NKU NORTHERN KENTUCKY UNIVERSITY

Recommendations for
Fiscal Year 2022 (FY 22) budget based on
Spring 2021 faculty budget priorities survey

Conducted by

Faculty Senate Budget Committee

March 29, 2021

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Executive Summary

Background: The faculty budget priorities survey (see Appendix A) was developed and conducted in Spring 2021 by the Northern Kentucky University Faculty Senate Budget Committee. There were 212 responses, representing an approximately 42% response rate. The survey was conducted to provide input into the budgeting decisions for fiscal year 2022 (FY 22).

Budget Priorities: Six high-priority items were presented for ranking. Below are the items most frequently ranked the highest:

- ***Reimburse the one-time salary and TIAA cuts.*** 64% of respondents ranked this item #1 (46%) or #2 (18%).

- ***Provide salary increases and address salary/equity compression issues for faculty/staff.*** 68% of respondents ranked this item #1 (25%) or #2 (43%).
  - Over half of respondents (63%) believe that salary increases should include elements of both cost-of-living and merit.
  - Respondents report that salary equity/compression issues need to be addressed; these issues affect faculty morale and, in turn, student success.

- ***Add faculty/staff positions in areas that are understaffed.*** 36% of respondents ranked this item #1 (18%) or #2 (18%).

The report also discusses the following, with details of all comments provided in the appendixes:

- Suggestions for strategic investment (Appendix B)

- Suggestions for areas to decrease funding (Appendix C)

- Suggestions for policy/procedure/process improvement that could directly or indirectly—by saving money and faculty/staff time—improve student success (Appendix D)

- Other budget-related comments/suggestions (Appendix E)

Recommendations:
Key recommendations include the following:

Reimburse salary/TIAA cuts. Respondents indicated that these cuts were "demoralizing" and "do not represent the priorities the university states they have."

Give regular compensation increases to all faculty and staff. Regular compensation increases for all faculty and staff are needed for student success, as indicated by comments such as "NKU must invest in its people. Salary increases must be a priority" and "The extreme state in which people are overworked while underpaid and short-staffed is exhausting. This is unsustainable."

Provide equity/compression adjustments. Equity/compression problems still exist. These issues must be addressed on an ongoing basis because they continually affect faculty motivation and morale and, in turn, student success. As one respondent explained, "Salary compression is poison for job satisfaction."

Add full-time faculty positions where needed. Additional faculty positions are needed to address high demand areas or replace faculty who have left NKU.

Establish workload equity for student success/Revisit RPT and ongoing performance requirements.
Some faculty are shouldering very high workloads, and some colleges have higher teaching loads than others (e.g., 3-3 vs. 4-4) while having the same expectations for scholarship and service. The Success by Design strategic framework emphasizes student engagement through innovative learning opportunities. Equitable workloads are needed so that all tenured/tenure track faculty have the same opportunities to pursue student success activities such as advising, research grants, strategic investment initiatives, and mentoring/capstones. While it may not be possible to change the 4-4 teaching load, RPT and ongoing performance review requirements should be revisited so that faculty could be evaluated more holistically in ways that emphasize their strengths rather than everyone competing to excel in every area. Additionally, a system of incentives such as stipends or teaching load reductions for mentoring students in research, capstone, and other experiential projects should be considered.

Examine administrative structures and promote hiring from within. Continue the process already underway with ABC Insights. "Administration" continually come up as an area faculty believe should be decreased. It may be helpful to clarify the purposes of both new and existing administrative positions. Additionally, do more succession planning and development to promote hiring from within rather than filling most positions externally.

Evaluate overall structure, organization, and incentives. Consider a process that could look at the overall structure of both academic and administrative units and look for ways to better channel processes and resources. Relook at the effects of the incentive-based budget model.

Recommendations for Fiscal Year 2021 (FY 22) Budget
Based on 2021 Faculty Budget Priorities Survey

The purpose of this report is to present the results of the 2021 faculty budget priorities survey and to make recommendations for use in developing the Northern Kentucky University (NKU) budget for fiscal year 2022 (FY 22) and beyond.

Survey Method

During the Spring 2021 semester, the NKU Faculty Senate Budget Committee conducted a faculty budget priorities survey. Drafts of the survey were reviewed by both the Faculty Senate Budget Committee and the Faculty Senate Executive Committee. The purpose of this survey was to gather information from faculty that would help support decision making in the FY 22 budget process and beyond.

This survey was conducted via Qualtrics with unique links sent by email to all full-time faculty. The survey (see Appendix A) included 1 ranking question (with 6 items to be ranked), 2 multiple choice questions, 4 short answer questions, and 3 demographic questions. There were 212 responses, although not every respondent answered every question. This represents an approximately 42% response rate. The respondents were distributed as follows:

- 42%: Arts & Sciences
- 15%: Health & Human Services
- 13%: Informatics
- 10%: Prefer not to answer
- 9%: Business
- 6%: Education
- 4%: Steely Library
- 1%: Chase College of Law

Many of the respondents were long-term NKU faculty, with 47% indicating that they had 11 or more years of service. Over half were full (27%) or associate (28%) professors, 17% assistant professors, 11% lecturers, and 1% professor of practice/clinical professors. The remaining 16% specified "other" or "prefer not to answer."

Context

The purpose of the survey is to provide faculty input into decisions relating to the NKU budget for FY 22.

The discussion is organized as follows, with details of all comments provided in the appendixes:
- Budget priorities
- Suggestions for strategic investment (Appendix B)
- Suggestions for areas to decrease funding (Appendix C)
- Suggestions for policy/procedure/process improvement that could directly or indirectly—by saving money and faculty/staff time—improve student success (Appendix D)
- Other budget-related comments/suggestions (Appendix E)

Budget Priorities

The first question asked respondents to rank six items in order of priority, with #1 being the highest. Figure 1 shows the results. Salary issues were ranked the highest by most respondents.

- The item ranked #1 most frequently (46%) was "Reimburse the one-time salary and TIAA cuts made during the current fiscal year (FY21)." 64% ranked it #1 or #2.
- "Address salary increases and salary equity/compression issues for faculty/staff" was ranked #1 by 25% of respondents, and 68% ranked it #1 or #2.

As discussed below, the other items are also important priorities that make a difference to student success.

Figure 1: Faculty budget priorities for five items
(1 = most important to fund)

| Question	1	2	3	4	5	6
Reimburse the one-time salary and TIAA cuts made during the current fiscal year (FY21)	**46%**	18%	12%	8%	7%	9%
Address salary increases and salary equity/compression issues for faculty/staff	25%	**43%**	18%	8%	4%	2%
Add faculty/staff positions in areas that are understaffed	18%	18%	27%	16%	10%	11%
Fund reduced teaching workload so that tenured/tenure track faculty in all can pursue student success activities such as advising, research, grants, strategic investment initiatives, & mentoring/capstones	9%	13%	15%	17%	16%	30%
Increase availability of professional development/travel funds for faculty and staff	1%	6%	17%	30%	28%	18%
Increase availability of funds for sabbaticals, project grants, and summer fellowships for faculty	1%	2%	11%	22%	35%	29%

Compensation Increases

Salary issues are a high priority for many faculty. As in previous years, the survey asked additional questions about this topic.

Merit vs. Cost-of-Living

One of these follow-up salary questions dealt with salary increases in general and asked which type of increase faculty would prefer. As shown in Figure 2, 63% preferred some combination of performance/merit and across-the-board cost-of-living, with 25.5% preferring only across-the board cost-of-living and 11.5% preferring raises based on performance/merit only.

Figure 2: If compensation increases are available for the upcoming fiscal year, which do you prefer?

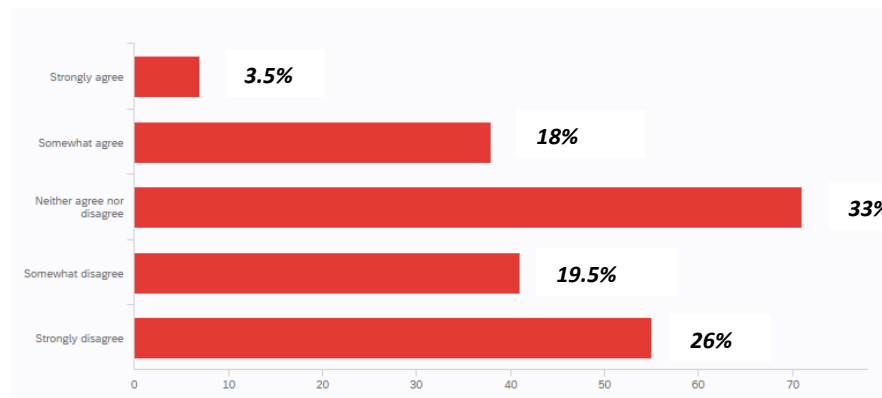|	
Raises based on performance (merit)	**11.5%**
Across-the-board cost of living adjustments	**25.5%**
Some combination of performance (merit) and cost-of-living	**63%**
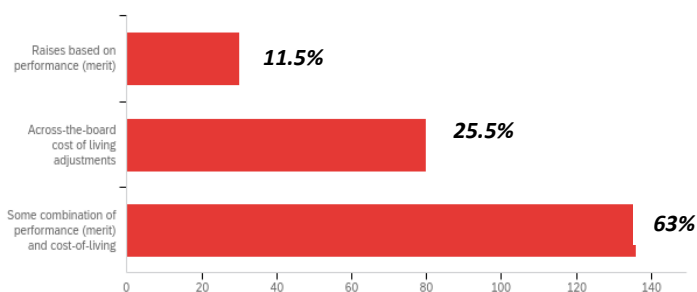
Comments such as the following were prevalent throughout the survey responses:

- We keep losing good people at the university because the salary they receive does not match their efforts. (*A&S, Assistant Professor*)

- The biggest asset of NKU is our faculty members. Make sure they are treated fairly and compensated appropriately. It is urgent to give raises to faculty members. (*Informatics, Full Professor*)

Salary Equity/Compression

Another question asked specifically about the need for salary adjustments to address equity and compression. The responses indicate that problems still remain. 45.5% strongly or somewhat disagreed that recent adjustments adequately addressed the salary equity/compression issues, while 21.5% of respondents somewhat or strongly agreed. See Figure 3 below.

Figure 3: I believe previous salary equity adjustments adequately addressed salary inequities, such as salary compression and inversion.

Strongly agree	**3.5%**
Somewhat agree	**18%**
Neither agree nor disagree	**33%**
Somewhat disagree	**19.5%**
Strongly disagree	**26%**

Below are some illustrative example comments from survey respondents regarding salary compression:

- Salary compression is poison for job satisfaction. (*A&S, Associate Professor*)

- Salary equity adjustments are not what they should be. In my own program, there are non tenured-tenure track employees making equal to or more pay than some of our senior, tenured faculty. Absolutely unacceptable, particularly if NKU is really committed to student success. (*Associate Professor*)

Areas for Strategic Investment

The survey asked respondents to identify and briefly explain any initiatives or areas in which they believed funding should be strategically increased. The responses have been categorized and appear in **Appendix B**. The subsections below indicate the areas mentioned most

frequently with the sample comments demonstrating how faculty in various colleges and ranks share similar sentiments.

Reimbursing salaries and TIAA cuts

- Employees should receive back pay. Our checking and retirement accounts should not be treated as a financial bandaid for the university unless there is always a plan to repay what has been taken. In other words, these should be viewed as loans (*Business*)

- The university is touting that we have the highest student enrollment in NKU's history, but yet salaries have been cut and TIAA benefits have been cut. Please let us get some honest reporting.

- At a time when EKU gave all of its faculty $1,000 bonuses and a note of appreciation for doing such a great job during a difficult time - we get pay deductions and huge slashes to our retirement. We're told it's because enrollment might be down -- then we find out it's actually up from what we expected. We're told it's because we don't know what the state funding will be. Then we find out we're getting a 2% increase, on top of $37 million of COVID relief—but nothing is said about giving us our money back, much less raises. (*Informatics, Lecturer-NTTT/NTTR*)

- Salaries and retirement benefits should be restored retroactively and then increased. A salary decrease is demoralizing and unless salaries are restored and increased soon, lasting damage will be done. (*Informatics, Full Professor*)

- [Some] faculty [were told they would receive] a furlough [but] then [received] a pay cut and this should be paid back as this was not communicated appropriately and does not represent the priorities the university states they have. *(Health & Human Services)*

Salaries (lack of raises, cost-of-living, equity/compression)

- NKU must invest in its people. Salary increases must be a priority. Having one small increase over the past 8 or so years is unacceptable. (*Education, Full Professor*)

- We just need to start investing in our people. The extreme state in which people are overworked while underpaid and short-staffed is exhausting. This is unsustainable. (*Business, Associate Professor*)

- Faculty raises are important to retaining and attracting talent. Each year the faculty take a loss working at the University—benefits increase in cost, food increases, parking increases, etc...yet salaries stay the same. This year we even took a cut to our compensation. If you look over the last decade...this is too much to sustain year after year. (*A&S, Associate Professor*)

- The biggest asset of NKU is our faculty members. Make sure they are treated fairly and compensated appropriately. It is urgent to give raises to faculty members. (*Informatics, Full Professor*)

- Invest in faculty. We, the long haulers, have not simply salary compression but absolute failure to keep market rate. (*Health & Human Services*)

Additional full-time faculty positions

- Hire full-time faculty instead of relying on adjunct faculty to teach our students. To be the powerhouse we strive to be, we need dedicated, full-time faculty for program development. (*Education, Full Professor*)

- Programs that are understaffed cause burnout on the people administering these programs. We need more people in these places to support student growth. (*A&S, Associate Professor*)

- The Honors College has surpassed even the ambitious growth projections that were made in 2018 and is in desperate need of resources if it is to continue to grow. Currently, the college serves 600+ students with just one adviser, one staff position, a dean, a shared tenured faculty member, and a shared lecturer. It is unsustainable and abusive to everyone who works there, including the dean, who regularly teaches 2-3 courses per semester in addition to being a dean. (*A&S, Full Professor*)

- Accounting faculty for the new online MAcc program. Will increase new courses offered by 30+ courses, no new faculty to cover them and we have lost faculty this semester. (*Business, Associate Professor*).

- Additional faculty members for College of Health & Human Services (CHHS) programs that have increased significantly due to high enrollments (*Health & Human Services, Assistant Professor*)

Other areas for strategic investment

Respondents identified several other areas for strategic investment, which are listed below; see **Appendix B** for the detailed comments:

- Hiring – Staff
- Advising
- Benefits (e.g., parking, insurance) *(lower costs to faculty/staff)*
- Community & morale building (*allocate funding to restoring NKU's spirit and vitality*)
- COVID testing
- Diversity, equity, inclusion (*diversity hires; targeting marginalized students in recruitment and support*)
- Educational outreach/Community engagement
- Experiential learning
- Facilities (*update outdated buildings*)
- Faculty development
- Faculty teaching loads (*reduce course loads so faculty can be more student-centered*)
- Graduate assistantships (*offer more to be competitive with other area graduate programs*)
- Health & wellness initiatives (*see Ohio State model led by Dr. Bernadette Welling*)
- Instructional design/Higher-quality online courses
- Library
- Marketing/Communication
- NTTR development (*to enable more promotion to tenure track*)
- Paid parental leave/Daycare
- Program development (academic)
- Project grants (*increase funding for*)
- Research & Education Field Station (*increase funding for*)
- Scholarships (*merit, under-represented minorities, financial need*)
- Student health insurance (*offer students a buy-in that runs like a clinic*)
- Student recruiting
- Student research (*increase support for faculty mentoring research and capstone projects, e.g., stipends, teaching load reductions*)
- Student success
- Student work study
- Study abroad
- Summer funding for faculty (*increase*)
- Technology/IT
- Testing services (*expand beyond just registered students*)
- Transdisciplinary projects
- Tuition – metro rate (*replacement for metro rate not as good of a value*)
- Tuition waiver benefit for faculty/staff (*increase and expand*)

Areas for Decreasing Funding

The survey asked respondents to identify and briefly explain any initiatives or areas in which they believed funding could be decreased ("Box 2"). The responses have been categorized and appear in **Appendix C**. The topics mentioned most frequently are described in the subsections below, with the sample comments below demonstrating how faculty in various colleges and ranks share similar sentiments. As one respondent emphasized, "Student success should be at the forefront of budget concerns."

Restructuring/Reorganizing

- Many, many of our services overlap. It would be nice if the university took an inventory of who does what and amalgamate or edit the mission of these groups to better invest in our students. We shouldn't be competing against each other to do the same activities. (*A&S, Full Professor*)

- I think there needs to be a serious look at programs (majors and minors, undergraduate and graduate) that are not sustainable and/or are too expensive in their current format. I am *not* advocating letting permanent faculty and/or staff go but rather a re-organization and/or reduction of programs that will reduce expenses. … Anyone who can read a table of Student Credit Hours earned vs. expenditures can figure it out. *(A&S, Full Professor)*

- Consider combining/removing duplicate services. Is it necessary that various departments have their own Makerspace type area? Why can't these be combined into one space for use by the entire campus? (*Steely Library, Full Professor*)

- Some colleges have restructured. We need to take a comprehensive look at all colleges and programs. It needs to be framed in a non-punitive, non-threatening way, though. We should not prioritize maintaining the current structure. The current structure has redundancies and inefficiencies, and the right hand doesn't always know what the left hand is doing. For example, one area searches for and externally hires faculty and administrators when folks with that expertise may already exist at NKU underutilized in another college/dept. *(A&S)*

- I would say the biggest savings would likely come from incentivizing retirements and right-sizing departments that are top-heavy and have more faculty than students. (*A&S, Full Professor*)

- Time and money savings could be impacted by monitoring how many students individual faculty members teach and ensuring that there is a more equal distribution of workload across faculty. Many of our most expensive professors teach only high-level courses with very few students or teach in online sections with many coaches pulling down extra money while teaching few. We should develop a way to actually measure how much contribution staff positions make to the unit and then help each develop into meaningful contributors with equitably distributed work. Now we have individuals who have so little to do and contribute only occasionally while others work long hours with loads of responsibilities. This leads to churn and discontent in the workplace. These are costly results of poor management practices. (*Business, Full Professor*)

External search firms and other consultants

- NKU should pay for services needed from within whenever possible. Think local. Prioritize supporting our community here before hiring expensive firms from elsewhere for the wide range of services we continually spend money on. (*A&S, Full Professor*)

- Stop over-relying on consultants to deliver unsavory, but embarrassingly obvious solutions to long-standing problems. It is a wasteful way for administrators to make politically unpopular decisions. (*Steely Library, Associate Professor*)

- Stop using so many consulting firms, especially the Boston company for job searches. (*Steely Library, Full Professor*)

Athletics

- Athletics is an extra that is not directly academic. (*Health & Human Services*)

- Reduction in athletics (for example, they can save money on equipment, travel expenses etc...). (*Business, Assistant Professor*)

- Athletics - cut their base funding and have Athletics increase funding through donors instead. (*A&S, Associate Professor*)

- Athletics. If its annual budget is in excess of $8 or $9 million, but it only generates $500,000, this marketing effort has not changed the university's enrollment, inclusiveness, or commuter status. (*Steely Library, Associate Professor*)

- We should drop all athletics and focus on wellness - see the Spelman College example. A university-wide wellness plan would serve our students better than an NCAA Division I athletics program.

Administration

- I believe NKU should stop creating and hiring for positions that are middle management positions. This would save a considerable amount of money that could instead be utilized for student success initiatives. (*Steely Library, Full Professor*)

- It was interesting that we kept searching and hiring administrators in a "hiring freeze." (*A&S, Full Professor*)

- The addition of administrative positions that do not impact quality teaching and learning seems to be excessive. What quantifiable impact do they have? By what objective goals are they measured? (*Business, Full Professor*)

- There should be a review of all administrative positions and consider eliminating non-critical positions (vice provosts, associate deans, directors, assistant provosts, etc.). (*A&S, Full Professor*)

- Too much administration at the university level. (*Health & Human Services, Lecturer-NTTT-NTTR*)

- Reduce the number of folks holding administration positions. (*Informatics, Full Professor*)

Other

Respondents identified several other suggestions for areas to decrease funding, which are listed below; see **Appendix C** for the detailed comments:

- Branding (*focus on content rather than artwork*)
- Career Services (*caters mainly to professional degrees*)
- Centers/Institutes (*examine funding allocations; consider centralizing*)
- Compensation (*to avoid eliminating positions*)
- Facilities Management (*keeping good employees is difficult to due to low wages and KERS exit*)
- Hiring (*have a true hiring freeze*)
- Honors
- Landscaping
- Office phones
- Office space
- Real estate/Buildings
- Sabbaticals/Summer fellowships
- Scholarships (*lower tuition instead*)
- School-Based Scholars teaching by NKU faculty (*use qualified high school teachers instead*)
- Summer stipends (*12-month contracts instead*)
- Travel
- Wellness (*other than mental health*)

Suggestions for Policy/Procedure/Process Improvement

The survey asked respondents to identify and briefly explain any processes, policies, or procedures that they believed could be improved to save time and money so NKU can better fulfill its mission of student success. The responses have been categorized and appear in their entirety in **Appendix D**. Below are some of the major categories that were identified, along with some sample comments.

Budget model
- In 2015, the university spent over $1 million in consulting to Huron and preparation costs for an incentivized budget model where programs of growth would be funded accordingly. What a waste of money: Nothing has come out of the incentivized plan. Programs that aren't growing are subsidized at the expense of revenue producing programs. All we hear is that the provost and president request reallocation.
- Stop spending the revenue generated by one program to fund other programs and ignoring the program needs of the revenue generating program.
- Have administrators back off. The reason faculty have stopped bringing in research dollars is because deans and chairs want a piece of it. (*Health & Human Services*)

Diversity and other trainings
- Look at all required trainings as a whole. How much overlap is there? Are the trainings accomplishing what they need to? What can be shrunken to a simple flyer or handout with a 5 minute overview on key points. I feel I've wasted hours and hours and hours on boring videos that taught me virtually nothing. Simplify, strategize and figure out how to parse out the essential information in a way that is manageable (i.e., don't make the deadline right before midterm and final grades are due). (*A&S, Full Professor*)
- Focus efforts at enhancing diversity and inclusion by working with faculty, staff, and students to generate home-grown activities. Do not pay consulting firms, and require the viewing of videos such as the EVERFI title IX video that encouraged the "listening in" and intervention into the conversations of others. *(A&S, Associate Professor)*

Hiring from within
- Focus on talent development from within instead of always expecting external searches for administrative positions. (*Education, Full Professor*)
- [NKU should be doing] more succession planning and not always looking outside of NKU for new administrators - we have a lot of underutilized talent already here. *(A&S)*
- In my experience we have any number of NTTRs who are looking to move to tenure track. … Presumably, they were hired because they showed great promise in teaching and the best way to keep them is to provide a way for them to move to a tenure position if they wish.

Performance review
- Move performance review to a two-year cycle. This could rotate and have half the faculty complete it each year, freeing time from faculty having to create the materials/report and chairs/advisors from spending so much time in meetings. (*A&S, Associate Professor*)
- Performance evaluation--stick to CV and discussion without voluminous documentation *(Business, Full Professor)*
- Make performance reviews matter. Do what you can to reward and keep our highest performing faculty and staff and discourage poor performance. There should be positive and negative consequences for performance as related to our strategic priorities. If professional life is rewarding for high performing faculty at NKU, they will stay at NKU. If professional life is disappointing for low performing faculty, they may leave NKU and save us salary dollars. (*Business, Full Professor*)

Professional development funds
- Develop a more centralized/fair process for distributing professional development funds. Currently, some faculty/staff are told there is no funding and that they must self-fund their professional development, while others have plentiful funding. The faculty asked to self-fund also tend to be those in the fields with the lowest salaries. *(A&S)*

- It's frustrating to be told professional development funds can't be used for student stipends only to discover another faculty member received PDA (professional development) funds for exactly that. There are too many small pots of money and too many reports due at the end if you're fortunate enough to get funded. Can't we develop a single application for all projects and pool our funds to provide maximum flexibility? We do this for scholarships. Why can't we do this for faculty scholarship and research? (*A&S, Full Professor*)
- Fellowship and research fund granting procedures should be clarified. (*Informatics, Assistant Professor*)

Retention/Promotion/Tenure (RPT) & ongoing faculty performance priorities

- I think NKU really needs to be more thoughtful/strategic about the pillars of tenure and our approach to research. Having centers for research, like the IHI, that can spend time and resources making community connections, and pulling faculty together makes a lot of sense to me. The current process of independent researchers across NKU that are receiving $0 in travel funds, and have to fight and claw for every inch of funding they need to their research is frustrating - and with a 4/4 teaching load may not even be necessary. Not all tenure lines must be research lines. Some tenured faculty may prefer a teaching track (5/5 teaching load), or an outreach track (highly involved in the K-12 initiative), and others may want to be active at one of our research centers. Taking some of this pressure off of everyone trying to do everything should also free up some $$. *(Informatics, Assistant Professor)*

- I have been here more than 30 years. It's clear that the reduced teaching load will never happen. Instead, set realistic expectations for scholarship and research that jibe with the 4-4 teaching load we really have. "Harvard on the Licking" won't cut it in our environment. (*A&S, Associate Professor*)

- We need to rethink the criteria for retention, promotion, tenure (RPT). Expecting everyone to excel in all areas is unrealistic, unnecessary, and unproductive. A more holistic approach that builds on people's strengths while encouraging development and growth would make much more sense. *(A&S)*

Other

Respondents identified several other areas for changes in processes, policies, and processes which are listed below; see **Appendix D** for the detailed comments:

- Adjunct faculty salaries (*increase to be more competitive*)
- Administrator teaching (*require administrators to teach one course/year*)
- Affordability
- Benefits (*keep costs to employees low*)
- Closing offices during off days (*close down university to save power, e.g., on Fridays during summer; avoid "university open – no classes" days*)
- Cross-listing courses (*reduce barriers resulting from budget model*)
- Curriculum change process (*simplify*)
- Enrollment strategies (*focus on student success rather than enrollment counts*)
- Faculty lines for administrators (*allow a non-teaching administrator's line to be filled*)
- Final exam policy (*complete revision currently in process*)
- Forms/processes (*increasing paperwork impedes student success*)
- Grants process
- Hiring – search process
- Incompletes/Late withdrawals process
- Meetings (*increase efficiency through agendas and time management*)
- Non-tenure track hiring/promotion (*develop pathway to tenure*)
- Payment processes (*time consuming and repetitive*)

- Printing (*replace paper forms with an electronic process*)

- Processes/policies (*update those that are out of date*)

- Salaries (*create a means of giving consistent raises*)

- Salary inconsistencies (*address salary differences among departments and genders*)

- Software (*Mentor, Ad Astra*)

- Student fees (*stop placing registration holds because of fees; rethink parking fees; fees may leave negative impression that reduces alumni donations*)

- Student cheating (*remove loophole that allows students to avoid record of academic dishonesty*)

- Student hiring (*simplify the paperwork process*)

- Teaching evaluation (*avoid over-reliance on student evaluations and DFW rates*)

- TIAA contributions (*increase*)

- Training (*train individuals when promoted*)

- Utilities (*conversion to LED lighting and auto switches*)

- Virtual work/Space utilization (*continue allowing virtual work; repurpose unused spaces*)

- Zoom (*continue use after pandemic*)

Other Budget-Related Comments and Suggestions

A final question asked about other budget-related issues. Below are the categories of comments, along with some examples. See **Appendix E** for the full list of comments.

Academic Partnerships contract

- NKU's partnership with Academic Partnerships should either be renegotiated or terminated at the end of our current contract. 50/50 profit sharing does not represent the faculty work that goes into building these programs. (*Business*)

- I struggle with the percentage of revenues shared with AP. Their model of rolling enrollment, carrousel curriculum, and use of half semesters is brilliant for adult learners, and has kept the university afloat during tough times. I don't have any statistics in hand, but anecdotally, our AP students are from, by and large, our traditional recruitment region. We as an institution struggled to move obvious programs online, true, but now that is in place, I am not seeing the value of AP's contribution at that rate. (*Steely Library, Associate Professor*)

Budget model

- Student success is tied to both students and the faculty/staff who interact with those students. …Reducing teaching loads, or offering some equitable teaching load across the university should be addressed. Some faculty teach 150 or more students each semester, while others have half that load of students. This creates roadblocks for many faculty in terms of time and energy to do worthwhile work such as student research, conference attendance, professional research and service, university outreach or service. … Anyone remember SCH/FTE? Essentially the glaring inequities were too big for an easy solution, so the problem was ignored.

- The incredibly disparaging differences in pay for full-time professors depending entirely on the college that hires them is disgusting. I work one office away from new professors with zero experience that make 30+K more than me and teach half as many classes in subjects that I could and have taught myself. It makes me and the work I do for the school feel completely unappreciated. It is sickening that I'd be making 60% more money if I'd have been able to be hired by a neighboring college at NKU. The fact that there is no way to argue or negotiate for better wages based on industry experience, teaching experience, and positive reviews leaves me wondering how long I can continue to work for so much less than I'm worth.

Diversity, equity, inclusion
- The University has been very vocal about their support and initiatives for Diversity, Equity, and Inclusion across the University. This is great! And something that I think is essential for the University to continue growing and serving our student population. However, I think that the current budget structures and systems in place do not always reflect these espoused priorities. For example, this is not a required component of RPT, nor is it formally considered in merit-based performance appraisals. Faculty, staff, and student resources related to DEI seem to be consistently understaffed, creating additional work for those who are personally invested that is not sufficiently recognized or rewarded. (*A&S, Assistant Professor*)

Work groups to address ongoing challenges
- Consider funding for small group work that includes faculty, staff, and students; the purpose of the small groups would be to problem- solve to overcome challenges related to residual issues from COVID -19, lack of diversity of employees and students at NKU, and student completion issues. The small groups will need funding for time and resources and NKU will need funds to implement processes identified through the small group work. (*Health & Human Services, Associate Professor*)
- COVID-19 made telecommuting a reality for most of us. Did we learn anything administratively from this "forced experiment" that might benefit us economically? Pedagogically, did we find any practices that worked, and happened to be more cost effective than what we normally do? I'm not hearing these questions being asked by anyone. Is anyone examining this experience? (*Steely Library, Associate Professor*)

Conclusion and Recommendations
Below are some key recommendations from the analysis included in this report:

Reimburse salary/TIAA cuts.
Particularly in light of the COVID-19 relief funding that NKU has received, NKU should consider reimbursing all or part of the salary and TIAA cuts made for FY21. These followed many years of minimal or no raises and ongoing issues with salary equity/compression. Respondents indicated that these cuts were "demoralizing" and "do not represent the priorities the university states they have".

Give regular compensation increases to all faculty and staff.
Regular compensation increases for all faculty and staff are needed for student success, as indicated by comments such as "NKU must invest in its people. Salary increases must be a priority" and "The extreme state in which people are overworked while underpaid and short-staffed is exhausting. This is unsustainable."

Provide equity/compression adjustments.
Equity/compression problems still exist. These issues must be addressed on an ongoing basis because they continually affect faculty motivation and morale and, in turn, student success. As one respondent explained, "Salary compression is poison for job satisfaction."

Add full-time faculty positions where needed.
Additional faculty positions are needed to address high demand areas or replace faculty who have left NKU.

Establish workload equity for student success/Revisit RPT and ongoing performance requirements.
Some faculty are shouldering very high workloads, and some colleges have higher teaching loads than others (e.g., 3-3 vs. 4-4) while having the same expectations for scholarship and service. The Success by Design strategic framework emphasizes student engagement through innovative learning opportunities. Equitable workloads are needed so that all tenured/tenure

track faculty have the same opportunities to pursue student success activities such as advising, research grants, strategic investment initiatives, and mentoring/capstones. While it may not be possible to change the 4-4 teaching load, RPT and ongoing performance review requirements should be revisited so that faculty could be evaluated more holistically in ways that emphasize their strengths rather than everyone competing to excel in every area. Additionally, a system of incentives such as stipends or teaching load reductions for mentoring students in research, capstone, and other experiential projects should be considered.

Examine administrative structures and promote hiring from within.
Continue the process already underway with ABC Insights. "Administration" continually come up as an area faculty believe should be decreased. It may be helpful to clarify the purposes of both new and existing administrative positions. Additionally, do more succession planning and development to promote hiring from within rather than filling most positions externally.

Evaluate overall structure, organization, and incentives.
Consider a process that could look at the overall structure of both academic and administrative units and look for ways to better channel processes and resources. Relook at the effects of the incentive-based budget model.

APPENDIX A
Faculty Budget Priorities Survey – Spring 2021

FACULTY BUDGET PRIORITIES SURVEY - 2021
Each year, NKU must make decisions about what to prioritize in its budget. This survey requests your comments and suggestions about various budgetary issues.

1. Please rank the following items in order from what you believe should be the highest priority (1) to lowest priority (6).

- _____ Fund **reduced teaching workload** so that tenured/tenure track faculty in **all colleges** can pursue student success activities such as advising, research, grants, strategic investment initiatives, and mentoring/capstones (2)
- _____ Increase availability of **professional development/travel funds** for faculty and staff (5)
- _____ Increase availability of funds for **sabbaticals, project grants, and summer fellowships** for faculty (4)
- _____ Add **additional faculty and staff positions** in areas that are **understaffed** (6)
- _____ Address **salary increases and salary equity/compression issues** for faculty and staff (9)
- _____ **Reimburse the one-time salary and TIAA cuts** made during the current fiscal year (FY 21) (13)

2. If compensation increases are available for the upcoming fiscal year, which do you prefer?

○ Raises based on performance (merit) (1)

○ Across-the-board cost of living adjustments (regardless of merit) (2)

○ Some combination of performance (merit) and cost-of-living (3)

3. I believe previous salary equity adjustments adequately addressed salary inequities, such as salary compression and inversion.

○ Strongly agree (13)

○ Somewhat agree (14)

○ Neither agree nor disagree (15)

○ Somewhat disagree (16)

○ Strongly disagree (17)

4. Please list any **initiatives or areas in which you believe funding should be strategically increased**. That is, where could funds be invested that could result in longer-term benefits? Be as specific as possible, including a brief rationale.

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5. Please list any **initiatives or areas that you believe funding should be decreased**. That is, what things could we stop doing? Be as specific as possible, including a brief rationale.

6. Please identify and briefly explain **any processes, policies, or procedures,** that you believe could be improved to save time and money so NKU can better fulfill its mission of student success.

7. 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. Please also identify any funding priorities that you believe were not addressed in the previous questions.

The answers to the demographic questions below will help identify patterns within colleges and ranks/positions.

8. What is your college?

○ Arts & Sciences (1)

○ Education (2)

○ Health & Human Services (3)

○ Informatics (4)

○ Business (5)

○ Law (6)

○ Steely Library (7)

○ Prefer not to answer (8)

Q10 9. Select the rank/position that best describes you.

○ Full professor (1)

○ Associate professor (2)

○ Assistant professor (3)

○ Professor of Practice or Clinical Professor (9)

○ Lecturer – NTTT/NTTR (4)

○ Adjunct (5)

○ Other (7) _____

○ Prefer not to answer (8)

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10. How many years have you been a faculty member at NKU?

○ 0-5 years (1)

○ 6-10 years (2)

○ 11 or more years (3)

○ Prefer not to answer (4)

APPENDIX B:
Suggestions for Strategic Investment

General

- Focus on excellent teaching and support services. Invest in outstanding faculty and staff while keeping administrative overhead as low as possible. We are a regional comprehensive commuter college. Keep the comprehensive (wide variety of programs) and focus on serving all students, both traditional living on campus and non-traditional commuting students. DO NOT become a "professional degree mill" with either a focus on "careers first degrees" or "online accelerated" programs.

- If education is at our core, let's invest in that. If we are only interested in driving enrollment and the top line revenue, then let's be honest about that as well. (*Business, Full Professor*)

- Focus on professors. Nothing else will matter if you don't have a quality learning experience. (*A&S, Associate Professor*)

- IF we are truly about student success, then the money should be spent on exactly that. Where is the money for more advisors? For more student tutoring availability? For more faculty in the high demand and high need courses? Why are class sizes still so large in some courses when we know that smaller is better? Get your priorities straight!

- NKU has so poorly funded resources across the board that there is nothing I can say here that would be remotely useful. (*A&S, Associate Professor*)

- We already have plenty of investment in all kinds of "initiatives" - there are so many initiatives, I have lost count. (A*&S, Associate Professor*)

- A clear list of all initiatives is needed with allocated budgets to better understand areas funded by the University and have a more informed opinion regarding this question. (*Health & Human Services, Lecturer-NTTT/NTTR*)

Reimbursing salary & TIAA cuts

- At a time when EKU gave all of its faculty $1,000 bonuses and a note of appreciation for doing such a great job during a difficult time - we get pay deductions and huge slashes to our retirement. We're told it's because enrollment might be down -- then we find out it's actually up from what we expected. We're told it's because we don't know what the state funding will be. Then we find out we're getting a 2% increase, on top of $37 million of COVID relief -- but nothing is said about giving us our money back, much less raises. (*Informatics, Lecturer-NTTT/NTTR*)

- Employees should receive back pay. Our checking and retirement accounts should not be treated as a financial bandaid for the university unless there is always a plan to repay what has been taken. In other words, these should be viewed as loans (*Business*)

- Salaries and retirement benefits should be restored retroactively and then increased. A salary decrease is demoralizing and unless salaries are restored and increased soon, lasting damage will be done. Retirement funds should be restored. The institution should support faculty retirement funding - ensuring faculty can retire when the time is appropriate. (*Informatics, Full Professor*)

- The salary cuts and the retirements cuts have negatively affected my personal budget. (*Health & Human Services, Assistant Professor*)

- Restore salaries to their prior pre-cut levels, as WKU has done. (*A&S, Full Professor*)

- Give us our money back. We made a sacrifice for the school.

- Regardless of your position or rank, restoring retirement -- and increasing it to more competitive levels -- is essential to an individual's long-term security.

- Funding should be increased to return all salaries and TIAA contributions to pre-COVID amounts. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- The university is touting that we have the highest student enrollment in NKU's history, but yet salaries have been cut and TIAA benefits have been cut. Please let us get some honest reporting.
- Funding should be channeled to supporting all faculty and staff adequately. The salary cuts and TIAA cuts should be reimbursed. This would show that NKU really does believe in supporting its people, along the lines of what was done in the pension decision. Many faculty/staff are already accepting noncompetitive salaries, so the cuts were really not the best strategy. (*A&S*)
- Faculty and staff should have their salaries at least returned to what they were before COVID and the furloughs and salary reductions. (*Associate Professor*)
- [Some] faculty [were told they would receive] a furlough [but] then [received] a pay cut and this should be paid back as this was not communicated appropriately and does not represent the priorities the university states they have. (*Health & Human Services*)
- Returning the faculty salary cuts should be the very top priority. It is demoralizing for faculty who had to work so hard this year. (*A&S, Full Professor*)
- Priority is to reimburse the one time adjustment and TIAA cuts!!!!! (*Health & Human Services*)
- Reinstate salary cuts and/or adjustments/increments. (*Informatics, Assistant Professor*)
- TIAA cuts should be stopped. And we need the normal rate of TIAA contribution from the university in future years. (*A&S, Assistant Professor*)
- There has been no talk of reinstating salaries and/or retirement benefits, but we keep hiring administrators. (*A&S, Full Professor*)
- Readjust the salaries to the pre-COVID level. We were hired at a specific level of salary and the rules changed. It is time to go back to the level we signed for. (*Business, Assistant Professor*)
- I think you already have a clear idea of the long-term effects and the low morale related to salary cuts we took "due to COVID." (*A&S, Full Professor*)

Salaries (lack of raises, cost-of-living, equity/compression)

- We just need to start investing in our people. The extreme state in which people are overworked while underpaid and short-staffed is exhausting. This is unsustainable. (*Business, Associate Professor*)
- Faculty raises are important to retaining and attracting talent. Each year the faculty take a loss working at the University—benefits increase in cost, food increases, parking increases, etc...yet salaries stay the same. This year we even took a cut to our compensation. If you look over the last decade...this is too much to sustain year after year. (*A&S, Associate Professor*)
- The biggest asset of NKU is our faculty members. Make sure they are treated fairly and compensated appropriately. It is urgent to give raises to faculty members. (*Informatics, Full Professor*)
- Salary compression is poison for job satisfaction. (*A&S, Associate Professor*)
- Previous salary equity adjustments do not really address salary inequities and salary compression. (*Informatics, Full Professor*)
- I have been highly recruited by other Universities and am seriously considering accepting offers where the compensation is congruent with my work experience and workload. I am working way above my load with a lower salary. (*Health & Human Services, Assistant Professor*)
- NKU needs to be able to pay faculty adequately. We can't continue to try to do everything and leave fair salaries and raises as something that we do if there is enough money left over. (*A&S*)
- Invest in faculty. We, the long haulers, have not simply salary compression but absolute failure to keep market rate. (*Health & Human Services*)
- NKU must invest in its people. Salary increases must be a priority. Having one small increase over the past 8 or so years is unacceptable. (*Education, Full Professor*)
- Increase the faculty salaries of full-time tenure/tenure track faculty making less than $80,000. The rationale for this would be parity and to help address the incredible inequality that exists within faculty salaries,

especially among "newer" faculty and those who have been faculty for 20+ years that make exorbitant salaries.

- The biggest issue affecting me and my colleagues is pay, or the lack of pay. My salary is currently less than half of what I can make in the professional world without a graduate degree. This makes it hard to stay, when I am struggling to pay my bills and raise my family. It also makes it extremely difficult to find new faculty from our industry because they don't want to take a 50%+ pay cut. (*Informatics*)

- Salary compression. Some associate professors make less than assistant professors. Consequently, you have tenured faculty with more experience who are less motivated to contribute. (*A&S, Associate Professor*)

- Faculty/staff salaries. We have taken pay cuts as well as had five years of 0 increases, while administrators have been added left and right.

- Fund existing faculty and staff and put on a hiring freeze for faculty and administrators. (*A&S, Full Professor*)

- Faculty and staff compensation should be a priority. The workload and cost of living doesn't necessarily match the salaries being paid at the moment. (*A&S, Instructor-NTTT-NTTR*)

- Our NTTR faculty should have increased salaries, commensurate with their expertise as educators. If teaching students, especially undergraduates, is central to our mission at NKU, we should pay the faculty that teach the most students and the most contact hours accordingly. (*A&S, Assistant Professor*)

- Funding needs for faculty are in part-time faculty rates and non-tenure track. (*Informatics*)

- Salary equity adjustments are not what they should be. In my own program, there are non tenure-tenure track employees making equal to or more pay than some of our senior, tenured-faculty. Absolutely unacceptable, particularly if NKU is really committed to student success. (*Associate Professor*)

- Faculty and staff salaries across the board related to compression and inflation, and general cost of living increases. This is the most important issue. (*A&S, Full Professor*)

- Nursing faculty salaries--there is a huge discrepancy between NKU teaching salaries and hospital-based salaries. There is a nursing faculty shortage as a result. The RN to BSN online program has more than 300 students and only 2 full-time faculty. Accreditation standards must be met and cannot be compromised by hiring freezes or a lack of faculty availability. (*Health & Human Services, Associate Professor*)

- Female faculty are still not being paid as much as their male counterparts and we do far more work. (*A&S, Full Professor*)

- Support staff and faculty. (*Associate Professor*)

- Faculty wages—raises, compression, inversion (*A&S, Associate Professor*)

- Faculty & staff salary increases. (*Health & Human Services, Associate Professor*)

- Salary increases boost morale by allowing employees to feel their hard work is recognized and valued. (*A&S, Full Professor*)

- I think salaries should be increased. We keep losing good people at the university because the salary they receive does not match their efforts. (*A&S, Assistant Professor*)

- Salaries, salaries, salaries for select faculty and staff. There is a huge disparity in some salaries -- we have profs making just above the poverty line and, in the same dept. and college, profs making high 6 figure salaries. (*Informatics, Lecturer-NTTT/NTTR*)

- Increasing salaries to a competitive level will also improve faculty retention. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- Invest in faculty that work hard and are producing exponentially, regardless of what CUPA says. It's really frustrating when you work 60-hour weeks to provide incredible opportunities to students, and then you hear that the average professor in another area makes TWICE what you make just to teach their 4 classes. The only explanation I have heard is "we have to pay them that much to lure them away from the private sector." Fund good work, not stereotypes. (*A&S, Full Professor*)

- This is something that everyone knows is an issue so I realize that I am not being incredibly constructive in providing this feedback, but it will be very important for NKU to figure out a way to more equitably compensate their faculty members (especially in relation to industry and other area colleges and

universities). For example, we have many faculty members in the law school, business school, and medical areas, that could go into industry or other higher ed institutions and make significantly more. I know this has been an ongoing issue, but it seems to only be getting worse, and I don't want to see our faculty members leave because of this. Even before the pandemic began, it seems that we are being asked to do more and more with less and less compensation.

- We should consider applying a salary peak system toward faculty of the College of Business. Most faculty's salary in the College of Business are double or triple times that of those in Arts & Sciences. Many other states' colleges and universities have such system to curve budget pressure for the salary portion of the College of Business. It makes no sense that a full professor salary of Arts & Science average $70-80K, while that of College of Business more than $200K. (*Full Professor*)

Hiring - Faculty

- Programs that are understaffed cause burnout on the people administering these programs. We need more people in these places to support student growth. (*A&S, Associate Professor*)

- The balance between tenure-track and non-tenure track faculty is shifting too much toward NTTRs and NTTTs plus adjuncts. If we want to support undergraduate research and fully utilize our new facilities, we need more tenure-track lines and teaching loads adjusted to allow scholarship and creative activities. (*A&S, Full Professor*)

- Increase full-time tenured faculty. There is too much administrative, advising, and other work for the current tenure-track faculty to do and still focus on teaching and scholarship.

- New faculty (*Business, Full Professor*)

- Hiring tenure track faculty (*Business, Full Professor*)

- Additional faculty (tenure-track) in areas with lacking personnel. Adding more faculty TT (no adjunct) will provide stronger and more committed professors that can have a deep impact on the lives of our students. (*Business, Assistant Professor*)

- Additional faculty members for College of Health & Human Services (CHHS) programs that have increased significantly due to high enrollments (*Health & Human Services, Assistant Professor*)

- Accounting faculty for the new online MAcc program. Will increase new courses offered by 30+ courses, no new faculty to cover them and we have lost faculty this semester. (*Business, Associate Professor*).

- Need for additional full-time and part time faculty, to better support clinical and didactic needs for nursing across all programs. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- Increase tenure-track positions. The humanities are being reduced to service programs only, and will eventually lose representation in collegial governance. People retire and those programs cannot replace them. We are the less expensive people to hire: lower salaries (5 figures, not 6), fewer technological needs, and so on. But we do need human beings to educate other human beings. (*A&S, Associate Professor*)

- Reduction in the bloat of higher administrative positions, and more focus on teaching faculty. (*Business, Full Professor*)

- Funding for faculty & staff in the departments that are bringing in the most revenue. The programs that are currently bringing in the most revenue for the university are neglected and underfunded. This has led to faculty/staff burnout and when retirements/separations occur the positions are either NOT filled or not even posted before the individual leaves. This just further increases the workload on those in the program.

- I think that it is most important for student success to fund new positions in areas that are understaffed. These lines need to be NTTR and/or tenure lines to ensure that students are having access to highly qualified, skilled instructors. It also ensures that faculty feel valued by having job security and a livable salary. For example, if a faculty member moves to an administrative role where they are no longer teaching, replacing that role with a new hire is very important so that we can keep small class sizes and reduce the number of adjuncts. (*A&S, Assistant Professor*)

- I have been here long enough to watch several faculty retire without their line being filled. Enrollment in my area is up. We have more students. We keep adding more responsibilities with less and less faculty. At what

point can a faculty member say no? We're already doing way more than the average faculty member. (*A&S, Full Professor*)

- Replace and re-institute tenure lines that were not filled after retirements (due to budget cuts.) (*A&S, Associate Professor)*

- Hiring full-time faculty instead of relying on adjunct faculty to teach our students. To be the powerhouse we strive to be, we need dedicated, full-time faculty for program development. (*Education, Full Professor*)

- The Honors College has surpassed even the ambitious growth projections that were made in 2018 and is in desperate need of resources if it is to continue to grow. Currently, the college serves 600+ students with just one adviser, one staff position, a dean, a shared tenured faculty member, and a shared lecturer. It is unsustainable and abusive to everyone who works there, including the dean, who regularly teaches 2-3 courses per semester in addition to being a dean. (*A&S, Full Professor*)

Hiring - Staff

- There needs to be additional administrative personnel. Support staff are very limited. Faculty and Directors should not be doing administrative staff activities. (*Clinical Assistant Professor*)

- Better clerical support for faculty. (*A&S, Associate Professor*)

- Marketing and administration support for programs and providing assistance with graduate program admissions. The process is extremely under-supported and time-consuming for program faculty. (*Health & Human Services, Professor of Practice or Clinical Professor*)

- Use funds to allow faculty to focus on teaching instead of being pulled into administrative duties so much. NKU should prioritize great teaching in order to best serve our students. (*Education, Associate Professor*)

Advising

- Provide more full-time advisors in the A&S college. Hiring combined part-time advisors and lecturers is not the solution. (A&S, Full Professor)

- Advising... It is becoming more and more apparent that we need strong advisors that really understand the path to graduation. We also need advisors to understand the breadth of the university and know what is best for each student, even if that means suggesting majors in other colleges that may not be in their own college. The advisor is the ONE person that a student has throughout their college career. Faculty should be responsible to mentor - but not to advise for graduation checklists. Our advisors are stretched so thin and the turnover is understandable, because of salary. NKU doesn't give the advisors the support they need to support the student. (*Informatics, Assistant Professor*)

- Advising. Additional advising resources/personnel can lead to additional student success and retention. It offers a high ROI. (*Informatics*)

- I believe coaches/mentors and advisors/advocates are essential to student progress and retention. I would like to see more continuity in relationships with students, in addition to the advisors. This is especially important in our online programs and a key component that I see missing.

Benefits (e.g., parking, insurance)

- Lower the cost for health insurance or bring down the deductible, or provide more HSA funding. Lower cost for parking passes, I still feel parking is really expensive on campus. Faculty and staff come here to provide a service, and we should get parking at a reasonable lower cost. (*A&S*)

- Decrease faculty/staff contributions to benefits. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- My health care costs went up because of increased pharmaceutical costs to me, the employee. Please work to keep health care and pharma costs as low as possible. (*Informatics, Associate Professor*)

Community & morale building

- Establish a fund for each department and program to hold post-pandemia luncheons and welcome back receptions for faculty, students, and staff to meet again. (*A&S, Lecturer-NTTT/NTTR*)

- We need to reestablish NKU's spirit and viability. Fun campus wide events are in order. (*A&S, Lecturer-NTTT/NTTR*)

- One long-term goal that I think will be essential to NKU's success, especially after the pandemic ends, is building a sense of campus community. Often, in pre-pandemic times, on a weekday afternoon in nice weather, you can walk across campus and see shockingly few students/faculty. I truly believe that a huge reason for this is the lack of good dining options around campus. Food = community, and our food scene is expensive, unhealthy, and inconvenient, with many venues closing mid-afternoon and little to nothing to eat available after 6 pm. With so many students, we should have food trucks, farm to table cooperatives, and other community-building food practices that instill the feeling that campus is a fun and welcoming place to eat, drink, and socialize. (*A&S, Associate Professor*)

- I know that the university is concerned about the students, and they are our customers, but there also needs to be some consideration for the faculty and staff. Some perks that help us deal with the stress, such as free massages, catered lunch, etc. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- Putting time and effort towards how we support faculty through the changes of COVID (increased time requirement towards teaching) the same way we created initiatives to support students. (*A&S, Full Professor*)

COVID testing

- It would have been nice if the university had invested in COVID testing like most universities have been doing since the fall, but it's getting to be a moot point and by the time the new budget comes out, we will hopefully mostly be vaccinated. (*Informatics, Full Professor*)

Diversity, equity, inclusion

- Make sure equity is at the center of any budget priorities. (*Education, Assistant Professor*)

- Diversity, equity, and inclusion - research, practices, and teaching designed to and evidenced to increase participation and achievement for students faculty, and staff from marginalized backgrounds. (*Education, Associate Professor*)

- Funding needs to be invested in BIPOC faculty: to attract them as new hires, to keep them, and to promote them. It is not simply the right thing to do. It is also a way to attract BIPOC students to NKU and keep them throughout their university studies. In other words, we need to gain a broader student population, both in terms of numbers and diversity. The university needs to conduct an equity "cluster hire" and put the money behind it to attract the best faculty. Departments that need faculty-lines would only get them if they agree to participate in a cluster hire of BIPOC faculty and/or BIPOC-supporting faculty. See the following: https://www.aplu.org/members/commissions/urban-serving-universities/student-success/cluster.html; https://www.insidehighered.com/views/2020/02/06/how-cluster-hires-can-promote-faculty-diversity-and-inclusion-opinion; https://www.chronicle.com/article/the-case-for-cluster-hiring-to-diversify-your-faculty/ (*A&S, Full Professor*)

- Recruitment of diverse faculty and staff. Restructuring of our approach around DEI. (*A&S, Full Professor*)

- DEI initiatives, programming, mentorship (*Business, Associate Professor*)

- Diversity, equity, and inclusion. (*Health & Human Services, Assistant Professor*)

- Outreach to potential students who are diverse (*Health & Human Services, Associate Professor*)

- I think any initiatives that target marginalized students (in terms of recruitment, but also student support) would be very beneficial. (*A&S, Assistant Professor*)

- Diversity hires -- please consider and address the benefits of hiring BIPOC individuals to both faculty and staff positions. (*A&S, Associate Professor*)

- I think we need to include initiatives to incentivize hiring diverse candidates to campus including tenure-track lines that are made specifically for groups underrepresented in academia. (*A&S, Assistant Professor*)

- If we really want to improve diversity among faculty, then we should set aside funds for hiring some people based on that, rather than just trying to find someone who fits a very specific position we're trying to fill. For fields that aren't very diverse in the first place, you often have to pass up a cool person who does Y, because what you're looking for at the time is someone who does X, and you can't fund both. (*A&S, Associate Professor*)

- Diversity and inclusion workshops for faculty, perhaps with a stipend for attending and participating. (*A&S, Lecturer-NTTT/NTTR*)

Educational outreach/Community engagement

- Re-establish Educational Outreach - I would like to see funding increased for something along the lines of what we used to know as Educational Outreach. In particular, I believe that the ALPS Program does the best it can; however, it is limited in terms of staffing and outreach efforts. NKU used to have an Educational Outreach office (I am not sure if there is something similar now) and I believe we are missing an opportunity to reach so many non-traditional students in the region who may not realize all of the great programs NKU has available to them. They know that UC and Xavier University are there for them; however, what about NKU? (*A&S, Associate Professor*)

- Community engagement (*A&S, Associate Professor*)

Experiential learning

- Many of us are working towards implementing the strategic plan, but when we compete for funds, those are unfunded or ignored. It would be nice to see a significant investment in experiential learning, such as study abroad, internships, student research/creativity, and service learning. (*A&S, Full Professor*)

Facilities

- Facilities, especially for outdated buildings such as the College of Business. (*Business, Associate Professor*)

- Strengthening facilities preservation (*Steely Library, Associate Professor*)

- Faculty development

- Investing in programs and resources to help faculty reach full professor would be helpful...there is no help on this campus. (*A&S, Associate Professor*)

- Recruitment of stellar faculty and incentivizing current associate professors to pursue advancement. There are many faculty across the university who have stagnated post-tenure and have just stayed at the Associate level. (*A&S, Assistant Professor*)

- Faculty development. Sabbaticals. (*A&S, Full Professor*)

- Faculty development programs. (*Health & Human Services, Professor of Practice or Clinical Professor*)

- Professional development. (*Health & Human Services, Assistant Professor*)

- Investing in professional development will improve faculty teaching effectiveness, resulting in longer-term gains for the university. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- Give performance bonuses associated with publications. (*Business, Assistant Professor*)

- Productive researchers should benefit from financial support such as travel money and research assistance. (*Business, Assistant Professor*)

- Additional funds to support professional development. (*Business, Assistant Professor*)

- Research funds available to faculty for laboratory experiments (*Informatics, Assistant Professor*)

- Need for additional funding and paid release time for faculty pursuing advanced degrees/research initiatives and continuing education (*Health & Human Services, Lecturer-NTTT/NTTR*)

Faculty teaching loads

- In order to improve quality of education, we should reduce all faculty's teaching load to 3-3 following the same teaching load of the College of Business. Arts and Sciences faculty have to teach 4-4 for typically half of the salary of their colleagues in the College of Business faculty. That is an obvious discrimination. (*Professor*)

- I'm a faculty member in a department where profs typically have a 3/3 load. I don't think that any tenure-track or tenured prof -- in any department -- should have a 4/4 load if research (or creative output etc.) is a key part of their performance. (*Informatics, Associate Professor*)

- A few years ago, the provost floated ideas for a 3/3 courseload for research-active faculty. An initiative to do this would immediately improve teaching, research, service, and morale. As it stands, NKU is just ratcheting up demands for teaching (increasing class sizes/increasing populations of students that need more intensive assistance) while not making allowances for the fact that many faculty are doing nationally and sometimes

internationally renowned research. When I think of what another university could do to recruit me from NKU, it would be the promise of a reduced course load, or at least reduced class sizes. (*A&S, Associate Professor*)

- We should reduce full-time faculty's teaching load from 4-4 to 3-3. (*Full Professor*)

- Funding should be increased to reduce the teaching workload of research active faculty primarily in CAS and any other college with a nominal 4/4 course workload. Research is essential to the proper functioning of a university. Research benefits teaching by keeping instructors up-to-date in their respective fields, it provides the opportunity for students to experience research, and it can make potential students aware of our university through press releases and interactions with collaborators. (*A&S, Associate Professor*)

- If we are serious about recruiting diverse faculty in STEM, we need to bring them in with low teaching loads so they can get external funding while they still have their early career status, which is a huge bonus in most scoring systems. The idea of having them teach only for a few years before transitioning is a mistake that will seriously impair their career trajectories. (*A&S, Full Professor*)

- Decrease teaching load so we can continue being student centered (*Business, Associate Professor*)

- Use the budget to support faculty. NKU does a great job supporting students, but it often does this on the backs of its faculty and often robs faculty of time and resources to do so. Support faculty as they research and create. (*A&S, Associate Professor*)

- Funding a reduced teaching load across all operating units would be ideal so that full-time faculty can spend additional time on research and scholarship. This will have immediate and long-term benefits for faculty, students, and the University's prestige. (*A&S, Associate Professor*)

- Course reductions for program development would increase student success, faculty development, and institutional notoriety. (*A&S, Associate Professor*)

- The faculty are swamped with our workload and getting burned out! COVID just added a layer of complexity to an already strained system. Faculty need time to write, research, etc.; but unless you have a stipend or release time, you don't have time to do anything else. I am NOT on a tenure track and am so thankful. I cannot imagine trying to do research or write scholarly articles while teaching a 12-credit hour load. It is just too much! (*Health & Human Services, Lecturer-NTTT/NTTR*)

Graduate assistantships

- Funding graduate assistantships for research and service projects is an area that I think would have long-term benefits for students, faculty, and the university as a whole. (*A&S, Assistant Professor*)

- Funding GA/TA so we can recruit and retain graduate students. Most graduate programs in the area have graduate assistants/scholarships. (*Business, Associate Professor*)

- More TAs (*A&S, Associate Professor*)

Health & wellness initiatives

- Health and Wellness initiatives. There is a successful health and wellness model at The Ohio State University (OSU). Implementation of a Chief Wellness Officer who oversees the development, implementation and evaluation of wellness activities across the university has shown to have an impact on student, faculty and staff wellness and cost related to health insurance benefits. Data supports implementation of a university wide health and wellness program. If interested, contact Dr. Bernadette Melnyk, Chief Wellness Officer and Dean, College of Nursing, OSU. (*Clinical Assistant Professor*)

Instructional design/Higher-quality online courses

- Investments to support the development of online courses. We have been producing "homemade" videos for the students. I believe we can do much better than delegating to the faculty to invest in it. I think that investing in a studio or any kind of high technology environment to record and edit videos with a professional standard and broadcast should be a priority for NKU. Online classes are a growing business to us and we need to move forward fast to enhance our competitiveness. (*Business, Assistant Professor*)

- A professional environment for recording, editing, and broadcasting videos for online classes. We invested some money and time training the faculty to understand virtual learning dynamics and to increase the

quality of classes (at least the pedagogical perspective). Now it is time to enhance the quality of the courses to promote a professional and superior learning experience for the student. We have a lot of courses without any standard or professional editing. It impacts the student perception indeed. As we are a student-driven college, I understand that it is a priority for us. (*Business, Assistant Professor*)

- More investment in instructional design, faculty development in teaching and technology. (*Health & Human Services, Associate Professor*)

- Training in teaching and learning. (*A&S, Associate Professor*)

- Quality of online teaching and learning must be addressed. We must be honest and realistic about knowledge-skills gaps and how online learning can address those things. (*Business, Full Professor*)

- We must have better assurance of learning across the board. We must know where students make gains and where they do not. We must use our resources to shore up the latter. (*Business, Full Professor*)

- Funding should be increased for online teaching. This could include more training for faculty, better technological and IT infrastructure, etc. I do not believe that faculty should be required to attend the trainings but possibly compensate them for attendance (similarly to what was done with SOFI this past year).

- Online programs, as this is our main area of enrollment growth now. (*Informatics, Full Professor*)

Library

- Steely Library personnel – we've lost 5-10 positions in the last 13 years. We're down to 16 librarians, having lost our Systems Librarian, Cataloger, a third librarian last August and are about to lose 2 more July 1st. We can't add new resources of any type without competent cataloging help. All of us are pulling shifts at the Reference Desk and will have even fewer of us to cover those hours. The workload continues to increase as we lose personnel. The same has happened on the staff side. We currently have at least 6 open positions. Benefits include student success in research, creation and provision of new resources for research, support for faculty in their teaching. (*Steely Library, Full Professor*)

- Library collection of print and digital materials. (*Steely Library, Full Professor*)

Marketing/Communication

- NKU should invest in marketing that increases our brand awareness and focuses on building our reputation. (*Business*)

- NKU needs a new PR campaign for recruitment that goes beyond colorful branding or proprietary fonts. Consider advertising or sponsoring covered bus shelters and designating certain routs as the NKU line. Cleveland State University did this on bus lines to suburban Lakewood, and it increased visibility and accessibility to the university from western suburban locations. (*A&S, Full Professor*)

- The colleges and the university as a whole have no assistance or budget for marketing. If NKU wants to attract students, we must be visible in the community and especially in the schools. Visible presence of the university is largely non-existent in many of the area schools. (*Education, Full Professor*)

- It would be nice to have some money available for marketing, particularly of new programs. (*Informatics, Full Professor*)

- So much of our efforts center around perception building, and signaling, but most of it rings hollow to potential students. We need to be "selling" students socio-economic mobility and student/faculty/university-led community transformation and align our funding priorities accordingly. eSports, and Athletics are not attracting adult learners, first generation, or students from underrepresented groups to the university, or gainful employers to the region. (*Steely Library, Associate Professor*)

- NKU Marketing - Providing more funding to marketing NKU to potential students within the Northern Kentucky/Greater Cincinnati region seems like it would be an obvious choice, as I cannot help but sometimes feel that NKU is overshadowed by the marketing of other universities in our region. For example, when I drive around town, I will see billboards or hear radio advertisements for UC, Xavier University, Thomas More, Mount St. Joseph, and even Bowling Green State University, but not much about NKU. I could be missing something, of course. On the flip side, I do see some billboards about NKU (and this became more apparent to me after President Vaidya joined NKU). So I appreciate what NKU is doing. Now I just want

to see if we can up our game a little more in the future to help further establish our brand for our region. (*A&S, Associate Professor*)

- Invest in students and things that will increase our public image and engagement (*A&S, Associate Professor*)

NTTR development

- I understand needing to limit project grants/sabbaticals etc., to tenure track people, but in my experience we have many NTTRs who are looking to move to tenure track. Providing at least summer project grants would increase their research productivity and made them more competitive for tenure positions. Presumably, they were hired because they showed great promise in teaching and the best way to keep them is to provide a way for them to move to a tenure position if they wish.

- Funding for more tenure track faculty position or make it easier for NTTRs to engage in research and scholarship. (*Health & Human Services, Associate Professor*)

- Offer renewable lecturers opportunities for advancement. (*A&S, Lecturer-NTTT/NTTR*)

- To reward and look at raising pay for long-term lecturers, with additional professional development opportunities and look at pay equity for lecturers vs. staff positions. (*A&S, Associate Professor*)

- In my experience we have any number of NTTRs who are looking to move to tenure track. Providing at least summer project grants would increase their research productivity and made them more competitive for tenure positions. Presumably, they were hired because they showed great promise in teaching and the best way to keep them is to provide a way for them to move to a tenure position if they wish.

Paid parental leave/Daycare

- There should be funding for parental leave and encourage the on-campus daycare to provide NKU faculty/staff/students priority access for their children. (*A&S, Assistant Professor*)

- Paid or partially paid maternity/adoption/sick leave for expectant parents to recruit and retain younger faculty and better accommodate family needs. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- Paid parental leave is a must. Having paid leave increases faculty retention and all-around health for the University and its members. (*Informatics, Assistant Professor*)

Program development (academic)

- Develop an engineering program at NKU. (*Informatics, Professor of Practice or Clinical Professor*)

- Focus on developing programs that have the potential to draw students, such as education, nursing, social work, psychology, criminal justice. (*Education, Full Professor*)

Project grants

- The number of fellowships and sabbaticals is typically okay, but Project Grants are woefully under-funded. The total number and total amount per award need to be adjusted to support faculty scholarship and undergraduate research. (*A&S, Full Professor*)

- Provide supplemental instruction project grant support for teaching and service initiatives instead of just research/creative activity (*A&S, Associate Professor*)

Research and Education Field Station

- [Increase funding for] the Research and Education Field Station (*A&S, Full Professor*)

Scholarships

- Increase funding for scholarships based on merit. NKU must actively and effectively recruit the region's best academically prepared high school students. Over the last several years, NKU's failure to offer merit scholarships at a level comparable to those offered at other universities with whom we compete has had a detrimental impact on the university's ability to recruit the region's best academically prepared high school students. (*A&S, Associate Professor*)

- Increase scholarships for underrepresented minority students and students with financial need. (*A&S, Lecturer-NTTT/NTTR*)

Student health insurance

- Now that we have a growing presence of medical students and opportunities, NKU should consider offering a student health insurance buy-in that will run like a clinic. For an annual fee, students can have access to nurse practitioners for non-life threatening illnesses (strep throat, colds, sprains, etc.). (*A&S, Full Professor*)

Student recruiting

- Recruitment and marketing efforts — especially to reach people who have started college but never finished. Perhaps we can invest in reduced tuition packages for students in that category? (*Informatics, Associate Professor*)

- Recruitment of undergraduate students, especially those with interest in and qualifications for science, engineering, and medical studies. (*A&S, Full Professor*)

- We need to invest in creating effective student recruiting and recruitment initiatives. (*A&S, Lecturer-NTTT/NTTR*)

- I think we need dedicated staff to recruit. I am from SOTA and many of us dedicate tons of time to recruitment efforts, as we should, but it definitely affects teaching preparation, retention, and administrative tasks (which are numerous). If there were a dedicated SOTA recruitment officer whose job was to build relationships with regional teachers, coordinate visits for faculty, develop on campus events for high school seniors, etc., I think this would increase our visibility and really model professionalism to the community at-large. (*A&S, Lecturer-NTTT/NTTR*)

- Stop seeking voluntary involvement from full-time faculty members in student recruiting services. There are dedicated sections in the colleges to do this, and the time spent in these events by the faculty members does not have any significant benefits. Most Q/A from prospective students are generic and can be handled very efficiently by the student recruitment office. (Informatics, Assistant Professor)

- Continue outreach to existing student through efforts such as the phone calls, scholarships, etc. (*Health & Human Services, Associate Professor*)

- Faculty addressing college-bound high school students on college success skills. (*Informatics, Lecturer-NTTT/NTTR*)

- High school engagement for recruiting. We need to have a visible presence during kids' high school years. This can be in the form of exciting posters that can hang in their classrooms, visits we can make on site in *their* world, workshops, opportunities to interact with current students (student reps / ambassadors who are well-versed in NKU and its majors, culture), etc. (*A&S*)

- Recruitment (*A&S, Associate Professor*)

- Recruitment seems to be sorely lacking. This should be led by a staff team (e.g., Admissions) and supported by faculty if needed. (*A&S, Full Professor*)

- Admissions and recruiting is more competitive than ever. Set quotas on recruitment and hold those offices accountable for meeting numbers. (*A&S, Full Professor*)

Student research

- Funding could be strategically increased for incorporating students in research. Many students are interested in assisting and conducting research projects that requires funding and it seems the only way to get funding currently is through grants, which are far few and in between. (*A&S, Lecturer-NTTT/NTTR*)

- Funds to support faculty members mentoring students in research and capstone projects. This could be in the form on one-time payments, or bi-yearly teaching load reduction. This will eventually lead to greater motivation for faculty to lead independent studies, eventually resulting in enhanced student engagement in research. (*Informatics, Assistant Professor*)

- Compensate students directly for working with faculty in research (e.g., enhance ISRCA to realize this objective). Motivate faculty to involve students in their research with course releases or stipends for student mentorship. (*Business, Full Professor*)

- Since we are a student-focused institution that takes student involvement in research, scholarship, creative and development related project activities, overall more funding and opportunities provided to students

(both undergraduate and graduate) would help in long-term benefits. I know that currently undergraduate students have quite a few funding opportunities to get involved in research, but maybe graduate students could do with a few funding opportunities as well for doing research (I do understand that the graduate student enrollment has gone down probably, but this might be a good investment towards future recruitment & retention of grad students). (*Informatics, Assistant Professor*)

Student success

- Success coaches, especially for freshmen and minority and underrepresented students (*Business, Associate Professor*)
- We need more student support staff for offices like UCAP and Student Wellness. (*A&S, Full Professor*)
- Add staff in areas lacking personnel. . Adding more staff will help our students to feel welcome and to navigate university life more successfully. (*Business, Assistant Professor*)
- First Year Programs to continue focus on retaining students- support for more common courses and experiences for all incoming students to create stronger community. (*Informatics, Full Professor*)
- Degree Completion programs that focus on programs that are easier to complete after someone has been out of school for awhile (more generalist type programs- Communication Studies would be an example). (*Informatics, Full Professor*)
- Provide faculty with more service opportunities relating to student retention. (*Informatics, Instructor-NTTT/NTTR*)
- Compensate faculty to participate in a themed-based Gen Ed pathways program. (*A&S, Lecturer-NTTT/NTTR*)
- NKU could hire more support staff of various types (advising, financial aid, administrative assistants, grants office) rather than continuing to try to train faculty to do those jobs in addition to their own. (*A&S, Associate Professor*)
- Invest in Career Services. (*Informatics*)
- There are funding needs for services that directly benefit students. (*Informatics*)
- Student success initiatives within the College and not just at the University Level (*A&S, Lecturer-NTTT/NTTR*)
- More supplemental Instruction; more faculty release time to help students through tutoring, etc. (*A&S, Lecturer-NTTT/NTTR*)
- Devising pathways for nontraditional students to gain a wider range of degrees, through online upper class offerings and in-person evening/weekend labs (will mean additional hiring). (*A&S, Lecturer-NTTT/NTTR*)
- Increased offerings in summer with financial aid opportunities for students (may mean additional hiring). (*A&S, Lecturer-NTTT/NTTR*)

Student work study

- Work-study for students to work on-campus in academic areas for student success and affordability of tuition. (*A&S, Associate Professor*)

Study abroad

- Anything that encourages education abroad or having other perspectives/experiences on campus are worth more than their cost. I would like to be able to offer more flexibility in how long we're able to be abroad with our students and how course fees are assessed for study abroad experiences. (*Informatics, Full Professor*)

Summer funding for faculty

- More summer funding opportunities. Taking a course buy-out during the fall and spring for research/service projects is not always feasible across all departments. For example, as of now, there would be no one to teach my classes if I were to pursue funding opportunities and course releases during the school year. (*A&S, Assistant Professor*)

Technology/IT

- Infrastructure has been lagging including instructional equipment and faculty computers. (*Informatics, Full Professor*)
- Enhance classroom technology so that teaching in-person and online simultaneously increases access for students. (*Business, Full Professor*)
- Adequate IT course support (*Health & Human Services, Professor of Practice or Clinical Professor*)
- Technology that facilitates remote instruction. (*A&S, Full Professor*)

Testing services

- Expanded testing services beyond just registered students (*A&S, Associate Professor*)

Transdisciplinary projects

- Funding should also be increased for collaborative projects that stimulate innovation across departments, colleges and units. (*A&S, Full Professor*)

Tuition – metro rate

- Restore the metro rate. When one of my kids applied to NKU, the scholarship she received only moved her to what the metro rate used to be. Not good. (*A&S, Full Professor*)

Tuition waiver benefit for faculty/staff

- Please increase the tuition waiver. One of my friends works at UC and her kids went to UC for free. (A&S, Full Professor)
- More tuition breaks (*A&S, Associate Professor*)
- Increase tuition credits for family members (*Health & Human Services, Full Professor*)

APPENDIX C:
Suggestions for Areas to Decrease Funding

General

- Student success should be at the forefront of budget concerns. (*A&S, Lecturer-NTTT/NTTR*)

- Avoid non-academic initiatives. (*A&S, Associate Professor*)

- Stop trying to satisfy every student social and affective "need," and re-focus resources on academic instruction. (*A&S, Associate Professor*)

- We fund activities and faculty reassigned time that do not impact students. Return on investment should be key in whether we continue to fund something. (*A&S, Full Professor*)

- It is difficult to know [what to decrease] because we rarely see reports indicating how initiatives are going. (*A&S, Full Professor*)

- I'd like to see NKU stop pursuing the next shiny object every two years, which I see as cancelling just about every initiative 10 minutes before it starts to show promise. I'm really fed up with this question. (*A&S, Associate Professor*)

Restructuring/Reorganizing

- Many, many of our services overlap. It would be nice if the university took an inventory of who does what and amalgamate or edit the mission of these groups to better invest in our students. We shouldn't be competing against each other to do the same activities. (*A&S, Full Professor*)

- I think there needs to be a serious look at programs (majors and minors, undergraduate and graduate) that are not sustainable and/or are too expensive in their current format. I am *not* advocating letting permanent faculty and/or staff go but rather a re-organization and/or reduction of programs that will reduce expenses. No...I am not going to be specific because then it will look personal. Anyone who can read a table of SCH earned vs. expenditures can figure it out. (*A&S, Full Professor*)

- More synergy between colleges, academic affairs, and students affairs including mechanism for collaborations and sharing activities. (*Business, Associate Professor*)

- Consider combining/removing duplicate services. Is it necessary that various departments have their own Makerspace type area? Why can't these be combined into one space for use by the entire campus? (*Steely Library, Full Professor*)

- Combine administrative structures between related colleges. (*Business, Full Professor*)

- Stop funding programs with no needs assessment and that take students and resources from other programs, e.g., the BA in Law. (*A&S, Associate Professor*)

- Some colleges have restructured. We need to take a comprehensive look at all colleges and programs. It needs to be framed in a non-punitive, non-threatening way, though. We should not prioritize maintaining the current structure. The current structure has redundancies and inefficiencies, and the right hand doesn't always know what the left hand is doing. For example, one area searches for and externally hires faculty and administrators when folks with that expertise may already exist at NKU underutilized in another college/dept. (*A&S*)

- We need to restructure programs and departments. There is a lot of duplication. This doesn't necessarily have to mean eliminating faculty/staff - but it could mean repurposing them, which may involve an investment in retooling. (*A&S*)

- I would say the biggest savings would likely come from incentivizing retirements and right-sizing departments that are top-heavy and have more faculty than students. (*A&S, Full Professor*)

- There are so many extra people that do not seem to contribute to the college, but we are missing personnel that are very needed (such as administrative personnel). (*Health & Human Services, Assistant Professor*)

- Time and money savings could be impacted by monitoring how many students individual faculty members teach and ensuring that there is a more equal distribution of workload across faculty. Many of our most expensive professors teach only high-level courses with very few students or teach in online sections with many coaches pulling down extra money while teaching few. We should develop a way to actually measure

how much contribution staff positions make to the unit and then help each develop into meaningful contributors with equitably distributed work. Now we have individuals who have so little to do and contribute only occasionally while others work long hours with loads of responsibilities. This leads to churn and discontent in the workplace. These are costly results of poor management practices. (*Business, Full Professor*)

External search firms & other consultants

- Focus on talent development from within instead of always expecting external searches for administrative positions. (*Education, Full Professor*)
- NKU should pay for services needed from within whenever possible. Think local. Prioritize supporting our community here before hiring expensive firms from elsewhere for the wide range of services we continually spend money on. (*A&S, Full Professor*)
- Stop over-relying on consultants to deliver unsavory, but embarrassingly obvious solutions to long-standing problems. It is a wasteful way for administrators to make politically unpopular decisions. (*Steely Library, Associate Professor*)
- [NKU should be doing] more succession planning and not always looking outside of NKU for new administrators - we have a lot of underutilized talent already here. (*A&S*)
- Stop using so many consulting firms, especially the Boston company for job searches. At least 3 of their recruits have turned out to not be good for NKU. (*Steely Library, Full Professor*)

Athletics

- All Athletics should receive a 10% across the board cut in light of COVID and its lingering impact. (*A&S, Full Professor*)
- Less spending on sports teams. (*A&S, Lecturer-NTTT/NTTR*)
- Athletics is an extra that is not directly academic. (*Health & Human Services*)
- Reduction in athletics (for example, they can save money on equipment, travel expenses etc...). (*Business, Assistant Professor*)
- Athletics - cut their base funding and have Athletics increase funding through donors instead. (*A&S, Associate Professor*)
- Sports (*Business, Full Professor*); (*Health & Human Services, Full Professor*)
- Athletics (*A&S, Full Professor*)
- We should cut some budget from Athletics/Division I. (*Professor*)
- Athletics. If its annual budget is in excess of $8 or $9 million, but it only generates $500,000, this marketing effort has not changed the university's enrollment, inclusiveness, or commuter status. (*Steely Library, Associate Professor*)
- We should drop all athletics and focus on wellness - see the Spelman College example. A university-wide wellness plan would serve our students better than an NCAA Division I athletics program. In all of my years at NKU, this is a no-go topic and we aren't even allowed to see the budget.
- Cut funding to sports - they have not brought the revenue as promised. Biggest waste of money yet.

Administration

- It was interesting that we kept searching and hiring administrators in a "hiring freeze." (*A&S, Full Professor*)
- Stop hiring 6-figure administrators. Our mission is to teach, we need to focus on the resources that support the mission. We do not need more administrators. (*A&S, Full Professor*)
- The addition of administrative positions that do not impact quality teaching and learning seems to be excessive. What quantifiable impact do they have? By what objective goals are they measured? (*Business, Full Professor*)
- Stop funding administrators. We are already too top heavy. There are so many administrators, directors, deans, associate deans, vice provosts, associate provosts, etc., and then a reduced faculty and staff that are

to do all the work that the few at the top want accomplished. The faculty and staff are consistently asked to do more with less and then a new administrative position is created with 6+ figures.

- The chasm between faculty salaries and administrator faculties are enormous and toxic. Any person can find the salary of NKU personnel online and often when one looks up the salary of an administrator at NKU (not usually staff) and the largess of the salary is often eye-popping when compared to the paltry salaries faculty receive. Administrator salaries should be decreased to reduce the size of this chasm and inequality.

- I think administrators should be paid less money. I think that it is more equitable to spread that money across campus to people who are not fairly compensate for their work, like NTTRs, NTTs, and adjunct instructors, or to programs that go to student support. (*A&S, Assistant Professor*)

- Lower the number of administrative positions. It is not a secret that administrators get paid more than regular staff. I think it is necessary to reconsider the fact, do we need to have that many deans, associate deans, vice provosts on top of department chairs, directors? [Some of these administrators] are highly skilled professors; they could be teaching classes, lowering our cost for looking for part-time faculty. It will be good to compare the number of students versus the number of admin. Personnel and compare that to other universities of similar size. I feel NKU maintains too many administrators. (*A&S*)

- Perhaps administrative overhead reductions (*A&S, Full Professor*)

- The number of administrative positions could be cut. (*A&S, Associate Professor*)

- There should be a review of all administrative positions and consider eliminating non-critical positions (vice provosts, associate deans, directors, assistant provosts, etc.). (*A&S, Full Professor*)

- Too much administration at the university level. (*Health & Human Services, Lecturer-NTTT-NTTR*)

- Reduce the number of folks holding administration positions. (*Informatics, Full Professor*)

- Administration is too top heavy. More boots on the ground. (*A&S, Associate Professor*)

- Decrease funding for administration, workshops, some marketing (*A&S, Associate Professor*)

- Upper administrative positions. (*Associate Professor*)

- Administrative pay, specifically in those that are no longer administrators but have returned to faculty positions. (*Health & Human Services, Assistant Professor*)

- Former presidents and provosts need to take a pay cut who are still being compensated by the University. (*A&S, Associate Professor*)

- Reduce the number of upper administration positions. NKU's organizational chart should be evaluated and reduced. (*A&S, Lecturer-NTTT/NTTR*)

- Administrative salaries could remain in their current reduced state even after our budget returns to pre-pandemic levels. Academia is not a business and shouldn't be run as one. (*Health & Human Services, Assistant Professor*)

- Administrator salaries. (*Informatics, Lecturer-NTTT/NTTR; A&S, Full Professor; Health & Human Services*)

- Stop administrative bloat. (*A&S, Associate Professor*)

- Reduction in the bloat of higher administrative positions, and more focus on teaching faculty. (*Business, Full Professor*)

- Stop adding administrators! We have taken pay cuts as well as had five years of 0 increases which administrators have been added left and right.

- It seems to me that NKU is already running a very lean operation, especially in comparison to other similar institutions. If I had to name something to put up for cuts it would be upper-level administrative salaries for those who have no teaching loads/minimal interactions with students. But even there, our upper-level admins seem not to be vastly over-compensated, though they may be over-represented in comparison to full-time faculty. (*A&S, Associate Professor*)

- No more administrative hires until compensation for faculty and staff has been reimbursed and adjusted. (*Associate Professor*)

- I believe NKU should stop creating and hiring for positions that are middle management positions. This would save a considerable amount of money that could instead be utilized for student success initiatives. (*Steely Library, Full Professor*)

Branding

- We spend too much on branding artwork and not enough on content. Where are the writers to tell our stories to recruit students and increase donations? (*A&S, Full Professor*)

Career Services

- Career services is broken, as they cater to professional degrees only. They either turn away or tell non-professional degree seeking students to change their major.

Centers/Institutes

- Consolidate outreach centers to a centralized university outreach center that is less costly and we can all plug into. Seems like we have some redundancies that could result in cost savings and perhaps would have more success at doing projects that generate revenue. (*Informatics, Full Professor*)

- If outreach areas are self-sufficient and more than pay for themselves, that's great. I don't believe all of ours do so. We've stopped underwriting some professional style student learning organizations, forcing those to solely pay for themselves, while larger organizations (with professional staffing, with larger-than-faculty salaries) are funded by the colleges/university. That seems inverted to me. (Again, if my understanding that the outreach arms aren't self-funded is accurate, this is my position. If they do bring in excess revenue my concern is alleviated.) (*Informatics, Full Professor*)

- Funding for different offices should be re-examined - for example, the Center for Teaching and Learning versus other Centers/Institutes on campus. (*A&S, Full Professor*)

Compensation

- I believe most faculty and staff would support smaller or no raises (or even small salary cuts) rather than see positions eliminated. (*Informatics, Instructor-NTTT/NTTR*)

Facilities Management

- Facilities management - While we have a backlog on work orders in certain areas such as carpentry and HVAC, I often see groups of facilities management employees hiding in bathrooms and closets on their cell-phones or doing anything but work. I also want to recognize that these individuals are not paid a living wage for the tri-state area and keeping good employees is problematized particularly with the KERS upheaval. (*A&S, Associate Professor*)

Hiring

- Put on a hiring freeze at the faculty level for a year or two. How and why are we hiring when we all took a salary hit and have great uncertainty in the future of our programs? (*A&S, Full Professor*)

Honors

- Honors programs (*Health & Human Services, Assistant Professor*)

- Why were the Honors' Ipads funded without having to go through the same competition that the rest of us did and didn't receive funding? (*A&S, Full Professor*)

Landscaping

- Landscaping is an extra that is not directly academic. (*Health & Human Services*)

Office phones

- Get rid of office phones for faculty. (*Business, Full Professor*)

- Our phones in our offices. Why do we have them and why are paying for something not being used. I have only had my phone ring twice in the 8 years I have been on campus, both times it has been a solicitation call. (*A&S, Associate Professor*)

Office space

- Reduce office space footprint on campus. For example, ask for faculty volunteers to share offices and explain the benefits or incentives to do so. (*Business, Full Professor*)

Real estate/Buildings

- Stop buying up real estate for non-academic purposes. (*A&S*)

- The university should stop buying property for a football stadium (euphemistically referred to as the track-and-field center) and sell property no longer needed for that pursuit. (*A&S, Full Professor*)

- Let's stop building more buildings. We seem to have all the money in the world to keep building, but no money to pay select staff and faculty. (*Informatics, Lecturer-NTTT/NTTR*)

Sabbaticals/Summer fellowships

- Summer fellowships (*A&S, Full Professor*)

- Sabbaticals and summer fellowships (*Health & Human Services, Assistant Professor*)

Scholarships

- Stop giving so many need-based "scholarships" and instead reduce cost of tuition so that NKU is the best deal in town. (*A&S, Full Professor*)

School-Based Scholars teaching by NKU faculty

- School-based scholar courses taught by NKU faculty should end. NKU pays for the faculty's salary, while earning significantly less ($72 versus $413 per student credit hour). SBS should only be taught by qualified high school teachers.

Summer stipends

- Summer stipends etc... for programs or initiatives that run 12 months, some faculty should be on a 12-month contract and fulfill the commitments for summer along with other strategic planning. (*Health & Human Services, Associate Professor*)

Travel

- International travel for paper presentations - this has become a faculty vacation stipend. (*A&S, Full Professor*)

- There is also a slew of faculty development funds at the department, school, college, and university levels. While I support these and am grateful for them, should we have them if we can't afford salaries and benefits that were promised at hiring? (*A&S, Full Professor*)

- In the current environment, travel could be minimized to only the most essential. Professional development could be virtual. This saves money for other areas.

Wellness

- Funding for wellness initiatives other than those dealing with mental health and counseling should be reduced. (*A&S, Full Professor*)

APPENDIX D:
Suggestions for Policy/Procedure/Process Improvement

General

- If administrators learned and followed existing policies and procedures, then that would be a good start. (*A&S, Full Professor*)

- Stop pursuing shiny objects. We are a university that should be focusing on students rather than administrators' careers. Who cares about an administrator's vita entry. (*A&S, Associate Professor*)

Budget model

- In 2015, the university spent over $1 million in consulting to Huron and preparation costs for an incentivized budget model where programs of growth would be funded accordingly. What a waste of money: Nothing has come out of the incentivized plan. Programs that aren't growing are subsidized at the expense of revenue producing programs. All we hear is that the provost and president requests reallocation.

- Stop spending the revenue generated by one program to fund other programs and ignoring the program needs of the revenue generating program.

- The current RCM-light model should be reviewed. A purely market-driven model makes sense at a comprehensive regional. But is It replicating past successes, and can it position the university for future successes? Does the model truly support student success? Is there a positive relationship between better unit funding, and timely degree completion? Is there a positive relationship with better unit funding, and inclusive degree completion? (*Steely Library, Associate Professor*)

- More investment in understanding NKU's finances and more strategy on how we set budgets and manage our resources. Centralized budgeting is a cumbersome model, and NKU has always run off a scarcity model. You get what you invest, and it shows. Data analyses that look at how efficient programs versus those that are not and making decisions on how to fund those that are losing money if they mission. Invest in strategy infrastructure and making data informed decisions. *(Health & Human Services, Associate Professor)*

- Increase department budgets so that chairs can fund initiatives. There is so little flexibility to do anything for faculty and students. (*A&S, Full Professor*)

- Treat colleges as profit centers in terms of accountability and resources. (*Business, Associate Professor*)

- Department budgets should be sufficient to cover costs associated with educating our students. This includes things such as printing, technology, etc. (*A&S, Associate Professor*)

- Have administrators back off. The reason faculty have stopped bringing in research dollars is because deans and chairs want a piece of it. (*Health & Human Services*)

Diversity and other trainings

- We received 2 diversity trainings to complete online. The first was long and ineffective, and the second I wouldn't know because I refused to do it. I would prefer that we hold in person Diversity Symposiums, conferences, panels etc. (*A&S, Lecturer-NTTT/NTTR*)

- Look at all required trainings as a whole. How much overlap is there? Are the trainings accomplishing what they need to? What can be shrunken to a simple flyer or handout with a 5 minute overview on key points. I feel I've wasted hours and hours and hours on boring videos that taught me virtually nothing. Simplify, strategize and figure out how to parse out the essential information in a way that is manageable (i.e. don't make the deadline right before midterm and final grades are due). (*A&S, Full Professor*)

- Focus efforts at enhancing diversity and inclusion by working with faculty, staff, and students to generate home-grown activities. Do not pay consulting firms, and require the viewing of videos such as the EVERFI title IX video that encouraged the "listening in" and intervention into the conversations of others. (*A&S, Assoc. Prof.*)

- Maybe not less but better training sessions. I've had to take a million time-consuming online trainings (safety, diversity, title 9), and while I realize these may be necessary, it is a waste of my time to make me sit through a training on how to safely handle lab animals when I don't use them, or how to be a good administrator when it comes to managing diverse employees when I'm not in a management position. We seem to be

spending money on these one-size-fits all trainings, and I think we could do better. Everyone already has a zillion things they need to do, and I think we'd all be more attentive and enthusiastic about these training sessions if they were more obviously applicable as far as our responsibilities go. (*A&S, Associate Professor*)

Hiring from within

- Focus on talent development from within instead of always expecting external searches for administrative positions. (*Education, Full Professor*)

- NKU should pay for services needed from within whenever possible. Think local. Prioritize supporting our community here before hiring expensive firms from elsewhere for the wide range of services we continually spend money on. (*A&S, Full Professor*)

- Stop over-relying on consultants to deliver unsavory, but embarrassingly obvious solutions to long-standing problems. It is a wasteful way for administrators to make politically unpopular decisions. (*Steely Library, Assoc. Prof.*)

- [NKU should be doing] more succession planning and not always looking outside of NKU for new administrators - we have a lot of underutilized talent already here. (*A&S*)

- In my experience we have any number of NTTRs who are looking to move to tenure track. Providing at least summer project grants would increase their research productivity and made them more competitive for tenure positions. Presumably, they were hired because they showed great promise in teaching and the best way to keep them is to provide a way for them to move to a tenure position if they wish.

- Stop using so many consulting firms, especially the Boston company for job searches. At least 3 of their recruits have turned out to not be good for NKU. (Steely *Library, Full Professor*)

Performance review

- Annual Performance Review - it is basically redoing the RPT prep in a lighter scale and with a shifted calendar. Can we please combine them in some ways??? (*Health & Human Services*)

- Combine the annual review and the tenure process so tenure-track folks don't have to essentially go through the process twice. (*Education, Full Professor*)

- Performance evaluation--stick to CV and discussion without voluminous documentation (*Business, Full Prof.*)

- Move performance review to a two-year cycle. This could rotate and have half the faculty complete it each year, freeing time from faculty having to create the materials/report and chairs/advisors from spending so much time in meetings. (*A&S, Associate Professor*)

- Make performance reviews matter. Do what you can to reward and keep our highest performing faculty and staff and discourage poor performance. There should be positive and negative consequences for performance as related to our strategic priorities. If professional life is rewarding for high performing faculty at NKU, they will stay at NKU. If professional life is disappointing for low performing faculty, they may leave NKU and save us salary dollars. (*Business, Full Professor*)

Professional development funds

- Develop a more centralized/fair process for distributing professional development funds. Currently, some faculty/staff are told there is no funding and that they must self-fund their professional development, while others have plentiful funding. The faculty asked to self-fund also tend to be those in the fields with the lowest salaries. (*A&S*)

- Professional development / travel fund for research (*Business, Associate Professor*)

- It's frustrating to be told professional development funds can't be used for student stipends only to discover another faculty member received PDA (professional development) funds for exactly that. There are too many small pots of money and too many reports due at the end if you're fortunate enough to get funded. Can't we develop a single application for all projects and pool our funds to provide maximum flexibility? We do this for scholarships. Why can't we do this for faculty scholarship and research? (*A&S, Full Professor*)

- Stop giving the same faculty opportunities for professional development [while not offering opportunities to others]. (*A&S, Associate Professor*)

- Internal research funding should be addressed. In my experience funding is targeted towards bigger pots of money for specific types of project. Having small grants that are more generally funded would benefit smaller projects or those that only require small support. (*Health & Human Services, Assistant Professor*)

- Fellowship and research fund granting procedures should be clarified. (Informatics, Assistant Professor)

- Streamline some processes of application for funds, etc. (*A&S, Associate Professor*)

RPT & ongoing faculty performance priorities

- We need to rethink the criteria for retention, promotion, tenure (RPT). Expecting everyone to excel in all areas is unrealistic, unnecessary, and unproductive. A more holistic approach that builds on people's strengths while encouraging development and growth would make much more sense. (*A&S*)

- I have been here more than 30 years. It's clear that the reduced teaching load will never happen. Instead, set realistic expectations for scholarship and research that jibe with the 4-4 teaching load we really have. "Harvard on the Licking" won't cut it in our environment. (*A&S, Associate Professor*)

- I think NKU really needs to be more thoughtful/strategic about the pillars of tenure and our approach to research. Having centers for research, like the IHI, that can spend time and resources making community connections, and pulling faculty together makes a lot of sense to me. The current process of independent researchers across NKU that are receiving $0 in travel funds, and have to fight and claw for every inch of funding they need to their research is frustrating - and with a 4/4 teaching load may not even be necessary. Not all tenure lines must be research lines. Some tenured faculty may prefer a teaching track (5/5 teaching load), or an outreach track (highly involved in the K-12 initiative), and others may want to be active at one of our research centers. Taking some of this pressure off of everyone trying to do everything should also free up some $$. (*Informatics, Asst. Prof.*)

- In the ranking system [in question 1] I think several of them were related to this, but using funding to help tenure track faculty have the time and resources to accomplish the goals required for tenure and promotion. If reducing loads this could mean funding for more adjuncts or other faculty, not sure. But I do know that as a tenure track faculty member who coordinates a department without a course release, research and creative activity is an area that I am always struggling to find time for, meanwhile, I simply have to accomplish items in this area for tenure. It is frustrating. (*A&S, Assistant Professor*)

Adjunct faculty salaries

- For many areas the wages for adjuncts are very low compared to other universities. It is getting harder and harder to attract quality adjuncts. (*Health & Human Services, Associate Professor*)

Administrator teaching

- Require all administrative personnel to teach at least one course a year. (*A&S, Full Professor*)

Affordability

- Try to find a way to make college more affordable. (*A&S, Lecturer-NTTT/NTTR*)

Benefits

- Please strive to keep health care and pharma costs as low as possible for employees. (*Informatics, Assoc. Prof.*)

Closing offices during off days

- Widespread university shutdown to save power during off days—we're doing better at that in recent years, but COVID-19 adjustments have shown we can successfully offer all services through virtual office hours if needed. So be consistent—don't open support offices for the sake of saying they're open/available—we don't need to provide service for the few students who might use them during that time. They can use the virtual option or come on an open day. Consistently doing this can save utility expenditures and provide greater opportunity for Physical Plant and IT to accomplish updates without people in the way. (*A&S, Assoc. Prof.*)

- Avoid "university open-no classes" days—let the staff work from home. They make next to nothing (many on poverty level salaries). For heaven's sake allow work-from-home if the university is closed. (*A&S, Associate Professor*)

- We have learned that it is possible to do some of our jobs remotely during the pandemic. In order to save time and money, consider having offices closed on Fridays during the summer months. *(A&S, Assoc. Prof.)*

Cross-listing courses

- If some of the recent barriers to cross-listing or offering courses between colleges due to the funding model could be lowered that would be beneficial. When we have the same class being taught between colleges but the "home" college receives some funding but others receive some and are fighting for more—it makes being cross-disciplinary (or transdisciplinary) difficult, or actively discourages that kind of activity. (*Informatics, Full Prof.*)

Curriculum change process

- [Simplify] processes for approval of changes in curricula. (*Clinical Assistant Professor*)

- The curriculum process is too cumbersome, and out of date. (*A&S, Associate Professor*)

Enrollment strategies

- A philosophy of "butts in seats" may help keep the doors open, but it does not equate to student success. (*A&S, Associate Professor*)

Faculty lines for administrators

- In areas where a tenured faculty member has moved on to work in administration (without any teaching assignments), they are still considered as holding a "tenured line." The problem with this is that when areas lose that faculty member to administration, there is resistance in getting approval for a tenure-track position to replace that faculty member as it is seen as a proposal for a 3rd line and not a 2nd. If the tenured faculty member holds a tenure-line but is working in administration and not teaching (indefinitely), that area should be given consideration for a tenure-track search. This is especially applicable to a specific dept. (visual arts/photo) that is the second-largest visual arts program, and it has 2 tenure-lines, yet only one faculty member is actually teaching. In these instances, heavy consideration should be paid to programs that have student numbers but are burdened with only one tenured faculty member. (*A&S, Associate Professor*)

Final exam policy

- The policy regarding the timing of final exams was to be renamed/revised. I have seen no revised version. (*A&S, Associate Professor*)

Forms/processes

- During the past two years there has been a bureaucracy created to get forms processed so that students can take courses or graduate on time: forms such as variances have been denied, students are unable to register because of holds, processing of forms for students to take courses at community colleges have been lost.

- Faculty end up having to complete an increasing amount of paperwork and manage up repeatedly just to get work completed. (*Health & Human Services*)

Grants process

- [Encourage more] grant application for both faculty and students. The university could generate additional income by competing for several grants. (*Business, Assistant Professor*)

Hiring – search process

- Do not re-open job searches just because there are no diversity candidates. This wastes the time of the search committee and delays the hiring of another member in the department.

- There still seems to be too many levels and bottlenecks involved in the hiring process. Areas lose many talented candidates because of the length of the process. (*Steely Library, Associate Professor*)

- Hiring process and succession planning need to be improved. Hiring in anticipation of retirement of senior faculty is important to allow for better mentoring and transitions to courses (*Health & Human Services, Lecturer-NTTT/NTTR*)

Incompletes/Late withdrawals process

- Have incompletes and late withdrawals with a flow process for smooth submission. (*Health & Human Services, Full Professor*)

Meetings

- Improved meeting agendas and allocated times to limit number of college and program meetings. (*Health & Human Services, Lecturer-NTTT/NTTR*)

Non-tenure track hiring/Promotion

- Hiring and non-tenure promotion track (*Health & Human Services, Professor of Practice or Clinical Prof.*)

Payment processes

- Payment processes are cumbersome, repetitive and take so long. (*Health & Human Services, Assoc. Prof.*)

Printing

- Printing requests should be possible through email. Currently, they rely on an archaic approach using paper forms that are wasteful for time and physical resources. (*Business*)

Processes/Policies

- Policies and procedures are often out of date. Need a more concerted effort to update them and ensure they are current. (*Health & Human Services, Associate Professor*)
- Diversity, equity, and inclusion policies (*Business, Assistant Professor*)

Salaries

- We need a policy that dictates NKU give cost of living increases AND raises on a consistent basis. (*Informatics, Lecturer-NTTT/NTTR*)
- Please start a long-term plan to give us a raises consistently. (*A&S, Associate Professor*)

Salary inconsistencies

- Compensate female faculty fairly. Men are given regents professorships and many of the faculty awards when women are doing more work. Then administration justifies higher salaries for men since they have all of the awards. It's a sham. (*A&S, Full Professor*)
- Have an outside consultant review everyone's CVs and then compensate women for the systematic denial of compensation over decades. (*A&S, Full Professor*)
- The inconsistency of pay among faculty should really be addressed. Above all, faculty are NKU faculty no matter what college holds their discipline. For example, each faculty member on the tenure track is responsible for teaching, service and scholarship. Admittedly, the TT requirements for each dept. differ according to discipline, but the rigor is exactly the same across the board. It is demoralizing to work the way some faculty do to know that if they were just in a different subject matter, they could potentially make $20-30K more even though our jobs (priority being to contributing to student success) are exactly the same. This has never been more apparent than during this pandemic. Now is the time to really evaluate and award positive contributions from faculty (including TT, NTTR and Adjunct) as that is the first line to student engagement and success. (*Informatics, Assistant Professor*)

Software

- Get rid of the Mentor system. I have no idea how much it costs, but it's clunky, confusing, and wastes time for researchers trying to get projects off the ground. What was wrong with a single file or two being submitted? Those are so much easier to edit, update, and review. (*A&S, Full Professor*)
- Consider eliminating Ad Astra since most programs are not using this scheduling system. (*A&S, Full Professor*)

Student fees, e.g., parking

- If I could give one suggestion it would be to stop the practice of placing holds on student accounts as punishment for non-payment of stupid fees like those related to parking. This process, which prevents students for registering for classes, is the epitome of pennywise/pound-foolish, and disproportionately affects our poorest students. In fact, I think that the entire parking fee system may cost more money than is recognized because students are so discouraged by it they look to transfer/swear not to donate as alumni/leave NKU with a bad impression, etc. (*A&S, Associate Professor*)

Student cheating

- The way allegations of student cheating are dealt with needs to be changed. In particular, a student should not be able to withdraw from a class and escape any further consequences of cheating in that class. (*A&S, Associate Professor*)

Student hiring

- Currently the student hiring process is online but none of the PDF forms are available in an interactive Adobe format, so you must download forms, fill out by hand, rescan completed forms, and then figure out how to send an encrypted email to student employment. Really?! (*A&S, Associate Professor*)

- Increase student work funding (IWS) + consider an initiative to hire more diverse students (including international students), either through IWS. There was an initiative two Provosts ago (Gail Wells) that did this and those academic depts. that could provide justification/ideas for projects/research opportunities/high impact opportunities for diverse student hires received additional funds. These funds would NOT be for answering telephones, delivering mail, "keeping the office open", xeroxing, etc. (*A&S, Associate Professor*)

- Make the paperwork process for student workers easier. Getting registered as a student worker (e.g., paid research assistant) on campus is a mess of paperwork and people involved. We need to make this easy for students by streamlining the process. Keep the best faculty interacting with students as much as possible-- that is, reduce their administrative/service workload so they can spend more time and effort directly with students. (*Business, Full Professor*)

Teaching evaluation

- A holistic approach to the evaluation of teaching is long overdue. Student success must not become hollow, but reliance on low D, F, W rates and high student evaluations as litmus tests of teaching effectiveness simply fosters grade inflation and rewards low standards. The Faculty Handbook has excellent statements about teaching effectiveness that should be used in performance reviews. (*A&S, Associate Professor*)

TIAA contributions

- Increase NKU faculty pension contributions.

Training

- When individuals are promoted training should be provided. (*Health & Human Services, Associate Professor*)

Utilities

- Conversion to LED lighting and auto switches for lighting. (*A&S, Associate Professor*)

Virtual work/Space utilization

- Continue the practice of virtual work accommodations to decrease the amount of necessary on-campus space at a given time. Some hallways of offices could probably be converted for other uses. (*Education, Associate Professor*)

Zoom

- At least some use of Zoom for meetings should continue after the pandemic. Zoom meetings have tended to be more efficient. (A&S)

- Prior to COVID-19, we generally had two forms of classes: face-to-face and online. We have all learned to use Zoom to deliver synchronous virtual classes, and we have all learned to use Zoom for meetings. I think moving forward we should continue to offer some classes virtually in this format, or do a hybrid where some students come to campus but we continue to use Zoom for those who are not coming to campus. We should also continue to use Zoom for some meetings. So I sure hope that we continue to have access to Zoom in the future. If it is a budgetary matter, the university should make it a priority. (*Informatics, Full Professor*)

APPENDIX E:
Other Budget-Related Comments/Suggestions

Academic Partnerships contract

- NKU's partnership with Academic Partnerships should either be renegotiated or terminated at the end of our current contract. 50/50 profit sharing does not represent the faculty work that goes into building these programs. (Business)

- Increasing online enrollment is good, but putting 100 or more students in one class defeats our purpose of being hands on. Coaches are of little help.

- I struggle with the percentage of revenues shared with AP. Their model of rolling enrollment, carrousel curriculum, and use of half semesters is brilliant for adult learners, and has kept the university afloat during tough times. I don't have any statistics in hand, but anecdotally, our AP students are from, by and large, our traditional recruitment region. We as an institution struggled to move obvious programs online, true, but now that is in place, I am not seeing the value of AP's contribution at that rate. (*Steely Library, Associate Professo*r)

- Stop entering into agreements with folks who do not fulfill their roles (AP online program). (*A&S, Assoc. Prof.*)

- The lost revenue from having to give up a percentage of tuition for Academic Partnerships (AP) students to AP is something that really concerns me. I know there are many good reasons to be with AP; however, I still cannot understand how giving up 40-50% of an AP student's tuition dollars (which AP may never have recruited—instead the student could live in NKY and just elect to go into an AP online program; however, because of the agreement with AP, we are forced to give up 40-50% of the tuition for that student. I don't have any data or numbers for or against this; however, the lost tuition that we are giving up just to have AP market for our specific programs does not seem to add up. I hope that NKU takes a hard look at the value added from our relationship with AP and considers alternatives to AP after the contract is up. Other alternatives - re-establishing Educational Outreach and providing it with resources to reach as many potential new students as possible. Again, I do not have all the numbers for AP and maybe it is doing a great job in some areas; however, I have not been impressed with AP's marketing efforts (or at least the promise that AP would drastically increase our enrollment through their marketing efforts). (*A&S, Associate Professor*)

Budget model

- Please have someone state that we are no longer using the All Funds Transparent Model and explain why we spent huge sums of money for a model that was never implemented. Be transparent!!!

Diversity, equity, inclusion

- The University has been very vocal about their support and initiatives for Diversity, Equity, and Inclusion across the University. This is great! And something that I think is essential for the University to continue growing and serving our student population. However, I think that the current budget structures and systems in place do not always reflect these espoused priorities. For example, this is not a required component of RPT, nor is it formally considered in merit-based performance appraisals. Faculty, staff, and student resources related to DEI seem to be consistently understaffed, creating additional work for those who are personally invested that is not sufficiently recognized or rewarded. (*A&S, Assistant Professor*)

Work groups to address ongoing challenges

- Consider funding for small group work that includes faculty, staff, and students; the purpose of the small groups would be to problem- solve to overcome challenges related to residual issues from COVID -19, lack of diversity of employees and students at NKU, and student completion issues. The small groups will need funding for time and resources and NKU will need funds to implement processes identified through the small group work. (*Health & Human Services, Associate Professor*)

- COVID-19 made telecommuting a reality for most of us. Did we learn anything administratively from this "forced experiment" that might benefit us economically? Pedagogically, did we find any practices that worked, and happened to be more cost effective than what we normally do? I'm not hearing these questions being asked by anyone. Is anyone examining this experience? (*Steely Library, Associate Professor*)

Other

- I have several ideas about curriculum, Gen Ed, graduate education, etc. I am confident could help NKU move into a new and more prosperous direction but am reluctant to share them in this forum because this will not help with my own professional development and salary concerns. In other words, I am frustrated with continuing to help others succeed while I am excluded from opportunities. (*A&S, Associate Professor*)

- No one really cares what faculty members think. Let's be clear about that. (*A&S, Associate Professor*)