



UNIVERSITY OF SOUTH ALABAMA  
PAT CAPPS COVEY COLLEGE OF  
ALLIED HEALTH PROFESSIONS

**Electronic Teaching Portfolio (ePortfolio)**  
*in support of the USA Assessment of Teaching Effectiveness policy*

This document outlines the requirements of the **electronic teaching portfolio** for faculty in the Covey College of Allied Health Professions, specific to sections 3.0 and 5.2.1 of the USA Assessment of Teaching Effectiveness policy\*.

For the **annual evaluation process**, the electronic teaching portfolio should include artifacts from the current evaluation period, and may include an example or two of various evidentiary items in item 5 below.

For the **tenure and/or promotion application**, the electronic teaching portfolio should include artifacts from the time of the most recent appointment/rank change, and should include multiple examples of evidentiary items in item 5 below.

**Responsibilities of Faculty (5.2.1)\*** – Faculty are required to create and maintain an electronic teaching portfolio that includes:

*(blue, italicized text indicates where evidence should be saved within the Watermark Faculty Success application)*

- Teaching narrative\***: Statement of teaching philosophy and self-reflection including strengths and weaknesses using data from student perceptions of instruction, peer review of teaching report (if available), formal and informal feedback from department chair, self-review of syllabus, course policies, and teaching materials, and other metrics as applicable  
*2-page maximum narrative  
Annual Goals and Narratives → Teaching Self-Evaluation Statement → (text box 1) The statement on teaching effectiveness should include what the candidate perceives as strengths and weaknesses in the classroom and in working with students*
- Student Perceptions of Instruction (SPI) survey results\*** for all courses taught within the evaluation period.  
*Retrieve SPIs for each course from Canvas. Download the SPI from Canvas and subsequently upload to Scheduled Teaching section of Faculty Success.  
Scheduled Teaching → click on course → Teaching Evaluations section (at very bottom of page)*
- Summary table of student perception of instruction (SPI) ratings** for all courses across semester  
*Representative Teaching Materials → Summarize the results of student evaluations for all courses taught at USA, using both a narrative and graphs*
- Report of peer-review of teaching\*** and faculty reflective response (*required at intervals as indicated in the USA Assessment of Teaching Effectiveness Policy*). Report of peer-review of teaching will be combined with evidence in item #5 below (representative teaching materials in 1 pdf document).  
*Representative Teaching Materials → Representative Handouts or Supplementary Materials*



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5. **Other appropriate indicators and innovative teaching methods applicable to the instructor's field\*** (representative teaching materials in 1 pdf document)

*Representative Teaching Materials* → *Representative Handouts or Supplementary Materials*

**Examples of evidence:** *(list is not exhaustive; nor are items listed required)*

- » Example syllabus/syllabi
- » Example presentation(s) of course content/lecture (pdf)
- » Example activity, lab exercise, standardized patient, simulation exercise, or other activity demonstrating practical implementation of a course objective
- » Assessment of learner outcomes (e.g. exam, quiz, formative assessment)
- » Small Group Instructional Feedback (SGIF) evaluation and report facilitated by USA Innovation in Learning Center (ILC)
- » Supplemental materials provided to learners
- » New course preparation and significant course revisions (e.g. pedagogical approach; new text; significant revision of course format, content, or student engagement activities)
- » Student performance on national exam
- » Incorporation of high-impact practices (e.g. simulation; team-based learning approach; leading Study Abroad opportunities; incorporation of students in research; critical thinking activities; problem-based learning; standards-based grading; LevelUp activities in coursework; online supplemental activities; technology-driven; service learning opportunities)
- » Advising activities (e.g. letters of recommendation; formal and informal advising; remedial advising; informal mentorship)
- » Career and next step (graduate school) advising
- » Teaching professional development (e.g. ACUE scholars; supervision/clinical teaching development; additional coursework in instruction/instructional design; ILC programming; Small Group Instructional Feedback; New Faculty Scholars program participation)
- » Research direction and mentorship for students (e.g. directed studies, thesis credits, dissertation credits, directed research)
- » Guest lectures and continuing education learning opportunities presented to community members (particularly with an evaluation of the education provided)
- » Student evaluations of teaching are positive and/or demonstrate growth in teaching effectiveness
- » Demonstrate excellence in teaching at varying levels (i.e. undergraduate, graduate, doctoral), in diverse class sizes, and in specialization of course content
- » Use of innovative techniques to improve student learning experience (e.g. AI, virtual reality, IPE, simulation)
- » Course materials developed (e.g. toolkit, textbooks, applications, case-studies, labs)
- » Inclusion of experiential learning opportunities for students (e.g. laboratory exercises; clinical education/supervision of students; practical experiences)