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Nominee for the University Senate Chair Award

Statement of Beliefs and Supporting Data

Teaching

When I was an undergraduate student at Louisiana Tech in the 1970s, I was influenced greatly by two of my professors in civil engineering – Mr. Jack Painter and Dr. Bobby Price. Both were great teachers, and I decided that I wanted to do what I saw them do – teach engineering students, with enthusiasm and integrity, the fundamentals that they needed to be successful engineers when they graduated and entered the engineering workforce. I worked as a highway engineer for four years before returning to graduate school to obtain the necessary degrees for seeking an academic job. Along the way, I took classes and attended workshops not only in civil engineering but also in teaching at the college level. I taught laboratories and lecture courses while pursuing my graduate degrees at University of Missouri – Rolla (now Missouri S&T) and at Purdue University. I wanted to be prepared when I stepped into the classroom in my first full-time academic job.

For 30 years, first at the University of Alabama – Tuscaloosa for three years and for the last 27 years at Tech, I have tried to continuously build upon the teaching foundation and philosophy that was formed early in my career. My teaching processes have morphed over the years as I tried new teaching techniques, some successfully and some not, and new technology, and I have attempted to incorporate those things that have fit my style of teaching and that I felt could improve the way that I teach. I have also tried to adjust appropriately to the personalities of the students as they have changed over the years between my first soils laboratory taught as a graduate student in 1980 to the plane surveying class that I taught this afternoon. I have learned that although students have changed during this time period, there are several basic relationship/teaching concepts that remain fairly constant and have served me well over these years:

1. Students generally like to know that their professor is a regular person, who has a life outside of school just as they do, and they respond positively when you show an interest in their non-academic life.
2. If you treat students with respect, even when they don't do what they should or what you feel that they should, then they are more likely to return the favor.
3. Many students are uncomfortable working in groups or teams because they are too shy or because they lose control of their work, but they need that type of education, where appropriate.
4. Students are often reluctant to speak in a larger group, so they need to be given opportunities to speak or present in a professional setting.
5. Sometimes students don't know how to handle certain situations in the university setting, particularly when they are new students. Teaching them to how to 'know' things is not 'spoon feeding' and is a necessary part of learning for the young student.

6. Students learn when they are challenged. Given the basics and the exposure to solving problems, they need to be able to synthesize their knowledge and apply it to situations that are similar yet different from their experiences.

Finally, I like to advise students, and I typically advise 50 or so students every quarter. Advising is so much more than helping them pick classes; it can be used to help them learn what they might want to do with their lives after Tech.

Fall 2012 Teaching:

Course & Section	Course Title	Total SCH	SCH of Lecture	SCH of Lab	# Students	15 Rating of Instructor
MEMT 211 001	Intermediate Strength of Materials	2	2	0	52	3.8

Winter 2013 Teaching:

ENGR 220 003	Statics & Mechanics of Materials	3	2	1	41	3.8
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Spring 2013 Teaching:

MEMT 211 001	Intermediate Strength of Materials	2	2	0	38	3.8
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Fall 2013 Teaching:

MEMT 211 001	Intermediate Strength of Materials	2	2	0	62	3.7
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Winter 2014 Teaching:

MEMT 211 001	Intermediate Strength of Materials	2	2	0	27	3.9
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Note that before January 1, 2014, I was serving at the Director of the BARC and of Basic & Career Studies and was only required to teach 6 SCH per year in the COES part of my contract.

Spring 2014 Teaching:

CVEN 254 001,2,&3	Plane Surveying Lecture	2	2	0	54	3.5
CVEN 254 003	Plane Surveying Lab	1	0	1	14	3.5
CVTE 100 001	Introduction to Construction	3	2	1	48	3.6
MEMT 211 001	Intermediate Strength of Materials	2	2	0	25	3.8

Fall 2014 Teaching:

Course & Section	Course Title	Total SCH	SCH of Lecture	SCH of Lab	# Students	15 Rating of Instructor
CVEN 254 001	Plane Surveying Lecture & Lab	3	2	1	26	3.7
MEMT 211 001	Intermediate Strength of Materials	2	2	0	64	3.6
ARCH 341 001	Structural Systems I	3	3	0	18	3.8

Winter 2015 Teaching:

MEMT 211 001	Intermediate Strength of Materials	2	2	0	32	3.6
CVEN 425 001	Traffic Engineering	3	3	0	6	4

Spring 2015 Teaching:

CVEN 254 001,2,&3	Plane Surveying Lecture	2	2	0	67	3.6
CVEN 254 003	Plane Surveying Lab	1	0	1	23	3.6
CVTE 100 001	Introduction to Construction	3	2	1	58	3.6
MEMT 211 001	Intermediate Strength of Materials	2	2	0	34	3.6

Fall 2015 Teaching:

CVEN 254 001	Plane Surveying Lecture & Lab	2	2	0	25	3.8
MEMT 211 002	Intermediate Strength of Materials	2	2	0	82	3.6
ARCH 341 001	Structural Systems I	3	3	0	18	*

Winter 2016 Teaching:

MEMT 211 001	Intermediate Strength of Materials	2	2	0	30	3.8
CVEN 333 001	Highway Engineering II	3	2	1	27	3.8

*Unfortunately, I forgot to get the students to complete the evaluation in ARCH 341.

Spring 2016 Teaching:

CVEN 254 001,2,&3	Plane Surveying Lecture	2	2	0	59	3.8
CVEN 254 003	Plane Surveying Lab	1	0	1	19	3.9
MEMT 211 001	Intermediate Strength of Materials	2	2	0	30	3.9

Fall 2016 Teaching:

CVEN 254 001&2	Plane Surveying Lecture	2	2	0	31	3.7
CVEN 254 001	Plane Surveying Lab	1	0	1	16	3.7
MEMT 211 001	Intermediate Strength of Materials	2	2	0	28	3.9
ARCH 341 001	Structural Systems I	3	3	0	23	4

Winter 2017 Teaching:

Course & Section	Course Title	Total SCH	SCH of Lecture	SCH of Lab	# Students	15 Rating of Instructor
MEMT 211 001	Intermediate Strength of Materials	2	2	0	42	3.3
ENGR 220 002	Statics & Mechanics of Materials	3	2	1	48	3.5

I was the inaugural Director of the Bulldog Achievement Resource Center (BARC) from its inception in 2006 until I returned to the College of Engineering and Science in January 2014. During that time, I oversaw the following items, many of which I consider to be teaching-related:

- Establishing the Writing Center and the hiring of its director
- Establishing the tutoring center
- Hiring the Student Success Specialist to coordinate tutoring center activities and to advise students
- Establishing a working relationship between the BARC, housed in Academic Affairs, and the Division of Student Affairs through assisting in hiring a Student Affairs director who was housed in the BARC. We worked together to accomplish the mission of the BARC.
- Coordinating the first-year seminar class (UNIV 100) and teaching a section myself
- Serving as Director of Basic and Career Studies and coordinating the advising of students who did not have a declared major and who were searching for that elusive major
- Hiring student workers for tutoring and office assistance

Research

While research has never been my first love in my academic career, it has been important for my personal development and for maintaining currency in my areas of expertise. Early in my career at the University of Alabama and in the first decade at Louisiana Tech, I was actively involved in research related to transportation, pavements, and engineering materials. I published a reasonable number of papers and reports and presented at numerous venues. I was able to use this new knowledge that I gained to make my classes better, particularly in senior elective and graduate classes. The research projects that were funded allowed me to work with graduate students and to help them become competent researchers and develop areas of expertise. It also allowed me to contribute to the 'body of knowledge' in my basic research areas and to help private clients in solving problems with materials or processes in their companies.

In 2004 I moved to Enrollment Management at Tech to become more involved in the retention of students and in working with student success. Since returning to the College of Engineering and Science in 2014 and since I am nearing retirement, I have focused more on helping others with their research and encouraging young faculty in building their research instead of attempting to reestablish a research program of my own.

Following are funded research projects with which I have recently been involved:

1. Tewari, Sanjay; Pumphrey; Norman D., Jr.; Hall, David; and Kommalapati, Raghava R., "Technology-Rich Transportation Engineering Projects", Southern Plains Transportation Center, The University of Oklahoma, Norman, OK, \$131,627, 2014-2016.
2. Wasiuddin, N. and Norman D. Pumphrey, Jr. , "Investigation of a New Apical Top Coat Materials", CenturyLink, \$23,858, 2016.
3. Over my career, I have been involved in 10 additional funded research projects or grants, have published 20 papers and reports, and have given numerous presentations in various venues.

Community/University Service

Over the years I have been involved in service activities in my profession, at Louisiana Tech, and in the Ruston community. Initially, I focused more on professional service, serving on committees in transportation and engineering materials organizations. As my children grew and became involved in different activities in and around Ruston, I began to become more involved in community activities. Throughout my career at Tech, I have tried to do my share in volunteering to serve on committees, task forces, and work groups.

I have felt and I continue to feel that service is a critical component to maintaining work and life balance. If I am passionate about my career and profession, then service is an important way to give back to that profession so that others can have opportunities and satisfaction that I have received. I have also experienced success at and have received a lot from at Louisiana Tech, and I feel the obligation to help the University conduct its business by serving on committees and focus groups. Similarly, I have had experiences in my lifetime with my church, with sports, and with school activities in my community where church leaders, coaches, and adult volunteers have influenced my life through my contact with them. As I became older and, hopefully, wiser, I have felt the need to be an influence to others in a similar way.

Following is a listing of recent service activities:

- Program Chair – Construction Engineering Technology, 2014-present (This is not considered an administrative position and there is no additional nine-month pay involved. A small summer stipend is given. One course per quarter release is given for doing this work.)
- Judge – COES Freshman Engineering Design Expo, 2017
- Attended Schools of Construction Summit, Associated General Contractors, Baton Rouge, 2015-2016
- Faculty President, Phi Kappa Phi Honor Society, 2011-present
- University Behavioral Standards Committee Member, 2007-present
- University Athletics Council Subcommittee on Academics, 2005-2014
- University Retention Committee, 2002-2014
- University Traffic and Parking Committee, 2001-2016
- Other Service activities prior to 2012 (no. of years): Ruston Dixie Baseball coach (6), Ruston Parks and Recreation soccer coach (9), Ruston High Band Booster club president (3), Ruston High Boys' Soccer Booster club president (2), taught missions and discipleship classes at Temple Baptist Church (13), University senate – member (6), president (1)