PRESIDENTIAL SEARCH PROFILE

Olin College of Engineering
Introduction to Olin

“The key to what enables Olin to discover and create what others have not—in addition to its inspirational mission and people—is its pervasive culture of experimentation.”

Rick Miller, President and First Employee

Where We Are Today:
We have accomplished a great deal.
We’re not done yet.

Who We Are:
→ We focus on people, not things.
→ We aim to do what is important even when it may be difficult.
→ We create value.
→ We are design and systems thinkers.
→ We engage with the critical issues of our day.

What We Do:
Franklin W. Olin College of Engineering prepares students to become exemplary engineering innovators who recognize needs, design solutions and engage in creative enterprises for the good of the world. Olin is dedicated to the continual discovery and development of effective learning approaches and environments, and collaborating with others to transform engineering education around the globe.

How We Do It:
→ We collaborate.
→ We experiment.
→ We reimagine.

Who We Work With:
The well-established: MIT, Illinois, Harvard, KAIST (Korea Advanced Institute of Science and Technology), National University of Singapore, TU Delft.
The industry leaders: Boston Scientific, Toyota Research, Autodesk, Amazon Robotics, Dassault Systemes.
The educators: Woodrow Wilson Academy of Teaching and Learning, Harvard Graduate School of Education.
The Opportunity

As it enters its third decade, Olin seeks a president who will model its commitment to meaningful, holistic change in engineering education and who will lead this institution in its critically important work. What began as a bold experiment two decades ago is today a living laboratory where students, faculty and staff learn alongside one another, reinventing curricula and pedagogy along the way. Guided by its founding precepts, Olin has established itself as a national laboratory renowned for reimagining STEM education and for redefining the positive impact engineers can have in the world. Olin’s original approach to integrating traditional engineering skills with design and entrepreneurial thinking, reinforced through repeated, large-scale practice in project-based and stakeholder-focused work, has become a widespread standard for engineering education. Its mission extends beyond campus and indeed across the globe as it works in partnership with others to build institutions, inspires lasting impact, and effects transformation in the design and delivery of engineering education.

Olin is deeply engaged in reconsidering and reframing the ethical context of engineering. Ethical responsibility and the concept of doing good in the world have been important parts of professional engineering for at least a century, and were integral in Olin’s founding. The past decade has seen an exploding awareness of the incompleteness of engineering’s traditional conceptions of ethical responsibility, asking: Who should be involved in engineering? What types of processes and outcomes should we value? And how do we consider the social, political, economic and technical systems in which we work?

Olin stands out in higher education because of its willingness to pose and reckon with these questions while seeking to address big, global issues facing society, such as how technological change affects communities in unforeseen ways, how it can have impacts on a global scale and how it can affect populations whose perspectives have been excluded from the conversation. With Olin College’s institutional commitment to transforming engineering education and the pathways that the college has created to catalyze change at other institutions, the college has a profound responsibility to continue to redefine engineering to address the questions above.

Olin’s next president will join a community of remarkable faculty, staff and students who are actively pushing the boundaries of a traditional engineering education; a powerful culture of collaboration that drives both the teamwork and big ideas necessary for success; a solid financial foundation and institutional resources, including a young physical plant on a small campus within metropolitan Boston; and an outstanding reputation among other higher education institutions. These strengths form a rich platform upon which, together, our community and our next president will develop and pursue a vision for the next phase of Olin’s future.
Overview of the Presidential Search

Olin’s search for its next president reflects its strong culture of collaboration and its entrepreneurial mindset. Olin believes that collaboration depends on an openness to change and on the inclusive engagement of all community members in important decisions. Throughout the spring of 2019, the entire Olin community engaged in deep, multilayered discussion and thoughtful dialogue on what the presidential transition means for the college, for engineering education and for higher education in general. Olin’s founding precept of continuous innovation mandates that the college never remain the same. Thus, we recognize the opportunity this presidential transition affords to pose new questions and challenges, to discover Olin’s unrealized potential, and to define the leadership needed to help define and pursue its next mandate.

As the college continues to innovate and build new curricular models for higher education, Olin is unique for its steadfast commitment and ability to challenge basic assumptions. This above all else has been and remains at the core of Olin’s success, and will be a guiding principle for its next president. A number of themes emerged as a result of the presidential search dialogue. While reflection and discourse will continue as the search committee begins to engage and learn from candidates, the challenges and opportunities that face Olin College in the years ahead include the following:
Opportunities & Expectations for Leadership

VISION FOR THE FUTURE

Olin seeks to strengthen its commitment to doing good in the world by building on its innovative and respected undergraduate program in engineering. The challenge for the next president is to join the community in designing a new trajectory for Olin that uses the same spirit of innovation from which the institution was launched and continues to build on its founding precepts. This means identifying and solving future challenges, from internal issues such as curricular design and organizational structure to the larger global challenges facing our world, and developing a clear strategic plan to guide decisions. This plan must be adaptable, flexible and sufficiently broad to enable learning by design and incorporate institutional decisions that advance meaningful impact.

COMMUNITY, COLLABORATION & CHANGE

Olin remains a young institution but is no longer at a nascent stage. A new vision and bold initiatives will require engagement of the community in making changes to both the surface and underside of Olin’s tapestry, including, for example, the composition and expectations of faculty, the balance of traditional faculty-staff roles, the role of students, and different ways to teach and learn. Olin’s culture is deeply interdisciplinary and fundamentally rooted in the mindset and psychology of individual and community well-being. This philosophy, coupled with Olin’s commitment to student learning, success and engagement in the creative process, is the college’s beating heart. The need for the college to be continually open to change and to encourage and support a culture of innovation and risk taking is paramount. Together with the provost, senior leadership team and other voices on campus, the next president must understand, embrace and work within the culture while continuing to move the college toward full realization of its values.

COMMITMENT TO DIVERSITY, EQUITY & INCLUSION

The Olin community is committed to the values of diversity, inclusion and equity. It is working hard to achieve its aspirations in this area. At its founding, the college embraced gender equity; it has consistently met its commitment to a gender-balanced student body and it is working toward gender balance in faculty and staff. It also recognizes that diversity exists along many axes, including racial, ethnic, socioeconomic and developmental. Furthermore, it acknowledges that simply increasing numbers of participants from various demographic groups is not sufficient. Olin continues to establish itself as a beacon for innovation within engineering education, framing engineering as a people-to-people process. The college is committed to creating an equitable and welcoming environment for students, faculty and staff with diverse backgrounds, diverse thoughts and ideas, diverse needs and diverse contributions to make to the community. It seeks a president who will support and prioritize these aspirations, helping the community to meet them by leading by example with kindness, humility, empathy and integrity.
EXTERNAL MISSION & VISIBILITY

Olin College’s impact on engineering education extends well beyond its campus. Olin has achieved a level of international recognition and visibility that is unmatched as a national laboratory for STEM education redesign. This renown has been instrumental and influential in creating new opportunities for the college, and has increased its capacity to achieve its mission. Olin must continue to focus on the collaborative transformation of education, and will look to the next president to shape that influence in partnership with the greater academic community.

FINANCIAL SUSTAINABILITY

As a result of strong fiscal stewardship, a substantial endowment and selectivity, Olin College is financially sound. Maintaining financial sustainability will require balancing its commitment to providing merit scholarships that meet 50% of tuition to all students, need-blind admissions and full need-based aid. These commitments are integral to remaining a national laboratory for and leader in STEM education and experimentation. Olin has pursued and will continue to pursue responsible financial management plans. Under the leadership of the next president, Olin must develop a comprehensive business plan and financial model to enable and ensure its ability to deliver on its mission and promise.

ADVANCEMENT

Olin’s future depends on its next president working collaboratively with the community to stimulate additional private financial support with a compelling case for educational innovation, Olin’s precepts and values, and the potential for global impact. Building on Olin’s strong culture of giving among a small but growing donor base of trustees, alumni and parents, the next decade will require significant growth in the number of major donors motivated to invest in the success of the college. New initiatives or additive strategies will require sources of funds beyond tuition and endowment draw. The next president must prioritize this in order to maximize the resources available to continue and expand Olin’s impact.

LEADERSHIP & ORGANIZATION

While lean, Olin’s operations are remarkably multifaceted and far-reaching. In addition to being a highly regarded small (350 students) residential undergraduate college — Olin also engages with other academic institutions around the world. On a local level, Olin’s partnership with Babson College and Wellesley College exemplifies the opportunities and benefits of institutional collaboration. As Olin evolves, it strives to deploy, if not invent, best practices in leadership development, organizational structure, staff engagement and administrative processes, and sustainability, as well as a business model that supports its broad external mission. In the process, Olin must also identify and examine policies and behaviors that may impede creativity and effectiveness. Olin’s next president must encourage operational sophistication and creativity within an administrative culture where people are encouraged to innovate, learn and iterate.
Professional Qualifications & Personal Characteristics

Olin College seeks a president with a passion for its mission, coupled with the experience, values and leadership style to promote, emulate and participate in a culture of teamwork at all levels throughout the institution.

Olin believes that a culture of experimentation requires creativity in all its participants; an openness to new ideas; a tolerance for the inevitable failures that characterize the path to meaningful change; and the natural inclination to seek community engagement balanced with a sense of purpose and the ability to make principled decisions in leading an efficient and effective organization.

In addition to these qualities, we seek a highly respected thought leader and change agent distinguished by the following hallmarks:

**PERSONAL CHARACTER:** Humility and kindness; empathy, patience and the ability to listen; genuine respect for all people and their contributions; integrity and irreproachable ethics; courage; and a developmental approach to working with others.

**ADAPTIVE MINDSET:** Ability to learn continuously, adapt and evolve.

**VISION FOR AND EVIDENCE OF INNOVATION IN HIGHER EDUCATION:**
Experience co-designing and co-developing visionary, transformational change; the courage to take risks and make mistakes; good judgment and intuition; the capacity to embrace and cultivate a culture of interdisciplinary thought; the ability to work with a diverse faculty and staff to inspire big ideas and meaningful change; and evidence of leadership and innovation in education, experiential learning or other fields.

**LEADERSHIP STYLE ALIGNED WITH OLIN’S CULTURE:** An action orientation and the willingness to question the status quo; the energy and drive to succeed; comfort with working in an interdependent, collaborative and non-hierarchical community; ability to invite and manage disruption; capacity to learn through failure as well as from success; a highly entrepreneurial mindset; ability to effect good decisions.

**TRACK RECORD OF MANAGING COMPLEX ORGANIZATIONAL SYSTEMS:**
The strategic and operational capabilities to effectively lead an intricate, mission-driven enterprise, including strategic planning experience, the ability to motivate and manage highly effective teams, and the analytical and financial acumen to ensure the institution’s long-term success.

**COMMITMENT TO AN INCLUSIVE COMMUNITY:** Experience with and authentic commitment to fostering a diverse, equitable, inclusive community that is welcoming to and supportive of all members; a practitioner and promoter of inclusion as a critical principle in education and engineering, within and beyond the bounds of the immediate community.
The Beginning

Starting in the late 1980s, the National Science Foundation and the engineering community at-large called for reform in engineering education. In order to serve the needs of the growing global economy, it was clear that engineers needed to have business and entrepreneurship skills, creativity, and an understanding of the social, political and economic contexts of engineering. In the mid-1990s, the F.W. Olin Foundation decided the best way to maximize its impact in the 21st century was to create a college from scratch that would address these emerging needs.

In 1997, the Foundation officially established the college with a visionary and unprecedented grant "to be an important and constant contributor to the advancement of engineering education in America and throughout the world." President Richard (Rick) Miller, then dean of the College of Engineering at the University of Iowa, was hired as employee No.1.

A site was chosen for the new college on a 70-acre parcel adjacent to Babson College. Olin’s first faculty members joined the college in September 2000.

The founding faculty came well qualified for the task of inventing the new curriculum, but at a college dedicated to being student-centered, they could not do it alone. The college also recruited 30 student “partners” for a special pilot year (2001-02), during which they worked closely with the faculty to create the first curriculum and a framework for student life programs. Click here to learn more about the partner year.

In August 2002, the Olin Partners were joined by another group of classmates to form Olin’s inaugural first-year class. Sixty-four students graduated four years later, in 2006.

Who was Franklin W. Olin (1860-1951)?

Franklin W. Olin was an engineer, entrepreneur and professional baseball player. Raised in Vermont lumber camps and lacking a high school diploma, he qualified for entrance to Cornell University through self-instruction, graduating in 1886. He played major league baseball during the summers to finance his education. In 1892, Olin started the company known today as the Olin Corporation, a Fortune 1000 company.

The F.W. Olin Foundation

In 1938, Olin transferred a large part of his personal wealth to a private philanthropic foundation. In more than six decades of philanthropy, the F.W. Olin Foundation awarded grants totaling more than $300 million to construct and fully equip 78 buildings on 58 independent college campuses. The Foundation’s commitment of $460 million to Olin College remains one of the largest grants in the history of American higher education.
Core Institutional Values

Olin College’s founding precepts and its core institutional values define its culture →

**Quality and Continuous Improvement**
Olin College will strive for quality in all that it does. It will also strive for continuous improvement in all areas and will measure its progress with appropriate national standards.

**Student Learning and Student Development**
Olin College is a student-centered institution. It will strive to provide educational experiences of exceptional quality and a student life environment that provides for healthy personal development.

**Institutional Integrity and Community**
Olin College will strive to develop long-term relationships based on honesty, fairness and respect. It will further strive to provide a safe environment that supports freedom of inquiry, protects diversity and fosters a sense of well-being.

**Institutional Agility and Entrepreneurism**
Olin College will strive to minimize bureaucracy, cost and institutional inertia in all forms. It will further strive to accept appropriate risks in pursuit of opportunity.

**Stewardship and Service**
Olin College will strive to provide responsible stewardship of all its resources while encouraging a spirit of service to society and a lifestyle of philanthropy.

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**GRAND CHALLENGES SCHOLARS PROGRAM**
Olin is a founding member of the National Academy of Engineering’s Grand Challenges Scholars Program. This program was founded on five pillars that together form a holistic engineering education. Intrinsic motivation is important as students craft an individual program that includes service learning, entrepreneurship, research, global dimension and interdisciplinary learning. Students are encouraged to think about how the program relates to the good they are working to accomplish in the world.
Olin’s Commitments

Diversity, Equity and Inclusion

Olin’s founding precepts drive the college to develop a curriculum and community that unlock the potential of differences in mindsets, backgrounds, abilities, dispositions and experiences, and the diverse perspectives they bring to engineering studies and applications. From the beginning, Olin committed to supporting female-identified engineering students by making sure each incoming class was as close to 50% female as possible. Olin continues its commitment to equity by examining and adjusting the experience of women in and outside of the classroom; as well as increasing its emphasis on including other groups who have been historically underrepresented in engineering. Efforts are underway to recruit a more diverse student population, as well as staff and faculty, particularly more faculty of color. Recent actions have included a series of workshops offered to all community members in 2019 that addressed topics such as white fragility, privilege and allyship, in addition to a student-led reading group that tackles complex issues around race and diversity, among others. Olin also recognizes neurodiversity and other non-visible disabilities as dimensions of diversity, and efforts are ongoing to increase the accessibility of its curriculum for a wide range of students. Olin aspires to make its community and its work welcoming and supportive for diverse students, faculty, staff and stakeholders.

Sustainability

Olin’s commitment to sustainability in its operations and its curriculum continues to grow. The Sustainability Steering Committee, which includes students, faculty and staff, has overseen the creation of a Green Revolving Fund, which supports the implementation of student-driven projects on campus, such as replacing lights with LEDs, and has published a collegewide benchmarking report on our efforts in social, economic and environmental sustainability. The committee is currently creating a strategic sustainability plan highlighting commitments to increase sustainability throughout the institution, such as reducing energy usage. Curricular opportunities culminate in a Babson-Olin-Wellesley Sustainability Certificate Program that recognizes students’ sustained study in this area. Additional student efforts include a club, OROW, which helps create community among students who are passionate about sustainability as well as an EcoReps program that allows students to develop and maintain sustainability projects and be a resource for their peers.
We educate the whole person.

At Olin, it’s not just about what students know, but what they do with that knowledge. The curriculum is shaped to develop skills such as communication and teamwork and to provide depth of technical engineering expertise. Every student learns about software, electronics and mechanical systems, and has several chances to work with students from other majors on interdisciplinary projects.

Olin offers ABET-accredited degrees in electrical and computer engineering, mechanical engineering and engineering, a flexible degree program that lets students choose or create an area of concentration.

The Olin curriculum is based on the idea that engineering starts with people — and ends with people. Students learn who they are designing for and what those people value before they begin to create. Appreciating the social context of the work and making a positive difference in the world are underlying values throughout the curriculum. Students also learn how to envision positive change and how to realize and deliver that change.

Students start engineering right away, with three classes in the first semester that provide hands-on experiences in several areas of engineering. The first year includes a deep dive into design, which is the beginning of a stream of design courses built around projects. Students also take a required entrepreneurship class, Products & Markets, where they begin to develop an entrepreneurial mindset and learn the tools that are essential to realizing true and sustainable positive change. Olin’s integrated curriculum also includes math and science courses to help students characterize and understand the world and to develop the scientific and quantitative analysis tools that facilitate problem solving.

Additionally, Olin students take Arts, Humanities, Social Sciences (AHS) courses both at Olin and at partner institutions. AHS courses are offered in stand-alone forms as well as in integrated forms in which a student combines arts, humanities, social science or entrepreneurship with technical skills and content. Integrating AHS into the engineering curriculum is designed to foster students’ development as critical and contextual thinkers, broad-thinking creators, persuasive communicators, ethical practitioners and self-reflective individuals.

By their senior year, students are ready to solve real problems for companies and communities through Olin’s senior capstone engineering experiences: Senior Capstone Program in Engineering (SCOPE) and Affordable Design and Entrepreneurship (ADE).
Olin has given the unstructured zone between the curriculum and learning outside of the curriculum a great deal of thought. Learning happens throughout a student’s entire college experience. It is not contained to one class, a summer internship or a leadership opportunity. Instead, Olin views these experiences building on each other and flowing from one area of a student’s life to another.

**The Olin College Learning Continuum consists of** courses; undergraduate research opportunities with faculty; nondegree-credit Passionate Pursuits; Co-Curricular offerings; community service; committee work or other service to the college, clubs and organizations; recreation; and postgraduate planning.

**Learning in different contexts lets students work on projects they are most excited about.** These activities inspire creativity and equip students to use what they’ve learned to make a positive impact on the world. Our campus culture values engagement and learning, no matter where it happens.

**Olin faculty work and teach together, bridging multiple disciplines.** There are no departments at Olin, which allows engineers, scientists, mathematicians, arts and humanities faculty, designers, entrepreneurs and social scientists to collaborate in ways that would be unimaginable elsewhere. It is common for faculty in two or more seemingly unrelated disciplines to develop and teach a class together.
Design Nature is an introduction to mechanical design and prototyping. Students take nature as a theme and develop bio-inspired ideas into functional prototypes. Students complete individual and team projects in a studio environment where they seek to develop a shared practice and understanding of engineering design. Projects include mechanisms that hop, swim and climb. The final project is a toy designed to be fun for fourth graders. To evaluate these projects, Olin brings in elementary students from a local school. All students take Design Nature in the first semester. Click here to watch a Design Nature video.
**Products & Markets**

Products & Markets is Olin’s introductory entrepreneurship class and is taken by every student in the second semester of their first year. In this course, students are introduced to Olin’s unique definition of entrepreneurship, which is built upon experimentation, grounded in the context of engineering and driven by the question: “How do we create value?” [Click here to learn more about entrepreneurship at Olin.](#)
User-Oriented Collaborative Design (UOCD)

In UOCD, the focus is on user-oriented, collaborative approaches to design and seeking holistic solutions to problems by integrating user perspectives. Students emphasize the importance of process and the development of strategies. Students observe and engage people to develop a deep understanding of their values and the patterns of their lives, and then develop detailed concepts and models of authentic new products and services.

Click here to watch a UOCD highlight video.
Quantitative Engineering Analysis (QEA)

QEA is a two-semester course launched at Olin in 2016 as a three-year experiment. The course was designed to develop students’ knowledge, skills and confidence in using quantitative analysis as part of the engineering process. The course structure is built around a series of projects with escalating challenge.

Click here to watch a QEA highlight video.
Faculty/Student Research

The majority of the faculty engage in research projects that typically involve groups of undergraduate students. Some of the research conducted at Olin is funded by external federal agencies such as the NSF and NIH, private foundations such as the Mellon Foundation and the Henry Luce Foundation, or through companies. Other research projects are funded through internal grants, including the Olin College Faculty Development Program and the Student Activity Grants. Click here to watch a Research & Impact video.

Recent research projects include:

→ Developing Brain-Machine Interfaces That Respond to Attention
→ Discovering and Studying Asteroids
→ Miniature Marine Robots for Collective Behaviors
→ East Boston Air Quality Project
**Olin Conductorless Orchestra (OCO)**

OCO is the only collegiate orchestra in the country to perform without a conductor. This practice means that the orchestra members perform collaboratively. This leads to a unique form of musicianship that sensitively shapes interpretations of the classical repertoire — interpretations that have won acclaim from audiences far and wide. Watch the OCO perform Mozart at Cooper Union in New York, New York.
Impact on Engineering Education/Collaboratory

Olin is more than just a laboratory for innovation in engineering education on its own campus. It is also a **Collaboratory**, dedicated to stimulating transformational educational experiences with and for other institutions through individual and group engagements to inspire and enable change.

**Visitors**
More than 2,822 unique individual visitors representing more than 832 different educational and other institutions from around the world have visited Olin since 2010.

**Summer Institute**
The Olin Collaboratory **Summer Institute** is a program for faculty and other education professionals who need the tools necessary to conceive and catalyze change in engineering education.

GROWING INFLUENCE
In just 20 short years, Olin has vaulted to the top of the list of leading engineering educators globally. Olin was identified in a recent MIT benchmark study, "The global state of the art in engineering education," as a No. 1 current leader in engineering education, and as the No. 2 emerging leader in the world in engineering education. The college is now regarded as an important global contributor.

In April 2019, the Olin-MIT Colloquium took place to bring the 16 institutions named in the report together as a step to advance the engineering education transformation that each of the institutions has initiated.

REMAKING EDUCATION
In November 2018, Olin co-hosted Remaking Education with Emerson College. The event was a national gathering of leaders in education, industry and nonprofits who experienced a day of storytelling and immersive learning focused on transforming the status quo in education. [Click here to learn more about Remaking Education.](#)
The Olin Community

**Students**

Olin is defined by its tightknit community, one where students have a powerful role as partners. Students are the authors and the main characters of their educational narrative and no two stories are the same.

The Class of 2023 comprises 86 students who come from 21 states and from countries around the world including Nigeria, India, Turkey, Colombia and Singapore.

- 57% female identified
- 52% domestic students of color
- 20% underrepresented students of color
- 8% international students
- 7% first-generation college students
- 20% Pell eligible
- 14% admit rate for the Class of 2023

**Beyond the stats**

- One student is a lead designer for a device that attempts to clean the Florida Everglades of harmful algae blooms; and designed a patent-pending electrical generating system that provides power to areas in developing countries.
- One student built a Segway in seventh Grade.
- One student created personalized iPods for senior citizens.
- One student is a fencing coach.
- One student programmed an autonomous vehicle.
- One student performed the entire Nutcracker Suite with the LaCrosse Orchestra.
- One student composes original slam/spoken-word poetry.

The unique admission process at Olin involves two steps. It begins with a holistic review of an applicant as a complete person: their academic preparation and potential, how they spend their time, and who they are in their community. If an applicant makes it through the first phase, the second step involves an invitation to **Candidates’ Weekend** where students engage in team activities and interview with different members of the Olin community. If accepted, each student receives a merit scholarship currently valued at more than $100,000. The scholarship covers half of the cost of tuition. Olin is also committed to affordability, practices need-blind admission and meets full demonstrated need for all eligible students.
OLIN IS … Adrian Botran ’21

Adrian is a mechanical engineering major from Key Biscayne, Florida. As a member of the Olin Baja SAE team, he spends a lot of time machining in the shop. Adrian enjoys rock climbing, ice skating (which he first tried at an Olin advising event and quickly got hooked on), flying drones, lying in a hammock somewhere on campus and slacklining. His favorite class was Introduction to Mechanical Prototyping, where students learn to design, build and debug mechanical systems; and his favorite part about Olin is that “it is a community of people that are really passionate about the things they do and a place where curiosity drives learning.”
**Faculty**

Olin’s faculty culture has two distinctive hallmarks: no departments and no tenure. Instead of the usual “tenure track,” faculty are hired on long-term renewable contracts, with support for professional development and a process for promotion. This organizational structure gives faculty the freedom to create innovative and interdisciplinary learning experiences for students. It also provides them with opportunities for unique, intellectually challenging collaborations across disciplines.

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**Click here to learn about Olin’s innovative approach to hiring new faculty.**

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Olin has 42 full-time faculty, with an additional 16 visiting or part-time faculty. 42% of Olin’s full-time faculty are women. 98% of full-time faculty hold a doctorate or other terminal degree.

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**OLIN IS ... Dr. Alison Wood**

Alison is an assistant professor of environmental engineering. She is a distinguished researcher in the fields of water and sanitation, as well as a researcher and practitioner in using interdisciplinary thinking and approaches to solving environmental and sustainability problems. Alison serves as the director of the Babson-Olin-Wellesley Three College Sustainability Certificate program, and the director of Olin’s Grand Challenges Scholars Program. She is a member of Olin’s Sustainability Steering Committee, and a member of Olin’s Context and Ethics in Engineering Education Working Group. Alison has a B.A. in dramatic literature, as well as an M.S. and Ph.D. from Harvard University.
Staff

There are 80 full-time staff members at Olin. The dedicated staff support all aspects of Olin’s internal and external mission. In 2018, staff established the Staff Connections group to foster an added sense of community.

Learn more about Olin’s staff here.

OLIN IS... Aarti Chellakere

Aarti is an integral part of Olin’s Postgraduate Planning team. She joined Olin’s staff seven years ago. In her role, Aarti advises students on applying for graduate schools, external scholarships and fellowship opportunities. “There are a lot of things that make Olin a special community. However, the one thing that makes it amazing are the people — faculty, students and staff coming together to make a difference and create a positive impact in the world. Also, it’s a pleasure working with students who take charge of their education and are willing to put in the effort to make things happen for themselves and their community.”
Alumni

Olin recently held its 14th commencement. The community of 1,064 alumni are passionately devoted to the college and its cause and they are deeply connected to one another. Over the past five years, more than 70% of alumni have donated to the college.

Click here to learn more about Olin’s alumni.

Parcel B A group of Olin alumni and community member investors who believe in Olin College’s mission created an investment collective named for an undeveloped plot of land on Olin’s campus. Parcel B supports and shares in the creation and success of Olin startups, through providing capital, advice or both.

Campfire On the West Coast, Olin alumni bring summer interns residing in the Bay Area together for a speaker series that helps them learn about the startup and business worlds. The 10-week program includes selected readings and networking opportunities.

OLIN IS... Kate Garrett ’06

Kate was a member of Olin’s first class. Following graduation, she joined Pathway Medical as an R&D engineer. In 2011, she attended Stanford University, where she studied medtech innovation as a Biodesign Innovation Fellow. In 2012, she co-founded Ciel Medical, a medical device company solving unmet clinical needs in the ICU. Ciel Medical was acquired by Vyaire Medical in 2017. Currently Kate is a general partner at the venture capital firm Sonder Capital and an assistant director, Innovation Fellowship at the Stanford Byers Center for Biodesign. She is also an inventor on 15 U.S. and international patents.
**President’s Council**

The President’s Council is a group of distinguished advisers from diverse backgrounds who have volunteered their time to counsel the president on a full range of issues relating to innovation in education, including curriculum, student life, administration and finance, governance, admission, and other topics important to the college. The council meets twice annually, in the fall and the spring.

[Click here to learn more about Olin’s President’s Council.](#)

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**Board of Trustees**

Olin’s Board of Trustees currently comprises 17 members, including two former directors of the F.W. Olin Foundation. The board operates with a committee structure similar to boards of other colleges and holds three meetings per year. There are three alumni trustees and three parents, including the current board chair.

[Click here to learn more about Olin’s Board of Trustees.](#)
Resources

**Finances**

Among Olin’s many assets is a current endowment of $384 million — one of the highest per-student endowments in the country. The approved budget for FY 20 is $42.9 million. Olin has a history of balanced budgets and positive credit ratings assessments.

→ Audited financial statements and approved annual budgets can be found at Olin.edu.

→ Credit rating: Moody’s A2/Stable, Standard & Poor’s A+/Stable

**Fundraising**

Olin has deep roots in philanthropy from its founding. The formal fundraising program, while young, is growing. This past year, the Olin Annual Fund successfully raised more than $1 million due in part to a significant donor challenge offered by Olin’s board chair. To achieve a lasting impact in engineering education, however, Olin will require significant resources. The alumni base and current pool of major and principal gift prospects is emerging but is still not sufficiently robust to support priority investments in the Olin mission.

Therefore, Olin reaches outside its natural constituencies to develop close relationships with like-minded people who are passionate about solving the grand challenges of the 21st century and achieving education reform. In January 2016, the college received a $6 million grant from the Kern Family Foundation to accelerate entrepreneurial thinking in undergraduate engineering programs throughout the United States. Additionally, in July 2018, Olin received a $900,000 grant from The Andrew W. Mellon Foundation for an initiative to explore further integration of the arts and humanities within a STEM education.
Olin is nestled on 70 acres in Needham, Massachusetts, a suburb 14 miles west of Boston. Olin’s proximity to Boston and Cambridge affords students access to one of the world’s most college-rich regions and technological hubs.

From the design studios to the robotics labs, on-campus facilities are an integral part of the Olin community. Olin places great importance on communal spaces, which help create the optimum learning environment for team-based, hands-on learning.

The campus’ five main buildings, which include 300,000 square feet of academic, residence and administrative space, curve around “the Oval,” a green space centered in the middle of campus. All Olin students live on campus for their entire college experience in one of two residence halls: East and West. Since Olin’s buildings are less than 20 years old, upkeep and maintenance are less costly than on older campuses. At the same time, the campus is in need of a new campus master plan to guide the next two decades.
Neighbors

Olin has always had a close relationship with Babson College, which has a campus that sits a five-minute walk away. The colleges currently share public safety resources and other facilities. However, the connection between campuses is richer and deeper than just the sharing of resources.

Olin is part of a joint effort among Babson, Olin and Wellesley (BOW) colleges. BOW allows cross registration among students at each of the colleges, helps develop interdisciplinary approaches to teaching and problem solving, and facilitates faculty research and teaching across campuses. The vision behind the Three College Collaboration is to provide students with the creative and collaborative skills, knowledge, and ways of thinking needed to function successfully today and into the future. And Babson’s new Weissman Foundry is an open-door studio space designed with Olin’s input, where Olin students can take classes and work on projects.

Olin is situated less than 3 miles from Wellesley College and only 8 miles from Brandeis University (another cross-registration partner). Needham, Massachusetts, is just 14 miles west of Boston.
Outcomes: Stats, MIT, Gordon Prize, Rankings & Fun Facts

→ Average graduation rate is 91%
→ 93% of Olin’s alumni are employed or in graduate school within six months of graduation
→ Average starting salary (six months out) is $83,345
→ Top employers: Google, Microsoft, athenahealth, Amazon, Apple
→ Top graduate schools: Harvard, MIT, Stanford, Carnegie Mellon University
→ Top producer of startup founders: To date, 37 Olin alumni have founded 28 venture-backed startups (about 1 in 36, a rate far above any other engineering school)
   Click here to learn more.
→ Since 2006, Olin has produced 50 National Science Foundation Graduate Research Fellows and 14 Fulbright Scholars. Olin is consistently named a top Fulbright producer by the U.S. Department of State.

10 years after graduation
→ 31% of alumni have been involved in a startup venture
→ 67% of alumni have pursued graduate degrees
→ 95% of alumni report that they love their job
→ 97% of alumni feel valued in the workplace

MIT Study: The Global State of the Art in Engineering Education

A report, commissioned by MIT in support of its New Engineering Education Transformation (NEET) initiative, named Olin College of Engineering #1 in engineering education globally.

Gordon Prize

In 2013, Olin College’s three founding academic leaders, Richard Miller, David Kerns and Sherra Kerns, received the Bernard M. Gordon Prize, one of engineering’s highest honors. The $500,000 prize is awarded by the National Academy of Engineering to recognize innovation in engineering and technological education.
Rankings

→ US News & World Report (2018): #3 Best Undergraduate Engineering Programs, non-doctoral
→ CNBC (2019): 20 Best Value Colleges of 2019
→ Business Insider (2018): #3 50 Smartest Colleges in America
→ Princeton Review (2018): Colleges that Pay you Back and Best Northeastern Colleges
→ PayScale (2018): College Salary Report — Best Universities for a Bachelor’s Degree
→ College Factual/USA Today (2016): #18 Best Colleges Nationwide, #4 in Massachusetts and #7 in New England

Click here to see a more comprehensive list of rankings and awards on our website.

Fun Facts

→ Sports: 0 NCAA championships
→ Olin Expo: 2,500+ projects presented
→ Students: 350; student clubs — 45
→ Commencement ceremonies: 14
→ Olin Electric Motor Sports: 4 years, 65 undergrads, 100,000+ hours of learning, 4 vehicles, 1 team
→ Making the shop: 6 students, 2 staff, 2 faculty, the occasional dog
→ Top producer of toy prototypes for fourth graders: 1,000+ demo’d to date
→ Computer-controlled cooking machines produced: 9.5 original
**Procedure for Candidacy**

Inquiries, nominations and applications are invited and should be submitted via email to [OlinPresident@wittkieffer.com](mailto:OlinPresident@wittkieffer.com). For fullest consideration, application materials (including a letter of application and a curriculum vitae/resume) should be received by September 15, 2019. Candidate confidentiality will be respected, and references will not be contacted without prior knowledge and approval of candidates.

Material that must be mailed may be sent to:

**President**  
**Olin College of Engineering**  
c/o WittKieffer  
**Attention: Lucy A. Leske, Philip Tang and Julia Venetos**  
**2015 Spring Road, Suite 510**  
**Oak Brook, IL 60523**

Confidential inquiries and questions may be directed to the WittKieffer consultants supporting this search: Lucy A. Leske, Philip Tang and Julia Venetos, at 630-575-6122.

Olin College does not discriminate in admission, employment or other college-administered programs on the basis of race, color, citizenship status, national origin or ancestry, marital status, gender, sexual orientation, gender identity, age, religion, physical or mental disability, pregnancy or pregnancy related conditions, genetic information, membership in the Uniformed Services, veteran status or any other factor protected by applicable state or federal laws.