



**Recommendations for
Fiscal Year 2023 (FY 23) budget based on
Spring 2022 faculty budget priorities survey**

Conducted by
Faculty Senate Budget Committee

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Faculty Senate Budget Committee, 2021-22

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Executive Summary

Background: In Spring 2022, a faculty budget priorities survey (see Appendix A) was developed and conducted by the Northern Kentucky University (NKU) Faculty Senate Budget Committee. There were 223 responses, an approximately 34% response rate. The purpose of the survey was to provide input into the budgeting decisions for fiscal year 2023 (FY 23).

Budget Priorities: Of the nine items presented for ranking, respondents overwhelmingly ranked compensation and workload issues the highest priority. Respondents' comments (excerpted throughout the report and presented in full in the appendices) indicate that these issues are seriously affecting faculty morale, engagement, and retention, and in turn, student success. Below are the items most frequently ranked the highest.

- **Provide compensation increases (cost of living, merit) for faculty/staff.** 66% of respondents ranked this item #1 (35%) or #2 (31%)
 - 57% preferred that raises include elements of both cost-of-living and merit, while 32% preferred entirely across-the-board cost of living.
- **Address salary equity/compression issues for faculty/staff.** 48% of respondents ranked this item #1 (21%) or #2 (27%).
- **Reimburse the one-time salary and TIAA cuts.** 29% of respondents ranked this item #1 (13%) or #2 (16%).
- **Add faculty/staff positions in areas that are understaffed.** 23% of respondents ranked this item #1 (14%) or #2 (9%).
- **Fund reduced teaching workload** so that tenured/tenure track faculty in *all colleges* can pursue student success activities. 20% of respondents ranked this item #1 (13%) or #2 (7%).

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

- Budget priority rankings (Appendix B on p. [21](#))
- Strategic investment suggestions (Appendix C on p. [30](#))
- Areas to decrease funding (Appendix D on p. [38](#))
- Policy/procedure/process improvement (Appendix E on p. [43](#))
- Faculty Development Awards suggestions (sabbaticals, summer fellowships, project grants) (Appendix F on p. [48](#))
- Other budget-related comments/suggestions (Appendix G on p. [52](#))

Recommendations: Key recommendations include the following:

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 responses such as the following:

- Pay increases must be a priority. Other industries increased salary during COVID, and we are losing ground.
- Faculty are being eaten alive, and our salary is hard to live off of.
- With 8% inflation, the thought that we can go another year without a salary increase is very worrisome.
- It seems the only way to get a pay increase—even to keep up with inflation—is to leave NKU.

Provide equity/compression adjustments and evaluate all faculty salaries.

Survey responses indicate that equity/compression problems continue to be prevalent among NKU faculty, negatively affecting their motivation and morale and, in turn, student success:

- It is demoralizing when brand new faculty come in making more than tenured folks because NKU has not prioritized cost-of-living raises.
- It is shameful that positions in the private sector pay equal or in many cases more without any degrees needed than positions here at NKU, even those that require a master's degree. The low pay NKU gives to its own employees doesn't indicate much to the community about the value of earning a degree and the cost involved in doing so.
- It is very hard to attract even non-tenure track faculty when salaries with a bachelor's degree are higher than faculty with a PhD are paid at NKU.

Respondents described these equity/compression issues as “demoralizing”, “unconscionable”, and “deeply unfair”. Some pointed out that they could work at Amazon or Domino's for more than they are making as NKU faculty. Salaries of non-tenure track and adjunct faculty should be particularly examined to ensure they are at market rates; many currently are not.

Other comments suggested decreasing the reliance on CUPA averages as the basis for faculty salaries:

- Stop using CUPA as an excuse to pay certain depts. such low salaries.
- It's outrageous that we do similar work across the institution, yet our salaries are starkly different. For instance, in my college, in one dept., new hires start at \$90K and in another new hires start at \$60K.

CUPA averages are just that—averages based on a survey—and while they can provide insights, they do not give a complete picture. Over-reliance on CUPA averages results in inequities not only within departments but also across the university as a whole.

Reimburse salary/TIAA cuts.

Particularly in light of the government COVID-19 relief funding that NKU received, NKU should consider reimbursing the FY21 salary and TIAA cuts. While these cuts were only for one year, they followed many years of minimal or no raises and ongoing equity/compression issues. Respondents indicated that these cuts were “detrimental to morale” and “demonstrate that the administration can willfully cut our pay with no consequence or second thoughts” and should be reimbursed as “both a matter of equity and a matter of contract.”

Add full-time faculty and staff positions where needed.

Additional tenure-track faculty positions are needed to address high demand areas or replace faculty and staff who have left NKU. Temporary and part-time faculty positions should be converted to full-time and tenure-track when possible and “adjunctification” must be avoided, as illustrated by comments such as these:

- When a program has to rely on adjuncts to teach all of the classes, the quality of the program suffers, ultimately impacting student recruitment and retention.
- In many departments around the university, attrition in tenure-track lines has pushed us very far in the direction of terminating programs and majors, and in depriving the university of needed bases of knowledge. It is an embarrassment to NKU, for example, that with the current events unfolding in Ukraine right now, our faculty includes no experts on Russian or Eastern European history or politics.
- We have key faculty positions that vanish with little to no explanation, and it has a direct impact on our students and recruitment.

Establish workload equity (e.g., fund 3/3 teaching loads in all colleges).

Some colleges continue to have higher teaching loads than others while having the same, if not greater, expectations for scholarship and service. NKU's Success by Design strategic framework emphasizes student success and engagement through innovative learning opportunities. Some colleges with 4/4 teaching loads (e.g., A&S) have recently taken a step in the right direction by providing course releases to a limited number of faculty who apply for and are selected to pursue these initiatives. Yet other colleges have long been able to offer 3/3 teaching loads to *all* tenure-line faculty. The pandemic and the Academic Partnerships (AP) initiative have further increased the demands on faculty. The time has come for NKU to determine how to provide reasonable workloads for *all* faculty, as illustrated by comments such as the following:

- NKU's expectation that we produce internationally renowned scholarship/creative activity while also teaching 4/4 loads, often with larger class sizes, while retaining every single student, is untenable.
- After 9 years of working 60-70+ hours a week, 7 days a week, I am exhausted. The pandemic has only made this worse with needing to make all of our teaching materials accessible in multiple modalities. I am at the point of considering other employment options We are burnt out.
- I believe that the university has a clear focus on student success—sometimes at the risk of losing faculty.
- In addition to addressing compensation issues, if we want to be serious about student success ... we must also address faculty and staff TIME—reducing workload and funding positions (to reduce workload).

Reform RPT (reappointment/promotion/tenure) process and requirements.

Survey respondents expressed concern about the RPT process, which directly relates to faculty workload and morale, and in turn, student success. With some referring to the RPT process as “hazing”, comments indicated a need to reform the process so that faculty are evaluated more holistically in ways that emphasize their strengths and contributions to student success:

- NKU needs to decide what it wants to be. Is it our goal to be a true Research 1(R1) institution or the best teaching university in the region? Allow faculty different tracks, e.g., research or teaching track.
- A single publication in an academic journal counts way more than any other contribution to one's department or to our community. Makes no sense. NKU is R2, not R1. We need to get over ourselves.
- We need to change how we do RPT. For some faculty, it's a terrible hazing-like process that has little to do with their actual performance. ... Those who are different from others in their dept. seem to be treated the worst.

Examine administrative structures and promote hiring from within.

In surveys such as this one, “administration” continually come up as an area faculty believe should be decreased. Clarify the purposes of both new and existing administrative positions. Continue to involve faculty in searches for administrative positions. Additionally, do more succession planning and development to promote hiring from within rather than filling most positions externally. The recently announced NKU Leadership Institute seems to be a step in the right direction.

Evaluate NKU's overall structure and organization.

Comments such as the following indicate that “Box 2” efforts to re-evaluate historical ways of doing things should continue:

- We've done a respectable job focusing on our mission and what NKU is about; but that process hasn't included defining what we are not, which I think would sharpen our focus more.
- We might need to take a step back and see if there are overlapping efforts.

NKU should continue and enhance efforts to examine the overall structure of both academic and administrative units and identify ways to better organize and channel resources.

Recommendations for Fiscal Year 2023 (FY 23) Budget Based on 2022 Faculty Budget Priorities Survey

The purpose of this report is to present the results of the Spring 2022 faculty budget priorities survey and to make recommendations for use in developing the Northern Kentucky University (NKU) budget for fiscal year 2023 (FY 23) and beyond.

Survey Method

During the Spring 2022 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.

This survey was conducted via Qualtrics with unique links sent by email to all full-time faculty. The survey (see Appendix A on p. 19) included 1 ranking question (with 9 items to be ranked), 2 multiple choice questions, 6 short answer questions, and 3 demographic questions. There were 223 respondents, an approximately 34% response rate. The respondents were distributed as follows:

- 40%: Arts & Sciences
- 18%: Health & Human Services
- 9.5%: Informatics
- 11%: Prefer not to answer
- 9.5%: Business
- 6%: Education
- 4%: Steely Library
- 2%: Chase College of Law

Many of the respondents were long-term NKU faculty, with 46% indicating that they had 11 or more years of service. Over half (54%) were full or associate professors, 15% assistant professors, and 17% lecturers or professor of practice/clinical professors. The remaining 14% specified “other” or “prefer not to answer.”

The discussion is organized as follows, with details of all comments provided in the appendices:

- Budget priority rankings (Appendix B on p. [21](#))
- Strategic investment suggestions (Appendix C on p. [30](#))
- Areas to decrease funding (Appendix D on p. [38](#))
- Policy/procedure/process improvement (Appendix E on p. [43](#))
- Faculty Development Awards suggestions (sabbaticals, summer fellowships, project grants) (Appendix F on p. [48](#))
- Other budget-related comments/suggestions (Appendix G on p. [52](#))

Budget Priorities

The first question asked respondents to rank nine items in order of priority, with #1 being the highest. Figure 1 shows the results. The top three items all pertain to salary issues and accounted for 69% of the #1 ratings.

- **“Provide compensation increases (cost of living, merit) for faculty/staff”** was ranked #1 or #2 by **66.5%** of respondents.
- **“Address salary equity/compression issues for faculty/staff”** was ranked #1 or #2 by **48%** of respondents.

Detailed responses to the question “Provide any comments to clarify your rankings, including identifying any priorities not listed” are provided in **Appendix B** (p.21), and representative comments are provided below.

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

Question	1	2	3	4	5	6	7	8	9
Provide compensation increases (cost of living, merit) for faculty/staff	35.5%	31%	20%	7%	2.5%	2%	0%	1%	1%
Address salary equity/compression issues for faculty/staff	20.5%	27.5%	16%	11%	7.5%	7%	6%	2%	2.5%
Reimburse the one-time salary and TIAA cuts made during FY22	13%	16%	17.5%	11%	13%	6%	7%	5%	11.5%
Add faculty/staff positions in areas that are understaffed	14%	9%	14.5%	18%	11.5%	12.5%	8.5%	6%	6%
Fund reduced teaching workload for 3/3 load for T/TT faculty in all colleges	13%	7%	9.5%	11%	15%	6%	11%	6%	21.5%
Increase availability of professional development/travel funds for faculty/staff	2%	3.5%	5.5%	7%	11.5%	21.5%	17.5%	19%	12.5%
Increase availability of funds for sabbaticals, project grants, and summer fellowships	.5%	1%	3%	4.5%	7%	13%	22%	34%	15%
Increase employee benefits (e.g., health insurance, tuition waivers)	.5%	5%	10%	21%	17.5%	14%	12%	11%	9%
Increase funding for technology replacement and improvement	1%	0%	4%	9.5%	14.5%	18%	16%	16%	21%

Compensation Increases

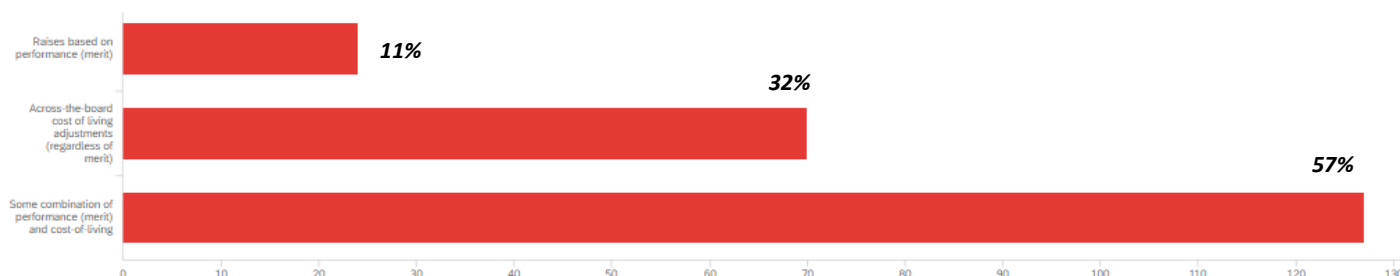
Salary issues are of great concern to most faculty. Many expressed that they may leave NKU because of these issues, e.g., “Faculty are faced with the constant question, ‘Why even stay at NKU and engage in constant, toxic overwork, while being grossly underpaid, when I could just go to industry?’” and “Target and Amazon now pay more than I make as a university professor—it’s pathetic.” Below are more examples:

- Pay increases must be a priority. Other industries increased salary during COVID, and we are losing ground.
(Education, Full Prof.)

- With 8% inflation, the thought that we can go another year without a salary increase is very worrisome. In looking back over the past 10 years, many years had zero compensation increases while inflation was 2.5-3.5%. Even in years when we did have increases, it still did not keep up with inflation. This needs to be priority one if we are ever going to keep good faculty. *(A&S, Full Prof.)*
- The most important thing is to address faculty/staff compensation, given the years we did not get salary increases, if only to improve morale. Everything else pales in comparison to this. *(Informatics, Full Prof.)*
- We need a sizable salary increase. I'm making the same amount as I did in 2007, but every single debt I have has increased by 25%. At the same time, administration has reduced the summer teaching available and the online course creation stipends. How are we supposed to pay our bills without getting a second job? *(A&S, Full Prof.)*
- Faculty are being eaten alive, and our salary is hard to live off of. Students want 24/7 support and many of us are being undervalued because we cannot work 24/7 at a bare minimum salary. It is a hard pill to swallow when one can make more money working fewer hours in a job that is entry level. *(Health & Human Services, Asst. Prof.)*

In response to which type of increase faculty would prefer, as shown in Figure 2 below, 57% preferred some combination of performance (merit) and across-the-board cost-of-living, with 32% preferring only across-the board cost-of-living and 11% preferring raises based on merit only.

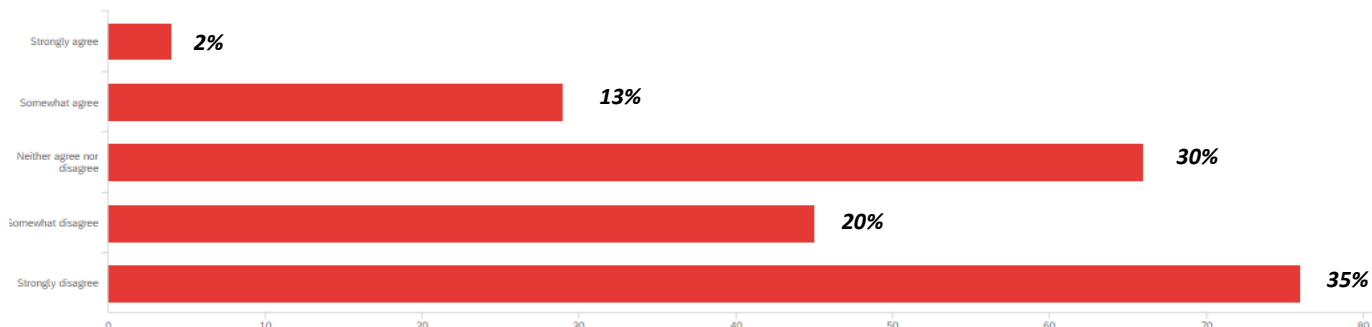
Figure 2: If compensation increases are available for the upcoming fiscal year, which do you prefer?



Salary Equity/Compression

The second highest priority, with 48% of respondents ranking it #1 or #2 was addressing salary equity/compression. The survey indicates that problems still remain. As shown in Figure 3 below, in response to a survey question specifically asking about equity/compression, 55% strongly or somewhat disagreed that previous adjustments adequately addressed the salary equity/compression issues. The comments indicate that these problems affect both retention of existing faculty and recruitment of new faculty and that equity issues are a concern both within and across colleges and departments.

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



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

- Faculty who have been on campus for years now have new faculty making the same or more. Compression and equity need to be addressed. (*Education, Full Prof.*)
- Properly compensate the people we have because that shows that the institution actually cares about keeping good people. There is constant talk about recruiting good faculty, but with our pay increases and discrepancies across the institution, keeping those folk, especially minorities, is going to be negatively affected by our salary discrepancies across departments. (*Informatics, Assoc. Prof.*)
- Paying new faculty/staff market salaries while existing people get zero or minimal raises is not sustainable.
- Address gender pay disparity!
- Let's (finally) deal with compression. A LOT of people are making a LOT less than others and working more. It's unconscionable and deeply unfair.
- Top priority should be pay. Nearly everyone in our dept. reflects a salary of making less than anyone hired after them. (*Informatics, Lecturer-NTTT/NTTR*)
- It is pretty insulting that I teach a 4/4 load with responsibilities for research, committees, and student success, and I sit next to another assistant professor, hired the same year that makes \$20K more than I do, with a lighter course load and almost no substantial committee work. Pay inequity is a big deal.

Reimbursing Salaries and TIAA cuts

The third top priority (with 29% of respondents ranking it #1 or #2, as shown in Figure 1) is to reimburse the FY21 one-time salary reduction and reduction in the TIAA contribution percentage. While salaries and TIAA contributions were returned to their normal levels ("reinstated") for FY22, they were not reimbursed. Below are some representative comments:

- Before we raise pay, we should put back what was taken during the pandemic. Then a raise would be a real raise. (*A&S, Assoc. Prof.*)
- I ranked the one-time salary/TIAA reimbursement #1 because ... the university was able to obtain funds from the govt. to cover losses, and these funds were not needed and should be returned. (*Lecturer-NTTT/NTTR*)
- COVID funds were given to everything except what they should have gone to—giving us our money back! (*Informatics, Lecturer-NTTT/NTTR*)
- The salary cut has been detrimental to morale. It's more than losing salary, it demonstrates that the administration can willfully cut our pay with no consequence or second thoughts. The university can "find" funds for all kinds of things, but we cannot find the common decency to do the right thing and return the funds that are rightfully ours. (*Health & Human Services, Assoc. Prof.*)
- We need to reimburse the one-time salary and TIAA cuts. This should never have been the first move in light of a revenue shortfall. The implications of retirement contributions (during a booming year for the market) will be felt in people's portfolios for years to come. (*A&S, Full Prof.*)
- There is no justifiable reason that the money taken involuntarily from employees to assist the university through the pandemic budget crisis should not now be reimbursed. This is true both as a matter of equity and a matter of contract. (*Law, Full Prof.*)
- Faculty were completely thrown under the bus when salary cuts were given at a time that required faculty to work more. Administration and faculty are aware that working from home/remote work was not easier or lesser than working on campus. (*A&S, Assoc. Prof.*)
- The salary and retirement cuts were REAL declines in salary and benefits that have not been offset. Funding staff retirement and giving \$1k bonuses for all essentially amounts to a redistribution of faculty salary and benefits. Meanwhile, administrator salaries increase. It's unconscionable and unforgivable. (*Informatics*)

Adding Faculty/Staff Positions

As shown in Figure 1, after the three compensation-related items discussed above, the next highest priority (with 23% ranking it #1 or #2) is adding faculty/staff positions. Below are some representative comments re: this issue.

- It is hard to achieve student success without adequate numbers of satisfied and competent faculty. This is why my first three choices (additional positions, increase compensation, address salary/compression) were focused on faculty. (*Health & Human Services, Assoc. Prof.*)
- After addressing compensation, the next important thing is to ease the burden on faculty and staff by increasing hires, which in turn can support reduction in teaching load. (*Informatics, Full Prof.*)
- Adding faculty and staff positions in areas that are understaffed ought to include expanding the number of BIPOC faculty and staff and academic focus on BIPOC voices across disciplines. (*Education, Assoc. Prof.*)
- Show support for programs by providing funding for new faculty/staff hires. When a program has to rely on adjuncts to teach all of the classes, the quality of the program suffers, ultimately impacting student recruitment and retention. This has gone on far too long in some programs. How can a program grow under these conditions? When only growth programs are prioritized, administration is essentially devaluing other programs who provide essential services to the community. (*Education, Full Prof.*)
- I listed additional faculty positions, but in reality, in our department, we just need to replace the faculty positions that are open due to people leaving and retirements. We have key positions that vanish with little to no explanation, and it has a direct impact on our students and recruitment. (*A&S, Asst. Prof.*)
- The need for more faculty is the next most important key (after bringing CAS and any other college that teaches more than a 3/3 load to a 3/3 load) to maintaining a vibrant institution. Given the ever present danger to programs of burnout and retirement for our senior faculty, bringing in new hires is essential. (*A&S, Assoc. Prof.*)

Non-Tenure Track Faculty Hiring and Workload

Several respondents specifically mentioned that the low salaries and high workload of non-tenure track faculty must be considered as well, as indicated by these representative comments.

- Non-tenure track faculty should also have access to reassigned time for advising, strategic investment initiatives, mentoring, and major service activities. Where there is expected long-term viability, convert NTTT faculty to NTTR faculty and convert more PT faculty positions into full time. (*A&S, Assoc. Prof.*)
- Lecturers should be paid more. Period. It is crazy how low the pay is (despite having a master's degree). I serve on committees and teach, and it is disheartening to learn that I can earn more if I work at Amazon.
- I do not see a direct address of the state of lecturers or adjuncts on this list. The time for equity is past due. The fact that many lecturers and adjuncts come in with PhDs but start at \$35K or less due to their line of funding diminishes the value of the PhD for everyone. The access that comes with a TT line is not a reflection of the employee's ability, intelligence, or capacity, nor is that lack of access to a TT line a reflection of an employee's ability, intelligence, or capacity.
- There are many NTTR faculty on this campus who do much more than lecture for four classes a semester. They deserve to be fairly compensated at least, but considered for higher titles as well. Some are incredibly involved in committee work, course development, mentorship, and research, and we have no ladder for them to aspire to/be rewarded by. (*A&S, Lecturer-NTTT/NTTR*)

Fund 3/3 Teaching Load in All Colleges

The workload issue was mentioned frequently throughout the survey, particularly the heavy workload carried by some faculty and the inequities of some colleges having a larger teaching load than others, while having the same expectations for excellence in scholarship and service as well. As

shown in Figure 1, 20% of survey respondents ranked “Fund reduced teaching workload for 3/3 load for T/TT faculty in all colleges” as the #1 or #2 priority. Below are some representative comments:

- My top 4 are directly related to retaining faculty. As a newer faculty member, I am shocked at how much is expected of us (workload) for the amount of pay. Additionally we are also expected to be involved in our research and active in our fields. We cannot successfully do those things with a 4/4 load and limited travel funds. (*Informatics, Asst. Prof.*)
- Full-time faculty salaries remain grossly low, by all national metrics, especially for the standard 4/4 teaching load at NKU and high publishing expectations and even more so considering that NKU’s rush to online teaching and AP has resulted in 3X more work (at least) that remains uncompensated. The pandemic has also further tripled the amount that faculty must work in order to support student success. (*Asst. Prof.*)
- It is so challenging to work on any research during the year with a 4/4 load on top of service and other obligations/expectations. As T/TT faculty we are expected to commit 30% of our time to scholarship/creative activities with a 4/4 load, the exact same load as FULL TIME lecturers. The university thus acknowledges that a 4/4 load is AT MINIMUM a 40 hour work week, but is only 60% of a T/TT workload. 9 years of working 60-70+ hours a week, 7 days a week, and I am exhausted. The pandemic has only made this worse with needing to make all of our teaching materials accessible in multiple modalities. I am at the point of considering other employment options We are burnt out. (*Assoc. Prof., A&S*)
- The top priority should be a reduction of teaching load to 3/3. The reduced teaching load should not only be for student success activities, but also for scholarship/creative activity for those teaching a 4/4 who are research active. This is of course tied to student success, whether or not the research directly involves students. NKU’s expectation that we produce internationally renowned scholarship/creative activity while also teaching 4/4 loads, often with larger class sizes, while retaining every single student, is untenable. (*A&S, Assoc. Prof.*)
- In addition to addressing compensation issues, if we want to be serious about student success, high impact practices (HIPs), and the like, we must also address faculty and staff TIME—reducing workload and funding positions (to reduce workload). (*A&S, Assoc. Prof.*)

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 categorized responses appear in **Appendix C** (p. [30](#)). The subsections below indicate the areas mentioned most frequently, with sample comments representing various colleges and ranks.

Salaries (Cost-of-Living, Merit, Equity, Compression)

Consistent with the themes prevalent throughout the survey, respondents emphasized the need for NKU to provide adequate salaries, including regular raises relating to the cost-of-living and merit. Equity and compression issues for all faculty and staff must also be addressed. These issues directly impact faculty/staff morale and retention, in turn, student success.

- Salary adjustments that compensate for inflation are a necessary first priority. (*Business*)
- Increase faculty salary based on field and expertise. It is very hard to attract even non-tenure track faculty when salaries with a bachelor’s degree are higher than faculty with a PhD are paid at NKU. (*A&S, Full Prof.*)
- Salary seems to be a huge concern for many. There has to be a way to make this a budget priority. Many people are worried about the future of higher education and the Great Resignation. (*A&S, Lecturer-NTTT/NTTR*)
- Adequate salary and paying back what was lost during COVID will help to retain faculty/staff. (*A&S, Full Prof.*)
- Salary compression. Folks are leaving, increasing the workload of others, which makes them want to leave. The only way to get a meaningful raise is to have an offer from a different university. It is demoralizing when

brand new faculty come in making more than tenured folks because NKU has not prioritized cost-of-living raises. (*Assoc. Prof.*)

- There needs to be funding for cost-of-living and equity/compression adjustments for both faculty and staff. Staff salaries are indeed a problem, but so are faculty salaries. Adequate salaries are a necessity, not a luxury to be addressed only if there is money left over.
- Faculty and staff morale at NKU is at an all-time low, and salary inequities do not help, including those due to compression and inversion. For example, during the past few years or longer, new assistant professors have been hired at salary levels not far from those of professors who have worked at the university for 10+ years. This situation has been exacerbated by little to no salary increases at NKU over a number of years, which means that “real” salaries (adjusted for inflation) have actually decreased by 15% or more. It seems the only way to get a pay increase—even to keep up with inflation—is to leave NKU for opportunities at other universities and other non-academic institutions (e.g., hospitals, corporations, consulting firms).
- Stop wasting money on “faculty self-care” trainings that are useless and instead raise faculty salaries, which would be REAL self-care. (*Asst. Prof.*)

Non-Tenure Track Faculty Salaries

Throughout the survey responses, several comments related to NKU’s comparatively very low salaries for both full-time and part-time non-tenure track faculty.

- NTTT and PT faculty conversions. ... As an ethical matter, we need to move away from relying so much on contingent faculty. There is always more service to spread around—having more full time and permanent faculty on board could help us spread out the load, improving things for the current NTTT/PT faculty (job security, increased engagement and support), other faculty (sharing the workload), and administrators (sharing the workload, getting more engaged and resilient faculty). Ultimately, students and our community would also benefit from all of the above. (*A&S, Assoc. Prof.*)
- The previous provost promised lecturers a salary increase. Most are still making under \$40K!

Additional Full-Time Faculty/Staff Positions

Another set of comments pertained to adding additional full-time positions, both faculty and staff. These comments came from across the university and stressed the need to hire tenure-track faculty and adequately paid staff. Below are some examples.

- Faculty hires. When we don’t invest in our programs, the programs suffer, ultimately hindering efforts at student recruitment and retention. Having programs run by part-time adjuncts hurts the quality of our programs. (*Education, Full Prof.*)
- In larger programs that are heavily dependent on adjunct faculty, the use of funds should be shifted to hiring more full-time faculty, as the accountability for an adjunct faculty is minimal... and therefore many things that need to move forward are just hopeful pipe dreams. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- Funding to maintain tenure-track faculty lines in order to maintain our status as a regional comprehensive university should be the very highest strategic priority. In many depts. around the university, attrition in tenure-track lines has pushed us very far in the direction of terminating programs and majors, and in depriving the university of needed bases of knowledge. It is an embarrassment to NKU, for example, that with the current events unfolding in Ukraine right now, our faculty includes no experts on Russian or Eastern European history or politics. Throughout the 21st century, the percentage of the university’s budget that is spent on tenure-track faculty lines has steadily diminished. It must be restored. (*Law, Full Prof.*)
- If current trends in hiring continue (hiring one TT person as a replacement for 3-4 retirements, every 7 years or so), by the time I retire, my dept. will have shrunk to 3 TT faculty (from approx. 25 when I was hired). This is a slow, boiling frog-in-pot situation that will destroy entire disciplines and depts. at NKU if something isn’t done to remedy it. In addition, our power as a faculty body resides in tenure. We need to push very hard against adjunctification of our labor. (*A&S, Assoc. Prof.*)

- Refill the staff positions and pay them well-enough that they want to stay. We waste so much money training and retraining staff because we expect one staff member to fulfill the responsibilities of several people. (*Health & Human Services, Assoc. Prof.*)
- I think better funding for personnel for departments like IT, financial aid, and grants & contracts would mean they had the personnel to efficiently carry out their duties, and that would free up faculty time to focus more on teaching and scholarly work. (*A&S, Assoc. Prof.*)

Workload/Teaching Load

Throughout the survey, in addition to salaries, the need for workload equity was emphasized. Many comments indicated the need to devote funding to making teaching loads and research/service expectations equitable throughout the university.

- NKU needs to figure out a way to be more equitable with teaching loads. Some colleges having 4/4 while others have 3/3 is entirely inequitable. It would not be that difficult to fix if we would only try rather than continuing to say it's impossible. It can be done.
- Invest funds into reducing the workload for faculty and staff. For faculty, we need a 3/3 load for all faculty. Bringing equity to workload, flexible scheduling, and other work innovations will help faculty to have the ability to invest in desirable teaching, research, and service activities. (*A&S, Assoc. Prof.*)
- Please provide more opportunities for funding reassigned time. Project grants/fellowships/etc. are great but they are useless if burnt-out faculty don't even bother applying because they don't have time for the projects they want to pursue. If you want faculty to apply for more funded research opportunities, you also need to give them the time to do it. (*A&S, Assoc. Prof.*)
- Perhaps do a faculty workload equity study. Some teach <50 students a semester, while others teach >100 students (often more) every semester. This can vary by discipline, but why are some faculty responsible for helping 2, 3, 4, or more times as many students as others? ... Administration needs to recognize the fatigue, burnout, and frustration that exists because of various inconsistent standards. (*A&S*)

Other Areas for Strategic Investment

Respondents identified several other areas for strategic investment, which are listed below; see **Appendix C** (p. [30](#)) for the detailed comments:

- Academic programs (*medical/allied health, College of Education teacher preparation program revamp/redesign, growing/revenue-generating programs that are understaffed*)
- Benefits (*health insurance with lower deductibles and more coverage, expanded parking*)
- Community engagement (e.g., [Inter-Collegiate Teaching and Research Collaboration](#))
- Diversity, equity, inclusion (*diverse hires; scholarships; gender pay disparity equity analysis*)
- Experiential learning (*research, service learning*)
- Facilities (*updates/repairs on deteriorating buildings and facilities; repair structural, electrical issues, and chronic leaks in Fine Arts building and Science Center; protect natural areas on campus*)
- First-year/pre-major student support (*exposure to programs and faculty to increase retention*)
- Faculty teaching loads (*reduce course loads so faculty can be more student-centered*)
- Food patty (*provide additional funding to FUEL NKU to benefit students*)
- Football team (*could build camaraderie and community; ECU & WKU have football*)
- Fundraising/Public relations
- Library
- Marketing/Communications (*increase marketing & advertising; promote UK medical school*)
- Mental health (*increase funding for campus mental health initiatives*)

- Online student assistance (*include online texts in course costs*)
- Professional development/travel
- Scholarships (*more scholarships for merit, under-represented minorities, financial need*)
- Student recruiting (*provide faculty incentives for recruitment/retention*)
- Student research (*fund more student research assistants*)
- Student success (*increase funding for student career services*)
- Summer funding for faculty (*offer summer/fall or spring/summer contracts for faculty*)
- Technology/IT (*more support for working from home and online students; expand IT support hours*)
- Tuition waiver benefit for faculty/staff (*increase and expand*)
- Writing center (*strengthen university resources for improving students' formal/scientific writing*)

Areas for Decreasing Funding

The survey asked respondents to identify any initiatives or areas in which they believed funding could be decreased. The responses have been categorized and appear in **Appendix D** (p. [38](#)). Below are the topics mentioned most frequently, along with representative comments.

Administration

Many responses expressed dismay with the number of administrative positions at NKU and the salaries associated with those positions. Below are just a few examples.

- Over the past 5–10 years, NKU has created a number of higher-level admin. positions—vice presidents, vice presidents, directors—that have higher-level costs in terms of salaries, benefit packages, and staff positions to support them with their own salaries and benefit packages. These individuals generally seem to keep busy with activities that are not core to the university's mission—i.e., delivering an innovative, student-centered education and engaging in impactful scholarly and creative endeavors.
- NKU is top-heavy in regard to admin., admin. assts., and advisors. In the School of Nursing, we have been working short of faculty until this last year, so we have a lot of young, inexperienced faculty without a pedagogical background. I appreciate the work the advisors and admins. do, but we need a full complement of faculty with professional development options to make students successful. (*Health & Human Services, Assoc. Prof.*)
- The EXORBITANT, MASSIVE salary disparities that exist between admin. and faculty must be reduced ASAP. No student chooses to attend or stay at NKU because of an administrator. They come and stay because of the faculty and in some cases, advisors. However, administrators often make literally 1.5-3X+ the salary of faculty. This salary inequity is atrocious and must be remedied. Also, faculty, at least pre-tenure faculty, have to work ALL SUMMER EVERY SUMMER too, so this isn't a 9-month vs. 12-month contract issue. (*Asst. Prof.*)
- Proliferation of administrative positions should halt. (*Business, Full Prof.*)

Advising/Student Success Hub

A number of responses expressed skepticism about the recent investment in the first-year Student Success Hub. Below are some representative comments:

- Student Success Hub. What a waste. The most fragile student group is incoming freshmen so instead of having our most experienced master advisors take care of them with small caseloads, the university is months and months behind hiring brand new advisors who are being paid nothing who know nothing about university, our policies, our procedures, our practices, our programs, our professors, or our priorities and giving these new advisors a crash course in NKU at the same time freshmen are being advised. I'm sure that's going to end well. Wonder what the turnover rate will be in those positions?
- The Student Success Hub does not seem necessary for a large number of units who had clear, organized, impactful and sustainable advising systems already in place. (*A&S, Full Prof.*)

- We have now invested too heavily in advising and other support services. The faculty mentoring role should be of primary importance at a university. *(Informatics, Full Prof.)*

Athletics

Athletics was often mentioned as an area that could be cut, as the following comments illustrate.

- Athletics. We spend a lot there for a few students, and it's never going to break even (even if all "benefits" are added in). A total rethink of athletics would save money and could benefit all students. *(A&S, Assoc. Prof.)*
- We need to spend dramatically less on athletics. As should by now be obvious, the move to Div. I has not resulted in any increased enrollments when compared with our Div. II days, even when corrected for concurrent demographic shifts. But Div. I sports costs a lot more money, and is strangling the University. Indeed, the rationale for staying in Div. I has only grown more inconsistent with NKU's broader strategy to shift resources into online diploma-mill programs populated by students who will never set foot on our campus. *(Law, Full Prof.)*
- Athletics—enough already. There should be required fundraising targets for athletics and less reliance on university base budgeting. *(A&S, Assoc. Prof.)*
- Athletics. Why are we spending so much on sports like tennis in which few to no local students participate and which bring in zero revenue? Flying recruiters all over the country and sometimes internationally to recruit players when our area is full of incredible athletes is insane and a waste of taxpayer dollars.

Consultants, including Academic Partnerships (AP)

Spending on consultants, including Academic Partnerships (AP), was identified by many respondents as an area for decreasing spending, as demonstrated by the examples below.

- Stop the over reliance on consultants to make obvious, but politically unsavory decisions.
- Decrease spending for external consultants, generally speaking, and utilize expertise on campus if available. *(Steely Library, Assoc. Prof.)*
- External speakers and organizations that do not truly improve what we do or can do at NKU. NKU pays hundreds of thousands of \$ to external parties, and yet it is unclear what additional resources they provide. For example, Moonshot for Equity: NKU gave away \$500K, and yet I have yet to see any benefit or ROI worth that donation. Do we not have experts on campus who can give just as much insight from studying the research, and then keep that \$500K to invest at NKU? Is there a cost analysis on these external partners to see if we are benefiting, or are we simply throwing away our students' tuition dollars? *(A&S)*
- Our AP relationship should end. It may work for graduate programs, but it is inappropriate for undergraduates and has only served to suck resources out of teaching and replaced them with an inferior substitute. *(Business, Full Prof.)*
- The contract with Academic Partnership (AP) should be terminated or at least renegotiated in some major ways. The amount of work increased to meet how it is done per AP, the stress that it put on faculty to make it work (in addition to the pandemic) negatively affected many faculty members' mental health and productivity. I ask that the administration ask faculty members for input in the decision making. We have direct experience with what worked/not worked for our students. *(Health & Human Services)*

Other

Respondents identified several other suggestions for areas to decrease funding, which are listed below; see **Appendix D** (p. [38](#)) for the detailed comments:

- Academic programs (*BA in Law, less funding for STEM and more for the humanities*)
- Centers/institutes/outreach (*examine whether Centers/Institutes are self-supporting and evaluate success of outreach efforts*)
- Honors (*evaluate structure and cost/benefit*)
- Office phones (*are they necessary?*)
- Office space (*does everyone need an individual private office?*)

- Real estate/Buildings (*could spaces be shared/repurposed?*)
- Restructure/reorganize (*look for overlapping efforts; right-size academic units; review divisions*)
- Scholarships (*lower tuition instead*)
- School-Based Scholars teaching by NKU faculty (*consider cost in money & time vs. benefit*)
- Student Affairs (*reduce costly, low-attended student programming*)
- Student Research (*support faculty research and students will benefit via that*)
- Technology (*avoid unnecessary spending on technology that isn't used much*)
- Travel/Professional Development (*give stipend; encourage online options*)
- Wellness (*instead of "faculty self-care" trainings, use money for salaries*)

Suggestions for Policy/Procedure/Process Improvement

The survey asked respondents to identify and briefly explain any processes, policies, or procedures that could be improved to save time and money so NKU can better fulfill its mission of student success. All responses are provided in **Appendix E** (p. [43](#)). Below are the categories receiving the most responses, along with some examples.

Reappointment/Promotion/Tenure (RPT) Process Reform

Several respondents mentioned the need for reforming RPT. The suggestions included allowing more flexibility and transparency in how faculty contributions are weighted and recognizing that there are many ways to contribute to student success.

- The hazing process known as RPT. The abuse, hostility, bullying, retaliation that I experienced led my previous chair to think I would commit suicide after I was initially denied tenure despite out-producing my program colleagues. Yet, the Chair did nothing to stop the behavior, and my colleagues never received any consequences, which has allowed them to harass others. The effect this has on morale permeates everything. (*A&S, Assoc. Prof.*)
- NKU needs to decide what it wants to be. Is it our goal to be a true Research 1(R1) institution or the best teaching university in the region? Allow faculty different tracks research or teaching track.
- RPT should be revamped to allow faculty to choose a focus: teaching, scholarship, and/or service and weight their load and assessment appropriately. I work with a number of colleagues whose teaching suffers for needing to produce scholarship that is generally not meaningful in the field and is not what those colleagues wish to focus on. They have expressed that they would be happier with a heavier teaching load and a service load rather than having to meet scholarship expectations. If we are focused on student success, this is a shift we ought to allow faculty to make. (*Education, Assoc. Prof.*)
- Supporting faculty means recognizing that creative work and community engagement are other legitimate channels for a scholar's research, equal to any academic publication. If NKU wants to build a reputation on community engagement, then it makes sense to raise the value of community engagement and service to one's department, so that it is at least equal to the value of a publication. Right now it is not. A single publication in an academic journal counts way more than any other contribution to one's department or to our community. Makes no sense. NKU is R2, not R1. We need to get over ourselves.
- We need to change how we do RPT. For some faculty, it's a terrible hazing-like process that has little to do with their actual performance. ... Those who are different from others in their dept. seem to be treated the worst. (And differences can result from many things other than ethnicities.). Chairs, deans, and the provost seem to be rubberstamping committee's recommendations, which can be based more on groupthink, peer pressure, personal biases, tradition, and self-preservation than on fair, careful analysis or expertise.

Salaries

In addition to comments dealing with NKU's comparatively low salaries in general, a number of comments dealt with decreasing the reliance on CUPA averages as the basis for faculty salaries. These averages are just that—averages based on a survey—and while they can provide insights, they do not give a complete picture. Over-reliance on CUPA averages results in inequities.

- Faculty in some colleges are paid very generously compared to others. For example, if someone teaching leadership is in the College of Business, they'll likely make at least 2X what they would make if teaching the same thing in Organizational Leadership in A&S. We need to use common sense. The argument that faculty can get jobs outside of academia that pay more falls flat—if they want to do that, they should. Chances are, they don't, or they wouldn't have gotten a PhD.
- We should work to set a new standard of caring for existing talent by removing the use of CUPA as a salary standard and instead work to pay people equally. We can talk all we want about paying people what they would make in the field, but there are a few problems with this: (1) People enter academia because they want to and not because they are going to get paid large amounts of money. (2) If people want good raises and continued larger salary increases, they won't join academia, so those that do know what they're in for. (3) After a few years out of the market and in academia, the faculty members won't make market money because they've been "out" of the workforce for too long and would not get that high compensation. So we need to be realistic and pay our faculty equally—equal pay for equal work. The way we do it just creates divisions among faculty and devalues the work of many of our faculty by paying them exponentially less than faculty in specific depts. (*Informatics, Assoc. Prof.*)
- Remove the use of CUPA and equalize faculty pay across campus. It's outrageous that we do similar work across the institution, yet our salaries are starkly different. For instance, in my college, in one dept., new hires start at \$90K and in another new hires start at \$60K. This is further impacted by across-the-board raises and promotion raises because those making more get more with each of those increases. This further exacerbates the pay gaps among faculty. And, in my experience, those depts. making the most money do the least amount of service to the institution, so the underpaid faculty are working more for less compensation. (*Informatics, Assoc. Prof.*)
- Stop using CUPA as an excuse to pay certain depts. such low salaries. (*Informatics, Lecturer-NTTT/NTTR*)

Parking

Several suggestions were provided regarding parking fees. These included making parking free on evenings and weekends, basing parking fees on salary ranges rather than the same fee for everyone, and having tiers of fees for faculty/staff who are not on campus every day.

- Our current parking procedures produce significant hardship for our students and limit the sort of scholarly and community activities that can occur on campus. I would propose that parking restrictions go from 8 a.m. to 3 p.m. on school days, and that parking is available to everyone all weekend. This is a very common policy at many universities. Since we exist in a suburban setting, there is very little outside use of our parking facilities, so there is no reason to have our current 24/7 enforcement. (*A&S, Assoc. Prof.*)
- Parking passes should be charged based on salary bands instead of charging a flat rate for everyone. (*A&S*)
- The issue of faculty parking costs must be examined. ... Many times faculty pay enormous costs for a year-long parking pass but only are on campus 1-2x a month, if that. Yes, this is a key revenue stream for NKU, yet it also feels exploitative for already burned out, overworked, underpaid faculty. Alternatively, a "tiered" pricing system should be considered, e.g. if a faculty teaches 100% online for an entire semester, that should be considered in their parking fee and significantly reduced. (*Asst. Prof.*)

Paper-Based Processes (e.g., Surplus Forms, Printing Requests, Guest Speakers)

Several suggestions identified paper-based processes or those that could be done more efficiently online, e.g., printing requests, inventory, surplus, paying guest speakers.

- The printing process should be a form submitted virtually by faculty that is then returned to their mailbox. The current process of sending an email to an academic coordinator who then fills out a paper request sent to printing is an antiquated process that wastes time on all ends. (*Business*)

- The amount of paperwork it takes to pay a guest clinician makes it not worth bringing in guests. It is great to have industry professional guest in the classroom, but the paperwork it takes just to pay someone \$100 seems like it could be streamlined. *(A&S, Full Prof.)*
- The asset inventory system is cumbersome and time-consuming. Additionally, the paper-based process of submitting forms to surplus creates immense problems. We have to create shadow systems to make up for the inefficiencies and inadequacies of what should be user-friendly, centrally supported infrastructure. This ties up administrators and admin. staff in required administrivia that pulls us from work directly supporting student success.

Human Resources/Hiring/Searches

A number of suggestions specifically mentioned improving the efficiency of the hiring process.

- We need much more support from Human Resources. We should prioritize hiring organized personnel, developing user friendly processes, and increasing responsiveness. New hires have expressed shock with the poor experience they have had with HR, who are often some of the first people at NKU that they interact with outside the unit.
- Reduce the levels of approval needed for hiring faculty. Deans should be able to make the final decisions, and in large colleges, perhaps Chairs. From the time the committee makes a recommendation to the time a candidate is given an offer can be over a week sometimes. That is not acceptable. *(Education, Full Prof.)*
- Improve the overall hiring process—so lengthy from start to finish—we often lose great candidates because of the bottlenecks in the process. *(Steely Library, Assoc. Prof.)*

Fees

Some comments pertained to the treatment of student fees, as illustrated by the examples below.

- Students are currently being charged for online courses and for taking 17 or 18 credit hours. A base tuition rate that would cover up to 18 credit hours face-to-face or online would help students (it would not help if that base tuition rate is increased...) *(Informatics, Lecturer-NTTT/NTTR)*
- The university should not automatically drop students for non-payment. Work out an alternative pay schedule.
- We speak of barriers to students. Why do we charge for students to apply to NKU? Is it really costing us \$25/\$40 to accept an application from a student? Then there is another fee on top of that if you “really are going to attend.” Oh, and orientation is required and you need to pay us another \$100. So for students who are struggling to pay tuition, we want over \$200 just to get their foot in the door? This is a barrier that truly should not exist. Why not \$10 to apply, \$20 to confirm you plan to attend (though I can't fathom why that would be necessary) and \$35 for orientation (that would pay for lunch and t-shirt—not sure why it is \$100. *(A&S)*
- Funds generated by lab fees go directly to the courses rather than to the college or to the depts. *(A&S, Full Prof.)*

Other

Respondents identified several other areas for changes in processes, policies, and processes which are listed below; see **Appendix E** (p. [43](#)) for the detailed comments:

- Academic Partnerships *(terminate or renegotiate contract, with faculty input)*
- Budgeting *(avoid historical funding; provide more communication re: unit and university budgets)*
- Class sizes *(keep class sizes small)*
- Communication *(involve faculty/staff in decision making; avoid hasty decisions without adequate input)*
- Curriculum process *(simplify)*
- Endowment *(clarify use and strategies)*
- Food Service *(improve affordability)*
- Health insurance *(use salary bands to determine rates, e.g., those with higher salaries pay more)*
- Job sharing *(job share faculty with healthcare facilities, sharing costs of their salaries/benefits)*

- Meetings (*fewer, more efficient*)
- Merit/cost-of-living/equity/compression (*prevent raises from being based on favoritism*)
- Non-tenure track faculty (*hire more Professors of Practice; treat NTT faculty more fairly*)
- Processes/policies (*avoid unnecessary updates*)
- Professional development funds (*centralize*)
- Remote work (*continue to allow working from home when appropriate*)
- Scholarship renewals for continuing NKU students (*stop requiring letters of recommendation as it disproportionately overburdens the faculty with the best relationships with students*)
- Semester length (*revisit the idea of shortening semesters to 14 or 15 weeks*)
- Student success (*consider impact of initiatives on faculty*)
- Student worker hiring (*simplify the paperwork*)
- Training (*coordinate faculty training, e.g., hold upcoming 2-day diversity event in summer*)
- Work study—federal (*determine why more NKU students are not eligible*)
- Working hours (*implement reduced work week*)

Professional Development Awards

As shown in Figure 1, of the 9 items ranked, after the top 5 items dealing with salary and workload, the 6th highest related to faculty professional development awards (sabbaticals, summer fellowships, project grants). To gather more information about these awards for the Faculty Senate Benefits Committee to consider, a survey question asked about how these awards might be improved/enhanced. The detailed responses to this question are provided in **Appendix F** (p. [48](#)). The key points are discussed below, along with sample comments.

Increase Funding Amounts

The funding amounts for the individual awards have remained the same for many years. Several of the suggestions indicated a need to increase the individual amounts, as illustrated by comments such as the following:

- The individual award amounts (not the number of awards) need addressing; increase budgets. \$6K for 6-8 weeks of summer effort is low. That same amount for a project grant does not go very far. (*A&S, Assoc. Prof.*)
- At least some of the awards should be for larger amounts. The \$6K summer fellowship amount was established when \$6K was the maximum salary one could earn for a summer class. That maximum has since changed, but the summer fellowship amount has not. Maybe have a designated number of full-year 100% salary sabbaticals that faculty can apply for competitively.
- Each award amount should be increased. Teaching during the summer provides more funding than the summer fellowship. I think it may be helpful to have some part of the project grant to go to compensate the faculty or provide course-release. Otherwise, it is so much extra work in addition to the teaching load that is so heavy. That's the reason why I do not apply for these—I cannot add any more to what I already do. (*Health & Human Services*)
- Make the sabbatical full year paid. I am not sure how many faculty use the 65% pay whole year sabbatical, but for most of us, it is prohibitive, leading to only a 5-month sabbatical pay. (*A&S, Full Prof.*)
- While most faculty would like to take a year-long sabbatical, most families cannot survive with a 35% income cut for a year. At a minimum, a study should be undertaken to see what other colleges do. (*Law, Full Prof.*)

Some also suggested that the amount allocated to funding summer fellowships be increased, as illustrated by comments such as those below:

- Summer fellowships could have two possible applications, one for \$3K for a shorter term (4 week project) and \$6K (8 week project) This might encourage faculty to be more strategic about what they apply for, and may help the funds stretch to support more people. As we have more research-active faculty, I would suggest that we fund more summer fellowships, making it possible for a larger percentage of faculty to get this support for their work. *(A&S, Full Prof.)*
- Increase their availability and amount available. The number of these available has not changed in years. *(Education, Full Prof.)*

Application Process

Some ideas about modifications to the application process were offered. These included simplifying the application process and clarifying the reasons for decisions. Some suggested making research funding automatically available to junior faculty pre-tenure or designating funding specifically for those who have been at the associate level for a long time.

- Application procedures should to be minimized or eliminated. We already do not have enough time to do everything that we need to do and need every spare moment to best serve our students. *(A&S, Asst. Prof.)*
- Summer research funding should be provided to all junior faculty, every summer. *(Business)*
- Create a semester sabbatical opportunity for tenure-track faculty, perhaps in their year 4. *(A&S, Full Prof.)*
- Designate one sabbatical/summer fellowship specifically for associate professors who have been [at that rank] for more than 7 years.
- A bit more transparency in the decision making process would be helpful. Seems that why proposals are denied isn't always clear. *(Full Prof.)*
- Reduce the writing required for the proposals. *(A&S, Full Prof.)*
- It could help if those who decide would read the materials submitted rather than provide a form letter indicating the submission was not read. *(A&S, Assoc. Prof.)*

Eligibility Requirements

Several suggestions about modifications to the eligibility requirements. These included making them more available to pre-tenure and non-tenure track faculty and staff, removing some of the restrictions, and having a clearer connection to the benefit to student success. Some faculty indicated that the nature of their unit's situation did not make it possible for them to take advantage of these awards.

- 1. Consider shortening the timeframe/years of employment faculty is required to meet in order to be eligible to apply for a sabbatical. 2. Perhaps replace the 6 years of employment with a combination of employment, merit, and scholarship. *(Health & Human Services, Asst. Prof.)*
- Might it be possible to teach one summer course and have a summer fellowship as well? *(A&S, Full Prof.)*
- Remove restriction on summer fellowships for previous awardee applicants. *(Informatics, Asst. Prof.)*
- My unit's culture is not suited to support these, as we do not have enough people to effectively back fill my absence. *(Steely Library, Assoc. Prof.)*
- It would be nice if not everything had to be connected to DEI or community engagement. These initiatives are very important, but some of us do other important work that may be overlooked as we try to align everything to these goals.
- Require justifying criteria for sabbaticals. I've sat through several sabbatical presentations and wonder how this prof got paid for an entire semester to produce the little work of little value they demonstrate through their presentation. *(Informatics, Lecturer-NTTT/NTTR)*
- A stronger proof of direct student benefit should be required. *(A&S, Assoc. Prof.)*

- If you want to improve the results of the sabbaticals you provide faculty, then why not make sure they are available to those doing the work rather than limiting them to TT line? and adjuncts and lecturers in many cases are also doing the work. Stop taking their commitment to research and students for granted. Pay them. Provide access.
- Make open to lecturers and full time staff who also engage in research.

Sabbaticals

Suggestions specifically pertaining to sabbaticals included the rethinking the required focus on scholarship and the selections process.

- The required focus on “scholarship” should be removed from sabbaticals. The focus should instead be on how it can contribute to some aspect of the individual’s professional development. NKU is not R1. Scholarship is not the only thing worth taking a sabbatical for. Administrators (e.g., former chairs, deans, provosts) are automatically given sabbaticals (and sometimes these are year-long sabbaticals!), and scholarship does not seem to be a requirement for those. The same should apply to other faculty.
- Provide sabbatical for professional development based on number of years faculty have worked at NKU. The selection method and the system that is currently used favors certain faculty where others never are given time off. *(A&S, Full Prof.)*
- I think limiting sabbaticals to the number of faculty is problematic. I do not understand why this policy exists. If each faculty member submits a sabbatical proposal that is meritorious, they should receive it. *(A&S, Assoc. Prof.)*

Summer Fellowships and Project Grants

Several respondents suggested increasing the availability of these awards and their flexibility, as illustrated by the following comments.

- There are always worthy project grants that go unfunded because of the lack of \$. It would be great to raise the amount of money in this fund. *(A&S, Full Prof.)*
- Having served on the Benefits Committee in the past, there seems to be a strong bias against the Humanities when it comes to ranking project grants and summer fellowships. I feel like there should be distinct categories for the humanities, natural sciences, and social sciences. *(A&S, Assoc. Prof.)*
- While student/faculty collaborations are good, not all faculty work in a sphere that allows this kind of project focus. Ideally, it would be nice to have some higher award amounts that enable productive faculty to dedicate time and resources to significant projects rather than smaller, less expensive endeavors. *(A&S, Full Prof.)*
- There needs to be sufficient funds for more project grants and fellowships when many faculty have more time. It doesn’t make sense to get a fellowship without the corresponding project grant funds to complete the project. *(A&S, Full Prof.)*
- Summer fellowships should provide the ability to use paid students on these funds (currently available for project grants only). *(A&S, Assoc. Prof.)*

Other Budget-Related Comments and Suggestions

A final question asked about other budget-related issues. See **Appendix G** (p. 52) for the full list of comments. Many of the comments in this section stressed the need for addressing morale, restructuring/focusing efforts across the university, and paying faculty/staff adequately and fairly.

- Morale is a significant problem across campus. The administration needs to support initiatives that improve morale. I’m not talking about giving out more awards or a free meal, I’m talking raises and more hires to spread the workload around. We should also explore if doing more things virtually might save some money. *(Informatics, Full Prof.)*
- We’ve done a respectable job focusing on our mission and what NKU is about; but that process hasn’t included defining what we are not, which I think would sharpen our focus more. I’m not suggesting we exclude people or ideas, but we cannot be everything for all people. *(Business, Full Prof.)*

- NKU needs to seriously look at restructuring its colleges. It needs to stop trying to be everything to everyone and develop an infrastructure with an adequate number of faculty and staff that are paid properly, with regular raises.
- I think faculty has to be a priority. Quality faculty at NKU impacts everything from morale to student achievement. So many people are spread thin and looking for other options. Consistency and an increase in faculty morale would only increase student learning and achievement. (A&S, Asst. Prof.)

Conclusion and Recommendations

Below are some key recommendations from the analysis included in this report: Many of these are very similar to recommendations provided in previous years' reports. The problems with morale, salaries, inequities, and overwork are ongoing and worsening as the Great Resignation affects NKU.

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 "Pay increases must be a priority. Other industries increased salary during COVID, and we are losing ground", "Faculty are being eaten alive, and our salary is hard to live off of" and "With 8% inflation, the thought that we can go another year without a salary increase is very worrisome." As one respondent bluntly put it, "It seems the only way to get a pay increase—even to keep up with inflation—is to leave NKU."

Provide equity/compression adjustments and evaluate all faculty salaries.

Survey responses indicate that equity/compression problems continue to be prevalent among NKU faculty, negatively affecting their motivation and morale and, in turn, student success. Respondents describe these issues as "demoralizing", "unconscionable", and "deeply unfair".

Some respondents pointed out that they could work at Amazon or Domino's for more than they are making as NKU faculty. This comment illustrates how this situation affects NKU and its students: "It is shameful that positions in the private sector pay equal or in many cases more without any degrees needed than positions here at NKU, even those that require a master's degree. The low pay NKU gives to its own employees doesn't indicate much to the community about the value of earning a degree and the cost involved in doing so."

Salaries of non-tenure track and adjunct faculty should be particularly examined to ensure they are at market rates, as many are not.

Other comments suggested decreasing the reliance on CUPA averages as the basis for faculty salaries. CUPA averages are just that—averages based on a survey—and while they can provide insights, they do not give a complete picture. Over-reliance on CUPA averages results in inequities both within departments and across the university as a whole.

Reimburse salary/TIAA cuts.

Particularly in light of the government COVID-19 relief funding that NKU received, NKU should consider reimbursing the salary and TIAA cuts made for FY21. While these cuts were only for one year, they followed many years of minimal or no raises and ongoing equity/compression issues. Respondents indicated that these cuts were "detrimental to morale" and "demonstrate

that the administration can willfully cut our pay with no consequence or second thoughts” and should be reimbursed as “both a matter of equity and a matter of contract.”

Add full-time faculty and staff positions where needed.

Additional tenure-track faculty positions are needed to address high demand areas or replace faculty and staff who have left NKU. Temporary and part-time faculty positions should be converted to full-time and tenure-track when possible. “Adjunctification” must be avoided. Respondents pointed out that tenure lines disappear when faculty leave, leaving voids that directly impact students and recruitment. As one respondent indicated, “It is an embarrassment to NKU, for example, that with the current events unfolding in Ukraine right now, our faculty includes no experts on Russian or Eastern European history or politics.”

Establish workload equity (e.g., fund 3/3 teaching loads in all colleges).

Some colleges continue to have higher teaching loads than others while having the same, if not greater, expectations for scholarship and service. NKU’s Success by Design strategic framework emphasizes student engagement through innovative learning opportunities. Some colleges with 4/4 teaching loads (e.g., A&S) have recently taken a step in the right direction by providing course releases and stipends to a limited number of faculty who apply for and are selected to pursue these initiatives. Yet other colleges have long been able to offer 3/3 teaching loads to *all* tenure-line faculty. The pandemic and the Academic Partnerships (AP) initiative have further increased the demands on faculty. The time has come for NKU to commit to provide reasonable workloads for *all* faculty.

Reform RPT process and requirements

Survey respondents expressed concern about the RPT process, which directly relates to faculty workload and morale, and in turn, student success. With some referring to the RPT process as “hazing”, comments indicated a need to reform the process so that faculty are evaluated more holistically in ways that emphasize their strengths and contributions to student success, as indicated by this comment: “A single publication in an academic journal counts way more than any other contribution to one’s department or to our community. Makes no sense. NKU is R2, not R1.” One suggestion is to “allow faculty different tracks, e.g., research or teaching track.”

Examine administrative structures and promote hiring from within.

In surveys such as this one, “administration” continually come up as an area faculty believe should be decreased. Clarify the purposes of both new and existing administrative positions. Continue to involve faculty in searches for administrative positions. Additionally, do more succession planning and development to promote hiring from within rather than filling most positions externally. The recently announced NKU Leadership Institute seems to be a step in the right direction.

Evaluate NKU’s overall structure and organization.

Comments such as “We’ve done a respectable job focusing on our mission and what NKU is about; but that process hasn’t included defining what we are not, which I think would sharpen our focus more” and “We might need to take a step back and see if there are overlapping efforts” indicate that “Box 2” efforts to re-evaluate historical ways of doing things should continue. NKU should continue and enhance efforts to examine the overall structure of both academic and administrative units and identify ways to better organize and channel resources.

Appendix A

Faculty Budget Priorities Survey – 2022

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
- _____ Increase amounts for **sabbaticals, project grants, and summer fellowships** for faculty
- _____ 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
- _____ Add **additional faculty and staff positions** in areas that are **understaffed**
- _____ Provide **compensation increases (cost of living, merit)** for faculty and staff
- _____ **Reimburse the one-time salary and TIAA cuts** made during the previous fiscal year (FY 22)
- _____ Increase funding for **technology replacement and improvement**
- _____ Increase **employee benefits (e.g., health insurance, tuition waivers)**

1A. Provide any comments to clarify your rankings above, including identifying any priorities not listed.

1B. Regarding sabbaticals, project grants, and summer fellowships, please provide suggestions for how they might be improved/enhanced.

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

- Raises based on performance (merit)
- Across-the-board cost of living adjustments (regardless of merit)
- Some combination of performance (merit) and cost-of-living

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

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree)

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.

5. Please list any **initiatives or areas that you believe funding should be decreased**. That is, where could funds be invested that could result in longer-term benefits? 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 things could we stop doing? Be as specific as possible, including a brief rationale. 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
- Education
- Health & Human Services
- Informatics
- Business
- Law
- Steely Library
- Prefer not to answer

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

- Full professor
- Associate professor
- Assistant professor
- Professor of Practice or Clinical Professor
- Lecturer – NTTT/NTTR
- Adjunct
- Other _____
- Prefer not to answer (8)

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

- 0-5 years
- 6-10 years
- 11 or more years
- Prefer not to answer

APPENDIX B: Budget Priority Rankings Comments

Salaries: Need for Cost of Living Increases

- Pay increases must be a priority. Other industries increased salary during COVID, and we are losing ground. I'm currently making the same pay range I did 8 years ago. *(Education, Full Prof.)*
- We must address faculty compensation in order to retain our faculty members. *(Health & Human Services)*
- Faculty are being eaten alive, and our salary is hard to live off of. Students want 24/7 support and many of us are being undervalued because we cannot work 24/7 at a bare minimum salary. It is a hard pill to swallow when one can make more money working fewer hours in a job that is entry level. *(Health & Human Services, Asst. Prof.)*
- For the past 15 years or so, NKU has seemed to treat faculty/staff salaries as a low priority budget item that can only be addressed if money is left over, which it seldom is. If NKU can't afford to give regular raises and pay faculty/staff equitably, then maybe we need to focus down our operations so we can.
- Inflation is at an all time high, but pay has still not gone up. *(Informatics, Lecturer-NTTT/NTTR)*
- With 8% inflation, the thought that we can go another year without a salary increase is very worrisome. In looking back over the past 10 years, many years had zero compensation increases while inflation was 2.5-3.5%. Even in years when we did have increases, it still did not keep up with inflation. This needs to be priority one if we are ever going to keep good faculty. *(A&S, Full Prof.)*
- We need a sizable salary increase. I'm making the same amount as I did in 2007, but every single debt I have has increased by 25%. At the same time, administration has reduced the summer teaching available and the online course creation stipends. How are we supposed to pay our bills without getting a second job? *(A&S, Full Prof.)*
- 8% inflation this year. Raises are so low we're losing money. Every year our salaries are worth less. *(A&S, Full Prof.)*
- Salaries have not kept pace with inflation. *(Education, Full Prof.)*
- Give raises commensurate with inflation and actual merit. I've been here for 15 years and still make basically the same low pay I did when I got hired. Target and Amazon now pay more than I make as a university professor—it's pathetic. *(Informatics, Lecturer-NTTT/NTTR)*
- Keeping up with inflation is critical. *(Informatics, Asst. Prof.)*
- We need a raise. *(Informatics, Lecturer-NTTT/NTTR)*
- Merit raises only make sense when cost of living raises have been provided to everyone. (Assoc. Prof.)
- The most important thing is to address faculty/staff compensation, given the years we did not get salary increases, if only to improve morale on campus. Everything else pales in comparison to this. *(Informatics, Full Prof.)*
- The cost of living increases much faster than the small merit/cost of living increases we have received. For most contract and staff positions, it is barely noticed. The private sector or Ohio universities' pay is much higher. It is shameful that positions in the private sector pay equal or in many cases more without any degrees needed than positions here at NKU, even those that require a Master's degree. The low pay NKU gives to its own employees doesn't indicate much to the community about the value of earning a degree and the cost involved in doing so. *(Health & Human Services)*
- An NKU job posting this week for a staff position required a bachelor's degree and two years of experience. It pays less than \$20 an hour. Get a clue. Domino's Pizza delivery drivers start at \$20 an hour plus tips and don't have the expense of a degree required to get the job. NKU's English Department has an advisor position posted that pays \$46,000 a year: master's degree required. In this job market, who in their right mind with experience and a master's degree would work for that little money? In essence, we are a degree factory. Don't you think it would be to our advantage if we proved that the product we produce, academic degrees, are valuable? How valuable is a degree if we require degrees for positions on our campus that pay less than tons of jobs available in the area that pay far more? Not very good marketing.
- Inflation, inflation, inflation ... *(Steely Library, Assoc. Prof.)*

- I think we need to take care of the financial needs of our current employees first and foremost. Prices are rising everywhere—rent, groceries, gas and it is stressful when you're not sure if your employer will be able to help you. (*A&S, Assoc. Prof.*)
- Employees should have an automatic cost of living/inflation adjustment to salary/benefits. Our buying power should not decrease, and we should not have to sacrifice commitment to NKU to find a position at another institution to increase, or simply maintain, our buying power. (*A&S*)
- Living expenses have nearly doubled, especially those of food and commute while salaries have not kept up with it. The purchasing power of faculty has drastically gone down with no recovery in sight. Raise must be commensurate with the increase in living costs. (*A&S, Full Prof.*)
- With inflation, salary raises should be top priority. We will certainly lose talent if we do not address this quickly. (*A&S, Full Prof.*)
- The cost of living has definitely gone up, especially with inflation, so having a cost of living increase for faculty and staff is my first priority. (*A&S, Assoc. Prof.*)
- The inflation rate must be considered in salary increases. We may start losing faculty to industry and other universities.
- The cost of everything has increased, including taxes. What we spent weekly last year hardly gets us through half the week this year. While new hires are able to negotiate salaries based on these new realities, old employees feel stuck and pinched. (*Business, Asst. Prof.*)
- We need to address salary issues across the board for faculty and staff--compression, equity, but also raises. It must be a high priority. (*A&S, Assoc. Prof.*)
- Minimal raises, when given, have not kept up with the cost of living, which increases about 5% a year. (*A&S, Assoc. Prof.*)
- Cost of living increases would improve morale and retention of faculty and staff. It is discouraging to watch the university create a new advising center and hire 40 additional employees when we do not regularly receive cost of living salary increases. How can NKU do one but not the other? (*A&S, Lecturer-NTTT/NTTR*)
- Faculty retention should be a priority which may be helped by wage compensations, benefits, and fairness. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- I see new hires and "fresh blood" as less of a need than keeping the folk who are already doing the work and are committed to NKU. Fresh blood comes with no guarantees. Pay the people you have what they are worth. Then you have a guaranteed keeper. They're invested. But you're making their life harder, not paying them well, and that ruins morale, takes a toll on one's ability to teach well, and ultimately you lose a good employee either because they move on and take their love with them or because they stay here but are less able to teach well due to exhaustion and grow despondent.
- The cost of living issue is a huge problem. Not for the Provost, President, and Deans who are all making six-figure salaries, but for the rest of the faculty (full and part time) and especially for the staff. Please, if you care about the NKU community do something and fix these issues. ASAP. (*A&S, Assoc. Prof.*)
- My friends from grad school in similar positions have much higher salaries, smaller class sizes, and a lower teaching load than I do. It would be great if NKU could be a bit more competitive in order to retain high-quality faculty members. (*A&S, Asst. Prof.*)
- Faculty salaries need to be increased. (*A&S, Lecturer/NTTR*)
- Faculty need an increase in salary. (*Health & Human Services, Asst. Prof.*)
- Cost of living increase is needed. (*Business, Assoc. Prof.*)
- Salary is too low. We need salary adjustment and salary increase. (*Informatics, Full. Prof.*)
- I am not tenured and not in the retirement issue. There are compensation disparities among like faculty—should be addressed. I have never had an increase—only decrease—in over 4 yrs. (*Health & Human Services, Lecturer-NTTT/NTTR*)

- I believe adding additional positions, compensation issues, and salary equity/compression are 1-3 equally important but the software doesn't accept more than 1 of the same number. *(Steely Library, Full Prof.)*
- I believe the university needs to do a better job with salary increases particularly as they relate to inflation and compression. *(Lecturer-NTTT/NTTR)*
- Perhaps, if a professor works in Greek Mythology, etc. there is nothing else they can do but academia; however, most other professors, e.g. business, social work, nursing, graphic design, counseling, informatics, math, etc. could easily return or go to "industry" and earn ENORMOUSLY more money. "Self-care" trainings are useless. Actual self-care = raising faculty salaries. *(Asst. Prof.)*
- With the cost of living increasing dramatically and inflation in general, salary increases should definitely be a top priority. The Great Resignation is mainly happening in higher education due to many of the faculty having the educational background to work in other sectors that pays more. If faculty and staff aren't paid more, there is a huge risk for losing them to another opportunities as we've already seen here at NKU. *(A&S, Lecturer-NTTT/NTTR)*
- The biggest priority should be increasing the salaries of our employees. Based on other area state universities, we are vastly underpaid. I fear that we will lose good people because they are qualified to work elsewhere and can make much more elsewhere. *(Business)*
- Everything begins with compensating employees for adequate performance and rewarding employees for exceptional performance. If I could have ranked both compensation increases and addressing equity/compression as #1, I would have. *(A&S, Full Prof.)*

Salaries: Equity/Compression

- Faculty who have been on campus for years now have new faculty making the same or more. Compression and equity need to be addressed. *(Education, Full Prof.)*
- Paying new faculty/staff market salaries while existing people get 0 or minimal raises is not sustainable, for faculty or staff.
- Addressing salary compression is a must. This topic manages to insert itself into every money-related conversation in my department. And it is truly unfair, so it will continue to take up time and energy anytime money comes up. *(A&S, Assoc. Prof.)*
- Salary scale changes over the past few years have resulted in faculty members with more years at NKU receiving less salary than new hires. Inflation has made things worse. *(Informatics, Asst. Prof.)*
- Newer staff/faculty hires often receive more "market-rate" compensation compared to current staff/faculty. *(Informatics, Asst. Prof.)*
- I'd like to see better equity in salaries between disciplines. Arts professors are teachers too. *(A&S, Full Prof.)*
- It is pretty insulting that I teach a 4/4 load with responsibilities for research, committees, and student success, and I sit next to another assistant professor, hired the same year that makes \$20,000 more than I do, with a lighter course load and almost no substantial committee work. Pay inequity is a big deal.
- It is increasingly difficult to give and care about "performance" when the compensation for being an excellent teacher and scholar are not equitable across the University or even with other regional Universities. *(Informatics, Asst. Prof.)*
- Salary compression and the disparity in teaching loads between departments is a hindrance to hiring and keeping our quality faculty. *(Full Prof.)*
- You have to keep those faculty that you have. You can't do that if you don't do your best to compensate them for their effort. This, in turn, will lead to easier recruitment of good faculty in the future. *(Health & Human Services, Assoc. Prof.)*
- Salary equity is definitely a concern of mine; when I started at NKU, I was told the salary was non-negotiable, and since then, new faculty have been able to negotiate higher pay and start up amounts. *(A&S, Asst. Prof.)*
- Properly compensate the people we have because that shows that the institution actually cares about keeping good people. There is constant talk about recruiting good faculty, but with our pay increases and

discrepancies across the institution, keeping those folk, especially minorities, is going to be negatively affected by our salary discrepancies across departments. (*Informatics, Assoc. Prof.*)

- I think that compression should be addressed as well as looking at market salaries. It's getting harder and harder to keep faculty due to inequities in salary. (*Health & Human Services, Assoc. Prof.*)
- Top priority should be pay. Nearly everyone in our dept. reflects a salary of making less than anyone hired after them. (*Informatics, Lecturer-NTTT/NTTR*)
- Let's (finally) deal with compression. A LOT of people are making a LOT less than others and working more. It's unconscionable and deeply unfair
- There are still a lot of equity/compression issues in A&S. I don't know about the other colleges. (*A&S, Assoc. Prof.*)
- The rankings do not matter. Salary compression, inversion, and lack of raises has been an issue for the 13 years I have been at NKU. I do not expect anything to change. I have lost hope. (*A&S, Assoc. Prof.*)
- I'm not sure how much compression/equity has been addressed. It might be more important to boost salaries in general to be more competitive in hiring. (*A&S, Full Prof.*)
- My discipline's salary is not keeping pace with colleagues nationally. (My Master's level alumni begin at a full professor salary) My dean would say "it's not always fair and we can be fair." That attitude has to stop. We can't recruit faculty/staff with the mentality that we will never adjust historical inaccuracies. (*Health & Human Services*)
- Address gender pay disparity!
- Equity and compression are absolutely necessary to address now. (*A&S, Assoc. Prof.*)

Salaries: Administrators (Too Many/Overly High)

- Inequities related to staff salaries. There are a number of academic coordinators who deserve higher salaries considering all the work they do for their respective departments. Why are we paying some outrageous salaries for assistant dean and associate dean positions? One can fund two academic coordinators for one of these assistant dean positions.
- We still keep hiring upper level admin who have 6 figure salaries. (*A&S, Assoc. Prof.*)
- We have gone years without substantial raises. In contrast, some in administration have recently received quite substantial salary increases—one person even receiving a \$39,000 increase. The increase is without a doubt deserved; however, others should have their salary increased at a minimum match to CUPA. (*Education, Full Prof.*)
- When you combine the lack of support & care for full-time faculty at NKU with the EXORBITANT, MASSIVE salary disparities that exist between administrators and faculty, even though the university would cease to exist without faculty, faculty are faced with the constant question, "Why even stay at NKU and engage in constant, toxic overwork, while being grossly underpaid, when I could just go to industry?" (*Asst. Prof.*)

Workload/Fund 3/3 Load for All

- My top 4 are directly related to retaining faculty. As a newer faculty member, I am shocked at how much is expected of us (workload) for the amount of pay. Additionally we are also expected to be involved in our research and active in our fields. We cannot successfully do those things with a 4/4 load and limited travel funds. (*Informatics, Asst. Prof.*)
- Keeping current faculty seems to be something that needs addressing. In my department, I find it very difficult to meet the tenure requirements due to heavy workload, and conversations with administration has not helped. (*A&S, Asst. Prof.*)
- I teach a course load of 4 classes as a tenure-track faculty—I'm finding this a challenge to prep new course material, revise and update teaching methods based upon prior student evaluations and teaching trends, provide service to college/university through recruitment events (typically outside of traditional work hours), and read new research literature that is currently published to develop my own proposal ideas—let alone sit and actually conduct research and write results. (*Health & Human Services, Asst. Prof.*)

- Full-time faculty salaries remain grossly low, by all national metrics, especially for the standard 4/4 teaching load at NKU and high publishing expectations and even more so considering that NKU's rush to online teaching and AP has resulted in 3X more work (at least) that remains uncompensated. The pandemic has also further tripled the amount that faculty must work in order to support student success, promote their degree completion, retention, etc. Every professor is now a pandemic babysitter for every student. It is utterly not-sustainable yet already going on for 2+ years. (*Asst. Prof.*)
- Teaching a 4/4 load and doing service is a full time job, requiring 40+ hours per week. Tenure-stream faculty cannot be expected to get any research done when they have a 4/4. It is not equitable that research-active faculty in some colleges teach a 3/3 and some a 4/4. The 4/4 tenure-stream faculty need either overtime pay or a reduced teaching load. (*A&S, Full Prof.*)
- Bringing CAS and any other college that teaches more than a 3/3 load to a 3/3 load for all (or at minimum all research active) faculty is critical for the health of our University and the quality of our teaching. Our current 4/4 load is leading to faculty burnout, which ultimately degrades all three of our institutional pillars: Teaching, Scholarship, and Service. (*A&S, Assoc. Prof.*)
- Our time as faculty has become stretched more and more thin every year I have been at NKU. It is so challenging to work on any research during the year with a 4/4 load on top of service and other obligations/expectations. As T/TT faculty we are expected to commit 30% of our time to scholarship/creative activities with a 4/4 load, the exact same load as FULL TIME lecturers. The university thus acknowledges that a 4/4 load is AT MINIMUM a 40 hour work week, but is only 60% of a T/TT workload. 9 years of working 60-70+ hours a week, 7 days a week, and I am exhausted. The pandemic has only made this worse with needing to make all of our teaching materials accessible in multiple modalities. I am at the point of considering other employment options so that I can have more time to focus on my research. We are burnt out. (*Assoc. Prof., A&S*)
- Faculty are continually underpaid for the amount of effort that is expected of them. (*A&S, Assoc. Prof.*)
- Let's work on an equitable workload for A&S.
- NKU is not a teaching only institution anymore, so we should make 3-3 teaching load. Without a productive research foundation, we cannot make high quality of teaching. (*A&S, Full Prof.*)
- Working toward a goal of decreased workload should always be on the priority list. (*Full Prof., Health & Human Services*)
- The workloads and amount of work within and for each course has become overwhelming. I am sure that the partnerships with outside sources has provided additional revenue for the university. The workload for courses not on the semester schedule is grueling and honestly does not represent what academic work is truly about—a time and place to expand one's knowledge through discussion, discourse and setting one on a path for success. (*Health & Human Services, Asst. Prof.*)
- The top priority should be a reduction of teaching load to 3/3. The reduced teaching load should not only be for student success activities, but also for scholarship/creative activity for those teaching a 4/4 who are research active. This is of course tied to student success, whether or not the research directly involves students. NKU's expectation that we produce internationally renowned scholarship/creative activity while also teaching 4/4 loads, often with larger class sizes, while retaining every single student, is untenable. (*A&S, Assoc. Prof.*)
- In addition to addressing compensation issues, if we want to be serious about student success, high impact practices (HIPs), and the like, we must also address faculty and staff TIME—reducing workload and funding positions (to reduce workload). (*A&S, Assoc. Prof.*)
- The ranking of reducing workload and increasing faculty and staff are tied in number and in practice. (*Business, Assoc. Prof.*)
- Professors in the humanities that teach only online should share offices with others and teach a heavier load, to make up for their lack of service and face to face interaction with students. Faculty on campus have the added burden from being on campus and servicing students. (*A&S, Assoc. Prof.*)

Hiring: General

- Investing in the people we have is more beneficial than hiring new folks to replace them when they leave for higher paying jobs. *(A&S, Full Prof.)*
- We are all being asked to take on more and more work, but I don't know that this would always be associated with being "understaffed". We have more new initiatives all the time, on top of the continued increased pressures of teaching during a pandemic and NKU's push towards being as flexible as possible with students and supporting them in the ways we are able. The increased work needs to be taken on by adding positions, but would not be seen as "understaffed" because this arises due to more and more being added. *(A&S, Full Prof.)*
- NKU has become quite lean over the last five years, and we are still expected to operate as if we have more support. We cannot continue to expect faculty and staff to take on roles and tasks that have once belonged to support staff. I am consistently concerned at how staff are overworked, and as a faculty member we are seeing much less support for things like marketing, recruitment, and other supportive services that guide and grow our programs. Staff are wildly underpaid and overworked, and this makes me very concerned about NKU. *(Health & Human Services, Asst. Prof.)*
- Each department should have a professional/faculty advisor dedicated to that role to reduce workload for tenure/track faculty. Money should be used for making sure each department has access to this type of advisor as well as other staff and faculty for the departments that need people. *(A&S, Lecturer-NTTT/NTTR)*
- After addressing compensation, the next important thing is to ease the burden on faculty and staff by increasing hires, which in turn can support reduction in teaching load. *(Informatics, Full Prof.)*
- Adding faculty and staff positions in areas that are understaffed ought to include expanding the number of BIPOC faculty and staff and academic focus on BIPOC voices across disciplines. *(Education, Assoc. Prof.)*
- Adding additional faculty and staff is critical. *(Full Prof., Health & Human Services)*
- Show support for programs by providing funding for new faculty/staff hires. When a program has to rely on adjuncts to teach all of the classes, the quality of the program suffers, ultimately impacting student recruitment and retention. This has gone on far too long in some programs. How can a program grow under these conditions? When only growth programs are prioritized, administration is essentially devaluing other programs who provide essential services to the community. *(Education, Full Prof.)*
- The ranking of reducing workload and increasing faculty and staff are tied in number and in practice. *(Business, Assoc. Prof.)*

Hiring: Faculty

- We need tenure track faculty! Not coaches or adjuncts! *(Business, Full Prof.)*
- Students are the number 1 priority. Many programs (tracks) are using adjunct faculty in positions that should be full time. *(Health & Human Services, Lecturer-NTTT/NTTR)*
- I listed additional faculty positions, but in reality, in our department, we just need to replace the faculty positions that are open due to people leaving and retirements. We have key positions that vanish with little to no explanation and it has a direct impact on our students and recruitment. *(A&S, Asst. Prof.)*
- I ranked "Add additional faculty positions" as my #1 priority. However, I do not believe it is a high priority to add additional staff positions. In the survey, adding faculty and staff positions is offered only as a single option. But I believe restoring lost faculty lines in some departments should be the very highest priority, while adding staff lines anywhere is a low priority. *(Law, Full Prof.)*
- [After reducing teaching load to 3/3], the second top priority needs to be hiring tenure-track faculty. As the second-to-most-junior person in my department, when I was hired we had approximately 25 faculty members. If current trends in hiring continue (hiring one TT person as a replacement for 3-4 retirements, every 7 years or so), by the time I retire my department will have shrunk to 3 TT faculty. This is a slow, boiling frog-in-pot situation that will destroy entire disciplines/departments at NKU if something isn't done to remedy it. In addition, our power as a faculty body resides in tenure. We need to push very hard against adjunctification of our labor. *(A&S, Assoc. Prof.)*

- It is encouraged that the creation of new tenure-track faculty lines be extremely limited. We are currently overstaffed in our college. (*Assoc. Prof., Education*)
- We've had a lot of retirements in some departments, to the point that it's difficult to offer the full spectrum of courses. These faculty are either not being replaced, thereby gutting some programs, or being replaced with lecturers, not tenure track lines, which endangers the governance system of the university. I can't speak to the staff situation. (*A&S, Assoc. Prof.*)
- I believe that many of these items warrant attention; however, considering the increased work load on departments/units due to staffing issues, I feel it is imperative that we ease the occupational stress (especially during a time of geopolitical uncertainty and rising financial stresses). (*Health & Human Services, Asst. Prof.*)
- It is hard to achieve student success without adequate numbers of satisfied and competent faculty. This is why my first three choices (additional positions, increase compensation, address salary/compression) were focused on faculty. (*Health & Human Services, Assoc. Prof.*)
- The need for more faculty is the next most important key (after bringing CAS and any other college that teaches more than a 3/3 load to a 3/3 load) to maintaining a vibrant institution. Given the ever present danger to programs of burnout and retirement for our senior faculty, bringing in new hires is essential. (*A&S, Assoc. Prof.*)

Hiring: Staff

- Doing jobs that are not within our scope, i.e., People Admin., etc. takes away from teaching. I think under resourcing is costing you money. (*Health & Human Services, Assoc. Prof.*)

Non-Tenure Track Workload/Salaries

- I would have ranked "Funding reduced teaching workload for tenure-track faculty in all colleges" first, but I ranked it last because it was limited to tenure-track faculty. There are many faculty hired as NTTRs that I believe should qualify for the same thing. When a faculty takes on an additional interim role, they should be compensated accordingly as the university is saving whole salaries by that one person filling two roles. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- Non-tenure track faculty should also have access to reassigned time for advising, strategic investment initiatives, mentoring, and major service activities. Where there is expected long-term viability, convert NTTT faculty to NTTR faculty and convert more PT faculty positions into full time. (*A&S, Assoc. Prof.*)
- Lecturers should be paid more. Period. It is crazy how low the pay is (despite having a master's degree). I serve on committees and teach, and it is disheartening to learn that I can earn more if I work at Amazon.
- No equity pay has been given to lecturers, while we want to keep talking about Equity. (*Informatics, Lecturer-NTTT/NTTR*)
- Pay adjuncts and lecturers more, so they won't have to work multiple jobs. The lowest paid faculty also are disenfranchised from decision making about their futures in an administrative plantation mentality.
- I do not see a direct address of the state of lecturers (T vs. R issue included) or adjuncts on this list. The time for equity is past due. The fact that many lecturers and adjuncts come in with PhDs but start at \$35K or less due to their line of funding diminishes the value of the PhD for everyone. The access that comes with a TT line is not a reflection of the employee's ability, intelligence, or capacity, nor is that lack of access to a TT line a reflection of an employee's ability, intelligence, or capacity. While I realize there are shortages that must be addressed, you risk losing your adjuncts and lecturers by not paying them their due...
- Non tenure track teaching faculty should be included in these options, not just tenured/tenure track. (*Health & Human Services, Prof. of Practice or Clinical Prof.*)
- Fund reduced teaching workload for NTTR renewable full time faculty as well so that NTTR faculty can pursue work/enhance student success on assigned special projects, project grants, mentoring/capstones, advising, extra writing for accreditation reports, and such.
- There are many NTTR faculty on this campus who do much more than lecture for four classes a semester. They deserve to be fairly compensated at least, but considered for higher titles as well. Some are incredibly

involved in committee work, course development, mentorship, and research, and we have no ladder for them to aspire to/be rewarded by. (*A&S, Lecturer-NTTT/NTTR*)

Reimbursing Salary & TIAA Cuts

- There is no justifiable reason that the money taken involuntarily from employees to assist the university through the pandemic budget crisis should not now be reimbursed. This is true both as a matter of equity and a matter of contract. (*Law, Full Prof.*)
- The salary & retirement cuts were REAL declines in salary & benefits that have not been offset. Funding staff retirement & giving \$1k bonuses for all essentially amounts to a redistribution of faculty salary & benefits. Meanwhile, administrator salaries increase. It's unconscionable & unforgivable. (*Informatics*)
- The salary cut has been detrimental to morale. It's more than losing salary, it demonstrates that the administration can willfully cut our pay with no consequence or second thoughts. The university can "find" funds for all kinds of things, but we cannot find the common decency to do the right thing and return the funds that are rightfully ours. (*Health & Human Services, Assoc. Prof.*)
- One easy way is to begin to address compensation issues and improving morale is to restore the TIAA cuts but raises would be better, whether cost-of-living for everyone or merit or some combination. (*Informatics, Full Prof.*)
- Faculty were completely thrown under the bus when salary cuts were given at a time that required faculty to work more. Administration and faculty are aware that working from home/remote work was not easier or lesser than working on campus. Question: If the courses that students completed online/via remote learning earned them the same amount of credit hours and counted towards their degree/graduation the same as any in-person class, why were faculty paid less? (*A&S, Assoc. Prof.*)
- Before we raise pay, we should put back what was taken during the pandemic. Then a raise would be a real raise. (*A&S, Assoc. Prof.*)
- Taking losses to help the university remain open was not an option and should be refunded. (*Health & Human Services*)
- I ranked the one-time salary/TIAA reimbursement #1 because in reality it seems that the university was able to obtain funds from the government to cover losses, and these funds were not needed and should be returned. (*Lecturer-NTTT/NTTR*)
- We need to reimburse the one-time salary and TIAA cuts. This should never have been the first move in light of a revenue shortfall. The implications of retirement contributions (during a booming year for the market) will be felt in people's portfolios for years to come. While one cannot un-ring a bell, one can reimburse what was lost. (*A&S, Full Prof.*)
- How do administrators sleep at night when they have repeatedly lied to faculty about reimbursing and restoring our salaries and TIAA cuts? They have said they would fix it and yet they do not. (*A&S, Assoc. Prof.*)
- COVID funds were given to everything except what they should have gone to—giving us our money back! (*Informatics, Lecturer-NTTT/NTTR*)
- Making up the money lost last year is important (*Full Prof., Health & Human Services*)
- I am astounded that this item even needs to be included on the list. It should have already happened. (*A&S, Assoc. Prof.*)
- The 1x TIAA cut has already been restored. (*Steely Library, Full Prof.*)
- I understand the desire for replacing TIAA, but that's in the past.
- I didn't realize that salary cuts are still in effect this year—is the question worded correctly? (*A&S, Assoc. Prof.*)

Professional Development Funds

- The most important thing for a college to do is to ensure their professors have updated training. This helps them to be better professors. *(Business, Assoc. Prof.)*
- It is important to address needs of current faculty, especially with regard to their professional visibility, so that attrition to other institutions will be reduced. In addition, professionally visible faculty enhance the University's visibility and attract research and consultancy funding to their specific units. Also, they form the nidus for development of certificate courses for the various industries they feed. *(A&S, Assoc. Prof.)*
- I see the issue of professional development funds as the flexibility. I wish if there were more flexibility in what it can be used. In particular, since we were not able to travel for the most part to conferences, there should be more flexibility in how it can be used. *(Health & Human Services)*
- Professional development (PD) funds are determined by the Dean when they determine how to allocate their budget. Even if Deans receive more funds, they may choose not to increase PD but use it for another purpose. *(Steely Library, Full Prof.)*
- Sabbaticals, grants, and professional development can be paid privately if necessary. *(Health & Human Services, Lecturer-NTTT/NTTR)*

Benefits

- We continue to bleed qualified staff and faculty members to other local institutions who pay more, with better health insurance, with lower insurance premiums, federal retirement, and children can attend college completely tuition free.
- Benefits should not be decreased. Although the “premium” for healthcare did not change, the actual coverage did change significantly, leading to higher costs for employees when using the health benefits. Not to mention we must pay for parking (approx. \$400 to do our work). Why are we charged to come to a job where we don't get pay increases to match inflation? At a minimum, we should not be losing ground in real-value of money. *(A&S)*
- Increasing tuition waivers to include some graduate credits would help employees who have dependents interested in taking graduate courses. *(A&S, Lecturer-NTTT/NTTR)*
- Dental and vision insurance coverage is too minimal and needs to be enhanced/improved. *(A&S, Assoc. Prof.)*
- The private sector has much better insurance. *(Health & Human Services)*

General

- All items on the list are important. *(Full Prof., Health & Human Services)*
- All items on the list are important, so I hope none are neglected. *(A&S, Lecturer-NTTT/NTTR)*
- These items are mostly about faculty and staff. What about administrators? *(A&S, Assoc. Prof.)*
- As a tenure-track, I was hired under certain negotiated conditions and the conditions changed after one year. This was not what I agreed on when I joined NKU. *(Business, Asst. Prof.)*
- Given the importance of each of these, it was incredibly difficult to rank them. Three of the items shouldn't even be on the list—they should simply be happening by default: salary equity/compression, compensation (COL/Merit), and reimburse the one-time salary TIAA cuts. *(A&S, Assoc. Prof.)*
- Faculty need to get an incentive to work toward student recruitment, retention and student success. If it does not apply to RPT for tenure-track faculty then they don't have time to do it without some type of incentive. *(Informatics, Lecturer, NTTT/NTTR)*
- Technology should not even be on this list. Replacing and improving technology should be a matter of course.
- Technology replacement and improvement should not be ranked above but be part of the budget for established online programs and associated with tuition fees for online programs. Faculty teaching 100% online should have continual access to updated laptops and designated IT personnel for trouble shooting when technology needs arise on a 24/7 basis. *(Health & Human Services, Assoc. Prof.)*
- Nice work coming up with this list. *(A&S, Assoc. Prof.)*

APPENDIX C:

Strategic Investment Suggestions

General

- Set reasonable expectations. When new initiatives or asks come through, something has to be taken off to make room. Funding needs to go towards hiring others to take on the new pieces or what has to be taken off of people's plates. This is a fundamental issue of morale. *(A&S, Full Prof.)*
- We need to build policies/walls something that protect faculty and staff from hostile administrators since we do not have an HR that represents faculty or staff. Funding following the Kevin McClure talk, is vital. We are past demoralized into a 7th level of hell in many departments. *(Health & Human Services)*
- Less funding in administrative centers and hubs and more funding to quality faculty. *(A&S, Full Prof.)*
- The focus needs to be on classroom support and continuous improvement in instruction. We have too many initiatives not directly linked to instruction that don't really serve the central mission of a university. *(Informatics, Full Prof.)*
- If you'd like to see long-term benefits, then it is a good idea to support the faculty who intend to be or would like to be at NKU in the long-term AND who are already doing the work. That support comes in the form of pay equity, support for research, course releases, sabbaticals, a schedule that does not include 3 or more classes with a high number of students... It means changing the system of uniformly providing TT professors more access to this level of support than those who are NTTT or NTTR, recognizing that the PhD is a research degree no matter the line of funding assigned to that professor.
- We should fund activities on campus to benefit our own faculty, staff, and students, such as the food pantry, scholarships, and a workload equity study. *(A&S)*
- Invest in faculty instead of buildings. *(A&S, Full Prof.)*

Salaries

- Salary compression. Folks are leaving and that increases the workload of others, which makes them want to leave. The only way to get a meaningful raise is to have an offer from a different university. It is demoralizing when brand new faculty come in making more than tenured folks because we have not prioritized cost-of-living raises. *(Assoc. Prof.)*
- There needs to be funding for cost-of-living and equity/compression adjustments for both faculty and staff. Staff salaries are indeed a problem, but so are faculty salaries. Adequate salaries are a necessity, not a luxury to be addressed only if there is money left over.
- Many faculty face salary compression and inversion issues. A 0.5% equity fund cannot help to reduce these problem. A more drastic method should be implemented. Many full professors' salaries are less than those of assistant/associates; that is nonsense. Due to these issues, several faculty are going to job market. *(A&S, Full Prof.)*
- Adequate salary and paying back what was lost during COVID will help to retain faculty/staff. *(A&S, Full Prof.)*
- Improve salaries to reduce turnover and the hiring of incompetent people out of desperation because of a lack of suitable applicants willing to work for the pitiful wages our positions pay compared to others in today's job market.
- Faculty and staff morale at NKU is at an all-time low, and salary inequities do not help, including those due to compression and inversion. For example, during the past few years or longer, new assistant professors have been hired at salary levels not far from those of professors who have worked at the university for 10+ years. This situation has been exacerbated by little to no salary increases at NKU over a number of years, which means that "real" salaries (adjusted for inflation) have actually decreased by 15% or more. It seems the only way to get a pay increase—even to keep up with inflation—is to leave NKU for opportunities at other universities and other non-academic institutions (e.g., hospitals, corporations, consulting firms).
- Faculty salaries. Having to find outside/additional sources of income is time-consuming and distracting. *(A&S, Assoc. Prof.)*
- Salary adjustments that compensate for inflation are a necessary first priority. *(Business)*

- The University needs to address compression issues— this is seriously out of whack. First year faculty make more than associate professors or sometimes even full professors. This is now an issue of equity (unequal pay for same/similar workload). There are gender issues here too. The University is fortunate that it has not been sued. *(A&S, Assoc. Prof.)*
- Staff pay is criminally low in my unit. All the while, their workloads are expanding, and their roles require additional skills and expertise. *(Steely Library)*
- The salary equity and compression issue, has the potential to mitigate some faculty and staff losses. *(Health & Human Services-NTTT/NTTR)*
- Based on my conversations with people, salary seems to be a huge concern for many. There has to be a way to make this a budget priority. Many people are worried about the future of higher education and the Great Resignation. *(A&S, Lecturer-NTTT/NTTR)*
- Our people are NKU's most precious assets. The previous salary equity adjustments did not adequately address salary compression and inversion. We specifically need to address full professors' salary compression problems as some of their salaries are close to newly hired assistant professor salary. They have been at NKU for a long time with a full heart committing to teaching excellence, and they should be compensated appropriately. *(Informatics, Full Prof.)*
- Stop wasting money on "faculty self-care" trainings that are useless and instead raise faculty salaries, which would be REAL self-care. *(Asst. Prof.)*
- Inverted salaries where someone makes less than those hired after and equivalent to a brand new PhD leads to lack of motivation, lack of incentive, and low morale. *(A&S, Assoc. Prof.)*
- Some faculty who have been here for 10+ years make less than new assistant professors and those who have recently been promoted.
- Compensation increases would help keep employees at NKU long-term. If employees stay at NKU and are not looking at other institutions for higher pay, it will help build our campus community. *(A&S, Lecturer-NTTT/NTTR)*
- Increase faculty salary based on field and expertise. It is very hard to attract even non-tenure track faculty when salaries with a bachelor's degree are higher than faculty with a PhD are paid at NKU. *(A&S, Full Prof.)*
- Individual faculty salaries, especially in the College of Business and Law. These professors could make much more elsewhere or in industry/practice. We need to be more competitive. *(Business)*
- Improved pay to retain stronger faculty. *(Health & Human Services, Asst. Prof.)*
- Salary increases should be prioritized to make NKU competitive with other universities in order to retain high-quality faculty and staff. *(A&S, Asst. Prof.)*
- Address salary and compensation issues. We are losing so many terrific people to other institutions because of low salaries. So many of us have put in extra work and effort over the past 7 years without receiving compensation increases. *(Education, Full Prof.)*
- Investment in tenure track faculty who are committed to investing in the class they teach because they have incentive to do so, and can participate in the governance of the institution. *(Business, Full Prof.)*

Salaries Non-Tenure Track

- NTTT and PT faculty conversions. Convert long-term NTTT faculty (with expected long-term viability) to NTTT faculty. Convert more PT faculty positions into full time (again, where there is long-term viability). As an ethical matter, we need to move away from relying so much on contingent faculty. There is always more service to spread around—having more full time and permanent faculty on board could help us spread out the load, improving things for the current NTTT/PT faculty (job security, increased engagement and support), other faculty (sharing the workload), and administrators (sharing the workload, getting more engaged and resilient faculty). Ultimately, students and our community would also benefit from all of the above. *(A&S, Assoc. Prof.)*
- The previous provost promised lecturers a salary increase. Most are still making under \$40K!
- Pay non T/TT faculty more; they carry the bulk of the load.
- Faculty salaries—non-tenured faculty *(Health & Human Services, Asst. Prof.)*
- No equity funds were given to lecturers (the overwhelmingly lowest paid instructors), while saying equity is a top priority—this is disgraceful. *(Informatics, Lecturer-NTTT/NTTR)*

- This caste system really needs to be a thing of the past. Whoever wrote these questions is TT, I'm guessing. They're not likely written by a nonrenewable lecturer or an adjunct. Take question #2 (re: merit increase vs. cost of living). For an NTTT there is NO MERIT SYSTEM no matter how many times you've renewed their line. For an adjunct? They don't even merit health insurance. How can these faculty members even respond to that question? They're not even on the radar. And every single one of them responding to these questions is seeing that, is unsurprised, and knows they've one more reason to look elsewhere for compensation.

Hiring: Faculty

- Faculty hires. When we don't invest in our programs, the programs suffer, ultimately hindering efforts at student recruitment and retention. Having programs run by part-time adjuncts hurts the quality of our programs. (*Education, Full Prof.*)
- In larger programs that are heavily dependent on adjunct faculty, the use of funds should be shifted to hiring more full-time faculty, as the accountability for an adjunct faculty is minimal considering they have full-time jobs and therefore many things that need to move forward are just hopeful pipe dreams. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- We need to fill faculty lines that have been lost. The push for more profitability at the cost of staff and faculty quality of life is exhausting. (*Health & Human Services, Asst. Prof.*)
- Adding faculty lines should be a priority over adding staff positions (e.g. the full-time, first-year advisors). This would make it feasible to reduce teaching loads for tenure-track faculty and to support continued productivity by tenured faculty. The best way to quickly increase experiential learning is to bring in new faculty to mentor our students' research and creative activities. (*A&S, Full Prof.*)
- There should be money allocated to fund online only positions for professors. (*Business*)
- Funding to maintain tenure-track faculty lines in order to maintain our status as a regional comprehensive university should be the very highest strategic priority. In many departments around the university, attrition in tenure-track lines has pushed us very far in the direction of terminating programs and majors, and in depriving the university of needed bases of knowledge. It is an embarrassment to NKU, for example, that with the current events unfolding in Ukraine right now, our faculty includes no experts on Russian or Eastern European history or politics. Throughout the 21st century, the percentage of the university's budget that is spent on tenure-track faculty lines has steadily diminished. It must be restored. (*Law, Full Prof.*)
- New faculty, as some departments have no assistant professors in the pipeline. This will continue to meet the needs of students going forward.
- More full-time faculty to improve courses. (*Health & Human Services*)

Hiring: Staff

- Refill the staff positions and pay them well-enough that they want to stay. We waste so much money training and retraining staff because we expect one staff member to fulfill the responsibilities of several people that they leave. (*Health & Human Services, Assoc. Prof.*)
- Invest funds into reducing the workload for faculty and staff. For staff, we need to move to reasonable staffing levels so that support services are sufficient for the initiatives that we want to do. (*A&S, Assoc. Prof.*)
- I think better funding for personnel for departments like IT, financial aid, and grants & contracts would mean they had the personnel to efficiently carry out their duties, and that would free up faculty time to focus more on teaching and scholarly work. (*A&S, Assoc. Prof.*)
- Support staff is very important to help the programs run efficiently. Academic assistants and advisors for example, help faculty. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- I think we have a lot of full-time staff that are doing great work but because there's not a strategic concept and overall goals the right people are not doing the right things. There are too many faculty doing administrative duties and we are not getting the value of what we needed from their role as faculty. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- We need more staff. We need to pay our staff better, period. We will not be able to retain staff members across campus if they are not well paid and do not have work/life balance. (*Health & Human Services, Asst. Prof.*)

Workload/Teaching Load

- Add faculty (both lecturers and tenure-track) to reduce teaching load for those depts. still requiring 4/4 for their tenured/tenure-track faculty. (*Informatics, Full Prof.*)
- NKU needs to figure out a way to be more equitable with teaching loads. Some colleges having 4/4 while others have 3/3 is entirely inequitable. It would not be that difficult to fix if we would only try rather than continuing to say it's impossible. It can be done.
- Invest funds into reducing the workload for faculty and staff. For faculty, we need a 3/3 load for all faculty. Bringing equity to workload, flexible scheduling, and other work innovations will help faculty to have the ability to invest in desirable teaching, research, and service activities. (*A&S, Assoc. Prof.*)
- Reduce teaching loads for faculty in A&S. Do I really need to provide a rationale for that? (*A&S, Assoc. Prof.*)
- Reducing teaching load.
- Ensure TT faculty have a 3/3 teaching load so they can focus on research. (*Health & Human Services, Assoc. Prof.*)
- Bi-yearly courseload reduction to allow faculty members dedicate time to research. (*Informatics, Asst. Prof.*)
- It is difficult to do as much research with students or community engagement as we would like with our other responsibilities. Perhaps faculty could apply for a one-course reduction to do a particular project? (*A&S, Full Prof.*)
- Certainly if more release time was available like through the workload agreement that A&S is doing, then I would have more time to run experiential learning with undergraduate students (student researchers) or to work on scholarly activities like writing external grants, or to revise an entire class with better student-centered learning strategies. All of these types of things have great impact on the recruitment and retention of our students, but when I am teaching 12 contact hours, I can't do as much of these types of things at all because all my time is taken up with the teaching. (*A&S, Assoc. Prof.*)
- Please provide more opportunities for funding reassigned time. Project grants/fellowships/etc. are great but they are useless if burnt-out faculty don't even bother applying because they don't have time for the projects they want to pursue. If you want faculty to apply for more funded research opportunities, you also need to give them the time to do it. (*A&S, Assoc. Prof.*)
- Providing time for student engagement seems to be key. Too many good profs are constantly in demand, which pulls them from engagement activities...which could be in the classroom, or in projects. (*Full Prof.*)
- We need to list out all the administrative areas that faculty are doing so we can find opportunities to shift those responsibilities to administrative staff so that we can maximize the value of our faculty. (*Health & Human Services, Lecturer, NTTT/NTTR*)
- Perhaps do a faculty workload equity study. Some teach <50 students a semester, while others teach >100 students (often more) every semester. This can vary by discipline, but why are some faculty responsible for helping 2, 3, 4, or more times as many students as others? And walking through academic buildings, I see some classes with <8 students, while other disciplines are not permitted to teach course with <10 students. Do we really value education, or simply education for the masses, at the expense of the exceptional few that would take the lower-enrollment courses? A real workload study needs to be completed and the administration needs to recognize the fatigue, burnout, & frustration that exists because of various inconsistent standards. (*A&S*)
- Faculty release time for teaching/professional development/course redesign. The university appears to be making a push for faculty to include HIPs in their courses and while \$1000 is nice, I need time to actually make these changes. (*Lecturer-NTTT/NTTR*)

Academic Programs

- Invest in medical and allied health programs as this is a growing area and has a large need of skilled practitioners. (*A&S, Lecturer-NTTT/NTTR*)
- The College of Education needs to revamp and redesign teacher preparation and support. I don't believe that will happen without 1) significant financial incentive to do so and 2) hiring additional personnel experienced in doing so. Our ROI could be significant if we became a teacher preparation program of choice rather than one conveniently located to one's hometown. In addition the lack of BIPOC students across all the college's programs (except the EDD program) continues to reinforce existing disparities within the P-12 school system. By revamping and modernizing our programs, we could attract a more diverse population of students. (*Assoc. Prof., Education*)

- Programs that actually bring money into the university should be funded commensurate with their income. For example, a program that brings in money and is woefully understaffed in faculty & staff should not have to BEG to have enough personnel to run the program. (*Health & Human Services, Asst. Prof.*)

Benefits (e.g., Insurance, Parking)

- We need health insurance that pays for everything. The deductibles are so high that we can't afford to get testing done or have much needed surgery. (*A&S, Full. Prof.*)
- Health insurance with a lower deductible should be an area of consideration.
- A more whole look at what we can do about healthcare/dental/vision benefits (*A&S, Assoc. Prof.*)
- Parking areas need to be expanded; add additional covered parking facilities (*Health & Human Services, Asst. Prof.*)
- Improve benefits. (*Business, Asst. Prof.*)

Community Engagement

- An Inter-Collegiate Teaching and Research Collaboration should be developed and funded. This allows the University to develop strong internal resources that can be projected into partnerships with industry and jurisdictions and enables the University to enter into service learning and professional partnerships with various sectors as well as key into strategic development in the geo-political entities (e.g.: city, county and state strategic development; international development) and technology development. There are examples including University of Southern California, Stanford University. This may be useful: <https://journals.sagepub.com/doi/pdf/10.1177/0969776421999743>. (*A&S, Assoc. Prof.*)
- Our community—especially business community—engagement. This opens doors for students to businesses in our region while also opening up private funding sources. (*Business, Asst. Prof.*)
- More community engagement and more strategic partnerships. It improves funding, community PR, and strengthens NKU's standing with the legislature. (*A&S, Assoc. Prof.*)
- Look into providing more funding for some of the communities. (*Business, Assoc. Prof.*)

Diversity, Equity, Inclusion

- If DEI is a priority, we need to invest in it, but not new initiatives, not new offices, not the same old DEI work. Invest in people—funding for student scholarships to make NKU more desirable, funding for salary premiums to bring and retain diverse faculty. If changing the metrics is really important to us, we are going to have to send money that way. (*A&S, Assoc. Prof.*)
- If we really want improved diversity among faculty, then we need to set aside a pool of money to be used for hiring, as really good candidates get a lot of offers, and we need to be able to compete. (*A&S, Assoc. Prof.*)
- Some faculty who have been at NKU forever (often male, often white, often on a reduced workload) are paid a lot more than more recent hires, many of whom are people of color. In my dept., some are paid nearly \$50K more than women and people of color who teach more, do more service, recruit more students, etc., etc. In some cases, these members of the faculty teach a single course while their counterparts teach three or four. It is absolutely outrageous. Might it be possible to start thinking seriously about allocating funds for associate professors, women, people of color? We need to support people who do the work...
- Gender pay disparity—need equity pay analysis.

Experiential Learning

- Student support through experiential learning (research, service learning, etc.). (*A&S, Assoc. Prof.*)

Facilities

- Campus infrastructure/beautification/grounds. If we want on-campus student, faculty, and staff engagement, we need to make the campus environment a desirable place. As far as I know, the grounds crew does what they can to keep the grounds patched together with the resources available, but walk

around and you'll see crumbling sidewalks, steps, building walls, curbs, etc., and many of the interior spaces remain drab and undesirable (the new buildings are the exception—well done!). *(Business, Full Prof.)*

- Please find the funding to repair the structural and electrical issues in the Fine Arts building *(A&S, Full Prof.)*
- Update bathrooms to no touch faucets, toilets, urinals. Replace broken or poorly working furniture in student areas and lab chairs. Replace broken clocks in buildings. Replace poorly functioning water fountains. Replace cracked and broken sidewalks; fill potholes in parking areas. *(A&S, Lecturer-NTTT/NTTR)*
- Protection of some of the few remaining natural areas on campus. *(A&S, Lecturer-NTTT/NTTR)*
- I'm concerned about stretching the Facilities staff too far, in particular, the skilled trades needed to maintain our buildings. Chronic leaks in the Science Center plumbing, stairwells, and ceilings never seem to be corrected. There are also safety concerns. Multiple biosafety hoods and chemical fume hoods in Founders Hall are not functioning correctly and may never have been installed correctly. *(A&S, Full Prof.)*
- Some of our facilities could really use improvements, e.g., awkward classroom arrangements, worn-out chairs and carpets. *(A&S, Assoc. Prof.)*

First-Year/Pre-Major Students

- There is a lack of exposure to the program I teach within. If more students saw our labs, met with the faculty, and spoke with current students, then more students may stay NKU. *(Health & Human Services, Asst. Prof.)*

Food Pantry

- Provide additional funds for the food pantry, which would benefit students. *(A&S)*

Football Team

- Funding a football team may be a long-term goal (5-10 years), but I think it would make NKU stand out and attract more students. ECU and WKU both have football teams—NKU should have one too. Having a team for our students/faculty/staff to rally behind will increase camaraderie, sense of community, and place NKU firmly into the ranks of “upper” universities in KY and the greater Cincinnati area. Parking/tailgating passes during football game weekends for the parking lots would be a great source of funding. Additionally, it would drastically increase the food/beer/restaurant/bar sales in surrounding area of Highland Heights. Seeing how well UC's football team has done this last season and how the Bengals' performance brought everyone together (and dramatically increased sales of all merchandise and bar sales), it would be a great investment for NKU. *(Health & Human Services, Asst. Prof.)*

Fundraising/Public Relations

- We need to better staff fundraising and public relations. By investing in these areas, we can recoup the spending over the long term by building more long-term relationships and being more in the public consciousness. *(Informatics, Asst. Prof.)*

Library

- Making sure that library resources are adequately funded—this is very important for students and faculty. *(Health & Human Services, Full Prof.)*

Marketing/Communications

- NKU has historically underfunded marketing and communications, which is critical to attracting new students at all levels and for all programs. The university seemingly divested even more from these activities when it signed up with AP, even though this entity markets only AP programs, which represent a fraction of our programs. It seems the only way for faculty and staff to get a pay increase—even to keep up with inflation—is to leave NKU for opportunities at other universities and other non-academic institutions (e.g., hospitals, corporations, consulting firms). In fact, many of our MarComm staff have left the university in recent years for better opportunities elsewhere in the region.
- Marketing. We need to get students. We already put effort into improving our teaching. We need to focus on improving our brand and getting exposure to potential students. *(Health & Human Services, Assoc. Prof.)*
- Advertising. I see very little advertising of our programs in the community. *(Education, Full Prof.)*

- Marketing for the programs seems to be lacking compared to other local universities. The television has ample advertisements on UC, SMHU, and Phoenix but very little is seen about NKU. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- Promoting med school relationship with UK. (*A&S, Lecturer-NTTT/NTTR*)

Mental Health

- Considering that we as a nation, community, and campus continue to seek more and more persons struggling with mental health issues in an ever uncertain world, prioritizing more funding for campus mental health initiatives and services could be beneficial. (*Health & Human Services, Asst. Prof.*)

Online Student Assistance

- I would like to see initiatives to help online students such as online textbooks either included in course costs or at a discounted rate. Also add more inclusion initiatives for online students who often feel neglected and not part of the university. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- Tuition Pricing for Online Programs: Is it possible for online programs to have digital books for all students. Other universities are charging a bit more per semester/term to include the digital books. Universities are having financial success because they get the books for lower cost, and then charge the students a fee for the original cost of the books. The increased revenue can be utilized in the department that handles the online program. (*Health & Human Services, Asst. Prof.*)

Professional Development/Travel

- Faculty professional development for conferences, travel, opportunities for working with students on projects/research and in the community. (*Health & Human Services, Assoc. Prof.*)
- Faculty Development Awards (*A&S, Assoc. Prof.*)
- Increased funding for summer trainings would decrease obligations during the semester (and in the weeks leading up to the semester). A training week could get all the trainings out of the way, improve engagement, and free up time for other work during the semester. Some people (me!) would do a week-long training term without compensation, but others may not unless incentivized. Plus, this would motivate individuals/offices responsible for trainings to have them ready during the summer when faculty and some staff have more time to commit. (*A&S, Assoc. Prof.*)
- Strategic professional development to advance existing personnel. (*Steely Library, Assoc. Prof.*)
- Some faculty are abusing the travel funds. While some of us are so overwhelmed with teaching that we cannot work on professional development, others are traveling monthly and dumping on others. (*Health & Human Services, Asst. Prof.*)

Scholarships

- We need to invest in merit-based scholarships again. The quality of the educational experience that our students get at NKU is most affected by two factors: the quality of our faculty and the abilities of the best students in their classes. Faculty can at the end of the day only do so much. Learning is a social activity, and who you learn with (the other students in the class) can make all the difference. For example, having a really good student in the classroom elevates the conversation in the classroom. It also shows the other students in the classroom what is possible. Finally, it has been shown again and again that students do a lot of their learning from their peers. One excellent student participating in group work can increase the understanding of all students in that group. (*A&S, Assoc. Prof.*)
- More scholarships for poorer students from this area.
- Strengthen scholarships for those coming from tech/community colleges. Build them into the pathways. Being a tuition-dependent institution, this is a wise investment to attract students. (*A&S, Assoc. Prof.*)
- Student support through scholarships. (*A&S, Assoc. Prof.*)
- Fund more scholarships, perhaps even for second-tier students. Many very good students struggle to pay because they are not in the top tier, yet they would be successful and avoid student debt if we better funded their education (or perhaps freeze tuition). (*A&S*)

Student Recruiting

- Instead of forcing faculty to participate in recruitment events over and over, provide incentive to faculty who do recruitment and retention. This is especially true for faculty who do these events in Summer. (*A&S, Full Prof.*)
- We need more folks to recruit students. If we don't have a pipeline, the rest of this is for naught. We can't expect people to continue to add more to their plate—something (like this) has to give. (*A&S, Full Prof.*)

Student Research

- Use students as research assistants to increase research productivity. Students could get credits for it. (*Business, Asst. Prof.*)

Student Success

- Career Services / Student internships/job placement. Demonstrating a strong record in this area will attract students (and their parents). Being a tuition-dependent institution, this is a wise investment. (*A&S, Assoc. Prof.*)

Summer Funding for Faculty

- Summer pay/summer contracts for current faculty are costly but are needed for graduate programs that run 12 months. Suggestion: offer current or new full time faculty contracts that are summer/fall contracts or spring/ summer contracts to alleviate the huge expense of summer contracts. (*Health & Human Services, Assoc. Prof.*)

Technology/IT

- Online programs. There is a need for greater technology for faculty/students, but also for expanded tech support services. Online students often complete their assignments late at night, weekends and holidays. (*Health & Human Services, Asst. Prof.*)
- Provision of additional resources for faculty who work from home. I purchased my own printer once I began working from home. (*Health & Human Services, Asst. Prof.*)
- Computer assistance: I do not live close to campus (1 hour away), my computer was not working and IT needed me to bring my computer to campus to identify the problem and get assistance. The IT person on call was very gracious and met me on campus. This was a Saturday, and he was not on campus either. If systems could be developed with funding that may be needed to address these type of issues, that would be very helpful. (*Health & Human Services, Asst. Prof.*)

Tuition Waiver Benefit

- I believe that NKU should offer its faculty and staff full tuition waivers for qualifying dependents. This promotes loyalty and is consistent with the majority of universities in the country, which allow dependents to attend for four years without tuition charges. All other universities in the region provide full tuition remission for their employees. By doing this, I believe NKU would gain enrollment in a demographic that we need... one that increases our retention and graduation rates. In some sense, this would pay off at the state level. (*A&S, Full Prof.*)

Writing Center

- Strengthen University resources for access to skills and resources for formal and scientific writing, especially at the undergraduate and master's levels. (*A&S, Assoc. Prof.*)
- Learning Center/Writing Center. Currently, there are limited to no tutors available to address the scholarly/academic/scientific writing needs of graduate students. (*Health & Human Services, Asst. Prof.*)

APPENDIX D: Areas to Decrease Funding

Academic Programs

- Stop funding initiatives that hurt more than help. For example, the BA in Law. (*A&S, Assoc. Prof.*)
- While STEM is important, so are the humanities. They are incredibly underfunded and some of the money being used for STEM facilities, faculty, marketing should be used for other programs. (*A&S, Lecturer-NTTT/NTTR*)

Administration

- Senior administrators are paid very generously compared to most faculty.
- Over the past 5–10 years, NKU has created a number of higher-level admin. positions—vice presidents, vice presidents, directors—that have higher-level costs in terms of salaries, benefit packages, and staff positions to support them with their own salaries and benefit packages. These individuals generally seem to keep busy with activities that are not core to the university’s mission—i.e., delivering an innovative, student-centered education and engaging in impactful scholarly and creative endeavors.
- NKU is top-heavy in regard to admin., admin. assts., and advisors. In the School of Nursing, we have been working short of faculty until this last year, so we have a lot of young, inexperienced faculty without a pedagogical background. I appreciate the work the advisors and admins. do, but we need a full complement of faculty with professional development options to make students successful. (*Health & Human Services, Assoc. Prof.*)
- It would be good to do a comparison of the number of administrative positions the university has compared to similar institutions (with similar budgets and number of students). Moving/promoting academic staff to administrative positions put more workload to the other faculty and weigh in to budget as well. It would be good to do a cost benefit analysis of the number of administrative staff the university has. (*A&S*)
- Proliferation of administrative positions should halt. (*Business, Full Prof.*)
- We need to decrease the number of administrators. (*A&S, Full Prof.*)
- Decrease the excessive layers of administration. (*A&S, Lecturer-NTTT/NTTR*)
- Reduce administrative bloat where possible. (*A&S, Assoc. Prof.*)
- Reduce administrative positions. (*Health & Human Services, Full Prof.*)
- Hiring more and more executives, who just put pressure on faculty to get things done. (*A&S, Full Prof.*)
- Cut high salary administrative positions that have been added in recent years.
- Funding and hiring new administration positions. (*A&S, Full Prof.*)
- The hiring of upper or middle level administrators. (*Steely Library, Full Prof.*)
- I think the funding of and the support offered to those not doing the work needs to stop. Reimagine TT.
- Stop hiring people that are ineffective or worse. (*A&S, Full Prof.*)
- Decrease administrator pay. They make too much money. (*A&S, Assoc. Prof.*)
- Eliminate top heavy admin positions that do nothing real to advance the mission of NKU or to help the students. My rationale is that our mission is about education, not administration, and tuition costs keep increasing for the poor students who are already strapped and overburdened with debt. (*A&S, Assoc. Prof.*)
- The administrative bloat at NKU is extraordinary and appalling. Particularly in Academic Affairs, it needs pruning. For example, NKU has an Asst. Vice Pres. for Enrollment & Student Success, with a staff that performs tasks such as statistical analysis of faculty grading practices that is used to advise students how to choose courses with easy grading. This needs to go. And NKU has a Vice Provost for Graduate Education, Research, Outreach, whose job responsibilities seem to include nothing more than downloading various policies from the websites of other universities and proposing (for no reason) that these policies be adopted at NKU. This also needs to go. (*Law, Full Prof.*)
- Quit hiring exorbitantly paid, unnecessary vice presidents.
- High administrative salaries. (*A&S, Full Prof.*)
- Lower salaries for high paid administrators. (*Informatics, Lecturer-NTTT/NTTR*)

- Salaries for administrators in general. There are too many and we pay them too much. (*A&S, Assoc. Prof.*)
- Lower administrative salaries. Stop hiring so many administrative assistants. (*A&S, Assoc. Prof.*)
- We have far too many admin. positions considering the number of faculty/staff. I recommend cutting from admin. positions and instead investing those funds in staff and faculty. (*Health & Human Services*)
- The EXORBITANT, MASSIVE salary disparities that exist between admin. and faculty must be reduced ASAP. No student chooses to attend or stay at NKU because of an administrator. They come and stay because of the faculty and in some cases, advisors. However, administrators often make literally 1.5-3X+ the salary of faculty. This salary inequity is atrocious and must be remedied. Also, faculty, at least pre-tenure faculty, have to work ALL SUMMER EVERY SUMMER too, so this isn't a 9-month vs. 12-month contract issue. (*Asst. Prof.*)
- Reduce or eliminate administrative positions that serve special populations. Diversity, equity, and inclusion are values that may be applied across university programs without a person to police the activity, for example. Just because we do not have a person in a position with a title does not mean that we as a university do not value those ideals. (*A&S, Lecturer-NTTT/NTTR*)
- Cut high level, overpaid Administrators. (*A&S, Assoc. Prof.*)
- Staff across all colleges should have positions normalized. Why are there Assistant Dean-level advisors in some colleges and Coordinators in others? Huge gaps.

Advising/Student Success Hub

- Student Success Hub. What a waste. The most fragile student group is incoming freshmen so instead of having our most experienced master advisors take care of them with small caseloads, the university is months and months behind hiring brand new advisors who are being paid nothing who know nothing about university, our policies, our procedures, our practices, our programs, our professors, or our priorities and giving these new advisors a crash course in NKU at the same time freshmen are being advised. I'm sure that's going to end well. Wonder what the turnover rate will be in those positions?
- I suggest that we either get rid of the first-year advisors that have been proposed or allow those colleges that have their own advisors to bypass the first-year advisors. In COI, we faculty and advisors have worked hard to implement recruiting and retention efforts and now we are being told that our advisors will not work with first-year students at all. This is a HUGE mistake and will negate years of effort that we have built up. Hire fewer first-year advisors (or get rid of the idea entirely) and use that money to support more advisors for A&S or any other college that does not have advisors, and if there is money left over, apply that to hiring faculty (both lecturers and tenure-track) to reduce teaching load for those depts. still requiring 4/4 for their tenured/tenure-track faculty. (*Informatics, Full Prof.*)
- The Student Success Hub does not seem necessary for a large number of units who had clear, organized, impactful and sustainable advising systems already in place. (*A&S, Full Prof.*)
- The hiring of new advisers when departments already have staff and faculty doing advising.
- We have now invested too heavily in advising and other support services. The faculty mentoring role should be of primary importance at a university. (*Informatics, Full Prof.*)
- Stop spending money and time starting new initiatives without speaking to the specialists first. By specialists, I am referring to the people doing the job, not the people you pay to say what you want to hear. A perfect example of this is the new freshman advising initiative. If someone had spoken with actual advisors at NKU, they may have learned that retention in certain areas remains good because of the relationships that students and families build with their program advisor(s). Having these students start advising with someone who doesn't know the faculty, depts., and programs is ridiculous. Taking away the new freshmen from their dept. advisor will affect connection to the dept. and therefore affect retention. (*A&S, Lecturer-NTTT/NTTR*)
- Consolidated and/or automated capture of freshman student first semester classes based on available scores (e.g., ACT). There are machine-codeable parameters to guide this process. Why require a person to determine it for every single student? There could be a spot on the academic advising tab for a student that says what initial classes (MAT and ENG, most importantly) they should be in for their major. (*A&S, Full Prof.*)

Athletics

- Athletics. We spend a lot there for a few students, and it's never going to break even (even if all "benefits" are added in). A total rethink of athletics would save money and could benefit all students. (*A&S, Assoc. Prof.*)

- Athletics. They should have to pay their way more than they do.
- Athletics. I love college sports, but it is clear that only the largest institutions will be able to fund competitive programs without harming the academic mission of their institutions. (*Steely Library, Assoc. Prof.*)
- Athletics (*A&S, Full Prof.*)
- We need to spend dramatically less on athletics. As should by now be obvious, the move to Division One has not resulted in any increased enrollments when compared with our Div. II days, even when corrected for concurrent demographic shifts. But Division One sports costs a lot more money, and is strangling the University. Indeed, the rationale for staying in Division One has only grown more inconsistent with NKU's broader strategy to shift resources into online diploma-mill programs populated by students who will never set foot on our campus. (*Law, Full Prof.*)
- Too much money is spent on athletics and not enough on academic areas. (*A&S, Assoc. Prof.*)
- Athletics—enough already. There should be required fundraising targets for athletics and less reliance on university base budgeting. (*A&S, Assoc. Prof.*)
- Athletics. Why are we spending so much on sports like tennis in which few to no local students participate and which bring in zero revenue? Flying recruiters all over the country and sometimes internationally to recruit players when our area is full of incredible athletes is insane and a waste of taxpayer dollars.

Centers/Institutes/Outreach

- In the Colleges, there are many “Centers” that provide reduced teaching loads to some faculty members but do not raise the external funds to pay for this. These “Centers” need to go. (*Law, Full Prof.*)
- I'm not sure all the legacy outreach areas are as successful as we'd like them to be. But that perception may be way off, and the benefit just isn't apparent. (*Full Prof.*)

Consultants

- Quit hiring outside consultants to do work that could been done by faculty who already are on salary.
- Decrease spending for external consultants, generally speaking, and utilize expertise on campus if available. (*Steely Library, Assoc. Prof.*)
- Decrease funding for high level administrators and hiring outside consultants who are not even from Kentucky. This is a joke and a scam in higher ed. NKU has a large community of people that are skilled in a range of ways—we can rely on our own talent—we don't need these outside contractors who are friends of the Administration. (*A&S, Assoc. Prof.*)
- Does the university need the extensive costs for consulting firms such as EAB?
- I don't always understand why we pay so many outside consultants to review our colleges and programs while also cutting staff positions and stagnating wages. (*Health & Human Services, Asst. Prof.*)
- Stop the over reliance on consultants to make obvious, but politically unsavory decisions.
- External speakers and organizations that do not truly improve what we do or can do at NKU. We pay hundreds of thousands of dollars to external parties and yet it is unclear what additional resources they provide. For example, Moonshot for Equity: NKU gave away \$500K, and yet I have yet to see any benefit or ROI worth that donation. Do we not have experts on campus who can give just as much insight from studying the research, and then keep that \$500K to invest at NKU? Is there a cost analysis on these external partners to see if we are benefiting, or are we simply throwing away our students' tuition dollars? (*A&S*)
- Our AP relationship should end. It may work for graduate programs, but it is inappropriate for undergraduates and has only served to suck resources out of teaching and replaced them with an inferior substitute. (*Business, Full Prof.*)
- The contract with Academic Partnership (AP) should be terminated or at least renegotiated in some major ways. The amount of work increased to meet how it is done per AP, the stress that it put on faculty to make it work (in addition to the pandemic) negatively affected many faculty members' mental health and productivity. I ask that the administration ask faculty members for input in the decision making. We have direct experience with what worked/not worked for our students. (*Health & Human Services*)
- Stop funding initiatives that hurt more than help, e.g., the AP program for online learning. (*A&S, Assoc. Prof.*)

Honors

- Honors Program expansion. Why spend so much on this program that adds zero to the bottom line? The structure of the curriculum is a disincentive also because good students have already completed most or all gen ed by high school graduation.

Office Phones

- Do we really need office phones? I don't think I've used mine in years and I've never once used the video feature—completely unnecessary technology. (*Business, Full Prof.*)

Office Space

- We should stop assuming all full-time personnel want a dedicated office space. If we could shift to more of a hybrid assumption, we could reclaim and repurpose space that is currently used to house things but rarely people. Staff and faculty could indicate if they are willing to surrender their current office and use a flex working space when they're on campus. (*Education, Assoc. Prof.*)

Real Estate/Buildings

- While increasing the beautification of selected areas of campus, can we mothball certain buildings or spaces in this new hybrid working situation? Many faculty and now staff are only on campus for select days each week; can we have shared workspaces to make the most of our desirable locations on campus and reduce traffic/usage of undesirable locations (reducing maintenance costs in the process)? (*Business, Full Prof.*)
- We have to be very careful about building more buildings. It is easy to find money to build a building, but it is hard to find money to maintain a new building. We should invest in refurbishing and maintaining what we already have. (*A&S, Assoc. Prof.*)
- Stop spending \$100s of millions on new buildings while telling us enrollment has not increased in over a decade. (*Informatics, Lecturer-NTTT/NTTR*)
- Brick and mortar buildings. (*A&S, Full Prof.*)

Restructure/Reorganize

- We might need to take a step back and see if there are overlapping efforts. We might be able to spend more wisely. (*A&S, Assoc. Prof.*)
- We fund academic units and allow really low class sizes in areas where enrollment has declined. Those programs with declining enrollment need to merge with other low enrolled programs. A dept. chair with 50 majors and dept. chair with 500 majors receive the same salary. The same is true for a faculty member teaching half or even less the number of students of another faculty member. Now is the time to address this: we need to right-size academic units based on today's enrollment and the cost savings should be used to fund the salary increases that are needed to keep pace with inflation. (*A&S, Full Prof.*)
- There needs to be a review of some of our divisions.

Scholarships

- We should go back to a lower tuition with fewer "scholarships." Prospective students look at the initial price tag, without consideration of potential scholarships, before deciding to apply. We are no longer the least expensive university in the region, I believe, for tuition, so why come here? (*A&S, Full Prof.*)

School-Based Scholars

- The school-based scholar students take a decent amount of work to teach, especially when they are mixed in classes with regular undergraduates. Their maturity level and readiness for a college-level class is often a challenge. I'm not sure how much funding goes towards this program, but it certainly takes some extra time/work on the instructor's part to cope with these young students. (*A&S, Assoc. Prof.*)

Student Affairs

- Student programming is excessive and costly. Students don't attend, nor do most care. It just results in endless email invitations for all and constant begging for people to attend events that no one cares about. Specialty programming for marginalized populations, e.g. African American, LGBTQ, disabilities, etc.,

remains essential. However, student programming could easily be cut by 75%, and no one would notice. Waste of money. (*Asst. Prof.*)

- Student life. If they are only working primarily with Greek life and SGA, put more funding into UCAP, Study Abroad, and others who actually help student success. Student life seems to be a mess and overlapping work from academics.

Student Research

- Spend less money funding student research and support faculty instead. If faculty research is supported, students will benefit in substantive rather than superficial ways. (*A&S, Assoc. Prof.*)

Technology

- Quit upgrading tech when it isn't absolutely necessary.
- Some technology could be decreased. There needs to be an evaluation of what is being used. Many of our technology resources are never used, but cost thousands. (*Health & Human Services, Asst. Prof.*)

Travel/Professional Development

- Professional development funds for attending events could be converted into a stipend. I am currently swimming in professional development (PD) funds but living from paycheck to paycheck. So funding for PD could be reallocated to direct funding to faculty to use however would best serve them, PD or otherwise. (*A&S, Asst. Prof.*)
- Professional development and travel funds could be decreased. So many conferences have online components/options now. (*Education, Full Prof.*)
- If money needs to be reallocated, I would decrease professional development initiatives temporarily and increase full time faculty. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- Giving money to workshops for faculty; they are helpful, but money would be better spent given directly to faculty. (*A&S, Assoc. Prof.*)

Wellness

- Stop wasting money on "faculty self-care" trainings that are useless and instead raise faculty salaries, which would be REAL self-care. (*Asst. Prof.*)

APPENDIX E: Policy/Procedure/Process Improvement

Academic Partnerships (AP)

- I am concerned about the process of how the negotiation/termination of the contract with Academic Partnerships (AP) occurs. The contract with AP should be terminated or at least renegotiated in some major ways. The amount of work increased to meet how it is done per AP, the stress that it put on faculty to make it work (in addition to the pandemic) negatively affected many faculty members' mental health and productivity. I ask that the administration ask faculty members' input in the decision making. We have done it, and we have direct experience with what worked/not worked for our students. (*Health & Human Services*)

Budgeting

- Funding should follow enrollment. As a department chair, you are actually penalized if your enrollment grows. Your faculty have to teach more students and the operating budget is unchanged. I think the Provost is aware, hence the new budget strategy. (*A&S, Full Prof.*)
- Look at the size of academic units. Is the staffing appropriate and not historical? (*A&S, Full Prof.*)
- Our budgets are secretive and not shared. In my entire time at this university, I have yet to see a college, department, or program budget. (*Health & Human Services*)
- And why is tuition so high? If we are not getting better benefits or higher salaries, then where does this money go? Figure out how many students it takes to cover an instructor's salary and benefits (maybe 100 students for a whole year?). So if I am teaching 250 students, where does that extra money go? Is it administrative bloat? Is it external funding to organizations that are not held accountable? It would be nice to know why we can't have a simple cost of living increase in our compensation. (*A&S*)

Class Sizes

- If NKU is going to advertise small class sizes and a low faculty-student ratio, this needs to be reflected in our classes so that we can provide individualized attention to our students. I love my students so much, but am not able to serve them as well as I want to. (*A&S, Asst. Prof.*)

Communication

- Communicate with faculty/staff and involve them in decision making. Rarely does hasty decision making pay off. For example, the hasty decisions to cut salaries and TIAA for COVID ended up not being necessary. This semester, the issues with the 7-week classes for delaying the start of the semester could have been prevented with simple communication.
- Stop spending money and time starting new initiatives without speaking to the specialists first. By specialists, I am referring to the people doing the job, not the people you pay to say what you want to hear. A perfect example of this is the new freshman advising initiative. If someone thought to speak with actual advisors at NKU, you may have learned that retention in certain areas remains good because of the relationships that students and families build with their program advisors. Having students start advising with someone who doesn't know the faculty, depts., and programs is ridiculous. Taking away the new freshmen from their dept. advisor will affect connection to the dept. and therefore affect retention. (*A&S, Lecturer-NTTT/NTTR*)
- Too much email; emails should be more focused. (*A&S, Lecturer-NTTT/NTTR*)

Curriculum Process

- Simplify the curriculum process. (*A&S, Assoc. Prof.*)

Endowment

- Why are we sitting on an endowment that is like a golden egg waiting to hatch? (*A&S, Assoc. Prof.*)

Fees

- Students are currently being charged for online courses and for taking 17 or 18 credit hours. A base tuition rate that would cover up to 18 credit hours face-to-face or online would help students (it would not help if that base tuition rate is increased...) (*Informatics, Lecturer-NTTT/NTTR*)
- The university should not automatically drop students for non-payment. Work out an alternative pay schedule.

- We speak of barriers to students. Why do we charge for students to apply to NKU? Is it really costing us \$25/\$40 to accept an application from a student? Then there is another fee on top of that if you “really are going to attend.” Oh, and orientation is required and you need to pay us another \$100. So for students who are struggling to pay tuition, we want over \$200 just to get their foot in the door? This is a barrier that truly should not exist. Why not \$10 to apply, \$20 to confirm you plan to attend (though I can't fathom why that would be necessary) and \$35 for orientation (that would pay for lunch and t-shirt—not sure why it is \$100. *(A&S)*)
- Funds generated by lab fees go directly to the courses rather than to the college or to the depts. *(A&S, Full Prof.)*

Food Service

- Food services on campus should be more affordable.

Health Insurance

- Health insurance premiums should be charged based on salary bands instead of a flat rate for everyone. *(A&S)*

Human Resources/Hiring/Searches

- We need much more support from Human Resources. We should prioritize hiring organized personnel, developing user friendly processes, and increasing responsiveness. New hires have expressed shock with the poor experience they have had with HR, who are often some of the first people at NKU that they interact with outside the unit.
- Make sure that all employees are doing their job. Faculty should not be required to complete HR functions related to advertising openings.
- Please get the HR folks back to campus, as well as the other leaders of our institution.
- Stop hiring back employees who have retired and come back for another shot!
- Reduce the levels of approval needed for hiring faculty. Deans should be able to make the final decisions, and in large colleges, perhaps Chairs. From the time the committee makes a recommendation to the time a candidate is given an offer can be over a week sometimes. That is not acceptable. *(Education, Full Prof.)*
- Improve the overall hiring process—so lengthy from start to finish—we often lose great candidates because of the bottlenecks in the process. *(Steely Library, Assoc. Prof.)*

Job Sharing

- Job share with health care agencies (hospitals, etc.) for faculty. Appropriately credentialed healthcare providers could teach/have faculty status at NKU and still practice 2 days per week in their positions at their health care facility. NKU and healthcare facility would share the cost of the salary and benefits. *(Health & Human Services, Assoc. Prof.)*

Meetings

- Reduce meetings that do not directly contribute to the campus community. *(Education, Full Prof.)*
- Fewer meetings and more meaningful work. *(Health & Human Services, Asst. Prof.)*

Merit Raises/Equity Adjustments

- Regarding merit vs. across-the-board increases (see survey question #2), I prefer across the board because our Dean favors the employees they hired over the faculty who were here when they arrived. I don't feel like I have a fair chance at a merit raise. I also expect any raise to be so small that it would be more equitable to give everyone the same amount.
- When we say raises are based on merit, it allows for favoritism to occur. For example, there is documentation showing I engage in more innovative teaching strategies, produce more scholarship, and perform higher level service than most department colleagues who are paid more. *(A&S, Assoc. Prof.)*
- Decrease salary equity adjustments—raises are unfairly determined. Women and persons of color are inequitably getting higher raises than white males. *(A&S, Assoc. Prof.)*

Non-Tenure Track Faculty

- Why are there Professors of Practice (PoP) in some colleges and not others? Can we hire some PoPs for teaching specifically?
- Quit treating non T/TT faculty as though they don't count or are unqualified; some have more and better qualifications than T/TT faculty, but have been victimized by discrimination.

Paper-Based Processes (e.g., Surplus Forms, Printing Requests, Guest Speakers)

- The printing process should be a form submitted virtually by faculty that is then returned to their mailbox. The current process of sending an email to an academic coordinator who then fills out a paper request sent to printing is an antiquated process that wastes time on all ends. (*Business*)
- We still do too many procedures on paper that could be fully electronic. (*A&S, Assoc. Prof.*)
- We should continue moving as many procedures as possible online. (*A&S, Full Prof.*)
- Stop sending out paper notifications instead of email. (*Health & Human Services*)
- The amount of paperwork it takes to pay a guest clinician makes it not worth bringing in guests. It is great to have industry professional guest in the classroom, but the paperwork it takes just to pay someone \$100 seems like it could be streamlined. (*A&S, Full Prof.*)
- The asset inventory system is cumbersome and time-consuming. Additionally, the paper-based process of submitting forms to surplus creates immense problems. We have to create shadow systems to make up for the inefficiencies and inadequacies of what should be user-friendly, centrally supported infrastructure. This ties up administrators and admin staff in required administrivia that pulls us from work directly supporting student success.

Parking

- Our current parking procedures produce significant hardship for our students and limit the sort of scholarly and community activities that can occur on campus. I would propose that parking restrictions go from 8 a.m. to 3 p.m. on school days, and that parking is available to everyone all weekend. This is a very common policy at many universities. Since we exist in a suburban setting, there is very little outside use of our parking facilities, so there is no reason to have our current 24/7 enforcement. (*A&S, Assoc. Prof.*)
- I still can't understand why we don't update parking policies to make them more equitable and to incentivize behaviors that will benefit everyone. (*A&S, Assoc. Prof.*)
- Parking passes should be charged based on salary bands instead of charging a flat rate for everyone. (*A&S*)
- The issue of faculty parking costs must be examined. Faculty are often now forced to teach online. Many times faculty pay enormous costs for a year-long parking pass but only are on campus 1-2x a month, if that. Yes, this is a key revenue stream for NKU, yet it also feels exploitative for already burned out, overworked, underpaid faculty. Alternatively, a "tiered" pricing system should be considered, e.g. if a faculty teaches 100% online for an entire semester, that should be considered in their parking fee and significantly reduced. NKU's parking fee structure still assumes that 100% of all faculty teach 100% in-person, which is antiquated and disappointing. (*Asst. Prof.*)

Processes/Policies

- NKU needs to STOP tinkering with its existing processes, policies, & procedures, unless in response to specific problems that have been identified. The endless tinkering provides a justification for the appalling administrative bloat that diverts resources away from faculty & students. Monitoring all the changes also wastes the time of engaged faculty members, and exhibits disrespect for shared governance. Leave well enough alone! (*Law, Full Prof.*)

Professional Development Funds—Centralize

- There are many small pots of funding for research and creative activities, but each requires a different application and different deadlines. Simplify and unify these to make it easier to support more faculty. Unfortunately, experienced grant writers often receive multiple awards. A more centralized pool would help distribute funds more equitably and reduce the time and effort junior faculty have to spend supporting their scholarship. (*A&S, Full Prof.*)

Remote Work

- Allow people to work from home remotely. Advising, for example, does not need to be face-to-face. Many people want remote work but still have to come to campus at least a couple days a week...just in case a student might walk in. Allowing people to work remote will make so many improvements. (*Health & Human Services*)

RPT (Retention/Promotion/Tenure) Process Reform

- The hazing process known as RPT. The abuse, hostility, bullying, retaliation that I experienced led my previous chair to think I would commit suicide after I was initially denied tenure despite out-producing my program colleagues. Yet, the Chair did nothing to stop the behavior, and my colleagues never received any consequences, which has allowed them to harass others. The effect this has on morale permeates everything. (*A&S, Assoc. Prof.*)

- NKU needs to decide what it wants to be. Is it our goal to be a true Research 1 (R1) institution or the best teaching university in the region? Allow faculty different tracks research or teaching track.
- RPT should be revamped to allow faculty to choose a focus: teaching, scholarship, and/or service and weight their load and assessment appropriately. I work with a number of colleagues whose teaching suffers for needing to produce scholarship that is generally not meaningful in the field and is not what those colleagues wish to focus on. They have expressed that they would be happier with a heavier teaching load and a service load rather than having to meet scholarship expectations. If we are focused on student success, this is a shift we ought to allow faculty to make. (*Education, Assoc. Prof.*)
- Supporting faculty means recognizing that creative work and community engagement are other legitimate channels for a scholar's research, equal to any academic publication. If NKU wants to build a reputation on community engagement, then it makes sense to raise the value of community engagement and service to one's department, so that it is at least equal to the value of a publication. Right now it is not. A single publication in an academic journal pays way more than any other contribution to one's department or to our community. Makes no sense. NKU is R2, not R1. We need to get over ourselves.
- We need to change how we do RPT. For some faculty, it's a terrible hazing-like process that has little to do with their actual performance. For example, I received 3 negative recommendations for promotion from my dept. committee for vaguely defined reasons that barely made reference to the written dept., college, or university requirements. In fact, they authoritatively referred to requirements that simply did not even exist. Those who are different from others in their dept. seem to be treated the worst. (And differences can result from many things other than ethnicities.). Chairs, deans, and the provost seem to be rubberstamping committee's recommendations, which can be based more on groupthink, peer pressure, personal biases, tradition, and self-preservation than on fair, careful analysis or expertise.

Salaries

- Stop using CUPA as an excuse to pay certain depts. such low salaries. Give raises commensurate with inflation and actual merit. I've been here for 15 years and still make basically the same low pay I did when I got hired. Target and Amazon now pay more than I make as a university professor—it's pathetic. (*Informatics, Lecturer-NTTT/NTTR*)
- Faculty in some colleges are paid very generously compared to others. For example, if someone teaching leadership is in the College of Business, they'll likely make at least 2X what they would make if teaching the same thing in Organizational Leadership in A&S. We need to use common sense. The argument that faculty can get jobs outside of academia that pay more falls flat—if they want to do that, they should. Chances are, they don't, or they wouldn't have gotten a PhD. Just saying.
- Remove the use of CUPA and equalize faculty pay across campus. It's outrageous that we do similar work across the institution, yet our salaries are starkly different. For instance, in my college, in one dept., new hires start at \$90K and in another new hires start at \$60K. This is further impacted by across-the-board raises and promotion raises because those making more get more with each of those increases. This further exacerbates the pay gaps among faculty. And, in my experience, those depts. making the most money do the least amount of service to the institution, so the underpaid faculty are working more for less compensation. (*Informatics, Assoc. Prof.*)
- We should work to set a new standard of caring for existing talent by removing the use of CUPA as a salary standard and instead work to pay people equally. We can talk all we want about paying people what they would make in the field, but there are a few problems with this: (1) People enter academia because they want to and not because they are going to get paid large amounts of money. (2) If people want good raises and continued larger salary increases, they won't join academia so those that do know what they're in for. (3) After a few years out of the market and in academia, the faculty members won't make market money because they've been "out" of the workforce for too long and would not get that high compensation. So we need to be realistic and pay our faculty equally—equal pay for equal work. The way we do it just creates divisions among faculty and devalues the work of many of our faculty by paying them exponentially less than faculty in specific depts. (*Informatics, Assoc. Prof.*)
- We need to look at the dismal salaries we pay many of our staff across campus. (*Informatics, Assoc. Prof.*)
- Addressing salary compression is a must. This topic manages to insert itself into every money-related conversation in my dept. And it is truly unfair, so it will continue to take up time and energy any time money

comes up. If salary compression is perceived to be “fixed”, then we need know (so we can kill those comments in meetings). *(A&S, Assoc. Prof.)*

- Part of student success is supporting faculty and staff adequately. I wonder if there is a way to look at ways to balance the budget to a place where faculty and staff get an energizing boost which will then immensely benefit students. *(A&S, Assoc. Prof.)*

Scholarship Renewals for Continuing NKU Students

- NKU could stop requiring letters of recommendation (maybe just the name and contact of a reference instead and we could just be contacted as needed to make final decisions?) for within-NKU scholarships (e.g., continuing student scholarships). I have written four letters of recommendation this year, but my colleague has not written any. This is not equitable and is disproportionately burdening faculty who work hard to develop relationships with students. *(A&S, Asst. Prof.)*
- We need more automation in the scholarships award and posting process. It would be more efficient in terms of time and money. *(A&S, Assoc. Prof.)*

Semester Length (e.g., shortening to 14 or 15 weeks)

- Revisit the 15 week semester that was brought up not so long ago. Or a 14 week semester that aligns with our two 7 week sessions. This could conceivably release campus space for other uses, save utilities over winter break, etc. *(A&S, Assoc. Prof.)*

Student Success

- I believe that the university has a clear focus on student success—sometimes at the risk of losing faculty. *(Health & Human Services, Asst. Prof.)*
- When reviewing faculty at any level (and not all faculty are reviewed... so change that for certain), include a focus on a professor’s interpersonal communication skills; their own resilience; and their commitment to an innovative, transparent, & inclusive pedagogy. If the mindset is “Students coming in should know this already. They’re not ready to be here” as opposed to “This is what my students need to learn to reach their goal of ... (fill in the blank) ...” then that professor is not fulfilling NKU’s mission of student success. There is no good reason to keep that professor. That is not a person who has ever earned tenure or who is earning tenure, no matter what their contract says. Find ways to stop funding them.

Student Worker Hiring

- Make it easier for students to be paid for on campus jobs or working with faculty on research, etc. The amount of paperwork involved in the student employment process is a major obstacle. *(Business, Full Prof.)*
- Student employment. I lost track of how many hours it takes to deal with this office. I personally have spent more than 20 hours trying to get responses, correct answers, and deal with issues. We need to simplify the process, clarify the issues, and hire folks to assist in that process. *(A&S, Full Prof.)*

Training

- Trainings need to be coordinated to decrease disruption to work during the semester. Likewise, things that don’t need to happen at busy times should be scheduled during slower periods. For instance, the 2-day immersive diversity event in early April 2022 will likely be under attended because faculty/staff are busy with academic work. Those that do participate will be preoccupied with the work being ignored. Or they won’t engage fully in the event. So money is wasted on the event (food, speakers, etc.) if attendance is low. Faculty may cancel classes, which undermines the mission of students’ success. Staff/faculty will have to make up missed work and deal with fires that arise. And all of this is avoidable if the event is 6 weeks later. *(A&S, Assoc. Prof.)*

Work Study – Federal

- Examine how federal work study eligibility is determined for students (not just here at NKU but at surrounding universities). Many of our students appear to live in poverty yet are not eligible for federal work study funds. We need to fix this!!! *(A&S, Assoc. Prof.)*

Working Hours

- Go to a 4.5 day work week: Monday through Thursday 8 a.m. to 5 p.m. and Friday 8 a.m. to 12:30 p.m. Similarly, schedule classes T/R and M/W with labs, studios, and special classes on Friday mornings.

APPENDIX F:

Faculty Development Awards Suggestions (Sabbaticals, Summer Fellowships, Project Grants)

Application Process

- Application procedures should be minimized or eliminated. We already do not have enough time to do everything that we need to do and need every spare moment to best serve our students. *(A&S, Asst. Prof.)*
- A bit more transparency in the decision making process would be helpful. Seems that why proposals are denied isn't always clear. *(Full Prof.)*
- Summer research funding should be provided to all junior faculty, every summer.
- Create a semester sabbatical opportunity for tenure-track faculty, perhaps in their year 4. *(A&S, Full Prof.)*
- Designate one sabbatical/summer fellowship specifically for associate professors who have been [at that rank] for more than 7 years.
- Looking at workload and giving time off would help. Incentives for future research would encourage staff to pursue grants, etc. *(Health & Human Services, Lecturer-NTTT/NTTR)*
- It could help if those who decide would read the materials submitted rather than provide a form letter indicating the submission was not read. *(A&S, Assoc. Prof.)*
- Reduce the writing required for the proposals. *(A&S, Full Prof.)*

Eligibility Requirements

- More summer fellowships will help early career faculty to build research agenda therefore investing more in their success toward tenure and promotion. *(Health & Human Services, Assoc. Prof.)*
- Reduce time between sabbatical applications. *(Education, Full Prof.)*
- 1. Consider shortening the timeframe/years of employment faculty is required to meet in order to be eligible to apply for a sabbatical. 2. Perhaps replace the 6 years of employment with a combination of employment, merit, and scholarship. *(Health & Human Services, Asst. Prof.)*
- Remove restriction on summer fellowships for previous awardee applicants. *(Informatics, Asst. Prof.)*
- Might it be possible to teach one summer course and have a summer fellowship as well? *(A&S, Full Prof.)*
- My unit's culture is not suited to support these, as we do not have enough people to effectively back fill my absence. *(Steely Library, Assoc. Prof.)*
- I teach in a program of 4 faculty that teach a full course load of 4 classes each semester. All faculty teach courses that are core topics related to a certification exam our students have to take upon graduation so they can practice in the profession. All 4 of us teach roughly 3-4 credit hours each summer as our sophomores and juniors have courses scheduled then. If any of us take a sabbatical (even for only one semester), there is no one who can pick up their course(s) as it would put us into overloads (which we have heard the university doesn't like). Finding an adjunct to teach only for a semester (or even a year) courses that are crucial for our students to learn for their exam upon graduation would be difficult, and I'm not sure I would feel comfortable doing that. Thus none of us have tried to take a sabbatical, even though a few of us may qualify (due to tenure, time at NKU). So I'm not sure how they can be improved. *(Health & Human Services, Asst. Prof.)*
- It would be nice if not everything had to be connected to DEI or community engagement. These initiatives are very important, but some of us do other important work that may be overlooked as we try to align everything to these goals.
- Require justifying criteria for sabbaticals. I've sat through several sabbatical presentations and wonder how this prof got paid for an entire semester to produce the little work of little value they demonstrate through their presentation. *(Informatics, Lecturer-NTTT/NTTR)*
- A stronger proof of direct student benefit should be required. *(A&S, Assoc. Prof.)*
- Provide and promote more opportunities for transdisciplinary or interdisciplinary research. *(Informatics, Asst. Prof.)*

Eligibility of NTT & Staff

- Non tenure track teaching faculty should be included in these options, not just tenured/tenure track. (*Health & Human Services, Prof. of Practice or Clinical Prof.*)
- Focus on pay equity first. Honestly. If a lecturer or adjunct wants to attend a conference they're likely sleeping on the sofa in the hotel room of a TT friend's hotel room. Truth. If you have two adjuncts or lecturers in one family, they likely can only afford one car. Truth. If you have a lecturer in the sciences, the number of students they teach likely leaves no time for research... nor does their position provide any funding (or lab access?) for said research. And so they are considered "less than" their TT colleagues whose research they make possible. If you want to improve the results of the sabbaticals you provide faculty, then why not make sure they are available to those doing the work rather than limiting them to TT lines? Some TT do the work. Some don't. Why improve access for those who don't do the work? Improve access for those who do... and adjuncts and lecturers in many cases are also doing the work. Stop taking their commitment to research and students for granted. Pay them. Provide access.
- Make open to lecturers and full time staff who also engage in research.

Increase Funding Amounts

- Stipend should be increased. It has been the same amount for many years. (*Informatics, Full Prof.*)
- Fund more at higher levels. (*A&S, Assoc. Prof.*)
- Increase the number of available sabbaticals and summer grants. (*Health & Human Services, Assoc. Prof.*)
- The individual award amounts (not the number of awards) need addressing; increase budgets. In this financial climate, \$6K for 6-8 weeks of summer effort is low. That same amount for a project grant does not go very far in many disciplines. (*A&S, Assoc. Prof.*)
- Summer fellowships should be increased in dollar amount per recipient. (*A&S, Full Prof.*)
- Provide more support for summer fellowships. (*Health & Human Services, Asst. Prof.*)
- Summer fellowship funds should be increased from \$6K to \$7K. (*A&S, Full Prof.*)
- At least some of the awards should be for larger amounts. The \$6K summer fellowship amount was established when \$6K was the maximum salary one could earn for a summer class. That maximum has since changed but the summer fellowship amount did not. Maybe have a designated number of full-year 100% salary sabbaticals that faculty can apply for competitively.
- Summer fellowships could have two possible applications, one for \$3K for a shorter term (4 week project) and \$6K (8 week project) This might encourage faculty to be more strategic about what they apply for, and may help the funds stretch to support more people. As we have more research-active faculty, I would suggest that we fund more summer fellowships, making it possible for a larger percentage of faculty to get this support for their work. (*A&S, Full Prof.*)
- Each award amount should be increased. Teaching during the summer provides more funding than the summer fellowship. I think it may be helpful to have some part of the Project Grant to go to compensate the faculty or provide course-release. Otherwise, it is so much extra work in addition to the teaching load that is so heavy. That's the reason why I do not apply for these—I cannot add any more to what I already do. (*Health & Human Services*)
- Increase their availability and amount available. The number of these available has not changed in years. (*Education, Full Prof.*)
- Increased funding would obviously enhance awardees' abilities to invest in their teaching, research, and service endeavors—which could also extend to greater impacts on campus and in the community. (*Health & Human Services, Asst. Prof.*)
- While most faculty would like to take a year-long sabbatical, most families cannot survive with a 35% income cut for a year. At a minimum a study should be undertaken to see what other colleges do by way of stipends. (*Law, Full Prof.*)
- Make the sabbatical full year paid. I am not sure how many faculty use 65% pay whole year sabbatical, but for most of us it is prohibitive, leading to only a 5 month sabbatical pay. (*A&S, Full Prof.*)

- A pay increase for sabbaticals as I have heard mentioned would be nice. I can't take one on the current salary. *(A&S, Asst. Prof.)*
- Provide full salary for continuous 2-term sabbatical. *(Informatics, Asst. Prof.)*
- Sabbaticals should be one full year at full pay or a higher percentage of pay. *(A&S, Asst. Prof.)*
- Increase year-long sabbatical funds to 75% of salary for second semester rather than 50%. *(A&S, Assoc. Prof.)*
- Sabbaticals: individual amount could be increased to give people a full year sabbatical at full salary funding. *(A&S, Assoc. Prof.)*
- Find a mechanism to award sabbaticals at a fully-funded rate for a full academic year. *(A&S, Full Prof.)*
- For people who do sabbatical research where they have to travel or do field work, it would be nice to be able to have a full year sabbatical without having to take a pay cut. *(A&S, Assoc. Prof.)*

Project Grants/Summer Fellowships

- There are always worthy project grants that go unfunded because of the lack of \$. It would be great to raise the amount of money in this fund. *(A&S, Full Prof.)*
- Having served on the Benefits Committee in the past, there seems to be a strong bias against the Humanities when it comes to ranking project grants and summer fellowships. I feel like there should be distinct categories for the humanities, natural sciences, and social sciences. *(A&S, Assoc. Prof.)*
- The number of project grants being could be increased so that more deserving projects could be funded. *(A&S, Assoc. Prof.)*
- Other than sabbaticals, it seems as though grants and fellowships are becoming more available. I think the issue then is reducing the work load. Faculty are expected to continue to work a full teaching load while pursuing other things, and it's not as effective. *(A&S, Lecturer-NTTT/NTTR)*
- There needs to be sufficient funds for more project grants and fellowships when many faculty have more time. It doesn't make sense to get a fellowship without the corresponding project grant funds to complete the project. *(A&S, Full Prof.)*
- Summer fellowships should provide the ability to use paid students on these funds (currently available for project grants only). *(A&S, Assoc. Prof.)*
- While student/faculty collaborations are good, not all faculty work in a sphere that allows this kind of project focus. Ideally, it would be nice to have some higher award amounts that enable productive faculty to dedicate time and resources to significant projects rather than smaller, less expensive endeavors. *(A&S, Full Prof.)*
- If anything, I think we should reduce the number of sabbaticals by a few and use that money to increase the project grant amount. *(Informatics, Full Prof.)*

Sabbaticals

- The required focus on "scholarship" should be removed from sabbaticals. The focus should instead be on how it can contribute to some aspect of the individual's professional development. NKU is not R1. Scholarship is not the only thing worth taking a sabbatical for. Administrators (e.g., former chairs, deans, provosts) are automatically given sabbaticals (and sometimes these are year-long sabbaticals!), and scholarship does not seem to be a requirement for those. The same should apply to other faculty.
- Provide sabbatical for professional development based on number of years faculty have worked at NKU. The selection method and the system that is currently used favors certain faculty where others never are given time off. *(A&S, Full Prof.)*
- More sabbaticals may help with mitigating faculty burnout. *(Health & Human Services, Assoc. Prof.)*
- I think limiting sabbaticals to the number of faculty is problematic. I do not understand why this policy exists. If each faculty member submits a sabbatical proposal that is meritorious, they should receive it. *(A&S, Assoc. Prof.)*
- Sabbaticals seem to be funded at the correct amount (i.e. nearly all who apply receive them). *(A&S, Full Prof.)*
- Expand sabbatical opportunities. *(Health & Human Services, Asst. Prof.)*
- We certainly do not need more money invested in sabbaticals as it sounds like nearly all sabbaticals are granted each year (90% of applications). If anything, I think we should reduce the number of sabbaticals by a few and use that money to increase the project grant amount. *(Informatics, Full Professor)*

General

- More options, clearer criteria, and support from Deans. (*Health & Human Services, Assoc. Prof.*)
- It could also help if NKU would follow through. For example, NKU gave me \$1,000 to attend training and then would not purchase the kit needed to deliver a high impact experiential learning activity. Thus, I am a licensed facilitator to conduct a high impact learning practice, but do not have the kit to perform the activity. (*A&S, Assoc. Prof.*)
- Provide mentors. (*Health & Human Services, Assoc. Prof.*)
- Working closely with the NKU grant office. (*Business, Asst. Prof.*)
- Encourage faculty to seek visibility in their fields. A key entry point is to attend conferences and meet people to exchange ideas and discuss collaboration nationally and internationally. (*A&S, Assoc. Prof.*)

Need No Change/Decrease

- I think this is the last thing the university should focus on. We certainly do not need more money invested in sabbaticals as it sounds like nearly all sabbaticals are granted each year (90% of applications). If anything, I think we should reduce the number of sabbaticals by a few and use that money to increase the project grant amount. (*Informatics, Full Prof.*)
- I don't have any suggestions on how to improve/enhance sabbaticals, project grants, and summer fellowships as I don't feel they are a high priority. (*Health & Human Services, Lecturer-NTTT/NTTR*)
- Reduce (or at least not increase) funding for these. The requirements are more stringent all the time. (*A&S, Assoc. Prof.*)
- Seem good as they are. (*Business, Assoc. Prof.*)
- They are fine as is. (*A&S, Full Prof.*)
- I think these are in reasonably good shape at the moment. There may need to be a funding increase eventually to keep up with inflation. (*A&S, Assoc. Prof.*)

APPENDIX G: Other Budget-Related Comments/Suggestions

General/Summary

- Morale is a significant problem across campus. The administration needs to support initiatives that improve morale. I'm not talking about giving out more awards or a free meal, I'm talking raises and more hires to spread the workload around. We should also explore if doing more things virtually might save some money. Many of us moved to working virtually part-time, and we can probably do more things virtually. Having face-to-face meetings, for instance, is not necessarily at least 50% of the time. The university should explore whether having more virtual operations (not necessarily classes, but things like meetings, office hours, staff working from home instead of campus) might save us money and if so, make sure to emphasize the use of our technology more. *(Informatics, Full Prof.)*
- We've done a respectable job focusing on our mission and what NKU is about; but that process hasn't included defining what we are not, which I think would sharpen our focus more. I'm not suggesting we exclude people or ideas, but we cannot be everything for all people. *(Business, Full Prof.)*
- NKU needs to seriously look at restructuring its colleges. It needs to stop trying to be everything to everyone and develop an infrastructure with an adequate number of faculty and staff that are paid properly, with regular raises.
- NKU needs to address why people leave NKU. I have been here over 22 years and see people hired in this timeframe leave within a couple of years because they find better pay, benefits, and working conditions elsewhere. Those left here then are expected to pick up their load without any compensation, just maybe a "how grateful" email.
- Reduce administrative expenditures, increase tenure track faculty lines, end relationship with AP. *(Business, Full Prof.)*
- Support your faculty and support faculty governance. If the budget does not do that, it will not help to create a good university. *(A&S, Assoc. Prof.)*
- I think faculty has to be a priority. Quality faculty at NKU impacts everything from morale to student achievement. So many people are spread thin and looking for other options. Consistency and an increase in faculty morale would only increase student learning and achievement. *(A&S, Asst. Prof.)*
- The committee conducts this survey frequently. However, we don't know how the administration seriously consider faculty opinion. We need a comprehensive written report regarding these faculty survey results from the NKU administration. *(A&S, Full Prof.)*
- There seem to be a lot of important unfilled positions across the university and the work just gets pushed down to others. We haven't have a Vice Provost in over a year (as an example). I know folks are often concerned about the growth of administration, but that work still has to get done and good leadership makes life better for everyone at the University. *(Assoc. Prof.)*

Other

- Thank you for the opportunity to provide input. *(Health & Human Services, Asst. Prof.)*
- Thank you for asking for our input!! I appreciate this immensely! *(A&S, Asst. Prof.)*