College of the Environment Curriculum Committee
Meeting Minutes for May 4, 2020
12:00 – 1:30 PM

Present (via Zoom):
• Aquatic & Fishery Sciences – Luke Tornabene
• Atmospheric Sciences – Greg Hakim
• Earth & Space Sciences – Bruce Nelson
• Environmental and Forest Sciences – Clare Ryan
• Friday Harbor Labs – Megan Dethier
• Marine Biology – Kerry Naish
• Oceanography – Mikelle Nuwer
• Program on the Environment – Kristi Straus
• Graduate Student Representatives – Robin McLachlan, Henry Bell
• Undergraduate Student Representative – Emily Busse
• Director of Student & Academic Services (ex officio: committee staff) – Michelle Hall
• Guests: Julia Parrish, Associate Dean of Academic Affairs; Jane Dolliver, Interim Executive Assistant to the Associate Dean; Terryl Ross, Assistant Dean of Diversity, Equity and Inclusion; Isabel Carrera Zamanillo, Diversity, Equity and Inclusion Specialist; Eli Wheat, Lecturer, Program on the Environment

1. Associate Dean Parrish offered updates on Autumn Quarter course planning:
• University convened a “back to school” team (of Deans, etc.) to make the final decision about what “back to school” looks like and create a plan vetted through Provost office in early July.
• Decision on whether Summer B Term will be online has still not been made.
• Julia is working with the CoEnv Online Teaching Team to create a decision tree this week to share with the campus-wide “back to school” team. Decision tree will be based on:
  o Epidemiological guidelines (enrollment: perhaps large/medium/small – large threshold set by physicality of social distancing)
  o Course type (lecture only vs. lecture/discussion vs. lecture/lab vs. intensive field course)
• Possible models to consider:
  o Large courses go all online
  o Faculty teach online and students are in-person
  o Courses all have online version and in-person version
  o Need to avoid creating online content in crisis-mode
  o Have all lecture courses asynchronous – “flipped classroom”
  o Class breakouts need to have lots of structure
  o Want synchronous sessions to be supported with synchronous discussion
• Issues to consider:
  o Prepare for a set of students who self-isolate, rolling absences, possibly 1-3 weeks in length.
  o Look at disability services accommodations model. What types of accommodations can we provide to focus on learning objectives (not on repeating activities exactly) and avoid being overwhelmed with individual accommodation?
  o Courses in fall will need hybrid model. There may continue to be travel restrictions for international students coming into the country (in addition to covid-19 isolating, etc.)
  o Caution against going all-online because students are hungry for interaction, and hands-on labs, field trips, etc.
No funding and almost no time to reconfigure classrooms. Labs are owned by units, so more flexibility in configuring.

Avoid asking TAs to be in in-person but faculty online, and avoid any model where grad students doing all the extra work.

**ACTION:**
- Parrish and the CoEnv Online Teaching Team will create decision tree this week, send up to “back to school” team
- Parrish will ask critical employees in all units to look at configuring labs (ex., here is the walkway,” “here is tape to show how far apart you sit”) by next week.
- Parrish will plan a zoom meeting with TAs about boundaries in a few weeks.
- Parrish et al. create decision tree for in-person vs. online in the next day.

2. Bruce Nelson presented course proposals from the Department of Earth and Space Sciences:
- ESS 103 “Earth’s Origin and Transformations Over 4.6 Billion Years” – new course
  https://uw.kuali.co/cm/#/courses/view/5ea7270f5278742500408557

  The committee commented that the course will be great for attracting potential majors, especially as a 1-credit, low-risk commitment for undergraduates. The committee approved the proposal pending final revisions:
  - In the course description, consider changing “climate change” to “evolution of climate system” since the course seems to focus more on climate from a geologic perspective / history of evolving climate rather than on “climate change” as students typically understand that topic.
  - In learning objective #3, change “rock” to “rocks” in the Curriculum Management system and in the syllabus.

  **ACTION:**
  - Hall will send the proposal back in the Curriculum Management system for revisions.

- ESS 445 “Economic Geology” – proposed changes to replace content of ESS 345, which will be retired; ESS will reinstitute ESS 445 as a technical earth science class
  https://uw.kuali.co/cm/#/courses/view/5dc3259b06ff0e24008e29f6

  The committee approved the proposal pending final revisions:
  - In the “Activities & Hours” section in the Curriculum Management system, the total hours listed in the table and in the “explanation and justification” paragraph need to be the same (currently, the table says “3 lecture, 1 lab” but the paragraph says “2 lecture, 2 lab”).
  - In the “Evaluation Details” section in the Curriculum Management system, 40% of grade is based on homework, research, and in-class quizzes, but there is no explanation of what the research activities are in the syllabus. Need to add details in the syllabus if this is a major component of the 40% category, or perhaps delete reference to “research” if it’s not a key activity.
  - In the syllabus, consider adding more indication for each week/topic of what happens in the lecture versus the lab, perhaps a short phrase or sentence to describe the hands-on lab activity (e.g., “identify rocks,” “study maps,” etc.).
  - The committee asked for more explanation of why the course requires no economics prerequisite and does not seems to focus on economics. Nelson explained that the study of ore deposits and ore minerals has always been referred to as “economic geology.” This is a classic
title within the discipline/field that employers and graduate advisors will recognize on transcripts. It’s the phrase that experts in the field use to refer to “economically valuable resources.”

**ACTION:**
- Hall will send the proposal back in the Curriculum Management system for revisions.

3. Kristi Straus and Eli Wheat presented course proposals from Program on the Environment:
   - ENVIR 400 “Professional Environmental Communication” – new course
     
     [https://uw.kuali.co/cm/#/courses/view/5d2f5302c389f02400ca6cb0](https://uw.kuali.co/cm/#/courses/view/5d2f5302c389f02400ca6cb0)

   The committee approved the proposal pending final revisions:
   - The proposal notes that the course expands on environment ENVIR 200, but that course is not listed as a prerequisite (because ENVIR 200 is open only to ENVIR majors). Consider limiting enrollment to juniors/seniors only or “permission from instructor” to ensure that non-majors taking the course have some background. Could also consider closing the course to non-majors. This would actually be done via the Time Schedule, not hard coded into the Curriculum Management system.
   - Under “Evaluation details” in the Curriculum Management proposal, “In-Class Discussion Preparation & Contributions” accounts for 20% of the grade, but not much detail is included for this activity. Consider including more detail on what is required for the in-class participation and how students achieve that activity.
   - Consider including more content/instruction on the critical evaluation of various communication platforms within a professional context; perhaps add some content on LinkedIn.
   - In the “Activities & Hours” section in the Curriculum Management system, the total hours are missing in the table.

   The committee also suggested that the Dean’s Office convene the instructors for the various communications courses (perhaps in the autumn) to review the content across the courses and share ideas and best practices.

**ACTION:**
- Hall will send the proposal back in the Curriculum Management system for revisions.
- Hall will work with the Dean’s Office Academic Affairs team to gather all of the communication syllabi and convene the instructors of the courses.

- ENVIR 439 “Attaining a Sustainable Society” – course change (add DIV, change credits)
  
  [https://uw.kuali.co/cm/#/courses/view/5ea377dd76b3952500242b9f](https://uw.kuali.co/cm/#/courses/view/5ea377dd76b3952500242b9f)

   The committee approved the proposal pending final revisions:
   - In the “Activities & Hours” section in the Curriculum Management system, the total hours are missing in the table.
   - The acknowledgement statement from SMEA indicates that there is probably substantial overlap between this course and SMEA 430 and suggests exploring if they are overlapping or equivalent.
**ACTION:**
- Hall will send the proposal back in the Curriculum Management system for revisions.
- Straus and Wheat will connect with SMEA to discuss overlap with SMEA 430.
- Hall will request that the Curriculum Management / Kuali team make the “total hours” box auto-fill.
- Hall will share list of DIV courses within the college with the committee for future discussion of strategies for expanding those offerings.

4. Terryl Ross (Assistant Dean of Diversity, Equity and Inclusion) and Isabel Carrera Zamanillo (Diversity, Equity and Inclusion Specialist) led a discussion of discussion of draft syllabus statement on Diversity, Equity and Inclusion (DEI), land acknowledgement statement, and recommended resources for inclusive teaching:
   - Formed this diversity statement by compiling statements from different universities, several examples across the college and units across the University (UW-Bothell, etc).
   - Teachable moments – instructors can invoke these when there is a micro-aggression. People who have been micro-aggressed may appreciate this.
   - This document is more than posting this text on canvas – it is about classroom culture.
   - Units and instructors are encouraged to contact DEI – they are a resource to connect instructors to resources across campus.
   - DEI team recommended that instructors make these statements actionable and practice them during class. Committee members asked how to support/train instructors in implementing a teachable moment and avoiding a confrontation? DEI advises to err with the person who has received the aggression.
   - Committee members recommended rolling out this document via workshops or mini-courses. DEI noted they host a once-a-month DEI training, post best practices on the college website, and ensure that there are two members from each unit on the college diversity committee. They can incorporate training related to this document into those efforts.
   - Committee members asked when preferred pronouns will be an added option to class lists. DEI noted this is forthcoming from the Registrar (project was paused due to pandemic response priorities).
   - Although the committee felt most of the document needed to be presented with training, they agreed that posting one or more sample DEI syllabus statements on the college website would be helpful.
   - The committee suggested perhaps creating a decision tree to help instructors develop and tailor their DEI statement, like the unexcused absences guiding document.

**ACTION: The DEI team will aim to do the following across the next few months:**
- Identify example statements for virtual inclusive teaching.
- Host a responding to micro-aggression session next quarter.
- Share the notes and material from the special workshop from last year in conjunction with CTL.
- Train the two departmental reps on the college diversity committee to be the trainers for the department.
- Host “DEI Topic of the Month” (pronouns could be first) next quarter.
- Work on a decision tree approach to creating your own DEI statement.

Meeting adjourned at 1:30 AM.