1. Kristi Straus presented a proposed course change from the Program on the Environment:
   - ENVIR 100 “Introduction to Environmental Studies”
   - [https://uw.kuali.co/cm/#/courses/view/5f9f4b0c099c9d0026cce79e](https://uw.kuali.co/cm/#/courses/view/5f9f4b0c099c9d0026cce79e)

   The Program on the Environment has taught this course for years. It is a co-taught class, two faculty from different disciplines, four quarters per year. Since a recent redesign, this course has shifted to teach through an environmental justice lens and meet the DIV course requirement (e.g., Who has access to decision-making? Who contributes to pollution and climate change and who is harmed?). To reflect those changes, the instructors have added learning objectives and revised the course description. The committee asked the following questions and Straus responded:

   Question: How do the two different grading tracks work? Answer: The course features a “regular” and “service learning” (now community-engaged – CE – learning) track, with 40-60 students; assignments are generally the same except the CE students have a shorter final paper. The final poster project is the same.

   Question: Why are there so many different evaluation percentages and categories. Answer: The course was reviewed by a continuum college education consultant who recommended that 100-level courses have higher structure to support learning, especially in the online environment. The recommendation is at least weekly or multiple times/week assessments are needed for students to stay on track. The online course was approved for distance learning a year ago.

   Question: What’s the difference between lecture quizzes and reading quizzes? Answer: Online reading quizzes are correct/incorrect. Lecture quizzes are clickers/poll everywhere (not graded).

   Question: Is there standard College guidance on the DIV requirement preserved somewhere? Answer: Only notes from past meetings, which indicate that the college initially wanted to see at
least 60% of the course content focused on DIV topics. When the requirement was new, the College chose to take a relatively stricter interpretation of the meaning of the requirement in deciding which courses it would approve. For current College DIV offerings, see:
https://environment.uw.edu/students/degrees-programs-and-courses/courses/diversity-courses-for-undergrads/

Question: Is PoE thinking about making ENVIR 460 “Power, Privilege, and Preservation” larger?
Answer: Yes, incrementally larger, maybe increase cap from 25 to 30 in Spring 2021.

Question: As the College looks at whether to create college-specific DIV course guidance, has there been any discussion of a cross-college sustainability requirement. Answer: Not much conversation as a College, but the UW Sustainability Office maintains a course list:
https://green.uw.edu/courses/list. Committee members expressed importance of first agreeing to a definition of sustainability course before compiling a list or discussing a requirement.

The committee approved the proposal pending final revisions:
- Change “born” to “borne” in justification and course description
- List some foundational readings in the syllabus instead of “as assigned”
- Change “practice environmental communications” to “communication” in the learning objectives

ACTION:
- Hall will send the proposal back in the Curriculum Management system for revisions.
- Committee will talk about whether the target of 60% course content is too stringent for DIV designation.
- Curriculum Committee will discuss at a future meeting what a cross-college sustainability requirement might look like and how to develop a clear definition of a sustainability course.

2. Mikelle Nuwer and Kerry Naish offered CoEnv Online Teaching Team updates:
- Updated CoEnv OLT Canvas website: canvas.uw.edu/courses/1394210.
- Holding office hours during Autumn Quarter. Will continue office hours in Winter, reducing total hours.
- Offering pop-up workshops – all of the materials (presentation, notes, video) will be posted to the Canvas site (above).
- José Guzmán put together list of courses to visit for “Winter Course Field Trips.” Visitors meet up with colleagues to discuss what went well, what could go better.
- The team published an inclusive teaching module on Canvas and hosted a cross-university pop-up on the topic 12/9.
- Another TA Training will occur first week of winter quarter across 3 days: 1) inclusive teaching 2) discussion strategies 3) engaging students in the classroom – all grads and peer TAs invited.
- Theater for Equity will be developed – a group of actors will work together to form a set of scenarios to help people think through various scenarios and improve equity in classes.
- You can reach all the team members at coenvolt@uw.edu.
- Sunny Jardine shared that SMEA will host an online teaching workshop with all 12 faculty in SMEA. Goal is to spend 2-3 hours to studying website and present course websites and get feedback. Question: How to deal with faculty who are just learning Canvas? Answer: CoEnv canvas site has template courses highlighted; come to office hours!; go to CTL office hours!
ACTION:
• Curriculum Committee members will remind their faculty and TAs about these resources.

3. Informational items
• Central Curriculum office wants 1.5 hours to train faculty/staff in the curriculum management system course proposal process and 1.5 hours for 1503 undergraduate program requirement change training.

ACTION:
• Hall will check with Curriculum Office to see if they will be hosting winter trainings open to all and if those will be recorded, and then decide if there is still a need to host trainings just for our College’s faculty/staff.

• **BIOL 406 “Conservation of Large Vertebrates” course** listed the following as affected units: SMEA, SAFS, MARBIO, FHL. Since this course is half marine and half terrestrial, Clare Ryan requested that SEFS be added in order to evaluate whether the course is equivalent or overlapping with any existing SEFS wildlife courses. Also, course prerequisites are 300-level biology courses, so CoEnv students cannot take this.

ACTION:
• Michelle will check with the Curriculum Office on how to add SEFS as an affected unit in the workflow.
• Clare will send this proposal (once SEFS is listed) to Aaron Wirsing, Laura Prugh, John Marzluff, Josh Lawler.

Meeting adjourned at 9:24 AM.