



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)