and I am so proud of any progress that is made by students and colleagues at UT and TCE. Almost every year, I recommend my colleagues, faculty and staff, and ISE students for college, university, and national awards for their excellent performance. Through providing excellent service, I won the inaugural Outstanding Faculty Service award at TCE in 2018.

Shared Vision and Governance: The effect of one person is limited and the success of an organization depends on collective efforts with as many members in the organization as possible, especially in an academic environment where faculty enjoys a great degree of academic freedom and autonomy. I strongly believe that any unit’s vision should be well shared among its members. Specifically, the TCE vision regarding academic excellence and student success should be well aligned with the UT vision as well as state needs and should be well received by TCE students, staff, and faculty. Implementing shared governance requires a healthy emotional architecture for people, who should be listened to, understood, and cared for. As a leader, I always try to understand people’s personal goals and concerns, align the unit’s vision with individuals’ passion and talents, and form a common vision shared by people in the organization. Shared governance is not just about forming a committee for every issue and achieving committee consensus. It is more about a delicate balance among various constituencies and between maximum participation and clear accountability. Broad and effective communication is necessary to keep students and faculty in the loop and make them understand what developments are occurring and when they are invited to participate as true partners.
**Strong Implementation and Continuous Improvement**: A shared vision can be achieved only through strong evidence-based implementation and continuous monitoring for improvement. An effective leader should be able to translate a vision into actionable items, delegate the right people sharing the vision for taking effective actions, obtain timely and structured follow-ups and assessment, and pursue continuous improvement or make adjustments through analysis.

**Balanced Decision Making**: Decisions of an academic leader may have a different impact on various interest groups and may be bound by laws and university policies. A good leader should be able to make decisions to balance long-term benefits and short-time impact, reach a trade-off between collective benefits and individual interest, and retain flexibility for having things done while maintaining the highest integrity. These kind of balanced decisions occasionally require a leader to make tough choices and take necessary actions that may upset some people. As a servant to UT, I, if needed, have taken and will take those challenges. For example, I reorganized the staff team at ISSE with the support from many people at TCE and ISSE; and one key employee chose to retire under the PIP pressure. The staffing issues have been there over the years and have hurt the service of ISSE to affiliated faculty and researchers. It was a tough decision and required delicate efforts but it is necessary for the benefit of ISSE and TCE and for the fairness and strong morale among employees.

**Effective communication** is the focal point among all four of my leadership styles, including servant leadership, shared vision and governance, strong implementation and continuous improvement, and balanced decision making. A leader must be a good listener, be aware of other people’s emotions, be encouraging, and be clear and honest, if appropriate.

**Qualifications**

Based on the position description and my seven-year interaction with the current Associate Dean, Dr. Parang, I feel that I have the necessary qualifications and relevant experience for all job duties.

The Associate Dean will report directly to the Dean of Engineering and serves as a member of the Dean’s leadership team. I have been the associate department head for seven years and have been a valuable member to the ISE departmental leadership team. I regularly provide suggestions to Dr. Kobza, the ISE department head, and effectively implement his decisions. We have a wonderful collaborative relationship.

The Associate Dean provides leadership and direction to the development of all curricular policies and programs of the college. I have been in charge of curriculum businesses at the ISE department, for both graduate and undergraduate programs, for more than six years. Under my leadership, the ISE undergraduate and PhD programs went through large overhauls. I also lead the ABET and SACS assessments for the department. In 2017, the ISE program went through ABET smoothly without any weaknesses. I have also served in the TCE Curriculum Committee for seven years and become familiar with all curricular policies at TCE and UT.

The Associate Dean provides direct oversight of the faculty and staff in the Engineering Fundamental (EF) Program, the Cook Engineering Grand Challenge program, College Office of Engineering Professional Practice, the Engineering Office of Diversity, and academic advising for all undergraduate students. I have worked with most of the programs in this list, by participating in the
EF fairs, working with the advising office for academic affairs and advising issues, serving as the honor program coordinator for the ISE department, serving as the liaison of the ISE department for graduate diversity enhancement, and being involved in co-op and internship activities at the ISE department. I am a strong believer in diversity and believe the value of diversity and inclusion in fostering a healthy and inspiring academic environment for everyone. Since 2015, I have graduated six PhD students, including three females, one Hispanic, and one African American. The four out of six are US citizens. I was in charge of ISE advising for years before a professional advisor was hired and I developed with the advising checklist, course flow chart, and advising documents for the department to enhance the quality of both the academic and professional advising. I have been the faculty advisor for the Institute of Industrial and Systems Engineers (IISE) chapter at UT for six years. The chapter won the Gold Chapter award for five years and I was awarded the 2016 College of Engineering Outstanding Faculty Advisor Award and 2016 IISE Outstanding Regional Faculty Advisor Award. In addition, I have been widely considered as an outstanding teacher by winning the 2015 College Teaching Fellow Award, 2014 Annual IISE Award for Excellence in the Teaching of Logistics and Supply Chain, and 2013 Distinguished Professor Awarded by the IISE Student Chapter at UT. As the ISSE director, I have overseen multiple research centers, hiring center directors and staff members, preparing budgets, and conducting annual evaluations. Through those tasks, I have built capability of effectively overseeing multiple units.

The Associate Dean provides broad leadership for student recruitment and retention. I was in charge of ISE recruitment, developing recruitment materials, visiting high schools and community colleges, and developing transfer agreements and the first 2+2 agreement at UT with Southeast University. I started and currently oversee the ISE Ambassador program for recruitment, which mimics the TCE Ambassador Program. The undergraduate enrollment at ISE has increased by more than 70% since I joined the department. For any students who are on probation and have any personal issues, I have individual meetings with them, help them lay out a plan to get out of this predicament, and provide them with the necessary support they need.

The Associate Dean coordinates with other units on campus to develop and administer multi-disciplinary programs. I have been a big advocate for interdisciplinary research and education. I have been the director of the Reliability and Maintainability Engineering (RME) program since 2012, which is a multiple-disciplinary program involving six engineering departments. The program has an undergraduate minor, graduate certificate, and Master’s degree. The minor program is the largest in TCE and the graduate enrollment has grown by 30%. In addition, I am a faculty member at the Bredesen Center and involved in their interdisciplinary Data Science and Engineering program. I led one $3M NSF NRT proposal for an interdisciplinary graduate education and research program for sustainable food systems. The proposal involves faculty members from seven academic departments across four colleges (i.e., TCE, UTIA, Art and Science, and Haslam College of Business) along with the Baker Center and Bredesen Center and is currently pending.

The Associate Dean facilitates development of Study Abroad and International Global Initiative programs and coordinates with the UT Center for International Education in developing engineering program agreements with international academic institutions. I developed a study abroad program to China five years ago and have led the program every year since then and has been closely working with the UT Center for International Education for new international programs (e.g., Southeast University, Jiangnan University, and Zhejiang University of Technology).
The Associate Dean coordinates with the Graduate School to facilitate development and administration of graduate programs. Besides the RME director, I was the director of Graduate Studies for the ISE department for about two years before I took the ISSE director position. I led the revision of ISE’s PhD program, developed the BS/MS program, managed the graduate admissions, and administrated all graduate programs under ISE. Right now, the ISE department, with the smallest faculty size in TCE, has a large graduate program with more than 150 graduate students.

The Associate Dean represents the College at the University level related to undergraduate and graduate policies, issues, and curricula. As the Associate Department Head, director of Graduate Studies, chair of the departmental curriculum committees (both undergraduate and graduate), and committee members at the College curriculum committee over the years, I have become familiar with university policies, issues, and curricula for both undergraduate and graduate education and feel comfortable to represent the College regarding those items.

The Associate Dean provides leadership on scholarship policies and awards student scholarships and fellowships provided to the Dean's office and represents the College in discussions with Financial Aid. I have chaired the departmental scholarship committee for six years. The committee developed the departmental scholarship policies and procedures and annually selects students for departmental scholarships. In addition, I coordinate the nominations of ISE students for various university and national awards and scholarships (such as IISE scholarships). The number of national recognitions has increased over the years.

Alignment with My Career Goals

When I was promoted to Full Professor in 2015, I asked myself about my next career goal. One goal was set to be elected as an IISE Fellow within 10 years. I was surprised that IISE generously selected me as its fellow in 2018, recognizing my strong commitment to engineering education and research. The award made me rethink my future. The ISE department and TCE have treated me very well and provided me so many opportunities to excel in my research, teaching, and professional development. I feel it is time for me to do more for the College and UT. Now, my career goal is that I will be able to claim myself as a significant contributor to UT, TCE and ISE and as an international engineering research and educational leader at my retirement reception. Furthermore, I hope that my colleagues at UT and in the engineering community can still mention my name and what I have done to communities 20 or 30 years after my retirement. To achieve those very ambitious goals, I know that I need to not only better myself and my graduate students but many others. As an accomplished teacher and academic leader at the departmental level, my next-level challenge is about how I can make TCE a leading engineering college for excellence in education and research in the nation and in the world, and help UT achieve its Top-25 goal. One important aspect of achieving this vision for TCE is to have caliber engineering education and facilitate student success during their time at TCE and through their careers after graduation. Therefore, I strongly believe this Associate Dean position is perfectly aligned to my career goals and my vision for TCE.
Philosophy of Engineering Education and Student Success

Before talking about my philosophy of engineering education and student success, I would like to discuss how we know our engineering education is successful. In my mind, there are two major indicators: 1) A large number of TCE students will be successful in their careers; and 2) the successful alumni believe their engineering education at UT make a significant contribution to their success and are willing to help younger engineering students at TCE succeed. My vision for engineering education at TCE is to see numerous TCE alumni be interviewed by national media for their positive and significant impact to our society and see them mention their TCE experience when they share their success stories with others. Not only could they assist younger TCE students through endowments, but could also be a mentor, regularly visit the College and share their success stories, promote UT and TCE at various events, offer job opportunities to TCE graduates, and provide advice to the College and departments for enhancing our engineering education. If I have to select one single metric to measure our engineering education and student success, I will use the percentage of TCE alumni with high engagement with UT and the College. Their elevated engagement indicates their satisfaction towards our education and their belief in the values that TCE provides to their success during their time at UT and after graduation. Their elevated engagement is the best way to promote TCE’s reputation around the nation and the world and the best way to raise the ranking of our engineering education. In order to achieve the above vision, I will layout my philosophy of engineering education and student success along two key points: life-cycle view and focus on individual growth for problem solving and leadership. Engineering is about cost-effective solutions for human benefits. The long-term student success is about their impact to the society, through their engineering practice, entrepreneurship, research, leadership, and community service.

Life-Cycle View for Engineering Education Excellence

Our engineering education should adopt a life-cycle view, as illustrated in the following figure, and make efforts along the whole educational and career life cycle of engineering students.

Pre-College: In order to have more successful TCE alumni, we need to increase the quantity and quality of inputs to our engineering programs and conduct proactive recruitment to attract more talented, motivated, and diversified high school students to apply for engineering programs at UT. TCE has decided to increase its enrollment significantly over the next five years, responding to the

Big Orange. Big Ideas.
15% goal of the University. In order to do that, more proactive measures are necessary to stimulate STEM interest among the larger population. Right now, most TCE students are from East Tennessee. We need to increase our STEM outreach and recruitment efforts in Middle and West Tennessee over the next five years and may expand the efforts over the whole nation. The modern societies ask for more female engineers and more minority engineers but only about 20% of current TCE undergraduate students are female and 12% are underrepresented minority students. Actually, many female engineering students are our top students and become engineering leaders in their careers (e.g., Dr. Leslie Benmark). We need to share their success stories with high school female students and dismiss their stereotype biases and concerns toward engineering. The current Engineering Ambassador program has done a wonderful job to host prospective students and their parents but more outreaches may be necessary to visit high schools and community colleges to introduce our engineering majors and to introduce TCE. The Engineering Office of Diversity is expected to play a key role in increasing our student diversity through various existing and new recruitment activities.

**Freshman Year:** Retention has become a critical metric for evaluating educational quality. Most dropouts happen in the first year because the transition from high school studies to college lives is huge. When being away from home and in a less-structured learning environment, freshmen are likely to be distracted away from their academic work and be upset by the fast-paced learning of advanced materials that are critical to engineering (e.g., calculus and physics). A lot of adjustments are necessary for them to adapt to their new environment. The Engineering Fundamental program and the Engineering Advising office can provide tremendous support to freshmen through better tutoring and advising. Furthermore, students are often more inclined to talk to each other. All student chapters and professional advisors at engineering departments should engage freshmen as early and as much as possible and provide them a community feeling through those engagements. The Cook Grand Challenge Honors Program is great in challenging TCE students from the first year and through their college years.

**Sophomore Year:** Sophomores start to take courses in their majors and may still transfer out of the College. Sophomores should be encouraged to think about their career goals and to plan their engineering careers. They should be involved in engineering professional societies along with other student organizations to grow their leadership skills. Engineering professional development through co-ops and internships may start from the sophomore year so that students can figure out what their true passions are and realize the purposes and values of engineering courses in practice.

**Junior Year:** Juniors typically take courses in their domain disciplines and build strong bonding with their academic departments. It is also the time for them to practice leadership through student organizations and get involved in departmental and college activities.

**Senior Year:** Engineering is fundamentally about problem solving and about delivering values to human societies. Seniors are supposed to address real-world problems with their learned knowledge and tools. The new Integrated Engineering Design program will not only benefit students in the program but also provide best practices to improve senior designs housed at individual engineering programs. Senior year is also the time for students to provide service to their majors and TCE, such as being Engineering Ambassadors, mentors for younger students, and tutors for freshmen and sophomores who are in need. Those services will help seniors grow their leadership and also tighten their bond with UT and TCE.
Professional development and leadership development should be threaded through the whole TCE undergraduate education. Students should be encouraged to build a solid engineering foundation and be sensitive to current societal issues. TCE students need to have international perspectives in order to be competitive in the current global market. Compared to other engineering colleges across the nation, TCE needs to increase student participation in study abroad and exchange programs.

**Early Career:** TCE needs to enhance communication with its recent graduates, provide them a strong professional network, and invite them to be involved in our undergraduate education, such as delivering information sessions to share their suggestions as young professionals. Since their ages are closer to our current students, their advice is often more valuable and better received by current engineering students. TCE should also provide valuable support to its recent graduates and may learn some best practices from many top Business Colleges, which are good at maintaining active professional networks for supporting their graduates.

**Graduate Programs:** Engineering professionals require life-long learning. Through our current BS/MS and MS/MBA programs, TCE has encouraged more of our own undergraduate students to pursue graduate degrees immediately. More efforts are necessary to encourage our previous graduates to further their advanced studies, especially through our distance programs. Statistics show that having a master’s degree is the best investment for a person’s career. TCE should work with engineering departments to develop strategic plans to grow our Master’s program, which is also important for the economy of Tennessee and the nation and for the revenue of TCE.

**Mid-Career:** A strong alumni network is necessary to encourage our graduates in their mid-careers to be more involved in our engineering education, such as serving in advisory boards and participating in surveys. More engagement will encourage them to hire our current students for internships and co-ops, sponsor our senior projects, and offer jobs to our graduates.

**Late-Career and Retirement:** Our alumni in their late-careers and retirements could be valuable mentors to our students by sharing their successes and inspiring younger engineers to pursue bigger dreams. Engaging alumni in this stage of our engineering education not only provides values to current students but also satisfies those alumni’s desires to make a larger impact on society.

In summary, effective integration over the years at TCE and along the whole life cycle of engineering education provides the largest values to our student success, now and later in their careers, and makes them strongly bonded to UT and TCE.

**Focus on Individual Growth for Problem Solving and Leadership**

We are facing the engineering education of Generation Z. This generation is facing a more globalized economy, a growing income gap and a shrinking middle-class, and fast-evolving technologies (such as big data and AI). At the same time, Generation Z students are “more entrepreneurial, innovative, and independent learners concerned with effecting social change” (Seemiller and Grace 2016). Our engineering education should be sensitive to those new characteristics by providing a more individualized educational experience to them. Data sciences have been incorporated in several engineering programs’ curricular but can also be used to enhance engineering education. Georgia State University increased their completion rate by using a predictive analytics engine with 10 years of data that included 144,000 student records and 2.5 million grades (Helping 2019). The engine
monitors all students with 800 risk factors, from academic performance, attendance, to financial issues, identifies students before they face crises, and provides individualized and timely help to those students. The program, together with their strong advising program, is especially successful to improve the completion rate of low-income, first-generation, or minority students. The data analytics and advising program may also encourage students to shape and pursue their individual dreams (career goals) in early stages. Students should be encouraged to think up grand challenges faced by our societies and the whole globe and take leadership when addressing those challenges. Corresponding challenges and professional development opportunities can then be given to a large population of students, such as undergraduate research, study abroad, and service-learning. This kind of individualized and accurate support and challenges are critical to the success of Generation Z students. TCE has already built a strong advising program and may use more data analytics to better use our advising and other resources to grow each individual engineering student.

Engineering is about problem solving and about making a societal impact. Engineering knowledge and tools learned in classes have value only when students know when to apply them and what to apply for specific problems. TCE should further invest in its Engineering Professional Practice program to place students for internships and co-ops. Curricula and teaching schedules should be more flexible for students; participation in professional practice. Extra efforts may be necessary for TCE, perhaps through a stronger TCE alumni network, to recruit more companies for providing professional practice opportunities to our engineering students.

**Summary**

Providing comprehensive and integrated educational service to our engineering students at different stages along their educational and career life cycle and enhancing their problem solving and leadership skills will help our engineering students succeed and then give TCE credit for their success. TCE will fortunately see more of its alumni be interviewed by national media for their positive and significant impact on our society and see them mention UT and TCE during their interviews.
Curriculum Vitae

Mingzhou Jin

The University of Tennessee at Knoxville (UTK)

EDUCATION
• Ph.D. (2001) Industrial and Systems Engineering, Lehigh University
• M.S. (1998) Management Science, Business School of Zhejiang University
• B.S. (1995) Electrical Engineering, Zhejiang University, China

APPOINTMENTS
✓ 2018 – Present
   Director of the Institute for a Secure and Sustainable Environment, UTK
✓ 2015 – Present
   Professor and Associate Department Head of Industrial and Systems Engineering, UTK
   Director of Graduate Studies, Industrial and Systems Engineering, UTK, 2017–2018
   Director of the Logistics, Transportation, and Supply Chain Engineering Lab, UTK.
   Director of the Reliability and Maintainability Engineering Program, UTK
   Affiliated Faculty of the Bredesen Center, UTK
   Affiliated Faculty with the Oak Ridge National Lab
   Faculty Fellow of the Center for Transportation Research, University of Tennessee
✓ 2012 – 2015
   Associate Professor and Associate Department Head of Industrial and Systems Engineering, UTK
✓ 2008 – 2011
   Associate Professor of Industrial and Systems Engineering, Mississippi State University (MSU)
   Director of Logistics and Transportation Engineering Lab, Mississippi State University
   Affiliated Fellow with Critical Infrastructure Protection Center, Mississippi State University
   Affiliated Fellow with Geosystems Research Institute, Mississippi State University
   Affiliated Fellow with Center for Computational Science, Mississippi State University
✓ 2002 – 2008
   Assistant Professor of Industrial and Systems Engineering, Mississippi State University

TEACHING
Courses taught at UTK (average teaching evaluation: 4.5/5.0)

Courses taught at MSU (average teaching evaluation: 4.5/5.0)

Course taught at Lehigh University: (teaching evaluation 4.3/5.0)
Probabilistic Models in Operations Research

Instructional Grants
RESEARCH

Research Grants

1. Improvement of Park-and-Ride Facilities and Services in Metropolitan Areas of Tennessee, Tennessee Department of Transportation, 2019-2020, Co-PI, $149,517.
10. PEV Pricing Under ZEVs, Oak Ridge National Lab, 2016, PI, $18,169.
15. A Simulation Model for Intermodal Freight Transportation in Louisiana, the National Center for Intermodal Transportation for Economic Competitiveness and Louisiana Department of Transportation and Development through Louisiana State University, 2013-2014, PI, $62,340.
16. Macro-level Intermodal Capacity Modeling, the National Center for Intermodal Transportation for Economic Competitiveness through Hampton University, 2013-2014, PI, $44,316.
18. Development of Performance Measurement for Freight Transportation, the National Center for Intermodal Transportation for Economic Competitiveness through Louisiana State University, 2012-2013, PI, $37,931.
26. Analyzing Congestion and Capacity Impacts from Disruptions to Critical Infrastructures in the Rail Network, the National Center for Intermodal Transportation, 2009-2010, PI, $69,742.
27. Framework Development for Scalable and User-Friendly Port Recovery Planning Simulation, the National Center for Intermodal Transportation, 2009-2010, Co-PI, $65,325.
28. Modeling Economic Benefits of Resilience Enhancement Strategies for Intermodal Transportation Systems, the National Center for Intermodal Transportation, 2009-2010, Co-PI, $57,519.
36. Analysis of Mississippi’s Transportation Network Relative to Prospective Automotive Assembly Sites: Inbound Logistics Analysis, 2007, Mississippi Department of Transportation, Co-PI, $131,000.
38. The Impact of a Distribution Center in Meridian on Logistics Cost, 2006, K & S Custom Warehousing, Inc, PI, $1,533.
39. Analysis of Mississippi’s Intermodal Transportation Infrastructure Relative to Prospective Sites of Automotive Assembly Plants, 2005-2007, Mississippi Department of Transportation, PI, $94,187.
45. Intermodal Transportation System Performance Assessment Model and Decision Tool, 2002-2003, the National Center for Intermodal Transportation, PI, $138,929.
46. MEP Logistics Support, 2002-2004, the Center for Advanced Vehicular Systems, PI, $33,434.
49. System Perspective on Intermodal Passenger Transportation System, 2002, the National Center for Intermodal Transportation, PI, $10,000.

Journal Papers


1 Underlined authors are M. Jin’s students and * for corresponding author(s)


Refereed Conference Papers


**Book Chapter**


**Presentations**

More than 100 presentations at various conferences and meetings and more than 30 seminars at various universities

**SERVICE**

**University Service**

Task Force for New Faculty Hiring Procedures (2014, UTK), University Committee on Courses and Curricula (2010-2011, MSU), Review Committee of Research Initiative Program (2008, MSU)

**College Service**

Tickle College of Engineering Promotion and Tenure Committee (2016-present, UTK), Tickle College of Engineering Dean Search Committee (2017-018, UT), Tickle College of Engineering Associate Dean Search Committee (2016, UTK), Tickle College of Engineering Committee on Courses and Curricula (2012-present, UTK), Bagley College of Engineering Research Advisory Committee (2008-2011, MSU), Bagley College of Engineering Committee on Courses and Curricula (2009-2011, MSU)

**Departmental Service**

Faculty Search Committee for the Department of Business Analytics and Statistics (2014-2015), Honor Coordinator (2013-present, UTK), Undergraduate Interest Committee (Chair, 2013-present, UTK), Graduate Interest Committee (Chair, 2013-present, UTK), Research Interest and Graduate Study Committee (Chair, 2012-2013, UTK), Faculty Search Committee (Chair, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2018, UTK), Recruiting Committee (2012-present, UTK), Library Representative (2012-present, UTK), Coordinator of the Pritchard Speaker Series (2005-2011, MSU), Promotion and Tenure Committee (2008-2011, MSU), Operations Research Technical Committee (2002-2011, MSU), Library Committee (Chair, 2003-2011, MSU), Graduate Committee (2002-2008, MSU), Undergraduate Committee (2004-2011, MSU), Faculty Recruiting Committee (2006, MSU)

**Advisor of Student Organizations**

- Industrial Engineering Graduate Student Association (2003-2011, MSU)
• Alpha Pi Mu, the Honor Society of Industrial Engineering (2005-2011, MSU): Honorable mention (Sixth Place) for 2008 APM outstanding chapter

Professional Service
• Associate Editor of the Journal of Cleaner Production, 2015 - present
• Editorial board member of the International Journal of Production Economics, 2014 - present
• Editorial board member of the Engineering Economist, 2013 - present
• Regional Vice President of the Institute of Industrial and Systems Engineers (IISE), 2018 - present
• Editorial board member of the International Journal of Information Systems and Supply Chain Management 2010 - 2016
• Guest Editor of the Journal of Cleaner Production, 2014 - 2016
• Proposal panelist for National Science Foundation, 2015
• Editorial board member of the International Journal of Business Analytics, 2011 - present
• Practice Co-Chair for INFORMS 2016
• President of the Logistics and Supply Chain Division of IISE, 2016-2017
• President of the Engineering Economy Division of IISE, 2014 – 2015
• Secretary of the Railway Application Section of INFORMS, 2014 - 2015
• Member of the TRB Rail Capacity Subcommittee, 2013 - 2015
• Board Director of the Logistics and Supply Chain Division of IISE, 2014 - 2015
• Chair of the Logistics and Supply Chain Track of ISERC, 2014 – 2015, 2015-2016
• Chair of the Engineering Economy Track of ISERC, 2013 - 2014
• Communication Director of the Engineering Economy Division of IISE, 2012 - 2013
• Technical Program Committee member for IEEE Industrial Engineering and Engineering Management 2010, 2011, 2013, 2014 Conferences

Professional Membership
• Institute of Industrial and Systems Engineers (IISE), Fellow
• Institute of Operations Research and Management Science (INFORMS)
• International Council of Systems Engineering
• American Society of Engineering Education

Reviewer for Journals

Corporate Consulting
1) Stratonics, 2015 ~ present
2) OnTrackNorthAmerica, 2014 ~ present
3) New Global Systems for Intelligent Transportation Management Company, 2011 ~ present
4) Bush Brothers, 2014

Hosted Visiting Professors/Scholars
HONORS

- IISE Fellow, elected in 2018
- 2018 Tickle College of Engineering Outstanding Faculty Service Award
- 2017 Dr. Kenneth Kirby Endowed Faculty Award
- 2016 IISE Outstanding Regional Faculty Advisor Award for the Mid-Atlantic Region
- 2016 College of Engineering Outstanding Faculty Advisor Award
- 2015 Marsh for College of Engineering at the Fall Commencement
- 2015 CTR Fellow Award
- 2015 College of Engineering Teaching Fellow Award
- 2014 Annual IIE Award for Excellence in the Teaching of Logistics and Supply Chain
- 2014 1st Place in IIE Logistics and Supply Chain Case Study Competition (Advisor)
- 2014 Distinguished Professor Awarded by the IIE Student Chapter at UT
- 2011 State Pride Faculty Award at MSU
- 2010 State Pride Faculty Award at MSU
- 2010 Hearin Faculty Excellence Award of Bagley College of Engineering
- 2009 Best Paper of the Department of Industrial and Systems Engineering at MSU
- 2008 Mississippi State University Faculty Research Award for Bagley College of Engineering
- 2006 Best Paper of the Department of Industrial and Systems Engineering at MSU
- Milestone Fellowship at Lehigh University (1998-2001)

PH.D. STUDENT ADVISEES

Ongoing (7): Jeremy Hale, Huyseyin Kose, Taner Cokyarsa, Wenquan Dong, Rui Li, Suresh Rangan, Rongyun Tang

Former (11):
5. Sandra Affare, 2015 (Co-chaired with James Simonton), Dissertation Topics: “High Reliability Organizational Suggestions to Reduce the Risk of Hospital-Associated Infections”