**Council on General Education Minutes**

**March 1, 2018 – 3:30 p.m. – Stipes 501**

**Spring 2018 CGE Membership**

Steve Bennett Geology (Math/Natural Sciences)

Krista Bowers Sharpe Library (At-Large)

Ute Chamberlin History (Humanities)

Jonathan Day Political Science (Social Sciences)

Gary Daytner Educational Studies (At-Large)

Keith Holz, Chair Art (Humanities/Fine Arts)

Bob Intrieri Psychology (Social Sciences)

Kishor Kapale Physics (Math/Natural Sciences)

Mike Lukkarinen RPTA (Human Well-Being)

Kathleen O’Donnell-Brown English (Basic Skills/Writing)

Betsy Perabo Liberal Arts & Sciences (Multicultural)

David Zanolla Communication (Basic Skills/Public Speaking)

Colton Markey Student Government Association

Kyle Mayborn College of Arts & Sciences (Ex-Officio, Deans’ Council Rep.)

Nancy Parsons Office of the Provost (Ex-Officio, Provost’s Rep.)

Michelle Yager Advising Center (Ex-Officio, COAA Rep.)

##### GERC Members

Marjorie Allison English (Past Chair, CGE)

Cheryl Bailey Communication (Fine Arts & Communication)

Kristine Kelly Psychology (CAGAS)

Martin Maskarinec Computer Sciences (Business & Technology)

Gordon Pettit Philosophy (Arts & Sciences)

Diane Sandage Sociology & Anthropology (Past Chair, CGE)

Emily Shupe DFMH (Education & Human Services)

**CGE Members Excused/Absent**: O’Donnell-Brown

**GERC Members Excused/Absent:** None

**Ex-Officio Members Excused/Absent:** Yager

**Faculty and Administrative Visitors:**  Lori Baker-Sperry (Liberal Arts & Sciences, Provost’s Office Intern), Courtney Blankenship (Music), Richard Cangro (Music), Heidi Clemmens (Theatre and Dance), Jan Clough (Art), Billy Clow (Dean, COFAC), Sharon Evans (Associate Dean, COFAC), Randy Faust (Music), Anita Hardeman (Music), Buzz Hoon (Chair, Broadcasting and Journalism), Brian Locke (Music), John Mindeman (Music), Moises Molina (Music), Kat Myers (Chair, Art), Brett Olson (Theatre and Dance), Ian Shelly (Art), Amanda Silberer (Communication Sciences and Disorders), Tammie Walker (Director, Music)

**Student Visitors:** Matt Bender, Ezekiel Bocklage, Amanda Buch, Bobbi Bye, Libby Crawford, Annie Etchison, Robert Haley, Matthew Henry, Brandon Herring,Sarah Hinzman,Caleb Johnson, Kiera Martin, Ben Misplon, Gracelynn Norgaard, Abigayle Pedigo, Drake Pough, Austin Roach, Nissi Smith, Keyshawn Steele, James Tweedale

#### Call to Order and Approval of Minutes and Agenda

Chairperson Holz called the meeting to order at 3:30 p.m. Several changes and amendments were made to the minutes of February 15, 2018, and they were approved as corrected.

**Announcements** – None

##### New Business

Provost’s Office Report – Associate Provost Parsons reported that fall assessment data was due two weeks ago, and she is missing information from seven departments. She contacted each of them today. Dr. Intrieri asked if this is typical; Associate Provost Parsons responded that there are always some that arrive late.

College of Arts and Sciences Report – Dr. Mayborn had nothing to report.

University Advising Report – Ms. Yager was absent.

Faculty Senate Report – Dr. Perabo had nothing to report.

CGE Report: Chairperson Holz distributed a TeleSTARS message to be sent to deans, chairs, and faculty regarding writing in Gen Ed courses. Some suggestions were made for revision. Chairperson Holz will work with the Recording Secretary to send the message out early next week.

**Motion:** To accept the TeleSTARS message as amended and send out next week (Allison/Intrieri)

#### NO OBJECTIONS

Chairperson Holz asked the Chair of the Council for International Education (CIE) if there is anything they wish to recommend to CGE/GERC. CIE met on February 26 and will share the minutes from that meeting with Chairperson Holz when they become available. Deans have been invited to attend the CIE meeting of March 5, and Chairperson Holz also plans to attend.

#### Old Business

Dr. Perabo’s Essential Skills and Core Knowledge General Education Proposal:

Chairperson Holz reported that he had contacted the the Dean of the College of Fine Arts and Communication about the proposal, and Dr. Perabo met with the Dean. Chairperson Holz said the proposal includes three major areas about which decisions must be made: 1) whether Humanities and Fine Arts should be two separate categories, 2) whether to adjust the credit hour requirements, and 3) whether to change the writing requirements.

In the aftermath of the last meeting, Dr. Perabo had a conversation with a faculty member about how hard it is for CGE/GERC to make decisions when everyone thinks their Gen Ed class is the most important. Dr. Perabo finds this inspiring and is pleased to see the energy that people have brought to this council, from the Chair of the Department of Mathematics and Philosophy speaking passionately about Mathematics to the Chair of Accounting and Finance stressing the importance to Gen Ed of a financial planning course. In response to those who have questioned why the council is considering changing Gen Ed, Dr. Perabo thinks that the purpose of the council is to make judgments, and GERC has been agonizing for some time about the decisions it has been charged to make. She observed that 250 students taking a Fine Arts course may never take a History or Philosophy course, and she thinks that is tragic. Dr. Perabo believes that if CGE/GERC does not make decisions about what is more valuable in terms of a university education, then the council is effectively ratifying the decisions that people made about Gen Ed in the past. She would prefer to see 6 s.h. of Humanities and 3 s.h. of Fine Arts, but she is not wedded to that structure; she thought about removing Public Speaking as a required course or reducing Social Sciences to give the Humanities/Fine Arts category more credit hours. Dr. Perabo related that CGE/GERC has studied what other universities are doing and the time has come to look at the broader picture, but she is not sure of the best way to proceed. She suggested that perhaps the guests should be allowed to speak and then members of CGE/GERC can respond.

Chairperson Holz believes that the first order of business should be to form a subcommittee to make recommendations about changing the writing requirement – whether it should be primarily or exclusively a requirement for the Humanities or for the entire Gen Ed curriculum. He does not recommend belaboring this question during the full council meetings and thinks a subcommittee should be charged today in order to quickly bring back recommendations. He related that Dr. Perabo has several new ideas for her proposal that have not yet been shared with CGE/GERC, but the proposal seems to be a bit of a “moving target” at this point because it continues to morph. Because it is a protracted exercise to work on something that is not fixed, Chairperson Holz would like for Dr. Perabo to prepare an updated version of her proposal with the writing component delegated to a subcommittee, and then CGE/GERC can revisit it.

Mr. Markey distributed a new overarching proposal to the members, and Dr. Allison suggested that the council consider all three overarching proposals simultaneously. Chairperson Holz responded he is fine with that, but he thinks the council needs to hear in a focused way the points of view of the guests from Fine Arts. Dr. Day suggested that the council discuss the similarities and differences between the three proposals, and if any part is agreeable to the full council, that portion can be “set in stone” for now. Chairperson Holz would prefer to hear a synopsis and brief discussion of Dr. Maskarinec’s proposal since his has been on hold for some time; he pointed out that no one has had a chance to review Mr. Markey’s proposal since it was just distributed. Dr. Day remarked that all three are very similar, but Chairperson Holz disagreed, pointing out that Dr. Perabo’s is in a narrative format and has a very involved structure, so he does not think they will be easy to compare.

Dr. Shupe pointed out that what CGE/GERC is trying to do is for the benefit of WIU’s students, and she is thrilled that Mr. Markey came up with a proposal. The SGA President has asked her if they can view the proposals so that they might be able to provide some input. Dr. Shupe suggested that CGE/GERC could invite SGA representatives to a future meeting and/or send the proposal to them to review. Dr. Day remarked that he requested CGE/GERC survey students about Gen Ed a few months ago but the council did not think that would be helpful. Dr. Shupe believes there should be input from students; even though they often do not know the Gen Ed goals or understand why Gen Ed classes are a valuable component of education, she believes students should not be disconnected from this process. Dr. Allison remarked that Mr. Markey is doing a great job representing students, and she thinks CGE/GERC should discuss the three plans. Chairperson Holz responded that when Dr. Perabo returns a clearer proposal, then the council will return to that discussion. He pointed out that the meeting only lasts for 1½ hours, and there are guests waiting to speak; he wants to hear from representatives from the Departments of Theatre/Dance and Art about the value for General Education of what goes into the range of classes offered in those areas.

###### Dr. Maskarinec’s New General Education Category Proposal

Dr. Maskarinec explained that for his proposal he tried to assess what makes WIU’s Gen Ed curriculum unique while still allowing it to fit within the context of the Illinois Articulation Initiative (IAI). He focused on the Multicultural category because that is something WIU has that is different than other institutions. His proposal would require students to take one Multicultural course that is cross-listed with Humanities and one cross-listed course from the Social Sciences category. He explained this would mean that the Humanities category would include 3 s.h. from Humanities, 3 s.h. from Visual and Performing Arts, and 3 s.h. from a Multicultural course that is cross-listed with a Humanities course; similarly, the Social Science category would require 6 s.h. of Social Sciences and 3 s.h. of a Social Science/Multicultural Course, effectively making both the Social Sciences and the Humanities categories 9 s.h. Dr. Maskarinec’s proposal also allows for students to take 3-4 s.h. of General Education Electives in whatever Gen Ed area they want to pursue deeper. Dr. Maskarinec explained the Electives category will help transfer students who may have taken courses elsewhere that meet IAI guidelines but do not fit precisely into WIU’s Gen Ed requirements. UNIV 100 would become its own 1 s.h. category called University Exploration. Dr. Maskarinec also recommends that CGE/GERC have a serious discussion about eliminating the Foreign Language/Global Issues requirement.

Chairperson Holz remarked he thought that Category 4 was changed to Humanities/*Fine Arts* at a previous meeting, but Dr. Pettit does not recall correcting the name of Category 4. Dr. Maskarinec has no objections to changing the name of Category 4 or changing Category 6.a. to Multiculturalism from a Humanities/*Fine Arts* perspective.

Dr. Pettit does not like the idea of General Education Electives because allowing electives reduces the value of Gen Ed as providing a broad education in specified areas. Dr. Day observed that both Dr. Maskarinec’s and Mr. Markey’s proposals reduce the Social Sciences category to 6 s.h., but Mr. Markey’s is an absolute reduction while Dr. Maskarinec’s preserves the 9 s.h. by putting 3 s.h. in another category (Multicultural). He added that the electives also allow for the possibility to recoup any differences in hours in Dr. Maskarinec’s proposal and make Gen Ed more appealing for transfer students. He thinks the Electives category will enhance rather than detract from students’ Gen Ed experience, although he is not sure that 3 s.h. would allow for enough breadth. He observed that students could almost have a minor under Dr. Maskarinec’s proposal, which would help them start focusing on graduation and make them more marketable.

Dr. Kelly agrees that an Electives category is a positive thing; she would not mind increasing it to 6 s.h. or even 9 s.h., which would position WIU as the institution which can give students the most choice of any university in the state. She thinks that these two to three classes would allow students to tailor Gen Ed rather than pigeonhole them and would still provide them with sufficient breadth.

Dr. Allison remarked that to pave the road to a minor with Gen Ed would seem to undercut Gen Ed. She agrees this may provide a faster path to a minor but does not see the breadth because students could consolidate courses as they wish. Dr. Maskarinec pointed out that IAI Gen Ed is comprised of 37 hours, and there are six extra hours in his proposal. He does not think 3 s.h. of electives will undercut the quality of a student’s education. He pointed out that there are only 3 s.h. required for Gen Ed visual/performing arts, so those students could use the 3 s.h. of electives in that area if they need them there.

Dr. Shupe approves of the 3 s.h. Gen Ed electives because students may hear of a Gen Ed course that they would like to take but which would no longer count as Gen Ed or for their major, and this category would provide students with the opportunity to increase breadth and depth while learning something that will count toward their graduation requirements. Dr. Chamberlin pointed out that in Dr. Maskarinec’s proposal students would take one Humanities course in Category 4 and another in Category 6 (Multicultural) for 6 s.h. She observed that currently a student can take up to two Humanities courses and a Multicultural course that is also in the Humanities, so this proposal has the potential to reduce Humanities courses, and there are many concerned that the choices in Humanities should not be reduced. Dr. Maskarinec pointed out that students could take another Humanities course as their Electives category choice. He would argue that the Multicultural courses should also be writing intensive.

Bobbi Bye, a graduate assistant in Theatre and Dance, asked what is considered a Multicultural class in the Masters of Fine Arts program. She wonders if Greek classic theatre, for example, can be considered Multicultural or if these classes are only in the social sciences. Chairperson Holz responded that this is addressed in the undergraduate catalog, and there are Multicultural courses across the curriculum. He added that there are 70-80 Multicultural courses from many departments, which are in many cases cross-listed.

Dr. Pettit does not support the Electives category. He suspects that students would not choose a Humanities or a Math/Natural Sciences course for their 3 s.h. elective and hesitates to allow students that choice because he does not think they will get sufficient exposure to the Humanities in this way. Dr. Maskarinec disagreed, adding that while Humanities students would not necessarily take an extra course in Math/Natural Sciences, for example, STEM students would choose this route. Dr. Pettit countered that a lot of Business, Fine Arts, and Education and Human Services majors would also likely not choose a Math/Natural Sciences Gen Ed elective, nor would many students majoring in the Humanities and Social Sciences, and it is important that students be funneled into Math/Natural Sciences as well as into the Humanities. Dr. Pettit also observed that under Dr. Maskarinec’s proposal students could take up to 14 s.h. of Math/Natural Sciences since the 10 s.h. requirement for that category is not being changed, and students can take 3-4 s.h. in the Electives category.

Dr. Day pointed out that the 3 s.h. of Electives does not take something away from Humanities relative to the status quo because the proposal does not take hours away from the currently required courses for that category. He believes that adding three additional hours of electives to allow students to take whatever Gen Ed class they want does not cause students to go away from the Humanities. Chairperson Holz remarked that it would seem, however, to move students away from the Fine Arts. Dr. Chamberlin reiterated that currently students can take two Humanities and one Multicultural class that is also Humanities, but under this plan they would be required to take one Humanities and one Humanities/Multicultural, reducing three Humanities classes to two. Dr. Allison’s concern is that the proposal holds the possibility of lessening both Humanities and Fine Arts with no shared diminishment from Math/Natural Sciences, which might actually gain under the proposal and get 13-14 hours.

Dr. Maskarinec pointed out that Categories 4, 5, and 6 (Humanities, Social Sciences, and Multicultural) add up to 18 s.h. These three categories under WIU’s current Gen Ed model add up to 21 s.h.; under Dr. Maskarinec’s proposal, the missing 3 s.h. will go into an Elective category from which students can choose to take a class in any of these three, or from Math/Natural Sciences or Wellness. Chairperson Holz pointed out that the Multicultural category specifies that one class must be “from a Humanities perspective” and the other class “from a Social Science perspective,” which he sees as a problem if Fine Arts is not also included. He asked what will happen to existing Multicultural classes that are neither Humanities nor Social Sciences – the more interdisciplinary courses that may be offered by areas that do not contribute to Gen Ed very much. Dr. Maskarinec replied that Multicultural classes that are neither Humanities nor Social Sciences would have to be moved down to the Gen Ed Electives category, which specifies that it can include any courses from Categories 3-7 or any course explicitly approved for General Education Elective Credit. Associate Provost Parsons pointed out that these courses would mainly be offered from the Colleges of Business and Technology, Education and Human Services, and Fine Arts and Communication. Dr. Maskarinec theorized that if his proposal were approved, more Gen Ed courses may be offered in additional categories. Dr. Shupe asked why the Multicultural category has to be broken into two subcategories rather than one blanket category; Dr. Maskarinec replied that the single blanket category is the way the Multicultural category is set up at present.

Dr. Baker-Sperry remarked that it is difficult to determine how many hours should be in each Gen Ed category and how many categories should exist, but one of the arguments for a set curriculum is what the council or university thinks a generally educated student should know. She believes that once flexibility starts being added, some of the argument about whether Gen Ed courses are generally consistent with what students across the disciplines should know when they graduate is lost. Chairperson Holz agrees this is a foundational question that the council should always keep in mind. Dr. Chamberlin does not think the Electives category is necessary because students can already make selections within each Gen Ed category so this “wiggle room” is not needed.

Associate Provost Parsons pointed out that the full name of Category 8 is Open General Education Electives, but “open electives” refers to a specific course that does not fulfill a requirement anywhere else. She recommends that “Open” be removed from this category title because “open electives” can occur in majors, minors, or in Gen Ed.

Chairperson Holz expressed a desire to hear from the guests from the College of Fine Arts and Communication. Dr. Day summarized the arguments for an Electives category, including 1) it could help transfer students, 2) it could help students get into their minors quicker, and 3) it allows for students to be more marketable by allowing them more choices within Gen Ed. He suspects there may be more positives, but would like to see CGE/GERC evaluate these three points at some time.

Chairperson Holz asked if Dr. Maskarinec can tighten up his proposal before the next meeting based on the feedback from today’s meeting. He remarked that the idea of FLGI going away is very controversial, and he is not happy with that aspect of the proposal for intellectual as well as pragmatic reasons. He reiterated his desire to hear from the Chairs of the Departments of Art and Theatre/Dance, as well as anyone else who wants to speak to the general value of Fine Arts courses in Gen Ed.

Art Department Chair Kat Myers served on the Council for Curricular Programs and Instruction for many years, and one thing they explored was Gen Ed requirements in other universities. She pointed out that WIU requires more Gen Ed than nearly any other state institution. She thinks students would have as much choice with 40 required hours as with 43, which would bring WIU more in line with other institutions. Ms. Myers noted that with only 6 s.h. allowable overlap for courses, WIU is on the low end compared to other state institutions, most of whom allow a lot more. She observed that everyone wants students to take their courses because everyone is struggling for enrollments, but students should not be punished for that. Ms. Myers believes that if it is better for the students to choose to decrease their Gen Ed by not taking a General Education Elective or by allowing more overlap, this should be considered. She pointed out that a lot of Art majors must take Multicultural Art History courses, but they can only overlap two courses so end up having to take another Multicultural course in addition to the required Art History in order to meet the Gen Ed requirement. Ms. Myers stressed that educators should want to give their students the best education but should not “pile it on” so that WIU cannot be competitive with other universities and students do not want to come here. She noted that the current Humanities/Fine Arts requirement provides students with some choice and is one of the two courses that Art students use as overlap for their major; taking the choice class away would amount to asking Fine Arts student to give more at the same time as educators are supposed to be offering students more. She predicted that taking the choice class away from this category would also load CAGAS down with a lot of requests for substitutions, which happened when the requirement was previously two Humanities and one Fine Arts course. Ms. Myers has researched other universities a lot, and she finds it difficult to justify why WIU is so high on the Gen Ed requirements and so low on the overlap allowance that it seems the University is punishing its students. She thinks that rather than allowing for an Electives Gen Ed category, just reducing the overall hours would not hurt and may help many students.

Dr. Allison related that the council has also studied Gen Ed requirements at other institutions and found that many require more Gen Ed hours but hide them, so she is not sure that WIU is very different than its peers. Dr. Pettit observed that Illinois State University says they only require 37 hours of Gen Ed but they require nine additional hours across the university which would be called Gen Ed at WIU but which they do not refer to in that way. He agrees that WIU is in line with its peer institutions.

Matt Bender, graduate student in the Department of Theatre and Dance, thanked CGE/GERC for allowing students to speak on these matters. He believes the issue comes down to student choice, which needs to always be kept in mind because to limit student choice is not serving students. Mr. Bender related that last semester he helped a Chemistry student who loved that he was able to take an acting class to fill his Gen Ed, and he was much edified with the ability to do that at WIU. Mr. Bender thinks the danger of limiting these types of choices could lead to valuing Humanities above Theatre, Music, or Visual Arts or valuing them differently, which is a dangerous path because humans are holistic beings, and each profession requires different things from employees. Mr. Bender wants to be a teacher, and related that some of the most beneficial things he learned in high school were from his acting class. He strongly believes that limiting choices will hurt students; some may choose to use their choice to continue working toward their major or minor, but others may want to explore other areas, and one should not pass judgement on those students and the classes they may wish to take. Chairperson Holz pointed out that Gen Ed already includes rather rigid categories and limits choices; what is being considered is adjusting those categories a little.

Nissi Smith, a junior Musical Theatre major, related that some of her most difficult writing, reading, and digging deep into the material have been in her play analysis and acting classes in the Department of Theatre and Dance. In these classes she has read books with elaborate vocabulary and has had to determine the deeper reasons behind things, so that most of the aspects of writing and learning she has experienced have been through Theatre classes. Ms. Smith takes Religion and Popular Culture with Dr. Perabo and believes that she enjoys it so much because of her Fine Arts and Music knowledge and training. She related that Fine Arts and Religion in one course may sound odd, but they go together very well. She stressed that it is not fair to say that because Fine Arts classes are more fun, students should be forced to take something else, because it is very important to students to be able to study in the field that they want to pursue. Ms. Smith pointed out that she has taken courses in English, Religion, and Oceanography, but she understands that those courses make her better at in her field; she does not think, however, that the reason students should have to take two Humanities courses and only one Fine Arts course is because Fine Arts courses are less rigorous.

Dr. Pettit responded that he has never heard anyone say anything about rigor being an aspect of the decision making process for this category. He stated that the council is making judgments based on value, but those judgments do not necessarily imply anything in terms of rigor or whether students find Fine Arts courses to be difficult or challenging. He explained that CGE/GERC is considering the value of the students’ overall educations; Math/Natural Sciences has been valued in the past to emphasize the need for 10 s.h. of coursework, and Social Sciences has a value of 9 s.h., but that does not imply an assessment of the rigor in either Social Sciences or Math/Natural Sciences.

Dr. Perabo stated that sometimes what is being discussed is similar to comparing apples and oranges; Fine Arts classes, such as What to Listen for in Music or Introduction to Studio Art, may be dealing with a different kind of skill or learning. She observed there are a range of different types of classes within the Humanities, some of which are different from classes in the Fine Arts and others (for example, Art History or Music History) which are similar, and the council is disagreeing about exactly where the two groups should fall.

Theatre and Dance professor Heidi Clemmens related that she heard an extremely unfortunate analogy where someone on CGE/GERC compared the Humanities and the Fine Arts to spinach and cupcakes. She said this raised the ire of many in Fine Arts at being compared to cupcakes. Dr. Perabo admitted that she made that analogy in reference to how appealing or unappealing the courses appear to students. Ms. Clemmens believes this raises the notion that the Fine Arts might be devalued. She observed that two Theatre students have spoken very eloquently, lending credence that it might be a good thing for students to take such courses as play analysis and acting. Dr. Perabo agreed, adding that the context of the earlier conversation needs elaborated.

Ben Misplon, who is pursuing his Bachelors of Fine Arts, related that a student majoring in Engineering, since he was given the choice of one Humanities or Fine Arts course after completing one of each, chose an additional Fine Arts class. This student auditioned for the main stage show and was able to be a part of it; he volunteered six days a week to be in this production as a result of that one additional Fine Arts class. Mr. Misplon saw this student built up in many ways as a result of this experience; he became an Engineering student who was able to step into the theatrical world as a result of being given the choice to do something that reached outside the classroom.

James Tweedale, pursuing his MFA in Theatre, appreciates that the “spinach and cupcakes” statement was taken out of context but pointed out that Dr. Pettit said the rigor might be the same but one area might be valued less. He pointed out that Engineering majors might not be given the ability to speak out in public very often if there was no choice between Humanities and Fine Arts, and perhaps, alternatively, Fine Arts majors should be encouraged to take Humanities. He believes, however, that this should be presented as a guide rather than CGE/GERC stating that they know the right choices for each student and telling them what to take. Dr. Pettit responded that while it may sound horrible that the council is making value judgments that is what the Council on General Education does. Similarly, the core courses in a major are value judgments made by the department, and some courses are valued more than others. Dr. Pettit explained that does not mean that non-core courses are any less significant to the student or less rigorous, but educators setting up degree programs must make value judgments.

Music professor Moises Molina stated that Illinois State University’s General Education hours are about the same as WIU’s, but ISU qualifies them differently. ISU students only take 9 Gen Ed hours in common because the other hours can be negotiated in the various disciplines, which allows for flexibility within the categories; for instance, career planning seminars or similar types of courses may count for Gen Ed at ISU. He stressed that Fine Arts is asking for flexibility for their majors in order to strengthen students’ career paths.

Brett Olson, visiting instructor in Theatre and Dance, thinks no one can argue that CGE/GERC makes value judgments on behalf of students, and he thinks students need and want some of that structure. He does not think anyone is arguing against this, but the only way to make a 9 s.h. requirement accountable is to provide for choice on the other 3 s.h. or to create context. He stated that, without knowing something about the proposed ideas, maybe they could be phrased in a different way so that everyone can understand what makes Humanities worth 6 s.h. and Fine Arts only worth 3 s.h. because those present do not know how these two are being valued. He stated that, if the rigor is the same and the outcome is that both are valuable, it raises the question what make Humanities more valuable than Fine Arts, and he does not think the guests are hearing this explanation. Dr. Perabo responded that when considering breadth, the five categories comprising Humanities (History, Literature, Philosophy, Foreign Languages, and Religion), taken together, are broader than the three categories comprising Fine Arts (Theatre/Dance, Art, and Music). She realizes this is a value judgment, but this is how she thinks about these differences.

Ms. Bye related that she was formerly a process engineer in the paper industry and is now studying Music and Theatre, and she believes Fine Arts is needed in engineering because the field lacks vision. She related that people in her former industry work within their own world and only see it from the viewpoint of money, but mistakes are made because they struggle to communicate together. She has seen how Music, Theatre, and Art collaborate and believes that WIU needs to focus on how to make its various strengths stronger. She believes more people should be involved in Theatre, Music, and Art because they incorporate aspects of religion, history, and literature and present challenging ideas. Ms. Bye thinks that engineers need to know what the end user needs, and she is pursuing an MFA because she sees the need for ideas and vision. She stressed that neither Theatre nor the Fine Arts in general should be discounted. Dr. Sandage related that she is a Sociology professor that has taught Music, Art, and Social Change, and there can be no good social change without Music and Art. She thinks that it is sad that we live in a divisive culture because this issue has brought out how interrelated everyone really is.

Music professor Brian Locke teaches MUS 190 and Music History and encouraged everyone to enroll in them. He has observed Humanities professors using music in their classes and getting load credit for them and wonders how that squares with their respective values. He noted that judgments are not as troubling when someone is teaching in an area that rises to the top of that comparison. He believes that when a professor is using music as subject material and getting load credit for the class, it benefits the argument about how interrelated these courses area but does not benefit the College of Fine Arts in the slightest except to discount this area. Dr. Sandage stressed that everyone is interrelated and that the Gen Ed categories do not really exist [except as a construct].

MFA student Sarah Hinzman spent ten years in public service work for the state of Iowa and can attest to the sentiments expressed by Ms. Bye. Ms. Hinzman is an alum of two other schools and observed that institutions want their alumni to be hirable, successful, and make money after graduation in order to donate back to their alma mater. She noted that employers like to hire those with people skills who can communicate with others and with customers, which are things which are not necessarily taught academically. She believes these skills are holistic; she was able to parlay those skills into a $50,000 a year job after graduation, which she gave up to study more Fine Arts. She stressed that the kinds of students who are present will go on to spread the good word of WIU.

Chairperson Holz told CGE/GERC members that Mr. Markey’s proposal will be first on the agenda for the next meeting. He also wants to see a subcommittee charged to talk about the writing requirement and asked the members to think about if they would like to serve on it.

**Motion:** To adjourn (Intrieri/ Kelly). Meeting adjourned at 5:05 p.m.