1. Megan Dethier presented a proposed new course from Friday Harbor Laboratories:
   - FHL 275 “Natural History of the Salish Sea”
     https://uw.kuali.co/cm/#/courses/view/5f808d6ce878d70026119c73
     FHL created field-intensive 200-level course to attract students to spring marine studies program. Will serve as a parallel to PoE’s natural history course. The committee asked about assistance for students who need the gear/clothing required for the course and whether there are strategies to accommodate people with physical limitations who may struggle to complete such a physically intensive class. FHL offers some financial aid funding available for students and has managed limited accommodations. Hall noted that Bruce Nelson is heading a focus group to increase access/accommodation across field experiences and can report back to the committee when recommendations are available.

   The committee approved the proposal pending final revisions:
     o Make sure the course description in the Curriculum Management system is same as in syllabus
     o Participation seems really important but no points are associated – is that the intention?
     o In the course learning objectives, consider emphasizing basic skills instead of career preparation for a 200-level course

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

2. Greg Hakim presented three new course proposals from Atmospheric Sciences:
   - ATM S 310 “Programming for Atmospheric Data Analysis”
     https://uw.kuali.co/cm/#/courses/view/5e4dd69e9389c7250018303f
     Hakim summarized the detailed justification for the new course, which ATM S created because other programming classes (e.g., CSE offerings) have not served their students well. The course offers an overview of modern programming with applications to Atmospheric Sciences data, and
relevant, real-world applications using python and serving as foundation for the rest of courses in the major. The committee approved the proposal pending final revisions:
  o Consider requesting that the course meet the Quantitative & Symbolic Reasoning (QSR) general education requirement.
  o Consider including reference to python in the learning objectives or course description.

• ATM S 597 “Directed Discussion and Presentation”
  https://uw.kuali.co/cm/#/courses/view/5f85da04f2745400264d2ba3
Hakim noted that this course has been as offered previously as a Special Topics 591 and the department wants to make it a permanent course. The committee approved the proposal pending final revisions:
  o In the “Evaluation Details” section of the proposal, cannot include grading on attendance, which is considered grading on student behavior. Consider combining with participation, but if over 15% of the grade is on participation, need to include information in syllabus listing the measures of how participation will be evaluated.
  o The syllabus focuses on “tool learnings,” not readings/paper discussions as the course description indicates. Upload a syllabus that better matches the course description.
  o Add the required religious accommodation statement to the syllabus.

• ATM S 601 “Internship”
  https://uw.kuali.co/cm/#/courses/view/5f91db25f9328f0027c96cdb
Hakim noted that this course has been as offered previously as a Special Topics 591 and the department wants to make it a permanent course. The committee approved the proposal pending final revisions:
  o In the course proposal, spell out Curricular Practical Training (CPT) and note that it is for international students to get credit.

ACTION:
• Hall will send the proposals back in the Curriculum Management system for revisions.
• Hall will follow-up with ATM S Chair re: status of CSE acknowledgement.

3. The committee reviewed a proposed new course from Marine Biology:
• MARBIO 301 “Hot Topics in Marine Biology”
  https://uw.kuali.co/cm/#/courses/view/5f8f668a692bfb0026d42fffe
Course will draw students from CoEnv and across UW, and experts could be drawn nationally and internationally. The committee discussed how this course and similar courses might reduce strong emphasis on physically attending in person, given the technology tools we now have. How do we balance increased access for students with the learning benefits of in-person interactions and benefits to the department to have a full auditorium? The committee approved the proposal pending final revisions:
  o Consider clarifying whether there is any evaluation of the post-seminar assignment, as there is for the pre-seminar assignment.

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

4. Mikelle Nuwer presented a proposed course change from Oceanography:
• OCEAN 430 “Marine Bacteria, Archaea, and Viruses” – changing title, course description, etc.
  https://uw.kuali.co/cm/#/courses/view/5f9794ba5e1fa000287db1ca
Nuwer explained that the course will be co-taught with a graduate level course with a different syllabus and assignments. The committee approved the proposal pending final revisions:

- Add Marine Biology as an affected unit since the course will count towards degree requirements.
- Submit a request to retire the current OCEAN 430 courses, and create new course proposal to create new version of 430.
- Consider whether the abbreviated title can be clearer.

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

5. Luke Tornabene presented proposed new courses from Aquatic and Fishery Sciences:

- **FISH 576 “Applied Stock Assessment I”**
  https://uw.kuali.co/cm/#/courses/view/5f85e8b90a67fc002633bed5
- **FISH 577 “Applied Stock Assessment II”**
  https://uw.kuali.co/cm/#/courses/view/5f85e8cec540c700276146b7

Tornabene noted that the course has been taught by several affiliate faculty at Alaska Fisheries Science Center as a Special Topics Fish 600 course, and those outside organizations requested the course. Now offering two quarters back-to-back to provide hands-on training to prepare students for government jobs. The committee approved the proposal pending final revisions:

- Change the FISH 576 course title to I instead of II
- Clarify what the labs mentioned are -- computer labs?

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

6. The committee briefly discussed strategies to increase undergraduate course enrollments and unit updates on efforts to increase Winter 2021 enrollments:

- Increasing enrollment is limited by TA support; units cannot significantly expand without more TA support.
- SMEA now offers two undergrad courses, each with a cap of 70. Any resources to effectively market those courses are welcome. The focus of SMEA’s program has a lot to offer undergrads, especially PoE students seeking opportunities to learn about law, policy, and governance.

7. Terryl Ross and Isabel Carrera Zamanillo joined the committee to discuss strengthening diversity (undergraduate DIV requirement) and environmental justice course offerings in the college:

- Straus noted that:
  - the college should offer more courses with DIV designation to show that this is necessary learning for our students and solidify a place for equity and justice learning in the college.
  - students are clamoring to learn about white privilege, structural racism, equity, and justice.
  - many units are running seminar series, inviting students to think critically.

Committee members offered unit updates:

- **SMEA:** Requires EEJ courses and offers Special Topics courses on “Environmental Justice and Political Ecology” and “Change Abolition Ecology and Indigenous Peoples Self-determination.” Will continue to offer 1-2 courses per year. Open to other students, but space may be limited.
- **SAFS:** Offering a 500-level indigenous rights course taught by postdoc, the winter seminar has social justice theme, grad students offering “White Settler and Colonial History in Fisheries.” Polled instructors with survey asking faculty about both active learning and evidence-based...
teaching, but also themes of social justice in current classes. Only 7 (of 15) instructors have strong social justice component in courses. SAFS has 1-2 courses with DIV designation.

- **PoE:** In the process of revising major, discussing an EJ requirement. Would like to see more options for EJ through the lens of our college. Would love to take advantage of offerings in other units. PCC and POE are sponsoring an EJ workshop – how faculty can create a EJ module for any course. There is a small stipend to faculty.

- **OCEAN:** formal and informal groups are meeting, especially journal/discussion clubs, with specific groups for faculty and students. The conversation is different depending on who is in the room. Students have been very vocal to see EJ reflected in courses. Andrea Ogston started her recent course on indigenous perspectives. One group has been discussing race and racism in academia and how it impacts the way we teach, the research we do, how we interact with other communities. Have been talking about how we mentor students to transition into STEM major, and how we teach, market, and frame our courses.

- **SEFS:** offers two courses with DIV listing, one with the Yakama nation, one cross-listed course with PoE on power, privilege, and discrimination. Kristiina Vogt teaches a SEFS course on indigenous storytelling. Looking more deeply into curriculum. In ESRM 300, incorporating content in core course. At faculty meeting, had session on inclusive teaching. Will add specific learning goal to undergraduates in SEFS major. Make sure that each course has a learning objective that supports this learning goal. Faculty need ideas for specific things they can do; they are not sure that they are “expert” in this material; they are expert in, for example, soils. How to get credibility to facilitate those suggestions?

- **ATM S:** held a special seminar this fall on racial justice. ATM S 100 course proposal went through with DIV designation – “Climate, Justice, and Energy Solutions.”

- **ESS:** outreach program at 300-level, but not offered since 2018 because requires fair amount of TA support; trying to navigate curriculum in era of decreasing TA support.

Ross and Carrera Zamanillo offered ideas and updates:

- Look at the course evaluations for these DIV offerings to see if they are lower rated (because students don’t take the message well).
- Insert a DIV or EJ module into existing classes; DEI could offer a workshop for faculty.
- Put together a checklist for incorporating DIV/EJ content.
- Do an assessment of current DIV offerings, perhaps get professors together to ask how to go to next level.
- Carrera Zamanillo is working with Online Teaching Team members on a module for inclusive teaching on the OLT Canvas site. Not focused on EJ but on inclusive spaces where these conversations can happen.
- DEI team generated a list of BiPoC people who can be guest speakers in courses. We can forward that to you. We can all work together to improve that.

**ACTION:**

- DEI team will explore pursuing some of the ideas above, especially seeking input from instructors of CoEnv DIV course on lessons learned, enrollments, evaluations, perhaps modeled after survey SAFS created.

Meeting adjourned at 10:00 AM.