

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

Minutes
240 SH
March 27, 2025

Attending: Cornelia Lang (chair), Liz Lundberg (staff), Emilie Maurel-Destruel, Julianna Pacheco, Sanvesh Srivastava, DeAndre Steger, Amy Strathman, Rachel Young

Absent: Asha Bhandary, Rodica Curtu, Megan Gogerty

1. First the committee reviewed and approved the minutes from February 27. All approved minutes can be found [here](#).
2. The committee then reviewed and approved the following courses recommended by the General Education Curriculum Committee (GECC) for General Education CLAS Core status.
 - a. ARAB:2525 *We Are What We Eat: Food Culture in the Middle East and North Africa* (World Language and Cultural Exploration, effective summer 2025). This new course will have to be created in the course library before it can receive GE status.
 - b. SRM:1049 *Foundations for Sport and Physical Activity: Catalyst for Sustainable Communities* (Sustainability and Values and Society, effective fall 2025)
 - c. SMC:1050 *Sport and the Media* (Values and Society, effective fall 2025)
 - d. PSQF:1750 *Introduction to Positive Psychology* (Social Sciences, effective fall 2025)
3. Next Associate Dean Lang led a discussion about Anthology Ally, a new tool that will be available in all ICON sites. Anthology Ally will provide information about the accessibility of each course's online material to the instructor of that course. No action will be required, but the instructor could use that report to make changes that improve their course's accessibility if they wish. There was some discussion about specific challenges to accessibility, such as handwritten lecture notes. There will be more information, resources, and trainings related to accessibility, such as those offered through the Office of Teaching Learning and Technology (OTLT), for instructors who wish to learn more.
4. Finally, the committee continued the ongoing discussion about the evaluation of teaching effectiveness within various programs. The University is hoping to facilitate a culture shift around teaching evaluations, moving toward understanding them as documenting continual growth and therefore not punitive or a fixed measure of each instructor's teaching. Different departments are at different points in this culture shift, and the committee discussed some of the ways departments have facilitated conversations, self-reflection, and goal-setting around teaching effectiveness, including the role of SPOT form data in those processes.

Respectfully submitted,

Sanvesh Srivastava
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