

The College of Liberal Arts and Sciences  
The Undergraduate Educational Policy and Curriculum Committee

**Minutes**

February 17, 2022

*Attending:* Cornelia Lang (chair), Roxanna Curto, Jennifer Eimers (staff), Eric Gidal, Alan Huckleberry, Erin Irish, Andrew Kitchen, Cinda Coggins Mosher, Jennifer Rogers, Christine Shea, Jan Wessel, Jenna Yang

*Guests:* Andrew Forbes, Katie Hassman, Sara Nasrollahian Mojarad, David Rehard, Jen Sterling

1. The minutes from February 10, 2022, were discussed and suggestions made for revision. The committee will review again next week before approving.
2. Alan Huckleberry, UEPCC liaison to the General Education Curriculum Committee (GECC), summarized a proposal that the GECC has approved and the discussion about it. The course is ANTH:2261 Human Impacts on the Environment for CLAS Core GE Sustainability and Social Science (SS). Though the course is currently approved for International and Global Issue (IGI) and SS, because the GE status in Sustainability allows a course to be paired with only one other part of the GE program, IGI will be dropped. After discussion, UEPCC members voted in favor of approving this course for GE CLAS Core Status.
3. Members of the Faculty Learning Community (FLC) on Assessing Assessment for Equity and Student Motivation joined the continued discussion of CLAS Grading Policies. Those members were
  - Andrew Forbes, Associate Professor, Department of Biology
  - Katie Hassman, Undergraduate Engagement Librarian, UI Libraries
  - Sara Nasrollahian Mojarad, Assistant Director, Center for Teaching
  - David Rehard, Lecturer, Department of Biology
  - Jen Sterling, Lecturer, Department of American Studies

The FLC members introduced their group. FLC is a collaborative group of faculty members who convene to explore a specific pedagogical topic. FLCs are faculty-led, and Center for Teaching provides administrative support and a CFT liaison who offers literature recommendations and expertise about teaching in higher education.

This FLC is focusing on assessment and grading practices, thinking about the ways that instructors assess and grade students, how that assessment affects their motivation to learn, moving motivation away from extrinsic (grades) to intrinsic (learning for the sake of learning), and how assessment can be made more equitable. A central question of their work is to understand how students can be encouraged to take more agency over their learning. They have been working to identify current problems and to develop solutions to those problems. As part of this work, they have curated a collection of literature on assessment and grading models. This bibliography will eventually be moved online to

allow for wider access. The FLC would like to collaborate with UEPCC to develop paths for faculty and DEOs to be more comfortable exploring alternative assessment and grading schemes.

In the robust discussion that followed, the FLC members described their trial runs with different assessment and grading strategies, which they felt were largely successful. One outcome of these pilots that seemed unanimous was students feeling less anxious and better able to focus on learning. UEPCC members were generally enthusiastic about allowing for more flexibility. To encourage more flexibility in assessments and grading, initial steps might be for CLAS to acknowledge on their website that a wider range of pedagogies and grading schemes are being used in the College and to provide resources for instructors who want to learn more. This discussion will be continued next week.

4. Meeting adjourned

Respectfully submitted,

Cinda Coggins Mosher  
Associate Professor of Instruction, Rhetoric  
Secretary of UEPCC