

#6 - Technology in its various forms is an undeniable necessity to all faculty, but in varying ways. Please provide any suggestions/comments you have regarding technology, e.g., schedule for replacing computers, ease of getting needed equipment or software.

Note: Individual responses with multiple comments have been broken up by category.

Accessibility

- Attention needs to be paid to how we make online materials accessible -- e.g., closed captioning for videos. This is a serious technology-related issue.

Blackboard

- Please keep Blackboard as the university's online learning platform - it would be a disaster to switch to another system just to save a nickel.
- Replace Blackboard with a better system.

Budgeting

- It is impossible to do our jobs without adequate technology, and faculty get little to no support from department administrative staff when computers break. For this reason, it is completely unreasonable to have department chairs make decisions about technology replacement or expenditures. This is an area that should be budgeted out of the provost's office.
- It is near impossible to get new technology purchased by departments as there is not enough money to buy any. There must be technology funds available for departments to purchase what they need.
- Every time I want anything computer-related, I have to spend years begging for it. A couple of times I have been successful with this approach, but usually I give up and buy it myself.
- Technology should not be applied everywhere, but where needs are defined at the college level. Don't throw money at sexy technology that few will use.
- Funding for instructional technology, particularly for experimental uses, should be a priority. Requiring faculty to show the effectiveness and share the experience seems like a reasonable expectation.
- Recurring budgeting for equipment replacement.
- More funds available for computer replacement and software.
- There seem to be haves and have-nots when it comes to the latest technology--share the wealth.
- More transparency and accountability in this process.
- Equitable funding
- Other departments seem to have funding for technology, but my department chair tells me our department has none: if we want technology, we need to give up travel, which we have little to no funding for to begin with. This makes no sense. We need both travel and technology. I see other faculty and staff that seem to have adequate technology (e.g., iPads, laptops AND desktops) but I'm continually told there is no funding for such things in my department, other than maybe one laptop OR desktop every 7 years or so.
- What about a stipend for faculty to buy what they want--i.e., give money to buy a laptop instead of an NKU issued one.
- Pay for faculty to obtain own technology

- We need much more access to printers and copiers. Trying to save a few dollars by making it difficult to get printing done is pennywise and pound-foolish. It is equally as likely to disincentivize doing work as to inspire paperless productivity.
- The computers that we get are of the lowest possible quality (typically \$200-\$250 per computer) and are [not?] made to last for 5-6 years. They quickly become plagued with problems that IT staff must address. Having IT staff address problems caused by low-quality computers costs more than buying better computers would cost! Computer problems caused by low-quality equipment also wastes faculty and staff time and is demoralizing.
- Identify computers with sustainable operating systems and software that can be serviced or upgraded by IT across their lifetime.
- Computer replacements are funded at a 10 year cycle, this needs to be addressed. We fund several extra services to students at the cost to our core. We need to make sure we are properly funding the core first, what makes NKU great, and then worry about the extras. When budget cuts hit, we also need to cut the extras, and not the core.
- I am experiencing computer-related problems across the breadth of the university's mission this semester. I have experienced problems with Blackboard and Tegrity. I recommend that we invest in the infrastructure supporting our technology.

Classroom/computer lab technology

- When our faculty and classroom technology is more than three years behind that used by our students, it projects a very poor image.
- We need new computers!! In our offices. In classrooms. How can we prepare our students for professional careers, and for life in the 21st Century when all of our technology at NKU is antiquated?
- NKU wants the community to value it as an ideal place for students but does nothing to give faculty the support we need. IT can only waive their magic wands so many times.
- Upgrade older buildings with classroom technology similar to what is available in GH (not the digitorium, just the classrooms).
- Updated computers with updated software would be very helpful. The slowness of many computers in the classroom reduces the effectiveness and efficiency in the classroom.
- The biggest hurdles I've faced are 1) trying to use computers so outdated that they no longer run well or are no longer compatible with standard software, and 2) not having enough laptops for classroom use by students.
- Classroom technologies need to be upgraded and it should be clear which programs are the best to use or recommended for use. (Example, Explorer is outdated on many and can't run certain programs, etc.) Flash needs to be current for all formats.
- For the GIS lab, computer maintenance and software updates are an occasional problem. It would be nice to have staff available to perform the updates so that the computers do not automatically cycle through them during class time, which is a major interference.
- In the College of Health Professions, some of our classroom computers are still running XP.
- Students express displeasure and form negative opinions about the quality of NKU when our technology is so archaic.
- Bring all classrooms up-to-date with technology to better facilitate instruction and support students in the classroom (fixed, mounted projectors in those that still have rolling carts). That

being said, I think the classrooms I am referring to are in a building that will be entering a renovation phase this winter and those updates may already be planned.

- Updating the technology in all of the buildings. Much of the technology in teaching spaces are antiquated and far out of date.
- Computers in the Labs (Founders) need to be upgraded. Taking exams on them - some of my classes were never able to sign-in on some of the machines as it was taking too long just to get the computer to accept their credentials. They had to try again on other machines in the lab. Usually with success but only by going to another computer.
- I am a computer science faculty member. We need to replace some old and outdated lab equipment.
- Maintain upkeep on projectors, projector screens, table top computer control buttons, DVD players.
- ALL classrooms should be "smart."
- All classrooms should have a Smartboard.
- Smartboards are needed in every lecture classroom.
- Some classrooms don't have much board space because the screen is in the way, making it difficult to illustrate. Smart boards would alleviate this problem.
- Many classrooms in my building have NO technology and NO smart capabilities and no ability to gain wifi access. This is also a problem in the case of an active shooter on campus. Every time I need to use technology, I have to move my class to another room (IF IT IS AVAILABLE) and then I can't maintain the flow of my class.
- One issue I am currently having is that some computers in room MEP 306 have Office 2013 but other computers have the older version. I was trying to teach my students how to create figures using Excel, and the instructions for creating these figures differs between the two versions of Excel. When software is updated, this needs to be consistent across all computers.
- Please arrange for software updates to not occur during class time (sometimes I wait several minutes at the start of class for programs to update-not good).
- The computers in the classrooms are not that bad, but the other auxiliary equipment is slow, or outdated.
- Regarding tech in the classroom, I'd like to see each classroom tested through a protocol of tech uses (e.g., PPT to YouTube video link; laptop hookup procedure; video conference capabilities via WebEx, Skype; PDF viewer in browser, etc.) twice each semester to ensure proper operation.
- The unreliability of wifi in the classrooms in my building makes it impossible for my IT students to take tests on computers.
- Ensure WIFI works in classrooms
- The replacement process should be easier and quicker, including access to technology in the classroom.
- More computer labs
- Need to develop/augment broadcast and reception technology to allow/improve interactive remote classrooms.
- I am also saddened to see the VCRs removed from so many classes. True, nothing new is coming out on VHS, but some of us have some valuable older movies or clips. Yes, they can be digitized by someone in the library, but I found it a lot easier to have my tape queued up to the spot I wanted rather than having to access it on Blackboard and find the right spot.

Compliments

- I think that the IT support is superb. No changes here.
- In general, tech is done well at NKU.
- I have always found my access to technology more than adequate. Indeed, I only use classroom technologies a few times a semester.
- In general, I think the technology we have is fine (maybe too much).
- Do a pretty good job
- I have been rather pleased with what the university has done to make technology accessible to the faculty.
- I have found technology needed for my position to be available.
- I think IT does a great job and needs more \$ to keep abreast of new technology.
- As part of College of Health Professions, my hopes are very high for the new technology in the HIC! After being in some of the meetings, I cannot add to any of the recommendations and implementations at this point.

Help desk

- The help desk personnel often work from home when they should be working on campus. That needs to change, and someone needs to know about this. The at-home customer support worker for IT takes the calls and is often in a hurry to get me off the phone when I have a legitimate need for help. He wasn't able to log onto my computer remotely from home as he would have been if he were at work.
- I recommend 24 hour help desk availability for our online students.
- Cross train IT and Bb experts so when students call IT with a Bb issue they get an answer.
- We need more IT support and competent people. Need more staff to provide tech support for staff and faculty who work off hours. Need to increase number of staff who support blackboard in general.
- IT Services should have more personnel and greater training, and be able to staff holiday and weekend times. Blackboard experts should be available to students and faculty at ALL times. (Note: this need not be an NKU employee - Blackboard may be asked to provide their own representative).
- More Blackboard staff.

I-Pad Carts

- The tablet iCarts are a great idea in general, and the process for getting them for classes work well. Perhaps there are other types of technologies needed across campus that this model could address?
- More available I-Pad carts

Macs

- Quit being so stingy with Mac users. Our computers last longer, have fewer problems/viruses, and are easier to use. A Mac is an investment, yes, but they don't need to be replaced every two years like a PC.
- Include a choice of Mac product when replacing computers.

- Mac computers are here to stay, and I am constantly frustrated by the majority of the IT people who consider Macs to be second class and a pain in the tail! Macs and the attention given to them should have the same status as PCs. The TOP IT people should always give the Mac computers and users the same consideration as PCs!!!
- I use a Mac and I have heard many times from the IT help desk that "I don't know how to fix a Mac." This is unacceptable at a university of our size. Lack of Mac compatibility has also kept me from being a good advisor since a lot of the functions do not work a lot of the time on Mac, or do not work consistently.

Online teaching support

- Provide more support for online education (e.g. professional help recording classes, closed captioning)
- Need IT dedicated to on-line programs on a full time basis
- Online faculty have to purchase their own equipment because the rotation for computer replacement is not a University priority.
- Hire IT staff who can assist with making Online Courses less text heavy and more video. i.e. video scribe programs
- I teach nearly all my classes online, and I need technology to do this, but yet I'm told my department can't afford to purchase it because we must be fair to everyone else in the department -- most of whom do not teach online.
- The needs of distance learners should be taken into account with regards to changes in technology.
- Software and support for online learning; voice emails and announcements through BB or other
- NKU IT needs to have a vision. We have been asked with the new budget model to teach more online classes. We cannot do this without proper staffing in IT. Tools from Blackboard have been cut to reduce costs, but this adversely affects the expectations of the new budget model and a department's ability to be competitive in this new model, especially in my field. I have had to rely on Google Voice to get voice tools in my online class. It works well but what happens if Google changes things or starts charging a fee?
- Maintain positions within colleges to support online learning.

Purchasing process

- Even when there are funds available, working with both Procurement and IT to get the product purchased is IMPOSSIBLE. A new streamlined and simplified system for ordering computers etc...MUST be put in place.
- Is there a way to make the purchasing process any less lengthy and complicated? We're still waiting to purchase software that we decided on last spring.

Replacement – Addressing differing faculty needs

- Ease of obtaining higher power computer for "power" users - those teaching/researching in areas requiring high computing power applications (gaming, graphics, modeling).
- Some faculty need newer computers than others. I would like to see an improved replacement policy (that is, replacements more often) but also prioritized in part based on need

- Computers should not be replaced based on asset tag assignment and timing. Instead, there should be an effort made to give power users and supervisors the best systems and "waterfall" systems down according to position and rank.
- I'm not sure why the replacement schedule is independent of how the technology is used.
- Assign faculty categories defining usage levels based on their technological needs. Those who primarily use computers for email and word processing should be on a different replacement cycle than those who are "high powered" users
- The computer I am currently using is over five years old. To perform my day to day tasks, it functions surprisingly well. I think mandatory replacement every X number of years in regards to equipment is not a necessity, but rather surveying the user of a particular "outdated" computer to see what, if anything, is problematic before replacing would make sense. For instance, my computer, though old and running an older OS, accesses the Ethernet speedily, and performs basic Blackboard, myNKU, and other task needs efficiently. However, what I could use is an external camera and microphone for when I teach online. At the moment, I have to use my home computer for those activities. Presumably that one component would be less to buy than a brand new computer and could be transferred to a new computer when one was finally needed.
- Faculty should be given computers on an as needed basis. Not on a rotation or preferential basis
- Some faculty have greater needs than others. It may sound unfair but faculty who have needs for more up-to-date computers should be moved to the front of the list for replacements rather than on a fixed cycle.
- Each faculty has unique needs. Needs of each should be considered in the context of return on "investment" to avoid spending money just because someone wants new technology without actually using. Each investment should yield return.
- Update computers for those disciplines that rely on latest software every 3 years. Need a more adequate replacement cycle.
- Some programs (Informatics) are absolutely dependent on up-to-date technology. Here "Moore's Law" should apply.
- I am a computer science faculty member. We need to purchase new faculty computers. The software I teach is no longer supporting Windows 7.
- I dislike the compulsive changes in technology, changes made just to have the latest toy. / I spend way too much time having to adapt to hardware and software changes; I would rather spend this time learning new information to share with my students.

Replacement schedule

- Is there a schedule for replacing computers? Whose schedule is it? I have heard about this for the last seven years but have never seen it in practice.
- Recently, the IT director sent out a message to faculty members stating that we were responsible if our data is lost from our office computers and that we needed to figure out some way to back it up, presumably at our own expense. Yet IT seems also to have adopted a policy of leaving faculty computers in place until they break down. So -- IT sets up a situation for faculty computers to blow up, and then says that faculty are responsible. This seems like a pretty cavalier attitude toward the importance of the data on faculty computers.

- It is extremely difficult for faculty get replacement computers. Look at providing a stipend on annual basis to faculty for such equipment.
- Computers should be replaced at least every five years.
- The current replacement schedule for classroom and faculty computers is inadequate. I realize that planned obsolescence is a barrier to keeping up with rapidly changing technology, but the replacement schedule today is more than 5 years for faculty computers.
- I don't even know what the replacement cycle even is any more.
- A 5-6 year cycle for office computers is acceptable, but only if the new computers are purchased with that lifetime in mind. The current computers that are being used as replacements are significantly under-powered for now, much less five years from now.
- Dire need to speed up timeline for computer replacement. I teach 100% online but my computer stinks. Old, slow, wonky.
- Replacing computers more often would be a big help.
- Computers should be serviced and replaced regularly.
- Online faculty have to purchase their own equipment because the rotation for computer replacement is not a University priority.
- The replacement schedule need to be sooner than what it is now. I think it's every six years for us now so maybe every four-five years would be better.
- Personally, all I can say is that computers need to be replaced before they are obsolete.
- The replacement cycle for laptops is absurd, especially given the quality of what we obtain. I ended up having to buy my own.
- Our technology replacement cycle is embarrassing. We cannot claim to be a technologically advanced university and not be able to replace our technology as needed.
- Computers need to be replaced more regularly.
- The schedule for replacing computers is woefully inadequate.
- The schedule for replacing computers/laptops need to be revised. Many faculty work on out dated technology that compromises their ability to do their job effectively. For example, the university laptop I was issued is approximately ten years old. It takes at least 15 minutes to start my laptop every morning. Additionally, features important for teaching online frequently is not operational.
- Computers for faculty, staff, and computer labs are out of date and replacements should begin with updating from oldest. Replacement cycle should be 3 years.
- Either increase choice set for PC replacement or provide stipend for faculty to choose own device at lower level of tech support for (increased variety of) devices. I had my laptop PC replaced this past year and I could get a better (faster with more updated features, such as Bluetooth and touch screen) laptop at Best Buy for the same or less cost. If I have to keep this laptop for five years, why do I have settle for one that is a year to two out of date already when I select it?
- Computers need to be replaced more regularly in order to be functional.
- It is critically important to keep technology current and maintained.
- Laptop computers must be replaced every three years - they are critical to our productivity.
- I am new faculty and I teach online and was given an old laptop and a small monitor. - I don't use it very much. I asked about a replacement for the monitor and was told to see if any unused

ones "were hanging around" in storage or in an unused office, or let the secretaries and they could "keep an eye out" for one. I use my own laptop for speed and accuracy. Although I teach on line - I am on campus 2-4 days per week due to meetings. Computers should be replaced or updated every 3-5 years.

- Schedule replacement of computers sooner.
- Not sure what the current replacement policy is in our department. The computer in my office has not been replaced in this decade. I have seen others with newer computers getting them replaced.
- Provide more frequent cycle of computer replacement and related software/accessories.
- Unsure of the current replacement policy. With budgets so tight, I don't ask.
- Computers, especially laptops, need to be replaced every four years, maximum. /
- Upgrade faculty computers on 3-year schedule
- Office computers should be replaced every three years, and should be of medium-quality to begin with.
- At the current rate of computer replacement in my department, I will not have an upgrade for at least 15 years. This is entirely unacceptable.
- Actually follow the computer replacement schedule; application in our department seems to be random
- Current replacement calendar means that faculty computers are often not compatible with new software, or even with SAP. It's a constant struggle and I have no clear ideas on how to solve the problem in the current funding environment.
- An increase in replacing computers to be more often by a year would be helpful.
- I personally have been dealing with computer failure since the fall semester started. The equipment is old and outdated and to be told by IT that they may have to "build" a computer out of junked computers if my problems continue is ludicrous.
- Update the computers in a shorter cycle.
- My computer will not run the version of Mathematica NKU provides to students and in the classrooms we teach in. The new version of the software requires different syntax than does the version I can run on my computer. I think a new computer is called for.
- Certainly the replacement schedule is senseless. Tech is changing almost daily and we are several years behind.

Salaries

- Please pay and take care of all faculty first. This is our University and the most important aspect. Then take care of aging equipment.
- We are spending too much money on new technology and equipment and not enough on faculty salary and student financial aid.
- Pay IT staff enough money to stay here!!!

SAP

- Replace SAP with something that is user friendly and efficient.
- Find someone who know how to make SAP do the things we need it to do.

- SAP is extremely poor for education software! I spend countless additional hours adjusting, finding, figuring out how this system works! Too late to fire the person who brought this plague upon us, but it needs to go!
- Desperate need for degree audit software to manage the large numbers of online graduate students

Software

- Educational software (Blackboard, Tegrity, Turningpoint, etc.) should be upgraded at least a month before semesters start, so that faculty can adequately prepare/build their courses and communicate clearly to their students.
- Technology such as Tegrity is not robust - I recommend either update or change lecture capture methods.
- We need reliable, effective technology for recording lectures, integrating those recordings with collaborative software (e.g., half the screen is the lecture, the other half is a virtual whiteboard), and storing these files for at least a year
- Web Ex for distance meetings is not robust. It cuts out during interviews, meetings, presentations etc. which is not acceptable for online educational programs.
- I would like to see other software, such as IBM SPSS, available for installation on personal computers, VPN is not always the most efficient way to work with such a program.
- We need SPSS to be available to download for more than just three days on ALL computers, including Macs. It is very inconvenient and frustrating to have to log into a VPN and work from a virtual network. I have to re-save my files and make multiple copies in different places just so I can access them while I am logged into the VPN. At my previous institution each faculty member could download SPSS on their computer and have the license for one year. They simply went to the library to get a new disk from which to download the new license (or renew the old one) at the end of that year.
- Contemporary statistical analysis software is not provided (e.g., SPSS module on missing data analysis) that is needed for graduate and undergraduate training in multiple departments. Graduates advise that they encounter this feature when accepting jobs, but are unfamiliar with it. Considering the number of doctoral dissertations, master's theses, honors projects, independent study projects, university survey projects that are conducted annually, the inability to address missing data in a widely accepted, contemporary manner is embarrassing and a disservice to our students, faculty, and administration.
- Look at alternatives to ImageNow.
- Another problem is the process for getting the Adobe suite. There is a form, which has to be carried over to IT, so that it can be downloaded onto computers. Has IT ever heard of Adobe Cloud?
- Upgrades to software should never be made during a semester if possible. The worst time for such upgrades is after midterm in fall or spring semesters. The best would be during summer break, failing that, during winter break or summer semester, worst case scenario early in the fall or spring.
- I would appreciate if we were scheduled for regular updates when new operating systems come out.

- If we can get newer versions of software at the same time for all on campus and for at home, it would eliminate having to negotiate different version related formatting issues.
- Better accessibility to software for personal computers as most, if not all, of us work from home.
- Work to ensure that students and faculty can have easy online access to all resources from home or outside the NKU campus.

Student computers

- Students should have to bring their own computers, allowing us to close many of the computer labs around campus. Students on financial assistance get aid to cover computers if they are required.
- Require students to provide their own computers and reduce the number of seats in front of computers for students on campus to reduce costs, but keep printers available for students on pay-for-print basis.
- Students should be required to have their own laptops. Most students do anyway, and it would save on computer labs as well as space for those labs. Most software students need can be accessed from their own computers as well.
- It is time to make laptops or suitable technology mandatory. This could ease lap use and human resources.

Support response times

- I haven't encountered many problems with equipment or support, but at times getting IT to return my calls or requests for assistance has been problematic.
- When computers break, faculty need those computers fixed in less than one week (during the semester) or they need them to be replaced with up-to-date technology
- Although I strongly support faculty and staff getting needed equipment and software, IT needs to be more efficient in addressing computer repairs and, when needed, replacing technology.
- The number of FT IT staff to service the entire campus' technology needs is woefully inadequate.
- Hiring quality IT specialists who can troubleshoot tech problems in the classroom/lab. Should be one in each building where lots of teaching goes on. They should be available to help on a moment's notice when an instructor walks into a class and tech issues suddenly arise.
- Immediate replacement (within 24-48 hours) of any faculty computer that fails.
- A lot of times, help is needed swiftly - it is very stressful to have to wait for a response - especially when you know you will be out of your office off and on all day teaching and going to meetings, etc.

Support specialization

- Hire technology specialists - one for each department or at least a team of 4 -6 for each College at NKU. These specialists would maintain the departmental webpages, would manage and maintain computer lab equipment within each department/college, and would provide support help to faculty to use technology in the classroom. Doing this would ensure that the websites would be functioning correctly, would be updated frequently as they in reality should be, and would all meet the recommended style and design which the Marketing and Communications Office suggests. Doing this would ensure that technology equipment would be functioning properly, would be updated more often as recommended, and would encourage more faculty to use technology in teaching. Doing this will involve money, but if done properly, over time, this

approach should save the university money and make us a top institution for technology use in education.

- Having a designated IT staff person and backup knowledgeable about your discipline's needs is extremely helpful. Relying on Web forms and randomized Help Desk responders can increase the time it takes to solve an issue. Long-term, this could allow for targeted or bulk purchases that lower overall costs while keeping consistency within a department or discipline.

Tablets

- I think the university should provide tablets to faculty. They are needed for conference travel and can be used effectively in the classroom for projecting and using information.
- Provide I-Pads to all faculty that are interested.
- More emphasis on using tablets/smartphone in classroom

Training/education

- More training on equipment
- We seem to have fragmented services for faculty and staff education. It all needs to be together in a Center for Teaching and Learning. Then more courses and presentations on what is available.
- Provide online asynchronous training for technological advances in distance education
- More emphasis needs to be given to helping faculty apply technology with their students inside and outside of class.
- Training and development (e.g. production of easy-to-use software interfaces) to use the technology that exists in Griffin Hall. We have cameras in EVERY teaching space (more or less) and hardware to support its use but I have NEVER seen any of it used) - total waste of technology that could make our student's experience a lot better.... In many cases, I could care less if a student is physically present in my classroom as long as I could know that they were logged in and watching the lecture as it was presented.....
- More support for faculty
- Continue to financially support the services provided by CITE. They have been awesome to work with and so very helpful.

Other

- Moving more to cloud and virtual services rather than hardware.
- Easier way to back up files - help with transition to Cloud (if that is the perceived solution)
- Can't we create a partnership with a computer company to get reduced rates?
- It might also be useful for the administration to encourage faculty to submit equipment grant proposals which they can then use as their personal office equipment or in research labs.
- I feel as if NKU is trying to be too much, when we need to focus on a couple core programs to make us stand out from our competition and build around that base.
- Equipment-running computers are also a large concern, and are often more complicated to upgrade.
- The performance of the thin clients is woefully inadequate in terms of log in speed.
- Improve the world wide wait on the sluggish computer network on campus.
- While tech is highly important, we should not invest in it at the expense of the library resources. This includes physical books and other reading materials. In our rush to be current, we seem to

lose sight of the value of reading and researching in physical facilities, turning pages of a book, etc. This will come back to haunt us if we do not continue to invest heavily in library resources (I am not a librarian, but the library is my laboratory).

No comment

- N/A
- No comment
- I agree technology is needed, but don't have suggestions.
- Defer to IT.
- I do not have any comments in this area
- n.a.
- No comment at the moment
- No comments

8. Please provide any suggestions that you have regarding ways of optimally addressing issues pertaining to class size, classroom design, and the effective utilization of classroom space.

Note: Individual responses with multiple comments have been broken up by category.

Accessibility

- There is a concern that our classrooms (both online and face-to-face) are not accessible to students with disabilities. This needs to be a top priority across campus.
- Classrooms must be made accessible and inclusive for all students. The classrooms in Landrum and Founders (to name a few) that have 1960's desks are not compatible for students with impairments, larger students, or even just to have a round-table discussion. Tables should be the standard for all classrooms for ease of use and movement.
- More accessible and movable seating is needed in classrooms. Larger students simply cannot fit into chairs with affixed writing surfaces.

Class size – Equity

- Define section size in undergrad and graduate classes.
- Class size maximums should be standardized across campus.
- We should create an equitable standard, across the university based upon the course level and teaching method (e.g., lower level lecture courses 40; upper level lecture courses 30; upper level seminar courses 20, etc...).
- Class size for graduate work should be kept at 15 and doctorate 10.
- Class sizes in teacher education vary greatly depending on who you are and what your area of teaching is. Those who are in the middle grades program and affiliated with the chair have class sizes of less than 10. Sometimes even as small as 4. Those of us who don't teach middle grades courses can have more than 30 in a class.
- The policy for class sizes is a mystery in my department. In the few years, I have been at NKU my chair has stated that undergraduate classes must have 12 students minimum and graduate 10. Yet classes that are taught by his allies are permitted to be offered with as few as 4 students. This has been ongoing throughout his time as chair. The maximum class size also varies depending on who the faculty member is. Some faculty have substantially more students per semester than those aligned with the department chair.
- Develop equitable policies across the department and communicate these policies clearly.
- Look at workload equity. It is unfathomable that some faculty teach courses with 20-22 students caps while others are asked to teach courses with 35+ students. For four courses, the difference can be from 80-88 students to 140+ students, nearly double the load. The SCH/FTE model likely failed because there was clear workload inequity and it was abandoned to avoid battles, but let's do something to alleviate these discrepancies.
- Faculty workload should be flexible to allow large classes.

Class size - Larger

- We should give up on the idea of "small" classes, unless it's a lab class, seminar, or other class that should be small. Why waste time and resources teaching 10 classes of 50 students each when we could teach 1 with 500? So, in my view, we need more large lecture halls.
- The obsession with small class sizes is getting in the way of fully implementing the CRM budgeting model. We can teach many of our classes effectively with much larger sections. This

up-close-and-personal mythology of this University needs to be dropped. Most of our faculty do not even know their students' names, even in small classes. Come on, let's get real! We need many more classrooms with capacity of 70 seats, with department chairs having the guts to assign faculty to them.

- It is clear the new budget model is moving away from small class sizes, so I'm not sure why the topic remains a discussion item. Either we are committed to small classes at NKU or we are not and need to move on in the current budget climate. Our actions indicate we are not committed to such, so although it was a point of differentiation for the university, we need to accept it as the past and all move on. If that is not the case, administration needs to better articulate how small class size will remain viable without correlating to reduced funding.
- Personally, I don't mind larger class sizes as I know how to teach them... then again, I teach two courses that are easily double the standard size for our department (45+ students) and receive no reduced load or additional \$). I do it because the students need the course but some support would be helpful in the form of paid graders and such....
- Allow faculty to teach double sections of classes when rooms are available, rather than force faculty to teach two smaller sections of the same course. It's a common sense efficiency.
- We need to stop thinking that all classes need to be small. Some classes do just fine being large.
- I think we need to think strategically. Some courses, for example, can be taught in very large sections--provided a fantastic instructor and TA support. Others really need to be smaller.
- Faculty development for effectively teaching larger classes, undergraduate TA's and support for students to help in our teaching process.
- Look at hybrid classes and larger classes to decrease the 4/4 teaching load. I have taught large classes elsewhere. There are advantages to large classes, if the support is there.
- I only truly lecture 1-1.5 days per week and the other 1-1.5 days is spent in student activities. Having spaces that would accommodate this would be desirable, and frankly, it would make having larger classes thrown on me bearable.
- Allow some faculty to teach double sections without assuming all courses and faculty can teach large courses. Some faculty don't mind having large classes as long as it's understood that assignments will be multiple choice.

Class size – Small

- Students select NKU because of the promise of small class sizes. We should keep this promise.
- Keep the classes SMALL.
- KEEP THE CLASSES SMALL! The new budget model incentivizes larger classes and lower standards. The administration can talk all they want about maintaining small classes and quality face-to-face instruction, but if you spend heaps of money on a system that rewards big classes, then you are saying you want big classes. Small classes are one of the things that have made NKU "special" even before we used the word. Make the classes bigger and we will simply become another cookie-cutter diploma mill.
- I do not have much advice here. I think we need to continue to strive to have smaller class sizes. I do not want us to move to a model where we feel we need to cram as many students into a class as possible. I feel this would negatively impact student learning. Currently, I teach a class with 26 students, and I feel this is a good size for the course I am teaching.

- Set cap # for lecture courses - smaller numbers facilitate more active learning. Once I'm over 20, the work triples.
- What has made NKU a special place to teach has been small classes and one-on-one contact with the students. My average class size has increased from 25 to 35 already. This makes it difficult to get to know the students or to engage in student-centered project-based activities.
- Class sizes should stay small. Some class sizes are dependent on the size of labs and equipment available. Increase of class sizes in the equipment-related classes can compromise safety and OSHA regulations.
- Keep classes small. The larger the classes, the less the professors can do their job and give individual attention to students.
- If we are true to our created image of small class sizes, then we MUST stop increasing class size expectations in order to "solve" budget concerns. This is the strategy of the CAS at least, and again we will suffer as a result. Already students have begun complaining, and let's face it with the student cost of attending NKU beginning to parallel other institutions, what incentives can we offer to attract and to keep them here? Our full-time teaching staff levels, particularly in some disciplines, have contracted and there seems to be no end in sight to such reductions, whether by retirement or by faculty seeking better opportunities elsewhere. It seems to me that the present class size strategy is counter-productive in the extreme and certainly contrary to what attracted me (and many students) to NKU in the first place.
- Writing courses are some of, if not the most, difficult and time consuming courses in regards to grading. I think that the number of students per writing course should be reduced significantly.
- Class sizes have gotten larger over the years. I spend an enormous amount time grading and dealing with student questions. This has impacted the time I can spend on research. If class sizes continue to grow, I will have to cut back on the feedback I give to my students.
- Students and instructors prefer smaller class sizes. There is a different atmosphere in a class of 30 than a class of 60. By continuing to raise limits on class size, the climate of the campus diminishes and students will find a more inviting university to attend. We are doing ourselves a disservice. Let's accept the fact that we can only effectively educate x number of students.
- Please do not advocate for larger classes just to boost enrollment revenues. Some disciplines/courses are much more meaningful and effective for both faculty and students when conducted with fewer students. The personal connection is one of the hallmarks of NKU compared to other institutions--except for Thomas More.
- Have small classes taught by full time faculty in order to promote student success and retention.
- It is a misrepresentation to advertise a class size of 20.26 and then have incoming freshmen assigned to classes of 90/120 except in a few classes. This does not support retention, as online does not as well. Prepare data showing success and class retention by class size to improve.
- When I first came to NKU ~10 years ago, small class sizes and "student-driven" meant something.
- Some smaller classrooms and more classes offered. Lower class caps.
- Class size should never sacrifice pedagogy to efficiency.
- Quality of instruction is directly proportional to class size (even online), though the benefits may not be seen until further down the road (in some cases not until alumni enter the labor market and the benefit is engaged donors), so increasing class size is never a good long-term strategy, regardless of the temporary increase in capital.

Class size - Varying

- Trust faculty recommendations for optimal faculty:student ratios on a per-class basis.
- Consult with experts within the colleges and the disciplines for what would be the best class size for effective student learning. Some disciplines can benefit from larger classes, while others benefit most from smaller class sizes. Determination of sizes should be about the quality of learning we want our students to take away from NKU and not only about what is the most fiscally responsible, i.e. best size to generate the most money, for the institution.
- Departments need some flexibility in deciding how best to manage these issues for their specific classes. There won't be a one-size fits all solution, since types of classes (lectures, labs, etc.) vary across departments and schools.
- Many classes are still tolerate, especially those with high writing components, higher than recommended by best practice guidelines from professional organizations.
- Have the administration listen more to faculty on what the optimal class size is for specialized learning. Let the experts determine that, and not a fill the room to the max
- Understand that class size varies across disciplines and subjects within those disciplines. End the one size fits all approach currently being used to cancel courses.
- Class sizes need to be judged in the context of learning objectives and class deliverables.
- I would consider increasing the class size of some lower division, introductory classes to offset maintenance of smaller class sizes at upper division level.
- Allow individual departments to judge the best class sizes for their courses--no mandates to add seats from upper administration
- Developmental class sizes are more effective with smaller size to provide more one on one help for students.
- Currently in Arts and Sciences, the Dean has adopted a policy of "every seat in every class" full. At the same time, we are told we need to grow our programs. Yet how can we grow our programs without the capacity of a few extra seats? We are treated as if we are manufacturing graduates, yet every manufacturing entity knows that it needs to maintain enough capacity to fill the next big order. My chair will not put on another section until there is a demonstrated extra 25+ students to fill the new course. Since when can we recruit in 25 student increments? These policies are guaranteeing that we will not grow--is that the plan? Downsizing of the humanities?
- Understand that MANY students live week to week on being able to afford college and are not able to pay off their tuition bills until just prior to the next semester. Last December, courses for Spring semester 2015 were cancelled due to being under-enrolled in December six weeks prior to the final deadline for enrollment. THIS IS RIDICULOUS!!!!

Compliments

- My building has mostly updated and adequate sized classrooms. I like the furniture in the rooms as well. It is easy to move around and reconfigure for varied activities.

Design of classrooms

- Before implementing or installing new technology, it may be helpful to survey the faculty who use or may use the room/equipment for thoughts on placement in room.
- First, any new classrooms should be designed with FACULTY INPUT. Too many classrooms have been constructed that are oddly configured making them less than optimal to teach in.

- Design/remodel classrooms for flexible use.
- In my department, we have NO conference rooms and no classrooms where chairs can be easily rearranged to permit students to sit in a circle or horseshoe formation. I teach a course that really requires students to be able to look one another in the eye, and it's difficult to do it in my department because of our space limitations. Of course, we are in one of the oldest buildings on campus, and we are not scheduled to move in the foreseeable future, but simply changing the classroom furniture might permit me to teach the way I want to.
- Flexibility and versatility. Do not assume that a professor using the projection system does not need to write on the board at the same time. Do not assume that students are never sent to the board (i.e. let's have more white boards in classrooms, not smart boards, which are fragile and cannot be used by students on a daily basis). Furniture that will accommodate a tablet plus a textbook/notebook and that can be moved into and out of groups without deafening the class next door (tables and chairs are better than tablet arm desks, tablet arm desks that roll are better than those that don't).
- Classrooms should offer flexibility necessary to support discovery based, hands on learning activities, group work and discussion as well as lectures.
- Would like to have more flexibility with changing the seating arrangement to support classroom activities.
- Classroom use should be prioritized within disciplines, so classrooms are equipped and furnished appropriately (e.g. some classes would benefit from mobile/flexible chair/table arrangements while other courses need fixed furniture for safety/spacing reasons).
- Fixed and heavy seating/desks make it difficult, if not impossible, to rearrange classroom space for small group activities, etc.
- Having taught for several years over in Griffin (despite not being COI), the movable desks and chairs with the ability to create (a) traditional lines of desks or (b) little "pods" of 3-4 people for group work is outstanding. I get more interaction from students when I teach in those classrooms, whether 20 people or 35 people. Also, the walls that can be written on--another benefit of teaching in Griffin. There is nothing better than getting students to work in groups, brainstorm on a board wall like that, and have everything ready to go for discussion. The hierarchical arrangement of classrooms in Landrum, for instance, is useful for those days when you lecture, but having a classroom that is adaptable is even better.
- Thought should be given to classroom space to allow easier small group work in lecture rooms for active learning.
- Larger, more comfortable seats for students. Many more students are bigger/heavier now than we have seen in the past. Better seating options for especially large students who do not fit in current fixed seats.
- Get desks in LA and FH that fit today's larger students. Desks can be reconfigured more easily than tables and chairs.
- Get rid of "student desks" and utilize round tables, adjustable seating arrangements.
- Adjustment to lighting in large lecture rooms to darken the front screen area for presentations without darkening entire room.
- Design classrooms to minimize distance between instructor and students.
- It would be nice to have more class rooms designed for in-class work rather than instructor lecturing.

- Look at ways of laying out rooms to accommodate various, active-learning instructional methods for individual classes; i.e., arrangements that allow for A/V supported lecture as well as group discussion/seminar, team projects, and instructor-facilitated work collaborations.
- Many classrooms are outdated and need to be refurbished.
- Classrooms in the business college are not set up to effectively make use of the classroom design. Much of the furniture is in poor shape and needs repaired or replaced. Too many of the classrooms have the podium next to the window....which is very hot on sunny days, and cold during the winter.
- Many classrooms are now designed so the instructors in adjacent classrooms are back-to-back. This causes numerous problems with bleed-over noise and could easily be avoided.
- Class size needs to be limited. On more than one occasion we have had to split classes visiting the library into two groups because we don't have a classroom that can hold all the students.
- Smaller rooms with more students (20-30) allows for more classrooms.
- It seems to me that the redesign of Founders is a mistake. They are removing classrooms at a time when we need more classrooms.
- Going forward a policy of more classrooms rather than larger classrooms should be adopted.
- Elementary Major classes (MUS260) need plenty of room to do games, do movement using music, play instruments, and singing songs. An open room with storage space, minimum furniture, and maximum floor space would be best. This is very hard to find some semesters.
- Each class is different, so classrooms need to be better designed for the discipline. Center projection systems remove valuable board space when side panels would work great for the presentation and provide you the needed areas to still use the board.
- Make sure white boards are centered on the walls facing student seating. This semester I taught a class with rows of tables on either side of an aisle. The projector screen was centered for easy viewing by students on both sides of the room. But the one and only whiteboard was to the left of the projector screen, putting students seated on the other side at a disadvantage if I wanted to write any notes on the board.
- The projector screen should not cover the white board!!!!
- Don't include poles or pillars in the students space of the classroom (see BAC 106)
- Having poor eyesight, prefer a room with wider seating areas rather than long rows. Also, much prefer chalkboards to white. Hope all unused chalkboards in FH are moved to MP.
- Many older classrooms could be upgraded by the simple addition of more power outlets.
- Mediascape classrooms from Steelcase

Hire more full-time faculty

- More full-time faculty will remedy the issue of large classrooms.
- Hire more full time professors. Recruit high quality full time professors and for professors with a long track record of success in teaching, work diligently to provide at least recurring lectureships for them.
- If we would be permitted to hire new faculty, that would help.

Online

- Huge lecture classes need to be online or blended. It is crazy to have an intro bio clas or intro nutrition as a 3 day a week, 50 minute lecture.

- Invest in better resources to more effectively teach online (e.g., Voice Thread software). Will reduce pressure on classroom space.
- Offer more online choices.
- Online classes should be limited to 20 - 22 students per course/class.
- Propose more online classes
- DO NOT require that course enrollment for all online classes be increased to match in-person enrollment!! Doing so betrays a deep misunderstanding of or lack of concern for the pedagogical differences between f2f and online courses, as well as utter disregard for faculty workload.
- Invest more on development of online classroom technology
- Although I personally dislike online courses, the university should make a concerted effort to move more classes online for the topics where it might make sense.
- More online offerings

Salaries

- We need a huge raise. Our costs are rising -- insurance, parking, etc. -- and no one seems to care that many of us are struggling to make mortgage payments.
- These are not pressing issues for NKU - faculty pay is.
- Nothing will change, no matter what is done, unless or until the faculty pay is addressed. First salary compression, then changing merit raises back to cost of living, followed by giving raises to faculty that meet the cost of living raises other KY university faculty and staff have received. EVEN if that means cutting the salary of some administrators.
- Improving class space, size of the class, and funding will do nothing without the recognition of our lagging salaries!

Scheduling

- Enforce a standard schedule for course times, particularly for the popular times.
- Schedule according to student needs rather than faculty preferences.
- More organization into what classes happen when (having certain classes only being offered in the fall, for example).
- We need to be smarter about how we schedule classes and think about what works best for students rather than ourselves. Many of us have gotten in the habit of only teaching at certain times and being allowed to run half or less filled classes, which is inefficient and also unfair to faculty whose classes continually fill.
- Everyone always wants the prime teaching times.....I think colleges should be mandated to use the designated times...We need an automated scheduling system.
- MWF should be left to the colleges as to MW 75 minutes or MWF 50 minutes
- To reduce chaos, the ability to keep professors in one classroom for back-to-back classes is worth exploring.
- NKU's student body is made up of many working students and single parents, more evening offerings would probably benefit the student body as well as pressure on demand for classroom space.
- Somehow provide more incentives to students for enrolling in night classes. We used to offer more night classes in my dept., but enrollments have dropped.

- The time slot of around 4 o'clock should be used more.
- Saturday classes are a viable option.
- We need to be smarter about scheduling classroom utilization, make sure we are using classrooms throughout the morning/day/evening every day and even on Saturdays.
- The campus does not appear to have enough classroom space during peak times, so more classes are going to need to be taught outside of peak times.
- Hybrid courses should be encouraged, supervised and enforced. If one faculty is Tuesday in class and Thursday out, a second class can be assigned to the same classroom indicating that students will be in class on Thursday and out of class on Tuesday.
- Hybrid courses should be designed to share space (one class has the room every Tuesday, while the other class has the room every Thursday - for example.
- Allow for sharing of classroom space through use of hybrid format. This could be via webEx or Bb.
- Blocking of schedules per program
- Some schools have all two-day classes. Could that be a solution to room usage (all MW or TR or WF? I'm not sure what the research says on this one.

Space utilization

- Someone needs to do a better job holding people accountable for the utilization.
- Centralization of classroom resources except for limited use spaces--science labs, art studios, seems to be the best way to better utilize space.
- We need to schedule classes based on teaching style/methods. Team based learning, role playing - etc. - needs more room than traditional lecture.
- The university must maintain flexibility in terms of universal-use rooms that any discipline could use for lecture or group-based classes (movable desks, adequate projection and writing surfaces), and discipline-specific spaces.
- The new HIC should be redesigned to add far more classrooms. Between HIC and GH, the university had an opportunity to address a critical space issue: lack of classrooms, but instead GH and the proposed HIC have too many "open spaces" and classrooms/labs that are so unique that they sometimes sit idle.
- Classroom space issues should not be addressed by increasing class sizes. The current space problem caused by the closing of FH seems due to poor planning. That is placing a burden on faculty, primarily in Arts & Sciences. Instead of always asking faculty to do more, we should consider temporary buildings to provide more space. If we can afford a new Health Sciences Center and a new recreation center, we should be able to provide some additional temporary classroom space.
- We simply need more classrooms in our program. We are making do with spaces that are inadequate for our discipline.
- I see many classrooms sitting empty now because of so many online classes.
- Provide classroom use for blended course formats/1 week F2F, 1 week webex/online (whether synchronous or asynchronous.
- Provide classrooms with new construction of wall dividers, to minimize or maximize space.
- Find spaces/locations under utilized and convert to classroom capabilities.
- Seems more effective to have related classes meeting in the same building to encourage more interaction between students, faculty, and tutoring.

- Spaces such as the Griffin Hall digitorium should always be first given to any appropriate Electronic Media class, then and COI class, then any COI related business or cross-discipline class (Cinema Studies). Too often specialty spaces like this one are used for "other" functions not related to students, media or even the COI. The same is true of other large lecture halls and specialty spaces on campus. Conferences should make use of the Bank of Kentucky Center when possible.

Summer

- Create a viable summer schedule that effectively treats summer as a third semester. Let faculty spread out teaching load over any two of the three semesters. This will help spread out the demand for classrooms at high volume times.

Technology

- Standardization of classroom technology should be a priority.
- More classrooms built to make use of the use of technology - rather than poorly redesigned rooms would be helpful.
- Optimize use of technology to reach students
- Continue to increase smart board technology
- Currently, we do not have a smart classroom- there are many times when I'd love to be able to draw on my slides during teaching. However, my expectation is that all the classrooms in HIC will have smart technology.
- Maintain electronics for both face-to-face and online teaching.
- Would like to have more smart classrooms

Other

- Fewer Administrators and staff that do not directly impact our teaching mission.
- Need to overhaul HVAC in most buildings on campus. This would make classrooms more comfortable.
- Use placement exams to determine whether or not students meet the course prerequisites. ACT scores are not good indicators, and high school grades are inflated.
- As we are already beginning to do, look for ways to encourage collaboration and trans-disciplinary curriculum, and the research funding to support that.
- There has been talk of moving Chase College of Law to Covington, KY. The move would be a huge waste of money, as would the ongoing cost of maintaining an additional building away from NKU's Main Campus. Nunn Hall is not great, but it is adequate for our needs.
- It seems the University has forgotten that study abroad, arts, and sports can't happen if there are no faculty, staff or students! Word of mouth to the community is hurting the university right now because of disgruntled faculty and students.

No comment

- No suggestions
- None
- No comment at the moment
- No comment

#9. Budgeting involves many tradeoffs. Please identify any specific areas or items for which you believe NKU's spending could be reduced.

Note: Individual responses with multiple comments have been broken up by category.

Administrative positions/salaries

- Administrator positions and salaries
- Need I say administration?? While faculty are continually told we have no money for understaffed departments or salary increases, every other email informs us of another administrative hire. Why are administrators considered so much more important than faculty? NKU's administrators are paid an average of \$20,000 more a year than the administrators at any other university. There is a big chunk of money.
- It seems like many new administrators are being hired. Perhaps that is a misconception and if so, it should be addressed with publication of the administration to faculty to staff ratio and trend over time.
- Although I believe they could be a necessity, it appears that in a time of little to no funding, there are an abundance of new administrative positions. Again, they could be valuable but that is not always apparent.
- In spite of the administration saying that they are not hiring many new administrators, we do seem to be hiring quite a few.
- The amount of overhead that is created as NKU continues to create massive administrative bloat, while allowing the faculty to suffer and tolerate a lack of raises, an inability to hire new faculty, and a tremendous increase in required service, should be addressed.
- Administration (we seem to be hiring a vice provost or vice president every week).
- The ever-increasing number of administrators - directors, assistant vice provosts, assistants to assistants
- Too many layers of administration, particularly with titles like "vice" and "assistant," and they all have staff. NKU now has about 1 administrator for every 3 faculties. The administration needs some severe pruning.
- Administrative salaries. Administrators have not had "raises" but their titles have changed over the past several years and their salaries have increased exponentially. The majority are well over 6 figures. Yet faculty and staff have been told that no money exists for raises or even cost of living adjustments.
- The endless shuffling of administrative staff. They claim they have not increased administrative salaries but we know that is not true - they simply re-title them and provide a salary increase. It is dishonest and insulting.
- NKU is guilty of "let's collapse two positions into one and give the remaining person a raise". This has happened for years. The end result is that work doesn't get done. The administration needs to stop this practice especially when they are hiring someone new for twice as much money.
- Why are we constantly hiring more administrators who apparently do not have enough to do (judging by the way they are creating additional work for faculty)?
- Stem the spread additional mid-level administrators who justify position by imposing work faculty that does nothing to improve quality of instruction or retention.

- Reduce number of administrators and pay for those administrators. Faculty and students are the heart of the institution. Administrators just add red tape and interfere with the work of our university. This is especially true when we have administrators that rather than acting as "facilitators" of the mission of a university, act in a dictatorial manner without paying attention to faculty issues.
- Fewer new administrative hires. How about we have the administration apply to the Faculty Senate for permission to create new administrative lines??
- Reduce upper administration size. Too many vice and assistant administrator positions are being created. This is the result of centralizing everything.
- Streamline administration. It continues growing and the growth is not on par with growth of faculty.
- Some of the tasks [that new, highly paid administrators are being hired to do] could be handled by faculty by giving them reassigned times. This would be more cost effective than hiring new administration.
- While the difference in salaries between tenured faculty and new faculty has gotten smaller, the difference between administrators and faculty seems to have grown, given the new administrators NKU has hired in the last couple of years. Without any appreciable salary increase (1.5%) for faculty and staff in the past 7-8 (?) years, this causes is a morale problem. Although we must remain competitive to attract faculty and administration, it is taking it's toll!
- The upper administration has steadily grown. Which I do not think has benefited students or faculty, who are the focal points of any university. The tail is now wagging the dog.
- Upper level administration! Cut all those "new" positions that were created during the current administration's "restructuring." Twenty years ago there were on average 2 full-time faculty for every 1 full-time administrator. Today, it's exactly the reverse. Stop overloading NKU at the top ranks and invest in what this university is supposed to be about: providing a quality education to our students. You can't do that with an overworked and underpaid faculty composed increasingly of part-timers.
- Administrative cost can most certainly be reduced.
- Administrative salaries
- Administration
- Administration overhead. NKU is too top-heavy, administratively.
- Administration
- We seem to have an excessive number of staff and administrators compared to full time faculty members.
- Higher administration hires and salaries could be trimmed.
- Reduction in number of administrators.
- Administration
- Reduce the number of administrators.
- NKU has too many administrators, which has been shown to be in vast excess in comparison to other Kentucky institutions. This issue needs to be addressed if NKU really wants traction from the state to address funding inequalities.
- Administrative positions, Vice Presidents
- Too many administrators and extra programs now.

- Mid-to-upper-level administrative salaries
- Total number of mid-to-upper-level administrators
- Every single administrator on campus should take a 30% pay cut.
- Bonuses to President (and I don't mean having him give it to another fund).
- Reduce administration.
- Reduce high end administrative salaries.
- Administration, administration, and administration.
- Maybe we should think about how much deans, provosts, athletic coaches, and the president earn per year. I am not suggesting that we reduce salaries for current employees, but maybe reduce these salaries for individuals that hold these positions in the future. If these salaries were reduced (even slightly), this excess money could be used to increase salaries for staff. I feel like our staff do a tremendous amount for the university.
- Administration positions with large salaries
- Administration
- Administration
- Administrative bloat
- In the administrative area
- End the corporate model of outsized salaries for new administrators.
- Senior level administrators
- Administration
- Administrative salaries
- Quit hiring administrative people at \$6-figure salaries
- Administration pay
- Administration.
- Administration, with the new funding model why do we need as many overpaid administrators?
- Administrative salaries
- ***New Administrators, especially those making six figures
- New administrators
- It still seems that the administration continues to grow while tenure track lines are either cut or delayed send a clear signal.
- Review higher level staff and administrative positions; become more fiscally accountable for what the output is for these higher level roles. It appears to be too top-heavy at times, when faculty positions are most important for putting students first.
- Hiring outside administrators at higher salaries
- Look specifically into administrative spending.
- Spending can and should be reduced on the creation of new administrative positions that do not address the university's core activities teaching and research.
- Reduce # of high paid administrators.
- High administration salaries
- The administration is bloated.
- Bloated administration
- There have been far too many additional upper level administrative positions created in the last 2 or 3 years. Spend the money on faculty and classrooms.

- How many administrators does it take to run a university? How many staff?
- We have way too many administrators; the span of control can be increased.
- Halt alarmingly increasing hiring of administrators and funding of administrators' positions.
- Administration - it seems when a faculty member retires or leaves, the position is not replaced but a new administrator is hired.
- Fewer upper administrative positions
- We are very top heavy. Significantly reduce the number of administrators and expand the scope of their jobs. The tasks will still be completed, but the span of control should be increased.
- Several studies I've read have shown a spike in spending on administration (higher salaries, more positions) in higher ed over the past 10-15 years. Presumably it's similar at NKU. I'd suggest that many administrative positions are only useful inasmuch as they add to the bottom line.
- Fewer administrative positions (VPs, etc.)
- Administration
- Administration costs and salaries - this is a problem not just at NKU but nationwide. The amount of money spent on administration is disproportionate to the primary job of a University - teaching. Professor salaries often pale in comparison, and adjunct pay is obscenely low - even lower than other Kentucky colleges like EKV, UK, WKU and U of L. It is also below market rate in the Greater Cincinnati area when compared to U.C., X.U., etc. Whenever cuts are made to staff it always seems to be at the "bottom" maintenance/facilities/support services, etc. rather than cuts to the budgets of those higher up with far greater pay/benefits. Whenever cuts are made to faculty it always seems to be part-time, adjunct, etc. rather than emeritus, tenured or even tenure-track. Such cuts disproportionately affect those with less to begin with and further do *less* to help the bottom line as the proportion of costs in the overall budget for these positions is smaller to begin with.
- We seem to be top-heavy in administration. Why are we constantly hiring new administrators and paying them twice as much as many faculty? Perhaps each new senior administrative position should be more clearly explained to the Faculty Senate. I think this could help with buy-in and perhaps help the administrator do his/her job more effectively.
- Too many administrators, reduce the number and/or salaries to reduce spending.
- Please cut some administration positions.
- Overpaying some administrators.
- Pay rates for high administrative positions;
- The number of administrative positions
- The number of highly paid administrators should be reduced.
- It seems that administrators are constantly being hired. It is not clear to me whether there are redundancies in the area of administration -- is streamlining possible to free up monies for instructional purposes?
- Administration - seems they are hiring more and more VPs and Assistant VPs at every level.
- Too many administrators
- Administrative bloat - seriously overpaid.
- Reduction of unnecessary administrator roles...especially a number of new ones that are being created.

Administrator salaries – Former

- Retirement packages for former administrators seem way out of line.
- Former high level administrators need to return to faculty with a salary equivalent to or less than highest paid professor in the department, not automatically 85% of administrator salary.
- A wholesale evaluation needs to be done when it comes to expenses given to former administrators who now act as adjunct faculty.
- Astronomical retirement salaries for the former president and provost.
- High salaries for administrators who have "returned" to the faculty.
- The previous president is paid +100k and has a secretary on staff with another 40k to teach two graduate courses to a minimum number of students all the while the administration cuts full time faculty and positions? That makes sense to you??
- Paying a former President and a former Provost very extravagant salaries.
- Paying a former President and Provost the absurd salaries they are receiving to provide little of value to the institution is also a disgrace.

Administrative salaries – Specific

- The former Outreach organization has 11 employees. Why?
- Inclusive Excellence- incorporate into HR.
- Less "student departments" with expensive heads
- There appear to be a lot of layers in certain colleges - flatten out the organizational chart? /
- Number of administrators. ?? I know that compliance with different things forces us to hire more people without help from the state or federal governments, but some admin jobs seem redundant.....there is not only a development office for the university, but each college has its own development person. ???
- I don't think we need an Assistant Vice Provost for Assessment. We're already assessing to the point that the process usurps the intended benefits.
- Many of the Assistant/Associate upper admin positions actually create a lot of inefficiencies.
- Administrators--I lament the loss of the university as being made up of faculty and students laboring for a common purpose. Why so many assistant and associate positions? This just further removes the faculty and students from the administrators who can make a real difference.
- The upper administration has increased significantly. Eliminating such positions as director of transdisciplinary programs, director of faculty development, associate provost for curriculum and assessment, vice provost for advising (Pat Moynahan's new position), director of general studies, associate vp for special projects (Joel Robinson's new position), etc. should save well over \$1M.
- Although the president graciously donated his bonus to the student scholarship bearing his name, he accepted a housing allowance increase to make much needed repairs on his home. my home has some much needed repairs as well, but raises are nowhere in the near future.
- All raises and bonuses for the president, all assistants to him, the provost and all of her assistants should be frozen until the faculty and staff have adequate raises to adjust for the LACK of raises in the last 10 years. Including the change of merit raises back to cost of living raises. /

- We continue to hire more administrators, such as assistant vice provosts "because the vice provost has too much to do", but yet we cannot afford to pay our faculty more, who are continuously asked to do more for no compensation.
- When President Mearns first arrived, he claimed credit for reducing the size of the professional-level administration. Since then, however, it has boomeranged back into an ongoing crisis of cancerous growth. The proliferation of administrators in the Provost's Office and in the Office of Inclusive Excellence accomplishes nothing for the University, costs money, and often generates initiatives that waste faculty time and antagonize faculty for no reason.
- Freeze the salaries of the president and upper administration.
- Another is the hiring of multiple administrators at ridiculous salaries to implement the strategies connected to the budget model. This clearly takes finances away from pedagogy and frankly I don't see the results in economic terms, not now nor down the road. This is again the cost of blindly following an outdated strategy. We are all paying the price, though regular faculty and staff in particular.
- Can development officers work on commission to encourage them to be active in pursuing funds from outside the university? Or is this not allowed by state law?

Athletics

- Athletics
- Athletics
- Athletics
- Athletics, specifically things like fire cannons at basketball games.
- The athletics budget should be examined. No money for faculty/staff but there is money for a huge horn that is going to be blown at basketball games. Puts a new meaning to tooting our own horn?
- Athletics, athletics, athletics.
- Athletics
- Division I athletics. Worst idea ever.
- Athletics. Athletics. Athletics. The move to DI was an absolutely horror. We are still paying for it.
- Athletics and the D1 priority. Based on our size and rapidly reducing resources, this is a disappointing priority. NKU should be focused on having 'D1 academics' instead, which means keeping NKU staffed with faculty who can help with recruitment and retention by doing their jobs to the depth that is needed.
- TEAM SPORTS!!!!
- The \$10 million in subsidies (as reported by *The Chronicle of Higher Education*) for athletics comes to mind.
- Reconsider Division I.
- I would like to see less spent on athletics, as it is less central to our mission, and serves far fewer students than academics. I realize branding and communication of it is important to attract students, but I would look very hard at a return on investment for those efforts.
- Athletics
- Since it's too late to stop the change to D1, at least don't add to the athletic program, since the benefits we were promised have not come to pass (Ex. we have no more coverage in local media/name recognition than we did before)

- More importantly, less money should go to athletics. If they cannot sell enough tickets or generate revenue, then NKU should consider cutting back on athletics.
- DIVISION ONE is totally unnecessary and has taken enormous amount of money from the entire rest of the university. We should be ashamed./
- Athletic program
- Athletics
- Athletics, their needs are like a dry sponge.
- Athletics
- About 85% of the athletic budget comes from student tuition. Some pruning is needed there, as well, given that our primary mission is academics.
- Go back to Division 2 sports!
- We've never received a full accounting of the cost to leave the Atlantic Sun. Athletics consumes ~\$10 million according to recent reports in the *Chronicle of Higher Education*. There needs to be full transparency concerning the funding of Athletics and its impact on general funds and a clearly articulated plan to support the increased financial requirements of a D-1 program.
- Get the heck out of Division I. It has been a disaster.
- Reconsider Div I athletic program and the costs of running such a program.
- Athletics, as per recent report in *Chronicle of Higher Education* /
- Athletics /
- ATHLETICS! We know that part of student tuition goes to fund D1 athletics. WHY has this become more important than retaining good faculty and academics??? Prove to us - with real, not manufactured data, that this D1 switch is actually paying off.
- Athletics--I'm sorry, but there it is. They seem to be overly subsidized compared to other units on campus.
- Athletics.
- Division I athletics--what a costly mistake D1 has turned out to be.
- Athletics
- Athletics
- Athletics
- Athletics
- **Athletics. Commuter schools and D1 sports makes no sense.
- Last year's cut of staff and lecture lines while paying millions to change athletic leagues sent a clear signal to the faculty what is important.
- End the D1 money pit. It is no coincidence that departmental budget cuts began right after D1 was begun. Fire administrators who make insane decisions like rushing into D1 and then later switching conferences - all for consistently losing sports teams. Even if they were winning, Universities are for Education, not feel good school spirit and social engineering!
- Get out of Division 1 sports.
- Go back to Division 2 sports.
- Athletics
- Division 1- We were in a league... paid for entrance... left that league and paid a penalty as well as another fee for a new league. There is no way to hide the costs of Division 1.
- Athletics is bloated.
- Sports

- Division I Athletics
- Athletics!
- Division One athletics
- Athletics /
- Athletics
- Athletics - this is not (nor should it be) the focus of academia.
- Athletics! Is Division 1 really helping our admissions? Do students really care when making a decision to attend NKU?
- I am not sure, but I think Division I might have been a bad idea.
- Division 1 athletics.
- Athletics, athletics, athletics!!!!!! Sports rules over faculty salaries, but does not generate sufficient revenue to cover costs. It's a sailboat-like sinkhole sitting in the middle of campus.
- Division I sports.
- Athletics
- Sports. No reason to be in Division I as it is a money loser.
- Get rid of Division 1. It costs this university millions of dollars that should be spent on education, not playing games.
- I realize it was Jim Votruba's "Dream" for NKU to be Division 1, but that decision has cost us dearly!
- Ditch division I athletics. It does not bring in any revenue and just adds financial burdens on our students. In a time of financial crisis, or at least austerity, NKU should focus its resources on its core mission - educating students!!
- Clearly, sports is a huge cost to the university. This will not be done, but for the record.
- Go back to Div 2 athletics and save millions each year!!
- I would say athletics, but I know their budgets are super tight and the current student-athletes didn't make the DI decision.

Branding

- The administration has been using money for such things as branding and new web designs, the results of which are dubious at best and views as a waste of money to the more pessimistic of us.
- There is also an initiative by the administration to create about two dozen new academic programs that will support the HIC initiative. Yet some of the programs that I have heard about will not bring in any new students, merely cannibalize students out of other programs. I would guess that some of these new programs will cost us something over what we currently have. The administration needs to think more carefully about where and how to expand the program offerings.

Buildings

- Stop building new buildings instead of renovating existing underutilized spaces.
- Less spending on facilities such as the campus rec center and the health innovations center.
- New buildings
- New buildings
- Quit building new buildings when faculty pay is ridiculous and morale is at an all-time low.

- Property acquisition. NKU has so much property, it's ridiculous! Frankly, the concept of growth is a good one in the long-term but the trade-off is far too high at the moment. The decisions were made in relatively good economic times, and should be more flexible than they have been. The big projects are superficially fantastic and do get some state support, but they have been made at the expense of space in other buildings, class sizes, simple expectations that faculty can easily offer classes in multiple buildings, etc.
- We don't need any more new buildings. We need to invest in the people and the buildings we already have and depend on.

Consultants

- Consultants (Budget, Employee Behavior Modification)
- In addition, we should utilize existing resources/expertise on campus rather than hiring outside consultants for every need that arises.
- Expensive consultants to tell us what we already know
- Use faculty and staff expertise rather than outside consultants whenever possible to build morale and get those most affected directly invested in new program and initiatives.
- Stop outsourcing/hiring consultants for things we know (or should know) how to do. Examples include:
 - No more overpriced consultant-based administrative searches. Every one of these is an insult to faculty and departments that have to scrimp by with \$2,500 to run a search (in the unlikely event they even get permission to do a search).
 - No hiring consultants to design expensive budget models.
 - Don't we hire administrators because they have the skills to run the campus? Every time the administration outsources something, they should have to publicly apologize for not knowing how to do their jobs.
- Eliminate corporate-style marketing campaigns and pricey consultants which have not yielded significant benefits in recruiting and have cost departments extra money in replacing materials.
- Utilize experts already on campus. Why so many outsourced jobs of late? Do you not trust the people we have here at NKU? This consultation of experts outside the walls just makes faculty feel less valued. And surely the costs of these consulting groups is not inconsequential.
- It also seems like we spend a great deal of time (and I assume money) hiring outside consultants to help us strategize on this and that (like marketing). I'm not saying that can't be helpful in certain situations but it seems like sometimes we have them focusing on things we could just as well do in-house.
- Stop funding consulting firms who provide the exact same guidance to every institution (e.g. Huron). My guess is that administration understood that was the plan they wanted to take so for goodness sakes quit paying for advice that you don't need.
- Consider the amount of money spent on outside consultants.
- Stop hiring consultants.
- It is also imperative that the President stop hiring high-priced consultants to do the work that he and his high-paid executive team members already get paid for, or work that doesn't need doing. To date, it is hard to find evidence that any big-ticket consultant hired by President Mearns has done anything of value for the University. The Huron Group's work on the supposed "new budget model" is a case in point. While this model will provide the appearance of data-

driven decision making to the administration, it is hard to see how it will actually cause any choice being made by administrators at any level to be different than the choice that would have been made under the old budget model.

- The use of consultants has gone way too far. If \$300,000 is spent on a consulting firm, then whatever they recommend (e.g., new budget model) is accepted as terrific or else an administrator must acknowledge that he or she has blown \$300,000. We have very bright, dedicated faculty who are willing to solve problems for NKU. Use faculty expertise.
- Millions of dollars spent of outside consultants! I think looking within rather than externally not only builds community, it saves money, and fosters transparency. Stop hiring outside consultants.
- Hiring of consulting, executive, and branding firms that yield little substantive outcome for NKU.
- Use internal resources prior to outsourcing services to external companies.
- Using expensive search firms for hiring outside administrators at higher salaries.
- Maintaining overpriced contracts.

Enrollment management

- I think there is some merit to gradually reducing our student intake as folks retire. It's okay to be smaller if we can more adequately fund those who remain.
- Recruitment. I believe NKU appeals to many students and faculty because of its small class sizes and welcoming culture. If the institution continues to grow, we risk alienating those people.
- Maintenance of small class sizes across the board

Equity

- I believe that the new "budget model" puts too much emphasis on STEM at the expense of the Humanities. In the short term this seems to be the trend of the future, but things don't work that way in the long run. By excessively sacrificing the Humanities for present perceived gains we are creating a narrowly-focused student body, something even the business community and many STEM practitioners have warned against. This budget model is a carbon copy of bankrupt ideas that again will come back to haunt us.
- Another issue is the parceling out of financial responsibilities to the units. This causes automatic belt tightening in the present for fear of a budget shortfall down the road, creating considerable resentment and fear. This then is transferred to personnel relationships, favoritism, and exceptionally low morale. It seems this psychological element has not been taken into consideration AT ALL by our administrators. And we are an institution of higher learning...?
- Empire building is a problem within certain departments. While some departments do not have the adequate number of tenure and tenure-track faculty, other departments have excess resources and magically keep growing. The most amazing example is the department of management at the Haile/US Bank college of Business. The department is a textbook example of empire building.
- Often times budget money does not seem to be spent proportional to enrollment. Some colleges with high enrollment seem to get less funds (relative to their enrollment size) than others with lower enrollment.
- Review and readjust salaries of excessive higher paid employees and increase the number of employees in areas/departments where continuous excessive hours are needed to complete the work. The lack of available staff and faculty has and will impact student support and success.

- We are increasingly top heavy. Take a hard look at administrative costs, including balance of support staff across the institution (some depts. seem very understaffed while others are woefully understaffed).
- Additionally, take a hard look at the inequity in administrative dept. budgets vs. academic dept. budgets. How efficient are the budgets handled across the university?
- Past budgeting practices took the "use it or lose it" approach and departments on both admin. and academic sides of the house would spend money rather than lose it in their overall budget ... i.e., they were punished with decreased budgets if they were fiscally responsible and did not use all the funding they'd been awarded for any given year. That has no logic, and I hope it is an abolished practice with the new budget model.
- Reduction in number of university-wide programs.
- Can we develop a model where student FTE or some metric is tied to the Faculty hired/retained? And hire full-time faculty instead of trying to hire part-time faculty. The quality in many disciplines is very different between the two groups.
- It seems to be the wrong time to be funding all sorts of new programs that support the President's strategic plan. I understand that a new President wants to showcase something, but it means that funds that would have continue to support our operations have been shifted and in some cases to items that may not be sensible. For instance, to support the HIC and transdisciplinarity, the administration has earmarked something like 20 new academic programs to develop. With faculty who haven't had raises in years, it seems a bit misguided to create new programs that require perhaps dozens of new faculty when the current faculty have been suffering for so long.

Faculty benefits

- Regent's Professor Program.
- All sabbaticals should be ceased while NKU traverses this tricky time. If the university cannot afford simple cost of living raises for the 5th or so year in a row, paying faculty who are not serving campus cannot be a priority. If the university establishes a hiring freeze, a sabbatical freeze should come with it
- Sabbaticals
- As a faculty member, I do not use the recreational facility very often. If my membership is costing the university money, it is something I would be willing to give up in order to facilitate raises.
- Sabbaticals, project grants, and other awards for projects with little likelihood of return.
- All sabbaticals should be ceased while NKU traverses this tricky time. If the university cannot afford simple cost of living raises for the 5th or so year in a row, paying faculty who are not serving campus cannot be a priority. If the university establishes a hiring freeze, a sabbatical freeze should come with it.
- Less spending on perks and unnecessary feel-good bonuses and such.

Faculty/staff salary increases

- I also think the money saved, over \$6 million annually from no longer renting the METS Center should be allocated to budget for increases in faculty/staff salaries.

- Everywhere except faculty/staff pay. We spend more money on planting, digging up and replanting flowers/plants than we spend on pay increases. We make it a priority to spend money on expensive, cheaply made furniture over paying faculty appropriately.
- Faculty are continually told that there is no money for fair salaries, but yet there seems to be extravagant spending going on in some areas.
- Quit building new buildings and pouring money into advertising when faculty pay is ridiculous and morale is at an all-time low.
- All aspects other than faculty and part-time faculty salaries. I have watched this university grow significantly and for the most part we have what we need. It's a beautiful, well equipped campus, but faculty has been suffering for some time. We are only as good and can only become better as the care and fairness that is shown toward us. It is a matter of fairness.
- I love the trees, but what about salaries, especially compression?
- To support the HIC and transdisciplinarity, the administration has earmarked something like 20 new academic programs to develop. With faculty who haven't had raises in years, it seems a bit misguided to create new programs that require perhaps dozens of new faculty when the current faculty have been suffering for so long.
- Most of the issues faculty and staff feel related to salaries stems from being overworked as well as underpaid. If we could find a way to take some of the load off of people's plates, then perhaps salaries wouldn't be such an issue. Everyone is asked to always go above and beyond ~ it can get old over time.

Faculty/staff/administrator salary reductions

- Much of the faculty is overpaid for their course load.
- Hire more lecturers as opposed to PhDs
- Some faculty salaries in the College of Business seem exorbitantly high. I understand all about the job market and such, but while many faculty in A&S have to endure below-average salaries, most salaries in the CoB seem to be above average. There is also just something intuitively wrong with assistant professors making MORE than some DEANS. In cases such as this, perhaps lecturers with practical experience would be a more cost effective way to go. I realize there are accreditation issues to consider, but I think there are ways to reduce the number of new expensive faculty, many of whom don't even seem to stay more than a couple years.
- Reduce the salary of those being paid unnecessarily high salaries. For six years, I taught in the classroom for 25 hours per week here at NKU, without benefits, and was paid less than \$40,000 annually. I have a doctorate and a master's degree, so compare that with others doing far less work and getting paid far more, and you'll see that the exorbitant pay for educators and managers is not necessary.
- Reduce salaries over \$150,000
- Honestly, consider incentivized retirement.

Facilities/maintenance

- Eliminate costly waste and mistakes related to facilities and maintenance, such as installation and subsequent removal of the parking gate for administration parking lot, maintenance crews who hide out in closets and nap, etc.

- Reduce some services--do we need office trash emptied every day? On average, I generate less than one can a week. Encourage recycling to reduce trash disposal costs (might actually be neutral on spending).
- Encourage recycling to reduce trash disposal costs (might actually be neutral on spending).

Food/receptions

- Allow more off-campus catering of events (or get rid of Chartwells and have all off-campus catering)
- Faculty do not need to be wined and dined; we need to be paid fairly.
- Eliminate food and alcohol at events like convocation.
- Receptions and branding events
- Reduce the number of receptions. Honestly, I'd rather see the \$10 it would cost for me to attend the reception to be used to support salary increases or to fund a staff position or student scholarship.
- Food at social events, the agreement with Chartwells (expensive and poor quality)
- Get rid of the faculty "wine and cheese" events.
- Stop being wasteful with food. At the A&S convocation reception this past fall, there were literally tables of extremely expensive food that went untouched. I have seen this happen in other instances as well. I have seen this happen repeatedly, and I cringe every time.
- Wine and cheese receptions
- Receptions
- Eliminate guest speakers, parties, forced faculty and staff mandatory trainings.
- Administrator spending entertainment, etc.

Furniture

- Why was the Kentucky Center for Mathematics forced to purchase new office furniture when they had to move, after they had already purchased what was in their offices in MEP?
- We make it a priority to spend money on expensive, cheaply made furniture over paying faculty appropriately.
- Up-to-date chairs and tables
- Interior furnishings
- Rec Center amenities (chairs, sofas, TVs)
- Administrator spending on redecorating offices, etc.

Graduate assistants

- Keep staff positions, but consider cutting some of the graduate assistant positions. Too often they are not utilized enough to warrant their pay. This is unfortunate, but it is something I have observed over time.

Graduate programs

- Reduce number of graduate programs to those that are we truly able to fund (refocus our university on its undergraduate mission- we can't really provide the resources to maintain the number of programs we have) and eliminate vacant faculty positions that may result from reduction in these programs.

Lack of information

- I have little information about how funds are currently spent so I don't feel like I can answer this question.
- First, having looked for a detailed budget for the university I have not found any. There needs to be a transparent budget released to the university.
- I have not been here long enough to know how NKU spends money other than faculty salaries and department budgets.

Landscaping

- Landscaping- it's lovely, but perhaps using more perennials and plants that thrive in all seasons would help.
- We spend more money on planting, digging up and replanting flowers/plants than we spend on pay increases.
- Reduction of use of annual plants for perennials.
- Slow down the money invested in campus beautification. Instead invest in faculty, staff and students
- Landscaping
- Eliminate seasonal plantings/flower beds and replace with lower maintenance plants and shrubs.
- Plant more trees, build more garages to have more room for instruction buildings.

Marketing

- Marketing gimmicks -- what was the need for a miniature frisbee to be mailed out?
- I feel like we've had way more rounds of webpage redesign than is necessary.
- printing (marketing)
- Trinkets to give to prospective students.
- Stop producing and distributing useless and silly trinkets, e.g., miniature frisbees, hand sanitizers, water bottles.
- Quit pouring money into advertising when faculty pay is ridiculous and morale is at an all-time low.
- Branding items.

Police

- We don't need a police department! We pay Highland Heights taxes, the Highland Heights police department responds when there is a 911 call, so why are we funding a police department? We need traffic directors. Students could provide this service.
- Security - though unpopular to say so, security is expensive and incidents relatively rare. Higher security during times like nights is needed, less security is needed during the day when the campus is busy.

Printing

- Paper forms. There are so many triplicate-type forms. Copy services, for example. Could this be an online form? Online forms replacing paper forms would be great.
- *Useless, yet full-color and "glossy finish" fliers in my mailbox. They all end up in the trash. Just send an e-mail. / /

- Stop printing out and distributing glossy magazines, pamphlets, and brochures -- this seems to be a giant waste of money. Most of these go promptly in the trash.

Service reduction

- Why don't we spend less money on "wellness" and other non-essential "feel-good" stuff when academics are constantly taking financial hits?

Space utilization/scheduling

- Use current classroom space more efficiently. Huge lecture classes of 200 students are a bad way for students to learn.
- Follow semester class schedule times of University of Cincinnati and University of Louisville to reduce our semester by one week in the fall and the spring. Attending classes 5 to 10 minutes longer each time a class meets would save the University a ton of money and physical plant over these two weeks and enable facilities to be used by conferences that would bring money into the university.
- Eliminate Monday Wednesday Friday classes. Moved to a Tuesday Thursday and Monday Wednesday class schedule that would permit certain buildings to be shut down on Fridays.
- Conduct a study of night classes. Either hold them all in the same building, eliminate them, replace with online classes, or have them in around 7:30 to save and physical plant costs.

Staff retirement/KERS

- Transfer more staff positions to faculty standing when it makes sense so they are in TIAA-CREF rather than KERS.
- If at all possible move away from their staff retirement plan. We may want to consider transition staff positions that require Master's degree and some type of mentoring or teaching to be faculty lines thereby reducing retirement costs and allowing staff to be able to earn more.

Student financial aid/other student services

- Reduce scholarships- not sure it is really helping with recruiting.
- Transfer all merit based aid to need based aid. National studies have shown that the majority of those that benefit from merit based should be able to afford tuition. I recognize what merit means in terms of prestige, but it does little to advance access and diversity.
- Additional student services
- Less emphasis on optional student services. Advising center is ineffective due to its focus on centralization. Embedded advisors work better.
- Student Center amenities - Students who want these amenities will go somewhere else. I think we would be better off focusing our money on what we do well; providing attention to students by having better faculty-to-student ratios than our competitors.

Summer/winter

- Some of our highest paid faculty are approved to teach multiple winter and summer classes. Not only does this pay more salary to someone already making above faculty averages, each class costs more because of the higher salary rate. This should not be allowed and additional teaching opportunities should be provided to more junior faculty who would cost less to pay for these extra classes.

Technology/Software

- We can reduce costs by updating our computer systems, providing students with virtual machines to use on their devices reducing the need for computer lab space. Faculty systems can then be cheaper, by sharing the virtual machine server.
- Why did we shell out \$400,000 for a parking garage entry system that has yet to function and, as far as I can tell, was not needed? Why do we assume that the higher tech (aka "sexier" and more expensive) solution to any problem is always the best way to go?
- IT's budget should be reduced.
- Retention software
- SAP
- We could go Linux and freeware rather than pay big bucks for licensing software - but I know that won't happen.
- I believe a tech allocation could be made to faculty that is lower than the cost of computer replacement and reduced (non-classroom) support could be offered as well.
- Technology
- Less computer replacement

Tiered approaches to parking, insurance

- Examine how we do parking. It might be worth considering a tiered approach open to all NKU staff/faculty and students. Parking up close is most expensive, fewer options available and open to all. Parking in lots out further are cheaper. We can collect more from students who want to park close, while allowing everyone parking options that fit them - similar to what is done if we want to park at Callahan. Folks with higher priced permits can park in lower priced lots, but not residential lots providing them with some chance at reasonable parking.
- Our insurance premiums should be based on a sliding scale. The lowest paid employees should not pay the same premium each month for this health insurance as the highest paid employees. The president's monthly net salary is about \$29,000 a month, the \$400 dollar insurance premium is .015% of his pay check, while for the lowest paid employee it might be closer to 17-20% of their pay check. These premiums should be adjusted so the highest paid employee pays closer to 15% of their salary and this percentage should decrease as the employee's salary decreases, leaving the lowest paid employees paying the LEAST for the same health insurance.

Travel

- T&E could probably be reduced if there was a central travel booking department for the whole campus that looks for the best price.
- The provost's discretionary spending -- international travel should be greatly reduced. It is unacceptable for the provost to spend extravagantly when faculty cannot even be reimbursed for a presentation at a state meeting.
- International efforts prioritized against immediate needs on campus and region,
- Decrease trips to Sri Lanka.
- Ridiculous and incredibly expensive trips to Sri Lanka, for one.
- Administrative travel within the state and abroad. How about looking at local recruitment and not worry right now about opening new study abroad areas!
- Stop sending large contingents to foreign countries.

- Paying for international travel to conferences when we have to scrimp on printing for classes. /
- International travel (Sri Lanka)
- Limit number of people attending the same conference or travel expedition.

Utilities

- Waste on utilities--lights off, use of high efficiency lighting, adjusting temperatures.
- Turn off the lights. It is a small thing but there are so many lights left on at night and over the weekends.
- Add motion sensors to lighting areas so that lights go off in rooms when they are not in use.
- Add Xcelerator hand dryers to bathrooms to reduce paper towel use.
- Turn down heat in buildings by 5 degrees on Sundays.
- Invest in solar panels for clean energy production on buildings - would this be cost effective over long run?
- I would LOVE to have dimmers installed on my office lights. I do not need the lights at full "volume." Ditto for some of the classrooms in non-renovated buildings. That could surely save money and our eyes!
- When I first came here there were stickers all around the light switches to remind people to turn off the lights when they leave their office or classroom--bring those back! In buildings without the auto lights in classrooms, this is still relevant today!
- Make all lights based on motion sensor. So many people leave lights on in empty rooms.
- Better adjust climate controls in buildings- lots of wasted heat and air conditioning.
- Reconsider whether every faculty member needs a phone. I seldom use mine.
- Motion sensors for classrooms to turn off lights when not in use and for hallways to turn off half the lights after 9 PM.
- Why does the university pay some administrators' cell phone plans?
- Becoming more green in many buildings
- Removal of water structures near the library.
- Running the fountain, etc., when there are brown outs in the summer.
- Building windows are single pane allowing for significant heat loss. We need up to date insulation and energy management.

None

- We are already running really lean. Further cuts are to the bone in many cases. I don't believe that given the current conditions it would be appropriate to point fingers.
- No clue, I think they cut costs well.
- I doubt that NKU has much fat to cut. There might be a few individuals whose compensation is unnecessarily high, but it probably wouldn't make much difference to change those.
- None that anyone would like to hear.
- None.
- None at the moment

Other

- Take away ProCards and reimburse employees for their spending.
- There are seems to be a trend where much funding is spent on big projects, and small projects (conference fees, 1 night hotel stays) are not possible.

- Email...the amount of time spent processing individual email from the provost and other NKU administrators, flyers, campus news letters,etc is overwhelming. Consolidation is needed.
- I think the highest priority should be given to hiring new administrators that can pull the reins in on tenured faculty who discriminate and abuse other faculty and staff.
- Hire and retain faculty instead of shrinking and leaving positions unfilled.
- Search process streamlined
- Construction equipment which tear up and destroy parking areas such as adjacent to and behind the tennis courts.
- Library collections
- Areas that don't support student learning, success and safety could be cut. (Important areas here include not only faculty, but OFA, the registrar, the library, the police, etc.). Ancillary expenses (outreach programs, unnecessary travel) could be cut. But that decision to spend an extra \$5 million a year going DI, combined with the downturn in the economy and the KERS disaster, have a created a "perfect storm" where we are failing to invest in the very core of our mission - student learning and success.

10. In addition to looking for areas in which to reduce expenses, NKU can also consider ways of generating additional revenues. Please provide any suggestions that you have for ways that NKU could generate alternative sources of revenue.

Note: Individual responses with multiple comments have been broken up by category.

Administration

- Reduce administration.
- This is a harder "sell" since it is not what I was trained for. What I can say is what I think we should NOT do. That is, do not expect faculty to be a part of the sales team. This is what we have administrators for, and rather than think up ways to reduce the pedagogical budget to satisfy the financial shortfall, they should be "out there" drumming up support, and speaking candidly to the local and regional community. Isn't this why they earn the "big bucks"?
- Please provide any suggestions that you have for ways that NKU could generate alternative sources of revenue: Isn't this the job of the army of development people that are being hired to do this? I don't see any results from these hires!
- Streamline administrative lines. Take a GOOD look; NKU is so top heavy it is about to topple over!
- Quality will attract more students. Start focusing on the teachers we have instead of hiring more and more administrators.
- I wonder if the advancement operation of the university pays for itself. In the budget model presented to colleges, advancement and athletics were presented as expense areas but not revenue sources.
- Will it lesson the security and further erode the working conditions of faculty? Judging from session I recently attended, the answer is probably yes.
- Improve campus relations with local community leaders. The near total absence of local representatives at this year's Fall Convocation was evidence of a stunning rupture in campus-community relations at the Administrative level.

Arts

- Subscription services to campus events: concerts, galleries, planetarium, lecture series.
- We provide many things for free to the community in Fine Arts. We should charge for these events and specialty showings, etc.
- The arts engage people, bring them here, and generate money more than any other area or department. Increase the funding of the arts and build a stronger reputation on the Arts here at NKU!

Athletics

- Market the sporting events better to draw more attendance/revenue.
- Do fund-raising at athletic events, to pay for athletic costs.
- A football team... ha I got you, just kidding.
- Make athletics self sustaining.
- In the budget model presented to colleges, advancement and athletics were presented as expense areas but not revenue sources.
- The METS Center, the arena, and Division I athletics have lost money.

BBT Arena

- Rent out BBT center more often.
- Improve access and parking to the arena so more acts book there. Analysis has shown that acts don't book there because of its mid-size (can't change), access (can change with Highland Heights) and parking (can change).

Campus events

- A small amount of revenue (probably on the department level) include having fee based special events at galleries, planetarium, etc.
- Annual NKU run (1 mile fun run for kids, 5K and 10K for others).
- Have a bake sale.

Class size/Course offerings

- Although it is a great benefit to be able to offer such small class sizes, this is one area that can be examined to increase revenue.
- More faculty teaching smaller in-person classes. What NKU alumni remember and treasure most are their relationships with their professors.
- Too many courses are cancelled that result in lost tuition dollars, especially in the summer. This increases time to degree and the burden on faculty/advisers. We need to be more flexible regarding low-enrollment courses, especially for those required for degrees or GenEd.
- I would also like to see the administration take a good look at program enrollments and consider ways to downsize programs that do not have many majors.
- Do a better job of managing summer and winter sessions. The current pay policy for faculty is ludicrous, as is the many, many little summer sessions.
- Allow a winter break schedule similar to summer school - as was done in the past.
- Perhaps we should have more programs that would educate students in technical areas similar to those that are taught at a community college or trade school. That would make our school more accessible to more people.
- Give faculty in A&S the flexibility to move. Right now, everything is so locked down through micro-management of teaching, seats, and courses that there is zero room for faculty to help the university do anything.
- Improve alumni relations by nurturing students and not treating them like assembly line products. My students have become HUGELY frustrated with limited class choices in the past couple of years.

Community Education/Professional Development/Training

- Training and education - we don't have a local training center for human services/social work/counseling professional in our area. NKU could be the leader for that as many other colleges are for their community. It wouldn't be a big money maker, but it would pay for itself and it would be good for the university community partnership.
- Incentivize and expand professional development workshops that are provided by faculty and staff for the community.
- Offer more certificate programs.
- Organize short-courses in areas of expertise. These would have to be top-notch, with course developers provided compensation for development and teaching of work. The short-courses

can be priced much higher and tailored for working professionals. It might be understanding spreadsheets or communication in stress, etc.

- We are a hidden treasure. We need to go after adult students. We also need to think about professional development services and dollars. We could offer many continuing education courses. They could be a few hours and up to several weeks. The content could be professional development or personal development.
- Business trainings, I understand this is a little trade school, however, it would be a constant source of funding
- Providing courses that support area business and their employees need for skills to better perform ex. Excel Bootcamp, etc.
- Community education - non degree programs
- Professional development for local professionals
- Make programs available to the general public.
- Make awareness of certificates more visible to professionals who may wish to boost their resume.
- Increased corporate outreach/training.
- Executive education! (Provided we have good space for it, now that the METS Center isn't an option.)
- Short-courses and workshops for continuing education in professions requiring it could be explored.
- Offer more cultural classes, like UC does, in the evening and on Saturdays, i.e. art classes, drawing, acting, pottery, stain glass, glass fusing, painting, and so on.
- Offer more classes geared toward workforce development.
- If we could figure out how to provide truly meaningful (and affordable) online programs for various types of education professionals, I think there would be a lot of interest. The question is whether it can be done in a way that sustains quality.
- Create week-end and summer based (professional) workshops/certificates/licenses with easier access to higher ed. for local working population (possible enrollment without high school diploma or tests).
- More continuing education courses?
- Fee based professional development for those professions requiring continuing education credits.
- Look for ways to offer interesting classes, workshops or travel opportunities for older people who are retired.

Corporate/non-profit partnerships

- Look for opportunities for corporate sponsorship of classes that will work on a project.
- Client based projects for local for- and non-profits.
- More partnerships with the business community, although NKU already seems to do very good in this area.
- Endowment of particular classrooms? We used to have this at the university I studied at. Not only did the endowment pay for any upgrades needed, but it advertised a connection with an alum or other local business entity interested in the university and what the department had to offer.

- Provide research services for local businesses or organizations. Can we outsource ourselves?
- Increase collaboration with regional and national business industries, for employees to attend NKU.
- Increased outreach. It must be a goal of this campus to have all parties (with students) to be engaged in the external environment.
- Arrangements with community organizations and companies.
- Put a focus on the new HIC with a cluster higher, working with area hospitals to ensure it is staffed with visionary thought leaders in health. The area hospitals and businesses may provide support if they help build the program needed for the area.
- For clinical or practicum courses, a higher credit hour to hours in the field is necessary.
- Collaborate and coordinate with community agencies or companies for shared positions for applicable projects.

Donors

- Donors seem like the most obvious choice here, but endowments would be the best route since it is sustainable money.
- I think we could do a better job of maintaining contact with (and raising money from) our alumni.
- Increasing philanthropic gifts.
- Improve faculty morale. In turn faculty will be more inclined to donate and support NKU.
- Treat students as future alumni-donors. Any practice that demeans students results in alumni who will not donate.
- It would be nice to see the administration attend events in the community beyond those involving sports or health organizations. It is noticeable to many members of the community if you are not a part of either of these interests, the NKU administration does not care about you. Therefore, these people are withholding donations.
- Improve alumni relations by nurturing students and not treating them like assembly line products. My students have become HUGELY frustrated with limited class choices in the past couple of years.
- More alumni events.

Facilities rental

- Renting the gym facilities to local sports groups for practice and/or leagues
- Booking more venues on campus for outside parties
- Advertise our conference facilities heavily.
- Market our ballrooms to local high schools for dances, homecomings, snowballs, and proms.
- Market ballroom facilities for wedding receptions and rehearsal dinners. Our graduates in particular should be encouraged to come back to campus and enjoy perhaps an outdoor wedding by the lake followed by a reception on campus. Many campuses have chapels for this purpose. We don't need a chapel, we just need a marketing Campaign to sell the facilities we already have.
- Empty space -- leverage our space for companies, organizations, community events, etc.
- Renting facilities to companies etc. to generate revenue and close unused facilities.
- Rent spaces to local high schools for their school plays, dances, and other events.

- Renting out space on campus for events in the community like high school graduations, formals, proms, or lectures (A.L.i.C.E. trainings)
- We have empty campus space on weekends and evenings that we might be able to “rent” to local businesses/organizations.
- Rent classrooms during the summer and breaks for conferences.
- Renting out space for high school and community activities.
- Are we allowed to rent out venues for other groups? We might not have many wedding-appropriate locations, but campus is looking better and better all the time.
- Offer mini informational sessions. Not for college credits, more informational, maybe made up of two-three gatherings. Just different skills that students, local vendors, etc. would want to share with the community for a small cost, which the university could take a share of. Like renting out an auditorium to a motivational speaker, or letting vendors set up tables in the Student Union.

Faculty

- Encourage high-paid faculty over 70 to retire
- Do post-tenure review and get rid of faculty who aren't doing the minimum required of our job.
- Until we can create a stable model of paying our employees with annual increases, growth needs to not be our priority.
- If NKU addresses faculty and staff morale problems, this will directly address the student retention issue which ultimately generates most of our revenue.
- Improve faculty morale. In turn, faculty will be more inclined to donate and support NKU.

Food service

- Let companies compete (bid) for food services on campus. An exclusive agreement with one company seems limiting and possibly more costly.
- Expand dining hours on campus to generate more revenue. Leaving campus to buy food elsewhere is a hassle for students and faculty that are burning the midnight oil (or just miss the lunch break), and the money goes to other businesses when that money could be kept on-campus.

Graduate programs/graduate students

- More grad programs.....physical therapy PhD or pharmacy degree.
- Reduce graduate tuition to increase graduate enrollment.
- Give credit to undergraduates or graduate students to be research assistants instead of paying graduate students

Grants

- This question makes me a little nervous. I specifically came to NKU because I wanted to teach, not chase grant dollars. Will it soon be the expectation that faculty generate revenue in this way?
- Hire individuals who specialize in securing grants - and that would be their primary purpose, not teaching or other admin responsibilities added - for each college and if possible, even hire one for each department on campus. Asking current faculty to take this on with their current responsibilities is a set up for failure since successful grant writing takes time, research, and a central focus in order to get funding.

- Have administrators land some grant money.
- Allow those who write grants to keep more of the grant money. That could encourage folks to write additional grants.
- The university cannot continue to urge departments to function on grants – they are not sustainable. In addition, this urging has forced departments to lose focus on forward motion because they spend all their time writing grants.
- For more than a decade, faculty have complained about post-award grant management. Zero has been done to address their concerns and the results are not simply a pitiful overall grant-funded project; this also hurts faculty and students who could be pursuing additional funds.
- Increase grant writing - develop a grand writing team to guide the university and increase opportunities.
- By having larger classes, more students, etc., faculty, who could normally write more grants, now are being drained of energies needed to write and then do the work of grants. So thinking that faculty can generate more grant dollars is probably not a viable idea until we can someday manage a reduced load for those grant-writing faculty.

Growth/Accepting Funds with Strings Attached

- NKU does not need any more funds. Its problem is accepting funds with criteria attached that create more problems for us. We need to allocate existing funds appropriately - faculty/staff pay is where we need to start - this is our problem. If I was offered a million dollars but must use the funds to build a house and was not allowed to resell the house, I would have to decline. I can't afford the maintenance, utilities and taxes. NKU needs to stop building more buildings that it cannot staff and maintain. This only creates more problems. We are not in a position to grow this way. Until we can create a stable model of paying our employees with annual increases, growth needs to not be our priority.

Housing

- Look into outsourcing campus housing.
- Maybe trying to market the dorm rooms to non-NKU-students as a place to live during the summer, if they are not already filled to capacity during the summer. Many big-city universities do this.

Intellectual property/technology transfer

- Develop more technology transfer by way of grants, sponsorship, and intellectual property with related curriculum to add revenue.
- Patenting of intellectual property

Online classes

- FEWER online classes.
- Growth of online education programs is self-limited by the current lack of resources. Providing adequate infrastructure for online education will improve student retention and allow these profitable programs to grow.
- Teaching that results in higher revenue like online courses and summer courses should receive more emphasis if we want to try to increase revenue.
- More online classes/degrees/certificates to attract more out of state students.

Parking

- Develop a bicycle program so on-campus (or near campus) folk can bicycle saving on parking maintenance costs.
- Raising parking is a pay cut.
- Parking attendants are a waste of money in the key-card era.
- Fix visitor parking garage gate. We've had free parking since August.

Property

- Sell some of the additional land that NKU owns.
- Look into developing the Rt. 27 gateway property.

Publicity

- Continue to and do more of faculty exposure, letting the community and government know of the value of the people that serve here. Advertise to alumni as well.
- Better publicity. Most other schools don't think that highly of us and are surprised when they come to visit.
- More branding. The bookstore has very limited merchandise compared to institutions of similar size.

Retention

- Just the obvious: Raise tuition, increase retention.
- Obviously, student retention is the key. Investing in what all the students that come to NKU have in common--learning--should make for increased revenues. Helping faculty (both full and part time) to become more engaging and motivational would be well worth an additional expense. A teaching and learning center might be a wise investment.
- If NKU addresses faculty and staff morale problems, this will directly address the student retention issue which ultimately generates most of our revenue.

Service Providing

- Stealy Library should charge the public when it provides copyright/trademark services.
- Some programs can generate income based on what they do. Agriculture through farmers' markets; Computer science through app development
- Create a university consulting consortium of expertise that could be marketed to all types of for-profit and non-profit organizations. We have considerable knowledge and expertise on campus, but offer it on piecemeal basis depending on faculty interests, availability, and course focus.
- Launch a business development incubator
- Our centers could be a source of funds rather than being an excuse to reduce teaching.
- Encourage innovative practices by allowing complete control of revenue generated.
- Reward departments for revenue generation.
- Provide access (for a fee) to people in the community who want to access our library resources (journal articles, etc.)

State funding

- As President Mearns has said, a new state funding model is needed.
- Encourage more State investment in NKU and higher education in general. Lobby the state to adopt the "magnet" school model used at the K-12 level of education whereby funds are

allocated to schools based on their specialties. Schools that excel in the arts get more money for their arts programs. Schools that excel in athletics get more funding for athletics. Schools that excel in Law or Medicine get more money allocated to those programs, etc.

- State funding.
- Controlling the discrimination/harassment may help with the state appropriations and the number of students who enroll.

Student recruitment

- Increase enrollment by being more aggressive in recruiting students from across the river.
- Increased emphasis on attracting foreign and out-of-metro students who would pay higher tuition.
- Work to recruit students from Ohio/Cincinnati by offering competitive funding for these students.
- Faculty have to realize their role in student recruitment. Many of our students are here because of "word of mouth." Increasing enrollment is one of the best options I know to increase revenue.
- Build "pipelines" to the high school teachers who send us the best students. Last year, the Math Dept. started an initiative to do exactly that. Details of that effort are available.
- More aggressively recruit students from OH, particularly undergraduates. Perhaps reduce the Metro rate in order to help get students to come across the river.
- Admit more students: while it is nice to see our median ACT rise, if we need the revenue then let's admit and enroll more students and be less concerned with rising admittance standards.
- Perhaps our admission criteria should not be overly rigorous.
- The campus needs to stick to their bread and butter....bring more students in and give them a good education.
- Concentrate on becoming better academically, so there's a reason to come here.
- Developing matriculation agreements with local community colleges and technical schools might be another way to increase revenue.

Tuition/financial aid strategies

- We may retain more students in the long run (and thus retain more of their overall tuition dollars) if we adopt a tuition-freeze model for each incoming class (i.e., you pay the same rate for all 4-5 years).
- Offer financial aid for students with payback based on a percentage of earnings from job obtained after graduation
- We need to examine the cost of tuition & fees.
- Raising tuition hurts students.

Utilities/Conservation

- I think it would benefit NKU to look towards the Cincinnati Zoo and their solar array as a way to generate power and save money on utilities. We have garages and parking lots that would benefit from large solar arrays.
- Energy independence. If NKU can generate more power than it consumes it can sell power back to the local grid. NKU owns a lot of land that is currently unoccupied. A solar array should be

considered. It is also a very windy campus, harnessing wind power should be investigated. Rainwater should be collected for groundskeeping.

- Sports team vehicles should be electric.
- Mandate all syllabi be digital.
- Refurbish infrastructure. Older buildings lose thousands of dollars in heating/cooling costs.
- Install motion detectors for lighting in all rooms of all buildings to save electricity.
- Autoflush toilets to save water.

None

- N/A
- This turnip has been squeezed to the maximum.
- None
- None I can think of.
- None that anyone would like to hear.
- I have no idea.

Other

- Reducing the amount of CLEP or total amount of AP/IB credits possible for incoming students would better protect our General Education learning outcomes and also generate additional income from students taking more classes.
- Install pay toilets /
- Perhaps faculty could be charged a rental fee for usage of our office spaces?
- We could also add pay toilets similar to what one might find in European countries. That could generate a good deal of funding across campus.
- IT costs increase with neglect. It is better for IT to be proactive and technology to be up-to-date than troubleshooting old operating systems, etc. Ensure that ALL FAQ and documentation on software (especially courseware like Blackboard) is up-to-date so that users don't have to contact IT in the first place.
- Also, our new "branding" component is excessively bureaucratic. The fact that the university should have only ONE brand when it houses so many disciplines is absurd. If you want creativity you must listen to the units, not dictate to them. And you must allow us the flexibility to do "our thing," much of which is time-sensitive, rather than take weeks to "approve" an initiative.
- Support karate taught in the public schools, build instructional karate dojo, organize regional and nationwide demonstrations and competitions
- Support self-sustaining entrepreneurial efforts of faculty through reassigned time, etc.
- Many of the increased revenue generators have a negative impact. Raising tuition hurts students. Raising parking is a pay cut. Increasing the use of adjuncts hurts our students. The METS Center, the arena, and Division I athletics have lost money.

11. Please provide any comments or questions that you have regarding NKU's new budget model. For more information on the new budget model, see <http://newbudgetmodel.nku.edu/>

Note: Individual responses with multiple comments have been broken up by category.

Accountability

- And most importantly-- the new budget allows colleges and departments to overspend at will and then other colleges are taxed heavily to pay for the overspenders. There needs to be much more in the way of accountability and making units stay within their budgeted amounts.

Administration

- Speaking only for myself, I don't have the time or interest in knowing details of the budget. A well-functioning organization is one in which people do what they are paid to do and do it to the best of their abilities within the parameters imposed by resources. I am a professor. I am paid to teach and learn with students. That is what I want to do. Administrators are paid to construct budgets and ensure that the faculty and students are supported with the resources necessary to do their work. That, of course, requires trust that each group will do its jobs with the best interests of the organization in the forefront. I hope we can get to a point in which that can happen.
- Lastly, it seems to me that we are creating a budget model that doesn't suit us well and will take up more time, energy and resource than it can possibly generate. The most effective model there is is a benevolent despot. Can we find one?
- The new budget model is a fraud and a joke. While this model will provide the appearance of data-driven decision making to the administration, it is hard to see how it will actually cause any choice being made by administrators at any level to be different than the choice that would have been made under the old budget model. Simply paying the salaries of current employees, subsidizing the athletic program, and paying other non-discretionary expenses will always eat up the lion's share of the budget. The small amount of the budget that can be seen as discretionary (at least so long as employees never get raises, which would eat it up) was always subject to being spent however the administration wants to spend it, and this will not change.

Allocations

- I keep hearing about the 70/30 split for college of instruction vs. college of student's major. I keep hearing about increased enrollments at COI. Is it possible that some of that is market-driven but that some is from what I will call "shiny place" syndrome? On some level the new budget model assumes we are all starting from a level playing field, but are we? When you look at the numbers, is freshman matriculation in majors impacted by the location of the major's home office (i.e., in old buildings (say Landrum or Founders) vs. new spaces like Griffin)? Is it harder for humanities and social sciences disciplines to recruit and compete with facilities like Griffin and the majors housed there? Does the inequality of space impact student desire to attend NKU and/or declare a particular major? And if students are going to be forced into declaring a major (or intent) in order to determine where the funding goes, is that really starting everyone on an even playing field? I don't mean this to sound like sour grapes (as I happen to like Landrum and Founders), but do students? And if so, and our revenue is now dependent on the whims of an 18-year old...???
- With multiple overhead pools, the methodology of allocating funds leaves much that may not be readily apparent.

- If we go with the new budget model, the units that generate more dollars need to be rewarded and not be penalized. Having money from all units for some units that do not generate funds does make sense so that NKU as one institution can function but not to have each unit charged for every item (e.g., use of classroom) because that unit is supposed to generate funds but then funds are taken out for the other units that are not as successful or are not generating any funds. The current model appears to be a mix. If so, be clear on what percent is taken off the top for non-generating units and other services that are necessary for the university to function as well as not charge each unit for usage.
- Has anyone thought of how budgets ideally work? For example, a family of five is going to spend more on the baby and the senior in high school than the middle children, but are they the biggest producers for the family? NO. This university needs to build a budget as a collective unit, some departments are going to need more money than others, some will generate more, but not necessarily are the producers the users.
- This type of short-term award/punishment will discourage people from trying out new ideas, and instead to march safely along so that they do not get the blame for lower budget funds.
- Under the new budget, colleges will fund non-academic support services. Initially, this seems reasonable. However, upon further consideration, there are a number of foreseeable problems with this strategy. First, without more detail, it seems as though the colleges will have little ability to adjust the amount of the fee or tax given that the costs are, for the moment fixed.
- Second, the autonomy provided by allocating funds directly to the college seems to be offset by the continued requirement to seek services from the offices on campus. While it seems unlikely that external service providers would provide similar services for lower prices, creating a system in which the customer is beholden to a single entity for a good or service seems prone to abuse and discontent.
- Additionally, there is nothing yet in place about how the administration will ensure quality work out of support services that will tax the academic departments. If our budget is going to be performance based, shouldn't organizations like IT also be performance based?
- Why has the new budget reduced funding for some colleges? Why don't we start with a model that retains current college budgets?
- If a student doesn't pass a class where does the money go, as the new model states that money will go to "Credit hours passed"?
- This is not rocket science - do a fair cost-benefit analysis and reduce funding to units which are either under-performing or whose cost-benefit ratio is weak and increase it for those areas that are growing and providing greater upside to the University.
- It is not a problem that those colleges that do well have to subsidize those that do not; the problem is that there seems to be no way to encourage those that do not do well to change behavior.
- Sounds and seems just like the old budget model-- just different words and emphasis. But the bottom line is-- there still seems to be little autonomy for colleges to use their funds as they prioritize.

Athletics

- First - Why is athletics off the table on this? We were told the shift to Div I will pay for itself. Has it? I doubt it. Not by a long shot.

- Given the need to pay for the sports franchise, it is unclear what the new budget model does that the old one did not--the sports machine is fed first as a priority and no rewards are available to the rest of the institution for performing well, or not.

Deans' power

- The power that this gives to the Deans is troubling, particularly since we can't trust our Dean in A&S. I'm not convinced that she has the best interests of everyone in mind--it seems to be more about her.
- As usual, it appears that it can (and most likely will) be abused and mis-handled. Deans will most likely be able to dish out funds as they see fit under the laughable belief that they are better qualified to do so.
- It is also bad in that the Deans have too much power to destroy individual departments in funds allocation.

Departments

- RCM needs to be to the department, not just to the college. The way it stops now could lead to future bickering within colleges.
- There is still little to no indication of how a college will fund the department. We have asked for detail from our dean and none has been forthcoming. While the budget model is transparent from university to college, within the college we don't know how transparent it will be.
- The devil is in the details, which happens at the college level. The deans need to get moving on this, so we have a better idea of how department budgets will be affected. The longer the deans take, the more uncertainty there will be.
- Was disappointed to learn that the model only penetrates to the college level. Deans decide how to distribute among departments. Hence departments have no structure to use to make plans that benefit themselves.
- RCM should've been pushed down to the department level, not the college level.
- Stopping at the college level seems like it will have little impact. If this model truly going to incentivize faculty, it needs to go down to the department and probably even the individual level to some degree.
- It should be directed more to the department level, and not controlled so much at the college level.
- Nowhere in the details presented to the faculty describe how much money goes to the department. Yes there is discussion of that, but it seems the distribution ends at the college, and no specifics on the breakdown to the department.
- Personally, I would like to know how a department/unit will be able to increase its funding beyond the college level? I would like to see the colleges demonstrate a model that trickles down to the smaller units so we can be certain we are being treated equitably.
- We still do not have any detail on how money will be allocated from the college to the departments. Without a completely transparent plan, I believe the new budget model will not help any department in my college. Also, for all the effort to develop this model, I believe no department will see much of a change to their budget.

Entrepreneurship

- The budget model DOES NOT reward or incentivize entrepreneurship.

- I'm concerned about the implication of "entrepreneurial." It seems that smaller departments which generate less revenue with which to pay the "rent" for their spaces and equipment needs may fall by the wayside.

Grant funding

- If this budget model is to work well, colleges need support personal like grant writers! CHP was promised a grant writer along with other things, and we still do not have the resources other schools received when they went to college status. If we are expected to bring money in, then help us to do that.
- What happens in a few years, when we start getting charged for research space? Many of us chose to spend our careers at NKU, which was not designed to support R1 research when we came here - our teaching loads do not allow us to work on funding that would "pay for space".
- Based on research intensive universities with strong grant-writing, development and fundraising.

Humanities

- The more things change, the more they remain the same...and sometimes they get worse. I'm sure the STEM disciplines will continue to get their money and the Humanities will continue to be cut.
- I believe this will hurt the arts.

Management style

- The budget model seems fine. The next step is to send deans and chairs for actual management education, as they don't seem to understand that. Despite the so-called "business model" in place in A&S, any business that actually treated faculty the way they are being treated in A&S would hemorrhage personnel and be bankrupt in a year. Draconian budget and set control does not equal good management.

Online graduate courses for other colleges

- The idea that any department should teach online courses primarily for students of another discipline and college, with no funding coming back to that college/department from the tuition, is ludicrous. This is probably not the only way in which the new budget model has the potential to negatively affect students when it comes to curricular decisions.
- It is not clear as to the rationale for having different funding models for undergraduate programs and graduate programs, especially when courses from one college are being used by courses from other colleges. This pretty much works against the stated goal of wanting and encouraging "transdisciplinarity."
- Why are graduate online courses treated differently than all other courses? There has to be a reason for this, but that question never seems to have been answered.

Online teaching/IT services

- See comments about online teaching and IT services. This is a huge concern of mine. I am happy to do the work, but I need the tools to do so.
- NKU IT needs to have a vision. We have been asked with the new budget model to teach more online classes. We cannot do this without proper staffing in IT. Tools from Blackboard have been cut to reduce costs, but this adversely affects the expectations of the new budget model and a

department's ability to be competitive in this new model, especially in my field. I have had to rely on Google Voice to get voice tools in my online class. It works well, but what happens if Google changes things or starts charging a fee? We need more IT support and competent people. I use a Mac and I have heard many times from the IT help desk that "I don't know how to fix a Mac." This is unacceptable at a university of our size. Lack of Mac compatibility has also kept me from being a good advisor since a lot of the functions do not work a lot of the time on Mac, or do not work consistently.

Public/community engagement

- The role of public engagement, which is a cost not a revenue generator, is not evident. Is public engagement no longer valued by the university?
- The integration of public engagement costs into the model has never been discussed at the budget model meetings I have attended.
- The model does not include funding for community engagement, which is typically not a revenue generating activity. Does this indicate a shift away from community engagement?
- Public engagement was not included in the model--it is a cost not a revenue generating activity; is it no longer valued by the university?

Quality/Grade Inflation/Class Size

- There will be increased pressure to improve numbers that matter--course completion, enrollment, etc. How do we ensure that quality remains high under these pressures when the easy way is to bow to grade inflation for instance?
- How can we prevent artificial grade inflation with this model that is based on "successful credit hour completion"?
- I am very concerned that the same model of resource allocation as is used at the college level will also be applied at the department/school level, with a result that departments will start competing against one another, and that will lead to a dilution of academic standards.
- I don't like any model that pressures me to pass students who do not demonstrate knowledge of the course material. But that's part and parcel of everything the administration is doing-- whether or not students learn is not important as long as they are "happy".
- The pressures to graduate and retain students may result in even further grade inflation.
- The budget model promotes grade inflation and lack of student interaction
- It has shifted our focus away from quality education.
- If a successful credit hour is considered to be a D, how do we ensure that faculty do not pass a student who has a 58-59% in the course in order to increase the number of student credit hours generated by the department?
- Much of what I have learned about the new budget model scares me. It seems to reduce department funding to a simple "density of butts in seats" model. This really has nothing to do with providing quality instruction or a quality education. A first-rate University education means providing some classes that may not be "profitable" (especially given the current GenEd framework). The proposed system, quite frankly, will reward programs that lower standards and make classes bigger. Faculty don't want to do this, but incentive is incentive.
- We are rewarding departments/colleges for retaining students, while not giving any incentives for academic integrity. This imbalanced approach can do nothing but lead to a race to make courses easier and easier for students to do well.

- It feels like resources are being allocated according to the number of students who pass our classes. I'm already striving to help every student do their best work and if they want to pass, they will, but some don't care and no amount of cheerleading on my part can help. Let's focus on educating students rather than just passing them through. In the long run, that will be a disaster.
- Where does quality come into the budget model? What incentives are there for quality?
- Concerned about merit based pay for developmental courses, by nature, a fair percentage of students do not pass these courses the first time and seems this may reflect poorly on the instructor/
- Let's not forget our academic integrity and regional mission!
- The budget model largely ignores quality. It is cost control without quality control.
- It creates a climate that encourages lowering expectations of students, inflating grades, and keeping good ideas from becoming widely utilized across the university.

Revenues/Costs

- The awareness of costs/revenue for university business, including academics, is healthy and welcome.
- I'm no expert, but it appears that we've/you've/they've implemented the cost side of this equation already, but the revenue side is still pending.
- We now pay for maintenance/services, which used to be part of the university budget, yet we're not recognizing our revenue- generating capabilities to offset these costs.
- As I understand it, RCM should benefit my department because we generate a lot of tuition revenue.

Salaries (Faculty/Staff)

- However, our problem is faculty/staff pay. The budget model doesn't address this.
- The new budget model should *FIRST*address faculty/staff salary, but sadly it does not. Without keeping our hard-working faculty/staff members, there is no way to talk about student retention.
- I am concerned that our College of Business will lose valued (in the labor marketplace) faculty members if some allocation for salary disparity is not made in the new funding model. Yes, business school faculty are very fortunate to earn higher salaries than other university faculty, but the labor market drives those salaries so if the College of Business is forced to cover the full costs of such salaries in relation to SCH, other programming and resources in the College of Business will not be fulfilled, which could create an environment where our best College of Business faculty members are attracted to opportunities elsewhere instead of building their careers (and university/college brand) at NKU.
- Part-time and adjunct instructors need better compensation that is based on workload, comparable to anyone else teaching the same workload.
- It was very disappointing to see that part-time faculty were left out of any and all bonuses or raises.

Shadow year?

- Considering this is supposed to be the "shadow" year for budgets, we are not even close to having enough information to mirror the new budget with our current budget model. The

timeline either needs to be pushed back another year, OR all concrete information to enact the new model must be made immediately available so people have barely enough time to acclimate.

- Why is it taking so long to actually hear about how the transition is going this year? It still does not feel like a very transparent process.
- It would be nice to have a clear comparison of how things work now to how things will change with the new model (i.e. with some \$\$ amounts shown). It seems like there's a lot of confusion as to how exactly this will work and that a lot of the details have yet to be worked out, so it's hard to know what the end result will be. This is stressful for those of us trying to decide if our departments will suffer, be better off, or stay about the same.
- It is rumored that all the Colleges are currently in the red under the "shadow model" now being run. If so, then the model is useless as a tool for reallocating budgets within the University.

Students/Class Size

- According to those supporting the new budget model, it is not good for students. The new budget model seems 180 degrees in opposition to the strategic plan. How can we do both?
- I feel that this budget model is not in the best interest of the students
- Factory model is not in the best interests of our students.
- Having every class full to the brim may sound good to bean-counters, but the fact is that such a system would be a DISASTER for students, who would be left with almost no choices regarding class scheduling. Such choices are critical to a student body that by necessity must schedule courses around work and family. To be efficient from a student success standpoint, courses and scheduling need a certain amount of free space and redundancy.
- The fact that our new campus CFO stated repeatedly during the A&S College Budget Forum that the new system would be "bad for students" is far from encouraging.
- It seems we are moving away from small class sizes, which is fine if necessary, but then let's admit it and move forward, instead of still talking about it as a potential selling point for NKU.

Simplicity

- Get rid of the promotional propaganda that the new budget model is "simple." I may be, but it ain't.

Transdisciplinarity/Competitiveness

- The current focus on transdisciplinarity is in direct conflict with RCM. Each department is going to be fighting to hold on to its student credit hour generation, and we do NOT appear to be rewarded for collaborating with other disciplines. Who "gets credit" for a transdisciplinary course or project in RCM?
- The focus in the strategic plan on transdisciplinary courses and efforts seems to be very awkward under the "college is the primary budget unit" new model.
- This new model seems to reinforce silos. I don't see how it's going to encourage transdisciplinarity.
- It is going to breed competitiveness and hostility. I already see it brewing, and the model has not gone into full effect yet. Administration is going to have to realize that a competitive budget model is not at all conducive to "transdisciplinarity."

- Curriculum fights are already occurring as colleges jockey for position to get more students and more revenue.
- We need clear and accurate information on how transdisciplinarity and collegiality will be supported and rewarded.
- The budget model does not support structure to shift to transdisciplinary mission, ex. team teaching, student mix in courses, etc.
- The model is in complete contrast to the focus on interdisciplinarity. How can you request all departments work together for the betterment of our students and further silo funding? In the new budget model, it will cost departments, who are already strapped, to work with other departments.
- While I understand there is supposed to be some supplemental funding for transdisciplinary work, this is so far opaque and the transparent perspective is that you risk losing SCH if you're working with others across campus on curriculum development and integration.
- Also--it seems that this budget model has been quite unsuccessful at many institutions that try it out. Is there a way to be more transparent about funding without pitting colleges against one another? I agree the old "provost loves so-and-so and therefore gives money to so-and-so" is not the best model and could be improved, but I worry this new model is only going to make for lots of frenemies on campus.
- We can predict that this model will increase competition for dollars and not increase transdisciplinary projects, so why in the world are we doing it?
- It's not going to work for cross-listed course, or transdisciplinary programs.
- We need leadership from the president indicating that we all exist on the same ship. The proposed budget without this is creating a competitive environment and dysfunctional silos. All parties need to understand that the goal is to improve NKU, not themselves.
- The budget model is confusing from a faculty perspective. Our department only gets more money if we teach our own students. It penalizes departments that have transdisciplinary students, which seems to go against the mission of the school.
- It seems to me that the new model would decrease collaboration across divisions due to the formula for increasing the budget.
- The new budget model may inhibit further development of inter-disciplinary and transdisciplinary programs.
- Third, this type of budget model creates a system which divides the campus. From the start it creates two financial classes. It also creates perverse incentives to undermine other units (e.g., poaching classes), which will require constant vigilance to prevent.

Transparency

- And since the simplicity propaganda is a lie, that raises the question of whether or not "transparent" is also a lie.
- Further, despite promises to the contrary, it seems that the new system will NOT insure that departments receive their "fair share" of funding based on enrollments, but rather will further centralize budgetary power in the hands of upper-level administrators. Once again, this is a blow to transparency.
- Second - It is all smoke and mirrors. Decisions will still be made at the top. But this will give those in charge a better sense of the how and where the money is spent. That is good. But at

the end of the day, substantive decisions will need to be made, now that we know better where the money is spent. So the key is how will these decisions be made? What meaningful input will be sought and how much actual input will faculty have? Forget the budget model. It is the latter that is the crux of the matter. If the faculty do not have a proper role in this, why ask or care what budget model we use.

- This still seems to be a model that benefits the few. It is not transparent to me how it will work.
- The new budget will only be embraced if there is transparency. With multiple overhead pools, the methodology of allocating funds leaves much that may not be readily apparent.
- Finally, although the new budget model was touted as being a vehicle to increase transparency and accountability, from a faculty perspective it has yielded precisely nothing in either of those respects so far.

Uncertainty/Confusion/Fear

- For all the information sessions, etc., it lacks transparency and creates confusion as many questions remain unanswered.
- It's difficult to evaluate the new model until it is operational.
- I fear, and this may be proven false, but I fear that RCM is a form of leaderless market-driven retrenchment, which will transform the university into professional school with degrees that have short shelf life and do little to advance our students by standards of social economic status.
- Looks like attempt to retrench and kill off less profitable majors.....but I guess not many choices in current budget climate.
- Faculty do not see how this will help them pay the rent.
- Mostly, we seem to be in the dark about exactly how the new budget model will affect our college and department. Details about how funding is actually going to be distributed would be useful in order to judge the new budget model.
- The new budget model seems to have a lot of areas that do not apply to every department and/or college. In recent presentations it seems that many of the details were still very unclear.
- Overall it seems good, although there are specific areas that could be worrisome. I think we need to know more about what is going to happen at the college level before much can be said one way or another.
- I went to the presentation about the new budget model. It was confusing.
- It's disturbing that so many questions are answered with "We don't know." "That should be funded by indirects" or "it's up to the deans."
- It is unacceptable how long it is taking to provide any real and pertinent information to the campus community at large about the new model, how it will be implemented, and what to expect.
- I am concerned about changes that no one is committing to comment on right now - and then will change down the line. For example charging departments for space - right now everyone is saying not to worry about it. What happens in a few years, when we start getting charged for research space? Many of us chose to spend our careers at NKU that was not designed to support R1 research when we came here - our teaching loads do not allow us to work on funding that would "pay for space". I'm sure there are many more issues connected to the new budget that people are overlooking now and will become major problems in the future.

- The entire process has not been communicated well to faculty. We feel very out of the loop and our concerns are not being addressed.
- The sessions explaining the new budget model have raised more question rather than addressing questions. In our session the provost was unable to address any significant question. She seemed to say what she thought faculty wanted to hear, but she clearly does not know or understand the intricacies of the model. She kept repeating that the colleges would get all the tuition and the state allocation -- but was unable to answer questions about how the remainder of the university would be funded, how the funding would be distributed to the colleges and then the departments, what would happen if a college was unable to meet the required expenses, etc., etc., etc. We left the meeting confused and concerned that there would be MANY problems with implementation. Potential for a rough transition should not be ignored -- hopefully someone understands the model and is working to address the remaining issues.
- It is still not clear how the departments and colleges will be funded.
- The model is based on research intensive universities, not universities similar to NKU. I have grave concerns for my college.
- So much isn't known about the budget model.
- More critical, it is a model that has not been communicated clearly to the general university community. Yes, there have been meetings and websites, but this was a decision made outside of NKU community consultation, so most faculty and regular staff (not to mention students) are listened to but nothing more. Indeed, I wonder how many have not filled out this survey for just that reason.
- It seems the new budget model is designed to get rid of programs and faculty associated with those programs.
- I hear a lot of "we don't know how that will play out yet" or "we can't make that commitment until we know what the impact of RCM will be on our budget". Though we talk about transparency, I do not think our upper administration can be transparent when they don't know what to expect. And that is a discomfoting place to be when even our leaders don't know what to expect, yet we're heading there anyway.
- Deans and chairs are nervous because they don't know how they will be impacted by this new model. Although I think this will all settle down at some point, there seems to be some lack of collegiality right now that was not there before.
- I am worried about the incentive based programs.

Negative Impressions

- The new budget model is just toward a WRONG direction.
- Sad to see NKU is so much more of a business than an institution of learning, and understandably out of necessity, given the state's (utter lack of) funding for NKU.
- I think I've said all I can already. In conclusion, it is NOT the right way to go, even though I know it is the road we are taking anyway, and my opinion is not relevant at this stage.
- The benefits of the model are still not evident. It seems to be a model that is based on Research universities rather than ones similar to NKU.
- It is an outdated model that does not lend itself to academe and doesn't work well in business either.

- Looks to be adding responsibilities to the departments and faculty in the name of expanding our freedom.
- Still appears to be a rich-get-richer model with built in support for the arts.
- President Mearns and other administrators were given feedback that this type of model has been disastrous in other universities, but that feedback didn't matter.
- My research has found that this is a bad budget model. It hasn't worked very well at other universities, why should it work better here? The personnel on this campus aren't that good.
- The burden seems to be placed squarely upon the shoulders of the faculty.
- Not convinced that it will be equitable
- I have read articles and done research on the RCM model and have been unable to find lists of non-R1 institutions that have successfully made the transition to an RCM model of funding in times of financial strain such as ours. I am extremely concerned what the impact on an already low campus morale will be. I hope I am wrong in my concerns, but I haven't yet seen or heard anything that gives me confidence in the process or the eventual outcome.
- It is unfair and puts emphasis on data. What exactly is data? How can you judge a quality education by a number?
- Why is it that not a single administrator has been able to explain this model? If those who propose and trumpet it don't even understand it, how can they possibly know that it's a move in the right direction? Certainly, after all the lies they've been caught in, they don't simply expect faculty to toe the line and just trust them.
- We will see if it will work? For one thing, it is pushing the institution more toward a business oriented entity, with only goal it seems to generate more funds.
- Since it seems that some colleges and units will continue to receive levels of funding that are not commensurate with their lower level of productivity or teaching load, I don't see anything new in this model. Sounds like we are going to spend a great deal of time and effort on implementing this model when in 4-5 years, the fundamental funding structure will really be no different than it is today.

Positive Impressions *(Note: many of these were also accompanied by reservations, which have been put in their corresponding categories)*

- I think this budget model will actually be really helpful.
- I am excited to see it roll out and the impact it will have on NKU.
- It is always hard to change. It seems to be more equitable and look forward to having all rolled out and fully functioning.
- I like the concept, I think it will be good in the long run; however, in the end it is simple math, we have X dollars when we need greater than X dollars to run what we currently run.
- Looking forward to it
- No further comments; the new budget model is planned and designed well for the multiple NKU purposes.
- RCM could save this place if implemented correctly. Whether that will happen and faculty will wake up to this reality, it is not known (or expected).
- It's nice to have a budget model that creates a more accountable and efficient use of the funds we receive.

- I understand the need for the new model, or at least a model that incentivizes revenue creation, and I appreciate the effort to put us on a more sustainable course. However, I don't understand how the new budget model matches certain university priorities, specifically transdisciplinary curriculum development and small class sizes.
- At least this gives us a start to see how funding will change at the higher levels.

None

- N/A
- No comment
- No comment
- None
- Running out of time for this survey. Please ask again in the future.
- I have heard a lot about it, but I need to see it "in action" before I can really comment in it.
- I don't know enough about the new budget model to comment. Will need to see how it works in action before I can give appropriate feedback.
- None

Other

- We need to know the full and true cost of the consultants.
- Don't become another UC - that place is a disaster
- Should be better...
- Not really important because it does not generate revenues. Tired of hearing about- no big deal.

12. Please provide any other suggestions, comments, or questions that you believe might be helpful as the university considers budget priorities for the upcoming fiscal year.

Note: Individual responses with multiple comments have been broken up by category.

Administration/Decision makers

- This comment regards the structure of grants, fellowships, and travel funding available to faculty. In recent years, more and more funding has been moved out of the hands of Dept. Chairs and into the hands of Deans and other administrators -- who often have far less knowledge of the faculty and the work they do than do Chairs. This is a distressing trajectory, especially given the growing disconnect between faculty and higher level administration at NKU.
- Greater transparency in budget allocations and spending at NKU would also be welcome.
- Rumors abound about the cost of administrative trips, administrative searches, budget consultations, and poorly conceived branding websites, but there seems to be NO effort or desire on the part of the administration to do so. Given plummeting faculty morale, a growing climate of distrust, and significantly increased fiscal oversight directed at departments and faculty, this failure to provide equivalent transparency by the administration only makes things worse.
- Reduce the number of administrators that are currently to be hired.
- We need to reduce the size of the central administration.
- How about trying common sense for a change? Don't spend frivolously; don't overestimate revenues.
- We need an administration that will focus on stewardship through lean times, rather than rolling the dice on "signature" initiatives mainly designed to serve as resume-builders for ambitious administrators looking to chalk up "accomplishments" in order to move elsewhere.
- Yeah, stop spending millions on crap and spend it doing things like TRULY identifying why NKU has retention problems. Instead of implying the fault lies with faculty, FIND OUT the true reasons and see if there is a better way to address them.
- SERIOUSLY LISTEN TO THE CONCERNS OF FACULTY AND REGULAR STAFF. The general low morale across campus (more acute in some units than others) has to do directly with the imposition of ideas, not honest and open discussions. There seems to be little respect accorded the "citizens" of this university by our administrative decision makers, despite "attempts" to appear open. In the long-run the top-down approach could prove disastrous, and for me is the core of the challenges the university is facing over the next few years. Step up and face them and we can work through this TOGETHER! As a part of that dialogue, place greater attention on pedagogy than book balancing. This IS a university, no? I believe that more attention to education and increased respect for its practitioners is the "trade-off" that will truly bear fruit and propel NKU into its proper role as a 21st century institution.
- Stop whining about state funding and make decisions.
- We need to stop hiring consultants.
- Involve more faculty and staff in the decision making process.
- Don't know and don't care. I'm ready to ditch this place unless the administration is canned.

Athletics

- The amount of spending on Division 1 athletics and absence without adequate fundraising should be addressed. A plan to make athletics a net positive initiative, with specific timelines, should be developed and communicated. Like every other endeavor, if it is not cost effective

(ideally, it should be a source of revenue that exceeds its cost), it should be held to the same accountability metrics as the academic programs.

- To whom is athletics responsible?
- End Division One sports
- We need to get out of Division One athletics, though that won't happen.

Budget model

- I have heard multiple people state that this type of budget model has been successful at other universities similar in nature to NKU. However, when I have heard individuals ask administrators or consultants for specific examples, I have not heard them respond with specific details. Given the magnitude of the change and the funds required to hire consultants to implement the change, I would expect clear data could easily and quickly be provided.
- The structure for course enrollment revenue is creating competition and the risk of decisions being revenue driven vs best practice.
- Seeing a total budget pie would be helpful along with administrative/staff salary ranges.

College of Arts & Sciences

- Fund A&S. We fund the rest of the university with our teaching. Yet while the so-called "career colleges" are the kids asking for Jaguars for Christmas, the kids in A&S are asking for socks. It's beginning to look like a production of Dickens over here.
- We have experienced a sea-change in the College of A&S in which faculty working conditions and morale are worse than ever. Enact any budget priorities that might help to reverse this trend.

Faculty/Staff Salaries

- Invest in people.
- Prioritize faculty and staff--they are the greatest resource of this university. Our administration has forgotten that!
- To help offset the poor morale on campus, raises to all faculty and staff would be nice. Perhaps the administration should consider postponing funding some of their strategic initiative pursuits in favor of at least a cost of living increase across the board if not a true merit raise.
- The most important issue to address is faculty and staff salaries.
- Something has to be done about pay raises and retention of faculty and staff. Despite tenure and job security, it may not be financially worth it for some people to stick around over the long term.
- It should be abundantly clear that the lack of even Cost of Living raises for the faculty and staff over the past too many years has caused a deep dent in morale. The funds being spent for Division One status and upper administration salaries is an embarrassment and a detriment of the faculty and staff. But no one cares. That's the real problem with NKU.
- According to the Consumer Price Index, I had more buying power in 2002 than I do today. I'm sure I'm not the only person in that situation. There are departments in this university where no senior professor is being paid CUPA for their discipline. Surely not *everyone* in those departments is so lousy? That's why I placed equity and compression issues at the head of the list in question 4. And reduced teaching load went to the bottom of question 3 because I know full well that the university will never fund that as a true differential workload. The money simply is not there, and the administration has already stated that it will not recognize service contributions at the same level as scholarship. And the "active scholar" nonsense is guaranteed

to create a two-tiered faculty and, even worse, a two-tiered system of academic departments (there will be some departments with no "active scholars" and they will be penalized).

- At the least, I would just like to regain what I have lost in salary due to inflation. I was on the hiring committee for a former colleague at another university. Despite having two years of service ahead of her, she now earns \$17,000 more than I do.
- We need significant raises NOW.
- Faculty and staff have had only a small number of minimal raises over the past ten years. I personally know five faculty members who are actively searching for new positions primarily because the university does not make a long term investment in its people. While the one-time bonuses are nice, they do not substitute for the recurring raises that compound over time. Raises are a number one priority.
- Remember that we at a teaching university, so need funds directly focused in that area, NOT in Administration.
- Unfortunately, we have asserted that our only hope for pay increases is based on some funding allotment from the state, so any budget priority list becomes irrelevant to achieving this. We need to focus the conversation on appropriate allocation of existing funds towards faculty/staff pay. Until that happens, budget priorities are moot at fixing our biggest problem.
- The morale of the workforce needs to be addressed as priority number one as the budget is being determined. What's most valuable to employees are the following criteria: Trust, Credibility, Fairness, Pride, Respect, and Camaraderie. It was just a few years ago when many at this university were working towards consideration of being the best place to work in Cincinnati. That is not the feeling I get today. We have gone through tough times on several occasions during my time here. I always felt that we were all going through the tough time together. We were sold the idea that if we did extra work, volunteered for more activities, tried our best to go the extra mile for our students, that if we did all these things would get better for us and for the university. That is not how all the extra work turned out, so now I am skeptical of being asked to do more. The one thing that bothers me the most right now is that new people are being hired in at a starting position for pay that is higher than people who have been here more than 20 years and have worked hard to rise through the ranks to a position of trust and responsibility. Even if I were to get a \$10,000 raise, if new hires made more, it would bother me. So it is not all about the dollars, it is more about perceived fairness and respect.
- I have heard multiple times about the little funding from the state and the lower enrollment numbers. Enough. The job of administrators is to figure it out. As a faculty, we have gone too long without any cost of living raises - SIX YEARS at least!!! This is ridiculous. Figure it out! Many of us still spend 80+ hours a week doing our best - only because we care so much for our students. Not compensating us is entirely demoralizing, degrading, and super depressing. Please find a way to acknowledge our efforts of us devoting our lives to NKU. Stop blaming the state and figure out a solution! What if they don't come through - what is plan B? I fear we are near a mass exit of good faculty from NKU – your time is severely limited in retaining good people. Act like you care.
- If you want to improve morale, stop telling faculty (and staff) that salaries are the greatest college or university expense as if this is a BAD thing and as if we are BAD people because of it. There would be NO university without the faculty and the students. We SHOULD be the greatest expense because we are the front line with the students in guiding them through their

education. Universities once existed only as collections of faculty and students, and at the core, that is what a university should be.

- The faculty and staff must receive a base salary increase next year.
- Raises, raises, raises. Please find a way to find money for salary increases. Last I looked my salary was \$15,000 below CUPA and new faculty are being hired within a few thousand dollars of my salary.
- I have learned about many high-quality professors getting offers from other universities. NKU seems to make little to no effort to give them a (fair/decent) counter offer to stay. It costs SO MUCH more to hire a new faculty member than to retain an existing one, yet NKU seems to be ok with just saying that there's little to no room for negotiation for faculty members who have the ability and opportunity to leave. This is an especially important issue to address with regard to minority faculty. NKU says they want to "recruit, hire, and retain" diverse faculty, yet the "higher-ups" seem unwilling to put their money where their mouth is. It has been frustrating and disappointing to see great people leave.
- We are losing good faculty to bigger universities who are willing to pay more, such as UK. Please look at salary compression and equity.
- Find a way to address salary compression, inversion, and inequity issues. At least find a way to give a cost of living increase. We have gone too long without salary being addressed.
- Five years without a raise with no prospect of a raise for three years in the future. Why should anyone who could leave stay at NKU? I've watched colleagues leave in increasing numbers for the past four years, with I am disappointed to admit, increasing envy. The administration hires more and more administrators, each receives a healthy increase in salary for joining NKU while the faculty and staff who perform the daily work of the University receive nothing. Breakfasts and receptions cannot compensate for salaries that fail to reflect the immense efforts being invested by faculty and staff. Under these circumstances, it should not surprise anyone that morale is so discouraging. As an example of inexplicable decision-making, I know of one professional at the University who was denied an opportunity to apply for a position that would have represented a promotion and professional growth opportunity. With a promotional opportunity blocked, that professional is now planning to leave the university when an opportunity presents itself. We lose professional talent for extremely short-sighted reasoning.
- The University is only as strong as its faculty and how well they are taken care of.
- Make sure to address faculty/staff salary issues first. Without this, we cannot address other problems.
- NKU must address compression issues.
- Please find a way to address faculty and staff salaries. This is THE most important issue. Our department has lost faculty because of the lack of raises. Salary compression and inversion are important issues that must be addressed. Newly minted faculty have salaries at the same or a higher level than faculty who have been here for more than a decade. Faculty and staff have not even had cost of living increases over the past 5 years. While administrators have not had raises either, many of them have had title changes and position realignments which have resulted in increased salaries. Faculty and staff have not had these opportunities.
- ADDRESS the faculty salaries! We are losing good faculty and we can't recruit the best faculty when the other state universities are getting cost of living raises regularly and we have received nothing! Change ALL merit raises back to cost of living raises, at least or until our salaries are

adequate, differences in the same positions (like a faculty member making \$15,000 more than another, but they are the same rank and teach the same classes). Fix this first! Merit raises are fine when faculty are treated fairly and paid adequately. Remember, this is not a business. This is not the private world. We are government employees. We accept that our salaries will be lower. We are more and more like a private industry when it comes to operations, but not in salaries.

- Please give a substantial raise to faculty to support all the efforts we are doing.
- The faculty are the best asset NKU has and they seem to be the lowest priority for nearly 8 years. Most faculty do not need development funds or sabbaticals as a priority. Instead, they need to be paid at a rate equal to other universities. Not getting salary increases while more administrators are being hired at higher and higher salaries is just completely wrong and shows disdain for the faculty by those in the ivory tower at NKU.
- With the continued drop in support for education across the nation I am concerned about the viability of higher education in general but with NKU there has been a lack of raises over 10 years. I would be concerned that professors across the board will start to leave for other institutions.
- Raise faculty salaries so that we stop losing good people. After that, tackle decreased teaching loads. What in the heck is it going to take for anyone to listen to us?! Look at the profitable programs and the loss of faculty.
- Raises to the faculty and staff at this point are far more critical than supporting the strategic plan. The President needs to understand just how overburdened and underappreciated the faculty and staff feel.
- Need to make faculty retention sustainable by giving raises to stay on line with cost of living and inflation. We have been taking a pay cut for years based on inflation.
- Bring back some level of merit for faculty and staff to improve morale.
- Giving cost-of-living raises or differential workloads or research assistants or conference funding to faculty is key if we want to keep top faculty from going to other schools.
- Faculty and staff have had no raises in four of the last five years, although virtually every other state school has had raises. The top faculty and staff will choose to do one of two things: cut back on any non-teaching or extra service work or leave.
- Adjunct and part-time raises, bonuses, or benefits!
- Invest into your own people and start with giving them a purpose they believe is worth fighting for. Be aware: it ain't easy but it is not about the money. It is about understanding your own people and what drives them.
- Revisit the faculty summer/winter pay policy. Come up with something that makes some sense and rewards faculty for taking on extra students rather than penalizes them capriciously for being a student short. The current policy is demoralizing and nonsensical and is discouraging faculty from even trying to offer summer/winter classes. Also, pay faculty TIAA-CREF on summer/winter teaching. Administrators who work during these times don't have different pay schemes--why should faculty?
- Do something about salary equity. Some faculty are well paid while others are grossly underpaid. I have never had a negative performance review, and my salary is comparatively low.
- I feel that a lot of focus has been on "student success", and I feel like faculty have been left largely out of the dialogue (what about "faculty success"?). To run a strong school, we need good faculty/staff. I would like to see salary increases, if anything to balance out inflation. If this cannot be offered, a reduction in other costs such as parking or (most important to me), free

access to the gym facility should be offered. I am not in this profession for money, but NKU has asked a lot of young faculty and I have delivered. I would like to have the opportunity to be compensated in some way for my hard work and thinking of ways to always go above and beyond my basic job duties--if NKU is going to switch to a corporate business model, they must have monetary incentives to match.

- Faculty and Staff are not the same thing. The administration should not lump them together, especially for budget purposes. NKU would have a terrible time operating without staff, and they deserve support; however, the education, job expectations and pressure for faculty are VERY much different than for "staff." Without faculty there would be no NKU, and the budget should reflect that.

NKU's Identity

- The university continues to be entangled in an identity crisis. We are told that we are expected to become more of a research institution, yet there is no movement away from the four-course teaching load (a load which is indicative of a small liberal arts college - not a comprehensive university with 15,000 students). If NKU truly wants to become more of a research institution, it will need to make a commitment to a three-course teaching load being UNIVERSAL - not just granted for a special occasion such as release time, etc. Only such a commitment will allow the university to retain faculty who are committed to doing research.

State funding

- Here's hoping our new governor appreciates the people of northern Kentucky for helping him get elected. And here's hoping he winds up valuing education more than he seemed to value it during the election.
- The initiative to gain equity in state funding is something I wholeheartedly support. However, we need to be careful how we advocate for a funding formula, since if it is based on metrics, I am concerned that simple-minded measures of retention or graduation will not cast a favorable light on NKU. We need to think deeply about such a formula so that it does not place us back, unfairly, in the same hole that we are in now.
- I am also not sure it is viable to be an independent University if funding does not change. NKU should consider integration back into the UK system and thereby become a satellite campus.

Strategic Plan

- Since we are in a somewhat dire financial situation, it seems foolish to charge ahead with all of our Strategic Planning Initiatives. The idea of backing off of some things to refocus our efforts as faculty, staff, and administrators on the most important things has not been discussed. Instead, we are continuing to do what we have been doing, adding new emphases from the Strategic Plan, and all with no added resources or compensation. From the recent climate survey, it seems apparent that we have so far sheltered our students from budget-related tensions (if not tuition increases), with the result that employees at NKU, regardless of role, have been bearing the brunt of the challenges. This is admirable, but I believe that if we are to convince Frankfort that our funding is indeed insufficient, we need to show some evidence of hurting. We can't keep accepting, we need to start emphasizing what effects this budget situation is having. A strategic refocus, well-publicized, could help to do that.

- Keeping the University on as even a keel as possible and maintaining educational quality and morale as best as possible are higher achievements than any new programmatic "investment" could possibly yield.

Students/Retention/Tuition

- What I love about NKU is for the most part students want to be here; they are here to learn and better themselves. I think we are spending too much money trying to retain and tract these students; that forces us to raise the tuition. We need to remember what got NKU to this point and not try to change history. Keeping tuition low will increase applications, and help us pull from other schools; not all smart kids are rich. We can increase admission standards and keep prices low; it might sound scary, but we might want to try to make the news by lowering tuition.
- Don't forget recruitment. Unique programs and small class sizes bring in students.
- If we're getting money from the state based on retention and graduation, the university should put more resources into those efforts AT THE LEVEL OF INDIVIDUAL ACADEMIC DEPARTMENTS, not just at the university level. For example, if I had senior majors in my discipline who were paid as student employees to help me identify and intervene with academically struggling peers, I'll bet I'd have fewer students with Ds, Fs, and Ws in my courses. I am a committed teacher and I do my best to reach those struggling students, but I typically teach about 150 students per semester and, as a tenured professor, I engage in all the other activities expected of me as I address the full range of the university mission (i.e., advising, scholarship, and service). I'm feeling stretched pretty thin these days.
- Support for graduate students needs to increase. There can be little growth when there is such limited funding for graduate students.
- Let's not forget the reason we exist--Student success. All initiatives must be driven by this goal, not monetary reasons only.
- Please continue to look at ways that increase student success and attract more students. We should adjust our metro rate to match in-state tuition. We would attract students away from UC because we are a much safer campus, but only seven minutes from downtown.
- We are a regional university and our mission should be to provide programs that are needed for our constituents in this area. We should not be geared to a money making operation.
- Our first goal should be to keep tuition and student expenses from rising. Student debt is a serious problem. A second goal should be to prevent class sizes for increasing. This negatively impacts education. A third goal should be to keep lab equipment and library resource up-to-date. This is necessary for quality education.
- Look seriously at NKU's grade distributions and the data students supply to us about how much they study outside of class. Stop grade inflation and stop rewarding faculty who inflate student grades.

Thanks

- Thanks for giving this survey.
- Thanks to all who are working with this new model to get NKU to a more comfortable and appropriate fiscal place.
- Thank you to the great leadership to Mearns as he continues to lobby for more fair allocations from the state.
- Thanks for finally putting together a budget survey that can actually garner useful data.

None

- N/A
- none
- No further comments.
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Other

- "Let sanity rule the process." - Sue Ott Rowlands
- The continuing loss of faculty lines and staff (full-time lecturers getting laid off, retirements not getting replaced, IT personnel replacements not prioritized, etc.) and lack of ability to replace and add new faculty lines exacerbates the understaffing issues we already have. This situation overburdens the remaining faculty to the degree that quality work feels less and less possible. There is no more "fat" to trim off in terms of faculty population. The cuts are into the bone, making faculty feel inadequate, when the load itself is what is disproportionate.
- Kind of scary, but as long as we can keep student success (including best teachers) as the focus, we'll see how it goes.
- Are there any departments/programs which may be cut due to low enrollment/graduation rates? Will full time tenure track positions which were eliminated last year (nine of twenty-six position searches were canceled), be returned or are these gone permanently?
- Put more money into the central mission: teaching and learning, and fewer dollars into marketing.
- Support staff for dept. offices needs to be increased. Hiring part-time employees for dept. secretaries, etc. hurts the departments and is hardly saving revenue since it means faculty are using their time to do more of the clerical and administrative tasks that should be handled by the dept. secretary.
- There are no questions of sustainability or environmental issues
- Two years ago a faculty survey was done by the Budget Committee of the Senate. What makes you think this will be paid attention to?
- We need to consider planned downsizing of faculty and staff size (through natural attrition) rather than putting our faith in schemes and pipe dreams of perpetual growth.
- As mentioned, support karate instruction from 1st grade to college level.
- I was very disappointed that faculty now have to pay for access to the new recreation center. When I was hired the rec center was held up as a faculty benefit, and as a sign of NKU's commitment to the health of its faculty. I'm sorry to see that change.
- I hope the university makes funding of undergraduate research a priority.
- 1) Think big. (The solar array mentioned above is just one example) 2) Think different - just because other universities do it some way doesn't mean NKU can or should. 3) Think outside the box - just because NKU has always done something doesn't mean it should continue; just because NKU has never been involved in something doesn't mean it shouldn't consider it.
- The limitation of ordering food for on campus events from only one vendor puts an unnecessary financial burden on departments and groups trying to improve campus community and engagement.
- More emphasis needs to be placed on departments and colleges beyond health sciences and sports. NKU is becoming a glorified trade school and not a liberal arts university.