



Tenure & Promotion at Belmont:

Best Practices in Creating An
Effective Faculty Portfolio

Dr. Jamie Adam, RN, NP-C

Associate Professor of Nursing

Objectives

1. Address the requirements of the T&P portfolio.
2. Identify best practices in strengthening the T&P portfolio.
3. Address faculty questions and concerns regarding the T&P portfolio.

Faculty Presenters

Dr. James Al-Shamma



Dr. Annette Sisson



Dr. Darlene Panvini



Portfolio Guiding Documents

1. Belmont University Faculty Handbook 2020-2021

- Evaluation of Faculty (Page 21-24)

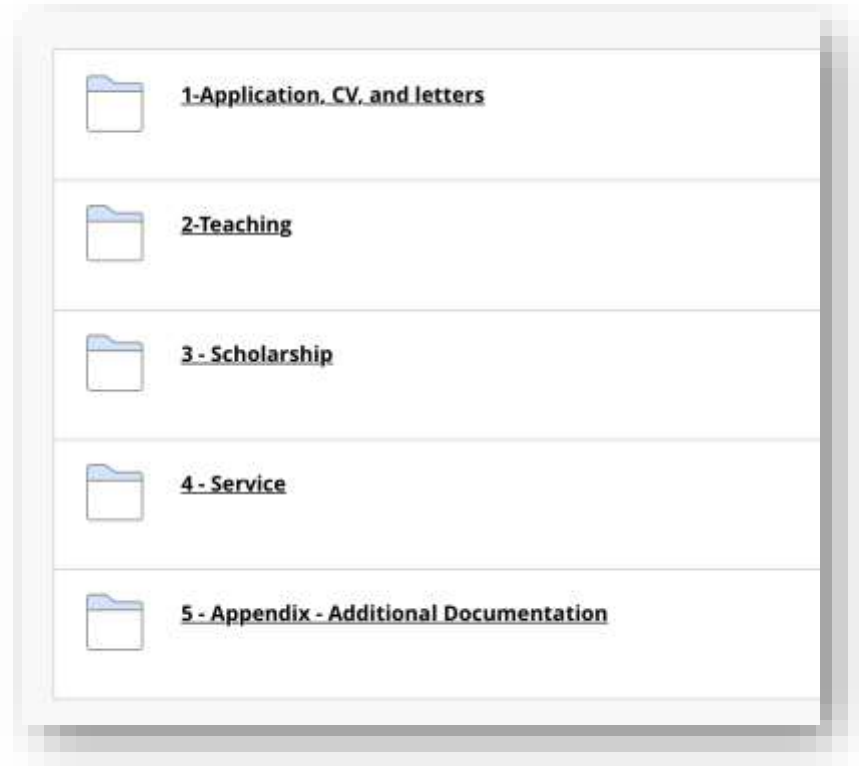
- Promotion and/or Tenure (Page 25-31)

2. Provost “Resources for Faculty”

- www.belmont.edu/provost/resources.html

Portfolio Overview

1. Electronic (Flashdrive)
2. Documents (PDF)
3. Folders
 1. Application
 2. Teaching
 3. Scholarship
 4. Service
 5. Appendix (Documentation)



Folder 1: Application

1. Formal Signed & Dated Letter
2. Current Curriculum Vitae
3. Signed & Dated Letters of Support
4. Copy of contract (eligibility)
5. 1, 3, 5 year reviews

Letter of Application

1900 Belmont Boulevard
Nashville, TN 37212-3757

phone 615-460-8800
fax 615-460-6004

September 5, 2019

Dr. Robert C. Fisher, President
Dr. Thomas Burns, Provost
Tenure, Promotion & Leaves Committee
Belmont University
1900 Belmont Blvd
Nashville, Tennessee 37212

Dear Dr. Fisher, Dr. Burns, and TPL Committee,

I am pleased to submit this letter of application for promotion to the rank of full Professor of Law in the Belmont University College of Law. I joined the faculty at Belmont University College of Law on August 1, 2017 as an Associate Professor of Law with tenure. I currently also serve as Director of Criminal Justice Studies. Immediately prior to joining Belmont University, I held the rank of full Professor of Law with tenure at Southern Illinois University. The terms of my employment contract provided me with three years of credit toward promotion at the time of hire, making me eligible to apply for promotion during the 2019-2020 academic year. In accordance with the terms of my employment contract and the College and University faculty handbooks, I have satisfied the requirements for promotion to full Professor of Law, including having satisfied the requirements regarding teaching, research and scholarship, and service and having demonstrated a commitment to the missions and visions of Belmont University and the College of Law.

Folder 1 Best Practices

“Summarizing your evidence”

1. Letterhead
2. Concise & pertinent application letter
3. Connect Belmont Mission, Vision & Values
4. CV consistent with other portfolio documents
 1. Titles
 2. Dates
 3. Order
 4. Categories

Folder 2: Teaching

1. Listing of courses taught
2. Representative syllabi
3. Listing of any teaching awards, Teaching Center participation, workshops, conferences or other activities concerning teaching or its improvement
4. Documentation (awards, etc.)
5. Reflection on teaching

Listing of Courses

E.2. LISTING OF COURSES TAUGHT

Course	Term	Credit Hours	Number of Sections	Total Enrollment	Role
PHM 6355 Pharmacy Practice Experience V	Spring 2019	2	1	93	Co-Instructor
PHM 6345 Therapeutic Case Studies II (Lab)	Spring 2019	1	1	17	Co-Instructor
PHM 6995 APPE Special Topics (Practicum)	Spring 2019	4	1	1	Instructor
PHM 6991 Landmark Clinical Trials	Spring 2019	2	1	10	Instructor
PHM 6130 Pharmaceutical Care I	Fall 2018	3	2	30	Co-Instructor
PHM 6200 Self-Care Therapeutics	Fall 2018	3	1	88	Co-Instructor
PHM 6995 APPE Special Topics (Practicum)	Fall 2018	4	1	1	Instructor
PHM 6330 Pharmacy Practice Experience IV	Fall 2018	2	1	21	Course Coordinator
PHM 6355 Pharmacy Practice Experience V	Spring 2018	2	1	67	Co-Instructor
PHM 6995 APPE Special Topics (Practicum)	Spring 2018	4	1	1	Instructor
PHM 6991 Landmark Clinical Trials	Spring 2018	2	1	6	Instructor
PHM 6995 APPE Special Topics (Practicum)	Fall 2017	4	1	1	Instructor
PHM 6130 Pharmaceutical Care I	Fall 2017	3	2	30	Co-Instructor
PHM 6200 Self-Care Therapeutics	Fall 2017	3	1	96	Co-Instructor

Teaching Development Activities

Attendance at Belmont University Faculty Workshops

Belmont University Fall Faculty Workshop (attended all workshops from 2014-2019)

Attendance at Belmont University Teaching Center Activities

(Teaching Center Workshops)

- *Jim Lange – Small Teaching: Everyday Lessons from Science and Learning (2018)*
- *Student Learning, Motivation, and Mentoring: Metacognition is the Key! (2017)*
- Belmont University Teaching Center Fall Workshop (2016)
- Belmont University Teaching Center Fall Workshop (2015)
- *Creating and Designing a Course with a Critical Thinking Focus (2015)*
- *Teaching Naked: How Moving Technology Out of Your Classroom Will Improve Student Performance (2014)*

(Teaching Center Lunch Discussions)

- *Awareness of and Engagement with Racial Justice in Christian Higher Education (2018)*
- *Celebrating Effective Teaching: Applying Teaching and Learning Ideas in the Classroom*
- *Faculty Peer Review (2018)*
- *Nikki Giovanni's Life and Writing: Ideas for the Classroom (2018)*
- *The Elephant in the Classroom: Addressing Sensitive Topics with Skill and Courage (2018)*
- *Using Elections as a Teaching Tool (2018)*
- *Between Racial Reconciliation and Social Justice: The Challenge of Contemporary Christianity (2017)*
- *Promising Practices of Academic Service-Learning as a High Impact Practice (2017)*

Teaching Development Activities

Attendance at Off-Campus Workshops and Conferences About Teaching

- Lilly Conference on College Teaching and Learning – Austin, TX (2019)
- NAC&U Science Summit Conference – Nashville, TN (2016)
- 12th Annual Teaching Professor Conference – Atlanta, GA (2015)
- iPlant Genomics Education Project – Hudson Alpha Institute, Huntsville, AL (2014)

Additional Teaching Improvement Activities

- Faculty Peer Review of Teaching, BIO1110 (2018)
- Teaching Center Formative Evaluation, BIO2230 (2018)
- State of Belmont Diversity Workshop I (2018)
- State of Belmont Diversity Workshop II (2018)
- State of Belmont Diversity Workshop III (2018)
- Faculty Peer Review of Teaching, BIO2240 (2017)
- Faculty Peer Review of Teaching, BIO2330 (2016)
- Teaching Observations in the Belmont Gross Anatomy Lab (multiple, 2015)
- Teaching Center Formative Evaluation, BIO2330 (2015)
- Teaching Center New Faculty Seminar (attended 3x in spring 2015)
- Teaching Center New Faculty Seminar (attended 4x in fall 2014)

Reflection on Teaching

1. Pedagogy & philosophy of teaching
2. Evolution as an educator

Folder 2: Teaching Continued

1. Reflective narrative on teaching evaluations
2. University teaching evaluations, evaluations of teaching conducted by supervisors, any personal reflections on feedback from peer observation process

Reflection on Teaching Evaluations

Reflective Narrative on Teaching Evaluations

As a teacher, accepting both positive feedback and constructive criticism is vitally important. Student evaluations play a valuable role in refining my courses. Evaluations broaden my perspective, regardless of whether the course is new or one I have taught for several years.

The best way for me to reflect on my evaluation scores from the last five years was to make a longitudinal summary of student evaluations. I have provided the last four semesters of student evaluations for the committee as well as a longitudinal summary of student evaluation data (Fall 2014-Spring 2019) at the end of this reflection. When analyzing the data, my scores in every category continually average at or above a 5 on a 6-point scale for each area of evaluation with my overall average being 5.37 out of 6.

Even with these high overall averages, I know I will always have room to grow and improve. Below I will address some issues I came upon when reviewing student scores and comments.

Folder 2 Best Practices

“Demonstrating Teaching Excellence”

1. Document teaching improvement activities.
2. Give specific examples of implementation.
3. Document a teaching trajectory.
4. Support conclusions with data (course, peer, supervisor evals).
5. Include a variety of assessment (formal, informal, focus groups).
6. Address consistent negative scores, trends and/or comments.

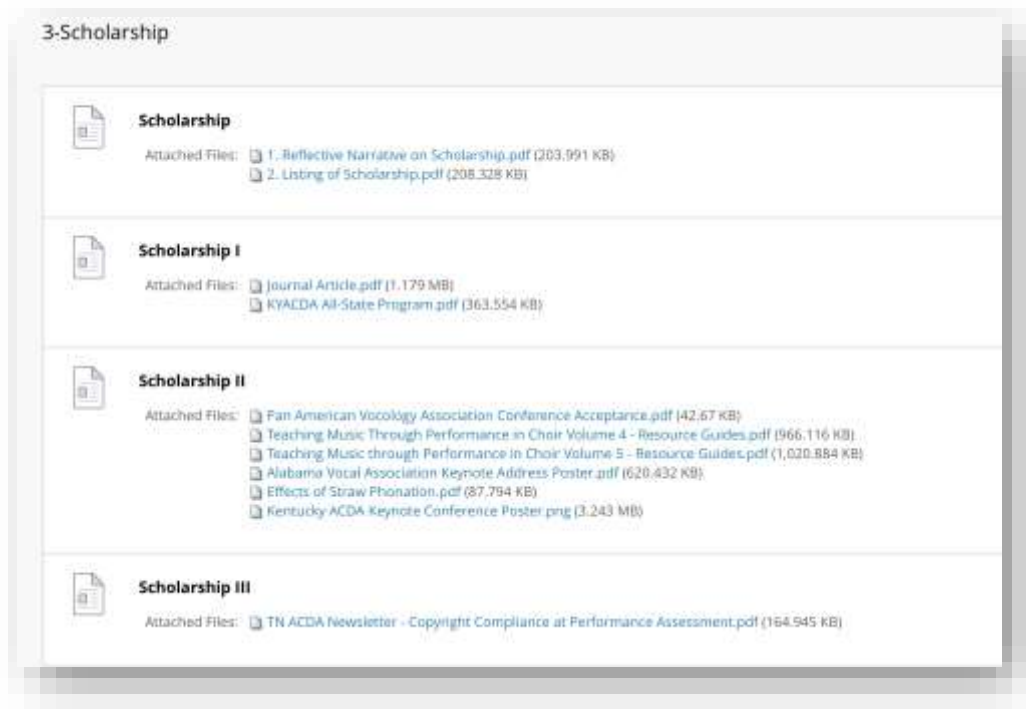
Reflection Best Practices

“Demonstrating Teaching Excellence”

1. Examine & analyze the evaluation scores.
2. Consider personal and academic contexts.
3. Explain what you learned from your analysis.
4. Clarify how this experience or information will be useful (transformative) for your future as a teacher.

Folder 3: Scholarship

1. Reflective narrative on scholarship
2. Listing of scholarship
3. Documentation



Reflection on Scholarship

During the time I served on Faculty Senate as Secretary and then as Vice President, we spent countless hours helping colleagues define what “scholarship” meant to them. The Senate Executive committee had lengthy conversations with the Provost and other stakeholders about traditional and non-traditional scholarship. I was excited when the Provost stated that creative endeavors and being a recipient of a major award (Grammy, Dove, et al) in our industry would be counted toward Scholarship 1. These items were further defined in the CEMB addendum to the Scholarship document, also created in 2014.

I have classified my scholarship based on the definitions found in both documents mentioned above.

Scholarship 1

Traditional

With regards to traditional examples of Scholarship 1 I have been active in the Scholarship of Discovery category. I have provided (3) examples that include two peer-reviewed journal articles and one book chapter. I value traditional scholarship as it requires me to analyze and reflect in a way that I wouldn't otherwise be able to do with my non-traditional scholarship.

Non-traditional

One area in which I have been very active during the past five years is the Scholarship of Application. I have produced, engineered and written over 100 songs for film and television. These songs are typically peer reviewed by the director, music supervisor, and music editor among others, and are aired internationally in the television program itself, or in theaters. Again, my role in these productions is typically 1) the songwriter or co-writer, 2) the producer/track

List of Scholarship

Dr. David Tough-Scholarship Fall 2014-Spring 2019 Overview by Category	
Scholarship 1	Traditional-3 total -(2) PRJ and (1) book chapter Non-traditional-107 Total -Film TV (104), Album (1), Covenant Awards (2)
Scholarship 2	Traditional-8 total -2 Conference presentations and 6 moderated panels Non-traditional-58 total -Various roles in albums

All Scholarship at rank of Associate Professor, sorted by tier

Scholarship 1

Refereed Articles

- Tough, D (2018). Teaching a Recording Course Through a Historical Lens. *Journal of Media Education*, Volume 9, Number 2, April 2018.
- Tough, D. (2017). An Analysis of Common Songwriting and Production Practices in 2014-2015 Billboard Hot 100 Songs. *Music and Entertainment Industry Educators Association (MEIEA) Journal*. Vol 7, Issue 1, pp 80-120.

Book Chapters

- Tough, D. (2016) "Virtual Bands: Recording Music under the Big Top" in George Plasketes (Ed.), *The Oxford Handbook of Music and Virtuality*. Oxford University Press.

Professional Awards

- 2017-GMA Covenant (Canadian Dove) Award-Winner
- 2016-GMA Covenant (Canadian Dove) Award-Winner

List of Scholarship

Scholarship 2

Refereed Conference Proceedings

- Tough, D; Shacklock, A (2019). Leadership and Motivational Styles of Master Producers. *Art of Record Production Conference*. Boston, MA May 2019.
- Tough, D. (2015). Teaching a Survey of Recording Course- *Association for Technology in Music Instruction Conference*. 2015 October Indianapolis, Indiana.

Academic Conference: Moderator / Facilitator

- TEC Tracks-Summer NAMM-July 2016
Panel Moderator/Interviewer-Tony Brown's Engineers
Established the topic and speakers and developed the content and presentations, as well as introducing and moderating the session. Panelists Tony Brown, Chuck Ainlay, Steve Marcantonio.
Scope: International conference/trade show
- TEC Tracks-Summer NAMM-July 2017
Panel Moderator/Interviewer-The Sound of Elvis
Established the topic and speakers and developed the content and presentations, as well as introducing and moderating the session. Panelists Tony Brown and David Briggs
<https://www.namm.org/summer/2017/education/nammu/tec-tracks>
Scope: International conference/trade show

Reflection on Scholarship

In addition to my work in the laboratory with students, I've also found that my scholarship can directly relate to my teaching in the classroom. SoTL work was a foreign concept to me when I was hired and, honestly, I'm still a "rookie" in this area. However, one thing I've found is that I'm always trying new things my classes and, sometimes, they work and are worth furthering into an area of scholarship. As I previously mentioned in my teaching narrative, I (in collaboration with Dr. Christi Williams and Dr. John Halle in the College of Health Sciences) helped initiate a professional development program for undergraduate anatomy faculty that allowed us to gain teaching skills within the context of a gross anatomy laboratory. In the end, it was a program that proved to be beneficial for the undergraduate faculty, the graduate faculty, and even graduate students as they volunteered to complete cadaver dissections for undergraduate students. Due to the success of the program, we were able to publish a peer-reviewed paper that described our program and how other institutions can use our model to initiate similar professional development programs. On a similar note, I also worked in collaboration with Dr. Bob Grammer to complete a manuscript describing a new approach to teaching in our introductory biology labs for science majors – this manuscript is currently under review. In short, I am thankful that Belmont supports scholarship in a way that doesn't limit me to solely working in the area of discovery. It is my hope that, through additional learning from my colleagues and the Teaching Center, I will continue designing and trying new teaching strategies and that these will continue to provide novel areas for future SoTL-focused work.

Folder 3 Best Practices

“Demonstrating Continued & Sustained Scholarship”

1. Reflection

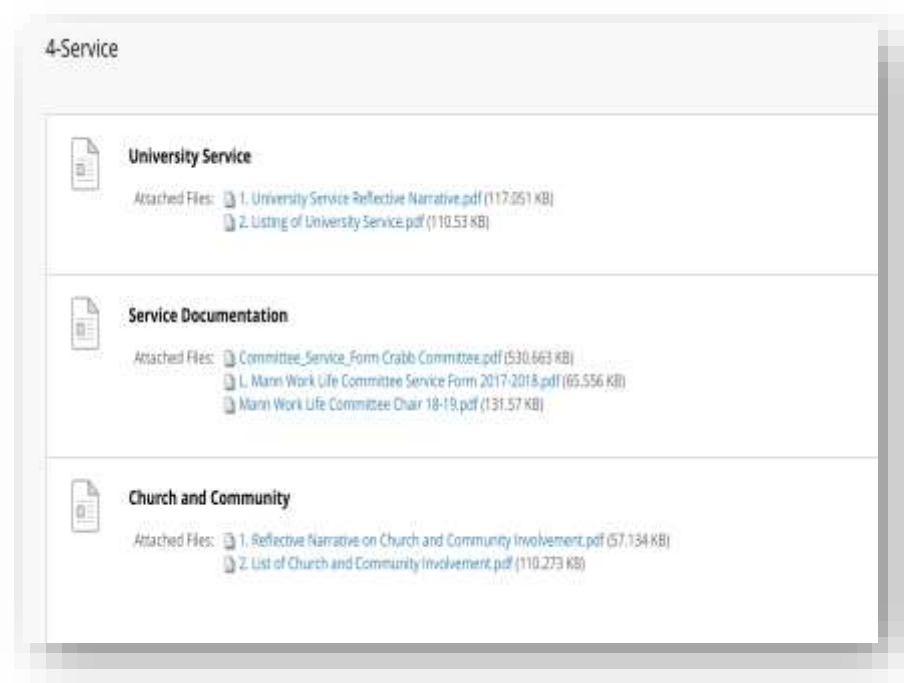
1. Examine & analyze your scholarship
2. Discuss trajectory of scholarship
3. Relate scholarship to teaching

2. Listing of scholarship

1. Categorize I, II, and III (Consider quality of scholarship)
2. Consistent with other portfolio documents

Folder 4: Service

1. Reflective narrative on University service
2. Listing of University, College, Departmental service
3. Reflective narrative on church and community involvement
4. Listing of church and community involvement
5. Documentation (Committee service forms, other)



Reflection on University Service

One of the most rewarding aspect of working at Belmont is participating in the many opportunities for service to our students, faculty, the Massey College of Business, and the university as a whole. In particular, I have enjoyed deeply engaging with students outside of class through advising student organizations with a focus on connecting and serving our underrepresented students of color. In my first semester at Belmont during a chapter on diversity in my Principles of Management class, I mentioned participating in various cultural festivals while I was an undergraduate at Duke University, and a student named Farah Manjiyani stayed after class to tell me simply, “We have to make this happen at Belmont, and we have to do it this year.” I remember feeling simultaneously thrilled and underprepared to help this ambitious student pull together what became World Culture Fest with the help of several other visionary students who were the presidents of International Business Society, Rumi Club (now South Asian and Middle Eastern Association), and Black Student Association. That fall and spring, I learned the ins and outs of EMS, Event Services, SGA petitioning for funds, and convocation submissions, and while it was a steep learning curve, I could not have been prouder of our event, which attracted over 400 students, faculty, and staff in its first year.

Reflection on University Service

The experience that I have gained serving at the university level has been incredible. Perhaps the most enjoyable has been my time serving on the University Awards Committee. I've been a member of that committee for five years total and served as the Chair of the Awards Committee for the past two consecutive years. First, there's really no better form of service than getting the chance to read about all of our talented students – the number of accomplishments our students accumulate is nothing short of amazing. Most valuable is my experience as the committee Chair – leading colleagues towards a common goal has been both challenging (at times) and rewarding.

List of University Service

Listing of University Service

University-Level Service:

- 2018-2019 Faculty Work-Life Committee, Chair / CVPA Representative
- 2017-2018 Faculty Work-Life Committee, CVPA Representative
- 2016-2017 Crabb Writing Committee, CVPA Representative
- 2015-2016 Crabb Writing Committee, CVPA Representative

College - Level Service, College of Visual and Performing Arts:

- 2017-2018 CVPA Associate Dean Search Committee, Member
- 2017 - Present Teacher Education Council

Department Level Service, School of Music:

- 2017 - Present Coordinator of Music Education
- 2015 - Present Director, Belmont Summer Vocal Arts Intensive
- 2017 - Present Music Core Task Force - Committee to examine the common courses taken by all Music Majors
- 2017 - Present Preview Days - Represent Music Education at University Preview Days
- 2017 - Present Academic Council - Represent Music Education in School of Music Academic Council
- 2016 - 2017 Music Therapy Faculty Search Committee
- 2015 - 2016 Accreditation Committee- National Association of Schools of Music
- 2014 -2015 Music Education Task Force - examined changes to the major

Student Organizations

- 2014 - Present Academic Advisor, Student Chapter of the American Choral Directors Association
- 2017 - Present Academic Advisor, Student Chapter of the National Association for Music Education

Reflection on Service

Church and Community Involvement Reflection

My college volleyball team often recited the phrase "our gifts, His glory" to characterize our purpose. Today, this phrase is still indicative of my work at church and in the community.

Goodlettsville Presbyterian Church

God led my family and me to Goodlettsville Presbyterian Church (GPC) soon after we moved to the Nashville area. One aspect of the church that I most value is that it is intergenerational. I remember many years ago sitting in a church community group, surrounded by people who were discussing a common struggle. Every person in the group identified with the struggle, but no one had experience on how to deal with it. We were all the same age and in the same season of life. We lacked mentors; we lacked wisdom. Fast forward to today, my current community group spans several generations and crosses multiple career paths. When we discuss life's struggles, I not only have people who understand, but I also gain wisdom from those who have already walked that path. It is a blessing that I cherish deeply.

As an active member of GPC, I have had the opportunity to be part of their music program by singing in the adult choir and helping to lead worship as a member of the church's praise team. I am also a Community Group leader as part of their adult ministry. I have also had the opportunity to reconnect with my childhood church in Kingsport, Tenn. by assisting in the planning of retirement and reunion celebrations for church staff.

Community Service

Ask any parent, and they will say that most of their community involvement revolves around their children's activities. I am no different. Since moving to Nashville, I have invested deeply into Hendersonville Christian Academy. In athletics, I serve as the official scorekeeper for middle school and high school volleyball and varsity baseball. I have also developed promotional materials and organized end-of-the-season events for athletics. In secondary education, I created a public speaking workshop for middle school students, developed a summer reading program, and assisted with Women of Worth programs. I also worked with a small group of upper school students and hosted a fundraiser for With Purpose, a nonprofit committed to childhood cancer research. At the regional level, I serve as a public speaking judge for middle and high school students for the Tennessee Association of Christian Schools (TACS) and volunteer with A Soldier's Child and Liberty Run Arabians.

List of Church & Community Involvement

List of Church and Community Involvement

Member, Goodlettsville Cumberland Presbyterian Church (GCPC), 2014-present

Member, Adult Choir, GCPC, 2014-present

Leader, Community Group, GCPC, 2017-2018.

Member, Praise/Worship Team, GCPC, 2014-2017.

Member, Retirement Celebration Team, Indian Springs Baptist Church Kingsport, TN, 2017.

Volunteer, Outreach Ministries Fundraisers, GCPC, 2015-2016.

Community

Scorekeeper, Hendersonville Christian Academy, Varsity Baseball, 2014-2019.

PR/Marketing Research for community organizations, including Change Direction (mental health awareness), Hope Clinic for Women, Amy's Kitchen, Student Veterans of America, African Leadership, Harry Potter Alliance (Nashville chapter), Book-em, Change the Conversation, With Purpose, PRSA Foundation 2015-2019.

Event management, Senior Celebration, Hendersonville Christian Academy, Varsity Baseball, Spring 2019.

Event management, BU Jam With Purpose Music Festival, Fall 2018.

Professional Judge, Tennessee Association of Christian Schools District Public Speaking Competition, 2016, 2017, 2018.

Marketing Partnership, Hendersonville Christian Academy & With Purpose Fundraiser, 2018.

Marketing/Photography, Liberty Run Arabians, 2018.

Research/Strategic Consultant, Beneath the Skin, 2018.

Speech Writing/Marketing, Hendersonville Christian Academy Sports Awards Ceremony, 2014-2018.

Folder 4 Best Practices

“Demonstrating Commitment to the Students, University & Community”

1. Reflection

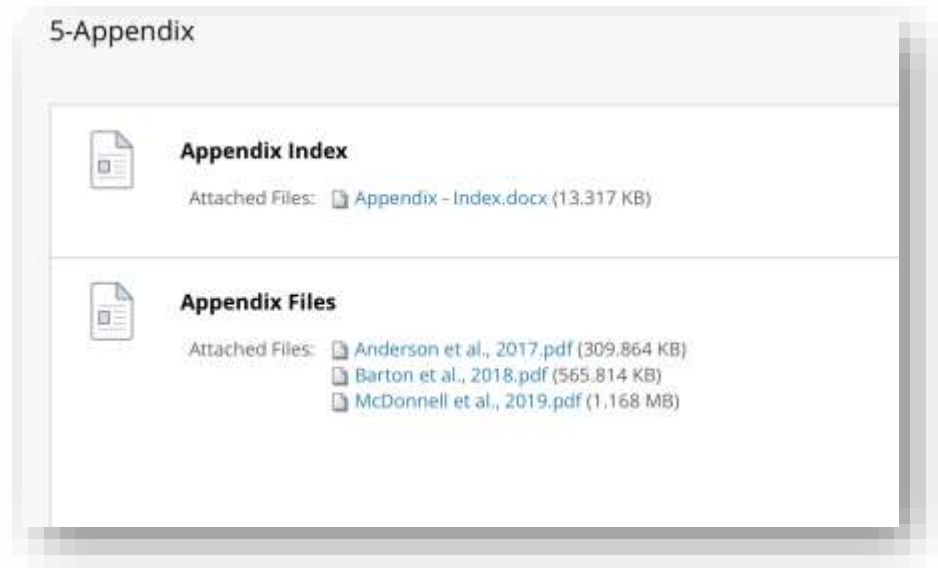
1. Examine & analyze your service
2. Relate outcomes to University mission & vision
3. Relate outcomes to teaching &/or scholarship

2. Listing

1. List by category (University, College, Dept)
2. Consistent with CV and other documents

Folder 5: Appendix – Additional Documentation

1. Begin with document listing order and relevance of each additional item.
2. Be “Judicious and reasonable”



Appendix Example

Appendix – Index

Evidence of Scholarship (PDF versions of peer-reviewed publications)

1. Anderson and Barton (2017) *Molecular Genetics & Metabolism Reports*
2. Barton et al. (2018) *Journal of Scholarship of Teaching and Learning*
3. McDonnell et al. (2019) *Molecules*

Folder 5 Best Practices

“Avoid redundancy”

1. Avoid redundant documentation
2. Avoid including
 1. Thank you notes
 2. Copies of lecture notes
 3. Presentation handouts
 4. Documents included in other folders

Summarizing Thoughts

1. Seek peer examples
2. Allow time for writing & revision
3. Consider peer feedback of portfolio
4. Some variability on presentation
5. Constructive process

Thank You!

Questions?

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Tenure & Promotion at Belmont:

Best Practices in Creating An
Effective Faculty Portfolio

Dr. Jamie Adam, RN, NP-C

Associate Professor of Nursing