

# Holistic Evaluation of Teaching

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# Intros/Icebreaker (chat)

- Please share your department.
- What is one thing you really like about teaching?
- What is one thing about teaching that you find challenging?



# Goals for Today

- Discuss why campus is moving towards Holistic Evaluation of Teaching and share implementation timeline.
- Describe elements of a **teaching portfolio** and brainstorm materials to collect or generate.
- Identify elements of a strong **teaching statement** and reflect on key values and practices to highlight.
- Share resources for ongoing support with teaching and documenting teaching effectiveness.

 **REC** *Presentation portions of this session will be recorded.*

# Motivation - Why Holistic Evaluation?

In 2018 a joint Senate Administration Workgroup was charged with addressing issues with the status quo for teaching evaluation (which was heavily reliant on CAPEs). The motivation given in the charge addressed the following:

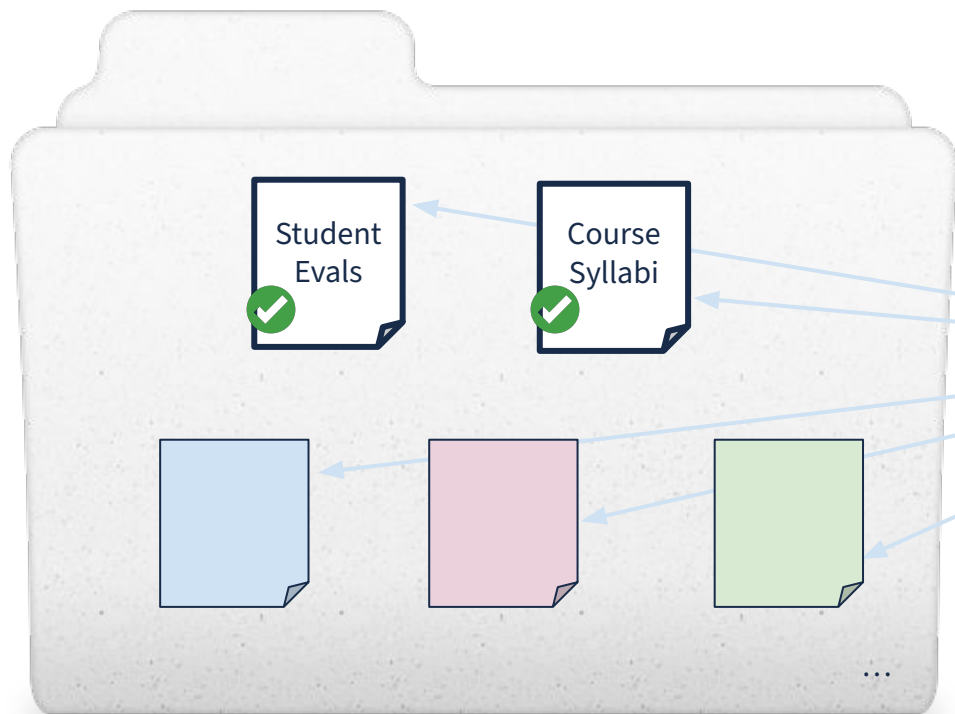
- Overly heavy reliance on CAPEs for evaluation of teaching
- APM requires two methods to be used in evaluating teaching, which is not regularly practiced
- The growing number of Teaching Faculty and the changes to APM 285 that require more robust ways of evaluating teaching
- The importance of continuous assessment of our teaching and programs

# Holistic Evaluation Overview

- As part of review process, faculty will submit a **portfolio** containing documentation of specific teaching activities, as well as a **teaching statement** which serves as a “roadmap for interpreting and contextualizing evidence included in the portfolio” (Implementation Report pg. 4)
- Timeline for rollout:
  - 2024-25: Piloting (individual faculty)
  - 2025-26: Piloting (full departments opt in)
  - 2026-27: Holistic Evaluation reaches steady-state

## Portfolio

*Curated collection of artifacts  
documenting key teaching activities*

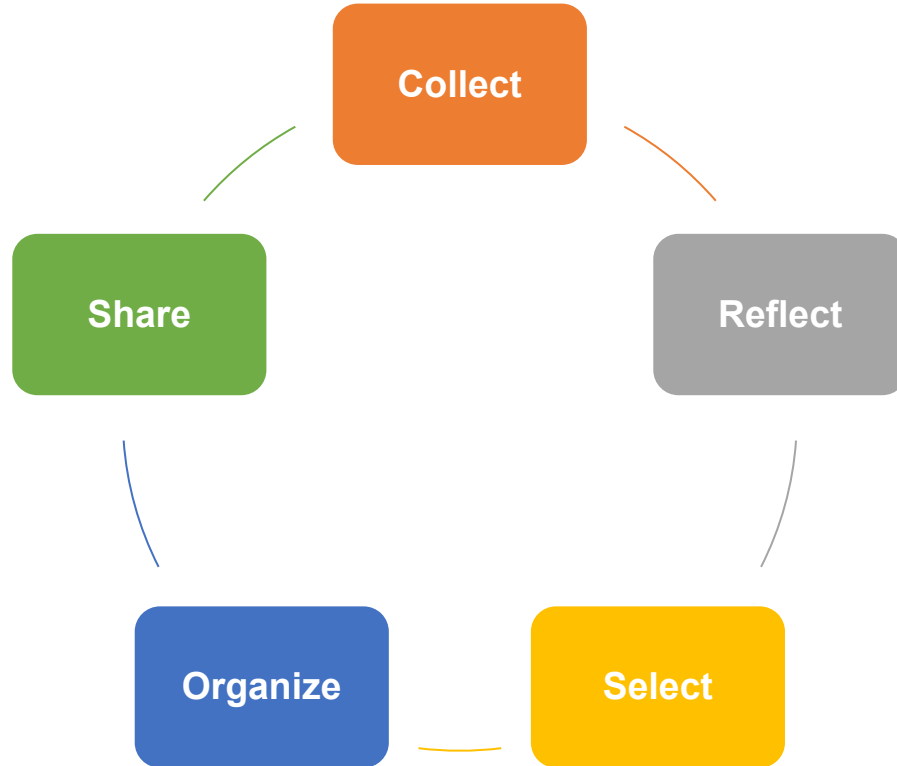


## Teaching Statement

*1-5 page “roadmap” through portfolio;  
highlight strengths and reflect on growth*



# Portfolio Development Process



*Engaged Teaching supports faculty in the reflective process, to help organize your thoughts around documenting your teaching effectiveness and growth.*

*Faculty should consult CAP and departmental guidelines for specific requirements and expectations.*

# Preparatory Reflection (10 minutes)

1. What beliefs, observations, research, or goals are important drivers of your teaching choices? (3 min)
2. How would I describe my teaching and classroom? (3 min)
3. What is one thing you're proud of from this review period? (2 min)
4. What is something that challenged you during this review period? (2 min)



# Reading Time

- You'll read two key resources from the Holistic Evaluation Oversight Committee:
  - [Instructions for Teaching & Mentoring Portfolios](#)
  - [Portfolio Evaluation Guidelines](#)
- Use the links to make copies of the instructions and evaluation guidelines in your personal google drive; as you read, we encourage you to annotate the documents with questions, insights, etc.
- We'll share learnings and questions in small groups before coming back together.

# Unpacking Instructions & Guidelines

In breakout rooms:

- Share your name & department
- What stood out to you from the instructions & evaluation guidelines?
- What questions came up as you read these documents?

# Evaluation Criteria & Guiding Questions

Quantity

Teaching Load

How does the candidate's teaching load compare to the **department standards**? (above load/at load/below load, why?)

1. Course Design and Pedagogy

What evidence is there that the candidate's course design and pedagogy does or does not lead to student learning as appropriate to **course and department context**?

2. Mentoring (if expected)

How does the candidate's mentoring load compare to **department standards** and is there evidence of mentoring effectiveness?

3. Reflection and Growth

Does the candidate's reflection attend to needed areas, and is there evidence of growth as an instructor?

Quality

# Reflection & Discussion

<b>What beliefs, observations, research, or goals are important drivers of your teaching choices?</b>	<b>Choose a teaching strategy, activity, assignment, assessment, or other teaching practice that you feel represents this aspect of your teaching.</b>	<b>How did your chosen practice support student learning, or help students achieve a learning outcome? What evidence or observations would you offer to support its effectiveness?</b>	<b>What was your takeaway from this teaching practice? What might you change in the future if you used this strategy again?</b>



# **What questions are coming up?**

# Tips/Reminders for Teaching Statement & Portfolio

## Selecting and Organizing Materials:

- Less is more: Consider what is *most* important? Select materials that highlight the most important/impactful aspects of your teaching (ideally around 3-5 items). The key is to make it meaningful, readable, and accessible.
- Include a table of contents to guide the reader through portfolio materials.
- Create a folder and drop in materials/reflections as you teach.

## Writing the Statement:

- Contextualize your teaching.
- Be specific and concrete; consider including student voices in your writing.
- Address struggle thoughtfully.
- Include citations, where appropriate, of evidence-based practices that align with your approach.
- Keep it concise! (1-5 pages only; refer to [template](#) if helpful)

# Final Points

- This has always been a faculty-driven process initiated due to frustration and concerns with the previous evaluation process. It's not a top-down mandate.
- As with anything, the first time putting together a portfolio is the hardest and most time consuming. It gets easier. You may have already been doing a form of this.
- Feedback from early adopters is that they appreciate what they've learned through the process of developing a portfolio.

Note: The background information in [the first report \(2019\)](#) is really helpful.

# Before the Review: Formative Feedback Opportunities

## Support from the Engaged Teaching Hub

- Confidential 1:1 consultations
- Observations of classroom teaching
- Assistance collecting & analyzing early student feedback

## Observations from colleagues/mentors

- The Engaged Teaching Hub can facilitate departmental workshops in peer observation of teaching

[Request a consultation](#) or  
reach out to us at  
[engagedteaching@ucsd.edu](mailto:engagedteaching@ucsd.edu)



# Thank you.

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Learn more:

[holisticteaching.ucsd.edu](https://holisticteaching.ucsd.edu)

## Workshop Reflection and Feedback



[Exit Ticket Link](#)

# **Additional Info & Resources**

# 1(a): Course Design

You might consider:

- Your course goals/learning outcomes
- Assessment design and alignment between course goals and major assessments of student learning
- Formative assessment (opportunities for low-stakes practice) and feedback
- Course policies - reasonable, equitable?
- How you communicate course information and policies with students

Possible documentation:

- Course syllabus
- Example of formative and/or summative assessment prompts
- Lecture/Seminar Slides

See [Portfolio Evaluation Guidelines](#)

# 1(b): Use of Instructional Strategies

You might consider:

- What instructional strategies do you use to support your students in achieving course goals?
- Forms of in-class formative assessment/active learning opportunities
- Accessibility of course materials
- Student engagement patterns
- Strategies for fostering collaboration between students

Possible documentation:

- Example in-class activity (e.g, from slide deck)
- Example lecture slide(s) or lecture video
- Data from SETs, including selected comments
- Course observation

# 1(c): Achievement of Learning Outcomes

You might consider:

- What evidence do you have indicating the degree to which students have achieved learning outcomes/course goals?
- How do you use this data to inform course adjustments?

Possible documentation:

- Course goals
- Sample assessment
- Grade distributions (comparison between years)
- Example of student work (anonymized)
- SET data

# 1(d): Class Climate

You might consider:

- Inclusive language & behavior in course materials and activities
- Diverse perspectives in course content
- Use of [inclusive teaching methods](#)
- Class community guidelines and policies

Possible documentation:

- Community guidelines
- Diversity statement from syllabus
- Example slide deck ([example](#))
- Selected student comments (SET/emails)
- Course reading list
- Example activity or assignment that demonstrates inclusive practices
- Course observation

See [Portfolio Evaluation Guidelines](#)

# 2 Mentoring and Advising

## You might consider:

- What is your approach to mentoring students and colleagues in research and teaching?
- How do you establish clear expectations for mentees and for yourself as a mentor?
- How do you provide feedback to mentees?
- What evidence do you use to determine whether your mentoring is effective?
- How do your mentoring practices demonstrate commitment to diversity, equity, and inclusion?

## Possible documentation:

- Mentorship evaluations (if anonymous)
- Individual development plan (IDP) template
- Service on dissertation committees
- Mentee awards/publications
- Outcomes post-graduation
- Outreach activities
- TA/IA meeting schedules & agendas
- Serving on teaching-related leadership committees

See [Portfolio Evaluation Guidelines](#)

# 3: Reflection and Growth

You might consider:

- What have you learned from student feedback, including challenges?
- How have you used this feedback to make adjustments to teaching/ mentoring, and what was the result?
- What are your future course- or teaching-related goals?
- What opportunities for professional development around teaching/ mentoring have you engaged in?

Possible documentation:

- SET data
- Early student feedback data
- Course observations
- Certificates/documentation of participation in professional development
- Conference attendance

See [Portfolio Evaluation Guidelines](#)



# Examples from UC San Diego Faculty

## [Example 1](#)

Dr. Christine Alvarado  
Computer Science

## [Example 2](#)

Dr. Phoebe Bronstein  
Sixth College Writing Program

*Note - these materials are meant to provide a general sense of what a teaching portfolio and statement can look like, but should NOT be treated as exemplars or templates. Please refer to your department and CAP for specific requirements and expectations.*