1. **Dean Maya Tolstoy: Introductions and initial discussion of how we can work together on college-wide academic and curricular goals (30 minutes)**

The Dean offered opening remarks and described her three top priorities as new Dean: DEI; Strategic Plan (who we are, what we do, extraordinary breadth and depth); Raise the College’s profile. The Dean described her academic priorities:

- Excellent pedagogy – maintaining that excellence is really important. Staying up to date and relevant.
- Increasing SCH and students in general. CoEnv is dependent on ABB.
- Environmental literacy:
  - Cross-college collaborations. Make sure every student has opportunity to take at least one CoEnv course.
  - Reaching out to business community of Seattle (Amazon, Microsoft, Google, etc.)
  - Reaching out to social science experts on environmental justice courses.

The committee shared comments and ideas:

- There is room for integrative curriculum at the 100-200 level on topics such as environmental justice or sustainability; integrate strengths from different units.
- Need to make Environmental Sustainability graduation requirement, like DIV. The sustainability office is designating classes as the first step.
- Marketing our 100-level courses is good, for students that don’t know they are interested in the environment.
- Duplication of effort / competing with each other at the lower levels?
• POE is developing sustainability and justice minor. Tightly connecting strengths and tying this in with human systems and inequities. Students are calling for this. This helps recruit all students to our majors. Being exposed to all disciplines with lens of equity and justice. We need a big, 100-level environmental justice course. It is generally hard to get DIV and NW in the same course. Students should simultaneously be able to learn about climate change, biodiversity loss. Some of these topics are taught in ENVIR 100, but this course is not designed solely as sustainability and justice.

• The College has a lot of strengths in natural and physical sciences. Not a lot of strengths in social science: environmental justice and sustainability – adequate expertise, depth?

• Conversations about race and justice should come up in almost all CoEnv courses, at least at 100-level. We need to better prepare faculty to have those conversations AND more social scientists.

• We don’t have good information about how successful our graduates are. This would help with strategically building connections to employers. Something to think about at the College level. We need a better system of trying to understand prospective students and graduate students, when use that info to improve programs.

RE: certificates:
• Need to do market research for certificates.
• Partnerships with industry, GIX at UW is an example
• Need to make sure the wider Seattle community knows that we are here as a resource

Possible topics for future meetings:
1. Many degrees have a capstone. But are we connecting students to employers before they graduate?
2. Instructors from different units are keen to teach with each other. We’ve explored creating high profile courses and teaching in creative formats to maximize credit hours.
3. Create opportunities to explore the other majors in CoEnv, for freshmen? Environmental major fair? Presentation/seminar to learn about all the different pathways. This is similar to Eng 100 – showcase the different departments across engineering. Note that the College dropped the “Exploring Environmental Majors” seminar because it was not clear the registered students increased majors. “Discovering atmospheric sciences” course pulls in 25-33% of majors. Most students coming out of high school don’t have the exposure to these disciplines

2. Proposed course change and new parallel course from Environmental & Forest Sciences (Sergey Rabotyagov 15 minutes):
• SEF 501 “Forest Ecology” (changing title, adding parallel undergrad section) [https://uw.kuali.co/cm/#/courses/view/61dbcccb84d85ab4cad68f43]
• ESRM 401 “Forest Ecology” (new parallel undergrad section) [https://uw.kuali.co/cm/#/courses/view/602d5ad98001992ae9d69f5]

Summary of proposal: Changing title of SEFS 501 from “community ecology” to “forest ecology” and add a parallel section, ESRM 401. Have an existing 401 on the books; will retire old ESRM
401 (a field trip) and replace with parallel section. Parallel course content is replacing content of ESRM 315 (course on old growth) but 401 is much more comprehensive forest ecology course, from the community ecology perspective.

The committee asked if the field trips (4, day trips due to COVID) will return this to an overnight trip? If not, remove that reference. Long-term request: ask for student input about an entire weekend devoted to field trips, Sat and Sun.

The committee approved the proposal pending final revisions:

- In the course proposal, in the “Activities and Hours” section, the total needs to add to 3 hours per credit hour. It adds up to 7.2 but needs to add up to 15. Add non-instructional hours and correct the total.
- On the syllabus, in the “Grading” section update “ESRM 490C” to ESRM 401.
- In the course proposal, in the “Evaluation Details” section, is the weekly quiz (20%) only for undergrads? Make this clearer. Consider making a table to clarify differences between undergrad and grad sections: 501: assignments, percentages. 401: assignments, percentages.
- Clarify the participation grade. Remove the word participation if this is for quizzes. If the activity is class participation, change from 20% to 15% and make a rubric for participation. See the Registrar’s webpage on “Application and Syllabus Issues”: https://registrar.washington.edu/curriculum/application-issues/: proposals will be sent back if grading/evaluation includes over 15% of grade based on participation, without corresponding information in the syllabus listing the objective measures by which participation will be evaluated.
- Consider advertising new funding source for SEFS students to apply for field gear, up to $300 and up to 2 quarters ahead: https://sefs.uw.edu/students/sefs-student-field-experience-support-fund/.

3. Proposed new course from Friday Harbor Labs (Mason Wiley, 15 minutes):
   - FHL 469 “Ecological and Social Processes in the Salish Sea”
     https://uw.kuali.co/cm/#/courses/view/61bd19567a513868b4c65a78

Summary of proposal: Three courses compose the “ZooBot” series: 1 Zoology, 1 Biology, 1 research experience. FHL will be doing this in the Autumn as well “Ecological and social processes of the Salish Sea” taught by Dr Eliza Heery.

The committee approved the proposal pending final revisions:

- Consider revising the title, perhaps “Ecological Processes in the Salish Sea”? Social Scientists may see some human impacts in the course content, but not much representation/detail on social processes/human reactions.
- Syllabus under “Paper discussions and group presentation”: Change “We will be used a strategic approach” to “We will be using...”
- In the course schedule, Indigenous People’s Day is grayed out – consider stating “No School.”
4. Proposed new course from Earth & Space Sciences (Knut Christianson, 15 minutes)"

- **ESS 469 “Machine Learning in the Geosciences”** (parallel undergrad section)
  https://uw.kuali.co/cm/#/courses/view/61170b017e95a005aa46f34b
- **ESS 569 “Machine Learning in the Geosciences”** (parallel grad section)
  https://uw.kuali.co/cm/#/courses/view/6123f6ed5844db74e24badd8

Summary of proposal: These courses are part of a general push to expand data science offerings and fill curriculum gaps. They provide a computational framework for analyzing a variety of datasets now available. Marine Donelle has materials already developed on GitHub. Main differences: 1) project at the end, 2) grads are given organizational and leadership role.

The committee approved the proposal pending final revisions:
- Course description – remove “the course will…” just say “Provides an introduction to…”
- Religious accommodation for syllabus – need to include the link in text. Use exact language from website: https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/
- In the “Justification” section of the proposal, revise the last sentence (“I’m submitting the same course for the graduate level, 569”) to “I’m submitting a parallel course for the graduate level, 569” because the UW Curriculum Committee is explicit that the courses are not “the same.” Explicitly describe what makes the graduate course different.
- Consider requesting that this course meet the QSR general education requirement, not the NW requirement because the course description and course objectives are not focused on NW. For general education requirement definitions, see:
  https://www.washington.edu/uaa/advising/degree-overview/general-education/
- The learning objectives seem too low level (“Become familiar…”). Consider asking students to apply their learning to new situations. Use blooms taxonomy as a guide:
  https://tips.uark.edu/blooms-taxonomy-verb-chart/
- Address comment from Dan Grossman in CSE re: prerequisites and need to list STAT as an affected unit because you list CSE/STAT 416 as potentially affected. Need to determine if content of this proposed new course is overlapping with CSE/STAT 416. See definitions of Curricular relationships (equivalent, overlapping, joint):
  https://registrar.washington.edu/curriculum/guides/curricular-relationships/. If you do not see it as overlapping, add a comment about why you are not taking the recommendation.
- Learning objectives in the syllabus are different from those in the course proposal. Revise to make them the same.

5. Proposed new course from Aquatic & Fishery Sciences (Luke Tornabene, 15 minutes)"

- **FISH 200 “Freshwater Biology and Sustainability”**
  https://uw.kuali.co/cm/#/courses/view/61e07bc9148915e41009c5e4

Summary of proposal: Course is part of the new freshwater sciences and management minor. One of the recommended changes was the creation of a single, unifying course in freshwater that would be attractive to non-majors and non-minors. 3 credit lecture or 5 credit with lab and field trip (freshwater minor students must take lab). Phys/Chem/Biol processes is the first half,
second half is sustainability, management, and human impacts. Hoping this will serve as substitute to Biol 180. Be a parallel to what FISH 250 is for Marine Biology majors.

The committee approved the proposal pending final revisions:

- Religious accommodation for syllabus – need to include the link in text. Use exact language from website: [https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)
- Course description needs to be re-written to not start with “This course...” Start with “Offers students . . .”
- “Sustainability” is title might be misleading, as it is on the last 2 weeks of the course. Consider revising the title, perhaps “Freshwater ecology and management” or “Freshwater ecology and conservation.”
- Does this have enough Individuals and Societies content to satisfy the I&S designation/requirement? (seems to be ~4/10 weeks). If this is a significant portion of the course, work to retain it. The FCAS criteria for Areas of Knowledge (NW, I&S, VLPA) designation is “50% of course content.” See this Areas of Knowledge policy link: [https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/71/2014/05/18105857/AoK-Policy.pdf](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/71/2014/05/18105857/AoK-Policy.pdf)
- Since this is not proposed as a DL course, consider removing Zoom policy and Zoom etiquette sections.

6. Teaching Support Team updates (Mikelle Nuwer, 5 minutes)

- Teaching Support Team has written a vision statement and asked for support from the Dean.
- Mikelle was recruited to be part of the Advisory Council on Technology-Enhanced Teaching, to create networks and strategies for remote teaching.
- Jose and Kerry have been recruited to be part of the accessibility working group organized by CTL & DRS (in response to accommodations request for DRS and how to meet the needs of students)
- TST will host an in-person event for graduate TAs during Week 10

**Meeting adjourned:** 11:30 AM