



UC San Diego Teaching and Learning Commons
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RE: Recognition as Engaged Teaching Scholar in Student-Centered College Teaching

September 26, 2025

This letter recognizes Alec Christopher Hoover in the Department of Economics as an Engaged Teaching Scholar, the highest level in UC San Diego's *Expertise in Student-Centered College Teaching Program*, having achieved core pedagogical competencies needed to teach effectively within our institution and in his future career. These competencies (based on Gilmore & Hatcher, 2021) include:

- Gain knowledge of how people learn and how to teach in a way that is consistent with these principles of learning, using a variety of techniques appropriate for the discipline, course level, and learning context.
- Consistently set and communicate specific and measurable learning goals, outcomes, and expectations, both for individual class sessions and the overall course, that are appropriate for the discipline, level, learning context, and the institutional curriculum.
- Teach with an equity mindset so that every student has the opportunity to learn, can see themselves in the curriculum and discipline, feels valued in the learning process, and can meaningfully contribute in ways that integrate their lived experiences and perspectives.
- Assess student learning using equitable and evidence-based practices that align with learning goals, and use the results to enhance and support student learning.
- Implement evidence-based pedagogical approaches specific to the discipline and that facilitate student learning.
- Assess and improve their own teaching through inquiry-based practice informed by a community of scholarly teachers.

In order to be named an Engaged Teaching Scholar, Alec pursued over 40 hours of pedagogical development, an independent teaching experience, and a reflective assessment to contribute to advancing shared knowledge of effective teaching. This included:

1. **Training in Student-Centered College Teaching & Course Design:** Scholars actively engaged in a minimum of 40 hours of advanced pedagogical training which prepared them to both 1) utilize evidence-based practices to guide student learning, navigate teaching decisions, and implement strategies to create an equitable learning experience, and 2) apply a deep understanding of student-centered teaching practices and course design to create a student-centered syllabus and be ready to teach as an instructor of record.
2. **Facilitating an Independent Teaching Experience:** Scholars facilitated an independent teaching experience in which they applied their knowledge of evidence-based practices, including teaching with an awareness of how people learn, using assessments aligned to learning outcomes, and actively creating an inclusive and equitable environment.

3. **Assessment of Teaching:** Scholars assessed their own teaching through reflecting on and discussing the application of equitable and evidence-based teaching practices in a community of instructors, and articulating in writing their own concepts of teaching and learning.
4. **Contribution to Advancing Teaching in the Discipline:** Scholars created a scholarly and reflective teaching artifact based on their assessment of the teaching experience, in order to advance shared knowledge of effective pedagogy and/or scholarship.

By completing the Engaged Teaching Scholar level in the Expertise in Student-Centered College Teaching Program at UC San Diego, Alec explored, implemented, reflected on, and disseminated evidence-based teaching strategies within the university setting, and is prepared to teach students with a focus on equity-minded practices. Completion of this program reflects his commitment to continued professional growth in learner-centered teaching. For more information about the requirements and experiences involved in this program, please contact engagedteaching@ucsd.edu.

Sincerely,



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