1. Kristi Straus, Chair, welcomed new and returning committee members. Committee members offered updates on forthcoming course and curriculum proposals.

2. Michelle Hall offered an overview of committee responsibilities, structure, and schedule and highlighted key online resources:
   - All course proposals will be reviewed via the online UW Curriculum Management (CM) system.
   - Curriculum Management quick guides are available online.
   - See especially quick guide on Curricular Relationships (responding to “Acknowledge” requests and determining if a course has curricular relationships).
   - UW Curriculum Committee Reports (monthly) – use to track status of proposals being reviewed by UW Curriculum Committee.
   - See UW general education requirements descriptions (designating undergrad courses to meet Areas of Knowledge and Diversity requirements, I&S, NW, VLPA, DIV).

3. Kristi Straus presented a new course proposal from Program on the Environment:
   - ENVIR 310 “Data Analysis in Environmental Studies”
     https://uw.kuali.co/cm/#/courses/view/5f36ceaaad4a420026e3b8e4
   Straus noted that the course has been taught as 400-level special topics at least 3 times. Students are in the lab together to analyze quantitative and qualitative (e.g., survey analysis) public data (or their own research data). ENVIR also requires a research methods course, but this proposed course fills a gap. PoE is requesting the QSR designation because the course focuses on data analysis skills. Committee members noted that the course could be offered at 400-level, but Straus explained the instructor teaches a 500-level SMEA course that is a deep-dive into qualitative data, more appropriate for grad students. Straus noted the course uses Excel because there are existing courses focused on other programs, coding. The committee approved the proposal pending final revisions:
     - Add Quantitative Science, Environmental & Forest Sciences, and Oceanography as affected units.
Consider adding more detail on actual techniques used so students can more easily compare content across courses, e.g., “methods will include ANOVA,” etc.

Advise students when they should take the course in the curriculum (no need to include this in the proposal).

**ACTION:**

- Hall will send the proposal back in the Curriculum Management system for revisions and adding affected units.
- Hall and Straus will add to the list of topics to return to in a future meeting – bring together the quantitative course instructors across the college to share best practices and compare content (platforms, statistical tools, etc.)

4. Megan Dethier presented a course change proposal from Friday Harbor Laboratories:

- FHL 468 “Advanced Topics in Ecology and Biomechanics” – change from 500 level to 400 level and other associated changes

https://uw.kuali.co/cm/#/courses/view/5f17155eab31ef0026b4d502

Dethier explained that the course is increasingly taken by a predominantly undergrad population and the current 500-level designation is intimidating to undergrads. The course is taught by various visiting faculty and designed to attract undergrads and grads from around the world. Naish expressed concern that Marine Biology faculty need clarity on how course learning objectives will be consistent across various offerings. Naish suggested that FHL work with MB to create a plan for prior approval of such courses to see how the course aligns with MB curriculum goals and how to reduce petitions for one-off courses to count towards MB major requirements. Naish suggested that marine science faculty representatives discuss implications of moving 500-level courses to 400-level courses for the undergrad degrees. The committee approved the proposal pending final revisions and feedback:

- Add Marine Biology as an affected unit.
- Consider revising the learning goals to focus on 400-level skills (seem more 200-300 level as written). Consider modifying learning goals to list only goals that apply across all offerings of the course and describe goals that can be measured, e.g. change “excellent marine invertebrate and avian identification skills” to “after taking this course correctly identify marine organisms.” Note that learning goals focused on showing how marine reserves are effective management may be controversial in some fields.
- Reconsider the title – putting ecology (broad) and biomechanics (quite specific) together might not consistently encompass all of the various offerings.

**ACTION:**

- Hall will send the proposal back in the Curriculum Management system for revisions. Affected units who have already acknowledged will have to do so again after revisions.

5. Kristi Straus offered updates from the Online Teaching Team’s efforts to support teaching and learning online, and more broadly:

- College-wide TA training – well attended and received high reviews; planning to offer again
- New lightboard recording studios – set up in OCEAN, FISH, and ATMS
- Resources:
  - [College of the Environment COVID-19 Resources for Instructors](https://www.coe.uw.edu/covid19)
  - [College of the Environment Online Teaching Resources](https://canvas.uw.edu/courses/562284) (Canvas site)
  - [Resources on Teaching Remotely](https://uwit.org) (CTL)
  - [Learning Technologies Workshops](https://uwit.org/learning-teaching) (UW IT)
6. Julia Parrish, Terryl Ross, and Isabel Carrera Zamanillo offered updates on efforts to develop Equitable Classroom Trainings, and Parrish offered brief update on efforts to restructure Teaching & Learning content on the college website:

- Ross explained that the goal is to make learning available for everyone and a safe space.
- DEI team collaborated previously with the Curriculum Committee on a DEI syllabus statement and how to introduce teachable moments.
- Parrish gave an overview of the vision/goals of the effort, faculty survey results, and discussions with campus experts.
- Conversations have focused on how to make classes more inclusive, more equitable and providing resources for instructors – TAs, faculty, lecturers. Lots of resources on awareness, less on skills acquisition and practice. Create a set of resources from shallow end to deep dives. Working on framework. Will layer in DEI events, CTL, POD offerings.
- Now looking to the Curriculum Committee to help think about how to continue to shape and evolve the conceptual idea, but also push it to reality.

Committee members offered ideas and comments:

- Need to include more speakers who are BIPOC and connect course topics to social justice.
- Want more training from pedagogy perspective.
- From a content perspective, lots of interest in discussing EJ in courses from students across the College (opportunities or requirements). Need to discuss human element that is not equitable.
- Interested in expanding DIV course offerings.
- Could the committee ask during the course proposal review process what pedagogy instructors plan to employ? Formal opportunity for the committee to offer feedback and be a resource to units. What kind of resources would curriculum committee point to? (i.e., “doing this can have the following benefits and here are some resources to help.”)
- Need to assess what is effective and what will result in change. Committee is in a good position to see broad landscape across college and build on what is already in place.
- Faculty who teach DIV courses get lower course evaluations than those who do not. What can CoEnv do about that?
- Create event calendar? One place to find out all the resources on equitable classrooms (books, podcast), or interactive (retreat, seminar series, workshop). Emailing one-by-one is not effective. Throwing everything on a list is not effective. How can we inspire interaction re: these topics regularly (in faculty meetings).

**ACTION:**

- Straus and Hall will add equitable classroom training, expanding EJ and DIV courses as topics for future meeting(s).
- DEI team will return to committee to discuss the evolving College diversity action plan.
- Committee will send feedback on higher-level teaching and learning website resources.
- Hall will solicit a couple of committee members to be part of focus group on teaching and learning website revamp.

Meeting adjourned at 5:35 PM.