

ACADEMIC PLANNING COUNCIL

October 14, 2019

3:00 p.m. Altgeld 315

Minutes

Present: Bateni, Blazey, Chitwood, Cripe, Douglass, Gordon, Falkoff, Ingram, McEvoy, Mini, Montgomery, Nesterov, Peters, Reynolds, Thurmaier, Vaezi, VandeCreek, Zinger

Guests: David Ballantine, Associate Dean, College of Liberal Arts and Sciences; Brad Bond, Dean of Graduate School, Associate Vice President for Graduate Studies; Kate Cady, Acting Director, Center for the Study of Women, Gender and Sexuality; Katie Heinekamp, Program Advisor, Center for the Study of Women, Gender and Sexuality; Steve Howell, Director of Graduate Studies, Department of Kinesiology and Physical Education; David Walker, Associate Dean, College of Education

Meeting was called to order at 3:00 p.m.

1. Approval of minutes from September 23, 2019

- a. Beth Ingram asked if any corrections were needed.
 - i. Minutes were approved.

2. New Programs

- a. Kate Cady and Katie Heinekamp from the Center for the Study of Women, Gender, and Sexuality were on hand to discuss their program – the proposed B.A./B.S in Women, Gender, and Sexuality Studies.
 - i. Cady spoke briefly about the proposal.
 1. The proposal derived from the Center’s Program Prioritization’s Task Force recommendation for enhancement.
 - a. The benefits of adding this major to Northern Illinois University (NIU) include: being current with the state of the discipline, serving a diverse student population, and offering a welcoming home to LGBTQ+ students.
 2. Women, Gender, and Sexuality Studies is a widely recognized institutional discipline with a theoretical core, top ranking journals, a national association, and many programs worldwide.
 3. There are growing numbers in this major across the country, and its implementation enhances NIU’s impressive reputation in this sector.
 4. The program is aligned with NIU’s Strategic Plans outlined in the FY2020 Presidential Goals:
 - a. “Diversity, Equity and Inclusion”
 - i. “Address expressed student concerns to make NIU more welcoming and inclusive for all students.”
 5. It also echoes Goal Three of the NIU Strategic Enrollment Management Plan by serving a vulnerable population of students.

- a. “Support equitable access, opportunity, and success for students from diverse backgrounds where diversity is broadly defined.”
 6. Students seek the academic credentials and services in this center to see their own lives, experiences, and histories represented. They want a home on campus and intellectually. They want the tools to recognize and respond to structural and interpersonal inequalities in society.
 7. This major is desired by current and former students noted from anecdotal interactions and surveys.
 8. This program will provide students with skills sought by employers in a variety of fields and prepare them to be good employees and citizens in a diverse world.
 9. Students are eager to pursue the courses, minors, and certificates the center already offers. Many current students double minor in both Women’s and Gender Studies and LGBTQ+ Studies.
 - a. A broad array of courses taught by joint appointment faculty, graduate assistants, and staff are already offered.
 - b. Students learn: interdisciplinary, intersectional feminist theory, queer theory, privilege and power, social justice, social transformation, history, and methods.
 - c. Rigorous and relevant credentials.
 10. The program has been growing, especially during the last three years.
 11. This proposed major encompasses the entire curriculum and brings students up-to-date with vibrant, multifaceted, and thoroughly interdisciplinary field of study. It speaks to contemporary societies, which is especially evident and needed.
 12. The field empowers students to be deeply informed agents of personal and collective transformation.
 - a. Grounded in social movements.
 - b. Reaching towards more social justice and equitable futures.
- ii. Questions
1. Chad McEvoy asked how many academic programs on campus live outside traditional colleges and departments.
 - a. Carolinda Douglass stated there are a few programs similar to this, such as the B.A./B.S. in Nonprofit and NGO Studies, which lives outside a department and in a center.
 - b. Cady indicated this program lives in the College of Liberal Arts and Sciences (CLAS), which is similar to Latino and Latin American Studies.
 2. Brad Cripe asked why a Bachelor’s degree was proposed first instead of a Master’s degree, since the material is academically robust.
 - a. Cady said the Bachelor’s degree is geared towards the current student population and interest on campus. However, there

- are graduate level certificates the center offers online to boost student numbers.
- b. David Ballantine spoke further on this topic by expressing the difficulties attracting the graduate faculty needed for a viable graduate program without a departmental tenure home. Creating the Bachelor's degree first will pave the way for this.
 - c. Cady stated the center is not a tenure home, and it survives through the teaching of joint appointed faculty who have tenure homes in other CLAS departments.
3. Brad Peters asked if there is a pathway to get tenure-tacked faculty hired.
 - a. Ingram stated tenures are housed within departments.
 - b. Ballantine spoke on the challenges centers have with creating tenure homes prior to hiring in interdisciplinary areas. During difficult times of hiring, departments are possessive over the few hires they have.
 4. Evgueni Nesterov indicated there are three programs in the state offering the B.A./B.S. in Women, Gender, and Sexuality Studies. Are these housed in special centers or in traditional departments?
 - a. Katie Heinekamp said the University of Illinois is the only other state school with a Women's and Gender Studies program. However, NIU is the only school in Illinois serving the group of students it does, such as undocumented and queer students.
 - i. Most other schools offer the disciplinary on its own for the program, such as Loyola University Chicago, DePaul University, and Northwestern University.
 - b. Nesterov asked if the program requires separation of its own department.
 - c. Cady said historically it has been this way, which is unique to NIU.
- iii. Motion to approve the B.A./B.S. in Women, Gender, and Sexuality Studies.
 1. First motion by Kurt Thurmaier.
 2. Second motion by Chad McEvoy.
 - a. Motion passed.
- b. Chad McEvoy and Steve Howell were on hand to discuss their program – the proposed Ph.D. in Kinesiology and Physical Education
 - i. Motion for the proposed Ph.D. in Kinesiology and Physical Education.
 1. First motion by Kurt Thurmaier.
 2. Second motion by Marc Falkoff.
 - ii. McEvoy spoke briefly about the proposal.
 1. Adding the doctoral degree cuts across several sub-disciplines, such as Kinesiology, Physical Education, and Sport Sciences.

2. It creates flexibility for students to study with a major profession within any of the mentioned disciplines.
 3. It offers a strong research and teaching base for doctoral students.
- iii. Questions
1. Marc Falkoff was interested in how the department would recruit. Are current students interested in a research degree?
 - a. McEvoy explained that current Master's students are interested in a research based degree. There is a strong record of graduate and undergraduate students being involved in the department's research. He provided an example of current graduate students and faculty members recently presenting at a conference in Denver, CO.
 2. Kurt Thurmaier asked if the new program was interested in having full-time and part-time students enroll.
 - a. McEvoy indicated the focus was on full-time students. Recruiting part-time students was considered; however, the program's focus is primarily full-time students for the rich research experience. This program may be challenging for a part-time student with a daytime job.
 - b. Thurmaier asked if the program related to the Doctor of Physical Therapy Program.
 - c. Hamid Bateni clarified these two programs were different.
- iv. Voting for approval of the proposed Ph.D. in Kinesiology and Physical Education
1. Motion passed unanimously.

3. Program Review

- a. B.S. in Hospitality and Tourism Management
 - i. John Siblik, Subcommittee B
 1. Ingram asked if there were any questions about the report.
 - a. No questions were asked.

4. Other Business and Announcements

- a. Douglass explained Thurmaier cannot host the Subcommittee B meeting next week for the M.S. in Statistics. Douglass asked if anyone was interested in switching.
 - i. Falkoff volunteered to switch.
- b. Douglass asked if Peters wanted to speak to his subcommittee group.
 - i. Peters asked Subcommittee A to meet briefly after the meeting adjourned.
- c. Thurmaier asked if the plan to discuss high-level university topics during the APC meeting was still being considered.
 - i. Ingram indicated yes, if there was an interest from the committee. However by doing so, she does not want to cross over into the work of other committees. She will consider how to address what conversations to hold, such as gauging the committee's interest from a Qualtrics survey.

Meeting adjourned at 3:24 p.m.
Respectfully submitted,
Crystal Doyle and Paige Cosgrove

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