Faculty Institute July 24

Goals:

Kevin: maintain good recruitment and retention in enrollment; maintain strong thesis completion rate from 18-19 (why did that happen? What should be repeated in future?)

Going on Sabbatical for 20-21 – researching mass extinction sites and scientific discussion in Latin America. John will be acting director.

John K: came to MES to work at a different progression level and with students that have different goals and aspirations. Recognize that MES will be a challenge. Been awhile since having done work in Environmental Studies. Round out strengths and weaknesses and provide expertise as able and build skills in new areas. Current projects: DNA sequence data from post-doc work. Case Studies, ESS, Marine Ecology.

Mike: Students in GIS should be learning the newest and most relevant software. \*\*\*\*Talk with Mike about doing some recruitment visits in his Storymapping for Change UG course\*\*\*\*\* Special Topics presentations in Winter 2020 – will be open to public.

MiT Director is working with Mike on enrollment in spatial dataset – Ross Boylan is supporting – follow up!

Shawn: working with Kathleen on a three state survey on attitudes about fossil fuels. Qualitative coding research with students in Winter Community Sociology course. Goals: RDQM – very busy last year, how to do that. Applied for a SeaGrant last year – wants to apply to more research grant opportunities. Wants to write for The Conservation again (where is that? Did we share it?).

Did Tyson get a WA SeaGrant?? He made it to the interview stage.

Kathleen: Several projects in the works. Interest in fences and borderlands. Working on Community Climate committee (DTF?) – doing surveys and focus groups with campus members starting in September.

John W: taking on more leadership in the coming year. Has research grant for 19-20 using evolutionary distinctiveness. Teaching Urban Ecology again this year. Goal: making faculty research more available to students, and help students get involved in research. Who on campus to share research ideas to/with? Goal: learn more R to be better prepared to support students. \*\*\*What are agencies using R for??\*\*\*

Opportunity: meet with ES group and/or Carri and Erin about experience working with students on faculty research projects. What has worked and not worked, etc.

Select date for Thesis Idea Fair – October?

Opportunity: research idea sharing with MPA? Lots of overlap between student research in MES and MPA? Kathleen shared concerns with survey structure on MPA student surveys shared.

Zita: Fusion energy. Student research projects on solar energy on campus, leading to solarizing the Tacoma campus and Olympia Community Solar. Zita is retiring after this year. Wants to keep learning this year. Wants faculty input for Climate Change elective in Winter Quarter.

Curriculum Breakdown (content, skills, equity/inclusion):

gCORE (Kevin, Zita, Shawn):

Content: regional environmental and tribal issues. Structured around the Policy Process from idea to implementation. History of environmental policy in US. Systems thinking. Policy and political polarization and what does depolarization look like in reference to climate change (Kahan). Also Craft of Research, Booth.

Policy worked well in this first core course.

Skills: Argumentative essay, workshops on reading research articles, library resources, conduct a research project. Lots of instruction in writing (academic and argumentative). Presentation skills, how to participate in seminar. Should come out of gCORE with baseline skills to practice and improve in later courses. Citing sources. \*\*\*Everyone should read through Liza’s email about citing electronic sources (especially e-books)

DEI: TEK and tribal history and natural resource management. Differential climate vulnerability. Big focus of field trip.

Both Johns want to join the field trip. The Whale is My Country – potential assignment for students who can’t join the field trip.

Is there a way to add faculty to all course Canvas sites without getting all course emails? Ask Bridget.

Opportunity: Stella and modeling

\*\*\*More conversation about access services and disability\*\*\*

ESS (Kathleen, Kevin, JK):

Content: climate change uniting theme. Math problems used as a tool, but wasn’t particularly useful. Book provided good organization, but content might be better for UG. Had an environmental justice lens.

* Adventures in the Anthropocene. Sparked lots of conversation…lots of critique. Some scientific inaccuracies, but provided students exposure to lots of other topics.
* One option: The Great Derangement, Ghosh
* Biodiversity and Climate Change: Transforming the Biosphere (updated), Lovejoy and… - John W contributed
* Newest IPCC report
* Pope Frances report/Pope Franes effect (look at Jesse’s paper)
* Katherine Hayhoe – climate scientist and evangelical Christian

Skills: Candidacy paper and advanced research project (multiple assignments and exercises leading up to it). Would be good to provide more advanced feedback, at outline phase, versus with first draft. Seminar facilitation.

DEI: EJ and climate justice; Environmental Lobby Day field trip – opportunity for better equity discussion

RDQM (JW, Shawn, Zita):

Content: descriptive statistics, inferential stats (ANOVA, regression, non parametric, t-tests). Simple linear regression. Track model: optional content based on faculty skill, or to review the existing material. Survey Design, Modeling, Qualitative, Data Management in Excel. Labs associated with each track, and optional exam questions on final, that can be included or not in the evaluation. Added this year: thesis/mini prospectus added to final project options, along with research grant proposal.

Skills: JMP or R for labs. Statistical literacy, research design or study design. Oral presentation of research proposal.

DEI: opportunity to make this more integrated next year. Some ethics discussion. Structure of class is very accommodating. Rewording of exam questions, and/or acknowledgement of bias, historical practice, etc. Making course structure highly visible makes for a more equitable experience for all students.

First Year Core – What worked and what didn’t?

gCORE worked really well. Challenge to keep policy focus in meaningful way without Tyrus.

RDQM workload; lack of Excel in RDQM – Mike will meet with RDQM faculty to talk about Excel integration and desired skills.

Highly available Candidacy Paper expectations is an opportunity

July 25

\*\*Check in with Kevin about William Campbell student status

Debrief on Thursday planning:

\*\*Get updated gCORE syllabus from Kevin

* October 10-12 – field trip on Peninsula
* Thinking in Systems (adding Stella workshop)
* TEK, tribal governance
* Environmental policy

Case Studies: goal: completed prospectus and working draft of lit review

Content: What makes a good research question, principles of research design, answering specific questions from prospectus. Reviewing literature review sections of theses. Many students struggle with the literature review. Project management. Public poster presentation (CEC funding in past). Look into CEC hearing calendar for Fall quarter. \*\*\*Does Jean MacGregor speak in CS? – check. Interpretation principles for signage could be useful for poster presentations. Reference management (software), thesis formatting. Make software a requirement? \*\*\*Make sure thesis template is updated and ready for Case Studies students. Potential tool – scholarship mapping/scholarship citation index (JK) – Web of Science. Opportunity: theoretical and practical framework (how to distinguish?) – what theory are you using in your mini prospectus.

The research process…Mike, John K, some recent graduates, other faculty?

Book: Writing Science, Shimel.

For next year: more students entering with completed mini-prospectus, and having collected data. Students expected to come in with a research question in mind.

CS Faculty to Thesis Advisor transition: Can be confusing for students. Students request top 2-3 readers. Faculty give feedback on prospectus only; readers give feedback on LR. Mini prospectus support does not mean thesis reader. Need for very clear and transparent process – in syllabus.

Budget – not as much for adjuncts, but will likely need to draw from UG faculty more.

Positives and opportunities:

What went well: John: higher level of writing skill in this year’s students. Emphasizing deadlines was very important. Shawn: required more deadlines on drafts, versus lots of individual meetings weekly. Students were very motivated to finish in spring. Zita: mixed bag. Kathleen: follow thesis workshop deadlines. Meeting weekly with students. Kevin: students have to write something to meet with me. Thesis workshop deadlines are a useful tool, but don’t work for all students. \*\*\*Final fall quarter meeting: finalize thesis workshop deadlines.

Mike can be a resource to summer data collection for mini-prospectus students.

Mini-prospectus process

\*\*\*Summer mini prospectus campus services – check on services available – Leslie Carman

Permits/permissions/IRB process should be added to mini-prospectus

Kevin/John W/Andrea will make 1-pager for mini-prospectus process