

Submitting P&T Documents: A Survivor's Story

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Associate Professor

Agricultural and Biosystems Engineering

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A Bit of Personal History

- Education/Training
 - B.S. Ag Engineering – Iowa State
 - M.S. Ag Engineering – Purdue
 - Research Associate – University of Illinois
 - Instructor – Iowa State
 - Ph.D. Ag Engineering with Chemical Engineering minor – Iowa State
- 9 years of industry experience after Ph.D.

A Bit of Personal History

- 2000 phone call from the Department Chair.
 - Faculty position: 75% teaching, program leadership
- Leap of faith? Not really.
 - New P&T document with expanded definitions of scholarship.

A Bit of Personal History

- Started as assistant professor in Fall 2000
- Milestones
 - Choose a faculty mentor
 - Developed significant collaborations and activities
 - Started a family 😊😞😊
- Fall 2005 – finished documentation
- Spring 2006 – promotion and granted tenure

Requirements for Promotion and Tenure

- An associate professor should have a solid academic reputation and show promise of further development and productivity in his/her academic career.

ISU Faculty Handbook, 2008

Requirements for Promotion and Tenure

- The candidate must demonstrate the following:
 - **excellence in scholarship** that establishes the individual as a significant contributor to the field or profession, with potential for national distinction
 - **effectiveness** in areas of position responsibilities
 - satisfactory institutional **service**

Requirements for Promotion and Tenure


- Furthermore, a recommendation for promotion to associate professor and granting of tenure must be based upon an **assessment that the candidate has made contributions** of appropriate magnitude and quality and has a high likelihood of sustained contributions to the field or profession and to the university.

The promotion and tenure process is a time to be truthful, but not humble.

Who's in Control in the P&T Process?

- Things you can control
 - Your PRS (to some extent).
 - Your performance.
 - The content and quality of your (1) curriculum vita and (2) portfolio.
- Things you can't control
 - External reviews.
 - The opinions and decisions of various people and groups in the promotion and tenure process.

View My Materials

IOWA STATE UNIVERSITY College of Engineering College of Agriculture and Life Sciences		Site Index A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ISU Index
		Login Contact us <input type="text"/> Search ABE Width Font
Department of Agricultural and Biosystems Engineering		
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Alumni	Contact Information	
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Who We Are	Phone: 515-294-5145 Fax: 515-294-6633 tbrumm@iastate.edu	
People and Offices	Brumm's Blog	
Faculty Directory	Research	
Staff Directory	Biorenewables, biofuels, grain and seed quality, student learning, assessment	
Visiting Professors/Scholars	Learn more about Dr. Brumm's research:	
Graduate Student Directory	<ul style="list-style-type: none">Profile (pdf)	
Advisory Council	Promotion and Tenure Documents	
Academic Advisors	Dr. Brumm was considered for tenure and promotion in the 2005-2006 academic year. He was granted tenure and promotion to Associate Professor on July 1, 2006.	
It's a Fact	Below are the documents he submitted to the College of Agriculture in November, 2005 for the promotion and tenure review.	
About ABE	<ul style="list-style-type: none">Position responsibility statementCurriculum VitaePortfolio	
Mission and Vision		
Academics		
Research		
Admissions		
Employment		
Assessment		
News		
Events and Seminars		
Extension & Outreach		
Intranet		
Contact ABE		
Link to Old Site		

My Process in Preparing P&T Documents

- Explore, Learn, Ask, Discuss
 - Faculty mentor
 - Department Chair, P&T Committee
 - Newly-minted associate professors
 - Provost's office
 - All relevant documents
- R & D

When preparing your documents, put yourself in your audiences' position.

Curriculum Vitae

- An exhaustive listing of everything you've done.
- Organization
 - Table of Contents
 - (1) Professional record; (2) Scholarly activity; (3) Teaching; (4) Service; (5) Professional development
- I had two versions.

My Curriculum Vitae

Thomas J. Brumm
Curriculum Vitae

Table of Contents

Professional Record.....	1
Education.....	1
Professional Experience.....	1
Consulting Experience.....	1
Honors and Awards.....	1
International Experience.....	2
Professional Affiliations.....	3
Professional Committees.....	3
Departmental Service.....	3
Departmental Committees.....	3
Other Departmental Service.....	4
College and University Service.....	4
Technical Reviewer.....	5
Program Reviewer.....	5
Scholarly Activity.....	5
Peer-Reviewed Articles.....	5
Book Reviews.....	7

From My “External” CV

Scholarly Activity

Peer-Reviewed Articles

Peer-Reviewed Journal Articles

1. **Brumm, T.J.**, S.K. Mickelson and P.N. White, 2005. Integrating Behavioral-Based Interviewing Into the Curricula. *NACTA Journal* (accepted for publication August 19, 2005)

Role: Brumm integrated BBI into the AE and AST curricula and prepared the manuscript.

Significance: This paper documents an important component of implementing competency-based learning. Students learn to document competency demonstrations to prepare themselves for career interviews that use BBI techniques seeking those demonstrations. In addition to helping students become practicing professionals, this curricular innovation contributes to the department's outcomes assessment efforts.

2. **Brumm, T.J.**, L.F. Hanneman and S.K. Mickelson, 2005. Assessing and Developing Program Outcomes Through Workplace Competencies. *Int. J. Engng Ed.* (accepted for publication July 6, 2005).

Role: Brumm analyzed constituent data and prepared the manuscript.

Faculty Portfolio

- The faculty portfolio includes important and supplemental materials that provide a clear understanding of the candidate's accomplishments within scholarship and his or her areas of faculty activities.
 - Scholarship.
 - Areas of Position Responsibilities and Activities.
 - Teaching.
 - Research/Creative Activities.
 - Extension/Professional Practice.
 - Institutional Service.

AGLS Governance Document

- Faculty Portfolio, See 5.3.2 of the *Faculty Handbook*. *No more than 25 pages allowed.*
 - Teaching philosophy and statement of research/creative activities agenda
 - Portfolio materials on responsibilities in teaching, research/creative activities, extension/professional practice, and institutional service
 - Teaching materials must include, in tabular form, teaching evaluation data with comparative department or college norms

My Faculty Portfolio

- Organization
 - Table of Contents
 - Executive summary
 - Scholarship, effectiveness, and service
- Summarizes/explains the CV, doesn't duplicate it.
- Comments and assessments, especially from peers

My Faculty Portfolio

Thomas J. Brumm Faculty Portfolio

Table of Contents

1. Executive Summary	1
2. Scholarship	2
2.1 Publications	2
2.2 Sponsored Funding.....	3
2.3 Invited Presentations.....	4
2.4 Honors and Awards	4
2.5. Scholarship of Teaching and Learning.....	4
2.5.1. Outcomes Assessment and Competencies	5
2.5.2. Electronic Portfolios	6
2.5.3. On-line Case Simulations.....	7
2.5.4. Learning Communities.....	8
2.5.5. Student Learning Styles	8
2.6. Disciplinary Research.....	9
2.6.1. Disciplinary Research Significance	9
2.6.2. Understanding Variations in End-use Characteristics.....	9
2.6.3. Determining the Value of End-use Characteristics.....	11
2.6.4. Disciplinary Research Goals	11
3. Teaching	12

Consider Your Audience

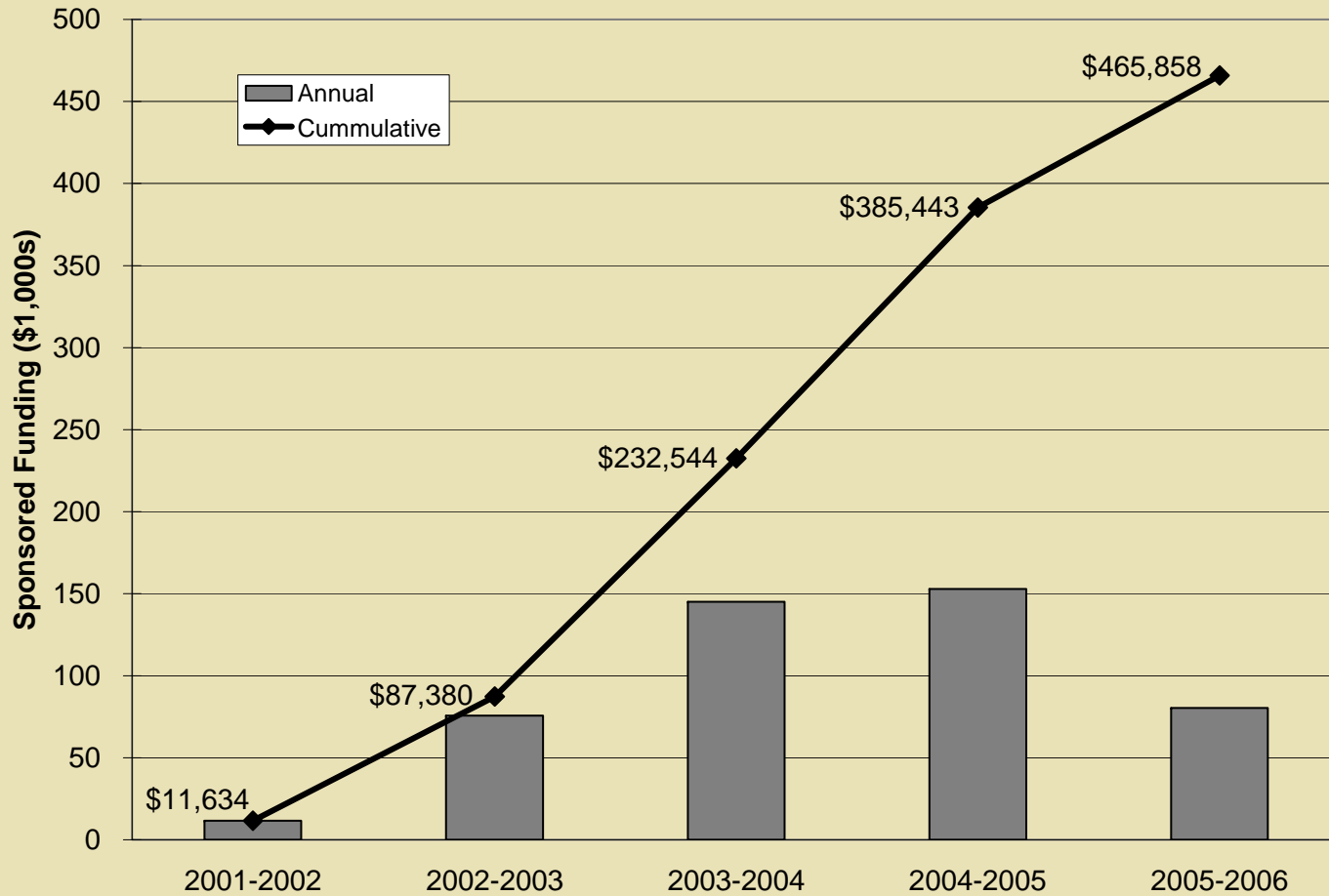
2.5.4. Learning Communities

Overview. The ABE Learning Community (LC) has provided us with a superb opportunity to conduct research into the effect that learning communities have on student learning and success. We structure our learning community activities so that they can be studied and assessed.

Output. This scholarship has resulted in two peer-reviewed papers in the International Journal of Education, five ASEE peer-reviewed conference proceedings papers, and a best-paper award from ASEE.

Impact. We have found that our ABE learning communities have had a profound impact on student learning and success. Our departmental retention rate (the percentage of freshmen remaining in the department as sophomores) has reached 95%. Our learning communities have helped us to address many of our program objectives including students' abilities to function on multi-disciplinary teams, communicate effectively, and acquire knowledge of important contemporary issues. Results of our assessment efforts, which encompass both quantitative and qualitative strategies, suggest that students are overwhelmingly satisfied with our learning communities, are involved in our department, and are successful in their academic progress toward their engineering or technology degree.

Consider Your Audience



Before You Submit Your Documents

- Get as much feedback as possible.
- Have others review your documents before you submit them.
 - Find anyone who is willing, but especially those whose writing, opinion and experiences you respect.
 - Consider hiring a technical writer to review your material.

After Submission

- I needed to stop worrying about it.
- There is not much feedback in the process other than “yes/no.”
- I received promotion and tenure.
- Two years later I think I’m just now “recovering.”