ACTION ITEMS

1. Proposed new course from Oceanography:
   - OCEAN 402 “Biogeochemical Processes”
     https://uw.kuali.co/cm/#/courses/view/620dc296aec263002ec5e6b1

Summary of proposal: This course is filling a need for Oceanography majors to do work at the 400-level. This is one of the first courses to be proposed. It is taught by Chemical Oceanographer Randie Bundy, who has taught iterations of this course in the past. It was designed to be accessible to oceanography and marine biology majors, building on Ocean 330. The proposed capacity is 20 students but looking to expand this.

The committee approved the proposal pending final suggested revisions:
   - Consider clarifying how course builds on OCEAN 330. What topics does it explore in greater depth? What skills are developed in 402, that are not in 330? Will data analysis that’s relevant to this field will be part of this course?
   - Describe specifically what tools and skills the activities will build.
   - Course description focuses on exploring how ocean chemistry impacts humans. Syllabus and learning objectives focus on exploring how humans impact ocean chemistry. Syllabus and learning objectives are consistent, but the course description is not.
   - Current title is broader than course content. Consider adding “ocean” or “marine” to the course title, perhaps “Advanced Marine Biogeochemical Processes.”
   - Since the courses listed in “recommended preparation” are prerequisites for OCEAN 330, no need to list them since OCEAN 330 is a prerequisite for the course.
   - Consider possibly increasing the course to 5 credits to allow more time for skill-building activities.
• “Quiz” usually means a short knowledge check, but these are a high percentage of the grade; perhaps call these “assignments” or “take-home exams.”
• Consider increasing the percentage for paper discussions, given the emphasis on this and time students take to prepare.

2. Teaching Support Team updates
The TST met with the Dean in late February – TST has support to carry their work forward. A TST retreat on Monday will focus on 1) refining Canvas/CTL resources/CoEnv website 2) CoEnv faculty fellows workshop (add-on to campus-wide faculty fellows program).
TST is continuing to put out “TST memos” on the changing landscape of teaching. They are continuing to support TA community – the next event is 3/29, 4-5:30pm. Long-term goal: supporting faculty with inclusive teaching – learn how to have difficult conversations in the classroom.

Committee members offered suggestions for the TST:
• consider hiring someone to provide training to instructors on how to facilitate equity-based conversations in environmental fields. Perhaps have Heather Price offer additional workshops?
• provide additional resources to instructors on suicide prevention and mental health. See the College webpage on mental health and well-being resources for students: https://environment.uw.edu/students/current-students/student-support/student-health-and-wellbeing/. TST could take Forefront suicide prevention training from CoEnv advisors who will be completing training to offer these workshops in spring quarter.

3. Follow-up on discussion topics with Dean Tolstoy: update on Academic Affairs plan to hold Spring student leadership brainstorming meeting on how students learn about majors and career pathways
Our student members have raised the issue of better support for brand new students exploring majors and students just about to leave, exploring careers. The Academic Affairs team is hosting a brainstorming meeting re: how to better serve students to a) explore majors and b) career pathways. Current invitees include College Undergraduate Ambassadors, Student Advisory Council Members, Curriculum Committee student members, AA Student Assistants. Committee members offered suggestions:
• Look at the “tech boot camp” model and other ways people bypass 4-year universities. These programs have career coaches that have regular meetings with students to keep their programs relevant and recruitment high. There are tried and true methods from this facilitation model that we could learn from.
• Invite advisors/student services staff to this brainstorming meeting. They may have an interesting perspective.
• Invite Dean or Julia Parrish to visit the Curriculum Committee during spring quarter.

Meeting adjourned: 10:30 AM