

CURRICULUM VITAE

NAME

Jeffrey T. Wilkes

ADDRESS

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PHONE

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EDUCATION

2014 M.S., Construction Management, Colorado State University
2000 B.S., Civil Engineering, Texas A&M University

ACADEMIC POSITIONS

2014-Present Senior Instructor and Heavy Civil Endowed Chair
Department of Construction Management, Colorado State University, Fort Collins, CO
2010-2011 Graduate Teaching Assistant
Department of Construction Management, Colorado State University, Fort Collins, CO

OTHER POSITIONS

2014-Present Owner, Consultant, vCM Solutions, Fort Collins, CO
Provide construction consulting services specializing in project scheduling, project/document control systems, estimating, and 3D modeling.

2012-2013 Project Control Coordinator, S.J. Louis Construction of Texas, Austin, TX
Provided construction oversight of various heavy civil projects including ground supported mining/tunneling, open cut utilities, and concrete plant structures. Primary responsibilities include project scheduling, development and implementation of project/document control systems, estimating, 3D modeling, site planning, quantity tracking, owner billing, and general project support.

2006-2010 Archer Western Contractors, Texas/Louisiana Region
Assistant Project Manager – USACE LPV 111 (\$370 Million) & LPV 109 (\$112 Million)
Assisted with job startup tasks including development of CPM schedule, work breakdown structure, budget, subcontracts, and Earned Value Management System (EVMS).
Assistant Project Manager – State Highway 130 – 68 Bridges (\$36 Million)
Supervised staff including office and project engineers, quality control, and safety managers; developed/maintained the CPM schedule, quantity tracking log, daily work plan, block schedule, three-week schedule, and budget; performed cost accounting, projections, P&L statements.
Estimator/Scheduler – Large Project Proposals
Provided estimating and scheduling for various projects ranging from \$75M to \$600M. Performed quantity takeoffs, developed estimates using HCSS software, review subcontractor and supplier quotes for inclusion in estimates, developed estimate schedules for bid reviews, developed request for equitable adjustment/claim for submission to owner including calculations of extended overhead, escalations, and underutilized equipment costs.
Assistant Project Manager – San Antonio Int'l Airport Expansion (\$36 Million)
Provided construction oversight for all disciplines of the Airport Expansion. Generated monthly owner pay applications, developed and maintained the CPM schedule, maintained a three week

look-ahead schedule, tracked quantities and project costs, managed change orders, maintained the project equipment schedule, managed sub and supplier contracts, tracked/paid vendor invoices.

- 2004-2006 Fluor Corporation, Austin, TX
Project Engineer – State Highway 130 (\$1.5 Billion)
 Construction oversight including supervision of project engineers, document control specialists, and interns. Organized a Daily Work Plan and three-week look-ahead schedule. Updated monthly pay estimates and negotiated pay quantities with the owner’s representatives. Maintained the segment CPM schedule, completed job cost adjustments, managed subcontractors, and handled public relations with property owners along the project ROW.
Structures Engineer – State Highway 130 (\$1.5 Billion)
 Construction oversight including discussion and resolution of constructability issues with the design team, oversight of bridge and MSE Wall construction. Performed detailed quantity takeoffs, tracked in place quantities, verified timecards, monitored labor and equipment costs, scheduled work activities, conducted forecasts, managed subcontractors, progressed monthly pay estimate for owner, ordered and scheduled concrete deliveries.
- 2001-2004 Granite Construction Company, Lubbock, TX
Field Engineer – East/West Freeway (\$55 Million) & Lubbock Area Branch (Various Projects, \$2 to \$12 Million)
 Construction oversight including earthwork, roadway, structures, underground and utility relocation operations. Organized a daily work plan, scheduled activities, performed quantity takeoffs, tracked in-place quantities, verified timecards, monitored labor and equipment costs, managed subcontractors, developed and implemented detailed traffic control plans, developed detailed concrete paving plans, public relations with property owners adjacent to the ROW, and provided overall field support for superintendents and foreman.
- 2000-2000 Intern, Bryan/College Station MPO, Bryan, TX
 Metropolitan Planning Organization – Provided office and field support including updating technical documents, installation and retrieval of computerized traffic counters, processed traffic data, maintenance of specialized equipment, updated computer databases, assisted on special projects, and assisted in presentations to city leaders.
- 1998-1999 Intern, Alexander Engineering, Inc., Houston, TX
Field Project Representative (1999): Inspected sub-division construction including installation of water lines, storm and sanitary sewer lines, earthwork, and paving; inspected sanitary sewer rehabilitation; inspected water and wastewater plant construction including formwork and concrete placements; conducted extensive water plant inspections, focusing on testing surface coating systems, and inspected recoating process.
Design Assistant (1998): Developed project standards and specifications, assisted with design calculations, developed plan and profile drawings using AutoCAD, assisted with planning for future projects, and performed detailed quantity takeoffs.

CURRENT JOB DESCRIPTION

Act as primary instructor for various courses; responsibilities include course content development and enhancement, lectures, labs, grading, and student interactions. Interact with the department’s heavy-civil industry partners; advise heavy-civil student competition team.

90% Teaching

0% Research/Creative Activity

10% Service/Outreach

0% Admin

HONORS AND AWARDS

2021-2022	Outstanding Teach Award, College of Health and Human Sciences, Colorado State University
2020	Faculty of the Year, Department of Construction Management, Colorado State University
2020	Associated Schools of Construction Regional Teaching Award (Region 6)
2014-2015	Faculty of the Year, Department of Construction Management, Colorado State University
2010-2011	Outstanding Graduate Teaching Award, Department of Construction Management, Colorado State University

PUBLISHED WORKS**Refereed Journal Articles:**

1. Jeffrey T. Wilkes, MaryEllen C. Nobe, Caroline M. Clevenger, Jennifer E. Cross, 2015, Needs Assessment: Identifying and Addressing High School Counselors' Perceptions of Construction Management, International Journal of Construction Education and Research, Vol. 11, Iss. 3, 2015

COMMITTEES**College Committees:**

1. CHHS Non-Tenure Track Faculty Committee (2018-2020)
2. CM Department Head Search Committee (2019)

Department Committees:

1. CM Cares Committee (2014-2016)
2. IS Lab Committee (2014-2021, Chair 2014-2016)
3. Recruitment and Retention Committee (2015-2016)
4. IS Lab Coordinator Search Committee (2015)
5. Competition Oversight Committee (Chair 2016-present)
6. Faculty Search Committee (2017-2018)
7. CM Operation Advisory Task Force (2017-2018)
8. Curriculum Committee (2018-present)
9. NTTF Search Committee (2019)
10. CM NTTF Code Update Committee (Co-Chair 2019)
11. CM Executive Committee (Nominated and elected CCF representative 2020-present)
12. CCF Search Committee (Spring 2021)
13. CCF Search Committee (Chair Fall 2021)
14. Construction Engineering Taskforce (Fall 2021)

TEACHING

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2021	Fall	CON 101: Introduction to Construction Management	3	98	294
2021	Fall	CON 131: Graphic Communications for Construction	2	14	28
2021	Spring	CON 101: Introduction to Construction Management	3	27	81
2021	Spring	CON 131: Graphic Communications for Construction	2	49	98

2021	Spring	CON 492A: Seminar: Emerging Construction Technologies	1	11	11
2021	Spring	CON 492C: Seminar: Heavy Civil Project Management	1	20	20
2020	Fall	CON 101: Introduction to Construction Management	3	58	174
2020	Fall	CON 131: Graphic Communications for Construction	2	17	34
2020	Fall	CON 270: Introduction to Road Construction	3	57	171
2020	Fall	CON 684: Supervised College Teaching	3	1	3
2020	Spring	CON 101: Introduction to Construction Management	3	112	336
2020	Spring	CON 366: Construction Equipment and Methods	3	82	246
2020	Spring	CON 492A: Seminar: Emerging Construction Technologies	1	18	18
2020	Spring	CON 492C: Seminar: Heavy Civil Project Management	1	19	19
2019	Fall	CON 131: Graphic Communications for Construction	2	65	130
2019	Fall	CON 270: Introduction to Road Construction	3	38	114
2019	Fall	CON 492A: Seminar: Emerging Construction Technologies	1	15	15
2019	Fall	CON 492C: Seminar: Heavy Civil Project Management	1	15	15
2019	Fall	KEY 192C: Breaking Ground: Building Future Leaders	3	9	27
2019	Spring	CON 469: Soils Engineering for Construction Managers	3	76	228
2019	Spring	CON 496: Horizontal Construction Bootcamp	1	17	17
2018	Fall	CON 270: Introduction to Road Construction	3	28	84
2018	Fall	CON 469: Soils Engineering for Construction Managers	3	87	261
2018	Fall	CON 496: BIM Bootcamp	1	15	15
2018	Fall	CON 496: Horizontal Construction Bootcamp	1	14	14
2018	Fall	KEY 192C: Breaking Ground: Building Future Leaders	3	19	57
2018	Spring	CON 469: Soils Engineering for Construction Managers	3	74	222
2017	Fall	CON 270: Introduction to Road Construction	3	41	123
2017	Fall	CON 366: Construction Equipment and Methods	3	91	273
2017	Fall	CON 496: BIM Bootcamp	1	15	15
2017	Fall	CON 496: Horizontal Construction Bootcamp	1	20	20
2017	Fall	KEY 192C: Breaking Ground: Building Future Leaders	3	15	45
2017	Spring	CON 131: Graphic Communications for Construction	2	52	104
2017	Spring	CON 366: Construction Equipment and Methods	3	68	204
2016	Fall	CON 131: Graphic Communications for Construction	2	30	60
2016	Fall	CON 270: Introduction to Road Construction	3	36	108
2016	Fall	CON 366: Construction Equipment and Methods	3	43	129
2016	Fall	CON 496: BIM Bootcamp	1	14	14
2016	Fall	KEY 192C: Breaking Ground: Building Future Leaders	3	17	51

2016	Spring	CON 131: Graphic Communications for Construction	2	41	82
2016	Spring	CON 366: Construction Equipment and Methods	3	78	234
2016	Spring	CON 464: Construction Leadership	3	13	39
2015	Fall	CON 280A1: Introduction to Heavy Construction	3	19	57
2015	Fall	CON 366: Construction Equipment and Methods	3	71	213
2015	Fall	CON 469: Soils Engineering for Construction Managers	3	24	72
2015	Fall	CON 496: BIM Bootcamp	1	11	11
2015	Fall	KEY 192C: Breaking Ground: Building Future Leaders	3	15	45
2015	Spring	CON 131: Graphic Communications for Construction	2	49	98
2015	Spring	CON 366: Construction Equipment and Methods	3	80	240
2015	Spring	CON 464: Construction Leadership	3	7	21
2014	Fall	CON 131: Graphic Communications/CAD	2	19	38
2014	Fall	CON 366: Construction Equipment and Methods	3	25	75
2014	Fall	KEY 192C: Breaking Ground: Building Future Leaders	3	16	48
2014	Fall	CON 496: BIM Bootcamp	1	15	15
2014	Spring	CON 131: Graphic Communications/CAD	2	70	140
TOTAL SCH					5306

Student Competition Teams:

Coach and mentor team members as they prepare for various student competitions. This includes leading regular training sessions and practice problems with the students to help them better understand and prepare for the deliverable requirements of each competition format. Training topics include problem solving, cost estimating, quantity takeoffs, labor, material, equipment, and subcontractor analysis, critical path scheduling, project coordination, site logistics, means and methods, resource management, contract documents, risk analysis, time management, software training, presentation skills and leadership.

2014-2015 ASC Heavy Civil Team (2nd place)

2015-2016 ASC Heavy Civil Team

2016-2017 ASC Heavy Civil Team

2017-2018 ASC Heavy Civil Team

2018-2019 ASC Heavy Civil Team (1st place)

2019-2020 ASC Heavy Civil Team (1st place)

2020-2021 ASC Heavy Civil Team

2021-2022 ASC Heavy Civil Team

2018-2019 CCA Heavy Civil Team (2nd place)

2019-2020 CCA Heavy Civil Teams (1st place & 3rd place)

2021-2022 CCA Heavy Civil Team

Below is a positive comment about my coaching made to the Competition Coordinator:

Jeff Wilkes is an excellent competition coach. He always ensures the team has everything they need to compete and pushes us to go to the next level. Jeff's experience in the Heavy Civil industry is invaluable to our success. Jeff also lends a hand to the younger team members and helps them grasp new and difficult concepts and encourages them to learn more about the heavy civil industry outside of the

competition. Additionally, Jeff lets us learn from our mistakes, large or small, and helps us grow from that experience. I couldn't ask for a better team coach!

Teaching Activities:

All Courses

Impactful Classroom Teaching Improvements

I reformatted all my course Canvas pages with the goal of making course materials more accessible and easier to follow. The cornerstone of this effort was to write a clear purpose and objectives for each assignment. The purpose for doing this was to make it clear to the students why we were completing the exercise and describe how it would relate to topics we would cover later in the semester. Below is a screenshot of the Chapter 1 In Class Exercise (ICE) from CON 469 – Soils Engineering for Construction as an example.

CH-1 ICE | Physical Characteristics

A sieve analysis (or gradation test) is a practice or procedure used to assess the particle size distribution (also called *gradation*) of a granular material by allowing the material to pass through a series of sieves of progressively smaller mesh size and weighing the amount of material that is stopped by each sieve as a fraction of the whole mass.

The size distribution is often of critical importance to the way the material performs in use. A sieve analysis can be performed on any type of non-organic or organic granular materials including sands, crushed rock, clays, granite, feldspars, coal, soil, a wide range of manufactured powders, grain and seeds, down to a minimum size depending on the exact method. Being such a simple technique of particle sizing, it is probably the most common.

Once a soil has been designated as either coarse fine, it can be further differentiated by subdivision of the entire mass of solid material into size ranges. These are outlined in Table 1.1, including the various descriptive adjectives used in designating these fractions. Coarse soil constituents may be sand, gravel, cobbles, or boulders.

Objectives

1. Examine the sieve analysis results
2. Calculate the initial particle size distribution
3. Recognize sieve analysis fundamentals as a building block for eventual analysis of soil index properties and soil classification

CON 101 (Introduction to Construction Management)

Learner Assessment

Created a new assignment for each of the 16 textbook chapters. Each assignment features a different format so that the students experience a variety of assessment types. These assessment formats include an infographic to explain the different construction industry sectors, outline to compare and contrast project delivery methods, questions from a recorded interview, plan reading exercise, matrix of project management responsibilities in each project stage, small group discussion covering managing diverse project teams, developing a conceptual cost estimate based on limited project information, calculating a detailed estimate (quantity takeoff, labor/material/equipment cost, and anticipated days) based on complete project information, writing a request for information, developing a site logistics plan, completing a critical path schedule, earned value analysis spreadsheet, created a quality and safety management plan, developed a risk assessment, building information modeling project walkthrough, and sustainability rating. The different assignment formats allow for a students to demonstrate their knowledge in different ways.

Impactful Classroom Teaching Improvements

In addition to creating the new assignments, I also collaborated with the CSU Building Department to adopt an on-campus project to use as the backdrop for each assignment. The project we chose is the CSU Salt Shack, a maintenance and storage facility on the south campus. The assignments listed above utilize the Salt Shack as the

basis for the exercise, which really helps the students grasp the interrelated nature of all construction concepts.

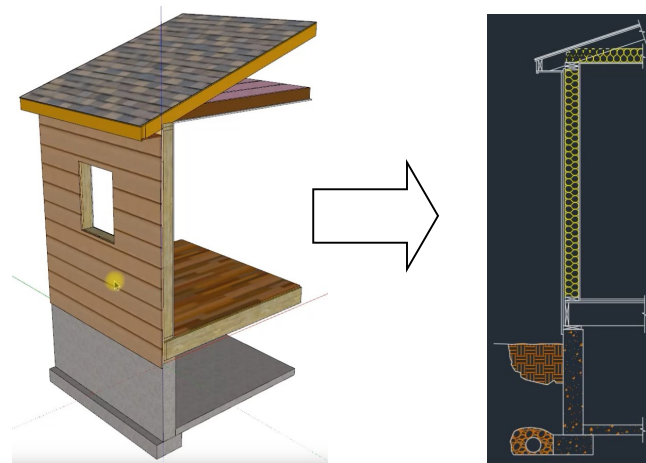
CON 131 (Graphic Communication for Construction)

Enduring Educational Materials

Developed a series of AutoCAD tutorials (16 videos) to walk the students through the AutoCAD module of the course. These videos began with basic AutoCAD functions and progressed through the completion of a residential house project and document creation. The video tutorials were shared with and utilized by all faculty teaching the course. The videos provide an inclusive format for the students to utilize since it allows for them to follow the tutorials at their own pace or re-watch if necessary.

Impactful Classroom Teaching Improvements

In addition to creating the video tutorials, I developed learning enhancement tools to help the students better grasp the construction elements that they were modeling. This elevates to course work from simply clicking the right buttons to actually gaining a better understanding of the construction systems. The screenshots below demonstrate how I used a 3D model of a wall system to better explain the 2D elements that the students were modeling in AutoCAD.



Below is an email exchange from Dr. Jon Elliott describing a student's feedback on one of this videos:

I'd been working with a student from the beginning of the semester, and could see the struggle to visualize 3D based on 2D details. I actually saw the 2D to 3D transition concept 'click' for the student based on the detailed wall section SketchUp model you created! I was working with a student in my CON 131 class and unsolicited the following comment was made about the SketchUp model you created and referenced in the AutoCAD project video. In summary the student said "I wasn't real sure what I was drawing in 2D for the foundation detail from the scaling assignment. But after seeing the SketchUp model while completing the AutoCAD project, I really understand how the 2D drawings I'm making are representing a 3D house foundation, wall and roof overhang."

CON 270 (Introduction to Road Construction)

Learner Assessment

Developed an Integrated Work Plan (IPD) model for CON 270 project delivery to better translate the course content into a format that is meaningful and similar to industry practice. This IPD model requires the students to evaluate construction activities for critical management elements including labor, material, and equipment resources, duration to complete the activity, key quality control metrics, and safety analysis. Students deliver a one-page report that mimics a management tool that would be used on a real-world project to link office management parameters to field level construction tasks.

Mentoring/Advising

Served as faculty mentor for a graduate student's CON 684 Supervised College Teaching course. The student has a long-term goal of teaching at the university level, and I helped the student to develop some insight into effective

course delivery.

Below is a letter from the student describing their overall positive learning experience:

In the fall semester of 2020, I had the opportunity to learn under Jeff Wilkes in taking CON 684 where I helped in creating new material, lectures, and assignments for CON 270. Throughout the semester I was introduced to new concepts and characteristics that will benefit my teaching style. The top three of these are:

- *CSU Canvas File Structure*
- *Presentation Language*
- *Judging Difficulty of Assignment*

Jeff's file structure for the class is the biggest thing that will stick with me as it is the most well-organized of any class I have seen. He uses a very easy to understand system which helps for finding assignments or resources we are working on and has lasting benefits as it is set up for an easy transition for someone else to use his content.

Jeff also showed me his ability to transform presentations to the next level with different use of language and the ability to teach larger concepts without bogging students down with text. He also helped in improving my recorded presentations as this style of presenting was newer to me instead of face to face.

In creating new assignments, I struggled with determining the difficulty. I had a hard time separating my knowledge from experience in the industry from what the students have been introduced to in class. Jeff helped show me multiple ways of judging the difficulty of an assignment; some of which was based on how many points the assignment was worth and which category it was a part of (ex: homework, quiz, project, etc.).

CON 366 (Construction Equipment and Methods)

Learner Assessment

Developed 25 In Class Exercises (ICE) to provide working examples of lecture materials to the students. These exercises were developed from scratch and have been used by multiple other faculty members teaching the course. The exercises have been a significant contribution to the class, as demonstrated by the student feedback.

Enduring Educational Materials

Developed video walkthroughs for each of the In Class Exercises. These videos follow the step-by-step process required to complete the exercises and are clearly narrated with additional examples and explanation of the topics. The videos provide an inclusive secondary resource for the students to watch if they were not able to follow or understand the explanation during the regular class time. Additionally, the videos have been used by multiple other faculty members to support their teaching efforts in the class, particularly during the COVID pandemic.

CON 496 (Soil Engineering for Construction Managers)

Learner Assessment

Re-wrote the course objectives to more closely follow the content being covered in the course. New lecture slides incorporating a "hidden content" teaching approach. The slides posted to Canvas for the students were incomplete and had missing content (bulleted lists, formulas, etc.). This missing content forces the students to attend class for the material, or at least go through the textbook on their own to find it.

Impactful Classroom Teaching Improvements

All course assignments were recreated, including:

- 15 In Class Exercises: Delivered during class to support chapter learning objective(s).
- 20 Homework Assignments: Delivered via Canvas Quiz tool. I spent considerable time creating robust question banks and formula/variable question types so that each student gets a different quiz (this prevents students from sharing answers, which is a common problem with Canvas quizzes).

- 4 Laboratory Exercises: Re-wrote all laboratory procedures to be clearer for the students to follow
- 1 Laboratory Practical: New assignment that has not been done before (to my knowledge). At the end of the semester, students were literally presented with a bag of soil and were required to classify it based on course/lab knowledge gained throughout the semester.
- 2 Case Studies: New assignments developed to link course content to practical project scenarios faced by constructing managers.
 - Case Study 1 was based on a drill shaft from the Kiewit Big Thompson project and challenged students to read a geotechnical report and negotiate a change order settlement with a subcontractor.
 - Case Study 2 was based on the dewatering of a pipeline by BT Construction on an RTD project. This required students to interpret a set of construction drawings and design a system to remove water for an excavated area.
- 3 Exams: Re-wrote all exams for the course to reflect the learning outcomes covered in lecture/readings/assignments.
 - A fundamental concept of my exams is to make the students link content from one area to another. For example: Concept A (given) – concept B & C (missing) – concept D (exam solution). By giving students information that is not directly related to the problem solution, I better test their knowledge of the course content and concepts.

KEY 192C (Breaking Ground: Building Future Leaders)

Curriculum Development

Co-developed a service-learning based KEY Academic seminar titled *Breaking Ground: Building Future Leaders*. This course explored leadership, communication, and teamwork principles from the perspective of a construction manager. Students were challenged to improve their skills in the areas of collaboration, public speaking, planning and problem-solving. A strong emphasis was placed on student-driven involvement, initiative and solutions.

Through construction-based service-learning, students experienced first-hand their ability to have a positive impact on the community. Students participated in hands-on activities, engage in discussions with guest speakers, present group lectures, and planed and implemented on and off-campus projects. Projects included a float for the CSU Homecoming Parade, garden boxes for a community organization, a trailhead kiosk sign for a local neighborhood, cleanup and landscaping for a local church, holiday gift collection and distribution to families in need, and mentoring and support for student peers during final exam week. Students were allowed to choose which aspect of the projects they worked on, allowing for an inclusive environment that accommodated their various interests and experience levels. Below is a portion of a letter from the director of the KEY Academic Communities:

Their impact on the students was not limited to formal classroom situations as they interacted actively with students in and outside of the classroom. Both instructors used the teaching situation to create a long-term mentoring relationship with students. Student comments sustain the quality and effectiveness of teaching that they brought to the classroom, as well as the quality of the relationships formed with students.

Educational Professional Development:

- TILT – Best Practices in Teaching at CSU: Design and Develop Your Online Course (Spring 2019)
- TILT – Attended 2-Day Summer Conference on Learning, Teaching, and Critical Thinking. The focus of the conference was on teaching effectiveness. (May 2019)
- FAA Part 107 Drone Certification
 - Attended CSU Drone School during 2019 spring break (approximately 40-hours of classroom time) to prepare for my FAA Part 107 Certification
 - Passed my FAA Part 107 Certification exam to become a commercial drone pilot
 - Attended “Drones for Sustainability” community seminar
 - Attended DJI/Propeller webinar on earthwork quantification and tracking technology

- TILT – Best Practices in Teaching at CSU: Inclusive Pedagogy (Spring 2021)

Examples of Student Feedback:

- *Jeff has had a great level of enthusiasm of the course from the beginning to the end. I can clearly see his passion for teaching students for them to further themselves. His is always open to new ideas and all of the student's input. What I found most rewarding of this course is Jeff's above and beyond communication of events going on in our major and which ones he recommends that we can advance our careers and ourselves. Well done!*
- *I appreciated Jeff's willingness to help the students in and out of class. He knows a lot about the topics/software and seems very passionate. I was apprehensive about taking a software class, but Jeff made it very realistic and it ended up being my favorite class this semester.*
- *Jeff is extremely knowledgeable about the course topics and does a great job making it easy to understand. Jeff is also good at making sure nobody gets left behind during lectures and in class assignments.*
- *Jeff is by far, the best teacher I've had in the CM program. He is realistic with expectations but also pushes students to apply and truly understand what we are learning. The way he presents the information in the slides, doing In Class Exercises (ICE), followed with a practice quiz online promotes a very positive learning environment with real-time feedback and consistent practice. If you do not show up to class or practice the content, you will not do well. But for students who want to do well, Jeff sets up the class to help you understand and succeed. There is no need for teachers to make a class stressful and complicated, and make it impossible to earn an A - I learn more in Jeff's classes (I've taken three with him now), and I can confidently say I can take away the most and retain the most information from his courses.*
- *Jeff has been my best instructor this semester. He cares about the course material he teaches and always comes to class prepared. He engages with the students and pushes them to think critically and learn the course material. His exams are tough but fair. His course attendance has been the highest out of all my other courses. He should be nominated for the teacher of the year award. I like the way he conducts himself, he is a standout instructor.*
- *Jeff has continually been on of the CM department's stronger professors. Having had him for both Soils and Trucks, he has proven to be a thorough instructor who not only teaches the material, but also makes sure that the students understand the content, because there is a difference between the two. Definitely one of the best CM professors and I hope he continues teaching Trucks/Soils because he succeeds in teaching the classes that have seemingly "tough" material.*
- *Jeff was a really good teacher, he really looked at different views of peoples opinions and incorporated it when he was teaching. He was fair to his students and gave a lot of opportunities to make sure that you get a good grade in the class. I enjoyed him as a teacher.*
- *I really did not take his first exam seriously - meaning I didn't study or attend the exam review the class session before the test. So I got a bad score. And ever since, Jeff has challenged me to improve my grade and earn it. He's always been around during office hours and has provided support in helping me with improving my homework scores. He even offered some encouragement to let me know that I could improve my grade through hard work. Jeff really knows what he's talking about and he makes going to class worth it because he explains things well.*