

RESUME FOR WARREN F. AHTYE

I was born on June 5, 1928 in the agricultural town of Salinas, California. Most of my first eighteen years was spent in the ghetto called Chinatown.

EDUCATION - Graduated from the University of California at Berkeley with a B. S. in Mechanical Engineering in 1951. GPA of 3.25. Elected to Tau Beta Pi honorary engineering society limited to the top 10% of the engineering class.

Graduated from the University of Southern California with an M. S. in Mechanical Engineering in 1957. GPA of 3.70

Graduate studies in physics, mathematics, astrophysics, aero acoustics, and engineering at Stanford University from 1958 through 1980. GPA of 3.65. Decided to forego thesis work because of financial constraints and management opportunities.

WORK EXPERIENCE - Aerodynamicist for North American Aviation from 1951 to 1957, rising from junior engineer to group leader in five years. Projects included F-100 fighter bomber, B-70 intercontinental bomber, and X-15 research aircraft.

Senior Research Scientist for NASA Ames from 1957 to 1980. Areas of research included hypersonic aerodynamics, reentry physics, and aeroacoustics. Published numerous NASA reports and presented technical papers at national and international conferences. Leader of a research team that included participants from NASA, UCLA, and JPL to determine the origin of airframe noise. Success of this group resulted in a NASA Special Achievement Award.

Initiated talks with Stanford faculty that resulted in the formation of the Stanford-Ames Institute for Aeronautics and Acoustics, and served on its advisory committee for the first five years. This institute resulted in millions of dollars of research grants for Stanford. During this period I recruited post-doctoral scientists for the National Research Council to participate in NASA-related research, and served as their advisor during their tenure at Ames. I succeeded in obtaining the services of scientists from Stanford, University of Tokyo, University of Calcutta, and the University of Chicago.

Entered the managerial ranks in 1980 as head of the Ames Institutional Operations Office. I was primarily responsible for flight safety of new research aircraft, safety of human and animal research experimentation, and new research facilities. Collateral duties included supervision of R&QA (reliability and quality assurance), security, and medical services, a group comprised of over forty employees. The safety records for new research aircraft and human and animal experimentation were spotless. However, the safety of new research facilities was marred by a catastrophic failure of a major wind-tunnel, partially due to insufficient funding for R&QA.

Promoted to Chief Engineer in 1985. This post was primarily structured to serve as representation to a host of NASA-wide boards and committees. An initial assignment was to

conduct on-site reviews of the technical and managerial capabilities of most of the major NASA contractors, since the majority of the NASA budget was given to these contractors. Surveyed companies included Rockwell International, the builder of the Space Shuttle, Thiokol, builder of the Space Shuttle booster rockets, IBM, Honeywell, and Boeing Aerospace. During this period, I also served on the Space Station Operational Improvement Team.

I was put in charge of the Small Business Innovation Research Program (NASA's version of venture capital) at Ames. My predecessor's duty was to simply allocate Headquarters money to the various Ames research directorates, without any outreach to the Ames researchers who monitored the SBIR contractors and without interaction with the contractors. When I took over this program, Ames ranked in the bottom half of SBIR money given to the NASA centers from Headquarters. Because of my extensive research experience, I was able to work with the Ames researchers and small business contractors, resulting in an allocation increase from \$6M/yr to \$13M/yr, and rank increase from the bottom half to number 2 in the Agency.

I also served as the Ames ombudsman from 1985 to 1993. I was chosen for this position with approval of Ames management and the working staff because of my past reputation for my EEO activities. This job entailed investigating formal complaints from staff members on matters such as sex discrimination, race discrimination, security violations, and promotions.

One of my significant contributions came from my appointment as the Ames Energy Manager. When I took over, the Ames electric energy budget ranged from \$6M/yr to \$10M/yr, the highest electric energy budget of all the NASA centers. In an attempt to remedy this situation, I studied the operations of our large wind tunnels (the major source of electric energy usage) and the pricing structure of our major energy suppliers for a year, then came up with a scheme where our wind tunnels would only operate during low capacity of the electric system in the western United States, thereby enabling the entire system to operate at a lower rate. Then I sold the plan to Ames management, the reluctant wind-tunnel operators, and finally, after six months of negotiation, to our major electric energy supplier, the Western Area Power Administration (WAPA). The results speak for themselves. Ames was able to reduce its electric energy costs by \$60M over a period of 15 years, a savings of 35% over that period. This enabled Ames to attain the lowest energy rates of any NASA center. In addition, WAPA customers were able to see a savings of \$90M over the same period, a classical example of a win-win situation. For that accomplishment, I was awarded the NASA Exceptional Service Award.

COMMUNITY SERVICE - I served on the Los Altos Library Commission from 1972 to 1977. I must have made an impression because I was asked to serve on the Santa Clara County Library Commission (1977 to 1982). I was the chairperson of that commission during the traumatic Proposition 13 cutbacks. I sat down with the County Librarian, helped to develop a plan of action involving reductions in staff and library hours. Then I made presentations to the patrons at each of the branch libraries, and finally a presentation to the Board of Supervisors. Unfortunately, my position was not a popular one, because I insisted on the maintenance of library hours over the retention of staff.

In 1986, a call went out for candidates to serve on the Board of Governors for the California

Power Exchange to represent consumers of electric energy. I felt that this would be a real challenge since I had many hard negotiations with electric energy suppliers such as WAPA, PG&E, Enron, and Portland Gas and Electric. I was interviewed by members of the State Legislature, and chosen to serve on the Board as a consumer representative. Unfortunately, I was only able to serve during the formative years of 1997 to 1998. At the end of 1998, the Federal Government came out with a ruling that any federal employee could not serve as a director on a non- [federal] governmental board if that employee had any fiduciary responsibility involving that board. I was forced to resign just as the system became operational.

TEACHING EXPERIENCE - Prior to my retirement in 2000, I was looking for an activity that would enable me to maintain my intellectual acuity. I saw an advertisement for a part-time physics teacher at Mission College, applied and was immediately accepted. I soon found that it was more of a challenge than I thought. On the average, about 40% of my students were from minority backgrounds with less than acceptable high-school physics or mathematics background. Another 50% were foreign students from Asia, Africa, India, and South America with the usual communication deficiencies. Nevertheless, I tried to mold the course to accommodate most of the students. This resulted in my putting in more time on tutoring sessions than formal in-class time. In addition, I spent a substantial time in mentoring some students as to what schools they should attend, and what advanced courses they should take when they progressed onto a four-year institution. I thoroughly enjoyed the experience, and came away feeling that I had made a substantial contribution. At the end of my first year, I was elected "Outstanding Adjunct Faculty of the Year". The next year, the science department nominated me for a national award. As a result, I received the "NISOD Award for [teaching] Excellence" in 2002. Unfortunately, the engineering-physics enrollment dropped precipitously in 2004, and I, along with most of the part-time physics teachers, were terminated in 2005.

In 2005 I tried substitute teaching at the MountainView-Los Altos High School system and the Palo Alto High School system, with mixed results. When I was given an opportunity to really teach physics or mathematics I enjoyed the experience thoroughly. However, I did have one negative encounter with one of the math teachers at Palo Alto High School (details on request). Unfortunately, most of the substitute assignments came at 5:30 a.m. without benefit of a suggested lesson plan or even topics to be covered. Many of the assignments were in disciplines that I had no previous experience (e.g. handicapped students, languages, art, and even music). Sometimes, I was handed a DVD that I played for the equally bored students. I subsequently gave up substitute teaching in 2009.

REASON FOR APPLYING - There are three reasons of equal importance. First, I view education with almost reverence as it allowed me to climb out of the ghetto. I feel I owe a debt of gratitude to education, and I see no better way than serving on the Board of Trustees. Second, I need an activity that is both challenging, and would allow me to maintain my intellectual acuity. And finally, my experiences as a long-time student (equivalent of nine years of study at the university level), as a community college teacher, as a manager of multi-million dollar programs, and as a parent who has funded two children through a total of 14 years of undergraduate and graduate studies are excellent fits with the problems confronting a community college trustee.

ETHICS - I am not sure what the definition of “ethics” is. My training in morality came at an early age when I attended Chinese school for six years. Every lesson in grammar was framed around examples where a person always sacrifices personal gain for the benefit of others. Let me give you some examples of how I practiced my own version of ethics. In my 40 years of attending school, I have never cheated on any homework assignment or examination. Nor have I helped others cheat. I have observed other students cheat (even at Cal and Stanford). However, I did not report these incidents of cheating to the instructor, because of the prevailing student code of conduct says that one does not “squeal” on his or her peers. When I was a researcher and manager at NASA Ames I was offered free meals, lodgings, and employment by contractors on many occasions in an attempt to change my evaluation of the contractor’s performance or contract bid. I have never accepted such gratuities.

When I represented the Asian community at NASA Ames I was confronted by an ethical dilemma. Racial discrimination was openly practiced by the all-white male management at Ames as admitted by at least three Center Directors. In fact, I was one of the few Asians with enough guts to openly accuse a Center Director of practicing discrimination. As a last resort, some of the Asians wanted to appeal to the local congressman. As leader of the Asian group, I knew that if we took such an action, most of the blame would fall on me (that turned out to be the case). After some soul searching I decided that the futures of my fellow Asians were more important than my professional career, and I played a role in presenting our case to the congressman.

BALANCE OF COMPETING NEEDS - This is a recurring situation that I have experienced in the past as Chief of the Institutional Operations Office and Chairman of the Santa Clara Library Commission. The first step would be a study of student demographics (e.g. high-school background and distribution among the various courses), a comparison of student fees or tuitions and staff salaries with those from the State College and U.C. systems, and finally a study of the voting history for the funding of community colleges within the territory covered by the FHDA system. Of course, this study would be made independent of inputs from the three constituencies as these inputs would be slanted. With this data, I would try to distribute the “pain” in an equitable manner, also keeping in mind the inevitable political fallout. The final step would then be an open meeting with each of the three constituencies where the plan would be revealed and discussed. It’s been my experience that such an approach will make everyone dissatisfied to a certain degree. But isn’t that the life of a trustee?

MISCELLANEOUS - Should I be accorded an interview, I can be reached by phone at 650-968-8092, or by E-mail at wfahtye@gmail.com. I will be unavailable from September 21 to October 11 since I will be vacationing in Europe.