

Appendix I: UCAT Goals and Objectives

Program Goals	Objectives
A. Teachers take a scholarly approach to teaching	Teachers participate in discourse on teaching practices and principles with UCAT.
	Teachers design their courses using the principles of backward design
	Teachers design courses in alignment with programs
	Teachers identify and use appropriate literature, including SoTL, to inform their teaching practice
	Teachers collect, analyze, and respond to multiple forms of student feedback
	Teachers contribute to SoTL literature and formal conversation
	Academic units participate in structured experiences in support of curriculum design and assessment with UCAT
	Academic units work with UCAT to provide structured experiences to new teachers in support of scholarly teaching development (both centrally and within units)
B. Teachers will be reflective about teaching	Teachers participate in discourse on teaching practices and principles with UCAT.
	Teachers recognize their pedagogical agency and responsibility
	Teachers report a sense of empowerment and greater self-efficacy as a result of reflecting on their teaching practices.
	Teachers document the evolution of and rationale for their teaching practice
	Teachers collect, analyze, and respond to multiple forms of student feedback
	Teachers can articulate rationale for pedagogical choices

C. Teachers will foster student learning	Teachers collect, analyze, and respond to multiple forms of student feedback
	Teachers apply the basics of learning theory in course design and their teaching.
	Teachers design their courses using the principles of backward design
	Teachers identify connections between courses they teach and broader student progress toward course and program goals.
	Academic units apply the concepts of backward design to curriculum development.
	Teachers modify the structure of their own courses over time to respond to changes in the associated curriculum.
	Teachers assess whether their course goals are being met.
	Teachers modify course design and teaching practices in response to collected student-learning data.
	Teachers design their courses with an understanding of the diversity of their students and themselves.
	Teachers create an inclusive and safe classroom environment for students.
D. Teachers feel connected to a teaching community	Teachers support and feel supported by fellow teachers.
	Teachers identify colleagues who share an interest in teaching development.
	Teachers identify themselves as part of a community of teachers with similar values and concerns.
	Teachers report that they learn from other teachers on campus.
	Teachers participate in discourse on teaching practices and principles with UCAT.

Program Goals	Objectives
E. Teachers will demonstrate confidence in and derive satisfaction from their teaching experience	Teachers demonstrate enthusiasm and passion for teaching
	Teachers voice their confidence in teaching
	Teachers voice their satisfaction in teaching
	Teachers collect, analyze, and respond to multiple forms of student feedback
	Teachers use contextually appropriate student-centered teaching approaches in the classroom
	Teachers engage in conversations about teaching where they share their knowledge, experience, challenges in teaching
	Teachers synthesize new knowledge about teaching and consequently apply this knowledge in their teaching
	Teachers are self-aware their accomplishments and areas for improvement
F. Ohio State will recognize UCAT as an effective advocate for teaching.	University administration will invite UCAT to take a leadership role in initiatives related to teaching and learning on campus
	UCAT will be asked to be involved in university- and unit- level initiatives related to teaching and learning
	University- and unit-level administration refer teachers to UCAT
	Teachers seek UCAT out for teaching assistance and support
	UCAT actively seeks out opportunities to engage with the university on topics related to teaching and learning

Program Goals	Objectives
G. UCAT will contribute positively to the field of Educational Development	UCAT staff members will participate in periodic co-development opportunities to reinforce and enhance the unit's collective expertise
	UCAT staff members will produce, publish, and present original research as well as edit and review scholarship within the field of Educational Development and among pedagogically-focused disciplinary communities
	UCAT will develop programs and services which are consistently and intentionally informed by scholarship on Educational Development and, more broadly, post-secondary teaching and learning
	UCAT staff members will be elected and appointed to leadership roles among professional organizations and committees at the national, regional, and local levels
	UCAT creates a path to entering the field of educational development through the employment of Doctoral Interns and Graduate Consultants
	UCAT Doctoral Interns report their self-efficacy about searching for positions in the field of educational development
	UCAT doctoral interns and graduate consultants are adequately prepared to enter into the field of educational development