

AGENDA

**FACULTY SENATE MEETING
Wednesday, October 30, 2019, 3 p.m.
Holmes Student Center Sky Room
Northern Illinois University
DeKalb, IL**

I. CALL TO ORDER

II. ADOPTION OF THE AGENDA

III. APPROVAL OF THE OCTOBER 2, 2019 MINUTES – Pages 4-7

IV. PRESIDENT’S ANNOUNCEMENTS

- A. Support for Undocumented Students at NIU – Pages 8-9
- B. U.S. News & World Report ranking of NIU – Pages 10-12
- C. National Association of Faculty Senates

V. ITEMS FOR FACULTY SENATE CONSIDERATION

- A. Undergraduate Admissions Testing Optional – Pages 13-46
Beth Ingram, Executive Vice President and Provost
Sol Jensen, Vice President, Division of Enrollment Management, Marketing and
Communications
- B. [Create an Accessible Syllabus](#)
Katy Whitelaw, IT Accessibility Officer
- C. Prioritizing faculty issues – Page 47

VI. CONSENT AGENDA

VII. UNFINISHED BUSINESS

- A. Proposal to amend Faculty Senate Bylaws, Article 3.4
Committee on the Economic Status of the Profession – Pages 48-49
SECOND READING/ACTION

VIII. NEW BUSINESS

- A. Proposal to amend Faculty Senate Bylaws, Article 3.2
Faculty Rights and Responsibilities Committee – Page 50
FIRST READING

IX. REPORTS FROM ADVISORY COMMITTEES

- A. Faculty Advisory Council to IBHE – Linda Saborío – report
- B. University Advisory Committee to the Board of Trustees – no report
Jeffry Royce, Cathy Doederlein, Kendall Thu
Alex Gelman, Sarah Marsh, Jason Hanna

X. REPORTS FROM STANDING COMMITTEES

- A. Faculty Rights and Responsibilities Committee – Katy Jaekel, Chair – no report
- B. Academic Affairs Committee – Peter Chomentowski, Chair – no report
- C. Committee on the Economic Status of the Profession – no report
- D. Rules, Governance and Elections Committee – Keith Millis, Liaison/Spokesperson – report
- E. Resources, Space and Budget Committee – George Slotsve, Liaison/Spokesperson – report

XI. PUBLIC COMMENT

XII. INFORMATION ITEMS

- A. [Policy Library](#) – Comment on Proposed Policies (right-hand column on web page)
- B. [Minutes](#), Academic Planning Council
- C. [Minutes](#), Athletic Board
- D. [Minutes](#), Baccalaureate Council
- E. [Minutes](#), Board of Trustees
- F. [Minutes](#), Campus Security and Environmental Quality Committee
- G. [Minutes](#), Comm. on the Improvement of the Undergraduate Academic Experience
- H. [Minutes](#), General Education Committee
- I. [Minutes](#), Graduate Council
- J. [Minutes](#), Graduate Council Curriculum Committee
- K. [Minutes](#), Honors Committee
- L. [Minutes](#), Operating Staff Council
- M. [Minutes](#), Student Senate
- N. [Minutes](#), Supportive Professional Staff Council

- O. [Minutes](#), University Assessment Panel
- P. [Minutes](#), University Benefits Committee
- Q. [Minutes](#), Univ. Comm. on Advanced and Nonteaching Educator License Programs
- R. [Minutes](#), University Committee on Initial Educator Licensure
- S. 2019-20 Faculty Senate meeting dates:
Sep 4, Oct 2, Oct 30, Nov 20, Jan 22, Feb 19, Mar 25, Apr 2

XIII. ADJOURNMENT

MINUTES

FACULTY SENATE

Wednesday, October 2, 2019, 3 p.m.

Holmes Student Center Sky Room

DeKalb, Illinois

[Full transcript](#)

VOTING MEMBERS PRESENT: Arado, Bateni, Buck, G. Chen, J. Chen, Chmaissem, Chomentowski, Collins, Creed, Cripe (for Riley), Demir, Duffin, Fredericks, Grund, Hanley, Hanna, Horn (for Zheng), Hua, Johnston-Rodriguez, Jong, Keddie, Kim, Koss, Kot, Lampi, Littauer, Macdonald, Mayer, McCarthy, McGowan, Millhorn, Millis, Montana, Mooney, Myung (for Shi), Nelson, Newman, Pendergrass, Petgas, Polansky, Qin, Reeves, Schraufnagel, Schuller, Sharp, Siegesmund, Sirotkin, Skarbinski, Slotsve, Staikidis, Surjadi, Tatara, Thu, Wahlund (for Beyer), Weffer, Whedbee, Wilson

VOTING MEMBERS ABSENT: Beyer, Bujarski, Burton, Chakraborty, Farrell, Jaekel, Konen, Kuehl, Martin, Moraga, Penrod, Powell, Rau, Riley, Schatteman, Scherer, Shi, Subramony, Un, Vahabzadeh, Zheng

OTHERS PRESENT: Bryan, Doederlein, Falkoff, Groza, Ingram, Klaper, Royce, White

OTHERS ABSENT: Ferguson, Gelman, Marsh, Kortegast

I. CALL TO ORDER

Faculty Senate President **K. Thu** called the meeting to order at 3 p.m.

II. ADOPTION OF THE AGENDA

G. Slotsve moved to adopt the agenda; the motion was seconded and passed.

III. APPROVAL OF THE SEPTEMBER 4, 2019 MINUTES

P. Chomentowski moved to approve the minutes, seconded by **G. Slotsve**. Motion passed.

IV. PRESIDENT'S ANNOUNCEMENTS

V. ITEMS FOR FACULTY SENATE CONSIDERATION

A. Listening Session with Executive Vice President and Provost Beth Ingram

B. Rethinking Faculty Senate and Shared Governance

K. Thu presented on this topic, led discussion, and requested some sense from the body that it wants to move forward with the concept of transferring academic authority from University Council to Faculty Senate.

A. Keddie moved to continue work on the concept to reform the shared governance process, seconded by **G. Slotsve**. The motion passed.

Yes – 43 votes

No – 7 votes

Abstain – 3 votes

C. Prioritizing faculty issues
Ballots will be distributed at the Faculty Senate meeting.

Members were asked to complete their ballots and leave them at their place for collection following the meeting.

VI. CONSENT AGENDA

A. Approve School of Nursing Professor Cristan Sabio to serve a three-year term on the Libraries Advisory Committee.

B. Approve School of Family and Consumer Sciences Professor Xiaohui Sophie Li to serve a three-year term on the University Press Board.

C. Approve School of Art and Design Professor Sarah Evans to serve a three-year term on the University Press Board.

O. Chmaissem moved to approve the Consent Agenda. The motion was seconded and passed.

VII. REPORTS FROM ADVISORY COMMITTEES

A. FAC to IBHE – Linda Saborío – report

B. University Advisory Committee to the Board of Trustees – report
Jeffrey Royce, Cathy Doederlein, Kendall Thu
Alex Gelman, Sarah Marsh, Jason Hanna

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- C. Committee on the Economic Status of the Profession – no report
- D. Rules, Governance and Elections Committee – Keith Millis, Liaison/Spokesperson – no report
- E. Resources, Space and Budget Committee – George Slotsve, Liaison/Spokesperson – report

IX. UNFINISHED BUSINESS

X. NEW BUSINESS

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FIRST READING

XI. PUBLIC COMMENT

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XIII. ADJOURNMENT

J. Wilson moved to adjourn, seconded by **P. Chomentowski**. Motion passed.

Meeting adjourned at 4:08 p.m.

Support for Undocumented Students at NIU

Dear faculty,

The NIU Faculty Advocates for Undocumented Students is asking for your support. Given potential changes to federal programs that could affect many NIU students, there is some urgency. We are reaching out to faculty to help support our students in advance of a November 9 DACA renewal workshop. Students must pay a mandatory \$495 renewal fee to keep their status and benefit from the educational opportunities, including staying enrolled at NIU.

NIU leadership has expressed support for our undocumented students:

Statement of NIU President Lisa Freeman, Sept. 5, 2017:

“...NIU stands with our students, regardless of their immigration status. Moreover, we are committed to admitting and retaining students regardless of status or nationality. We will also continue to support undocumented students through privately funded scholarships; student support groups and faculty advocates; counseling and consultation services; academic and cultural resource centers; and Ally training on how to best advocate for undocumented students...”

DACA (Deferred Action for Childhood Arrivals) program: Over 750,000 young people who were brought to the U.S. as children are participating in the program, which protects them from deportation and provides temporary work permits. Approximately 40,000 Illinois residents are covered by DACA, including many college students. 93% of students in the DACA program say they are pursuing educational opportunities that would not have not been possible without their protected status.

DACA was ended by the current administration but continues to be in force due to court rulings. The U.S. Supreme Court will begin hearing oral arguments on the DACA case on November 12, and plan to issue a decision in June, 2020. Our students remain in limbo. They will be better protected if they are able to renew their DACA status before the Supreme Court decision.

How you can help:

NIU faculty, staff, and alumni organized the Immediate Assistance Fund through the NIU Foundation. Students experiencing hardship can apply for small grants to help with tuition, rent, books, groceries, etc. How to donate: <https://foundation.myniu.com/article.html?aid=247> *Be sure to specify your donation is directed to the Immediate Assistance Fund.*

The NIU student organization DREAM Action is raising funds to help pay for DACA renewals. Please donate here: https://www.gofundme.com/f/btw39p-dream-action-niu-2019-daca-fundraiser?pc=fb_co_campmgmt_w&rcid=r01-157039861591-3a3a5c77ae684c71&utm_source=facebook&utm_medium=social&utm_campaign=fb_co_campmgmt_w&fbclid=IwAR1fVCEIsIyaOJyFwTfKX23TAnkGdUueSLf7Ev6CYT1oXTc7ldXJxT0kSo or visit the DREAM Action Facebook page.

Additional Ways Faculty Can Support Undocumented Students

- Do not ask students to disclose their immigration status.
- If students voluntarily disclose their status to you, assure them that you will maintain confidentiality.
- Refer students to Office of Undocumented Student Support (OUSS).
- Use the word “undocumented,” not “illegal.”
- Put a statement in your syllabus, and/or announce in your class, that you support undocumented students’ right to pursue higher education. Provide contact information for the OUSS (below) in your syllabus.
- Schedule an “ally training” for your department or unit.
- Always order required textbooks for the library and place on two-hour reserve during the semester.
- Consider reserving space for students in required classes to allow for situation to be sorted and registration holds to be lifted.
- Display a sign on your office door stating your support for undocumented students (following ally training).
- Donate to private scholarships for undocumented students.
- Get involved in NIU Faculty Advocates for Undocumented Students! (contact info below)

Resources and Contacts

NIU Office of Undocumented Student Support:

Sandy Lopez, advisor
236 Campus Life Building
slopez1@niu.edu
815-753-2391

Undocumented Ally Training (wait list for Nov. training)

https://niu.az1.qualtrics.com/jfe/form/SV_9t009qsKt2XYVWI

NIU DREAM Action (student organization): dreamactionniu@gmail.com

NIU Faculty Advocates for Undocumented Students:

Mark Schuller mschuller@niu.edu
Beatrix Hoffman beatrix@niu.edu

[Schools](#)

These IL Universities Are Among The Best In The World: U.S. News

New rankings from U.S. News & World Report evaluate the top universities in the world based on academic research and reputation.

By [Shannon Antinori, Patch Staff](#)

Oct 22, 2019 12:22 pm ET | Updated Oct 23, 2019 2:08 pm ET



New rankings from U.S. News & World Report evaluate the top universities in the world based on academic research and reputation. (Photo via Shutterstock)

ILLINOIS — American universities dominate U.S. News & World Report's rankings of [2020's best global universities](#), a list that evaluates 1,500 schools across the globe on academic research and reputation.

According to the rankings, eight of the world's 10 best universities are in the United States. Overall, 249 schools in the United States — the most of any country — made the list, including 11 schools in Illinois.

The global rankings differ from U.S. News' rankings of the best colleges and best graduate schools. The publication explains that no data from either of those two lists factors in compiling the global university rankings.

Harvard University ranked No. 1 on the list, followed by the Massachusetts Institute of Technology, Stanford University, University of California at Berkeley and Oxford University in the United Kingdom.

U.S. News stressed the rankings specifically focus on academic research and overall reputation of the schools and not on the undergraduate and graduate programs. In the global rankings, schools are also assessed in subjects like business, economics, engineering and computer science. The individual subject rankings are intended to measure a school's global position in a field.

- 11. University of Chicago
- 19. Northwestern University
- 32. University of Illinois Urbana-Champaign
- 71. University of Illinois Chicago
- 120. Rush University
- 154. Northern Illinois University
- 160. Illinois Institute of Technology
- 169. Loyola University Chicago
- 199. Southern Illinois University
- 234. Illinois State University
- 238. DePaul University

"As the Best Global Universities rankings continue to expand in number of schools and subjects to fulfill the needs of prospective students, we remain consistent in our mission to evaluate schools around the world on their research," Robert Morse, chief data strategist at U.S. News, said in a press release. "A major emphasis on academic research is what sets this methodology apart from our other university rankings."

[See all of 2020's top global universities via U.S. News & World Report.](#)

Proposed Admissions Policy

Existing Admissions Policy

High School GPA

2.75+ Minimum 19 ACT or 990 SAT, auto admission
Or top 50% of class

2.5 – 2.75 Minimum 23 ACT or 1070 SAT, auto admission
Or top 66% of class

<2.5 and/or below test score minimums, petition for review (including CHANCE)

Proposed Admissions Policy

High School GPA

3.0+ Auto admission

2.5-2.99 Holistic review: goes to a Director Review (director of admission) for a decision. (testing optional?)

2.0-2.49 Committee Review for a decision: individuals from across campus (including one from each college). (testing optional?)

<2.0 Appeal for holistic review: same committee as above. (testing optional?)

In all cases, students still need to meet our required high school curriculum:

- o English – 4 units
- o Mathematics – 3 units
- o Science – 3 units
- o Social Studies – 3 units
- o Foreign Language, Art or Music – 2 units
- o Additional Course Work – up to one year of required coursework in science, social studies, foreign language, art or music can be distributed in any of the five subject areas above

Background Information on Admissions Testing

- For more than a decade, and particularly in recent years, the number of institutions across the country who have adopted test-optional admission policies have increased greatly. According to a FairTest list (<http://fairtest.org/university/optional>), the number of institutions that officially deemphasize standardized tests in admission now total more than 1,000.
- National analysis of test-optional institutions. *Defining Access: How Test-Optional Works* (Syverson, S., Franks, V. and Hiss, W., 2018.) (<https://www.nacacnet.org/globalassets/documents/publications/research/defining-access-report-2018.pdf>).
 - “Furthermore, our data indicated that high school GPA had a stronger correlation with college success for Non-Submitters than the ACT/SAT – both in terms of college cumulative GPA and graduation rate.”
 - “The test scores continued to most strongly correlate with family income.”
 - “Test scores...routinely fail to pass standard tests of statistical significance when included with high school GPA in regressions predicting graduation rates, especially when we leave the realm of the most highly selective public universities...the remaining incremental predictive power of the SAT/ACT scores disappears entirely when we add controls for the high school attended, whereas the predictive value of the high school GPA increases.”
 - “Their research also concluded that Non-Submitters were more likely to be first-generation-to-college, underrepresented minority students, women, Pell Grant recipients, and students with learning differences. And, using large volumes of HSGPA data, their findings underscored the sturdiness of the HSGPA as a predictor of college performance.”
 - “Another related study identified the students most likely to have strong HSGPAs and low testing: women, first-generation to college, low income students, and students who speak a second language at home. Furthermore, those most likely to be discordant with weaker HSGPAs and stronger testing are males, whites, and those of higher income.”
- NIU’s own longitudinal data showing that SAT and ACT scores are less effective predictors of college success than student performance in high school courses.
- The change supports the University’s mission as an institution providing access to and serving a talented student body that reflects Illinois’ broad socioeconomic and ethnic diversity.
 - Focus on evaluation of applicants’ academic performance overall, rather than placing weight on standardized test scores
 - Eliminating the barrier of standardized tests for undergraduate admission will help address concerns about student test anxiety, bias, expensive and inaccessible test preparation courses.

- Establishing the standardized test requirement for undergraduate admission is critical to providing additional recruitment and marketing opportunities for enrolling new students, especially those who are otherwise high-performing students academically in high school.

Benefits to NIU

- Eliminates use of tests that have proven to be biased against underrepresented populations
- Increase access to NIU – reflective of NIU’s enrollment guiding principles – while maintaining academic standards and expected retention and graduation rates
 - Demonstrate leadership amongst peers by becoming the first public university in Illinois to go fully test-optional



Record number of colleges stop requiring the SAT and ACT amid questions of fairness

Education Updated on Oct 10, 2019 3:07 PM EDT – Published on Oct 9, 2019 6:11 PM EDT

Julia Tomasulo took the ACT three times hoping to get to get the best possible score when applying for colleges.

Even though she had good grades and was a two-sport athlete, “of the whole college process, the testing was the hardest,” Tomasulo said. She took practice tests daily. Her parents spent about \$3,500 on tutoring.

Tomasulo, 19, of San Diego, fell short of her magical number, though she did get into her chosen school. But having seen the stress on her daughter — and watching another, who is still in high school, start the process — Alisson Tomasulo wishes less emphasis would be placed on these standardized admission tests.

“I would hope more colleges would go to test-optional,” she said. Students “should be judged on their merit. I think the ACT or SAT just show how they regurgitate information.”

With frustration like the Tomasulos’ compounded by reports of test-takers gaming the system or out-and-out cheating, more and more people seem to agree — including some colleges themselves, and a few elected politicians.

This means the SAT and ACT are facing what could be the greatest challenge in their histories, which stretch back to the early 20th century.

“There are a number of things merging that pose a significant threat to standardized admissions tests,” said Michael Nietzel, president emeritus of Missouri State University, who writes frequently on higher education.

One in four institutions no longer requires these tests for admission, for example, Nietzel said. Combined with tutoring that wealthy families can afford, extra time their kids are more likely to get than lower-income classmates and downright cheating, he said, “they’ve lost their luster as a common yardstick.”

READ MORE: To help first-generation students succeed, colleges enlist their parents

What would happen if the SAT and ACT played much less of a role in the admission process is hard to predict, however. So far it appears to be leveling the playing field for some students who don’t always get accepted. The University of Chicago, which created a stir by making these tests optional last year, **reports a record enrollment this fall of first-generation, low-income and rural students and veterans.**

“Research is mixed, but with a consensus that points toward a bit of increase the diversity of the applicant pool and pretty strong evidence that the overall number of applicants increases,” Nietzel said.

Every 10 days, on average, another university makes these tests optional for admission. Forty-one schools have jettisoned this requirement in the last year, the largest number ever.

A resolution now wending its way through the California legislature calling for the public University of California system and largest-in-the-nation California State University system to study the usefulness and fairness of standardized tests in the admissions process.

Although a long shot, it would be “the grand prize” if California’s public universities went test-optional, said Robert Schaeffer, public education director for **FairTest**, a nonprofit organization focused on the misuse and overuse of standardized testing.

A **June analysis** by the Georgetown Center on Education and the Workforce suggests that the 200 most selective colleges and universities already look at more than candidates' standardized test scores alone. It found that, if SAT and ACT results were the sole basis for admission, 53 percent of students who were accepted wouldn't have gotten in.

Critics of the tests have long argued that they reflect income more than ability, a chorus that is growing louder. And this year's notorious Varsity Blues admission scandal — in which parents, through an intermediary, bribed test administrators to change test scores or let students cheat — reinforced the idea that the tests can be gamed, legally or illegally, by families with enough money.

The College Board, the \$1 billion-a-year nonprofit organization that administers the SAT, is fighting back, including by introducing a dashboard it says will help admission offices compensate for socioeconomic and racial disparities. But it's not clear that this will slow the test-optional bandwagon.

More than 1,000 accredited bachelor's-degree-granting higher education institutions now allow prospective students to decide whether or not to submit standardized test scores with their applications, FairTest says.

READ MORE: High school graduation rates for one important group are starting to get better

Although some are open-enrollment, most are not, said Schaeffer.

The goal of going test-optional, for many of its advocates, is to increase diversity; low-income students typically have lower scores than their more affluent peers, putting them at a disadvantage in admission. This is because families with more money usually live in wealthier school districts with more resources and can afford tutors to help with test preparation and other educational assistance.

The average ACT composite score was 23.6 for higher income students and 19.5 for lower income ones in 2016, the last year for which the figures are available, according to the **ACT's own research**.

The College Board last year stopped asking test-takers about their parents' income, but answers from previous years showed scores going up as family income increases; scores overall were also lower on average for black and Latino students than for whites and Asians.

Researchers remain divided about whether or not doing away with the tests would help to fix this.

The adoption of a "well-executed test-optional admission policy" can increase the number of applicants in general and the number of first-generation and low-income students in particular, according to the **largest and most current study**, released last year.

The study looked at student-record data from 28 four-year degree-granting public and private non-profit institutions that are test-optional.

READ MORE: In Puerto Rico, the odds are against high school grads who want to go to college

Two of the three co-authors were connected to Bates College, which has long been test-optional.

But a **separate compilation of studies** published last year, two of three editors of which are connected to the College Board, largely questioned the assumption that test-optional policies add diversity.

"We found instead, that it increased selectivity," meaning the reported SAT or ACT scores of students who were enrolled in schools with test-optional policies were higher than for those that weren't, said Kelly Ochs Rosinger, an assistant professor in the Department of Education Policy Studies at Pennsylvania State University and a co-author of one of the studies, which examined 180 liberal arts colleges.

Of those, the institutions that went test-optional did not see an increase in their proportions of students who were low-income or from racial groups that are typically underrepresented on campus.

This could also be because students with lower standardized test scores didn't submit them, however, pushing up the averages, she said.

"Our findings are really important, but we need better and newer data," Rosinger said. "There is no clear, easy solution to expand access to higher education. There are so many barriers beyond test scores."

The University of Rochester took the middle ground and became "test-flexible" in 2011. That means students could submit Advanced Placement or International Baccalaureate scores in lieu of the ACT or SAT.

In hundreds of cases, said Jonathan Burdick, the university's vice provost for enrollment initiatives and dean of admissions and financial aid, after students were accepted based on other factors, their ACT or SAT score would show up and be put in their record.

"There wasn't a basis to say that those tests scores would have made us make better or even different decisions," Burdick said.

Students who were admitted on the basis of, say, their IB scores and later had low SAT scores submitted "have graduated in equivalent numbers to anybody else, in four years and in many cases with honors," Burdick said. "Had we had the SAT it might have made us less likely to make the good decision."

The university will go fully test-optional in the fall of 2020.

What really bothers Burdick is the "the distortion of two years of your life during high school," studying for the ACT or SAT. "You could be spending that 60 hours or more doing test prep doing other, more meaningful things that actually are more productive for your life in the long run."

The College Board and ACT say standardized testing plays an important role in the admission process and that the best way to predict an applicant's success in college is by looking at a combination of his or her GPA and test scores.

While students take the ACT and SAT in about equal numbers – **the SAT edged out the ACT last year** with 2 million students, versus 1.91 for the ACT – the higher-profile College Board has taken a more active role in pushing back against the anti-testing movement.

Although the College Board declined to comment for this story, Steve Bumbaugh, senior vice president for college and career access, **has written** for The Hechinger Report and elsewhere that the answer is not to take away the SAT, but that "the poor kids need what the rich kids have."

To that end, the College Board has introduced a number of initiatives to address the needs of low-income students, including free test help through a **partnership with the online Khan Academy**. (The SAT itself costs \$64.50 per exam; the ACT, \$67.)

This year, to some controversy, it also unveiled what it first called an **environmental context dashboard**, later revising it and renaming it **Landscape**. After piloting the dashboard for three years, the College Board decided to drop the idea of offering colleges a score to represent a student's socioeconomic background. The score – which had been dubbed an adversity score – had been calculated using school and neighborhood information.

Criticism of reducing such information to a single score, and concern about how that score would be used, caused the College Board to revise and rename the tool.

Information offered to admissions officers by Landscape will include the number of children eligible at the student's school for free or reduced-price lunches; average number of seniors taking AP courses; and average AP score at that school. Landscape will also evaluate neighborhood factors such as median family income; number of single-parent households; vacancy rates; and typical educational attainment.

These characteristics often affect the performance of even the most talented students, or make them less able to smoothly navigate the complex college admissions process.

Although the original dashboard model had its opponents – and it’s too early to know how Landscape will be viewed – admissions officers say they welcome any additional information to better understand a student’s application.

READ MORE: Can California export enough students to shore up college enrollment in other states?

“Admissions officers don’t have great information about a high-school context,” said Rosinger, who previously worked as an admissions officer at the University of Georgia.

There has been some criticism of the dashboard, the most prominent that it doesn’t address individual differences among students, Nietzel said.

Schaeffer, of FairTest, said the dashboard is an effort by the College Board to reposition its product.

“It’s a pushback at test-optional,” he said. “It proves what we’ve long said – the test is not a level playing field. It’s a better measure of accumulated opportunity than a measure of school success.”

Initial experiments showed that admissions officers were 25 percent more likely to enroll lower-income students if they had better data about the high school, however, said Michael Bastedo, a professor of education at the University of Michigan School of Education who has long researched this area and was a paid consultant to the College Board on the dashboard.

“You can be against standardized tests and in favor the dashboard,” he said. The key point is to “put every applicant in the context of the opportunities they have.”

Besides, he said, simply going test-optional, without increasing financial aid to poorer students and supplying other support, may not make much difference.

The University of Chicago, for example, along with going test-optional, also announced new scholarships and access programs and **an initiative to pay** the full tuition for families that earn less than \$125,000 a year.

The dashboard has been piloted over the past few years and the College Board said it hopes that as many as 150 institutions will use it this fall.

Editor’s Note: *Since the original publication of this story by The Hechinger Report, the College Board renamed its environmental context dashboard. This report has been updated to reflect the changes.*

*This story about **SAT and ACT** was produced by **The Hechinger Report**, a nonprofit, independent news organization focused on inequality and innovation in education. Sign up for our **higher education newsletter**.*

By – Alina Tugend, The Hechinger Report

 @atugend

The Washington Post

Democracy Dies in Darkness

A record number of colleges drop SAT/ACT admissions requirement amid growing disenchantment with standardized tests

By **Valerie Strauss**

Oct. 18, 2019 at 1:30 p.m. CDT

For students who fear they can't get into college with mediocre SAT or ACT scores, the tide is turning at a record number of schools that have decided to accept all or most of their freshmen without requiring test results.

Meanwhile, two Ivy League schools have decided that many of their graduate school programs do not need a test score for admissions, fresh evidence of growing disenchantment among educational institutions with using high-stakes tests as a factor in accepting and rejecting students.

And the nine-campus University of California system is studying whether to continue using test scores in admissions and, if so, which exams. Famously, a 2001 proposal by then-UC President Richard C. Atkinson to stop using the SAT for admissions spurred the College Board, which owns the test, to add an essay component in 2005 (although it was later dropped as an admissions requirement by many schools after it failed to produce the results they hoped for).

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It may not quite have reached a tipping point, but the admissions world is clearly grappling with the use of standardized tests in admissions.

Research has consistently shown that ACT and SAT scores are strongly linked to family income, mother's education level and race. The College Board and ACT Inc., which owns the ACT, say their tests are predictive of college success, but (as with many education issues) there is also research showing otherwise.

The National Center for Fair and Open Testing, a nonprofit known as FairTest, just analyzed SAT scores for the high school class of 2019. It reported that the gaps between demographic groups grew larger from a year earlier, with the average scores of students from historically disenfranchised groups falling further behind students from more privileged families.

AD

The issue of elitism in college admissions was underscored this year by Operation Varsity Blues, a federal investigation into admissions fraud that resulted in the indictments of dozens of people, including wealthy parents and college coaches caught in schemes to create false records to secure admission to top schools. Actress Felicity Huffman is among the better-known defendants; she is serving two weeks in jail after pleading guilty to paying \$15,000 for her daughter's SAT score to be falsified.

Robert A. Schaeffer, public education director of FairTest, which opposes the misuse of standardized tests, said the past year has seen the “fastest growth spurt ever” of schools ending the SAT/ACT test score as an admission requirement. Over the summer, more than one school a week announced the change.

Nearly 50 accredited colleges and universities that award bachelor's degrees announced from September 2018 to September 2019 that they were dropping the admissions requirement for an SAT or ACT score, FairTest said. That brings the number of accredited schools to have done so to 1,050 — about 40 percent of the total, the nonprofit said.

AD

While the test-optional list has some schools with specific missions — there are religious colleges, music and art conservatories, nursing schools — it also includes more than half of the top 100 liberal arts colleges on the U.S. News & World Report list, FairTest said.

Also on the list are the majority of colleges and universities in Maryland, Pennsylvania, Virginia, the District of Columbia and the six New England states.

More than 360 schools that give students the option of submitting test scores or are test-flexible — allowing applicants to choose the scores they provide and not requiring they be SAT or ACT — are in the first tiers of their U.S. News categories.

AD

Test-optional schools include the University of Chicago, Brandeis University, the University of Rochester, Wake Forest University and Wesleyan University. Bates, Bowdoin, Colorado, Dickinson, Emerson and Pitzer colleges also don't require test scores.

Some schools that have dropped the SAT/ACT admissions requirement said they did it to attract a more diverse group of applicants, and they have reported that those efforts were successful.

The University of Chicago, which abandoned the requirement last year, reported in July that its decision, along with an increase in financial aid and outreach, led to a 20 percent increase in first-generation, low-income and rural students and veterans to commit to the school.

AD

Wake Forest was among the first to go test-optional, starting in 2009. It reports on its website that ethnic diversity among undergraduates increased 90 percent from 2008, the final year in which scores were required, to fall 2017 — and there has been no difference in academic achievement between those who submitted scores and those who did not.

Brown University announced this month it will no longer require that applicants to 24 of its doctoral programs submit scores from the GRE.

In a Brown news release, Graduate School Dean Andrew G. Campbell said increasing evidence shows the GRE is not always an accurate predictor of success in school, and that he expects the move will allow the talent pool of applicants to broaden.

AD

Brown's move followed Princeton University, which said in August that 14 graduate programs had decided to eliminate the GRE requirement for admissions, including molecular biology, psychology and neuroscience. A news release said Princeton, too, expects to attract a wider range of applicants.

As you might imagine, the College Board, ACT and Educational Testing Service (ETS), all nonprofits that operate as businesses, are not the slightest bit amused by the decisions of schools not to mandate their products.

David G. Payne, vice president and chief operating officer of the Global Higher Education Division of ETS, said in a statement: "Dropping the GRE score requirement is a mistake. The argument that meeting diversity and completion goals can be done with less information than admissions faculty and committees already have is flawed."

AD

ACT spokesman Ed Colby said in an email: “ACT scores are the only admission decision factor that provide a common, standardized metric allowing colleges to compare students from different schools, states and countries on a level playing field. No other factor used in admission decisions can do that.”

He also took issue with the notion that dropping the test requirement has led to more diverse freshman classes, saying, “The literature suggests that test optional policies might result in an increase in the number of applicants, while the diversity of students who actually enroll remains largely unaffected.”

College Board spokesman Zachary Goldberg was less strident: “The College Board’s mission isn’t to ensure all colleges require the SAT, it’s to expand access to college for more students and help them succeed when they get there. We work closely with test optional institutions. They are our members, they participate in our programs, and representatives from test optional colleges have served on our Board of Trustees. ... Whether required for admission or not, SAT scores help colleges create data-driven programs to ensure admitted students get the supports they need to graduate.”

AD

An indication that some education policymakers are getting frustrated with the debate over using ACT/SAT scores in admissions came recently at a meeting of the Board of Regents of the University of California system.

The Los Angeles Times reported that board Chairman John A. Pérez “startled meeting participants” when he asked the general counsel of the UC system whether regents had to wait for the faculty senate’s task force to finish a review before acting on the issue. The task force was put together last year by University of California President Janet Napolitano.

According to the Times, Vice Chairwoman Cecilia Estolano said at the meeting that tests use a “clearly flawed methodology that has a discriminatory impact” and “we don’t need any more studies” on the issue.

Other regents offered different views, but there was clearly some sentiment against the use of the tests for admissions. What the University of California does could have widespread impact on higher education admissions policy nationally. Stay tuned.

Here’s the list of test-optional/flexible schools from FairTest, as of October — and you can find more targeted lists on the organization’s website:

Fairtest List by The Washington Post on Scribd

Western Revises Admissions Criteria

October 14, 2019

MACOMB/MOLINE, IL - With the various choices available, searching for the right college can be a daunting process for high schoolers. However, Western Illinois University has made changes to its admissions process to help prospective students - and their families - take the guesswork out of the college application process.

Western has revised its admissions criteria for students applying to Western for 2020. Students with a high school diploma and a 3.3 or higher high school grade point average (on a 4.0 scale) will be automatically admitted to WIU. Western is one of just two public institutions in the state that are test-optional in regard to college admissions.

"We are committed to admitting students whose academic records indicate a high potential for success," said Director of Undergraduate Admissions Doug Freed. "We are emphasizing a student's high school grade point average as a highly important factor for their success."

Students with a GPA less than 3.3, but at least 2.0, will be requested to submit SAT/ACT scores for admissions consideration.

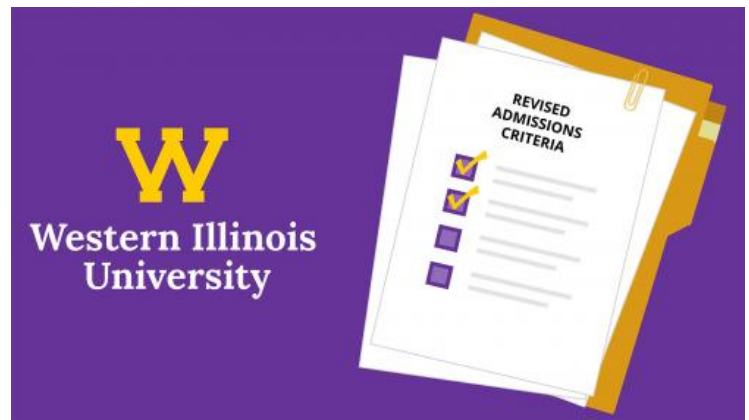
"Standardized tests are not necessarily a reflection of how successful a student is, or can be," added Interim President Martin Abraham. "We feel that the grade point average is a good indicator of a student's academic ability as the GPA encompasses not just grades achieved on exams, but for projects, homework and more. It's a reflection of the work a student puts into his/her overall schoolwork in order to be successful. I'm pleased that we're able to make the Western Illinois University experience a more open and viable option for prospective students."

Another change for incoming freshmen is an enhanced Western Commitment (WC) Scholarship program, which automatically awards \$3,000-8,000 each year to incoming freshmen with excellent academic ability and achievement in high school. In addition, Western has revised the transfer scholarship program, increasing the award to \$2,500 and making the scholarship available for part-time students.

Western has also launched several new scholarships, which will be announced Wednesday. Prospective freshmen interested in being considered for the automatic scholarships available at WIU can apply at wiu.edu/apply. More information on WIU scholarships (automatic and donor designated application-based scholarships) can be found at wiu.edu/scholarships.

Posted By: [WIU News](#), University Relations
Phone: (309) 298-1993 * Fax: (309) 298-1606

Related Images



[Download Print-Quality Image.](#)

SAT Fees

The SAT test base price includes the two main sections: Math and Evidence-Based Reading and Writing. There is a fee for adding the optional SAT Essay. For SAT administrations during the 2018-19 school year, the SAT costs **\$47.50** and the SAT with Essay costs **\$64.50**. For the 2019-20 school year, the SAT costs **\$49.50** and the SAT with Essay costs **\$64.50**.

Other [SAT fees](#) come into play if you sign up during the late registration period, sign up by phone, change an existing registration, or if you're admitted to an administration via the waitlist. [Regional fees](#) apply to students taking the SAT outside of the United States.

Every SAT registration includes [free score reports to four schools](#). There are fees for additional score reports or opting in for further services such as rush ordering or score verification. Don't forget to use those free score sends, because they do expire! You have until nine days after the test to use them.

Test Fees

Test	Fee
SAT	\$49.50 Fee waiver available
SAT with Essay	\$64.50 Fee waiver available

Important:

Subject Tests

[See all fees for SAT Subject Tests.](#)

Additional Fees

Item	More Information	Fee
Register by phone	Available only if you've registered previously.	\$15
Change fee	For changing your test center or test date or changing between the SAT and SAT Subject Tests or vice versa. Does not apply to changing between the SAT and the SAT with Essay, but you pay the difference between the tests if adding the essay.	\$30

Item	More Information	Fee
Late registration fee	For registering after the regular deadline but before the late registration deadline.	\$30
Waitlist fee	Charged only if you're admitted to the test center on test day.	\$53

Score Services and Fees

Service	More Information	Fee
Registration score reports	Four registration score reports are available up to nine days after the test date.	\$0
Additional score report request	Additional score reports (outside of the above four), or score reports ordered outside of the above time period are subject to this fee per report.	\$12 Fee waiver available
Rush order	If you request rush service, your score reports will typically be sent to colleges within one to two business days (not counting holidays and weekends). Additional score report fees (as described above) still apply on rush orders.	\$31

Service	More Information	Fee
Scores by phone	<p>Scores by phone are released according to the same schedule as online scores. This service does not send scores to colleges any earlier.</p> <p>To get your score by phone, call Customer Service. You'll need your test registration number (printed on your admission ticket), your birth date, a credit card number, and the card's expiration date.</p>	\$15 (per call)
Archived (older) scores order	<p>If you want your old test scores, you should request archived scores. You can request them by phone or mail. The standard fee for additional score report requests applies to each score report you'd like to include with your order.</p>	\$31
SAT Question-and-Answer Service*	<p>This service provides the test questions from the specified test you took, the correct answers, scoring instructions, and a form you can use to order a copy of your answer sheet.</p> <p>The QAS service is not available for every SAT administration.</p>	\$18 Fee waiver available
SAT Student Answer Service*	<p>This service provides a list of question types from the specified test you took; whether you answered the question correctly or incorrectly, or omitted the answer; and the level of difficulty.</p>	\$13.50 Fee waiver available
Multiple-choice hand score verification	<p>When hand scoring of a multiple-choice score is requested, your entire answer sheet will be manually reviewed—you can't request verification of scores</p>	\$55 Fee reduction available

Service	More Information	Fee
	<p>for a single section on the SAT or just one of several SAT Subject Tests taken on the same date.</p> <p>For SAT only: If you order hand score verification, you will no longer see the full online score report, and you won't have access to the Student Answer Service or Question-and-Answer Service for your hand scored answer sheet.</p>	
Essay hand score verification	<p>This verification determines whether there was an error made in the scanning or processing of the essay scores assigned by essay readers. If an error is found, your adjusted score is automatically reported and your fee is refunded.</p>	<p>\$55 Fee reduction available</p>
<p>*These are refundable only if your order has not yet been fulfilled or if you missed your test date (for example, if you canceled your test, were absent, or had to take a makeup test).</p>		

Northern Illinois University 2019-2020 Undergraduate Catalog

Admission

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Click on a link to be taken to the entry below.

- [Undergraduate Admission](#)
- [Application Procedure](#)
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- [Meningococcal Meningitis](#)
- [Admission Criteria](#)
- [Special Admission to the University](#)
- [Readmission of Former NIU Students](#)
- [Reentrance of Community College Students](#)
- [Limited Admissions and Limited Retention Requirements](#)

Some majors, emphases, and areas of study offered by NIU limit admissions. Admission to NIU does not guarantee admission to a specific major. See “Limited Admissions and Limited Retention Requirements” in this section of the catalog and individual department sections.

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Undergraduate Admission

Northern Illinois University recognizes that the principles of cultural diversity and global awareness are essential to learning and striving for excellence in the higher educational environment. In recognition of this commitment, NIU expressly prohibits the consideration or use of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, status as a victim or perceived victim of domestic or sexual violence or any other factor unrelated to professional qualifications as a basis for any employment decision, in its admission procedures, and in access to its programs. Factors such as academic record, test scores, special talents or ability, personal character, and references may be taken into consideration in the admission process.

Applicants will be considered for admission to the university if they meet the requirements specified under any of the following headings.

- Freshmen
- Transfer Students
- Illinois Public Community College Graduates
- International Students
- Postbaccalaureate Students

Applicants who do not meet the admission requirements for the categories listed above may apply for special admission to the university. Information about these opportunities may be found under “Special Admission to the University.”

Applicants who desire to enroll for a limited period at the university may find information about these opportunities under the following heading.

- Visiting Students

Former NIU students should refer to the section “Readmission of Former NIU Students.”

Applicants must meet additional criteria and/or submit additional documents if they wish to be considered for admission to the following units that administer limited admissions majors, emphases, and/or areas of study. See “Limited Admissions and Limited Retention Requirements.”

Department of Computer Science
 Department of Kinesiology and Physical Education (athletic training)
 Department of Curriculum and Instruction (elementary education)
 Department of Special and Early Education (early childhood studies)
 Department of Technology (nuclear engineering technology emphasis)
 School of Allied Health and Communicative Disorders (health sciences/physical therapy)
 School of Art and Design (art and design education; art studio; visual communication area of study)
 School of Family and Consumer Sciences (human development and family sciences)
 School of Health Studies (medical laboratory sciences)
 School of Music
 School of Nursing (nursing)
 School of Theatre and Dance (B.A. major in theatre studies; B.F.A. emphasis in acting; B.F.A. emphasis in design and technology)

Some programs have limited retention. See individual colleges and departments for specific requirements.

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Application Procedure

Application Materials

Correspondence about undergraduate admission to the university should be addressed to the [Office of Undergraduate Admissions](#), Northern Illinois University, 1425 W. Lincoln Highway, DeKalb, Illinois 60115-2857. All applicants may be requested to submit the following materials.

A formal application for admission.

An official high school transcript indicating class rank and courses completed. Class rank should be indicated as of the end of the sixth, seventh, or eighth semester unless the applicant will be an early graduate.

An official ACT assessment or SAT Reasoning Test score report. (Students' copies cannot be accepted.) The ACT code for NIU is 1102. The SAT code for NIU is 1559.

An official transcript from each college attended.

Application fee.

When to Apply

Students are encouraged to apply as soon as possible. Students can apply after the following dates.

<i>Term</i>	<i>Apply after</i>
Spring 2020	May 1, 2019
Summer 2020	August 1, 2019
Fall 2020	August 1, 2019

Application Deadlines

The completed application and all supporting documents must be on file in the [Office of Admissions](#) by the dates listed below. However, early application is strongly recommended.

Space limitations and/or budget constraints may necessitate earlier deadlines.

The size of the freshman class will be determined by the level of university resources available to maintain the quality of academic programs. The schedule on which applications will be reviewed provides for competitive admissions by class rank and ACT/SAT scores on a space-available basis.

Individual colleges and departments may also have earlier application deadlines. Please refer to the section titled "Limited Admissions and Limited Retention Requirements" for specific dates.

If any published application deadline date falls on a Saturday or a Sunday, complete applications and all supporting documents will be accepted on the immediately following Monday.

<i>Term</i>	<i>Deadline</i>
Spring 2020	December 1, 2019

Summer 2020 May 15, 2020
 Fall 2020 August 1, 2020

Students applying for reinstatement, for a change to degree status, or for transfers petitioning their admission decision, completed applications and all supporting materials must be on file by the following dates.

<i>Term</i>	<i>Deadline</i>
Spring 2020	November 15, 2019
Summer 2020	May 1, 2020
Fall 2020	July 15, 2020

ACT/SAT Scores

Applicants must take either the ACT or SAT Reasoning Test assessment and request that the score reports be forwarded to NIU from the testing company. Although NIU welcomes the addition of the writing tests introduced by both ACT and SAT, NIU will recommend but not require the ACT writing test and consider only the SAT critical reading and mathematical scores for admission consideration until the predictive value of the writing test is determined. The ACT code for NIU is 1102. The SAT code for NIU is 1559. Applicants who have not taken either of these tests should contact their local high school or community college counselor to register for a testing session. Applicants who have never taken one of the tests and have been out of high school for more than three years may request in writing a waiver of this requirement. ACT/SAT scores will not affect the admission of postbaccalaureates or of transfer students with 24 or more transferable semester hours.

Admission to Major Programs

Applicants declare their major on the application for university admission. The declared major indicates an area of interest and does not guarantee admission to a degree program in that specific area. Procedures for declaring a major are described in the “Academic Regulations” section of this catalog.

The university’s undergraduate academic work is organized under the Colleges of [Business](#), [Education](#), [Engineering and Engineering Technology](#), [Health and Human Sciences](#), [Liberal Arts and Sciences](#), and [Visual and Performing Arts](#). Individual colleges control admission to degree programs. The selection of any courses to be required prior to admission to a major will be determined by each college or department in accordance with its respective expectations. In general, students are strongly encouraged to complete successfully the foundational studies requirements and some general education courses early in their programs of study.

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Immunization Policy

All students enrolled in on-campus courses are required by the Illinois College Student Immunization Act (110-ILCS 20) and University policy, to be compliant with the following requirements:

- Three (3) vaccines that contain Tetanus/Diphtheria/Pertussis, one of which must be a Tdap vaccine. The last dose of vaccine must be within 10 years. Vaccines must be at appropriate intervals (#1 and #2 at least 28 days apart, #3 no less than 6 months after #2). Tetanus toxoid (TT or Tetanus) is not acceptable.
- Two (2) Measles, Mumps, Rubella (MMR) valid vaccines after the first birthday, at least 28 days apart. If students are unable to provide proof of MMR vaccines, serologic evidence (IGG antibody titers), a copy of lab report to prove positive immunity is acceptable.
- One (1) Meningococcal conjugate vaccine after the age of 16 for newly admitted students starting spring 2017 and under the age of 22. Meningitis or Meningococcal vaccinations are not acceptable.

Documentation of immunity must be complete and on file at the Immunization Compliance and Records office before the following dates:

Fall term enrollment: August 1st
 Spring term enrollment: January 1st
 Summer term enrollment: June 1st

Failure to provide the required documentation by the 10th day of the semester will result in a late processing fee and registration hold. You will be notified at your NIU zID e-mail account if any documentation information is incomplete.

Immunization information may be obtained from the Immunization Compliance and Records web page at <https://www.niu.edu/health-services/services/immunizations.shtml> or by calling 815-753-9585.

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Meningococcal Meningitis

The Center for Disease Control's Advisory Committee on Immunization Practices (ACIP) recommends that college freshman living in residence halls be immunized against meningococcal disease. The ACIP recommendation further states that other college students under 25 years of age who wish to reduce their risk for the disease may choose to be vaccinated.

Meningitis is an inflammation of the linings of the brain and spinal cord that is caused either by viruses or bacteria. Viral meningitis is generally less severe and resolves without specific treatment. Bacterial meningitis, especially meningococcal meningitis, is more serious and can result in permanent neurologic damage or death.

Meningococcal meningitis commonly begins with high fever, headache, and stiff neck that develop over a period of several hours to two days. Other symptoms may include nausea, vomiting, confusion, drowsiness and discomfort looking at bright lights. Meningococcal meningitis is spread through exchange of oral and respiratory secretions (i.e., coughing, kissing, and sharing eating utensils), not through casual contact. Individuals who live in the same household or have direct contact with an infected person's oral secretions are at an increased risk of acquiring the infection.

Two vaccines are available that protect against four of the five strains (or types) of the bacterium that cause meningococcal disease. While both vaccines provide immunity for a number of years to approximately 90% of those who are vaccinated, neither medication confers lifelong immunity to meningococcal meningitis.

Health Services provides meningococcal vaccinations for NIU students on request. There is a charge for this vaccination. For more information, please contact Preventive Medicine at 815-753-9585.

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Admission Criteria

Freshmen

An applicant for freshman admission must be a graduate of a secondary school at the time of enrollment or have attained high school equivalency through the General Educational Development (GED) test. Applicants must submit

A formal application for admission.

An official high school transcript indicating class rank, GPA, and courses completed or an official GED score report.

An official ACT score report sent to NIU by ACT Inc. or an official SAT score report sent to NIU by the College Board.

Application fee.

Individuals applying for admission will be evaluated and notified of their admission decision according to the "Criteria for Admission" and "Schedule for Application Review."

Please note that the actual size of the new freshman class will be determined by the level of university resources available to maintain the quality of academic programs. The schedule on which applications will be reviewed provides for competitive admissions by class rank and ACT/SAT score on a space-available basis.

Criteria for Admission

Individuals will be considered for admission if they meet one of the following sets of criteria. Weighted and unweighted class rank and weighted and unweighted GPA will be considered.

Applicants who have graduated or will graduate from a secondary school prior to enrollment at NIU must meet the following criteria.

Applicants who rank in the upper half of their graduating class or who have a GPA of at least 2.75 on a 4.00 scale must have a composite ACT score of at least 19 or an SAT total score of 990. For SAT exams taken March 2016 or prior, a critical reading and mathematics SAT score of at least 910 is required.

OR

Applicants who do not rank in the upper half of their class but who rank in the upper two thirds of their graduating class or who

have a GPA of at least 2.50 on a 4.00 scale must have a minimum composite ACT score of 23 or an SAT total score of 1140. For SAT exams taken March 2016 or prior, a SAT critical reading and mathematics score of 1070 is required.

In addition to the high school class rank and ACT/SAT score requirements, all applicants must have successfully completed the following high school courses (one unit equals one year).

English. Four units (three of which must be courses emphasizing written and oral communication and literature).

Mathematics. Three to four units of college preparatory mathematics, including one year of geometry and one year of advanced algebra and/or trigonometry. For students intending to major in mathematics, science, business, or engineering, four years of college preparatory mathematics are very strongly recommended. Further, all students, regardless of intended major, are strongly encouraged to take a mathematics course or a course with a mathematics prerequisite during the year before they enroll in a mathematics course at NIU.

Science. Two to three units (two of which must be courses in the physical or biological sciences). One unit must be a laboratory science.

Social Studies. Two to three units (one of which must be U.S. history or a combination of U.S. history and government).

Foreign Language, Art, Music, or Vocational Education. One to two units (one of which must be course work in foreign language, art, or music).

Additional Course Work. Up to three units of the required fifteen may be distributed throughout any of the five categories of course work listed above. Vocational education may satisfy up to three of the units.

Students who complete the required fifteen units in college preparatory courses including two years of a foreign language, advanced mathematics, composition, literature, and at least one unit in chemistry or physics will be more likely to (a) qualify for advanced placement or proficiency credit and (b) complete their programs of study within the amount of time anticipated for a given baccalaureate degree from NIU.

Applicants who have attempted transferable college-level credit at the time of application, and are entering the University in the academic year following their graduation from secondary school or its equivalent are evaluated using freshman admission requirements.

Applicants who are not high school graduates must have attained high school equivalency through General Educational Development (GED) tests. In addition, applicants must have a minimum composite ACT score of 23 or an SAT total score of 1140. For SAT exams taken March 2016 or prior, a minimum critical reading and mathematics SAT score of 1070 is required.

Freshman Petition Review

Freshman applicants who believe their application warrants additional consideration despite their not fulfilling the minimum ACT/SAT score, high school rank, and/or course-specific requirements described above may petition for review of their application status. To request such a review, prospective freshmen must have a letter of petition on file in the Office of Admissions by the dates listed below. The letter should describe circumstances relevant to the petition, including information about academic potential that is not reflected in the ACT/SAT scores or high school performance.

Term	Petition by
Spring	November 15
Summer	May 1
Fall	July 15

Schedule for Application Review

Individuals who meet all applicable admission criteria will be notified of an admission decision as soon as possible following the completion of their application file. Students are encouraged to apply early. Applicants will be considered for admission as long as space is available.

The actual size of the new freshman class is determined by the level of university resources available to maintain the quality of the academic programs. The schedule on which applications are reviewed provides for competitive admissions on a space-available basis.

Spring Semester 2020

Individuals who submit complete applications including all transcripts and test score information by November 1, 2019, and who satisfy minimum admissions criteria are considered for admission on a competitive basis and notified of the admission decision on or before December 1, 2019.

Individuals who submit complete applications after November 1, 2019, and satisfy minimum admissions criteria are considered for admission on a competitive basis as long as space is available.

Summer Session 2020 and Fall Semester 2020

Individuals who submit complete applications including all transcripts and test score information by November 15, 2019, and who satisfy minimum admissions criteria are considered for admission on a competitive basis and notified of the admission decision on or before February 1, 2020.

Individuals who submit complete applications after November 15, 2019, and satisfy minimum admissions criteria are considered for admission on a competitive basis as long as space is available.

Priority consideration is given to individuals whose applications are complete by February 1, 2020, who rank in the top 10 percent of their high school class and have:

- An ACT composite score of at least 19 or
- An SAT total score of 990 or
- A critical reading and mathematics SAT score of at least 910 for SAT exams taken March 2016 or prior.

Priority consideration is also given to individuals whose applications are complete by February 1, 2020, who rank in the upper third of their high school class and have:

- An ACT composite score of at least 21 or
- An SAT total score of 1070 or
- Critical reading and mathematics SAT score of at least 990 for SAT exams taken March 2016 or prior or
- An equivalent ACT/SAT rank combination.

Such individuals will be admitted and notified of their admissions decision on a rolling admissions basis.

A personal statement is strongly recommended only for students who do not satisfy the priority consideration parameters. This statement should focus on areas such as leadership experiences, expected contributions to the NIU community, and any personal experiences in overcoming adversity.

Transfer Students

To maintain the quality of academic programs, the number of transfer students admitted each semester will be determined by the level of university resources available. The schedule on which applications will be reviewed provides for competitive admission on a space-available basis. Early application is encouraged. Also see "Transfer Credit" under "Academic Regulations."

Transfer applicants must submit the following.

A formal application for admission.

An official high school transcript. (Applicants with 24 or more semester hours of transferable credit are not required to submit a high school transcript.)

An official transcript from each college attended (sent by each college to the Office of Admissions).

An official ACT or SAT score report sent directly to NIU by the testing company. (Applicants with 24 or more semester hours of transferable credit are not required to submit an official ACT/SAT score report but are encouraged to do so for research purposes.)

Application fee.

Enrollment in courses offered at NIU which fulfill NIU's foundational studies requirement in mathematics requires an entry-skill level, determined through placement testing and/or explicit prerequisites, at least equal to that expected from the successful completion of an intermediate algebra course. Such a course is not offered by NIU. However, an intermediate algebra course offered by Kishwaukee College can be taken on the NIU campus.

Applicants who have attempted up to and including 12 semester hours of credit are evaluated as freshmen for admission purposes and must meet the current freshman admission requirements. The GPA earned for the attempted 12 hours or fewer will not affect the admission decision. (This policy has been developed to encourage students to take advantage of local post-secondary educational opportunities, either during their senior year in high school or during the summer before NIU enrollment, without jeopardizing their admission to NIU.)

Applicants who have attempted more than 12 semester hours but who have earned fewer than 24 semester hours of transferable college-level credit at the time of application must

- have a GPA of at least C (2.00 on a 4.00 scale) from all colleges attended (as computed by NIU standards).
- be in good standing at the last college attended.
- satisfy NIU's competitive transfer GPA.
- meet the current freshman admission criteria.

Applicants who have earned between 24 and 59 semester hours of transferable college-level credit at the time of application must

- have a GPA of at least C (2.00 on a 4.00 scale) from all colleges attended (as computed by NIU standards).
- be in good standing at the last college attended.
- satisfy NIU's competitive transfer GPA.

Applicants who have earned 60 or more semester hours of transferable college-level credit at the time of application must

- have a GPA of at least C (2.00 on a 4.00 scale) from all colleges attended (as computed by NIU standards).
- be in good standing at the last college attended.

Transfer Petition Review

Transfer applicants with 24 or more semester hours of transferable credit who petition for a review of their admission decision must have all documents that are required for transfer admission and a letter of petition on file in the Office of Admissions by the dates listed below. The letter should describe circumstances relevant to the petition, including information about educational and career goals.

Term Petition by

Spring November 15

Summer May 1

Fall July 15

Illinois Public Community College Graduates

A graduate of an Illinois public community college who has not previously attended Northern Illinois University and who has completed a baccalaureate-oriented A.A., A.S., or A.A.T. degree in early childhood, secondary math, or special education will be admitted to NIU as long as space is available. The student will enter with junior standing and all NIU general education requirements will be considered complete if the student has the following qualifications prior to enrolling at NIU.

- An Associate in Arts (A.A.) or an Associate in Science (A.S.) degree or an Associate in Arts in Teaching (A.A.T.) degree in early childhood, secondary math, or special education in a baccalaureate-oriented program from an Illinois public community college.

- At least a C average (2.00 on a 4.00 scale) as calculated by the community college.

- At least 60 semester hours of credit.

- Good standing at the last college attended.

An Illinois public community college graduate with an Associate in Engineering Science, Associate in Arts in Teaching in secondary science, or an Associate in Fine Arts degree is eligible for admission to NIU but is not eligible for the benefits indicated above.

An Illinois public community college graduate with an Associate in Applied Science, an Associate in General Studies, or an Associate in Liberal Studies degree is not eligible for the benefits indicated above. These students will receive the same consideration for admission as other transfer students.

Former NIU students (non-degree, visiting, or regular) who have since attended a community college should refer to "Readmission of Former NIU Students."

An applicant from an Illinois public community college who has previously been a visiting or non-degree student at NIU and who wishes to enter NIU with junior standing and general education requirements considered complete must petition for these benefits in a letter accompanying the application. It is expected that students who petition will have met the basic minimum GPA and other requirements for the A.A. or A.S. degree or approved A.A.T. degree from the community college.

These benefits do not necessarily satisfy any additional course requirements that may be needed for a specific major program at NIU.

Questions regarding the Illinois Articulation Initiative GECC may be directed to the Transfer Center, 815-753-0446.

Out-of-State Public Community College Graduates

A graduate of a regionally-accredited, out-of-state, public community college who has not previously attended Northern Illinois University and who has completed a baccalaureate-oriented A.A. or A.S. degree and has met the following qualifications will meet NIU general education requirements and enter with junior standing.

- An Associate in Arts (A.A.) or an Associate in Science (A.S.) degree baccalaureate-oriented program from a public community college.
- At least a C average (2.00 on a 4.00 scale) as calculated by the community college.
- At least 60 semester hours of credit.
- Good standing at the last college attended.

An out-of-state public community college graduate with an Associate in Applied Science, an Associate in General Studies, an Associate in Liberal Studies degree, or any other associate degree as noted is not eligible for the benefits indicated above. These students will receive the same consideration for admission as other transfer students.

Former NIU students (non-degree, visiting, or regular) who have since attended an out-of-state public community college should refer to “Readmission of Former NIU Students.”

An applicant from an out-of-state public community college who has previously been a visiting or non-degree student at NIU and who wishes to enter NIU with junior standing and general education requirements considered complete must petition for these benefits in a letter accompanying the application. It is expected that students who petition will have met the basic minimum GPA and other requirements for the A.A. or A.S. degree from the community college.

These benefits do not necessarily satisfy any additional course, GPA, or competitive admission requirements that may be needed for a specific college, major program, or graduation requirement at NIU.

Transfer Students from Illinois Community or Junior Colleges

An applicant who has attended an Illinois public community college but has not graduated with a baccalaureate-oriented A.A. or A.S. degree or approved A.A.T. degree will receive the same consideration for admission as all other transfer students. This policy also applies to all applicants who have attended or graduated from private or out-of-state community or junior colleges. All course work will be evaluated according to the standards and regulations stated for transfer students in the “Transfer Credit” section under “Academic Regulations,” and the student may find that general education requirements have been met.

Community college transfer students interested in teacher certification should carefully read the section “Educator Licensure Requirements.”

Effective fall semester 1998 and after for new transfer students and students reentering NIU with an A.A. or A.S. degree or approved A.A.T. degree from an Illinois public community college, Northern Illinois University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois transferable General Education Core Curriculum (GECC) between participating institutions. Successful completion of the GECC at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate or baccalaureate degree have been satisfied and allows students to transfer this portion of an associate or baccalaureate degree from one participating IAI institution to another without incurring a loss of credit. See “Transfer of Illinois Articulation Initiative Credit to NIU” and “Illinois Articulation Initiative Core Curriculum” for further information.

Schedule for Application Review

Spring Semester 2020

Individuals who submit complete applications including all official transcripts and required documents by November 1, 2019, and who satisfy minimum admissions criteria are considered for admission on a competitive basis and notified of the admission decision on or before December 1, 2019.

Individuals who submit complete applications after November 1, 2019, and satisfy minimum admissions criteria are considered for admission on a competitive basis as long as space is available.

Summer Session 2020 and Fall Semester 2020

The schedule on which application will be reviewed provides for competitive admission on a space-available basis. Early application is encouraged.

International Students

International undergraduate students are asked to submit the following materials for admission to NIU: Official school records from all schools attended (with official English translation), all official test scores (including TOEFL, IELTS, PTE Academic, SAT, and/or ACT), admissions application, and an application fee. Note: the ACT or SAT is not required for international freshmen applicants from foreign high schools. The ACT or SAT is required for international freshmen applicants from U.S. high schools. F-1 and J-1 students must also submit proof of financial ability in order to receive their immigration documents.

Fall semester deadlines are May 1 for students living outside the United States and June 15 for students living in the United States. Spring semester deadlines are October 1 for students living outside the United States and November 15 for students living in the United States.

Postbaccalaureate Students

Postbaccalaureate students are those who hold baccalaureate degrees from an accredited U.S. college or university, or from a recognized foreign institution, and wish to take additional undergraduate courses or to earn a second baccalaureate degree. To qualify for admission, a postbaccalaureate applicant must submit official transcripts from all previously attended institutions other than NIU. All credit will be evaluated from the perspective of the new major. Postbaccalaureate applicants are subject to the review procedures applicable to limited admission and retention programs. See “Limited Admissions Requirements” and individual college programs.

The NIU cumulative GPA for all postbaccalaureate students, including those whose initial baccalaureate degree was earned at NIU, will include only postbaccalaureate course work attempted at NIU.

Postbaccalaureate status allows a student to take 100- through 400- level courses for undergraduate credit only; a postbaccalaureate may not take courses for graduate credit.

An individual with a baccalaureate degree who wishes to take 500-, 600-, or 700-level graduate courses should apply to the [Graduate School](#) for admission as a graduate student or for student-at-large status. (See the *Graduate Catalog*.)

Whether postbaccalaureate or a graduate-level (graduate student or student-at-large) classification is the more appropriate depends on the student’s academic objectives, and students are encouraged to consult with appropriate departmental or other academic advisers in making their choice. The student’s classification may also affect eligibility for certain types of financial assistance, and students should contact a financial aid counselor in the [Student Financial Aid Office](#) for information. Students may request to change their classification from postbaccalaureate to graduate or vice versa. The change in classification must be requested by completing the appropriate application not later than the first regularly scheduled class day of the academic term for which it is to be effective.

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Special Admission to the University

Alternate Admission to the University

Educational Services and Programs (ESP)

Northern Illinois University has a commitment to provide opportunities and supportive services to students who do not meet traditional admissions criteria. The primary office which administers such admissions options and services is the

[CHANCE Program](#), a comprehensive, coordinated collection of counseling, academic preparation, and support services designed to assist students in gaining entry into, and ultimately graduating from, college.

The guiding mission of the CHANCE Program is to identify, recruit, and assist capable students whose pre-college education has not fully enabled them to take maximum advantage of their potential and the opportunities of higher education at NIU. The university annually looks at demographic and academic performance data to identify schools which are targeted for inclusion in the program. Please visit the CHANCE Program website for more information and listing of target schools (www.chance.niu.edu).

Admission Criteria

Students who demonstrate strong motivation and potential for success in college but who do not meet one or more of the traditional criteria for admission to NIU may be considered for alternate admission using the services of CHANCE. Beyond the ACT/SAT and high school performance records, NIU looks for characteristics such as special talents, significant activities and accomplishments, leadership potential, personal commitment, and goal orientation. Admission can thus be extended to students who agree to conscientiously make use of the Educational Services and Programs, which includes CHANCE, ACCESS, and related university services as a means to ensure success at NIU.

Freshmen admission to NIU through CHANCE is only available to residents of Illinois and only in the fall semester.

Admission Procedures

Official admission is not considered final until all of the following steps have been completed.

Submit a completed undergraduate admissions application for priority consideration by March 1.

Submit application fee.

Submit an official high school transcript.

Have official ACT or SAT scores sent to NIU.

Write and submit a personal statement.

Meet with a CHANCE counselor for a personal interview.

Participate in a residential two-day summer orientation session at NIU.

Sign all agreements and official acceptance papers.

Sponsored Admission by an Academic Department

An academic department may sponsor a limited number of new freshmen who do not meet regular admission requirements but who show special talent appropriate to the programs of that department. The academic records of these students must meet a minimum standard set by the university Admission Policies and Academic Standards Committee. A recommendation for sponsored admission must be made by the appropriate department. Additional information may be obtained from the [Office of Admissions](#).

Visiting Students

A student who has not previously enrolled in NIU as an undergraduate degree seeking student may apply for temporary admission and take courses as a visiting student. Visiting students are limited to 15 credit hours; those who wish to enroll in additional hours must reapply through the office of Admissions. Students enrolled in International Studies programs are not subject to the one term limitation.

Visiting students are ineligible for scholarships and federal and state financial aid.

Students who wish to attend NIU as visiting students must submit an undergraduate application and application fee. Although transcripts are not required for admission as a visiting student, enrollment in specific courses may require the submission of official transcripts to the college advising office to determine if prerequisite requirements for the course have been met. Secondary students may apply as a visiting student and register for one or more courses at the university by submitting a written recommendation from the secondary school supporting such enrollment, submitting the written consent of a parent or guardian, and paying the standard tuition and fees.

Visiting students are subject to all university policies and regulations in effect during each term enrolled, including those pertaining to academic probation and dismissal. College-level services such as course and university withdrawals will be provided by the academic college or Academic Advising Center identified on the application for admission.

The benefits that apply to the A.A. or A.S. degree or approved A.A.T. degree as described under the section titled “Illinois Public Community College Graduates” are not assured to students who have previously attended NIU as a visiting student. These students must petition for these benefits in a letter accompanying the application for admission to a degree program.

Students who have been denied admission as a degree seeking student are not eligible for admission as a visiting student for the identical academic semester or summer session.

Students who have previously attended NIU as a degree seeking student must apply according to the guidelines listed in the “Readmission of Former NIU Students” section of this catalog. Students who have been academically dismissed from NIU are not eligible to apply as visiting students.

Changing to Degree Status

Visiting students who seek to change to degree status and who meet the current criteria for freshman or transfer admission must have a GPA of at least 2.00 in course work completed at NIU; submit a new application for admission; and submit all documents necessary for freshman or transfer admission as listed in the “Admission Criteria” section of the undergraduate catalog.

The new application and all required documents must be received in the [Office of Admissions](#) by the appropriate deadline date designated below for changing to degree status.

Visiting students who seek to change to degree status but who do not meet the current criteria for freshman or transfer admission must have a GPA of at least 2.00 in course work completed at NIU; submit a new application for admission; submit all documents necessary for freshman or transfer admission as listed in the “Admission Criteria” section; and submit a letter of petition describing circumstances relevant to the petition including educational and career goals.

The new application, all documents, and the letter of petition must be received in the [Office of Admissions](#) by the appropriate deadline date designated below for changing to degree status.

<i>Term</i>	<i>Applications complete by</i>
Spring	November 15
Summer	May 1
Fall	July 15

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Readmission of Former NIU Students

Students who have previously enrolled in the university but whose attendance has been interrupted by more than one year must file an application for readmission with the [Office of Admissions](#). Reentering students who left NIU on academic probation must make an appointment with the appropriate college advising office prior to being cleared to register for classes. Reentering students who left NIU on academic probation who have no college affiliation must make their appointment with the [Academic Advising Center](#) prior to being cleared to register for classes.

Students who apply for readmission after an absence of ten years or longer may request consideration for the benefits of a returning student special readmission policy. Such a request will be referred by the Office of Admissions to the college advising office of the intended major for appropriate college and departmental review. If students are reinstated under the provisions of this policy, their new GPA will be determined from course work attempted after the reentry date. All other current university regulations apply, and additional stipulations may be made by the major department. All previously earned hours of NIU course work will be counted toward graduation requirements. Students who reenter under this policy having previously been dismissed or on academic probation will return to NIU on final academic probation.

Direct Reentrance

Students who were in good academic standing or on academic probation when they left the university and who have not attended another college or university since leaving must complete and return an application for readmission to the [Office of Admissions](#). Students on academic probation when they left NIU will return on academic probation.

Reentrance with Additional Credit

Students who were in good academic standing or on academic probation when they left the university and who have since taken course work at another educational institution must complete and return an application for readmission to the [Office of Admissions](#). They must also supply the Office of Admissions with an official transcript from each college or university attended since last attending NIU. To be eligible for reentrance, such students must have at least an overall C average (as computed by NIU standards) in all work taken at all other institutions, and must be in good academic standing at the last school attended. Students on academic probation when they left NIU will return on academic probation.

Reentrance of Illinois Public Community College Graduates

A former student who left NIU in good standing, has been away from NIU for at least a fall or spring semester, and reenters with the baccalaureate-oriented associate degree or approved A.A.T. degree from an Illinois public community college earned after leaving NIU will be granted the same academic benefits as Illinois public community college graduates new to NIU if the student left NIU with fewer than 60 total semester hours of credit and has completed no more than 80 total semester hours (including all transfer course work and all NIU course work except courses not counting toward graduation) at the time of reentry.

In addition to receiving the benefits listed under the section headed “Illinois Public Community College Graduates,” such a student reentering NIU will also begin a new NIU grade point average. A student not wishing to have the benefits granted to Illinois public community college graduates, which include a new GPA, must inform the Office of Admissions of this at the time of reentry.

Former students who were enrolled as visiting or nondegree students are subject to the restrictions pertaining to those categories and are not assured of the academic benefits granted to Illinois public community college graduates.

A former NIU student who was academically dismissed or left NIU on academic probation and who has since graduated from an Illinois public community college with a baccalaureate-oriented associate degree or approved A.A.T. degree will be granted the same academic benefits as a community college graduate new to NIU if the following conditions are satisfied.

The student had completed fewer than 60 semester hours prior to leaving NIU on academic probation or dismissal.

The student has completed no more than 80 total semester hours (including all transfer course work and all NIU course work except courses not counting toward graduation) at the time of reentry.

The student has been away from NIU for at least a fall or spring semester.

The student was not enrolled as a nondegree or visiting student. A former NIU student who was enrolled as a nondegree or visiting student is subject to restrictions pertaining to those categories and is not assured the benefits granted to Illinois public community college graduates.

A student who reenters under these conditions will return to NIU on final academic probation.

Reentrance of Out-of-State Public Community College Graduates

The same provisions as noted for the “Reentrance of Illinois Public Community College Graduates” will apply to out-of-state, public, community college graduates with a baccalaureate oriented Associate of Arts (A.A.) or Associate of Science (A.S.) degree.

Reinstatement

Students who have been academically dismissed from the university must provide a written petition for reinstatement which describes the expenditure of their time since leaving the university and outlines reasons for believing that their previous record will be improved if they are reinstated. Such students are not eligible for reinstatement until after they have been away for at least one fall or spring semester. Students reinstated after being dismissed for poor scholarship are reinstated on final academic probation and must establish a cumulative GPA of at least 2.00 for all hours taken at this university by the end of the semester or summer session of reinstatement.

Each reinstatement case will be considered by a committee in the student’s major college; in no case may it be assumed that after an absence of one semester any student is automatically entitled to reinstatement.

Applications for reinstatement (including an application for readmission, the written petition described above, and transcripts of all course work completed since leaving NIU) must be received in the [Office of Admissions](#) by the following dates. In addition, any encumbrances the student has on his or her record (placed by such offices as the bursar, admissions, and health services) must be cleared by the reinstatement deadline.

Term Application complete by

Spring November 15

Summer May 1

Fall July 15

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Rank up to five issues by checking the appropriate choice box. Only one issue per choice.

Issue	1 st choice 5 points	2 nd choice 4 points	3 rd choice 3 points	4 th choice 2 points	5 th choice 1 point	TOTAL
Work and community, Annie Glidden North	4 votes 20 pts	1 vote 4 points	3 votes 9 points	2 votes 4 points	0 votes 0 points	37 points
Safety, anti-violence/sexual justice	2 votes 10 points	2 votes 8 points	5 votes 15 points	3 votes 6 points	4 votes 4 points	43 points
Deferred Action for Childhood Arrivals (DACA)	0 votes 0 points	1 vote 4 points	1 vote 3 points	1 vote 2 points	1 vote 1 point	10 points
Textbook costs	1 vote 5 points	1 vote 4 points	1 vote 3 points	5 votes 10 points	3 votes 3 points	25 points
Mental health	2 votes 10 points	2 votes 8 points	5 votes 15 points	2 votes 4 points	2 votes 2 points	39 points
Job classification	0 votes 0 points	1 vote 4 points	0 votes 0 points	1 vote 2 points	1 vote 1 point	7 points
De-centralizing budget	3 votes 15 points	5 votes 20 points	7 votes 21 points	9 votes 18 points	0 votes 0 points	74 points
Messaging/image of NIU	1 vote 5 points	4 votes 16 points	4 votes 12 points	3 votes 6 points	4 votes 4 points	43 points
Equity gap	7 votes 35 points	5 votes 20 points	4 votes 12 points	4 votes 8 points	3 votes 3 points	78 points
Space allocation	1 vote 5 points	2 votes 8 points	1 vote 3 points	2 votes 4 points	0 votes 0 points	20 points
Enrollment/recruitment and retention	18 votes 90 points	11 votes 44 points	6 votes 18 points	1 vote 2 points	6 votes 6 points	160 points
Food insecurity	0 votes 0 points	1 vote 4 points	0 votes 0 points	1 vote 2 points	5 votes 5 points	11 points
Reducing number of committees	1 vote 5 points	3 votes 12 points	2 votes 6 points	3 votes 6 points	8 votes 8 points	37 points
Enhancing diversity and social justice	2 votes 10 points	3 votes 12 points	5 votes 15 points	3 votes 6 points	3 votes 3 points	46 points
General education	3 votes 15 points	2 votes 8 points	2 votes 6 points	2 votes 4 points	1 vote 1 point	34 points
Tenure track lines	8 votes 40 points	6 votes 24 points	5 votes 15 points	3 votes 6 points	5 votes 5 points	90 points
Family and Medical Leave Act (FMLA)	0 votes 0 points	0 votes 0 points	0 votes 0 points	1 vote 2 points	0 votes 0 points	2 points
Communication	0 votes 0 points	1 vote 4 points	2 votes 6 points	4 votes 8 points	3 votes 3 points	21 points
Classroom issues/technology	3 votes 15 points	5 votes 20 points	4 votes 12 points	5 votes 10 points	6 votes 6 points	63 points

Proposed amendment to Faculty Senate Bylaws Article 3.4

The proposal is to change the Faculty Senate Bylaws to eliminate the Committee on the Economic Status of the Profession. There are three reasons to do so.

1. Faculty have expressed concern about the burden of serving on committees.
2. The function of this committee has largely been subsumed by the faculty union and terms of a collective bargaining agreement.
3. Functions of this committee can be brought to the Committee on Faculty Rights and Responsibilities.

In addition, the Faculty Senate representative to the University Benefits Committee will now be recruited from among the FS-Faculty Rights and Responsibilities Committee membership (no longer from among the FS-Committee on the Economic Status of the Profession membership).

ARTICLE 3: STANDING COMMITTEES OF THE FACULTY SENATE

3.4 ~~Committee on the Economic Status of the Profession~~

3.4.1 ~~Composition~~

~~The membership of the committee shall be appointed by the president of the Faculty Senate and approved by the Faculty Senate. One faculty senator will be appointed to the committee to represent each of the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing Arts. A faculty senator representing University Libraries and a faculty senator representing the College of Law may be appointed upon their expression of interest in service on the committee. Other faculty senators may be appointed to the committee to a maximum of twelve (12) members.~~

3.4.2 ~~Duties~~

3.4.2.1 ~~The committee shall advise the Senate concerning:~~

~~Issues and proposals related to faculty compensation and benefits;~~

~~Studies of faculty compensation and benefits and recommendations with respect to faculty compensation and benefits coming from university officials and committees as well as governing and coordinating boards, the state government, and national government and national and professional associations.~~

~~3.4.2.2 The committee through its chair shall represent the Senate on the University Benefits Committee.~~

3.54 Faculty Senate-University Council Rules, Governance and Elections Committee

The president of the Faculty Senate shall appoint, with the advice and consent of the senate, those members of the Faculty Senate who shall represent the senate on the Faculty Senate-University Council Committee on Rules, Governance and Elections. One member of the Faculty Senate representatives to that committee shall serve as liaison-spokesperson at meetings of the Faculty Senate and the Steering Committee of the Faculty Senate. Reports from the delegation shall be given, in the order of business, during the presentation of reports from standing committees. The Faculty Senate representatives are responsible for running all pertinent elections affecting the Faculty Senate.

3.65 Faculty Senate-University Council Resources, Space and Budget Committee

The president of the Faculty Senate shall appoint, with the advice and consent of the Senate, those members of the Faculty Senate who shall represent the Senate on the Faculty Senate-University Council Resources, Space and Budget Committee. One member of the Faculty Senate representatives to that committee shall serve as liaison-spokesperson at meetings of the Faculty Senate and the Steering Committee of the Faculty Senate. Reports from the delegation shall be given, in the order of business, during the presentation of reports from standing committees.

3.76 Other Committees

The Faculty Senate may establish whatever standing committees and special committees which it considers appropriate. The creation of additional standing committees shall be accomplished through amendments to these Bylaws. Special committees may be established by action of the Senate and do not require bylaw amendments.

Proposed amendment to Faculty Senate Bylaws Article 3.2

- 1) The Faculty Senate Committee on the Economic Status of the Profession is being eliminated.
- 2) Economic issues for faculty that fall outside the Collective Bargaining Agreement can be brought to the Faculty Rights and Responsibilities Committee.

ARTICLE 3: STANDING COMMITTEES OF THE FACULTY SENATE

3.2 Faculty Rights and Responsibilities Committee

3.2.2 Duties

The committee shall advise the Senate on matters and issues concerning:

Representation of the faculty in the governance of the university;

Faculty compensation and benefits not covered by the Collective Bargaining Agreement;

Faculty participation in the development of university policies, procedures, and practices which advance the academic mission of the university and a learning environment throughout the university;

Collective and individual faculty prerogatives in university policies and procedures;

Standards and procedures of accountability concerning faculty ethics and responsibilities and adherence to those standards and responsibilities;

The climate of academic freedom for the university community and policies, procedures, and practices of the university as they affect academic freedom;

Specific academic freedom issues which warrant Senate attention;

The administration and effectiveness of the faculty grievance processes.