

Minutes

General Education Requirements Committee

Tuesday, October 24, 2023

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Edward Kammerer, Joanne Tokle, Beverly Ray, Kimberly Miller, Anna Grinath, Kirsten Bernabee, Jonathan Gaddy, Elizabeth Quick
Ex-officio: Shu-Yuan Lin, Karen Appleby, Hala Abou Arraj, Sacha Johnson, Ben Bolin (UCC), Catherine Read
Excused: Tayo Omotowa, Kara Kener; Karen Fullmer
Guests: Abraham Romney, Jim DiSanza, Pageant Jones, Jessica Winston, Samantha Blatt

1. **Announcements:** none
2. Council **approved** the Minutes for [October 10, 2023](#).
3. **GEM Summit debrief with ISU's discipline group reps**
 - [Gen Ed Summit Agenda 2023](#) for reference

- **Karen Appleby** (Academic Affairs GEM rep) - outlined the goals of this Summit, based on [Durable Skills](#). A copy of the Skills circle is included in [Appendix A](#) below.
- The Discipline Group reps' summary of the Summit proceedings is included below as [Appendix B](#).

Discussion on the benefits and problems in promoting the value and usefulness of general education and durable skills to community and non-education public.

ACTION: Joanne Tokle will write a brief Summary of the main points in this discussion and attach it as an Appendix to these Minutes. She will contact Erika Fulton to get information on what the Objective 6 Group discussed.

4. Updates and Information:

- a. Executive Committee update – annual assessment reports are due November 1.
- b. Academic Affairs update – Karen Appleby – nothing to report
- c. UCC update – Ben Bolin – more proposals being processed as they come in for this Thursday's meeting

5. Unfinished Business:

- a. [Gen Ed Program Review](#).

Program Review Team:

Internal ISU: Dr. Susan Belliston, Nursing

External: Dr. Martin Gibbs, Lewis and Clark State College, Dean of Liberal Arts & Sciences

Student Affairs: Felice Otero, Associate Dean of Students

ACTION: The review committee will complete its work in early Spring semester, 2024.

- b Guidance/recommendations for a process for selecting ISU's GEM Award nominees, and formally recognizing those excellent Gen Ed instructors here at ISU. Consider creating a nomination/application form, instructions, and create a committee to review the applications and select the nominees.

For GERC's consideration and suggestions:

[DRAFT: ISU Excellence in General Education Teaching Award Nomination](#) -

ACTION: Karen Appleby will finalize the document and bring it to GERC next time for final review.

- c. Select GERC members to chair Objectives 3 & 4 Review Committees in early Spring 2024:
Objective 3: Anna Grinath volunteered to serve as Chair of this review committee.
Objective 4: no volunteers yet

Jim Skidmore and Shu-Yuan Lin briefly described what the review committee does in reviewing all the Five-Year reports for the courses in the Objective and writing up an overview report of the findings and recommendations. Description of the process is posted on GERC's webpage: [Course & Program Assessment Process](#) under **Obligations of GERC and Objective Review Committees (ORCs)**.

ACTION: Members will consider serving on the Objective 4 ORC and forward nominations for consideration next meeting.

6. **New Gen Ed Course Proposals** - time critical, ready for GERC's review

- a. [CE 1140 Obj 5 New Gen Ed Course Proposal](#)
Motion and second to approve. Discussion. Motion **passed**, the course was **approved** for Objective 5.
- b. [CE/ME 1150 Obj 9 New Gen Ed Course Proposal](#)
Need more clarification on the extent of diversity this course will encompass.
Remanded back to the department to address the council's concerns and suggestions.
- c. [HCA 1115 Obj 9 New Gen Ed Course Proposal](#)
Remanded back to the department for revisions.

One more gen ed course proposal is in the works, it will be sent out to members as soon as received. Decision to not hold an extra meeting and stay with the next meeting as scheduled on November 14.

7. **Assessment Plans** – ready for GERC's review

- a. [Obj 6 PSYC 1101 Assessment Plan - 2nd Cycle FY2022](#) - revisions to be considered by GERC.

Assessment Plans for discussion when ready:

- a. [Obj 8 FIN 1115 Assessment Plan](#) – remanded for revisions
- b. [PHIL 2260 Assessment Plan](#) – GERC has **approved the course** for Objective 7; **Plan** still awaiting revisions

Physics submitted the Plan for PHYS 1113 (listed above) for GERC's consideration to use as a template for the rest once it is approved.

f. [Revised Physics Assessment Plans folder](#)

[PHYS 1100 Assessment Plan](#)

[PHYS 1101 Assessment Plan](#)

[PHYS 1101L Assessment Plan](#)

[PHYS 1111 Assessment Plan](#)

[PHYS 1112 Assessment Plan](#)

[PHYS 1114 Assessment Plan](#)

[PHYS 1152 Assessment Plan](#)

[PHYS 1153 Assessment Plan](#)

[PHYS 2211 Assessment Plan](#)

[PHYS 2212 Assessment Plan](#)

[PHYS 2213 Assessment Plan](#)

[PHYS 2214 Assessment Plan](#)

7. Future Business -

a. Review General Education section of draft NWCCU Midcycle Review Report–November 28 meeting

b. New Assessment Plan Template with revised questions – for GERC's consideration and approval after review of pilot plans this fall.

[Assessment plan questions annotated - April 2023](#)

[Assessment plan questions - revised April 2023](#)

c. [Transferable Skills Project](#) - for October 24 meeting:

Darren Blagburn's presentation and recommendations from last Spring. Since Darren has now left ISU, GERC and Academic Affairs should consider whether to continue this project into the future, or let it stop here.

8. Adjourn; 4:10 p.m.

Approved by GERC: November 14, 2023

Accepted by UCC: November 16, 2023

Accepted by Faculty Senate: November 27, 2023

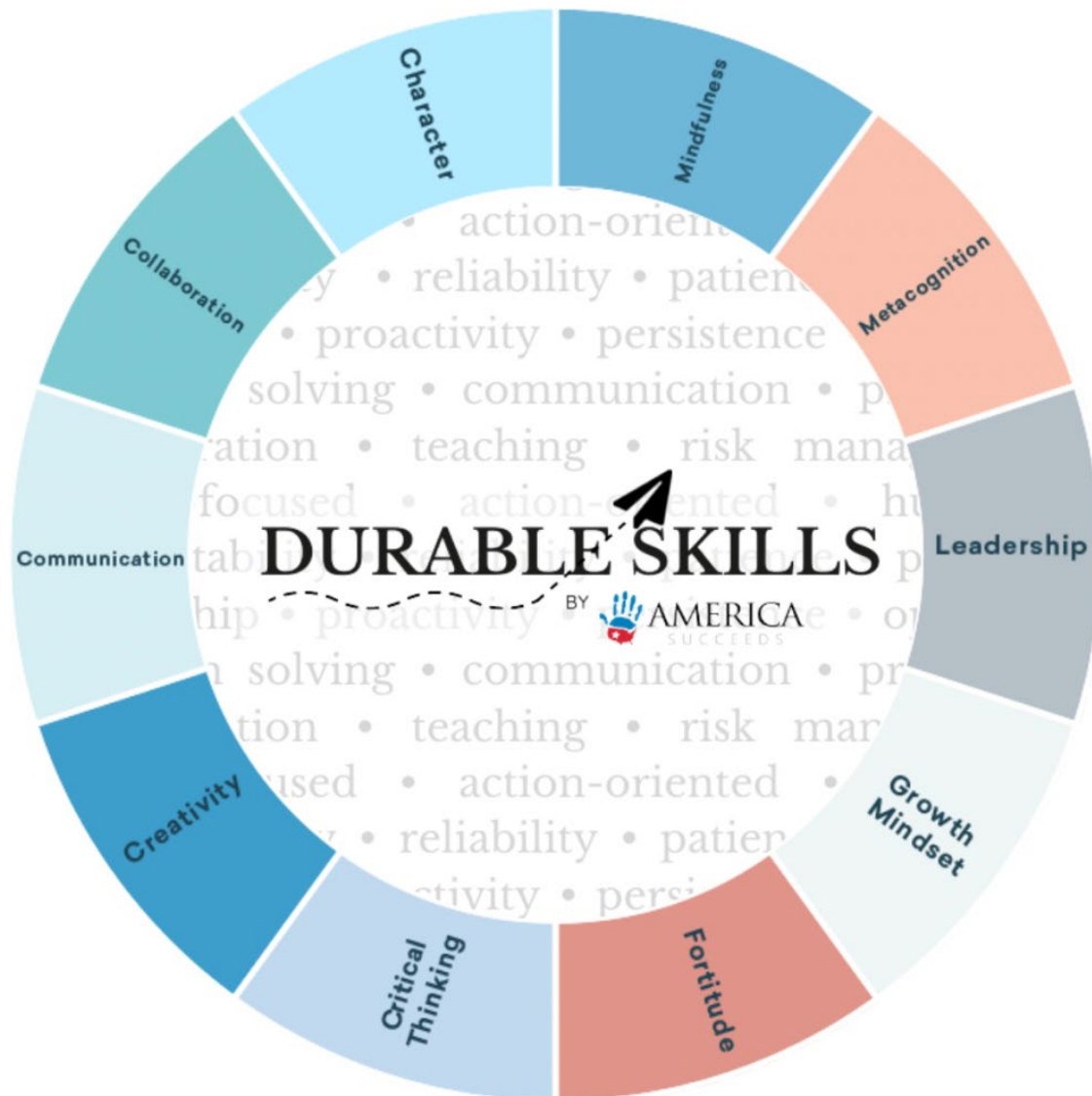
Accepted by Academic Affairs: December 5, 2023

APPENDIX A

High Demand for Durable Skills

In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable 'soft skills' that last a lifetime. Durable Skills include a combination of how you use what you know – skills like critical thinking, communication, collaboration, and creativity – as well as character skills like fortitude, growth mindset, and leadership.

Analysis of 80 million job postings from 2020-2021 reveals that 7 of the 10 most-requested skills are Durable Skills. And, the top 5 Durable Skills were requested in job postings 4.7 times more often than the top 5 hard skills. In short, Durable Skills are in demand for jobs across the workforce, regardless of educational attainment level, industry sector, or geography.



America Succeeds believes better integrating Durable Skills into education pathways will help ensure a broader group of learners ultimately find success in their careers and communities.

APPENDIX B

STATE GEN ED SUMMIT SUMMARY – OCTOBER 24, 2023 GERC MEETING

Objective 1, Written Communication: Abraham Romney

English had misidentified research as a high impact practice (HIP), when it is really for lab work. They started a map as to where durable skills are in writing, and debated what skills are applicable and where they apply. Durable skills are useful for discussing impacts of written communication skills. They discussed what grade counts—does a D count as passing in ENGL 1102?

Objective 2, Oral Communication: Jim DiSanza

Four main discussion items:

1. Military credits—it was difficult to categorize military credits for oral communication. Approved everything.
2. Transfer credits—not all state institutions were in alignment with oral comm credits. CSI didn't allow a course from California, although all other institutions did allow it. That issue has been resolved.
3. Early College Program (ECP)—there are frustrations with hidden costs to institutions. 60% of CSI's enrollment is ECP. Hence, it will be hard to make changes to this.
4. Durable skills—Communication loved this concept. 82 million job ads were searched, and skills on the outside of the [Durable Skills] circle were listed in these ads. These skills mapped into the major skill sets on the inside of the circle.

Objective 3, Mathematical Ways of Knowing: Pageant Jones

This group discussed transfer credits for the common indexed courses. Some institutions still have 2253 instead of 1153 for statistical reasoning courses. How do objectives line up across institutions for these courses? The durable skills wheel could be used as pre- and post-evaluation of students. The group identified critical thinking, fortitude, growth mindset, communication, and collaboration as important for Objective 3. This was challenging because there is no specific skill that everyone gets, and students progress through these skills.

Objective 4, Humanistic and Artistic Ways of Knowing: Jessica Winston

1. My group (humanities) discussed both the value and concerns around durable skills: it is very useful to articulate how these skills are inculcated in our courses at all levels, including general education, but durable skills are not argument for general education, or any major, or even university education, since these can and should be fostered in many areas of training, emphasis, etc.

2. My group (humanities) discussed whether sequential language courses, courses where there are two classes and one is the prereq for the other should be allowed to count toward the general education 6 credits in the humanities ways of knowing, e.g. FREN 1101 and FREN 1102. My group suggested a whitepaper go further up to explore this issue, but also suggesting concerns,

such as creating a precedent for having two courses with one prefix allowed for other general education categories.

Like Jim, I wish that there had been more discussion of dual enrollment, but I mentioned that SBOE is putting together a review of dual credit. I don't know what form this will take, but it was mentioned in the SBOE announcements.

Finally, I did not mention this, but we got some interesting background on Idaho Launch that might be valuable to share. Mainly, it was begun as workforce training, not an advanced opportunity, and it is housed in workforce training at the state level. There are questions about integration with advanced opportunities, but it's really about workforce development and less about college degrees.

Objective 5, Scientific Ways of Knowing: Samantha Blatt

This group started to plan their next meeting and will meet before next Summit. The common course listing will be revisited. They will reconsider prerequisites on general education courses. They also discussed military transfer credits. They mapped some HIPs to durable skills, including critical thinking, collaboration, and mindfulness. They recommended including these skills on syllabi. Many of these skills are obtained through lab assignments, but they would like to identify other assignments as well.

Objective 6: Erika Fulton

For Objective 6, the two main things we were asked to do is share ways we are using high impact practices (HIP) in our classrooms and discuss how we are or could teach durable skills. Lots of good ideas for HIP, primarily from the community colleges, but I'm not sure anyone wrote these down. We all felt like we have been teaching durable skills since the beginning of teaching time but could be more explicit with students about how and when we are doing this. One suggestion was to survey/assess students' perceptions of how various parts of a class helped them develop durable skills. We agreed that history has typically been under-represented at the summit and I would like to encourage someone from history to go next year in my place.