



Spring 2025 Faculty Budget Priorities Survey: Results and Recommendations

Conducted by
Faculty Senate Budget Committee

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EXECUTIVE SUMMARY

BACKGROUND

In Spring 2025, a faculty budget priorities survey (see [Appendix A](#)) was developed and conducted by the Northern Kentucky University (NKU) Faculty Senate Budget Committee. There were 246 responses, an approximately **44% response rate**. The purpose of the survey was to provide input into the budgeting decisions for fiscal year 2026 (FY 26) and beyond as well as to help the Faculty Senate Budget Committee establish priorities for its future work.

BUDGET PRIORITIES

Of the 11 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 (see [Figure 2](#)).

- ***Provide cost of living raises for faculty/staff.*** 80% of respondents ranked this item #1 (50%) or #2 (30%)
- ***Address salary equity/compression issues for faculty/staff.*** 44% of respondents ranked this item #1 (20%) or #2 (24%).
- ***Provide merit raises for faculty/staff.*** 38% of respondents ranked this item #1 (8%) or #2 (30%).
- ***Add faculty/staff positions in areas that are understaffed.*** 18% of respondents ranked this item #1 (12%) or #2 (6%).

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

- Comments on Budget Priorities Rankings ([Appendix B](#))
- Opinions on FY 26 Compensation Increase ([Appendix C](#))
- Faculty Summer/Winter Compensation Policy Comments ([Appendix D](#))
- Strategic Investment Suggestions ([Appendix E](#))
- Areas to Decrease Funding ([Appendix F](#))
- Policy/Procedure/Process Improvement Ideas ([Appendix G](#))
- Faculty Development Awards Suggestions (Sabbaticals, Summer Fellowships, Project Grants) ([Appendix H](#))
- Other Budget-Related Comments/Suggestions ([Appendix I](#))

RECOMMENDATIONS

Key recommendations include the following:

(1) For the FY 26 compensation increase, consider that 66% of faculty respondents and 78% of respondents to a separate NKU Staff Congress survey prefer some method other than a flat 3% for all.

[Figure 4](#) shows that 34% of faculty respondents prefer that the planned FY 26 compensation increase be distributed as a flat 3%, while 66% prefer another method that allocates a bit more of it towards those with lower salaries. In a similar survey given by NKU's Staff Congress, 78% of respondents indicated a preference for a method other than the flat %. The breakdown of both the staff and faculty responses are shown in [Table 1](#).

[Appendix C](#) provides **8 pages of comments** expressing the wide range of strong opinions on this issue. The bottom line, though, is that **a clear majority of respondents prefer some modification to the flat 3%**, resulting in a higher % raise for the lowest income levels. Naturally, this preference varies by self-reported income level, with only 5% of faculty with salaries under \$50K preferring the flat 3% compared to 42% of those with salaries over \$100K (see [Figure 5](#)). So even among those with the highest salaries, more than half prefer some method other than the flat %.

(2) Budget for yearly compensation increases, including cost of living and possibly merit.

NKU has had relatively few faculty/staff compensation increases over the past 2 decades. The lack of raises, combined with inflation, has left many faculty/staff with comparatively low salaries. To prevent this problem from worsening, regular salary increases must be built into the annual budget.

Some survey respondents also expressed the need for merit raises to encourage excellence and recognize differences in employees' contribution levels. In contrast, others expressed concern about the overall equity of merit raises and the performance evaluation process in some units.

Regular compensation increases for all faculty and staff are needed for student success, as indicated by responses such as the following:

- 5 increases in pay in the last 20 years is sad. ... NKU needs to do better by its employees.
- It seems cost-of-living raises are the last consideration when they should be one of the first.
- Merit raises and keeping up with the cost of living are essential.
- We have incredibly high-performing faculty who are relying on food banks to survive. ... We do not need a men's basketball team to be a functioning university. We do not need bonuses for advancement, admissions, or the President to be a functioning university. ... We DO need faculty to be a functioning university, and it seems like faculty are next-to-last on anyone's list of considerations.

(3) Provide equity/compression adjustments and evaluate all faculty salaries, both tenure-track and non-tenure track.

Equity/compression problems continue to be prevalent among NKU faculty, negatively affecting their motivation and morale and, in turn, student success. Several comments also indicate that employees have been hit hard by inflation, combined with the lack of raises, with some

employees unable to make a living wage and having to take on second jobs or utilize food pantries. Salaries of non-tenure track and adjunct faculty should be particularly examined to ensure they are at market rates, as many currently appear not to be.

Below are some representative comments:

- How can an underpaid faculty or staff honestly attempt to attract or retain students, when we ourselves would prefer to be working somewhere else?
- Equity and compression are awful. I'm tenured but make significantly less money than a first-year assistant professor. The only way to make more is to leave NKU.
- It's unconscionable how many of us are making 20% less than our peers who just got hired. We are penalized for loyalty and experience. We have ASST. profs. making far higher wages than FULL profs. and they still have 2 rank change pay increases they can get.

(4) 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. Respondents indicated that their units are struggling to staff classes appropriately and that some growing programs are not adequately staffed, and even if they are, it is often with non-tenure track lines. Staff positions are also needed to support faculty. Many staff positions were lost in recent budget cuts or not replaced as undercompensated staff have left NKU for positions elsewhere. Below are some representative comments:

- I cannot overstate the staffing issues we have. We need more funding for faculty in order to attract more students and be competitive in the marketplace.
- We are doing more with less, and do not have the faculty staffing to support our current endeavors. When someone leaves, they are not replaced, and the work just continues to get absorbed.
- We were told years ago that income from the online programs would fund additional faculty when the number of students increased. We have fewer faculty now than we did when our program was much smaller. Would like to see more hiring of full time faculty to replace the high number of adjuncts we have in our program.
- I know too many units operating without appropriate forward-facing staff due to eliminated positions (e.g., dept. secretaries) - good people who worked for deplorable salaries cut due to the current budget debacle ... [P]ersonal contact means the world to students and our persistent "more with less" culture has decreased the time many of us have available to meet this need.

(5) Establish workload equity both across and within colleges, schools, and departments.

Several respondents expressed dismay at the inequitable workloads across campus. Some colleges have 4/4 or even higher teaching loads – some faculty report being required to teach 6 or 7 sections per semester – while others have lower loads. Yet faculty with the higher teaching loads still have the same, if not higher, research and service expectations as those with lower teaching loads. The time has come for NKU to commit to providing reasonable workloads for *all* faculty, as illustrated by comments such as the following:

- Instead of saying that a reduced workload is too expensive, why can't we research it and put a dollar amount to a proposal? Then, we can decide if that amount is something that we can choose to invest in (even if it causes a sacrifice in another priority).
- Equalizing the faculty workload across colleges to a maximum of a 3/3 for research active faculty is essential for the functioning of the university. The 4/4 load in CAS in particular, generates a host of problems including a lack of faculty resources for service needs, and general burnout. CAS has subsisted on the overworking of our faculty.

- I am incredibly upset about the lack of equity in teaching load, class size, and salary across NKU. I am a part of an interdisciplinary grant project and everyone else has both a lighter course load as well as smaller classes than I do, but we are expected to do the same amount of work on this project. ... I will not be pursuing any interdisciplinary projects in the future unless this equity issue is addressed.
- Most important is reduced teaching load for research active faculty (or T/TT faculty in general). We have what is considered a full time teaching load in CAS (really it's 50+ hours a week for most of us), but are still expected to be active in scholarship and much more on top of that. After 11 years at NKU working 7 days a week, both my physical and mental health have been in severe decline, and I've had to take a reduced course load just to be able to go to physical therapy and dr. appointments. Not everyone is as open about this, but most faculty I talk to are suffering from our workload as well, and burnout is high.

(6) 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 immediately instituting expensive external searches. The following representative comments illustrate these sentiments:

- Reduce the cost of our upper administration. If there was no money to increase the salary of faculty and staff, how was it possible to raise the salary of so many administrators?
- Stop running expensive searches for administrative positions. Value internal candidates.
- When faculty leave, we are not given "new" lines to replace them - we have to make due. However, when an administrator leaves, we hire 1-3 more people to replace them...

(7) Re-evaluate NKU's investment in Division I athletics.

The heavy investment in Division I Athletics has definitely attracted the attention of faculty. [Appendix F](#) includes **approximately 2 pages of comments** recommending that spending on athletics be reduced. Yet respondents were not universally opposed to athletics, and offered several alternatives to explore. Below are some example comments:

- The athletics situation has changed since we ventured into D1. It is a bigger, less win-able arms race than it was in the past due to NIL and Revenue Sharing. We can't compete now, and we certainly won't be able to compete in the future. ... What if we became the area's only school with an Adaptive Sports Program (UC started a team last year but not an entire program). The rationale? We don't have to pay those coaches more than we pay the president of the university. There is much less competition, so creating a winning program is far cheaper.
- Money for university athletics, coaches, and student athletes. While we count pennies for academics, sports are living in abundance. ... Why are we spending so much money on athletics when we can't hire any more tenure-track faculty in many disciplines?
- Athletics ... is simply not essential, and the ROI is incredibly low. Why should the average student have to pay to support the luxuries in the athletics dept.? \$500K coach? Airplane charters...? Why don't we collectively decide what athletics is worth to [NKU] (because [it] does bring some value) and then set that as our budgetary limit? Why do we not scrutinize athletics spending in the same way that we do for academics?
- We spend way too much money on something that has a NEGATIVE return on investment ... I do not support eliminating athletics, but we need to seriously consider going back to D2 or even down to D3. At least we would have a better of chance of winning a national championship.

SPRING 2025 FACULTY BUDGET PRIORITIES SURVEY: RESULTS AND RECOMMENDATIONS

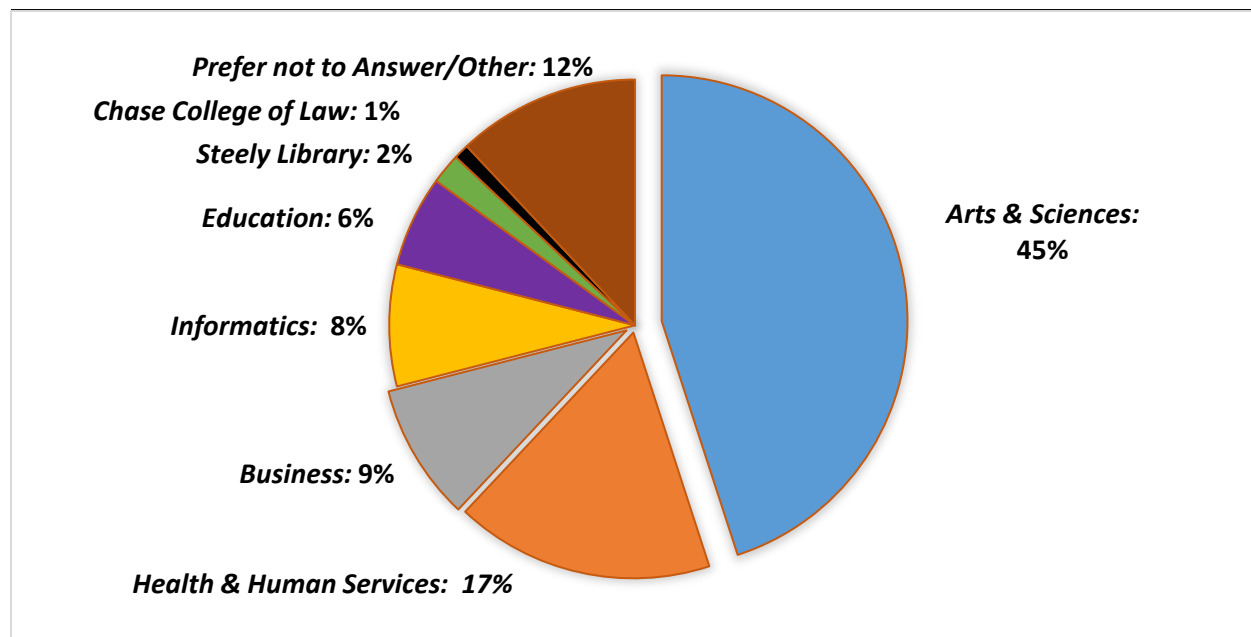
The purpose of this report is to present the results of the Spring 2025 faculty budget priorities survey and to make recommendations for use in developing the Northern Kentucky University (NKU) budget for fiscal year 2026 (FY 26) and beyond. Results of the survey will also be used to help the Faculty Senate Budget Committee prioritize its future work and advocacy.

I. SURVEY METHOD

During the Spring 2025 semester, the NKU Faculty Senate Budget Committee conducted a faculty budget priorities survey. A draft of the survey was reviewed and approved by the Faculty Senate Budget Committee.

This survey was conducted via Qualtrics with unique links sent by email to all full-time faculty. The survey (see [Appendix A](#)) included 1 ranking question (with 11 items to be ranked), 4 multiple choice questions, 8 short answer questions, and 4 demographic questions. There were 246 respondents, and a 44% response rate (557 surveys sent out). The distribution of the respondents is shown in Figure 1 below.

Figure 1: Survey Respondents by College



Approximately half (49%) of the respondents were long-term NKU faculty with 11 or more years of service. Over half (55%) were full or associate professors, while only 8% were assistant professors. Nearly a quarter of the respondents (24%) were teaching/visiting teaching professors or professors of practice/clinical professors.

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

- Comments on Budget Priorities Rankings ([Appendix B](#))
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- Other Budget-Related Comments/Suggestions ([Appendix I](#))

II. BUDGET PRIORITIES

The first question in the survey asked respondents to rank 11 items in order of priority, with #1 being the highest. Figure 2 below shows the results.

Three items clearly stand out as being in the top 3. They all pertain to salaries and accounted for 78% of all the #1 ratings.

- **“Provide cost of living raises for faculty/staff”** was ranked in the **top 3** by **91%** of respondents.
- **“Address salary equity/compression issues for faculty/staff”** was ranked in the **top 3** by **66%** of respondents.
- **“Provide merit raises for faculty/staff”** was ranked in the **top 3** by **68%** of respondents, although only 8% ranked it #1.

Detailed responses to the survey question requesting comments on the rankings or identifying priorities not listed are provided in [Appendix B](#), and representative comments are provided throughout the discussion that follows below.

**Figure 2: Faculty Budget Priorities for 11 Items
(1 = most important to fund)**

Question	1	2	3	4	5	6	7	8	9	10	11
Provide cost of living raises for faculty/staff	50%	30%	11%	4%	1%	1.5%	0%	.625%	.625%	.625%	.625%
Address salary equity/compression issues for faculty/staff	20%	24%	22%	10%	8.5%	3.5%	4%	1%	3%	2%	2%
Provide merit raises for faculty/staff	8%	30%	30%	11.5%	2.5%	4%	4%	5%	2%	1%	2%
Add faculty/staff positions in areas that are understaffed	12%	6%	12%	23%	12.5%	10.5%	8%	6%	4%	4.5%	1.5%
Fund reduced teaching workload for 3/3 load for T/TT faculty in all colleges	7%	5.5%	5.5%	10%	11%	6.5%	7%	14%	8%	8.5%	17%
Increase availability of professional development/travel funds for faculty/staff	0%	1%	7%	8%	12.5%	13%	16.5%	15%	17%	7%	3%
Increase employee tuition waiver benefit	1%	1%	3%	6%	8%	11%	10.5%	9%	10%	19%	21.5%
Modify parking rates (e.g., sliding scale)	1%	1%	5%	11%	15.5%	9%	9.5%	8%	6.5%	11.5%	22%
Increase availability of funds for sabbaticals, project grants, and summer fellowships	1%	1%	3%	6%	8%	11%	10.5%	8.5%	10%	19%	22%
Increase award amounts of funds for sabbaticals, project grants, and summer fellowships	0%	0%	1%	6%	8%	9.5%	12.5%	13%	18.5%	19%	12.5%

A. Compensation Increases

With 78% of respondents listing either cost-of-living raises, equity/compression adjustments, or merit raises as the top priority, compensation is clearly an important concern of most NKU faculty. As one respondent put it, *“We are underpaid, overworked, and looking for jobs elsewhere.”* Survey comments suggest that the distinct lack of raises over time indicates to faculty that NKU’s priorities do not lie with compensating faculty and staff adequately:

- Look, we have had something like 2 (possibly 3) raises in close to TEN YEARS! (*Informatics*)
- It seems cost-of-living raises are the last consideration when they should be one of the first. (*Education, Full Prof.*)
- To not have a cost of living raise at this point is theft. NKU only exists and operates by stealing from its employees every year in the form of inflation. It's immoral and disgusting in my opinion. (*Full Prof.*)
- Compensation is our greatest threat, and it must be the highest priority. We'd be less likely to hear complaints about parking (and other costs), if we addressed compensation. (*CAS, Assoc. Prof.*)
- If I had any inclination of how poor the decade long finances for raises would become, I would have never come to NKU.
- The lack of cost-of-living raises and lack of merit-based raises have been the top source of job dissatisfaction for me, by a landslide. It has forced me to apply to and consider other positions when I truly do enjoy being

at NKU, but having continually increasing workload without financial recognition for my efforts and competency is exhausting. (*A&S, Asst. Prof.*)

- Salary increase has to be a priority. How can an underpaid faculty or staff honestly attempt to attract or retain students, when we ourselves would prefer to be working somewhere else? (*A&S, Teaching Prof.*)
- One of the most important things to do is to pay and provide incentives to keep the employees interested. Merit raises and keeping up with the cost of living are essential. (*Business, Teaching Prof.*)

Faculty are further disillusioned because in recent years, despite the budget crisis, funding for salary increases and bonuses for administrators and athletics coaches seems readily available:

- It is really depressing how the cost of things increase and we don't get any raises. Meanwhile, we have the highest paid men's basketball coach in the league.
- During a period of record inflation, administrators have received raises and bonuses while faculty and staff get NOTHING. They should be ashamed of themselves. We've lost, in my school, many quality faculty. (*Informatics*)
- [M]y perception is that the administration and board of regents don't give a damn about the faculty. But they do care about sports! (*A&S, Asst. Prof.*)
- The funds are there, as illustrated by the president's generous raise. It is extremely unfair that none of this trickled down to faculty. (*A&S, Asst. Prof.*)
- Compensation for faculty and staff seems to be the last investment that the BoR wants to make. Hire new coaches, create new sports, fix buildings, add buildings, modify facilities, hire new administrators, but build faculty and staff assets by increasing salaries? Not at this university. (*A&S, Assoc. Prof.*)

1. Cost-of-living raises

Over 90% of respondents ranked the need for regular cost-of-living raises in the top 3 priorities, with 50% ranking it #1. Comments emphasized the need to build raises into each year's budget so that they can be counted on as a regular occurrence:

- Decisions should be made on a 2-3 year cycle regarding % of cost-of-living raises each year during the upcoming years, so faculty and staff know, for example, they can expect 2% each year. It seems cost-of-living raises are the last consideration when they should be one of the first. (*Education, Full Prof.*)
- [N]ot keeping up with basic increases in pay ... causes us to lose talent and pay a lot more to replace it. (*Business, Full Prof.*)
- NKU needs to prioritize annual cost of living increases tied to data from CPI. ... There is no higher priority, in my estimation. (*CAS, Full Prof.*)
- Cost of living adjustments should be a reoccurring expense of every budget. These are standard practice outside of academia and within academia at many other institutions. (*Business*)
- Annual raises need to be implemented. We never know if or when we will see raises and essentially we take a pay cut every year with annual increases in benefit and parking expenses. (*CAS, Assoc. Prof.*)
- Every year without a cost-of-living raise is a year with a pay cut. (*A&S, Full Prof.*)
- [E]nsuring that faculty receive consistent raises to at least keep up with inflation should be the first priority. NKU has given raises in the past, but ... there have been long periods of time (e.g., 5 years) with no raises. Most faculty at other institutions at least receive a small % raise (e.g., 1-2%) per year. (*A&S, Assoc. Prof.*)
- We need to have raises every year to keep up with the cost of living; that is the #1 priority. ... I need to be able to count on a living salary first—that should not be something that is taken away from all of us for multiple years; it is demoralizing. (*CAS, Assoc. Prof.*)

2. Merit raises

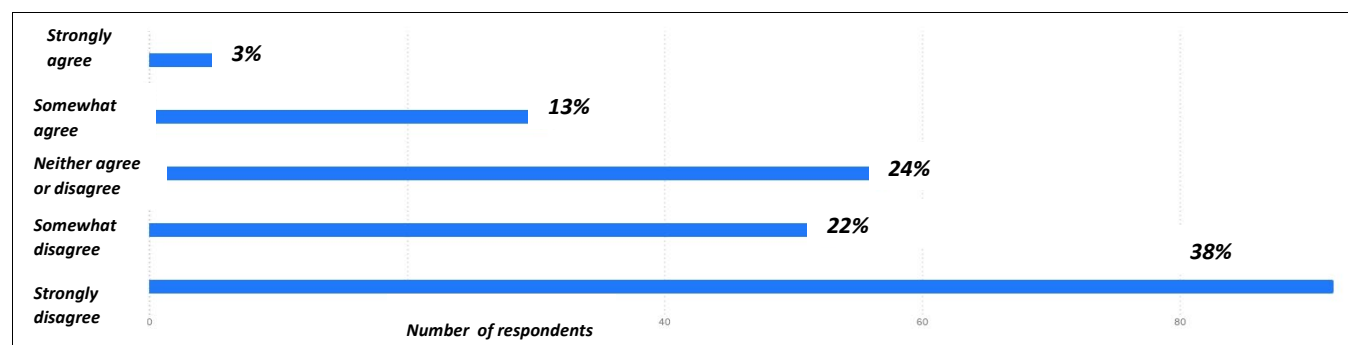
In addition to having salaries that keep up with inflationary pressures, respondents indicated merit raises are necessary to indicate that their work is valued and appreciated. 68% of respondents placed merit raises among the top three priorities, although only 8% ranked merit raises as #1.

- [On top of an annual cost of living raises tied to CPI], there needs to be merit increases to motivate productivity. *(CAS, Full Prof.)*
- If we don't recognize merit, we discourage excellence. It is as simple as that. ...At some point, even the most optimistic and intrinsically motivated of us will give up and stop contributing to this institution. ... I cannot continue to abase myself in the hope that things will improve when there is ongoing evidence that no decision-makers have any intention of prioritizing the recognition of merit. This year's 3% across the board raise feels like a slap in the face and makes almost no difference to the years of no raises that have preceded it. *(CAS, Full Prof.)*
- Many faculty, because they love this place so much, do it all. We do significant research, we do the independent studies, we do the service - until we become so burnt out that all that is left to say is, "I will do the least amount possible." ... I would rather see us right-size and pay our good people well than continue down this road of taking advantage of ... the goodness of the faculty that came here to do good things. *(Assoc. Prof.)*

B. Salary Equity/Compression

Salary equity/compression was the 2nd-highest priority identified, with 44% of respondents ranking it #1 or #2. As shown in Figure 3 below, in response to a survey question specifically asking about equity/compression, 60% strongly or somewhat disagreed that previous adjustments adequately addressed the salary equity/compression issues. This result is up from 55% in the 2022 survey.

Figure 3: Previous Salary Equity Adjustments Adequately Addressed Compression/Inversion



Below are some comments from [Appendix B](#) indicating the severity of the equity/compression problems throughout the university.

- The top priority needs to be compression/inversion. It's unconscionable how many of us are making 20% less than our peers who just got hired. We are penalized for loyalty and experience. We have ASST. profs. making far higher wages than FULL profs. and they still have 2 rank change pay increases they can get.
- Equity and compression are awful. I'm tenured but make significantly less money than a first-year assistant professor. The only way to make more is to leave NKU.... *(Informatics, Assoc. Prof.)*

- My salary is \$15K less than median for my position. ... I have colleagues who have been at NKU longer than me where compression is simply embarrassing. ... It is much harder to justify the salary at the moment when there are other higher paying options and universities around. (*Education, Full Prof.*)
- Addressing salary equity and compression issues ensures fair pay across experience levels and addresses the disparities leading to turnover and dissatisfaction. (*Health & Human Services*)
- The biggest issues right now are the lack of raises and the salary compression that has happened over the past 10 years (especially with new hires coming in at salaries at or even above other faculty in their department). (*A&S, Full Prof.*)

C. Adding Faculty/Staff Positions

As shown in Figure 2, after the compensation-related items discussed above, the next highest priority is adding faculty/staff positions. Below are some representative comments from [Appendix B](#) regarding this issue.

- My dept. staffing is SO thin that we are struggling to staff classes appropriately. (*Law*)
- NKU has greatly reduced the number of staff and faculty over the last decade, and are expected to do more with less. My school regularly reviews this data. NKU administration must prioritize recruiting and retaining knowledgeable staff to support academic services, AND we must slow the habit of shamefully offering new faculty NTT lines when there used to be tenure lines. In many professional programs, you cannot attract faculty without adequate pay and job security. (*Health & Human Services, Assoc. Prof.*)
- We are doing more with less, and do not have the faculty staffing to support our current endeavors. When someone leaves, they are not replaced and the work just continues to get absorbed.
- Funding for faculty and staff positions should be the priority. Having to beg to be allowed to hire a replacement for someone who chose to leave their position is ridiculous!

D. Non-Tenure Track Faculty Hiring and Workload

Several respondents specifically mentioned that the low salaries and high workload of non-tenure track faculty such as Visiting Faculty, Teaching Professors, and Professors of Practice must be considered as well, as indicated by the representative comments below. Suggestions offered included allowing promotional opportunities, extended contracts, increased salaries, or additional stipends or bonuses (see [Appendix B](#) for additional comments):

- By far the most important budgetary consideration should be the vast inequity in pay and workload between those at the bottom, primarily NTT, and those at the top, TTs. NTTs start off making a small fraction of the salary as their TT colleagues even with equal qualifications and have no chance at a substantive raise or a promotion that could EVER get them to a livable wage. Personally, I've been 8 years without a raise and unless I can get promoted into a TT position (should one ever be opened in my major), I will NEVER get another raise for the rest of my career.
- Extended contracts for long-term "temporary" faculty. (*CAS, Teaching Prof.*)
- The hard work is done by the lowest paid who have the least academic benefits. It is like a hypocritical herrenvolk apartheid for the tenured and tenure track.
- I am an NTTR, so while I appreciate my tenured peers, they already make much more than those of us who are not tenure track. Therefore, compression and cost-of-living raises are most important to help all of us. (*CAS, Teaching Prof.*)
- In my program, half of all full-time faculty members are NTTT/NTTR. These faculty members are currently doing the exact same amount of work as their tenured/tenure track colleagues, including teaching workload, service.

.... the fact is right now our program would not be able to function without these NTTT/NTTR faculty members. I support budget priorities that would reduce the workload (by adding more positions) and increase the pay/benefits for "temporary" faculty members who are currently doing the same amount of work as tenured faculty members. (CAS, Teaching Prof.)

- Faculty salaries at the low end of the scale (adjuncts and visiting instructors) are far too low (CAS, Teaching Prof.)
- We have NKU full-time employees making less than \$30K and literally depending on food banks to survive. (CAS, Teaching Prof.)

E. Fund 3/3 Teaching Load in All Colleges

The heavy and sometimes inequitable workloads across the university was mentioned throughout the comments as a serious issue, making somewhat deceptive its ranking as 4th with only 18% of faculty ranking it in the top 3.

However, the difference in the importance of this item varies by college. For example, 0% of College of Business faculty ranked it in the top 3, compared to 30% of the College of Arts & Sciences (CAS) faculty. Few faculty in the College of Business have a 4-4 courseload, while 4-4 is standard for CAS faculty. In some colleges (e.g., College of Education), faculty report being required to teach even more than 4 course sections per semester (e.g., 6 or 7) without additional compensation. The rationale often given is that those colleges with lower teaching loads have greater scholarship expectations. Yet faculty with the higher teaching loads arguably have comparable, if not greater, expectations for excellence in scholarship and service. Below are some representative comments, and more can be found in [Appendix B](#):

- Instead of saying that a reduced workload is too expensive, why can't we research it and put a dollar amount to a proposal? Then, we can decide if that amount is something that we can choose to invest in (even if it causes a sacrifice in another priority). (CAS, Assoc. Prof.)
- Equalizing the faculty workload across colleges to a maximum of a 3/3 for research active faculty is essential for the functioning of the university. The 4/4 load in CAS in particular, generates a host of problems including a lack of faculty resources for service needs, and general burnout. CAS has subsisted on the overworking of our faculty. (CAS, Full Prof.)
- Please reduce the CAS faculty teaching load from 4-4 to 3-3, the same as the College of Business and the College of Informatics. The CAS faculty salaries are below the average level of CUPA. If we have a 3-3- faculty teaching load, it would give us some consolation. (CAS, Full Prof.)
- I am incredibly upset about the lack of equity in teaching load, class size, and salary across NKU. I am a part of an interdisciplinary grant project and everyone else has both a lighter course load as well as smaller classes than I do, but we are expected to do the same amount of work on this project. Getting a course release to go down to 3 classes is a lot different than someone going down to 2 classes a semester. [T]hese faculty members also have a much higher salary than I do (we are the same rank and they make more than \$20k more than I do each year). The other researchers on the project were shocked when they learned of my course load and class sizes. I will not be pursuing any interdisciplinary projects in the future unless this equity issue is addressed. (CAS, Asst. Prof.)
- Most important is reduced teaching load for research active faculty (or T/TT faculty in general). We have what is considered a full time teaching load in CAS (really it's 50+ hours a week for most of us), but are still expected to be active in scholarship and much more on top of that. After 11 years at NKU working 7 days a week, both my physical and mental health have been in severe decline and I've had to take a reduced

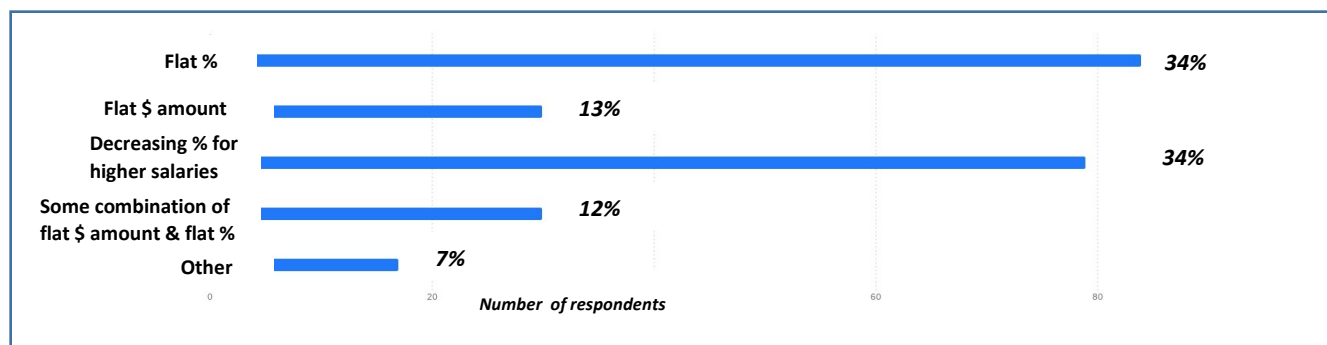
course load just to be able to go to physical therapy and dr. appointments. Not everyone is as open about this, but most faculty I talk to are suffering from our workload as well and burnout is high. (CAS, Assoc. Prof.)

- Should have reduced workload for all full-time graduate faculty, not just tenured. (Health & Human Services)
- Workload is my biggest concern. I feel that many faculty are working VERY hard but really not getting anywhere due to all the other demands. Our college has MANY different accreditation requirements that demand lots of committees, meetings, changes in SLOs and much of this work is on top of our teaching load. This somehow needs to be counted in our workload hours to manage all these other responsibilities. The chairs of the committees get some release time, but the faculty who have to attend the meetings and still do the work, don't get any accommodation. (Health & Human Services)

III. ALLOCATING FY 26 COMPENSATION INCREASE

The budget for FY 26 is projected to include a compensation increase pool increase of 3%. The survey asked respondents' preference for how this compensation increase should be distributed. The responses to the question are shown in Figure 4 below.

Figure 4: Preference for FY 26 Compensation Increase



The key point to be taken from these results is that **66% of faculty respondents prefer something other than a flat %**. The main rationale for that preference is that it allows for those with lower incomes to get a larger % raise. In contrast, those in favor of a flat % argue that it is equitable to all.

The survey reflected strong opinions on all sides of this issue. All of the responses to this question are provided in [Appendix C](#), which is categorized into the various positions represented below:

- **Flat % (Con):** A flat % has myriad problems including equity, and it gives less help to those who are the lowest paid. Shouldn't we invest limited resources to address the largest salary issues? Let's work toward a living wage as a minimum for all employees, then let's begin to move the lower ends of the spectrum higher. Are we going to give the largest raises to those making 6 figures? (A&S, Assoc. Prof.)
- **Flat % (Con):** A flat % would provide those already comfortable with significantly larger \$ increases while failing to address the urgent financial crisis faced by lower-paid employees. For example, a 5% increase would give \$10,000+ to those earning \$200K but only \$1,500 to someone earning \$30K—not enough to meaningfully improve their situation. I urge the university to prioritize the immediate economic security of its lowest-paid employees. Do we care about our community? (A&S, Teaching Prof.)
- **Flat % (Pro):** [T]here should be a flat % for all eligible employees. All employees have been without compensation increases. I completely understand the need to provide equity in salaries, but that should be separate from compensation increases that all faculty have worked for and deserve. Ensuring equitable salaries does need to occur,

but it should be separate from the annual compensation increase. Those that were hired at a higher salary should not be penalized; they deserve a compensation increase. (*Health & Human Services, Assoc. Prof.*)

- **Flat % (Pro):** While I understand the arguments for all suggestions that aren't a flat % for all eligible employees, ALL employees, whether those with higher salaries and those with lower salaries, have not had raises. And, the cost-of-living is also higher for everyone. Because of that, and because, at any salary, we're all thus making much less than before, I think a flat % for all of us is what is most fair. At least, at this time. (*Business, Full Prof.*)
- **Flat % (Pro):** Screw this "those with higher salaries" garbage. I'm sorry, but a Historian does NOT get paid the same as someone with technical skills that are more highly valued in the private sector. That is just a FACT. We do NOT all do the same thing - teaching in some disciplines does NOT equate to teaching in others. Drop that myth please... (*Informatics*)
- **Flat \$ Amount (Con):** Flat \$ amount raises can inadvertently widen the gap between higher and lower-paid employees. For example, a \$1,000 raise represents a more significant % increase for a lower-paid employee than for a higher-paid one, [leading] to feelings of inequity and dissatisfaction among employees. (*Business*)
- **Flat \$ Amount (Con):** I don't believe in flat \$ amount to all. It has to be a %. After all, some of us have worked hard for many years to get to a certain level, and it's not fair that we get a flat rate ... {A}s a senior faculty member, I prefer to get %, not a flat rate. (*A&S, Full Prof.*)
- **Flat \$ Amount (Pro):** One of the primary arguments for higher education is that it's a public good that decreases inequality. But we foster growing socio-economic inequality in our own ranks with our pay and raise structures as well as our hierarchies among faculty (tenured/not, contingent/not) and among administrators, faculty and staff.... But the spreading distance between higher (including me) and lower paid employees and contingent and non-contingent employees should be our highest budgetary priority, especially in light of current inflation making basic needs out of reach or precarious for so many of our colleagues. I think that the most widely palatable way forward for a much needed cost-of-living adjustment is a flat \$ amount raise for everyone. (*A&S*)
- **Flat \$ Amount (Pro):** %- based raises should be done away with entirely. They are discriminatory in that they place the value of the work of the most highly paid above those who already make a very low, comparable, wage even if the same work is being done ... Continuing to use % based raises only widens the gap between the haves and the have nots and rewards, unfairly, those at the top for simply being at the top, and punishes those at the bottom, for simply being at the bottom. We already work in a caste based system, we don't need to exacerbate the inequity/inequality it causes.
- **% That Decreases for Higher Salaries (Pro):** Everyone deserves a raise considering the increases in cost in living over the last few years. However, these raises need to be equitable. If you are making a 6-figure salary, a 3% raise would be significantly more than someone who is only making \$45K a year. Faculty members on the lower end should see a higher % so it can actually make an impact to their paychecks.
- **% That Decreases for Higher Salaries (Pro):** This type of increase is what happens in other Fortune 500 companies and major corporations. The goal is to bring everyone up to be closer to those already making the most. Other companies decide from this \$ amount we have to dispense, who is the highest paid person of that category or classification. That highest paid person receives a very small amount, but the person in the same category is brought up closer to the highest paid with a percent increase or allocation. (*A&S, Asst. Prof.*)
- **% That Decreases for Higher Salaries (Con):** Salary compression is a major issue at NKU. A % increase that decreases for higher salaries is ethically irresponsible. (*Health & Human Services*)
- **% That Decreases for Higher Salaries (Con):** While a % increase that decreases for higher salaries sounds fair, it actually is not. Such a measure does not consider the entire picture of household income. For example, a person making \$100K might seem to be on the high end of the salary spectrum, but that salary may be the only income for their household (i.e., they are the breadwinners supporting dependents). Likewise, a person making \$50K could have a higher household income based on spouse/partner income. I know for a fact that one of our visiting faculty's spouses is a millionaire, so how is it fairer to award that person a higher % than someone making \$100K for their entire household? It's not. (*A&S, Full Prof.*)

- **Some Combination of % and \$ Amount (Pro):** I think it should be a combination of both, so everybody gets the same amount, but then some % increase as well. Best of both worlds. A fixed amount is very good because it will primarily benefit those folks whose salaries are already too low. (*A&S, Assoc. Prof.*)
- **Some Combination of % and \$ Amount (Pro):** A combination approach can work toward offering some balance and fairness. A \$ amount can offer meaningful raises for a lower salary and % increase can address some of the salary differences. The approach for flat %, I feel, only widens the salary gap as higher earners compared to lower earner can see a significant difference in increases.

One of the choices in the survey question was “[Other](#)”, and responses to that included ideas such as the following:

- basing it on years of service
- flat % and merit pay,
- flat amount with slight adjustments for both compression and merit, and
- flat % for eligible faculty and staff (but not administration).

Another compromise option suggested by respondents was the idea of a [flat % with a \\$ cutoff at the extremes](#), as reflected by the comments below:

- I understand that there is an inequity issue, but I think that there are a lot of folks who work really hard and if they aren't compensated with a raise (such as a flat %) that will impact our ability to keep folks. I wonder if a \$ amount cap, e.g., 3% but a cap of up to \$3,000 would create some ROI for all employees but also fairly reward folks who have higher salaries. (*A&S, Full Prof.*)
- I like the idea of [a flat] % with min/max values: e.g. 3%, but at least \$X, up to \$Y. Since we have compression issues, those on the higher end of the pay scale have often been here longer, and we don't want to make the compression issue worse by capping the max too low, though. (*A&S, Full Prof.*)

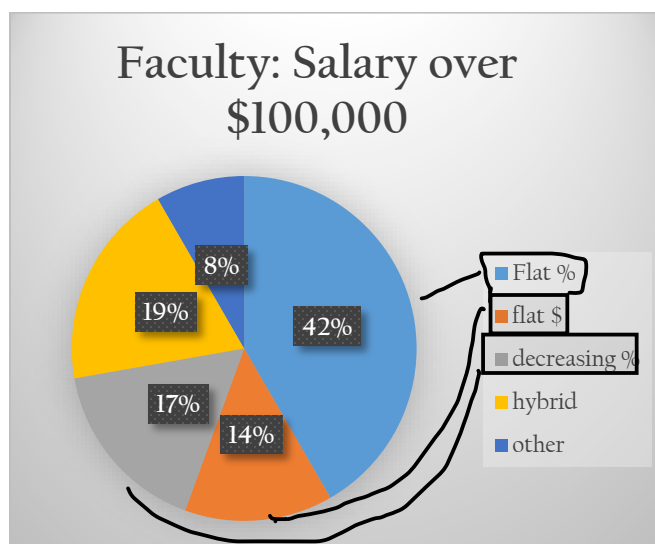
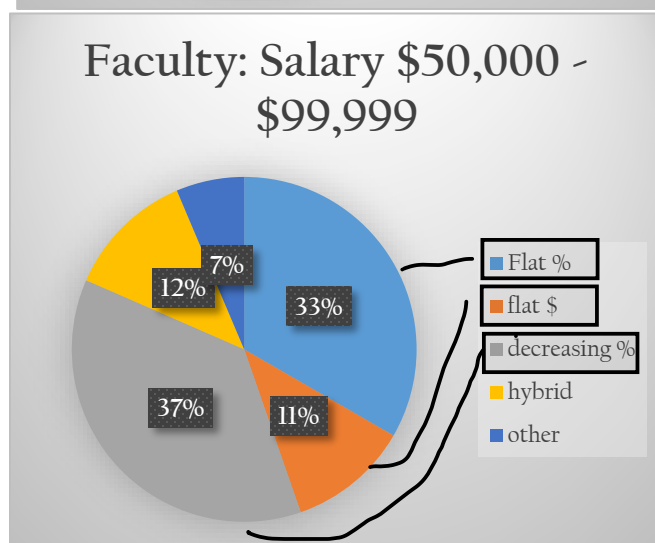
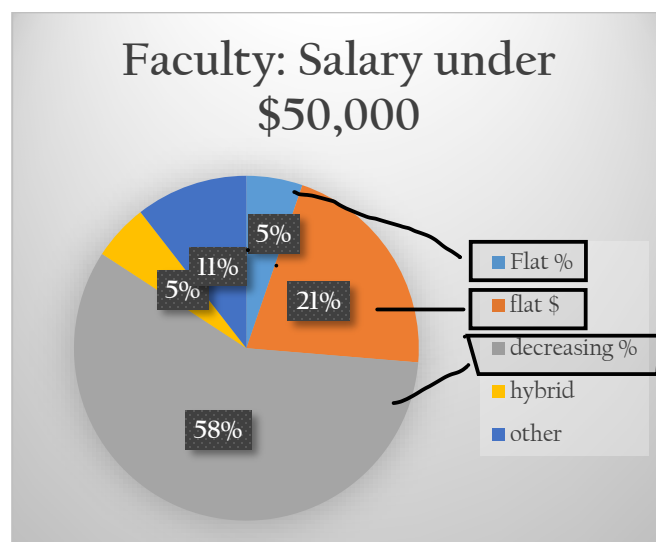
Not surprisingly, the flat % is clearly more appealing to respondents with higher salaries (see Figure 5):

- Only 5% of those with a salary under \$50K favored the flat %, compared to 33% of those \$50K-\$99K and 42% over \$100K.
- In contrast, 58% of those with the lowest salaries favored the decreasing %, compared to 37% with \$50K-99K and 17% for over \$100K.

However, it is important to note that the clear majority at each salary level favored something other than the flat %:

- 95% of those <\$50K,
- 67% of those \$50K-\$99K, and
- 58% of those over \$100 (the only group for which the flat % choice was the plurality)

Figure 5: Comparison of Compensation Increase Preference to Salary



Another point to note is that in a similar survey given by Staff Congress, 78% of the 479 staff respondents preferred a method other than the flat %. Table 1 below summarizes the results of both the faculty and staff surveys.

Table 1: Staff & Faculty Preferences for FY26 Compensation Increase

	<i>Total</i>	<i>Flat 3% raise</i>	<i>Flat dollar amount</i>	<i>Decreasing percent</i>	<i>Hybrid</i>	<i>Other</i>
Staff	479	103 (22%)	105 (22%)	120 (25%)	112(23%)	39 (8%)
Faculty*	232	80 (34%)	29 (13%)	78 (34%)	28 (12%)	17 (7%)
Total	711	183 (26%)	134 (19%)	198 (28%)	140 (19.5%)	56 (7.5%)

**Not all faculty respondents completed this section*

IV. FACULTY SUMMER/WINTER COMPENSATION POLICY

The report also sought opinions about the [Faculty Summer/Winter Compensation policy](#), which is currently due for review. 43% of respondents indicated that it needs revision.

Several areas of revision were selected from the choices offered in the question, with the following results for each (respondents could pick multiple choices):

- Provide a small stipend for faculty working with students on credit-bearing independent projects during the summer (47%)
- Include the option of counting summer classes toward fall/spring course load (for no additional compensation) (33%)
- Include salary prorations so that more lower-enrolled classes could potentially be taught at reduced salaries (28%)
- Include a flat rate of compensation for all summer classes (25%)
- No change needed (24%)
- Other (12%)

[Appendix D](#) gives the full results of this question, and the Faculty Senate Budget Committee will work to develop a revised draft for discussion in the upcoming academic year. In sum, below are some of the suggestions:

- Provide more transparency on how the funding and decisions for summer/winter sessions are made, including:
 - how funds are allocated (revenue goes to university, but costs come out of college budget?);
 - rationale for class cancellation (why are classes that could be bringing in revenue cancelled? how is “low-enrolled” defined?);
 - whether winter session is financially viable
- Re-examine the salary cap (\$85,000) and the percentage (3%), which have not been changed in several years

- Clarify the policy for 12-month faculty teaching summer classes, overload or part of compensation
- Include in the policy the possibility (already available to some) for counting summer teaching towards total course load, given that some programs now run year-round
- Maintain the option for additional summer compensation because some 9-month faculty rely on summer compensation to survive
- Consider the possibility of a flat rate rather than the current salary-based method
- Clarify the limits on how many summer/winter courses can be taught, as some colleges appear to have restrictions beyond those in the policy
- Increase Marcomm's marketing of summer courses
- Re-examine the proration option for low-enrolled courses – there are strong opinions both for and against it (proportionately reducing summer salaries for low-enrolled summer/winter courses has been tried at NKU before, with definite problematic aspects)
- Clarify how summer teaching opportunities are allocated, e.g., seniority? cost? qualifications?
- Provide a stipend for 9-month faculty working with students on credit-bearing projects over the summer—NKU receives tuition for these credits, yet faculty are not paid
- Clarify that faculty should not be forced to change the length of the term or the modality in which courses are taught without solid pedagogical reasons

V. 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 E](#).

[General comments](#) suggest that NKU needs to clearly define its vision and measure metrics focused on that mission. While such metrics may already exist, these comments illustrate that those results need to be more widely disseminated:

- Invest in at least 1 position in the university that is responsible for metrics with external validity, designing and conducting new performance evaluation systems, holding administrators responsible to those systems, and then determining who is contributing to the growth of the university and pay them. (*Full Prof.*)
- Mak[e] a clear vision for NKU. We do not know who we are and until we pick a vision/direction, I do not think we can answer what to invest in. I think we need to narrow our vision of who we are and what we want to be and move forward. For example, if we want to increase students living on campus and recruiting first time freshmen, that would be different initiatives than if we wanted to be more for adult learners. We can't be everything to everyone. (*CAS*)
- We desperately need to start managing this institution in a fiscally responsible manner. How? Find metrics on healthy universities like ours to use as standards. What is the ratio of administrative positions to student enrollment? How does NKU compare? What is the ratio of administrative wages to teaching wages? How does NKU compare to the standard? What is the ratio of administrative wages to student enrollment? How does NKU compare? What is the ratio of administrative and faculty wages to staff? How does NKU compare? With data such as this we can make better management decisions about how to use our budget effectively. ... (*Full Prof.*)

The subsections below indicate the areas mentioned most frequently, with sample comments representing various colleges and ranks.

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

Respondents again 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.

- It's clear that more money should be put into salaries. A university cannot have no raises for years and expect people to be happy or to be committed to the university. (CAS, Full Prof.)
- SALARIES!!! We have incredibly high-performing faculty who are relying on food banks to survive. ... We do not need a men's basketball team to be a functioning university. We do not need bonuses for advancement, admissions, or the President to be a functioning university. ... We DO need faculty to be a functioning university, and it seems like faculty are next-to-last on anyone's list of considerations.
- Invest in and reward the single most important resource asset needed to operate this university without which the institution could not function, the faculty and staff. We work harder and try to do more each year, because we care about our students and the integrity of our programs. But the university administration and BoR seem unwilling to recognize this fact or invest in us. (CAS, Assoc. Prof.)
- Base-budgeted yearly cost-of-living salary increases for all. Building in a minimum 1.5-2% yearly increase for all at "satisfactory" levels and above provides security for employees as well as demonstrates a commitment and prioritization from NKU to its staff and faculty. (CAS, Full Prof.)
- Better salary equity among colleges and disciplines. It is demoralizing to find that a brand new faculty member in another college is hired with twice your salary or more. Treat faculty loads across campus equitably. Why should Business have 9 hour loads as opposed to all others' 12 hour loads? What's the justification? And if there is one, does it hold up under scrutiny? (CAS, Full Prof.)
- Funding should be strategically increased to address faculty salary compression and enhance compensation for instructors in healthcare-related programs, [which] generate significant revenue for NKU and are essential to meeting workforce demands - yet faculty salaries remain uncompetitive compared to practice settings. The growing pay disparity makes it increasingly difficult to attract and retain high-quality educators, leading to faculty turnover and potential impacts on accreditation, program stability, and student outcomes. Investing in competitive salaries would improve retention, reduce costs associated with frequent hiring and training, and ensure the long-term success of these high-revenue programs. (Health & Human Services, Asst. Prof.)
- Merit pay for faculty projects that are clearly in line with objectives of this university and clearly related to the betterment of the people of this region. (Informatics, Teaching Prof.)
- Merit-based raises - this will boost morale and encourage faculty achievement. (CAS, Asst. Prof.)

B. Non-Tenure Track Faculty Salaries

Several comments related to NKU's comparatively very low [salaries for some temporary and renewable non-tenure track faculty](#), i.e., teaching professors and professors of practice.

- Raises and better starting salaries for NTTs. NTTs teach the brunt of the classes university-wide and make, by far, the least money, despite the fact that many of us are just as or more qualified than our TT counterparts. We are saddled with a life of poverty based on the role that was available at the time we applied and then locked into that life of poverty for the rest of our career, despite the expectations of extra classes, independent studies, service, leadership, continued education, professional practice, etc....
- The NTT rank change - NTTs still only get 1K for a promotion! Every year, the administration has said they support increasing this, yet do nothing about it.

C. Additional Full-Time Faculty/Staff Positions

Adding additional full-time positions—both [faculty](#) and [staff](#)—was another frequently-identified investment opportunity. This item was also ranked highly (right after the compensation-related items in the survey's ranking question—see Figure 2). Below are some example comments.

- We were told years ago that income from the online programs would fund additional faculty when the number of students increased. We have fewer faculty now than we did when our program was much smaller. Would like to see more hiring of full time faculty to replace the high number of adjuncts we have in our program. (*Health & Human Services*)
- I cannot overstate the staffing issues we have. We need more funding for faculty in order to attract more students and be competitive in the marketplace. (*Law*)
- Funding should be made available to areas of growth. NKU needs to do a review of all program offerings similar to those conducted at WKU and ECU. Whatever happened to the results provided by Gray Associates? ... There are programs that are growing but have experienced reduction of full time faculty
- Tenure-track faculty. (*Business, Full Prof.*)
- Invest in faculty and staff appointments - Faculty cannot function smoothly without staff. Quality programs attract students; being understaffed reduced the quality and efficiency of programs. (*Health & Human Services, Assoc. Prof.*)
- Funding to hire competent and adequate numbers of staff in financial aid and admissions is key. Students must have their needs met in these areas. (*CAS, Assoc. Prof.*)
- I know too many units operating without appropriate forward-facing staff due to eliminated positions (e.g., dept. secretaries) - good people who worked for deplorable salaries [who were] cut due to the current budget debacle ... [P]ersonal contact means the world to students and our persistent "more with less" culture has decreased the time many of us have available to meet this need. (*CAS, Assoc. Prof.*)

D. 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.

- The 999 classes with enrollments larger than a regular class MUST be rewarded. We had to change the Canvas and assignments to address the [accelerated online] students, and the classes are far larger than the in-person ones. Please don't insult us that those classes have coaches! They don't care and don't share the NKU values! We end up working harder by "training" them and later doing their job. (*Informatics, Full Prof.*)
- Funding for large class sizes should be the norm. Our instructional expense should align with our revenue, which is student credit hours (SCH). Creating a workload policy based on class sections is not in alignment with our revenue stream, and until we better align instructional revenue and expenses, we will continue to face budget challenges. (*Business, Full Prof.*)
- Invest in reducing the teaching workload. This would reduce the faculty burnout and would make NKU more attractive to future recruitment efforts. NKU has become more demanding in scholarship expectations - yet the teaching workload remained the same (actually increased due to COVID changes and now AI). I am not sure if we look attractive to future candidates. (*Health & Human Services, Assoc. Prof.*)
- Keep class sizes small. You cannot not pay us, increase our class sizes, and tell us just to smile. Be brave. Do something that lifts us. (*Assoc. Prof.*)
- Course-load equity will also increase student success. Effectively teaching 8 classes a year is much more difficult than teaching 6 classes a year. (*CAS, Asst. Prof.*)

E. Other Areas for Strategic Investment

Respondents identified several other areas for strategic investment, several of which are listed below, along with example comments; see [Appendix E](#) for the detailed comments:

- **Benefits** (e.g., healthcare, dental, 403(b), rec center)
 - We took a step down when we went from Humana to UMR. We also took a step down when we went from Delta to Humana Dental. This affects faculty and staff. (*Informatics, Assoc. Prof.*)
- **Community Engagement**
 - NKU should build stronger partnerships and pathways with employers in all sectors in our region – private, public, nonprofit – to increase the number of their employees pursuing educational opportunities and to enhance internship and job placements of NKU students. Strategies could involve employers offering more/better tuition benefits for employees and/or NKU providing some kind of tuition incentives to attract small groups from these organizations.
 - If NKU wants to maintain its Carnegie designation, there should be ample support for faculty and students involved in community-engaged scholarship and outreach. The Branch Awards from NKU's IHI are a good model where small grants can be used to pay students and purchase needed supplies. This concept could be expanded campus-wide. (*A&S, Full Prof.*)
- **Diversity, Equity, Inclusion**
 - If Frankfort is against DEI, we need to up our game on the language of belonging, and emphasize acceptance of who students and faculty and staff are, as they are. Family restrooms as options in all buildings. Imagery of all kinds of students, traditional and adult, all genders, all ethnicities.
- **Entrepreneurship/Investments**
 - Identify opportunities for investment in entrepreneurial projects that could either reduce NKU costs and/or provide sources of income for future budgets. That means investing in the entrepreneurial program and having an office to identify investment opportunities. (*Business, Teaching Prof.*)
- **Enrollment/Recruitment**
 - [W]e need a person dedicated to recruitment for CHHS. We have no FULL TIME PERSON dedicated to working with the high schools and promoting what we do. We are losing students ... because of this! The faculty and staff of CHHS CANNOT be effective recruiters AND do our full-time job! (*Health & Human Services, Teaching Prof.*)
 - Place recruiting directors in each college. This has been informal in the Haile College of Business and has been very effective!!! Now we don't have the funds, or approvals, to make it formal. (*Business, Assoc. Prof.*)
 - NKU could put more money into understanding recruitment of NKU students. ..Why do certain people not elect to come to NKU? ... If students have some sort of misperception or end up enrolling with one of our competitors, it would be good to know why they made that decision. Did they get a better deal that we could have matched? (*CAS, Assoc. Prof.*)
 - Having a STABLE and competent Admissions and Recruitment leadership, staff, and philosophy is the 100% number one item that NKU MUST focus on, or we will continue to wither. (*CAS, Teaching Prof.*)
 - I was happy to see the transfer office come back; keeping that supported, along with adult learners, will be important as demographics shift. (*CAS, Full Prof.*)
- **Facilities & Equipment**
 - [I]nvest in facility maintenance and updates, including faculty offices. Cleaning is lacking, and maintenance is virtually non-existent. Ceiling tiles are stained and moldy. Carpet is worn out, stained, and coming up. Doors don't work properly. On and on, it goes. ...(*CAS, Assoc. Prof.*)

- More funds are needed to update and maintain equipment in the Science Center. We need to keep up to date with current practices with current machinery and not let our existing equipment languish inoperable due to lack of routine maintenance. (CAS, Full Prof.)

- **Fees**

- [C]harge a premium for students to register at an earlier date. If they are a first-year student and want to be part of priority registration, perhaps they could pay an extra fee to be able to register early. (CAS, Full Prof.)

- **Job Security – Visiting Teaching Faculty**

- **Marketing/Communications**

- NKU needs to do a better job of marketing the "3 states; 1 rate" tuition plan. CAS, Full Prof.)
- We need marketing outside of RisePoint. Allow colleges to explore other markets and provide colleges with incentives for enrollment increases or new target markets.
- We should be investing more in summer marketing, promotion, and growth especially for transient students because NKU benefits. Instead, we nickel and dime summer courses (and the faculty teaching them) because short-term profit is the solitary consideration. I can't count the number of students who have transferred from another university because of a good summer experience. (CAS, Assoc. Prof.)

- **Mental Health**

- Expand mental health and wellbeing services to help students/employee in crisis. People quit/leave school during a crisis. (CAS, Teaching Prof.)

- **Online Program Mismanagement**

- [M]ost universities ...operate their online education through an in-house entity rather than use a 3rd-party company... In the long-term, we should develop a plan to make strategic investments into building out our own online education entity so that when our contract with RisePoint ends, we can bring it in-house. (A&S, Assoc. Prof.)

- **Professional Development/Travel**

- Intensive teaching cohorts led by vetted outside professionals who can offer additional support for addressing the unique conditions facing higher education today, inviting non-affiliated and well-established speakers or panelists who can offer specialized, topic-driven guidance for responding to specific concerns facing educators would be effective and impactful for improving teaching, curriculum design, assessment, research, etc.

- **Renewable Energy**

- **Scholarships**

- Numerous businesses in the Cincinnati, NKY area should be contacted to sponsor a small number of scholarships. They should be very competitive scholarships so that the businesses know that they are sponsoring the best. students. This would give great visibility to NKU within the area and also increase enrollments. (Business, Full Prof.)
- RECRUITMENT & SCHOLARSHIPS for the high achievers. [I]t is a BIG mistake to not even try to go after the students who get a 27-33 on the ACT. They get an automatic \$5K scholarship from UK, and are also eligible for more depending on their major. NKU gives them \$2K. ...[T]he cost between NKU and UK to live on campus is not that far apart. NKU has to be realistic; UK has ... a lot more to offer than NKU does in terms of campus life. So we need to make the financial argument really hard to pass up.

- **Student Research/Travel**

- More funds are needed for student research and travel, and the source of these funds should be placed in one centralized location so students do not have to apply to 3-4 different places to acquire sufficient funds for their work. (CAS, Full Prof.)

- **Student Success**

- No student should be forced to take an online class in an in-person program because that is the only option to fulfill requirements. (CAS, Teaching Prof.)
- Faculty (and staff) time for student success initiatives. This is where our bread is buttered, but we continue to "do more with less." There's very little strategy because the focus is on managing for efficiency. Eventually, student success metrics are going to suffer, but by then, it will take years to recover. (CAS, Assoc. Prof.)
- More funds for some student clubs or organizations that will greatly help NU's annual enrollment. (Informatics, Assoc. Prof.)

- **Technology/IT**

- We desperately need classroom hardware and software funds to be restored. The past few years have been incredibly difficult and detrimental to instruction in areas that require facilities that are more than just a working classroom. We have forgone software licenses, putting our students behind in being able to learn the tools they will need upon graduation. We need to be able to purchase, replace, and repair gear. Having a few years in a row where that is not allowed is pushing us toward a non-functional future. (Informatics, Full Prof.)
- We could use better computer and tech support. I feel like IT is trying to push more off on faculty due to them not having enough funds for equipment and staffing needs. (CAS, Assoc. Prof.)
- Increase funding for technology and software upgrade and repairs. (CAS, Full Prof.)
- Provide more opportunities for students to participate in online classes. (Business, Teaching Prof.)

- **Tuition Cost**

- One of the biggest issues NKU needs to address is the overall tuition cost. Although scholarships are nice, most students will factor in the up-front tuition cost of the university before they even apply. As UK and other R1 schools decrease their admission standards, NKU needs to separate itself from the pack. One way to do that is to lower tuition cost. Other benefits include our students not having to work as much or take out as many loans, which directly impacts student success. (A&S, Full Prof.)

- **Tuition Waiver**

- NKU would keep more faculty and staff if we were competitive with faculty/ family/ child tuition compensation. (Education, Teaching Prof.)
- There are very few Doctoral programs available at NKU. Would be nice to allow faculty to take PhD program classes at other institutions be covered under tuition waiver/reimbursement. This would allow more faculty to progress from master to doctoral level and improving the image of faculty/school to students/public. (Health & Human Services)

VI. AREAS FOR DECREASING FUNDING

Respondents identified several areas for which they believed funding could be decreased. The theme of providing adequate compensation for faculty and staff ran through these responses as well, as illustrated by these representative comments:

- We seem to have all the money in the world for everything except pay raises. It's clearly the last on the list of priorities. Cost of living increases should be a given every year not be a "we hope so."
- As far as I can tell, we don't systematically overpay anyone but we do systematically underpay many (our entire staff pay schedule is too low for the way positions are classified into it). (CAS)
- Reduce the bloat at the top of the academic side and scale back athletics. It's really not that difficult. (CAS)

The complete responses appear in [Appendix F](#). Below are some of the key topics mentioned, along with representative comments.

A. Administration

Many responses referenced the cost of [administration](#) and expressed dismay at the seemingly increasing number of highly compensated administrative positions. Below are just a few examples.

- Recent administrator bonuses are absurd. (*Health & Human Services*)
- Reduce the cost of our upper administration. If there was no money to increase the salary of faculty and staff, how was it possible to raise the salary of so many administrators? (*CAS*)
- Stop running expensive searches for administrative positions. Value internal candidates.
- When faculty leave, we are not given "new" lines to replace them - we have to make due. However, when an administrator leaves, we hire 1-3 more people to replace them... (*Health & Human Services*)
- Administrators and new titles. Seems like every semester/year someone gets a new title, and new compensation package. I'm all for reorganization, but I think the money is being misplaced. [H]ire staffing to do the jobs with competitive pay. Hiring a Provost of "This" or a VP of "That" is not helping. With those salaries, hire 2 or 3 people to actually do the work. ...(*CAS*)
- What happened to the contract (?) with ABC something...? I can't remember the details, but they were reviewing NKU's efficiency in some ways when Vaidya was the president. We don't hear about it anymore, and I wonder what happened to it. (*Health & Human Services*)

B. Athletics

Given the changing NIL-driven environment surrounding college athletics, [athletics](#) was often mentioned as an area that could be cut, as the following representative comments illustrate.

- The athletics situation has changed since NKU ventured into D1. It is a bigger, less win-able arms race than it was in the past due to NIL and Revenue Sharing. ... The sunk cost of the last several years should be cut, and we should redesign how we support athletics. What if we became the area's only school with an Adaptive Sports Program (UC started a team last year but not an entire program). The rationale? We don't have to pay those coaches more than we pay the president of the university. There is much less competition, so creating a winning program is far cheaper. Large D1 schools won't want to dabble in this very heavily as it would drain their primary programs. NKU, the underdog in greater Cincinnati, the university that isn't expected to dominate but has a reputation for being resilient and spirited, comes through with a program for "underdogs" and helps them soar.
- Decrease investment in athletics as it is unclear how much it really benefits NKU, especially in the new pay structure for student athletes. The whole college sports systems [may] collapse at some point. (*Informatics*)
- Are we still doing eSports? Athletics at NKU in the post-NIL era seems less sensible now than ever.
- NKU still has a very bad reputation in the area for the media coverage on us, losing faculty and student services due to the budget crisis while at the same time increasing spending on athletics including raising the men's basketball coach to the highest paid coach in the league. This was very bad press and rightfully so for NKU, and we are still seeing the effects of it in enrollment. (*CAS*)
- Athletics. It is simply not essential, and the ROI is incredibly low. Why should the average student have to pay to support the luxuries in the athletics dept.? \$500K coach? Airplane charters for away games? Why don't we collectively decide what athletics is worth to NKU (because I do believe that athletics does bring some value) and then set that as our budgetary limit? Why do we not scrutinize athletics spending in the same way that we do for academics? (*CAS*)

- Money for university athletics, coaches, and student athletes. While we count pennies for academics, sports are living in abundance. ... NKU will never be like UK's basketball team. Why are we spending so much money on athletics when we can't hire any more tenure-track faculty in many disciplines?
- We spend way too much money on something that has a NEGATIVE return on investment. ... I do not support eliminating athletics, but we need to seriously consider going back to D2 or even down to D3. At least we would have a better of chance of winning a national championship.
- Athletics—penalties for going beyond budget. (*Business*)

C. Online Program Management (Academic Partnerships/Risepoint)

Faculty continue to question the expensive, recently extended long-term contract with Risepoint (formerly Academic Partnerships) for [online program management](#).

- NKU should end its relationships with Academic Partnerships / Risepoint as soon as possible for the [various reasons and rationales identified by Faculty Senate](#). Other universities that manage their online programs internally are so much better, financially and otherwise.
- NKU must critically review whether the contract with Academic Partnerships (now Risepoint) is specifically generating revenue for each dept./school or if NKU is just generating income for the company (*Health & Human Services, Assoc. Prof.*)

D. Other Areas for Decreasing Funding

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

- **Academic Programs**
 - Winter session classes – look at the enrollments. With full-time faculty teaching these classes, it is likely not making money for NKU. (*CAS, Full Prof.*)
 - I don't understand why some colleges [within NKU] are valued so much more by NKU than others. Comparing the publicly-listed salaries of employees across NKU is demoralizing. (*CAS, Asst. Prof.*)
- **DEI**
 - Are we still doing Moonshot? Can we stop? (*Assoc. Prof.*)
- **Experiential Learning/Internships**
 - If we want students to have experiential learning opportunities, we need to support the faculty members who provide such opportunities, i.e., this has to be part of workload. (*CAS*)
 - We need to hire staff to build relationships with external agencies and secure placements for students in internships. (*CAS*)
- **Facilities/Maintenance**
 - Stop expanding buildings that are already underutilized. Remove the cafes and large lounges. While much of the money may come from an outside source, there is still financial strain that these expansions will put on other resources to support them over time.
 - [C]ampus buildings are constantly being updated to look needlessly modern while NKU employees are past due on their bills ... I would love to appreciate some of the beautified buildings on campus, but I'm distracted by food insecurity. (*Teaching Prof.*)
- **Faculty**
 - If we created a designated online TT faculty role and allowed current TT faculty to opt into such a role for a specified time period at a lower compensation rate (due to higher location flexibility), we could save a lot of money in faculty compensation. Currently, we compensate numerous faculty for a location

requirement (HH campus) that many seem not to adhere to regularly. Hence, instead of trying (rather unsuccessfully) to get them on campus more often, let's offer a reduced compensation to remove the campus location expectation, which will force a choice: recognize you are expected to be here regularly, or take a lower compensation rate. (*Business, Full Prof.*)

- STOP OVERPAYING TENURED FACULTY – AND FOR TEACHING OVERLOADS. (*Business, Teaching Prof.*)
- [S]abbaticals should be reduced so that they are more competitive.[Don't] decrease the overall pool of money that is used for faculty development, though, but move the savings into project grants and summer fellowships to increase the number and/or increase available awards. (*Informatics*)

- **First-Year Student Success Hub**

- The First Year Student Success Hub is a failure. Turnover is high. Mistakes are often made, leading students to take additional coursework. Students are forced to choose a major before they are ready, which exacerbates this problem when they switch. There is virtually no coordination with program directors. The Norse Network Hub was established without full input from shared governance. ...
- I question the wisdom of the first-year advising hub and how it is structured, and what kind of quality advising experience the students are getting from them. It was a huge investment started by an administration that is no longer here, and I don't believe we are seeing the kind of up close and personal advising experience that our students deserve. (*CAS*)

- **Honors College**

- Honors College. A college without faculty? How much do we plan to pay for administrative support for a college that is really a program? Is there anything that we couldn't accomplish if we only had an honors program and not a college? There's a benefit to honors, but we seem to have chosen the most expensive approach to those benefits. (*CAS*)

- **Institutes/Centers/Outreach**

- Institute for Health Innovation. Why is the Director of the IHI one of the highest paid people on this campus? What does she actually do? What benefit does she bring to NKU? The things they do may be noble--K-12 outreach, community health, but what is the value to our faculty, staff, and students? (*CAS*)

- **International Programs**

- International programs are not as beneficial as they were previously. (*CAS*)

- **Marketing**

- I do not think most recruitment efforts are paying off so those should be readdressed, fixed, etc. (*CAS*)
- Stop the purchase of anything that does not bring monetary value to the university, such as renting billboard signs for advertising. (*Health & Human Services*)

- **Student Workers**

- We should look at the incredible number of student employees around campus that are paid to sit in a chair and do nothing.

VII. 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. All responses are provided in [Appendix G](#). Below are some general observations, followed by some examples.

- There are so many inefficiencies in our systems! Maybe someone could create a Google spreadsheet or some other system that employees could share issues as they happen, like Total Quality Management.
- I believe that bureaucracy (that 4 letter word!) is necessary to ensure fairness and avoid fraud. But sometimes we at NKU take it too far (e.g., student hiring, scholarships, lack of cost of living raises).

A. Budgeting

- Holistic, fully transparent budgeting is needed with complete adherence to a shared governance model. (CAS, Full Prof.)
- Mostly, we need the ability to plan and budget for more than what can be accomplished in a fiscal year. ...The policy that no entity may plan for, and even generate, funds to bridge fiscal years is extremely problematic. (Informatics)

B. Class Sizes

- Lower class size cut off points to allow more classes to make numbers so students can fulfill requirements for graduation. This is especially true in upper division courses. (CAS)
- My class sizes have tripled in size since I started at NKU. ... I am not able to give our students the individual attention they need, and I am completely overwhelmed. NKU advertises small class sizes, but does not prioritize them. One of the reasons I chose NKU was because I was told in the interview process that I would have small classes. (CAS)
- NKU should allow upper division classes to be taught with lower enrollments. ... If something is not done to allow core classes to be taught, NKU will find itself in legal jeopardy because students have a right to have the courses they need to graduate in their disciplines offered and taught so they can graduate in a timely manner. (CAS)

C. IT/Systems/Software/Hardware

- [Have] someone in charge of identifying processes that could be streamlined by use of AI. (Business)
- The IT purchase/replacement process is cumbersome. Why does it take a VP's signature to get a desktop computer? These are less likely to be damaged or stolen, more robust, and more adaptable to faculty needs ... and cost less. It's reducing accessibility without any clear rationale. (CAS)
- NKU is bad about purchasing new software systems to use for record-keeping, data collection, or administration of something without actually consulting the people who'll be using the system with whether they want software to manage whatever and whether they like the system that's been chosen. (CAS)

D. Other Suggestions for Policy/Procedure/Process Improvement

- **Bookstore**
 - The bookstore is not a student ally; its main goal is to take money from our students. We should not be considering bigger or longer lasting deals with the bookstore for short term gains, as any agreement will ultimately harm our students. We should look into localized supports to provide affordable textbook access through the library, e.g., the model used at [University of Wisconsin- Stout](#). (Steely Library)
- **Faculty Extra Compensation Policy**
 - We need to raise or eliminate the [25% of base pay cap for additional compensation](#). This cap discourages faculty from seeking external contracts through NKU once they reach the max additional compensation. By raising or eliminating this cap, faculty will have the ability to seek more external revenue to bring into the university and be compensated for that extra work. (CAS)
- **Financial Aid**
 - Financial aid seems problematic and confusing on the student side.
- **Food Service**
 - Our contract with Chartwells needs to be evaluated. The cost of food is so expensive, and we are very limited in being able to host any educational events because of this expense. (Health & Human Services)
- **Government Relations**
 - We need procedures that leverage our influence in the region for tackling political attacks ... Mearns's strategy of having the university community contact legislators about our funding was wise - and it worked!

- **Human Resources/Hiring/Searches**
 - TOO MANY STUMBLING BLOCKS WITH THE HIRING PROCESS. (*Business*)
 - Stop employee discrimination.
- **Insourcing Rather Than Outsourcing**
- **Internal Grants and Awards**
 - Our applications for internal grants and accolades tend to be overly onerous. (CAS)
- **Microcredentials**
 - We need to reduce the barriers of microcredentials for both faculty that want to develop them and the students who want to apply for them. (CAS)
- **Online Faculty Support**
 - Provide compensation for 100% online faculty who pay for the use of their own printers/paper; monitors; phones; internet; phone service and other materials (office supplies) etc. in order to teach effectively online. (*Health & Human Services*)
- **Organizational Structure/Silos**
- **Overload Pay for Full-Time Faculty Rather Than Hiring Adjuncts**
- **Parking**
 - NKU should eliminate paid parking in designated lots after 5 PM. They can still charge fees for Truist Arena activities, but other evening events on campus should not require paid parking. The School of the Arts pays thousands of \$ directly from its operating budget for the luxury of bringing the community to campus for... gallery openings, theatre productions, and music concerts. (CAS)
- **Performance Reviews / Merit Raises**
 - Actual, valid, reliable performance evaluations would be required to make merit increases (that are not a joke) possible. We do not have quality performance evaluations. ... Accountability must start with administrators and Deans. Some Deans seem to have no accountability ... NKU should invest in at least 1 position that is responsible for metrics with external validity, designing and conducting new performance evaluation systems, holding administrators responsible to those systems, and then determining who is contributing to NKU's growth.
- **Process Inefficiency**
 - We have terrible paperwork/form/request, etc., processes. We waste huge amounts of time in making requests for items and then having to follow-up, sometimes repeatedly, to see if items were completed. This includes things such as scholarships to pcard changes to good receipts, but also hundreds of other items. (CAS)
- **Procurement**
 - The procurement office has detracted so much time from my day[s] ..., having to constantly recheck their work since even simple requests take an embarrassingly long time to complete. (CAS)
- **Professional Development Funds**
 - Access to professional development funds needs to be easier with fewer hoops. (*Health & Human Services*)
- **Remote TT Faculty Role**
 - If we created a designed online TT faculty role and allowed current TT faculty to opt into such a role for a specified time period at a lower compensation rate (due to higher location flexibility), we could save a lot of money in faculty compensation. (*Business*)
- **Remote Work**
 - Adjust policies to encourage more virtual meetings, more virtual work and especially moving classes from face-to-face to online when we have snow days and similar campus closures. (*Informatics*)
- **Salaries**
 - Most of all, we need a better and faster system to ensure fair pay for new employees and to continue pay adjustments on an annual basis. (CAS)

- **Scholarship Renewals for Continuing NKU Students - Automate**
- **Search Committees**
 - Search committees should not take place at all, especially internal search committees. It is a waste of time and NKU resources when the Provost makes all those decisions and does not consider the committee. (CAS)
- **Semester Length (e.g., Shortening to 14 or 15 Weeks)**
- **Student Fees**
 - [Need] some way for depts. to save money from lab fees for when larger repairs or expenses are needed.
- **Student Success**
 - When we issue concerns over student performance in class, I appreciate that someone attempts to reach the student, but there is little to no follow up in my experience. (CAS)
- **Student Worker Hiring**
- **Work Orders**
 - Work orders needed to be improved---the communication is nearly non-existent. The work is done well when it's done but you never know if someone is going to actually do it or when. (CAS).
- **Working Hours**
 - Adopt a 4-day work week. If not year-round, then at least in the summer. Perhaps one week each month during the academic year. Close non-essential buildings one day a week for utility savings. (CAS)
 - Close the entirety of campus when class isn't in session. ... Or offset the cost of staying open June & July onto the many community partners who utilize our spaces during those months (and often disrupt our work while doing so.)

VIII. FACULTY DEVELOPMENT AWARDS

Faculty Development Awards include sabbaticals, project grants, and summer fellowships. 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 H](#). The key points are discussed below, along with sample comments.

A. Increase Award Amounts

The individual [award amounts](#) have remained the same for many years. Several of the suggestions indicated a need to increase the individual amounts and increase the % for the year-long sabbatical, as illustrated by comments such as the following:

- The amount awarded for project grants and summer fellowships has not changed since the early 2000s these amounts should be increased. (CAS)
- [T]he summer fellowship amount] has to be increased at least up to \$10K. (CAS)
- As for sabbaticals, it would be nice if NKU can pay a higher % for the 2nd semester so that we can take a year. (CAS)
- A sabbatical that does not fully replace a faculty member's salary is generally worthless, as faculty members in many disciplines will be unable to replace their income over the arc of a sabbatical. (Full Prof.)
- I would like to see us spend less on sabbaticals to make them more competitive, while increasing the project grant and summer fellowship amounts to make them more useful. (Informatics)

- It would be nice if the summer fellowships were closer in pay to teaching 2 classes. It is financially better for me (fairly significantly) to teach 2 classes if they are available than to do a summer fellowship. (*Education*)
- Summer fellowship should be able to be combined with summer classes. (*Business*)

Several respondents recommended that the total amount allocated to [funding](#) summer fellowships and project grants be increased, as illustrated by comments such as those below:

- There are too few summer fellowships compared to 7-8 years ago. Summer fellowship is becoming a unicorn only selected few gets. We need more money for summer fellowships. (*CAS*)
- The total project grant award needs to be increased, and the total budget for fellowships and grants needs to be increased. It's ludicrous that the amount has decreased significantly (actual and inflation-adjusted) during a time of increased workloads. (*CAS*)
- Need more funds for project grants and fellowships. Only about 50% of applicants are funded. (*CAS*)
- If the university can hire new administrative positions (including a new honors college dean next year), they can return the funding for fellowships and project grants to prior levels. (*CAS*)

B. Application Process

The comments reflected frustration with the [application process](#), with many respondents indicating that it was too time consuming—especially given the relatively low % of successful proposals—and that it seemed to favor the sciences/STEM. Suggestions included simplifying the application process, having different pools of money for STEM-H and other, and making research funding automatically available, particularly to Assistant Professors.

- It's just more work to try to apply for these things. ... Make these processes a form not a proposal!!!!!!!
- [A]ll eligible faculty should be granted a sabbatical without a lengthy application process. (*CAS*)
- We need separate pools of money for STEM-H and other. The system is so clearly tilted toward the sciences it's laughable. (*CAS*)
- I was amazed to see how many project grants went unfunded in the arts this year. I don't know how the evaluation process plays out, but the rubrics should not be written in a way that wrongly favors the hard sciences. (*CAS*)
- It would be helpful to know how the distribution of successful grants varies across disciplines. If there is a significant concentration of grants in some disciplines as versus others, this likely means that the review criteria will need to be re-evaluated. (*CAS*)
- Do away with these award categories for project grants and summer fellowships altogether and instead allocate funds for these types of activities by college to make it more equitable. ...Have committees of peers evaluate the applications - people who actually understand and value the work that is being proposed. ... (*CAS*)
- [T]he fellowships/project grants, in particular, should be granted on a rotating basis, like sabbaticals, with faculty members able to opt out. Or they should only be offered to Assistant Professors. As they exist, they require a huge amount of work, with 50% of faculty being rejected. (*CAS*)
- Create a fair application process that does not privilege STEM disciplines. Rewrite the handbook language so that all projects have a fair shot. (*CAS*)
- Perhaps 2 funds should be set up: 1 for the sciences and 1 for the humanities. As it is, the application process seems to favor the sciences to the detriment of the humanities. (*CAS*)

- Currently only 50% of Project Grants and Summer fellowships are able to be funded. That means that many faculty must go through a burdensome process of application with only a 50/50 chance of being awarded the funding. This situation is untenable. (CAS)
- Provide an example of a SMART goal. This is a good rubric to follow regarding outcomes, and I understand what a SMART goal is, but some academic units have expressed some confusion about how to do this because they aren't as familiar with them. (*Health & Human Services*)
- New guidelines are intuitive and align with the evaluation tools. (*Health & Human Services, Assoc. Prof.*)
- This year's submission process was a nightmare, particularly for those in the Arts/Humanities. The form is lengthy, unclear, and far more complex than external awards that offer more money and prestige. (CAS)

C. Eligibility Requirements

Several responses suggested modifications to the [eligibility requirements](#). These included making them more available to *all* full-time faculty, making eligibility more frequent and removing some of the restrictions. Below are some examples of the suggestions provided.

- Faculty should be allowed to accept an award (e.g. summer fellowship) even if they have been awarded external funds. The current set up is basically a punishment for someone getting external funding. An individual can work on multiple projects at the same time, and they may need multiple funding sources - both internal and external. (CAS)
- Open all opportunities for all full time faculty. There are a lot of very engaged and hardworking Lecturers/Teaching Professors who could do amazing things if opportunities were available to all. (CAS)
- I would specifically like to see more frequent eligibility, such as every 4 years for sabbatical and every 2 years for grants and fellowships. (CAS)
- We seem to have this lofty expectation for research during a sabbatical. Why couldn't a sabbatical have a primarily teaching or service focus? (CAS)
- Offer fellowships during the academic year with release time. (*Health & Human Services*)

D. Other Suggestions re: Faculty Development Awards

[Other suggestions](#) indicated that the benefits of these awards should be clarified and the results of the work should be more prominently disseminated. Others expressed gratitude that the awards remain available.

- Consider the value of the research in relation to the overall benefits to the dept., college and university. Many of these are purely for the benefit of the person doing the research and are not shared with others or seen as a true benefit to the university. (*Education*)
- While it is understood that these things are helpful for the TT professors in pursuing their Tenure research, I don't believe any more money should be set aside for these uses. Especially Sabbaticals, which has been used largely as a long-term paid vacation for those that have the financial means, and in my experience, don't produce much, if any, valuable research or creative work (outside of a small handful).
- I have never applied for this, though I may in the future. However, I don't feel like I know enough about this process and current availability to comment much on how it could be improved. Perhaps more could be done to recognize those who receive these awards and the projects they are working on. I'd love to see more that recognizes and celebrates this work and the important research taking place on campus. (*Steely Library*)
- Hold recipients more accountable to what they create when receiving these. The creation doesn't have to be directly related to their responsibilities but should at least be related to their development as a person. [T]his development, even if it fails but they tried, should be exhibited in a public fashion by every recipient.

This public explanation would hold them accountable, make the awards more justifiable, and serve as inspiration and guidance for would-be applicants.

- Considering that it is getting harder to get state and federal funding for research, it is just extra important that the school provide some funding if they want us to do this kind of work. (CAS, Assoc. Prof.)
- Glad we have them. (Health & Human Services, Assoc. Prof.)
- I think these are a great resource as they are. (CAS, Asst. Prof.)

IX. OTHER BUDGET-RELATED COMMENTS AND SUGGESTIONS

A final survey question asked about other budget-related issues. See [Appendix I](#) for the full list of comments. Many of the comments stressed the need for addressing morale, restructuring efforts across NKU, and paying faculty/staff adequately. Below are some examples.

- Again, the highest priority at this point is to increase salaries. (CAS)
- Please prioritize equity across NKU with regard to course load, pay, and class size. I am so demoralized thinking about how little I am valued compared to my colleagues in other colleges even though I work so hard for our students. (CAS, Asst. Prof.)
- NKU has to deal with faculty and staff morale. If we can't figure out how to give raises, both for compression/equity and merit, then what is the point? I think you will continue to see more and more faculty/staff become more un-engaged, distanced, and less passionate about NKU. I can see across campus, that many have lost or are losing their passions for teaching, even when they started as bright stars. If NKU cannot figure out how to invest in its people, then they will surely give nothing back. (CAS, Assoc. Prof.)
- I've been filling these out for 15 yrs. The only thing anyone truly cares about is Pay Increases and NOTHING EVER HAPPENS.
- I'm certain there are a lot of areas that need to be addressed but until we are fairly compensated and adequately staffed, we can't do any of that. (Health & Human Services, Full Prof.)
- We don't have enough faculty to cover for our classes. If the classes get too large, we can't split them and hire an adjunct to teach the split course. Why? We don't have enough money!!!! It's just sad how we are squeezing full time faculty to do more, and more, and more. (Informatics, Full Prof.)
- Mind the dedicated teaching professors that have a record of retaining students and dedication of their time to ensure students not only achieve success in the classroom, but extend the effort to place them in a position to succeed in the future (key to the mission of NKU). (CAS, Teaching Prof.)
- What can we do to obtain a sudden and significant influx of money, both to replenish our reserves and to increase our annual budget? Whatever that is, I recommend it! (Informatics, Full Prof.)
- The President has stated that she is accountable to metrics agreed upon with the Regents. Make that process and information transparent and force it to trickle down into the rest of the administration. If the heat of accountability is too great for some, let them go work somewhere else. Our crumbling sidewalks and stairs on campus are dangerous. Our lack of facilities staff is problematic. There was a broken down, torn apart water fountain in our building for 3 semesters - it was finally fixed in the 4th. The work order had been in place throughout that time. (Full Prof.)
- Just an observation. I am a full professor who has been at NKU for more than 20 years with "max" raises each time they were available... and I'm in what is essentially the lowest pay group in question #12 (I sincerely hope we do not have full time faculty making less than \$50K per year) is an indication of some of the pay inequities and compression. (Informatics, Full Prof.)
- While we would all universally appreciate having Fridays off this summer, these extra days off are not a meaningful replacement for raises. I will just be going hungry at home instead of at my desk. (Teaching Prof.)

X. 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 have been ongoing and worsening for several years.

(1) For the FY 26 compensation increase, consider that 66% of faculty respondents and 78% of respondents to a separate NKU Staff Congress survey prefer some method other than a flat % for all.

[Figure 4](#) shows that 34% of faculty respondents prefer that the planned FY 26 compensation increase be distributed as a flat 3%, while 66% prefer another method that allocates a bit more of it towards those with lower salaries. In a similar survey given by Staff Congress, 78% of respondents indicated a preference for a method other than the flat %. The breakdown of both the faculty and staff responses are shown in [Table 1](#). [Appendix C](#) provides 8 pages of comments expressing various opinions on this issue!

(2) Budget for yearly salary increases, including cost-of-living and possibly merit.

Over the last 2 decades, NKU has gone many years without faculty/staff compensation increases. The lack of raises, combined with inflation, has left many faculty and staff with comparatively low salaries. To prevent this problem from worsening, regular salary increases must be built into the annual budget. As one respondent bluntly put it, *"5 increases in pay in the last 20 years is sad. ... NKU needs to do better by its employees."*

Some survey respondents also expressed the need for merit raises to encourage excellence and recognize differences in employees' contribution levels. In contrast, others expressed concern about the overall equity of merit raises and the performance evaluation process in some units.

(3) Provide equity/compression adjustments and evaluate all faculty salaries, both tenure-track and non-tenure track.

Equity/compression problems continue to be prevalent among NKU faculty, negatively affecting their motivation and morale and, in turn, student success. As one respondent put it, *"How can an underpaid faculty or staff honestly attempt to attract or retain students, when we ourselves would prefer to be working somewhere else."*

Several comments also indicate that employees have been hit hard by inflation, combined with the lack of raises, with some employees unable to make a living wage and having to take on second jobs and utilize food pantries.

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

(4) 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. Respondents indicated that their units are struggling to

staff classes appropriately and that some growing programs are not adequately staffed, and even if they are, it is often with non-tenure track lines. Staff positions are also needed to support faculty. Many staff positions were lost in recent budget cuts or not replaced as undercompensated staff have left NKU for positions elsewhere.

(5) Establish workload equity both across and within colleges, schools, and departments.

Several respondents expressed dismay at the inequitable workloads across campus. Some colleges have 4/4 teaching loads (e.g., CAS) or even higher – some faculty report being required to teach 6 or 7 sections per semester – while others (e.g., Business) have lower loads. Yet faculty with the higher teaching loads still have the same, if not higher, research and service expectations as those with lower teaching loads. The time has come for NKU to commit to providing reasonable workloads for *all* faculty.

(6) 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 immediately instituting expensive external searches.

(7) Re-evaluate NKU’s investment in Division I athletics

The heavy investment in Division I Athletics has definitely attracted the attention of faculty. [Appendix F](#) includes approximately 2 pages of comments recommending that spending on athletics be reduced. NKU has the highest paid men’s basketball coach in the league and recently decided to add several new sports. Changes in college athletics due to NIL and Revenue Sharing will make it even for more difficult for NKU to compete. As one respondent put it, *“Decrease investment in athletics as it is unclear how much it really benefits university, especially in the new pay structure for student athletes. The whole college sports systems seems like it is going to collapse at some point.”*

While some faculty would prefer to cancel athletics entirely, respondents were not universally opposed to athletics, and offered several alternatives to explore. For example, one respondent recommended changing NKU’s approach to athletics by becoming the area’s only school with an Adaptive Sports Program (UC started a team last year but not an entire program.). Others recommend considering going back to D2 or even D3 where NKU would at least have a chance of winning national championship.

APPENDIX A:

Faculty Budget Priorities Survey – 2025

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 (11).

- _____ 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 amount of department / school **professional development/travel funds** for faculty and staff
- _____ Increase **award amounts for sabbaticals, project grants, and summer fellowships** for faculty
- _____ Increase **availability of total funds for sabbaticals, project grants, and summer fellowships** for faculty
- _____ Add **additional faculty and staff positions** in areas that are **understaffed**
- _____ Address **salary equity/compression issues** for faculty and staff
- _____ Provide **cost-of-living raises** for faculty and staff
- _____ Provide **merit raises** for faculty and staff
- _____ Increase funding for **technology replacement and improvement**
- _____ Increase **employee tuition waiver** benefit
- _____ **Modify parking rates** (e.g., sliding scale)

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?

- A flat percentage for all eligible employees
- A flat dollar amount for all eligible employees
- A percentage increase that decreases for higher salaries
- Some combination of flat dollar amount and flat percentage
- Other _____

2A. Please provide any comments or suggestions you have regarding compensation increases.

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. The [Faculty Summer/Winter Compensation policy](#) is due for review. Please provide your assessment of this policy.
 - Ok as is
 - Needs revision
 - Does not affect me

- 4A. If you believe the [Faculty Summer/Winter Compensation policy](#) needs revision, please indicate how you believe it should be revised (check all that apply).
 - Include salary prorations so that more lower-enrolled classes could potentially be taught at reduced salaries
 - Include a flat rate of compensation for all summer classes
 - Include the option of counting summer classes toward fall/spring course load (for no additional compensation)
 - Provide a small stipend for faculty working with students on credit-bearing independent projects during the summer
 - Other _____
 - No change needed

- 4B. Provide any comments or suggestions you have about the [Faculty Summer/Winter Compensation policy](#).

5. 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.

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

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

8. Please provide **any other suggestions, comments, or questions that you believe might be helpful as NKU 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.

9. What is your college?

- Arts & Sciences
- Education
- Health & Human Services
- Informatics
- Business
- Law
- Steely Library
- Prefer not to answer

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

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

11. 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

12. What is the range of your current salary?

- Under \$50,000
- \$50,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$200,000
- Prefer not to answer

Thank you for participating!

Clicking >> will submit your survey.

APPENDIX B:

Comments on Budget Priorities Rankings

Salaries: Need for Cost of Living Increases

- We are underpaid, overworked, and looking for jobs elsewhere.
- It is really depressing how the cost of things increase and we don't get any raise. Meanwhile, we have the highest paid men's basketball coach in the league. At least one person at the university is getting paid the market rate!
- NKU needs to prioritize annual cost of living increases tied to data from CPI. ... As low as grade school teachers are paid in this country, it is even more disgraceful that college professors who have to fund advanced degrees are compensated at an even lower rate. There is no higher priority, in my estimation. *(CAS, Full Prof.)*
- You will have substantial retention issues if you don't address compensation across the board. There haven't been increases for the past several years, which have been a period of high inflation, so everyone at NKU has seen their purchasing power erode over 20%. *(Informatics)*
- The annual budget process needs to include cost of living increases as part of a line item.
- Sustainable raises every year needs to be absolute top priority. *(Informatics, Full Prof.)*
- There needs to be immediate attention to cost-of living raises for faculty and staff. The focus should be across the board first before merit raises since we've had so few raises. I think NKU should consider the model followed in P-12 schools. Decisions should be made on a 2-3 year cycle regarding % of cost-of-living raises each year during the upcoming years, so faculty and staff know, for example, they can expect 2% each year. Then if finance allow, merit pools can be offered to colleges to award employees based on their annual performance reviews. I've been in teaching for nearly 4 decades, and it is ridiculous that in higher ed we are not at least treated with a level of respect equal to an elementary school teacher. It seems cost-of-living raises are the last consideration when they should be one of the first. *(Education, Full Prof.)*
- Cost of living adjustments should be a reoccurring expense of every budget. These are standard practice outside of academia and within academia at many other institutions. *(Business)*
- All of the items re: salary should be ranked #1: reinstate merit raises; institute yearly COLA raises (this should be a given and not even up for debate), and address salary compression/equity.
- To not have a cost of living raise at this point is theft. NKU only exists and operates by stealing from its employees every year in the form of inflation. It's immoral and disgusting in my opinion. I am using these words on purpose. *(Full Prof.)*
- If I had any inclination of how poor the decade long finances for raises would become, I would have never come to NKU.
- Every year without a cost-of-living raise is a year with a pay cut. *(A&S, Full Prof.)*
- After 7 years of no cost of living raises, we are already underpaid -- which seems also compounded by salary equity. *(CAS, Assoc. Prof.)*
- I think ensuring that faculty receive consistent raises to at least keep up with inflation should be the first priority. NKU has given raises in the past, but these raises have been inconsistent, and there have been long periods of time (e.g., 5 years) with no raises. Most faculty at other institutions at least receive a small percentage raise (e.g., 1-2%) per year. *(A&S, Assoc. Prof.)*
- Over the past few years, faculty and staff salaries have remained stagnant due to financial challenges resulting from the decisions made during the COVID-19 pandemic. During this period, the cost of living increased significantly. If additional resources are now available, it is essential to address this issue promptly to retain our talent and ensure the continued success of NKU. *(Asst. Prof.)*

- We. Need. More. Competitive. Pay. (CAS, Asst. Prof.)
- Raises is the single most important thing that the administration must address at this time. Faculty and staff have suffered too long. The loss in faculty over the last several years has crushed morale and raises would go a long way to help raise morale at least a little. (Informatics, Full Prof.)
- We need to have raises every year to keep up with the cost of living; that is the #1 priority. All of the other things are good and would help doing my work easier, but I need to be able to count on a living salary first—that should not be something that is taken away from all of us for multiple years, it is demoralizing. (CAS, Assoc. Prof.)
- Faculty and staff raises need to be a priority moving forward. This includes cost of living raises and addressing compression. If public K-12 schools can plan for regular cost of living raises, we can too. That alone would be helpful. To illustrate, I am have recently become full professor and my pay now is actually less than what I would be making if we had regular cost of living raises adjusting for inflation. So, my promotion raises only helped me keep up with inflation. (Full Prof.)
- It is essential for NKU leadership to address faculty / staff compensation as the highest priority to support and grow the academic environment. Providing cost of living raises will help faculty / staff keep up with inflation, maintain a sense of financial stability, and improve job satisfaction. (Health & Human Services)
- Our employees are the lifeline of the university and while the university has funded buyouts for folks who have left the university, the rest of us continue to work on salaries that have not kept up with even basic cost-of-living increases. (Business, Full Prof.)
- With increased in cost of living and lack of tangible salary increases at NKU, faculty salaries are not compatible with other higher education institutions in states adjacent to KY. (CAS, Full Prof.)
- Cost of living raises are vital to keeping faculty and staff from leaving NKU. (CAS, Assoc. Prof.)
- The priority should be on fair compensation and reduced workload. (CAS, Full Prof.)
- Priority should be salary increases. Those with lower salaries should get larger increases. (Teaching Prof.)
- I would generally consider raises of any kind and compression issues to be equally important, but cost-of-living is the most overdue. (CAS, Full Prof.)
- Annual raises need to be implemented. We never know if or when we will see raises and essentially we take a pay cut every year with annual increases in benefit and parking expenses. (CAS, Assoc. Prof.)
- We are underpaid. We haven't had any salary increase or match to the inflation for several years and we feel that we are taken for granted. (Informatics, Full Prof.)
- Faculty and staff need to be viewed as essential. We have lost buying power and benefits over the years, signaling that we are not viewed as important, while mismanagement led to a high payout for our former leader. We need to invest in our talent and keep current faculty and staff who want to be at NKU here instead of playing the market to get better salary and benefits. At a minimum, a cost of living increase keeps us even, but don't take benefits away as that is implemented. Please value us! (CAS, Assoc. Prof.)
- The cost-of-living raises are the most urgent, considering the situation in recent years. (CAS, Asst. Prof.)
- Thanks to inflation, cost of living raises are now a question of employees being able to afford basic necessities. (CAS, Assoc. Prof.)
- The cost of living continues to grow and outpace salaries. We are still impacted by the mandatory reductions during the pandemic and continue to fall further and further behind.
- Salary increment should be the highest priority. With the inflation, we are now getting a lower salary. (CAS, Full Prof.)
- The lack of cost-of-living raises and lack of merit-based raises have been the top source of job dissatisfaction for me, by a landslide. It has forced me to apply to and consider other positions when I truly do enjoy being at NKU, but having continually increasing workload without financial recognition for my efforts and

competency is exhausting. If these raises do not return promptly, in a meaningful fashion, and become permanent in the budget, then I will absolutely be finding a job elsewhere. The funds are there, as illustrated by the president's generous raise. It is extremely unfair that none of this trickled down to faculty. (A&S, Asst. Prof.)

- Based on their actions, my perception is that the administration and board of regents don't give a damn about the faculty. (But they do care about sports!) (A&S, Asst. Prof.)
- Cost of living increases are a must if we are to keep good faculty. (A&S)
- Pay raises are the top priority. (Health & Human Services)
- My #1 priority is raises and will always be raises. (Teaching Prof.)
- Provide raises that are overdue. (Business, Teaching Prof.)
- One of the most important things to do is to pay and provide incentives to keep the employees interested. Merit raises and keeping up with the cost of living are essential. (Business, Teaching Prof.)
- With nearly doubling the cost of living in the last few years, our salary has not caught up with the inflation. (A&S, Full Prof.)
- Salary increase has to be a priority. How can an underpaid faculty or staff can honestly attempt to attract or retain students, when we ourselves would prefer to be working somewhere else. (A&S, Teaching Prof.)
- We have missed out on at least 10% of cost of living raises over the last 5-10 years; either improve the faculty workload or change the demands... or add additional faculty/staff to reduce workload. (Health & Human Services, Assoc. Prof.)
- Cost of living raises are the most important issue; otherwise, we are all effectively losing salary. (A&S, Assoc. Prof.)
- Addressing the quickly rising cost of living increase is of the utmost importance. This should not even be thought of as a "raise." The current situation is like having faculty/staff [take] a pay cut in the midst of the economy. A cost of living raise is absolutely NEEDED; a further raise is WANTED. (A&S, Assoc. Prof.)
- Faculty should have cost-of-living raises. (Health & Human Services, Asst. Prof.)
- The other items would be nice, but properly funding staff and giving raises to personnel is critical for the long-term success of NKU. (A&S, Assoc. Prof.)
- The top priority should be making sure that current NKU faculty are making minimum wage. We should not hear about employees who are dependent on govt assistance because NKU has failed to pay a livable wage. (A&S, Teaching Prof.)
- Our priority should be to raise everyone up who needs it. Tenure/TT faculty are worthy of support, but our current priority should be to support the many staff and teaching faculty who lead more financially precarious lives first. (Steely Library)
- Raises and resources to meet students needs should be the TOP priority. (Business, Assoc. Prof.)
- I absolutely love my job at NKU and I cannot imagine working elsewhere. However, and I know I am not alone in this, as the cost of living keeps rising dramatically, and our salaries have not increased in YEARS, it is getting incredibly difficult to justify not looking for other opportunities (or at least exploring them when they come along).

Merit Raises

- Merit raise should absolutely be given as some faculty have EARNED greater compensation than their peers. (*Informatics, Assoc. Prof.*)
- [On top of annual cost of living raises tied to CPI], there needs to be merit increases to motivate productivity. (*CAS, Full Prof.*)
- The lack of cost of living raises and lack of merit raises are really problematic for morale. Faculty and staff are leaving for better opportunities elsewhere. Raises need to be prioritized or people just can't afford to work here. (*A&S, Full Prof.*)
- If we don't recognize merit, we discourage excellence. It is as simple as that. This is especially critical for an aging cohort of fully promoted tenured faculty who will never become administrators and who will never get another promotion at NKU. I will not be eligible to retire for 17 years. I have been fully promoted for 10 years already. Expecting people to work like indentured servants and to NEVER be recognized for their contributions is, frankly, abusive. At some point, even the most optimistic and intrinsically motivated of us will give up and stop contributing to this institution. I know I feel like I have no future at NKU, and if any desirable opportunity to leave arises (I am actively looking) I will take it. I love my students, and I love NKU's mission. But I am a person whose work has dignity and whose contributions have value. I cannot continue to abase myself in the hope that things will improve when there is ongoing evidence that no decision-makers have any intention of prioritizing the recognition of merit. This year's 3% across the board raise feels like a slap in the face and makes almost no difference to the years of no raises that have preceded it. (*CAS, Full Prof.*)
- Although I love NKU, I realize that I will probably have to seek employment elsewhere if I want to be paid a decent wage. My \$65K salary as an Associate Professor, with soon-to-be college-age children myself, just isn't enough. I am probably one of the most productive faculty members, not just in my unit, but in my college, yet I make nearly half of what the faculty member of the same rank in the office next to me makes. It is demeaning. I still have loans from my PhD program that I pay \$233 towards every month. As we approach NIL, even my students will have opportunities to receive bonuses for their "work" in their sport. There was a time when NKU could justify the pay of full faculty and staff when we were more of a community college. In 2025, and for many years now, NKU has asked too much. Many faculty, because they love this place so much, do it all. We do significant research, we do the independent studies, we do the service until we become so burnt out that all that is left to say is, "I will do the least amount possible." In my last performance review, I talked about this feeling with my school director, and he said, "You are right. The university will never pay you for all you do, and you have earned the right to start saying no." Is that what you want? Should we all just say, "I'll do my one service assignment. I'll do my one research article a year. I'll teach my same classes." I am very proud of my contributions to this university, but it has become abundantly clear that higher ed leadership in general is too afraid of really tackling the compensation problem. I would rather see us right-size and pay our good people well than continue down this road of taking advantage of, and borderline abusing, the goodness of the faculty that came here to do good things. (*Assoc. Prof.*)
- It is important to recognize/celebrate/award accomplishments among the current workforce. (*Steely Library*)
- Merit raises reward excellent and can motivate faculty to contribute to the success of the institution and student growth. (*Health & Human Services*)
- I do not like the idea of merit raises only because I have seen them used to avoid awarding cost of living increases. I would be more in favor of them if they were in addition to a COL increase across the board. (*Law*)
- In addition to merit, there should be a sliding scale for increases. For example, folks making 50K or less get a 3% raise; 50-75K get 2%, 75-100K get 1%, and over 100K get nothing. (*CAS, Full Prof.*)

Salaries: Equity/Compression

- First and foremost, faculty equity/compression is key to not only retaining faculty but to getting the max return from your people. A large majority of us are overworked and underpaid, especially those who have been at NKU for several years. When employees feel valued, they do more. Part of feeling valued is being paid fairly amongst our peers but also in comparison to other universities. Cost of living wage is essential, as well, especially in the last few years. Faculty have been very patient with NKU while they try to balance their budget. It is time for NKU to address these issues. (*Health & Human Services, Assoc. Prof.*)
- To retain faculty and staff, equity/compression issues, cost of living raises, and merit raises should be a priority. (CAS)
- Compensation is our greatest threat, and it must be the highest priority. We'd be less likely to hear complaints about parking (and other costs), if we addressed compensation. An equitable workload, which necessarily includes a reduced teaching load for some faculty, must also be high on the list. ... Many of these issues are tied together. I'd be happier with my current salary if the workload was more reasonable. (CAS, Assoc. Prof.)
- We need cost of living raises AND equity pay for female faculty. (CAS, Full Prof.)
- Addressing salary equity and compression issues ensures fair pay across experience levels and addresses the disparities leading to turnover and dissatisfaction. (*Health & Human Services*)
- I believe that equity issues need to be addressed to maintain current staff and faculty and support them during periods of economic turbulence. (*Health & Human Services, Asst. Prof.*)
- The top priority needs to be compression/inversion. It's unconscionable how many of us are making 20% less than our peers who just got hired. We are penalized for loyalty and experience. We have ASST. profs. making far higher wages than FULL profs. and they still have 2 rank change pay increases they can get.
- Pay inequity significantly impacts morale. While tenured positions receive higher salaries, those in tenured positions, at least in my dept., contribute the least amount of work. Addressing this issue is crucial, or NKU will continue losing some of its best faculty members and those who are most dedicated to student success. (*A&S, Teaching Prof.*)
- Addressing salary compression, merit-based increases, and cost-of-living adjustments is essential to maintaining faculty morale. Salary compression negatively impacts faculty morale and motivation, causing valued, experienced professor to feel undervalued. Merit-based salary increases would recognize individual performance and contributions directly tied to school objectives and outcomes.
- The biggest issues right now are the lack of raises and the salary compression that has happened over the past 10 years (especially with new hires coming in at salaries at or even above other faculty in their department). (*A&S, Full Prof.*)
- Despite being an assoc. prof., I am getting less than some of the newly hired asst. prof.. It's very unfair and quite frustrating to see that. Some of our old faculty members left because of the low salary for senior faculty members. NKU needs a better plan for retaining experienced faculty members. In addition, our dept. has one of the largest student size. In spite of that, we are getting paid way less than some other schools that does not have the same number of students. (*Informatics, Assoc. Prof.*)
- Equity and compression are awful. I'm tenured but make significantly less money than a first-year assistant professor. The only way to make more is to leave NKU, but I have a family and don't want to move. (*Informatics, Assoc. Prof.*)
- The salary equity/compression issue for faculty has been put on the back burner due to the pandemic. It needs to be prioritized as well. In my mind, there are several first priorities. (*Health & Human Services, Assoc. Prof.*)
- Faculty should be compensated for supervising honors capstone projects, independent studies, and student organizations.
- My salary is \$15K less than median for my position. I make less than a middle school assistant principal. I say all this knowing I have colleagues who have been at NKU longer than me where compression is simply embarrassing. I love my job and I love NKU. I understand there have been issues recently, but even before the budget issues and before COVID, this has been an issue. I would love to see it actually be a priority in the

near future. It is much harder to justify the salary at the moment when there are other higher paying options and universities around. (*Education, Full Prof.*)

- The most important issue is to increase salaries to address equity/compression issues and the increased cost of living. One big contributor (although not the only contributor) to the current low morale is the lack of meaningful increases in salary over the past several years. (*CAS, Full Prof.*)
- Fair compensation should be the university's top priority. Compression and equity concerns need to be addressed and making the upcoming 3% raise a \$ amount rather than a % will prevent further discrepancies in that area. (*Informatics, Assoc. Prof.*)

Administrator Salaries & Bonuses

- Look, we have had something like 2 (possibly 3) raises in close to TEN YEARS! They took 1% of our retirement match for an entire year to cover their screw ups (the administration and board). I assumed that was a LOAN. I'd like them to match 11% for an entire year to return to us our lost retirement wages. During a period of record inflation, administrators have received raises and bonuses while faculty and staff get NOTHING. They should be ashamed of themselves. We've lost, in my school, many quality faculty due to their handling of their mishandling of the budget. (*Informatics*)
- Stop hiring administrators and ensure faculty and staff are not overloaded.
- Decrease both the number and salary of current administrators. (*CAS, Assoc. Prof.*)

Non-Tenure Track Workload/Salaries

- Improving opportunities for non-tenured faculty with terminal degrees to be promoted within the University, or providing opportunities for additional stipends or bonuses for this population for additional service and professional development or other student-focused projects would be a valuable way to acknowledge the work of this faculty group. Or if not financial rewards, perhaps recognition for years of service for non-tenured faculty would be a nice addition to the annual recognition that tenured faculty and staff receive for years of service. (*CAS, Teaching Prof.*)
- Extended contracts for long-term "temporary" faculty. (*CAS, Teaching Prof.*)
- NTT don't get benefits or compensation that TT can get so it is more pertinent to focus on cost of living and wages for equity among all faculty. (*CAS, Teaching Prof.*)
- Faculty salaries at the low end of the scale are far too low (adjuncts and visiting instructors). (*CAS, Teaching Prof.*)
- By far the most important budgetary consideration should be the vast inequity in pay and workload between those at the bottom, primarily NTT, and those at the top, TT's. NTT's start off making a small fraction of the salary as their TT colleagues even with equal qualifications and have no chance at a substantive raise or a promotion that could EVER get them to a livable wage. Personally, I've been 8 years without a raise and unless I can get promoted into a TT position (should one ever be opened in my major) I will NEVER get another raise for the rest of my career. This is a disgusting way to treat those of us, the teachers, that provide the vary product that keeps this university running. We are wholly taken advantage of.
- I see no mention of reduced teaching workload funding for NTTRs, who do all of the same things listed as T/TT faculty. (*Health & Human Services, Teaching Prof.*)
- The hard work is done by the lowest paid who have the least academic benefits. It is like a hypocritical herrenvolk apartheid for the tenured and tenure track.
- I am an NTTR, so while I appreciate my tenured peers, they already make much more than those of us who are not tenure track. Therefore, compression and cost-of-living raises are most important to help all of us. (*CAS, Teaching Prof.*)
- In my program, half of all full-time faculty members are NTTT/NTTR. These faculty members are currently doing the exact same amount of work as their tenured/tenure track colleagues, including teaching workload, service. While we all agree that having more base-funded lines is a long-term priority, the fact is right now our

program would not be able to function without these NTTT/NTTR faculty members. I support budget priorities that would reduce the workload (by adding more positions) and increase the pay/benefits for "temporary" faculty members who are currently doing the same amount of work as tenured faculty members. I do not think we need to prioritize more benefits for tenured faculty members. *(CAS, Teaching Prof.)*

- We have staff who work at near poverty levels. Some staff have great flexibility and autonomy and do not contribute to productivity on a consistent or high level. Others, like Advisors, for instance, provide a student-focused, mission-critical function without which student success tanks. They are paid so poorly and the demands on them are very high. It is difficult to retain the good ones and easy to retain those that don't add value. *(Full Prof.)*
- We have NKU full-time employees making less than \$30K and literally depending on food banks to survive. *(CAS, Teaching Prof.)*
- Before expanding funding for tenured faculty and travel, we should prioritize providing promotional pathways for existing faculty and provide raises. *(CAS, Teaching Prof.)*

Workload/Fund 3-3 Load for All

- Instead of saying that a reduced workload is too expensive, why can't we research it and put a dollar amount to a proposal? Then, we can decide if that amount is something that we can choose to invest in (even if it causes a sacrifice in another priority). *(CAS, Assoc. Prof.)*
- Equalizing the faculty workload across colleges to a maximum of a 3-3 for research active faculty is essential for the functioning of the university. The 4-4 load in CAS in particular, generates a host of problems including a lack of faculty resources for service needs, and general burnout. CAS has subsisted on the overworking of our faculty, and this will have significant consequences over time. *(CAS, Full Prof.)*
- Please reduce the Art and Sciences (CAS) faculty teaching load from 4-4 to 3-3, the same as the college of Business and the College of Informatics. The CAS faculty salaries are below the average level of CUPA. If we have a 3-3- faculty teaching load, it would give us some consolation. *(CAS, Full Prof.)*
- Supporting reduced teaching workload for research-active faculty will enhance their ability in securing external funding, supporting students' experiences, etc., which in turn will bring greater long-term benefits to NKU community. *(CAS, Asst. Prof.)*
- The priority should be on fair compensation and reduced workload. *(CAS, Full Prof.)*
- A priority is to focus on reduced teaching load so that faculty can conduct scholarly activity. *(CAS)*
- As much as we are in dire need of new faculty and staff, we must invest in the people we have right now to keep things from getting worse. To me, the top priority is reduced teaching workload, as this is something that would have an immediate benefit not only to us but to our students, providing us with the time we actually need to provide the individualized teaching that NKU is marketing to prospective students. *(CAS, Assoc. Prof.)*
- I am incredibly upset about the lack of equity in teaching load, class size, and salary across NKU. I am a part of an interdisciplinary grant project and everyone else doing research for this grant has both a lighter course load as well as smaller classes than I do, but we are expected to do the same amount of work on this project. Getting a course release to go down to 3 classes is a lot different than someone going down to 2 classes a semester. And, to add insult to injury, these faculty members also have a much higher salary than I do (we are the same rank and they make more than \$20k more than I do each year). The other researchers on the project were shocked when they learned of my course load and class sizes. I will not be pursuing any interdisciplinary projects in the future unless this equity issue is addressed. *(CAS, Asst. Prof.)*
- This would provide breathing room to do our jobs. *(CAS, Assoc. Prof.)*
- Allow faculty and deans to make the best teaching decisions for their respective areas. Allow faculty and deans to make decisions on faculty to teach overload when necessary, without red tape. Adjuncts are not always the best option. *(Health & Human Services, Assoc. Prof.)*

- [After cost of living increases], [n]ext should be reducing the teaching load so faculty can find time to do their research which will involve students and attract more students to this university. All this is time consuming and right now just taken for granted. (CAS, Assoc. Prof.)
- Most important is reduced teaching load for research active faculty (or T/TT faculty in general). We have what is considered a full time teaching load in CAS (really it's 50+ hours a week for most of us), but are still expected to be active in scholarship and much more on top of that. After 11 years at NKU working 7 days a week, both my physical and mental health have been in severe decline and I've had to take a reduced course load just to be able to go to physical therapy and dr. appointments. Not everyone is as open about this, but most faculty I talk to are suffering from our workload as well and burnout is high. (CAS, Assoc. Prof.)
- Reduced teaching load is important so faculty can participate in the many extracurricular projects that are either required or desired by the faculty, the depts. or the university (CAS)
- Regarding reduced teaching load, we need a workload policy that recognizes that teaching is not the only part of workload. Scholarship, service, advising, and mentoring are also part of workload. Faculty who want to a reduction in teaching so that they can mentor more students should be supported by the administration. This is critical for morale and student success. Without administrative support, faculty will continue to leave, and students will be underserved. (CAS, Full Prof.)
- Teaching workload has been a pressing issue that has not been addressed - and hence it is #1. I know it's complicated - but faculty members are overworked. Our research and student support work are additional workload that greatly strain our mental health and family/personal life. In particular, with the advancement of AI and "pressure" to do more using AI, we do feel more strain in the teaching load. I understand that AI is supposed to make our work lighter - but it is not the case at the beginning. (Health & Human Services, Assoc. Prof.)
- Should have reduced workload for all full-time graduate faculty not just tenured. (Health & Human Services)

Hiring

- We are doing more with less, and do not have the faculty staffing to support our current endeavors. When someone leaves, they are not replaced and the work just continues to get absorbed.
- Funding for faculty and staff positions should be the priority. Having to beg to be allowed to hire a replacement for someone who chose to leave their position is ridiculous!
- Cost of living and adequate staffing should be high priority. (Education, Assoc. Prof.)
- I personally see staffing as a bigger problem than COL increases, but I understand how many faculty are concerned about their pay. My dept. staffing is SO thin that we are struggling to staff classes appropriately. (Law)
- [Address] [s]hortage of staff and faculty. People doing more with less and no raises/equity in pay.
- Filling in gaps seems crucial and would help alleviate the burden and workload of current staff/faculty, also leading to increased morale. That's why I listed it first. (Steely Library)
- Hiring needed faculty/staff would give us breathing room and support so we can do our jobs (and don't have to do others' jobs).
- Recruiting and retaining qualified staff in key roles that make the university function properly is, in my opinion, the most important priority, followed by giving some form of raise to faculty and staff. (CAS, Assoc. Prof.)
- Staff positions and pay need to be prioritized to reduce turnover and increase efficiency in operations. (Business, Full Prof.)
- Salary increase or merit raises should be priority over increasing staff. If minimal staff can efficiently get the work done, merit pay should be more important than number of employees, as increasing staff does not equate to accomplishing the tasks efficiently. (Health & Human Services)
- We. Need. More. Faculty. (CAS, Asst. Prof.)
- After working on raises, increasing the number of faculty and staff that we have lost should be the next step. (Informatics, Full Prof.)

- Workload is my biggest concern. I feel that many faculty are working VERY hard but really not getting anywhere due to all the other demands. Our college has MANY different accreditation requirements that demand lots of committees, meetings, changes in SLO's and much of this work is on top of our teaching load. This somehow needs to be counted in our workload hours to manage all these other responsibilities. The chairs of the committees get some release time, but the faculty who have to attend the meetings and still do the work, don't get any accommodation. Hopefully getting some positions filled will help. (*Health & Human Services*)
- NKU has greatly reduced the number of staff and faculty over the last decade, and are expected to do more with less. My school regularly reviews this data. NKU administration must prioritize recruiting and retaining knowledgeable staff to support academic services, AND we must slow the habit of shamefully offering new faculty NTT lines when there used to be tenure lines. In many professional programs, you cannot attract faculty without adequate pay and job security. (*Health & Human Services, Assoc. Prof.*)

Professional Development Funds

- Increasing professional development and travel funds may be beneficial for faculty/staff who do not receive faculty development awards and vice versa, an increase may also assist those who have awards. (*Health & Human Services, Assoc. Prof.*)
- Project grant and summer sabbatical funds need to be increased and the application process streamlined if faculty (especially Humanities faculty) are to use them effectively and fairly. (*CAS*)
- Why are sabbaticals included in the award/availability items? They are calculated according to a formula in the handbook, unlike the summer fellowships and faculty awards. (*CAS, Full Prof.*)
- Availability of awards for nontenure faculty (*CAS, Teaching Prof.*)
- Project grants and fellowships are a crucial benefit for tenured/tenure-track faculty, but don't address needs of Teaching faculty. (*CAS, Full Prof.*)
- Offering some financial support to faculty will help with fostering morale, and professional growth enhances engagement and retention. Investing these areas strengthens a sense of belonging to a community that is supportive of the work we do and will retain passionate workers who want to see positive growth and productive workers in the helping field. (*Health & Human Services*)
- This would support our work and our professional development (so we can do our jobs!) (*CAS, Assoc. Prof.*)

Tuition Waiver

- [It seems] questionable that an increase in the tuition waiver benefit costs NKU the amount that they claim. In most cases, it does not cost NKU anything to add a student to a class when there is space available. NKU benefits from adding that student through food on campus, books, parking, housing and other associated fees. The argument that NKU is paying out or losing money each time a student takes a [tuition-waived] class is highly questionable. If [that student] did not take that class, NKU may be forgoing indirect income, while all of THE OVERHEAD typically stays exactly the same. [I have] had students getting faculty waivers...it's clear it does not cost NKU to add students to my classes...it just costs *me* more time in grading, etc. (which I'm happy to do)...not NKU.
- Increasing the amount provided through the tuition waiver program may attract new, vibrant faculty members and help with retention of current faculty. (*Health & Human Services, Assoc. Prof.*)
- Increasing the tuition waiver benefit, even if it is based on years at NKU, is an important aspect to recruit and retain strong faculty members, especially with so many leaving for other universities close by with full tuition waivers for dependents! (*A&S, Full Prof.*)
- We should not preclude making other benefit adjustments, e.g., tuition remission benefits for more faculty is likely to increase total tuition from more full-time students; it could be capped if needed, but should not be limited to traditional-aged children; we have more and more adult learners). (*CAS, Full Prof.*)

Parking

- It is ridiculous that we have to pay to go to work with the exorbitant parking costs. The BoR compared our parking to UC, but there are options to live around UC with sidewalks or bike lanes to walk to work bike, or park elsewhere. Faculty do not have this option at NKU. Even the neighboring communities do not have sidewalks or bike lanes. Students are always shocked when they learn that faculty have to pay for parking and how much parking costs for us. (CAS, Asst Prof.)
- Parking rates should not be an income generator. If anything, parking should be a faculty benefit and be provided by the university. (CAS)
- A change like adopting a sliding parking scale is an equity issues that can be resolved without an increase in expenditures. (CAS, Full Prof.)
- It's discouraging to me that the parking issue is used as such a cudgel against faculty, because if you subtract the amount I pay per year in student loans from my annual salary, I make significantly less than any member of the Staff Congress Exec Team. So the assumption that we're all eating caviar and drinking champagne every night because we're faculty is ludicrous and frankly offensive (and I'm saying this because this is an assumption that I hear directly from staff any time faculty's financial concerns are raised.) I understand that the parking system presents an equity issue, but the discourse surrounding parking very rarely features any acknowledgment that we as faculty have higher education requirements, and therefore, more bills to pay. Moreover, except in the rare occasions where students or community members are parked where they shouldn't be, there is always an abundance of parking in faculty/staff lots. What if, instead of trying to punish faculty for our perceived decadence by raising our parking rates, we just didn't charge people who work here to park here? (Teaching Prof.)
- While parking is frustrating, I do not see that changing so I would rather focus on things we can fix. (CAS)

General/Other

- All of these are important. (CAS, Assoc. Prof.)
- Provide better medical and dental insurance coverage. (CAS, Full Prof.)
- Priority not listed: Improve primary benefits such as health insurance. While the price has stayed mostly the same (and it should continue that way), the actual value of what we are getting seems to go down year after year. I have had lots of trouble recently getting the insurance to pay for some of the mental-health needs of my son. (CAS, Full Prof.)
- Bring back free campus rec membership. (Teaching Prof.)
- Does giving free NKU gym membership to faculty and staff really cost NKU anything, or is it done to drive faculty off-campus for exercise and show that the NKU values short-term "pennies" over long-term employee morale? (CAS, Full Prof.)
- Re: funds for sabbaticals, project grants, and summer fellowships, I am assuming increase in total funds results in increase in award amounts. But if so, why there are two different items? These two were confusing. (Health & Human Services, Assoc. Prof.)
- IT (and infrastructure in general) should be another priority. Technology and rooms are outdated. (CAS)
- I hate putting technology down so low on the list -- we need it to effectively do our jobs and stay current. But people first. (CAS, Assoc. Prof.)
- Interesting order of the items. The top items serve only TT faculty who already make more money and have opportunities to take sabbaticals. (A&S, Teaching Prof.)

APPENDIX C:

Opinions on FY 26 Compensation Increase

General

- While I appreciate the draft strategic plan's commitment to paying a more competitive wage, I am unsure of how the university plans to make this a reality, short of another retirement buy-out or slew of layoffs. Unless we are planning on increasing our funding from the state, having our top-level administrators take a pay-cut, or disbanding the men's basketball team (none likely,) I do not understand how this goal is attainable without losing more faculty & staff. *(Teaching Prof.)*
- Is exhausting to see the talent drain due to the lack of adequate compensation.
- We need to retain employees. Most are in the lower wage brackets.
- Just be professional and respectful of your loyal longtime employees who have clearly demonstrated they want to be here and have knowingly taken less money over the decades so they can continue to be difference makers to the students of this region. They haven't jumped ship to higher paying jobs or taken positions elsewhere that they believe to be "career advancements." They've stayed the course and they believe in the institution. They are falling behind economically---just do a cost of living budget. Money isn't their motivator for working here, but they deserve a respectable standard of living for who they are, what they do, and the dedicated time they have served. *(Informatics, Teaching Professor)*
- We have to pay people enough to retain them. We barely pay staff and NTTs compared to what they can earn at other institutions. *(Health & Human Services, Assoc. Prof.)*
- This is a dire necessity! Please make this a priority. *(A&S, Assoc. Prof.)*
- Salary needs to be addressed before anything else. As educators we are underpaid, but this is in particular here at NKU compared to nearby institutions. We've lost so many good people due to salary that I believe in the end the cost will be well worth the benefits. *(Teaching Prof.)*
- It is going to be such a minuscule amount that there is no point arguing over who deserves \$50 more than another person. *(A&S, Full Prof.)*
- There is a large discrepancy between tenured and tenure track faculty versus teaching (NTTR and NTTT) faculty, even though they have the same if not heavier workloads. *(A&S, Teaching Prof.)*
- Are Teaching Faculty, former NTTR/NTTTs salaries being included when addressing compression? For instance, are Assistant Teaching Professors salaries included with Assistant Professors (Tenure Track) salaries to determine compression? This is something that was never addressed with their name changes that can greatly impact compression, especially for Associate Tenured Professors if compression includes the salaries of Associate Teaching Professors. *(A&S)*
- Faculty salaries should reflect the salaries of our profession. In other words we can make much more in practice than in academia - a bump in salary to compensate for this discrepancy would be appreciated. *(Health & Human Services)*
- It's been a long dry spell. I would love to say just give it all to the lower paid folks, but that would be a morale killer for many. The university and Board messed up in the past with their mismanagement. We have all paid for that through reduced purchasing power as our wages stagnated while inflation went up. We desperately need to start managing this institution in a fiscally responsible manner. How? Find metrics on healthy universities like ours to use as standards. What is the ratio of administrative positions to student enrollment? How does NKU compare? What is the ratio of administrative wages to teaching wages? How does NKU compare to the standard? What is the ratio of administrative wages to student enrollment? How does NKU compare? What is the ratio of administrative and faculty wages to staff? How does NKU compare? With data such as this we can make better management decisions about how to use our budget effectively. Without this data we are guessing, again, and increase the likelihood of poor financial management, again. A flat dollar raise across all faculty and staff will help some with morale. Additional funds for those who are underpaid will make us a more desirable and viable employer and we might even

get more productivity out of folks. The choices you offer in this survey are random in the absence of metrics and accountability. Let's put pressure on the Board and Administration to MANAGE like smart people by demanding a change in how we operate, then match pay raises utilizing that system. (*Full Professor*)

- Long overdue. (*A&S, Full Prof.*)
- With regard to salaries for our staff/advisors and the need to prioritize raises for them, below is an example shared with me. One NKU staff member's annual salary is approximately \$45K, with a monthly, net take-home of about \$3,300. The [cost of living in KY](#) for a single individual is estimated to be \$3,300. This individual has 2 children to support as well. The [MIT living wage calculator](#) for KY shows a living hourly wage in a 3 person household as \$41.10/hour. The NKU staff member in this example has an estimated hourly wage of \$21.96, which is far less than the living wage. This is not sustainable for the individual, who is not eligible for more, according to the university. I hope the decision includes not only our opinions but also some careful analysis on what kind of employer NKU is and what that means for our future.
- "Backpay" of cost of living is different (a flat rate that we have been owed) and an increase is a further step. (*A&S, Teaching Prof.*)
- We are so far behind inflation that even a 10% raise across the board will not eliminate the need to generate a second income for many female faculty. (*A&S, Full Prof.*)
- For new faculty, non-tenure, compensation is very low compared to professional career in area being taught, leading to having to take another job outside of NKU to supplement the disparity in pay. (*Health & Human Services*)

Need for Regular Increases

- Yearly increases are needed
- We need cost of living increases every year and equity across NKU. I am living paycheck to paycheck and struggling to make ends meet. My friends from grad school at other universities and my colleagues here at NKU in other colleges make so much more money than I do, have smaller classes with TAs, have a lighter course load, and so much more funding for research and other things. I want to stay at NKU in my position, but it is really difficult to make these comparisons with my friends and colleagues across the university and know that I could be valued much more elsewhere with less overwhelm. There is also a lot of inequity in my college that reduces my morale, but the inequity across colleges is especially vast. (*A&S, Asst. Prof.*)
- This deferred maintenance is criminal on the part of the university. No more expansions, new buildings, campus law school moves until raises are REGULAR. Faculty Senate leadership needs to be more assertive in addressing this issue. Given the minimal resistance, they keep doing it year after year. In a previous year(s), the funds that would have been allocated for raises were put towards compression inequities. Regular raises essentially would do the same. My colleagues at UC who started at an 8% lower salary at the same start year are now paid 15% more than I am at the same rank due to raises over an 18 year time span. I don't think salary compression adjustments at the expense of forgoing raises works over time.
- We need more of them. 5 increases in pay in the last 20 years is sad. If I worked in the "industry" I would be making quite a bit more at this point. NKU needs to do better by its employees. Show them they "BELONG" and that they are "VALUED" not that they are dispensable when need be. Faculty morale is far from "Vibrant" right now. (*Health & Human Services, Assoc. Prof.*)
- Compensation for faculty and staff seems to be the last investment that the BoR wants to make. Hire new coaches, create new sports, fix buildings, add buildings, modify facilities, hire new administrators, but build faculty and staff assets by increasing salaries? Not at this university. (*A&S, Assoc. Prof.*)
- We need yearly compensation increases. I feel like with no pay increases and huge online class sizes in AP courses- 50-60+ students in one section, NKU is managed like a fast food chain, competing for low prices. (*A&S, Assoc. Prof.*)
- In the end, we risk losing our talent to other schools by not keeping up with basic increases in pay. In the end, this causes us to lose talent and pay a lot more to replace it. (*Business, Full Prof.*)

Flat % - Pro

- Productive faculty members who have worked hard to achieve a higher salary over their many years of service at NKU should not be denied a 3% cost of living increase simply because they have been here longer and have earned their higher salaries. This is a good example of how a failure to prioritize cost of living increases creates other systemic inequalities that punish productivity and pit one rank of faculty against another. *(A&S, Full Prof.)*
- % of salary is the most fair way that reflects expertise and market salaries. *(Business, Full Prof.)*
- Increase salaries across the board for faculty *(A&S, Full Prof.)*
- Screw this "those with higher salaries" garbage. I'm sorry, but a Historian does NOT get paid the same as someone with technical skills that are more highly valued in the private sector. That is just a FACT. We do NOT all do the same thing - teaching in some disciplines does NOT equate to teaching in others. Drop that myth please... *(Informatics)*
- While we need to address compression, the first raise we are getting in years should be equal across the board. Just because someone has made more money than others doesn't mean they deserve less of a raise. The one proviso here is that the newest faculty who were hired in under a higher salary might get less of a raise. So, for instance, all employees who have been here 3+ years get a 3% raise and those who are newer get a 1-2% raise (1% for 1 year, 2% for 2 years). *(Informatics, Full Prof.)*
- % increase is equitable across the board. Flat dollar amount can be inequitable depending on current compensation. Can't argue with % increase. *(Health & Human Services)*
- I think an increase across the board is appropriate.
- A flat % would be the most fair option.
- A flat % will help retain employees at all levels. We are losing super talented people. *(A&S, Full Prof.)*
- Since raises have not been made in several years, I think that this first year should be the flat % for all eligible employees. Even employees making higher salaries have felt the pinch of no raises and inflation. Everyone need an equitable raise now. In future years, including next year, if raises continue, I would support some combination of flat dollar amount and flat %. *(Law)*
- While I understand the arguments for all suggestions that aren't a flat % for all eligible employees, ALL employees, whether those with higher salaries and those with lower salaries, have not had raises. And, the cost-of-living is also higher for everyone. Because of that, and because, at any salary, we're all thus making much less than before, I think a flat % for all of us is what is most fair. At least, at this time. *((Business, Full Prof.)*
- I think there should be a flat % for all eligible employees. All employees have been without compensation increases. I completely understand the need to provide equity in salaries, but that should be separate from compensation increases that all faculty have worked for and deserve. Ensuring equitable salaries does need to occur, but it should be separate from the annual compensation increase. Those that were hired at a higher salary should not be penalized, they deserve a compensation increase. *(Health & Huma Services, Assoc. Prof.)*

Flat % - Con

- A flat % has myriad problems including equity, and it gives less help to those who are the lowest paid. Shouldn't we invest limited resources to address the largest salary issues? Let's work toward a living wage as a minimum for all employees, then let's begin to move the lower ends of the spectrum higher. Are we going to give the largest raises to those making 6 figures? *(A&S, Assoc. Prof.)*
- A 3% raise for all employees rewards faculty and staff who are not doing their jobs and perpetuates salary compression. *(CAS)*
- Flat % raises are not the way to go. It only benefits those that make considerably more (i.e. Computer Science, Business 100K+ salaries) vs. those (50-80K). *(CAS, Assoc. Prof.)*
- A flat % increase will exacerbate existing inequities. Those in underpaid positions will continue to lag behind, while higher earners will benefit more. It's essential to focus on providing pay increases to faculty and staff

who are currently underpaid, potentially through merit-based raises. Across-the-board compensation increases will unfairly benefit those who may not deserve their current pay, let alone a raise. Addressing pay inequities is crucial to prevent further frustration. (*A&S, Teaching Prof.*)

- %- based raises should be done away with entirely. They are discriminatory in that they place the value of the work of the most highly paid above those who already make a very low, comparable, wage even if the same work is being done... or in many cases, less work by those with the higher salary. Continuing to use % based raises only widens the gap between the haves and the have nots and rewards, unfairly, those at the top for simply being at the top, and punishes those at the bottom, for simply being at the bottom. We already work in a caste based system, we don't need to exacerbate the inequity/inequality it causes.
- % increases benefit higher paid employees. There have been times that a flat rate Christmas bonus was provided to employees earning less than 100k. (*N/A*)
- A flat % would provide those already comfortable with significantly larger \$ increases while failing to address the urgent financial crisis faced by lower-paid employees. For example, a 5% increase would give \$10,000+ to those earning \$200K but only \$1,500 to someone earning \$30K—not enough to meaningfully improve their situation. I urge the university to prioritize the immediate economic security of its lowest-paid employees. Do we care about our community? (*A&S, Teaching Prof.*)
- I sit next to a faculty member that was hired in my same year. I did the mandatory teaching class with this person. We like each other. I do just as much if not more research, but he makes 50% more than I do. I teach more classes, I am in my office more, I do more service. The industry worth argument is very stale. The workload policy should be the equalizer. If we are doing the same units of work. If our education level is the same. If higher ed is barely hiring, is this person so valuable that they are worth 50% more than I am? In fact, with this particular major, it seems that there are plenty in the talent pool, especially in the current job market. So why treat them like a unicorn and the rest of us like peasants? It is ridiculous. This is false logic and it is insulting. (*Assoc. Prof.*)
- Will it just be “screw the little guy” again?

Flat \$ Amount - Pro

- A flat \$ amount will provide the easiest way to equitably provide raises to all.
- A flat amount is best with slight adjustments for compression/merit
- One of the primary arguments for higher education is that it's a public good that decreases inequality. But we foster growing socio-economic inequality in our own ranks with our pay and raise structures as well as our hierarchies among faculty (tenured/not, contingent/not) and among administrators, faculty and staff. I do believe that administrators—who largely work very long hours under a great deal of stress—should be paid well for their sacrifices and responsibility. But the spreading distance between higher (including me) and lower paid employees and contingent and non-contingent employees should be our highest budgetary priority, especially in light of current inflation making basic needs out of reach or precarious for so many of our colleagues. I think that the most widely palatable way forward for a much needed cost-of-living adjustment is a flat dollar amount raise for everyone. Merit raises would be great on top of that but I don't see that we have the budget for both. (*A&S*)
- Everyone benefits and it doesn't create a bigger gap between the top salary earners and the lower earners. (*Education*)

Flat \$ Amount – Con

- Flat \$ amount raises can inadvertently widen the gap between higher and lower-paid employees. For example, a \$1,000 raise represents a more significant percentage increase for a lower-paid employee than for a higher-paid one. This can lead to feelings of inequity and dissatisfaction among employees. Similarly, decreasing % raises for higher salaries can be perceived as punitive and demotivating for those who have achieved higher compensation through experience and performance. Many organizations adopt flat %-

based raises as a standard practice. Aligning with this approach ensures that our university remains competitive in attracting and retaining talent. It demonstrates our commitment to fair and equitable compensation practices, which is essential for maintaining a positive organizational culture. (*Business*)

- I don't believe in flat \$ amount to all. It has to be a %. After all, some of us have worked hard for many years to get to a certain level, and it's not fair that we get a flat rate (same as a lecturer, for example). Now I understand that the provost and deans earn high salaries and perhaps those in the administration can be given a lower %. But as a senior faculty member, I prefer to get %, not a flat rate. (*A&S, Full Prof.*)

% that Decreases for Higher Salaries – Pro

- This type of increase is what happens in other Fortune 500 companies and major corporations. The goal is to bring everyone up to be closer to those already making the most. Other companies decide from this \$ amount we have to dispense, who is the highest paid person of that category or classification. That highest paid person receives a very small amount, but the person in the same category is brought up closer to the highest paid with a % increase or allocation. Also, the president makes 400K, and already received a bonus from the board (that was pre-negotiated) -- doesn't need \$9K more (if a 3% overall was given). (*A&S, Asst. Prof.*)
- Some folks really need a raise to pay their bills, while some administrators/senior faculty making more money might not need that raise as much. Would seem to be fairer to distribute most of the raises to staff/teaching professors who are already under-compensated, as opposed to tenured faculty and administrators. (*Teaching Prof.*)
- Salary increase should be merit based and graduate to most advantage the lowest earners instead of the highest earners. (*A&S, Teaching Prof.*)
- We have some staff who simply do not have competitive salaries and would have to leave here to be paid fairly. Similarly, we have significant salary discrepancies among faculty. Finally, faculty are limited in terms of being able to work a second job and have no way to make additional money to meet their financial needs.
- I think that ANY increase in compensation will be viewed positively. It would be great to simply give everyone a 1-2% raise, and try to make that a recurring yearly raise. However, I selected the option to use a % that decreases for higher salaries. My reasoning is that someone earning a very large salary does not need the increase as much as someone earning less. Priority should be given to those earning low-to-medium level salaries. The top 10-20% earners should not get a huge pay increase, as economic pressures do not affect them nearly as much. (*A&S, Assoc. Prof.*)
- The faculty and staff with lower salaries are more impacted by the financial and social situation so would be more supported with the increase. (*A&S, Asst. Prof.*)
- Giving a flat %/\$ amount is not really equitable. As a department chair, I make significantly more money than my staff advisors and program coordinator. They should receive a larger percentage increase in their salary compared to me. (*A&S, Full Prof.*)
- John Farrar was right on with recent comments he made about the need for lower salaries to get a larger % raise than higher salaries. Those who are already paid more than 100K per year are NOT those with greatest need. I think this is especially true of salaries above 150K. A flat \$ amount might work here too, but a flat % is leaving the lower salaried folks out in the cold and should not be used. (*A&S, Full Prof.*)
- Salaries are so inequitable now that a flat amount or flat % will just make that worse. If we do a % increase that decreases for higher salaries, we might actually be able to fix some inequities. (*A&S*)
- Everyone deserves a raise considering the increases in cost in living over the last few years. However, these raises need to be equitable. If you are making a 6-figure salary, a 3% raise would be significantly more than someone who is only making \$45K a year. Faculty members on the lower end should see a higher % so it can actually make an impact to their paychecks.

% that Decreases for Higher Salaries – Con

- I think it would be incredibly unfair to ever do the option "A % increase that decreases for higher salaries."
- Salary compression is a major issue at NKU. A % increase that decreases for higher salaries is ethically irresponsible. (*Health & Human Services*)
- While a % increase that decreases for higher salaries sounds fair, it actually is not. Such a measure does not consider the entire picture of household income. For example, a person making \$100K might seem to be on the high end of the salary spectrum, but that salary may be the only income for their household (i.e., they are the breadwinners supporting dependents). Likewise, a person making \$50K could have a higher household income based on spouse/partner income. I know for a fact that one of our visiting faculty's spouses is a millionaire, so how is it fairer to award that person a higher % than someone making \$100K for their entire household? It's not. (*A&S, Full Prof.*)

Some Combination of % and \$ Amount

- I think it should be a combination of both, so everybody gets the same amount, but then some % increase as well. Best of both worlds. A fixed amount is very good because it will primarily benefit those folks whose salaries is already too low. (*A&S, Assoc. Prof.*)
- There should be a % cost of living (maybe 2%) amount and then a flat \$ amount for the remaining portion of the raise pool. (*Informatics, Full Prof.*)
- A combination approach can work toward offering some balance and fairness. A \$ amount can offer meaningful raises for a lower salary and % increase can address some of the salary differences. The approach for flat %, I feel, only widens the salary gap as higher earners compared to lower earner can see a significant difference in increases. Overall, there should be strong considerations and discussion on the equity and compression issues based on salaries, stipends, course overloads and so on. (*Health & Human Services*)
- Same % of salary increase exacerbates the serious income inequality in NKU. Several other colleges and universities have a narrow salary gap between A&S and CoB. At NKU, a tenured faculty salary in the CoB is 3X higher than that of A&S. To illustrate, a 3% increase on a \$70K salary means \$2,100, whereas a 3% increase on a \$160,000 salary means \$4,800. Such income inequality, combined with the heavier teaching load of A&S faculty, makes the situation even more frustrating. (*A&S, Full Prof.*)
- Determine a minimum amount that everyone should receive and deduct that from the pot. And with what is remaining, divide the pot into equal shares. Then, normalize everyone's salaries against the mean. Multiply the equal shares to the normalized figure. This will benefit those furthest below the mean at the expense of those highest above the mean, but everyone will at least get the determined minimum.

Flat % with \$ Cutoff at the Extremes

- I like the idea of % with min/max values: e.g. 3%, but at least \$X, up to \$Y. Since we have compression issues, those on the higher end of the pay scale have often been here longer, and we don't want to make the compression issue worse by capping the max too low, though. (*A&S, Full Prof.*)
- A flat % seems good for most people, but maybe with flat \$ cutoffs at the extremes (so a raise of no less than X amount if there are people at the bottom of the scale who already aren't making much and of no more than Y amount for people who are already making a lot). (*A&S, Assoc. Prof.*)
- At some point, we have to simply deal with cost of living and then equity. We cannot continue to pay unreasonably high salaries for some faculty e.g., law school, who are not giving a ROI. We could look at a cap on top salary for wage increases. For example, why should a law faculty making \$230K get the same 3% that I do? I'm sure there's a statistical fix for this...Remove the outliers and find a median salary type idea. (*Health & Human Services, Full Prof.*)
- I understand that there is an inequity issue, but I think that there are a lot of folks who work really hard and if they aren't compensated with a raise (such as a flat %) that will impact our ability to keep folks. I wonder if a \$ amount cap, e.g., 3% but a cap of up to \$3,000 would create some ROI for all employees but also fairly reward folks who have higher salaries. (*A&S, Full Prof.*)

- Staff in lower positions are likely needing a larger \$ increase than many upper positions, but decreasing % for higher salaries leads to compression issues. Likely a small sliding scale is the best options, but we would need more data to formulate a plan. This is too hypothetical to answer with certainty, in my opinion. (*A&S, Assoc. Prof.*)
- Without knowing more about the salary ranges, I can't support a % increase that decreases. I am in favor of a lower % in the upper echelons of administration. (*Law*)

Increases Tied to Longevity (to Assist with Compression)

- Base it upon years of service
- % and sliding scale based on seniority
- Faculty who have been at NKU longer should receive a higher % increase than new faculty
- Needs to be based on years of service. Those who just got hired should not be getting raises when there are those of us who have never received anything anyone would consider a raise in 15 yrs.
- Faculty who have been at NKU longer should receive higher % increase than the faculty who just joined NKU. The flat rate increase for all the faculty will not solve the problem regarding faculty retention. It is not fair when we see that an Asst. Prof. is earning \$5K more than associate professors in the same dept. (*Informatics, Assoc. Prof.*)
- Don't feed the just fed (the just hired people) - feed the incredibly hungry (been here a long time with little to no raises). Any flat across the board doesn't address the salary compression issues or account for differences in merit! (*A&S, Full Prof.*)
- Compression needs to be addressed for faculty and staff who've worked at NKU for 10 years or more. Most are earning a similar amount to new hires with much less experience because of market forces. I am aware of many employees who are looking for new jobs at other universities and organizations due largely to their compressed salaries. They can increase their salaries by 25% or more by leaving NKU. We will see an exodus, especially if there are changes to flexible/remote work options. (*N/A*)
- Persons that have been at NKU for a period of time should be considered in terms of CUPA first. (*Education, Assoc. Prof.*)
- Addressing salary compression, merit-based increases, and cost-of-living adjustments is essential to maintaining faculty morale. Salary compression negatively impacts faculty morale and motivation, causing valued, experienced professor to feel undervalued. Merit-based salary increases would recognize individual performance and contributions directly tied to school objectives and outcomes. (*N/A*)

Merit Raises

- Merit-based and workload-based increases
- Raises need to be a blend of merit-based and graduated. We need to support people who work hard and who are not fairly compensated. *A&S, Full Prof.*)
- Merit MUST be recognized. As a highly productive tenured faculty member, I have been doing a lot of reflecting about why I give so much to the institution only to be treated with ongoing disrespect and to never see any fruits of my labor. To continue to work so hard is, frankly, stupid. There is no incentive. Employees should not be expected to make up budget shortfalls with their mental and physical health, all while they never see pay increases or any recognition of their excellence. One of the best things in the Votruba era was that at least on paper, all raises were merit raises. At minimum, people who got negative performance reviews would not see a raise. Isn't that the least we can do? (*A&S, Full Prof.*)
- First, NKU needs to address the inequity within departments/schools and colleges. Then we should move to merit raises. While a flat percentage makes it easier for admin- it sends a message to faculty. I work with a colleague who does the bare minimum- why would I continue to go above and beyond if we both are going to get the same miniscule raise? (*Health & Human Services, Assoc. Prof.*)

- I would like to see a merit increase. Some faculty members don't publish or receive very poor evaluations from students. Why should they receive a raise? Matching for the inflation is the baseline and creating a merit reward for hard-working employees fosters a positive environment. (*Informatics, Full Prof.*)
- In addition to cost of living increases, merit increases are also warranted. There is literally nothing, and I mean nothing, that encourages meritorious performance at this University. As a result, only the most internally driven people (and I consider myself to be one of them) continue to perform. Most others realize that the economics and optics of the situation actually encourage putting one's efforts elsewhere, and that is what reasonable people do. This University is sliding into incompetence because it refuses to recognize and value merit. It pains to write this. I wish this were not true. (*Full Prof.*)
- Incentivize earning additional compensation via merit pay. (*Health & Human Services, Assoc. Prof.*)
- I think that everyone needs to have salary increases to help with the cost of living. But I also feel that some people who work very hard at their jobs should be recognized for their work through a merit increase. (*Health & Human Services, Teaching Prof.*)
- I am not aware of merit increases or how they work at NKU, but it seems that they are highly lacking in my area. (*A&S, Teaching Prof.*)

Responses for “Other” Option

- It should be addressing salary compression first and then do merit-based increases and cost-of-living adjustments
- A flat % amount that is aligned with inflation/cost of living for the past 5-10 years
- Anything that's real
- Divide the pot into equal shares. Then normalize everyone's salaries against the mean. Multiply the equal shares to the normalized figure. This will benefit those most below the mean at the expense of those most above the mean.
- Flat % and merit pay
- Flat % and merit increases for those employees who do the work
- Address salary compression issues

Administrators

- We continue to give bonuses to administration while other salaries remain stagnant.
- Flat % for eligible faculty and staff – NOT administration
- Increases need to focus on staff and faculty. Administrators have already received plenty of increases and bonuses while the rest of us bore the burden of losing our valued colleagues and consequently an increase in workload during the budget crisis. (*A&S, Assoc. Prof.*)
- Those in administrative positions should not receive any compensation increases at all. (*Education, Assoc. Prof.*)
- The highest-paid administrators should not get the greatest total dollar amount. That is not fair and would sink morale even more. (*A&S, Full Prof.*)
- People are leaving NKU, especially the administrators, left and right, last one being Jason Vest, who was great to have here. (*A&S, Assoc. Prof.*)
- NO MORE SALARY INCREASES FOR ADMINISTRATORS. OUR PRESIDENT JUST GOT A BONUS OF TWICE MY ANNUAL SALARY, AND ADMINISTRATORS GET COMPENSATION INCREASES FREQUENTLY. (*A&S, Assoc. Prof.*)

APPENDIX D:

Faculty Summer/Winter Compensation Policy Comments

Budget Treatment/Allocation of Funds

- We need full transparency on the costs of offering summer courses. Buildings are open; utilities must be paid. It makes no sense to cancel classes that would bring in some new revenue v. no students and empty classrooms. (CAS)
- I have heard that the way the summer tuition is entered into the budget, the particular colleges are at a disadvantage. For example, if there is a class that is being offered in the summer, the tuition goes to the university and the cost comes out of the college budget. This is completely unfair and unreasonable. What this means is that if there is a class that would even have 15 students, for the college to offer it the college budget would be penalized. Therefore, the university in total is losing out on net profit: the tuition minus the instructor's compensation plus a little bit of fringe benefits. (Business)

Summer/Winter Compensation Level

- Summer classes should offer higher compensation.
- Protect our salary percentages. We need that money to live. (Health & Human Services)
- Increase the % and raise the cap. (CAS)
- The salary for summer classes is way too low to attract faculty. (Business)
- Adjust salary cap for inflation.
- The maximum cap for summer teaching compensation should be increased appropriate to the cost of living increases. (CAS) Also, the university should give teaching priority to full-time faculty over part-time faculty. (CAS)
- Increase the summer/winter compensation -should be comparable to other universities in the region. (Health & Human Services)
- The \$85K Salary cap was designed almost 10 years ago. With inflation, that cap should be increased as well. (Informatics)
- I don't volunteer to teach summer classes, in large part because the compensation is not commensurate with the time I would put into them. When I taught a summer class fresh out of graduate school I was paid north of \$10,000 per class. (CAS)

Compensating 12-Month Faculty

- Do 12-month faculty get paid the same as non-12 month faculty to do faculty-level work 3 more months a year? If so, this should be a concern no matter what faculty are doing those extra 3 months (teaching or otherwise) (Steely Library)
- 12-month faculty SHOULD be compensated for summer/winter teaching unless part of their standard duties. (A&S)
- Full-time, NTT faculty should be compensated for teaching summer/winter courses—why shouldn't they? This seems very biased, and anyone working during summer/winter hours should be compensated for it. (CAS)

"Low Enrolled" Classes

- Change the definition of "low-enrolled class", i.e., reduce the "low enrolled" class size to 10 for undergraduate and 5 for graduate. (Health & Human Services)

Proration

- Do NOT prorate summer salary based on enrollment. Grading aside, it takes a comparable amount of investment of time, effort, and planning to conduct a class with 8 students, as will 12 or 15. (CAS)
- NO salary proration for lower enrolled sections, as the expectation changes very little with fewer students.
- We have pro-rated before, and the question comes up: What if I have more than 15 students – (should I receive extra compensation?
- No proration, i.e., keep “Faculty will receive full compensation for all classes that run and that salaries will not be reduced for classes with lower enrollments” (*Health & Human Services*)
- I'm really against salary proration. Whether to hold a low-enrolled course is a business decision of the dean and chair, and they should not be given the option to pressure a faculty member to accept lower pay in order to continue a course with lower enrollment. As long as the summer terms are still profitable, it should be OK (even encouraged) to hold a few low-enrolled courses, even if individually they lose money. (CAS)
- I would not be opposed to prorating, but I would also be ok without it. I would prefer to be allowed to teach an under-enrolled course for a prorated salary, but if it would cost the university too much to do so, I am ok with the current policy. I tried to teach a summer class for free once with 5 students and was told that doing so would "cost the university money", which made no sense to me. I suspect there was something fishy going on when this policy was first proposed. (*Informatics*)
- The idea that NKU is somehow losing \$ if they allow a course with 10 students enrolled is absurd. Prorate it if necessary, but allow the classes to run if the faculty member is willing to take the prorated figure. (*Informatics*)
- Faculty should have the option of accepting pro-rated salary if a course is near the enrollment limit. (CAS)
- For smaller programs allowing a prorated salary for summer can alleviate budget constraints while still offering needed courses. (*Education*)
- Many students NEED to take summer classes even if they are under enrolled. Pro-rated salaries would allow faculty a chance to fill those gaps and still receive fair compensation. (*Informatics*)
- Proration for small classes is semi-OK, but I see that too as leveraging faculty goodwill in a questionable manner. (CAS)
- Special topics classes during the Winter session often struggle to get big enrollment, but also are labor intensive enough with smaller class sizes that the workload isn't that different. Prorating would at least let them run. (CAS)
- In my opinion, it should be prorated. I came from an institution where this was the practice. If faculty are willing to teach a small number of students, that would give students the option to take this course and still give faculty some extra salary. It should, however, be always the decision of the faculty if they want to teach or not. (CAS)
- Include a class “cap” for salary increase policy (*Health & Human Services*)

Faculty Need for Summer Teaching

- Please stop threatening to cut summer salary. Most of the folks in the normal faculty salary range have to teach summers or overloads just to make ends meet. This is not going to improve in the next 4 years or more. (*Health & Human Services*)
- Sadly, many of us count on teaching an extra class as part of our salary. Don't you dare take this away.

Flat Summer Rate

- If changed to flat rate then make compensation at least as much or more than a summer fellowship (\$6K or higher) (*Health & Human Services*)
- I think a flat rate would be beneficial.
- I particularly like the idea of a flat rate for compensation of summer classes. That feels fair. (*Steely Library*)

Allocation of Summer Teaching Opportunities

- But who gets to choose who gets to be considered for summer teaching? Is it based on seniority, tenure, or are we bold to say that it should be based on who is most qualified? For example, there are NTTR faculty who might be more competent to teach particular classes.
- Nontenure faculty on 12-month contracts should be considered first to teach summer/winter courses to compensate for low salaries. (*A&S, Teaching Prof.*)
- The university should give teaching priority to full-time faculty over part-time faculty. (*CAS*)
- Allow ALL OF US equal opportunity to teach in the summer/winter. My dept. allows non-T/TT instructors to teach in the winter and summer in order to pay them enough to live on. But because of years of inflation, the rest of us also need the additional income. (*CAS, Full Prof.*)
- Allow non-T/TT instructors, who would cost the university less, to teach Summer/Winter again, instead of just T/TT apartheid masters.

Remove/Change Limitation on Summer Courses

- This line (see p. 2 of policy) needs to be changed: "...faculty should teach a maximum of 2 courses/6 credit hours during the entire summer session" as our dean no longer allows faculty to teach 2 classes over the summer. (*CAS*)
- It's not good that we haven't been able to teach 2 summer courses. Maybe the 2nd course at a reduced rate? (*CAS*)
- Faculty should be able to teach 2 courses! (*CAS*)
- Although it appears that the official policy still allows for full-time faculty on a 9-month schedule to teach 2 courses during the summer, this has not functionally been allowed in our dept. for several years. The powers that be started capping our summer courses at 1 course per summer for the past few years. Also, winter courses used to be treated separately from the summer courses, but as far as I know they have all been functionally lumped together (so that you cannot teach 2 summer courses + a winter course). As someone who ALWAYS taught 2 summer courses for extra compensation whenever possible, this was a big pay cut for me. This is problematic as my courses were well-designed, and always received very high ratings. In other words, it is not as if I was doing a poor job or teaching subpar courses. On the contrary, many students told me that these were some of the most well-organized and best online courses that they had taken. In short, I understand the need to reduce extra teaching opportunities during a budget crisis. But my understanding is that this was temporary. I really hope NKU does not try to make this permanent, as summer teaching was a huge bonus in terms of pay and opportunity. I strongly hope that NKU reconsiders this "unofficial" policy and starts letting faculty teach 2 summer courses for extra compensation soon. (*CAS*)
- If there is no one else to teach, a faculty member should be allowed to teach 2 summer courses. (*CAS*)
- Allow faculty to teach more than 6 hours in the summer if faculty member chooses to do so. (*Education*)
- Remove the 6-credit hour restriction.
- Increase the maximum number of classes allowed to be taught. (*Health & Human Services*)
 - There should be the possibility of teaching more than 2 classes to make more money since there are fewer opportunities for faculty to make more money.
- Program directors should have a say in which courses are taught in the summer session. The 2-course maximum for 9-month faculty should be increased for accelerated programs. (*Health & Human Services*)
- Consider the phrasing of para #2 under "Compensation". The use of the word "or" is confusing -- it reads as if people can teach 2 in the summer OR 1 in the winter/intercession. Does that mean that if you teach 1 course in winter you lose the option to teach in summer at all? If not, break that into two sentences: "... summer session. For Winter or summer 3-week session courses, faculty should teach a maximum of 1 course (3 credit hours)" (*CAS*)

Faculty Stipend for Credit-Bearing Projects

- No one should be pressured to work for free. (CAS)
- A stipend for faculty that do research with students over the summer should be done.
- A small stipend should be provided for faculty working with students for research activities in summer based on contact hour, not just credit hour. (CAS)
- Keep the policy as is with the above noted change (small stipend for faculty working with students on credit-bearing independent projects during the summer). (CAS)
- I refuse to teach credit-bearing independent projects during the summer because I am not compensated for it, but students are paying for something. A stipend would help. (CAS)
- Right now there is no incentive for faculty to work with students on independent learning courses because we don't get paid for it regardless of how many students one works with. There should be at least small compensation for it regardless of the semester, including summer. (CAS)

Counting Summer/Winter Courses towards Teaching Load

- The provost needs to better understand programs that go year round in creating and implementing these policies. (*Health & Human Services*)
- I propose that summer compensation be structured to ensure that 9-month employees who work year-round receive both equitable pay and vacation time, making their total compensation and benefits comparable to those of 12-month employees. (*Health & Human Services*)
- For 9 month faculty: have a choice of semesters to teach such fall/spring; summer/fall; spring/summer for programs that run year round. (*Health & Human Services*)
- It is shameful that our program directors are paid at a much lower hourly rate over the summer, and may often do weeks and weeks of work. It is also very frustrating for programs that run year round to be told that summer classes are hard to fund. This happens every year and we are receiving tuition funds. Our policies don't seem sensitive to year round programs. (*Health & Human Services*)
- With the heavy investment in online programs, there is no such thing as Summer break. Not only does that mean NKU needs to treat the Summer as it does the Fall and Spring as far as staffing goes, but it means a complete rethink of the policy and everything involved with it. Incorporating into yearly load is good. But many people rely on Summer money to survive. So that needs to be taken into account. (*Business*)
- I think the option to include summer as part of workload is already possible but is discouraged for some reason. (CAS)
- I would not be opposed to allowing this option, but I would also be ok without changing it. (*Informatics*)

Marketing Summer Courses

- We should be investing more in summer marketing, promotion, and growth especially for transient students because NKU benefits. Instead, we nickel and dime summer courses (and the faculty teaching them) because short-term profit is the solitary consideration. I can't count the number of students who have transferred from another university because of a good summer experience. (CAS)
- MarComm should be tasked with promoting summer classes. Faculty are not marketers. (CAS)

Winter Session Should be Reconsidered

- Winter classes are always extremely low enrolled. It makes sense to 1) eliminate this session, or 2) reduce the pay for full-time faculty to the level of our part-time rate. I can't imagine the current situation could continue. It is not financially viable. (CAS)

General/Other Necessary Updates to Summer/Winter Compensation Policy

- You don't really care, and it won't change.
- Our opportunities to teach summer/winter have been greatly reduced, so we are working elsewhere.
- Could be a bit more transparent simply in the way the policy is written, if nothing else. Include examples to show the breakdown, and perhaps an update to reference how different faculty designations are compensated, as I'm not sure if the current policy covers all of the varieties of teaching roles and payroll schedules. (CAS)
- "All cancellation decisions should be finalized no later than the close of business on the Friday before a session begins". This is a really crappy policy. Not only does this prevent faculty from getting paid, but this potentially screws students that need that course to graduate over the summer. (CAS)
- As currently written, this policy needs a substantial revision. (CAS)
- Faculty should NEVER be forced to change the length of the term or the modality to suit administrator desires. (CAS)
- Program directors should have priority in determining which courses are offered. They are frequently overruled at the dean's level. (CAS)
- Offer more summer/winter courses. Don't make assumptions about whether a course that's never been offered will meet enrollment or not. (CAS)
- The policy is fine as is. The problem is administrators who do not follow the policy.
- No change needed - Summer and Winter should be compensated.
- Considerations on student enrollment for undergraduate. (*Health & Human Services*)
- Faculty Senate needs to be more assertive.
- I would rather take off and decompress during summer than to volunteer to continue overworked and underpaid teaching underprepared students during the summer as well. (CAS)

APPENDIX E:

Strategic Investment Suggestions

General – Need for a Vision and Metrics

- Making a clear vision for NKU. We do not know who we are and until we pick a vision/direction, I do not think we can answer what to invest in. I think we need to narrow our vision of who we are and what we want to be and move forward. For example, if we want to increase students living on campus and recruiting first time freshmen, that would be different initiatives than if we wanted to be more for adult learners. We can't be everything to everyone. (CAS)
- Isn't this why we pay hundreds of thousands of \$ to individual administrators who have "vision"? I teach, research, and service a niche of the university. How am I to know how the university can invest in something to gain long-term benefits? I am so very tired of the "deciders" asking how to do what we hired them to do.
- Focus on our core mission. Academics. Teaching. Curriculum. Invest in our faculty, in their professional development, our classes, and in classroom and online technology.
- We desperately need to start managing this institution in a fiscally responsible manner. How? Find metrics on healthy universities like ours to use as standards. What is the ratio of administrative positions to student enrollment? How does NKU compare? What is the ratio of administrative wages to teaching wages? How does NKU compare to the standard? What is the ratio of administrative wages to student enrollment? How does NKU compare? What is the ratio of administrative and faculty wages to staff? How does NKU compare? With data such as this we can make better management decisions about how to use our budget effectively. Without this data we are guessing, again, and increase the likelihood of poor financial management, again. The choices offered in this survey are random in the absence of metrics and accountability. Let's put pressure on the Board and Administration to MANAGE like smart people by demanding a change in how we operate, then match pay raises utilizing that system. (Full Prof.)
- Invest in at least 1 position in the university that is responsible for metrics with external validity, designing and conducting new performance evaluation systems, holding administrators responsible to those systems, and then determining who is contributing to the growth of the university and pay them. (Full Prof.)

Salaries

- Avoid taking on additional initiatives other than righting wrongs and addressing issues of inequity in salaries across campus.
- Pay faculty and staff equitably, instead of just giving lip service to equity.
- Compression raises are the most important. Long-time faculty and staff are still making less than new hires. That is bad for morale and leads to turnover. (Business, Teaching Prof.)
- Invest in and reward the single most important resource asset needed to operate this university without which the institution could not function, the faculty and staff. We work harder and try to do more each year, because we care about our students and the integrity of our programs. But the university administration and BoR seem unwilling to recognize this fact or invest in us. (CAS, Assoc. Prof.)
- Base-budgeted yearly cost-of-living salary increases for all. Building in a minimum 1.5-2% yearly increase for all at "satisfactory" levels and above provides security for employees as well as demonstrates a commitment and prioritization from NKU to its staff and faculty. (CAS, Full Prof.)
- It's clear that more money should be put into salaries. A university cannot have no raises for years and expect people to be happy or to be committed to the university. (CAS, Full Prof.)
- Simply salary increase for faculty since it has been so long. (CAS, Assoc. Prof.)
- Faculty pay has to be addressed, especially for those on the lower end. Those already in the 6 figures are fine. The rest of us are making \$40K less. So we have to work almost 2 years to their one, doing the SAME job. (Assoc. Prof.)

- Raises. Rationale: human decency, retention of talent, quality of university.
- The funding should go to increases in salaries. *(CAS, Full Prof.)*
- Pay increase helps retention. *(Health & Human Services, Assoc. Prof.)*
- SALARIES!!! We have incredibly high-performing faculty who are relying on food banks to survive. There is no amount of love I could have for this institution that will ever make that okay. We do not need a men's basketball team to be a functioning university. We do not need bonuses for advancement, admissions, or the President to be a functioning university. We do not need swanky building upgrades to make us look like a Google campus in order to be a functioning university. We DO need faculty to be a functioning university, and it seems like faculty are next-to-last on anyone's list of considerations.
- Cost-of-living, inversion/compression, and merit raises! *(CAS, Full Prof.)*
- The budget committee should really prioritize raises. This is the most important issue that needs to be solved right now at NKU.
- Salary.
- SALARY INCREASES *(CAS, Full Prof.)*
- Pay increases. *(CAS, Assoc. Prof.)*
- Cost of living increases-- We need to be able to survive on our salaries. *(CAS, Asst. Prof.)*
- Faculty/staff salary increases. Cost of living adjustments. *(Education, Full Prof.)*
- Staff/faculty salaries need to be increased. Morale is at an all-time low at this institution. We have too many administrators making \$200,000+/year that seem to do absolutely nothing for NKU. At the same time, we have critical staff members barely making \$15 per hour. That is not a livable wage in today's economy. Administrators seem to be baffled why we are losing so many talented people. *(CAS, Full Prof.)*
- Better salary equity among colleges and disciplines. It is demoralizing to find that a brand new faculty member in another college is hired with twice your salary or more. Treat faculty loads across campus equitably. Why should Business have 9 hour loads as opposed to all others' 12 hour loads? What's the justification? And if there is one, does it hold up under scrutiny? *(CAS, Full Prof.)*
- I think it makes sense to fund faculty so that they can do their best work. A faculty member who feels happy about their job and has freedom to work on projects that interest them benefits everyone. *(CAS, Assoc. Prof.)*
- Funding should be strategically increased to address faculty salary compression and enhance compensation for instructors in healthcare-related programs. These programs generate significant revenue for the university and are essential to meeting workforce demands, yet faculty salaries remain uncompetitive compared to practice settings. The growing pay disparity makes it increasingly difficult to attract and retain high-quality educators, leading to faculty turnover and potential impacts on accreditation, program stability, and student outcomes. Investing in competitive salaries would improve retention, reduce costs associated with frequent hiring and training, and ensure the long-term success of these high-revenue programs. *(Health & Human Services, Asst. Prof.)*

Salaries - Non-Tenure Track

- Raises and better starting salaries for NTTs. NTTs teach the brunt of the classes university-wide and make, by far, the least money, despite the fact that many of us are just as or more qualified than our TT counterparts. We are saddled with a life of poverty based on the role that was available at the time we applied and then locked into that life of poverty for the rest of our career, despite the expectations of extra classes, independent studies, service, leadership, continued education, professional practice, etc... NKU is going to have a hard time providing a quality product (education) if we can't provide those that provide the product a livable wage and therefore drive them away to other universities... our competitors.
- The NTT rank change - NTTs still only get 1K for a promotion! Every year, the administration has said they support increasing this, yet do nothing about it.
- Extended contracts for long-term "temporary" faculty. *(CAS, Teaching Prof.)*

Merit-Based Raises

- Merit-based raises - this will boost morale and encourage faculty achievement. *(CAS, Asst. Prof.)*
- As available, additional merit raises should also be noted as highest priority levels. *(CAS, Full Prof.)*
- Merit pay for faculty projects that are clearly in line with objectives of this university and clearly related to the betterment of the people of this region. *(Informatics, Teaching Prof.)*
- There are huge inequities in our dept. about merit-based pay increases. *(CAS, Assoc. Prof.)*

Hiring: Faculty

- Full-time nursing faculty are needed for students and required to meet accreditation standards. *(Health & Human Services)*
- We were told years ago that income from the online programs would fund additional faculty when the number of students increased. We have fewer faculty now than we did when our program was much smaller. Would like to see more hiring of full time faculty to replace the high number of adjuncts we have in our program. *(Health & Human Services)*
- Hire full-time faculty.
- I cannot overstate the staffing issues we have. We need more funding for faculty in order to attract more students and be competitive in the marketplace. *(Law)*
- Funding should be made available to areas of growth. NKU needs to do a review of all program offerings similar to those conducted at WKU and ECU. Whatever happened to the results provided by Gray Associates? CPE paid for this firm to review program offerings across the regional universities. There are programs that are growing but have experienced reduction of full time faculty due to departures or retirements. Please incentivize the needs of growing programs.
- Add money to academic units that are growing their programs by increasing tenured faculty. If their programs aren't growing, either determine how to advertise their units or determine what they need to be stable. While doing this, don't forget that the liberal arts may not have thriving majors but are vital to the health of the university. *(Health & Human Services, Full Prof.)*
- Tenure-track faculty. *(Business, Full Prof.)*
- Invest in faculty! *(CAS, Full Prof.)*
- Invest in faculty and staff appointments - Faculty are the heart of what we do. *(Health & Human Services, Assoc. Prof.)*
- Increase faculty and staff to support college. Workload is too high. *(Health & Human Services, Asst. Prof.)*

Hiring: Staff

- Invest in faculty and staff appointments - Faculty cannot function smoothly without staff. Quality programs attract students; being understaffed reduced the quality and efficiency of programs. *(Health & Human Services, Assoc. Prof.)*
- Funding to hire competent and adequate numbers of staff in financial aid and admissions is key. Students must have their needs met in these areas. *(CAS, Assoc. Prof.)*
- I know too many units operating without appropriate forward-facing staff due to eliminated positions (e.g., dept. secretaries) good people who worked for deplorable salaries cut due to the current budget debacle -- every unit should have a secretary or at least a work-study who can greet and direct students, guests, etc. That person could also take on the role of so many miscellaneous efforts that are falling by the wayside ... including outreach - personal contact means the world to students and our persistent "more with less" culture has decreased the time many of us have available to meet this need. *(CAS, Assoc. Prof.)*

Workload/Teaching Load

- The 999 classes with enrollments larger than a regular class MUST be rewarded. We had to change the Canvas and assignments to address the ONLA students, and the classes are far larger than the in-person ones. Please don't insult us that those classes have coaches! They don't care and don't share the NKU values! We end up working harder by "training" them and later doing their job. (*Informatics, Full Prof.*)
- Funding for large class sizes should be the norm. Our instructional expense should align with our revenue, which is student credit hours (SCH). Creating a workload policy based on class sections is not in alignment with our revenue stream, and until we better align instructional revenue and expenses, we will continue to face budget challenges. Complete/perfect alignment is not realistic, given certain programmatic requirements; however, we could be much more aligned in compensation for SCH instructed. (*Business, Full Prof.*)
- Reduced course load for faculty so that we can be able to focus more on our scholarship as well as student centered activities for student success, such as mentoring students in independent study research projects, as well as student centered pedagogy in the classroom, which can lead to increased prep and grading time. (*CAS, Assoc. Prof.*)
- Invest in reducing the teaching workload. This would reduce the faculty burnout and would make NKU more attractive to future recruitment efforts. NKU has become more demanding in scholarship expectations - yet the teaching workload remained the same (actually increased due to COVID changes and now AI). I am not sure if we look attractive to future candidates. (*Health & Human Services, Assoc. Prof.*)
- Invest in equitable and reduced workload. (*CAS, Assoc. Prof.*)
- We need equity across the university with regard to course load, class size, and pay. This will greatly increase morale and interdisciplinary work. (*CAS, Asst. Prof.*)
- Reduce teaching load - whether in courseload or in class size reductions or both. This has the most immediate impact on students, and is in line with our marketing strategy of advertising NKU as a place with small class sizes and one-on-one attention. Let's make sure then that the class sizes are actually small, and the professors are not overwhelmed. (*CAS, Assoc. Prof.*)
- Course-load equity will also increase student success. Effectively teaching 8 classes a year is much more difficult than teaching 6 classes a year. (*CAS, Asst. Prof.*)
- Keep class sizes small. You cannot not pay us, increase our class sizes, and tell us just to smile. Be brave. Do something that lifts us. (*Assoc. Prof.*)

Benefits (Health, Dental, Retirement, Rec. Center)

- The changes to UMR for medical coverage and Humana for dental coverage has cost me more than the proposed salary increase will cover. Medical costs that both of the previous plans covered have not been covered by UMR, and Humana dental is paying less than half of what Delta Dental paid. (*CAS, Full Prof.*)
- Health care benefits. We took a step down when we went from Humana to UMR. We also took a step down when we went from Delta to Humana Dental. This affects faculty and staff. (*Informatics, Assoc. Prof.*)
- Allow more access to faculty 403(b) funds (access not allowed for active faculty).
- Restore the free gym membership. Act like you care about our health and wellbeing! (*Assoc. Prof.*)

Diversity, Equity, Inclusion (DEI)

- If Frankfort is against DEI, we need to up our game on the language of belonging, and emphasize acceptance of who students and faculty and staff are, as they are. Family restrooms as options in all buildings. Imagery of all kinds of students, traditional and adult, all genders, all ethnicities. We need to fight against base impulses, including sending faculty and students to Frankfurt on the regular.

Community Engagement

- Are there public private partnerships that we should be exploring?
- NKU should build stronger partnerships and pathways with employers in all sectors in our region -- private, public, nonprofit -- to increase the number of their employees pursuing educational opportunities and to enhance internship and job placements of NKU students. Strategies could involve employers offering more/better tuition benefits for employees and/or NKU providing some kind of tuition incentives to attract small groups from these organizations.
- If NKU wants to maintain its Carnegie designation, there should be ample support for faculty and students involved in community-engaged scholarship and outreach. The Branch Awards from IHI are a good model where small grants can be used to pay students and purchase needed supplies. This concept could be expanded campus-wide. (*A&S, Full Prof.*)

Enrollment/Recruitment

- Keep going with transfer students - the more we can bring in the better. It's a source of enrollment that we lost for several years due to poor management choices. (*CAS, Full Prof.*)
- I was happy to see the transfer office come back; keeping that supported along with adult-learners, will be important as demographics shift. (*CAS, Full Prof.*)
- Place recruiting directors in each college. This has been informal in the Haile College of Business and has been very effective!!! Now we don't have the funds, or approvals, to make it formal. (*Business, Assoc. Prof.*)
- I believe that we need a person dedicated to recruitment for CHHS. Most healthcare organizations are begging for students to go into health careers, yet we have no FULL TIME PERSON dedicated to working with the high schools and promoting what we do. We are losing students to other colleges because of this! The faculty and staff of CHHS CANNOT be effective recruiters AND do our full-time job! We need this position desperately!! (*Health & Human Services, Teaching Prof.*)
- Give bonuses to specific colleges based on their performance (enrollment and profit). (*Business, Assoc. Prof.*)
- NKU could put more money into understanding recruitment of NKU students. What happens to our graduates? Why do certain people not elect to come to NKU? We offer an incredible value to students with excellent classes at a fair price. If students have some sort of misperception or end up enrolling with one of our competitors, it would be good to know why they made that decision. Did they get a better deal that we could have matched? Did they have difficulty with the enrolling process? Investing in our students and those considering NKU would pay dividends later. (*CAS, Assoc. Prof.*)
- Having a STABLE and competent Admissions and Recruitment leadership, staff, and philosophy is the 100% number one item that NKU MUST focus on, or we will continue to wither. (*CAS, Teaching Prof.*)
- Continue to invest in admissions and recruitment to maintain our enrollment efforts. (*Informatics, Full Prof.*)

Entrepreneurship/Investments

- Identify opportunities for investment in entrepreneurial projects that could either reduce NKU costs and/or provide sources of income for future budgets. That means investing in the entrepreneurial program and having an office to identify investment opportunities. (*Business, Teaching Prof.*)

Fees

- Another possibility is to charge a premium for students to register at an earlier date. If they are a first-year student and want to be part of priority registration, perhaps they could pay an extra fee to be able to register early. (*CAS, Full Prof.*)
- Funding should be increased to depts. to buy all the materials and software that they need to run the courses. Right now students have to pay for all of this through course fees. There should be no course fees. Right now we are acting like a low-cost airline - for which the ticket price is low, but everything costs extra. (*CAS, Assoc. Prof.*)

Facilities & Equipment

- Landrum is literally falling apart. *(CAS, Teaching Prof.)*
- It may seem silly but investing in facility maintenance and updates, including faculty offices. Cleaning is lacking, and maintenance is virtually non-existent. Ceiling tiles are stained and moldy. Carpet is worn out, stained, and coming up. Doors don't work properly. On and on, it goes. My building is not that old, but we refuse to invest in upkeep (and we don't have the management necessary in O&M). The physical environment has an effect on morale and workplace culture that we underestimate. *(CAS, Assoc. Prof.)*
- More funds are needed to update and maintain equipment in the Science Center. We need to keep up to date with current practices with current machinery and not let our existing equipment languish inoperable due to lack of routine maintenance. *(CAS, Full Prof.)*

Job Security – Visiting Teaching Faculty

- There are visiting teaching professors that are crucial to the retainment of students, yet subject to a yearly process of budget approval that does not adequately take into account their relative effort, merit, and devotion to NKU's mission. It is not about a pay increase, but recognition and a bit more job security (especially when the particular dept. needs the help). *(CAS, Teaching Prof.)*

Marketing/Communications

- NKU needs to do a better job of marketing the "3 states; 1 rate" tuition plan. This has enormous potential, but because NKU slashed marketing by a significant percentage, the word has not gotten out to OH and IN students, as evidenced by the % of applicants from each state with respect to KY students. Our sizeable OH population in this region should give us a huge advantage over other KY schools like WKU and EKU. We need to ask ourselves why this hasn't been the case. *(CAS, Full Prof.)*
- We need marketing outside of Risepoint. Allow colleges to explore other markets and provide colleges with incentives for enrollment increases or new target markets.
- More PR outside of Northern Kentucky—NKU is limiting itself!
- Marketing our university and programs online. *(Business, Assoc. Prof.)*
- I am happy to see that we are advertising in the Cincy region again. Keep that up. *(CAS, Full Prof.)*
- Remake the website and advertising. NKU still uses the DARE font signage from the 80s. The color scheme and website is very dated. The NKU website still has many old documents that are not pertinent. *(Health & Human Services)*
- Digital marketing to potential students costs less than print and can be targeted. *(CAS, Teaching Prof.)*
- WEBSITE! *(Assoc. Prof.)*
- We should be investing more in summer marketing, promotion, and growth especially for transient students because NKU benefits. Instead, we nickel and dime summer courses (and the faculty teaching them) because short-term profit is the solitary consideration. I can't count the number of students who have transferred from another university because of a good summer experience. *(CAS, Assoc. Prof.)*

Mental Health

- Expand mental health and wellbeing services to help students/employee in crisis. People quit/leave school during a crisis. *(CAS, Teaching Prof.)*

Online Program Management

- As I speak with faculty and administrators at other universities across the country about online education, I have found that most universities have chosen to operate their online education through an in-house entity rather than use a 3rd-party company like we do at NKU. In the long-term, we should develop a plan to make strategic investments into building out our own online education entity so that when our contract with Risepoint ends, we can bring it in-house and capture 100% of the revenue. *(A&S, Assoc. Prof.)*

Professional Development/Travel

- Professional development opportunities. Faculty are funded if they're presenting at a conference, but it would be very helpful for faculty to simply be able to attend and learn—faculty growing brings back more to the students than simply sharing what they already know with others. (*CAS, Assoc. Prof.*)
- Project grants and fellowships. (*Informatics, Assoc. Prof.*)
- Intensive teaching cohorts led by vetted outside professionals who can offer additional support for addressing the unique conditions facing higher education today. In-house professional development is great and should be regularly provided, but perhaps more focus on inviting non-affiliated and well-established speakers or panelists who can offer specialized, topic-driven guidance for responding to specific concerns facing educators would be more effective and impactful for improving teaching, curriculum design, assessment, research, etc. Examples: -An education/communications/rhetoric/political expert who can discuss strategies for maintaining the integrity of our teaching practices while navigating socio-political pushback against various curricula (such as DEI), -A roundtable or series with well-established and credentialed professionals from various arenas (social work, medicine, business, education, etc.) who can specifically address how we as faculty and staff can far more effectively support students in need across a range of conditions -Because we get so many non-traditional and marginalized students, it would be a useful addition to have an annual speaker (or group of speakers) from a comparable school or community outside of NKU to discuss how to *meaningfully* improve student performance/learning outcomes, as well as how to increase engagement and foster community amongst underserved and first-gen students. Our underserved students need more than just a degree, and I don't feel confident that they are given enough awareness of the need to make the most of their learning opportunities here. -Having done some non-profit lobbying, it may be useful perhaps to invite a talk from an established expert in this area who can offer guidance and tangible tools for empowering ourselves as educators and researchers. Inspiring more advocacy from those of us in Higher Ed, both inside and outside the classroom, in both Frankfort and in Washington is a step toward meaningful change that Universities need. I have taught elsewhere, and I think NKU is an amazing institution and that we could be on the cutting edge of far more responsive instruction and teaching approaches if we make a conscious effort to do so. Being small makes us flexible, and I'm not seeing the leadership from other institutions in KY that I have hoped to see in the last 20 years as the system continues to degrade and students continue to pay more for less valuable credentials. I believe strongly that morale everywhere is low and that many of us in Education would like to talk with people who have proven ideas about how we can make substantive, meaningful improvements in our teaching and professional communities. (*CAS, Teaching Prof.*)

Renewable Energy

- We should be investing in renewable energy on our campus as much as possible. As energy costs are always going to go up, we should be taking advantage of any credits and opportunities to plaster our roofs and other building tops with solar panels.

Scholarships

- Numerous businesses in the Cincinnati, Northern KY area should be contacted to sponsor a small number of scholarships. They should be very competitive scholarships so that the businesses know that they are sponsoring the best students. This would give great visibility to NKU within the area and also increase enrollments. (*Business, Full Prof.*)
- RECRUITMENT & SCHOLARSHIPS for the high achievers. I think it is a BIG mistake to not even try to go after the students who get a 27-33 on the ACT. They get an automatic scholarship from UK at that level of \$5K, and are also eligible for more depending on their major. We give them \$2K. As we continue to increase our tuition, the cost between us and UK to live on campus is not that far apart. We have to be realistic; UK has a hell of a lot more to offer than we do in terms of campus life. So we need to make the financial argument really hard to pass up.
- I wish the academic merit scholarships could go up---would help keep us compete with other universities. (*CAS*)

Student Research/Travel

- More funds are needed for student research and travel, and the source of these funds should be placed in one centralized location so students do not have to apply to 3-4 different places to acquire sufficient funds for their work. (CAS, Full Prof.)

Student Success

- NKU should investigate an NKU-sponsored health plan for students that cover minor issues (strep, flu, etc.) which might be part of a partnership with St. E. (CAS, Full Prof.)
- Student jobs, such as tutoring, should pay much more than they currently pay. (CAS, Teaching Prof.)
- TUTORING, PLEEEEEEASE!!!! (CAS, Teaching Prof.)
- STUDENT RELATED SUPPORT SERVICES, SUCH AS ADVISING. THAT IS WHERE FUNDS SHOULD BE INCREASED. (Business, Teaching Prof.)
- More funds for some student clubs or organizations that will greatly help NU's annual enrollment. (Informatics, Assoc. Prof.)
- Faculty should be rewarded for serving as capstone and student organization advisors because this plays a huge role in student success. (CAS, Asst. Prof.)
- NKU needs to provide more funds to some student club or organization, such as ACM, Cyber, Robotics, IoT etc. These clubs attracts high school students to join at NKU. Therefore, success of these clubs are very important. The clubs always suffer because of limited funds. Hope NKU can provide some additional funds for the clubs. (Informatics, Assoc. Prof.)
- Student support programs need increased dollars. Our students are coming to us more unprepared than ever with the grade inflation being done in high school. Tutoring, SI, Writing Center, UCAP, academic advising, and mental health services should be increased to help with this.
- Faculty (and staff) time for student success initiatives. This is where our bread is buttered, but we continue to "do more with less." There's very little strategy because the focus is on managing for efficiency. Eventually, student success metrics are going to suffer, but by then, it will take years to recover. (CAS, Assoc. Prof.)
- Affinity and IN PERSON classes for our traditional-ish students and programs should be STRENGTHENED. (CAS, Teaching Prof.)
- No student should be forced to take an online class in an in-person program because that is the only option to fulfill requirements. (CAS, Teaching Prof.)

Technology/IT

- We could use better computer and tech support. I feel like IT is trying to push more off on faculty due to them not having enough funds for equipment and staffing needs. (CAS, Assoc. Prof.)
- Increase funding for technology and software upgrade and repairs. (CAS, Full Prof.)
- Provide more opportunities for students to participate in online classes. (Business, Teaching Prof.)
- Fund capital purchases of instructional equipment in labs and classroom. (Health & Human Services)
- Not necessarily increased but we must make sure we have an adequate pool of money and reserve for technology. NKU shifted from a 3-year replacement policy on computers to 5 years, and I'd guess even at 5 years, many computers are not being replaced. I also worry that we do not have adequate funds to support emergency replacements of such items as classroom computers and servers. (Informatics, Full Prof.)
- We desperately need classroom hardware and software funds to be restored. The past few years have been incredibly difficult and detrimental to instruction in areas that require facilities that are more than just a working classroom. We have forgone software licenses, putting our students behind in being able to learn the tools they will need upon graduation. We need to be able to purchase, replace, and repair gear. Having a few years in a row where that is not allowed is pushing us toward a non-functional future. (Informatics, Full Prof.)

Tuition Cost

- One of the biggest issues NKU needs to address is the overall tuition cost. Although scholarships are nice, most students will factor in the up-front tuition cost of the university before they even apply. As UK and other R1 schools decrease their admission standards, NKU needs to separate itself from the pack. One way to do that is to lower tuition cost. Other benefits include our students not having to work as much or take out as many loans, which directly impacts student success. (*A&S, Full Prof.*)

Tuition Waiver Benefit

- Spouses or children of full time faculty members should be able to receive full year tuition reimbursement for undergraduate classes. (*Education, Full Prof.*)
- NKU would keep more faculty and staff if we were competitive with faculty/ family/ child tuition compensation. (*Education, Teaching Prof.*)
- There are very few Doctoral programs available at NKU. Would be nice to allow faculty to take PhD program classes at other institutions be covered under tuition waiver/reimbursement. This would allow more faculty to progress from master to doctoral level and improving the image of faculty/school to students/public. (*Health & Human Services*)

APPENDIX F:

Areas to Decrease Funding

General

- Will this survey make a difference? We keep saying the same things, and nothing significant changes.
- We seem to have all the money in the world for everything except pay raises. It's clearly the last on the list of priorities. Cost of living increases should be a given every year not be a "we hope so."
- From my (admittedly limited) perspective, NKU doesn't waste money. I know personnel are, by far, our biggest cost, which is entirely appropriate for an educational institution. As far as I can tell, we don't systematically overpay anyone but we do systematically underpay many (our entire staff pay schedule is too low for the way positions are classified into it). (CAS)
- Reduce the bloat at the top of the academic side and scale back athletics. It's really not that difficult. (CAS)
- I am not aware of any waste here at NKU. (Informatics)
- There's already been many cuts. I'm not sure if the university can make any more. (CAS)
- At this point, I don't know that we can actually decrease funding of anything and still survive. (Informatics)

Academics

- Winter session classes - look at the enrollments. With full-time faculty teaching these classes, it is likely not making money for NKU. (CAS, Full Prof.)
- I don't understand why some colleges are valued so much more by the university than others. I also do not understand why our men's basketball coach is the highest paid employee at our university and so much money is funneled into athletics over academics. Comparing the publicly-listed salaries of employees across the university is demoralizing. (CAS, Asst. Prof.)
- We need to look at the level of subsidizing certain programs where there is minimal revenue growth, i.e., ROI, e.g., areas such as athletics and programs that have poor ROI.

Administration

- Administrators and new titles. Seems like every semester/year someone gets a new title, and new compensation package. I'm all for reorganization, but I think the money is being misplaced. You need to hire staffing to do the jobs with competitive pay. Hiring a Provost of "This" or a VP of "That" is not helping. With those salaries, hire 2 or 3 people to actually do the work. Clearly, admissions, scholarships/financial aid, and advising are where money should be spent. Put the money where it might have higher ROI for keep student dollars. (CAS)
- Reduce the cost of our upper administration. If there was no money to increase the salary of faculty and staff, how was it possible to raise the salary of so many administrators? (CAS)
- Just stop hiring administrators, we need to hire more people to teach and staff to help them. (CAS)
- REMOVE ADMINISTRATORS. CAS has too many Deans making too much money and doing too little work. (CAS)
- Stop running expensive searches for administrative positions. Value internal candidates.
- Please stop adding top level administrative positions and give us more faculty and staff to meet the student needs. The more top level administrative positions that are created takes away from monies used to educate our students. I understand that some administrative positions need to be in place to run effectively, but past presidents increased this number dramatically and the university as a whole is feeling it. We MUST balance our budget, and I believe we are on the right track, but we need to keep at it! (Health & Human Services)
- What happened to the contract (?) with ABC something...? I can't remember the details, but they were reviewing NKU's efficiency in some ways when Vaidya was the president. We don't hear about it anymore, and I wonder what happened to it. (Health & Human Services)

- I mean, as much as I love our upper folks, we could re-look at their pay - might be too high? (*Health & Human Services*)
- Reduce the size of middle management. (CAS)
- Cut down on administrative bloat.
- Less administrative overhead. (CAS)
- Decrease funding for salary increases among those individuals in the highest levels of the administration. (CAS)
- Recent administrator bonuses are absurd. (*Health & Human Services*)
- Stop giving administrative bonuses. (CAS)
- Administrative bonuses.
- Stop salary bonuses for administrative executives. (CAS)
- The bonus given to the president was inappropriate at best. She contributed to the increase in enrollment, but so did the staff and the faculty in most colleges. They did not receive any bonus! This is unfair! (*Business, Assoc. Prof.*)
- President's bonus (CAS)
- Limit performance raises to VPs; those performance raises would be better utilized for program directors, faculty, and staff.
- Freeze hiring of upper administration, including the honors dean position, until needs of faculty are met. (CAS)
- Stop hiring more administration. When faculty leave, we are not given "new" lines to replace them - we have to make due. However, when an administrator leaves, we hire 1-3 more people to replace them... Ugh, if we need 1-3 people to do 1 person's job that should tell us something - we are either hiring unnecessarily or we are overloading people with work... The same is true for faculty. We are expected to do more or the same with less when we are growing programs and our faculty/staff is already thin. (*Health & Human Services*)
- There are too many "Director of...." positions.

Athletics

- The athletics situation has changed since we ventured into D1. It is a bigger, less win-able arms race than it was in the past due to NIL and Revenue Sharing. We can't compete now, and we certainly won't be able to compete in the future. The sunk cost of the last several years should be cut and we should redesign how we support athletics. What if we became the area's only school with an Adaptive Sports Program (UC started a team last year but not an entire program). The rationale? We don't have to pay those coaches more than we pay the president of the university. There is much less competition, so creating a winning program is far cheaper. Large D1 schools won't want to dabble in this very heavily as it would drain their primary programs. People with disabilities have amazing gifts to give and would enrich our university. Imagine the growth of our able-bodied students when they learn to study with, learn from, and befriend the multitude of disabled, student athletes in their classes. Talk about branding our university! NKU, the underdog in greater Cincinnati, the university that isn't expected to dominate but has a reputation for being resilient and spirited, comes through with a program for "underdogs" and helps them soar.
- I do not understand why our men's basketball coach is the highest paid employee at our university and so much money is funneled into athletics over academics.
- Decrease investment in athletics as it is unclear how much it really benefits university, especially in the new pay structure for student athletes. The whole college sports systems seems like it is going to collapse at some point. (*Informatics*)
- Are we still doing eSports? Athletics at NKU in the post-NIL era seems less sensible now than ever.
- Athletics. We spend way too much money on something that has a NEGATIVE return on investment. If I recall correctly, we spend \$12 million a year on athletics, which brings in \$3 million a year. So, we lose \$9 million a year to support teams that will NEVER win an NCAA Div. I (D1) title. This is absolutely infuriating. I

do not support eliminating athletics, but we need to seriously consider going back to D2 or even down to D3. At least we would have a better of chance of winning a national championship. (CAS)

- We should cut a huge portion of the waste that goes to athletics. We are NOT a contender, and we DO NOT bring in enough money in tickets or tuition to make the expenditure viable.
- Athletics. Female faculty in Arts and Sciences do not make a living wage at the same time NKU is going to pay students in sports???? Are you kidding me??? (CAS)
- We need to invest more in student success, and in faculty who are primarily responsible for student success, and less on athletics. NKU still has a very bad reputation in the area for the media coverage on us, losing faculty and student services due to the budget crisis while at the same time increasing spending on athletics including raising the men's basketball coach to the highest paid coach in the league. This was very bad press and rightfully so for NKU, and we are still seeing the effects of it in enrollment. Enrollment is going up in general across universities in the country right now, and all of the other universities in the region have seen significant increases, but NKU is holding steady at best. Students also frequently complain that their tuition goes up and they know that a large % of it goes into the athletics program, which only benefit a small proportion of our student population. (CAS)
- Money for university athletics, coaches, and student athletes. While we count pennies for academics, sports are living in abundance. We are an academic institution, and NKU will never be like University of Kentucky's basketball team. Why are we spending so much money on athletics when we can't hire any more tenure-track faculty in many disciplines?
- Athletics. Athletics. Athletics. It's amazing that our budget shortfall from a couple years ago would have been EASILY avoided if we had only stayed at D2. Has D1 brought us the promised influx of new students? I don't think so. We should consider going back to D2 to provide NKU with financial stability. (CAS)
- Athletics should be decreased--going to D1 has not improved enrollment but has merely added to our overall costs. (CAS)
- Athletics. Sort their budget out as it's unsustainable. I'm not just suggesting to examine the last batch of programs, but look at Basketball, etc. What in the world are we doing by paying exorbitant coaching salaries without looking at ROI? And what are we doing raising seat prices so that neighborhood folks cannot bring their families to a game because of the pricing? We have empty seats. What is the point of that? A D1 team playing at a D2 level with no audience does not equal good marketing. It's no value at all. (Health & Human Services)
- Athletics—penalties for going beyond budget. (Business)
- Although there are significant hurdles to doing this we should strongly consider moving from NCAA Div. 1 (D1) back to Div. 2 (D2). Being in D1 costs the institution a lot of money in a myriad of ways (division fees, scholarships, etc.), and it is very unclear that those costs are being balanced by money coming due to being Div. 1. Being in D1 one is especially hard for a school of NKU's size and tuition base. (CAS)
- Athletics. Most sports are not adding anything anything to campus engagement. (Business)
- Like other faculty, I am skeptical of increased athletic spending. Athletes are often good students, but they have what seems like relatively pricey support (advising, etc.) that our other students don't get. And there are majors where it is incredibly hard to get the same education while missing, e.g., 10 days of class for softball this semester. (CAS)
- Please stop it with the niche sports. (CAS)
- NKU must analyze if the recent addition of athletic programs actually put NKU in a financially better place. (Health & Human Services)
- This is the most expected and boring answer possible, but I do not know why our mostly non-residential university full of working class students trying to get a college degree has invested so heavily in D1 sports. (CAS)
- I will first make the obligatory mention of athletics and how the increased costs associated with D1 that drains resources from our mission of educating students. (CAS)
- Sports - we should be funding students based on financial need, not on athletic ability. The amount of services that are provided for one men's basketball player could be redistributed to help several other students.

- Athletics. It is simply not essential, and the ROI is incredibly low. Why should the average student have to pay to support the luxuries in the athletics department? \$500K coach? Airplane charters for away games? Why don't we collectively decide what athletics is worth to the university (because I do believe that athletics does bring some value) and then set that as our budgetary limit? Why do we not scrutinize athletics spending in the same way that we do for academics? (CAS)
- Less funding for athletics. Shift this funding to academics. (*Health & Human Services*)
- Decrease funding for the athletics program. At the end of the day, our primary mission is to educate students. Although participation in athletics is no doubt beneficial to students in many ways, it does not contribute in a direct way to achievement of student learning outcomes. (CAS)
- Please cancel athletics, that will save millions and millions of \$ per year that can be much better used in education. (CAS)
- Get rid of athletics...it is costing WAY TOO MUCH! (CAS)
- We should get NKU out of D1 sports. It drains resources away from academics. (CAS)
- Athletics. Is there shame in returning to DII? Can we afford the ever increasing salaries of the coaches at the expense of faculty, staff, and students? Who is more influential on the students at large?
- We can stop funding intercollegiate athletics at the rate we do. We subsidize our athletic programs year after year. What is our return on investment? Has enrollment increased since we went to D1? (CAS)
- It does not seem that the new athletic teams are giving us much of a boost. I don't want to remove athletics completely, but pick some strategically and back those. (CAS)
- Spend less on athletics. (CAS)
- Decrease spending on Sports and other initiatives and programs not related to academics.
- Athletics. Athletics does not significantly improve student success other than for the student athletes. NKU loses millions of \$ every year on athletics, and it has never shown to be effective in increasing enrollment or student retention. Yes, the student athletes have higher GPA and retention rates, but that's because they are provided significantly more resources than the rest of the student population. If that money were transferred into student success, projects, and faculty success, we would see much higher enrollment, retention, and grades. (CAS)
- Athletics (*Health & Human Services*)
- Sports (CAS, *Full Prof.*)
- Sports (*Business*)

DEI

- Are we still doing Moonshot? Can we stop? (*Assoc. Prof.*)
- We should cut all funding to DEI initiatives and DEI related staff. It only divides us.
- DEI training should be eliminated. The research indicates that it doesn't work and might even backfire. (CAS, *Full Prof.*)
- Stop putting money into DEI. (*Health & Human Services*)
- At least we kicked the DEI stuff out. (CAS)

Experiential Learning / Internships

- If we want students to have experiential learning opportunities, we need to support the faculty members who provide such opportunities, i.e., this has to be part of workload. (CAS)
- We need to hire staff to build relationships with external agencies and secure placements for students in internships. (CAS)

Facilities / Maintenance

- Modern facilities are essential for providing an exceptional learning experience. Upgrading the Haile College of Business building will ensure that classrooms, collaborative spaces, and technology meet current educational standards, supporting innovative teaching methods and active learning. High-quality facilities are a key factor in attracting and retaining top students, faculty, and staff. A modern, well-equipped building will position the Haile College of Business as a leading institution, making it more appealing to prospective students and faculty. *(Business)*
- The only thing I can think of is a need to update HVAC systems that apparently simultaneously heat and cool buildings. I'm no HVAC expert, and I believe that this is being addressed already in building renovations. *(CAS)*
- Stop expanding buildings that are already underutilized. Remove the cafes and large lounges. While much of the money may come from an outside source, there is still financial strain that this will put on other resources to support this over time.
- Avoid construction / renovation - the physical campus is already wonderful. *(CAS, Asst. Prof.)*
- I don't have the knowledge to authoritatively comment on this, but I do know that when campus buildings are constantly being updated to look needlessly modern while NKU employees are past due on their bills, the only campus entities seeing the benefit of those expenditures are admissions and advancement. I would love to appreciate some of the beautified buildings on campus, but I'm distracted by food insecurity. *(Teaching Prof.)*

Faculty

- If we created a designated online TT faculty role and allowed current TT faculty to opt into such a role for a specified time period at a lower compensation rate (due to higher location flexibility), we could save a lot of money in faculty compensation. Currently, we compensate numerous faculty for a location requirement (HH campus) that many seem not to adhere to regularly. Hence, instead of trying (rather unsuccessfully) to get them on campus more often, let's offer a reduced compensation to remove the campus location expectation, which will force a choice: recognize you are expected to be here regularly, or take a lower compensation rate. *(Business, Full Prof.)*
- STOP OVERPAYING TENURED FACULTY - AND FOR TEACHING OVERLOADS. *(Business, Teaching Prof.)*
- The number of additional faculty or staff positions should be reduced.
- I think sabbaticals should be reduced so that they are more competitive. I wouldn't decrease the overall pool of money that is used for faculty development, though, but move the savings into project grants and summer fellowships to increase the number and/or increase available awards. *(Informatics)*

First-Year Student Success [Hub](#)

- The First Year Student Success Hub is a failure. Turnover is high. Mistakes are often made, leading students to take additional coursework. Students are forced to choose a major before they are ready, which exacerbates this problem when they switch. There is virtually no coordination with program directors. The Norse Network Hub was established without full input from shared governance. It is unlikely to meet its objectives due to this issue.
- I question the wisdom of the first-year advising hub and how it is structured, and what kind of quality advising experience the students are getting from them. It was a huge investment started by an administration that is no longer here, and I don't believe we are seeing the kind of up close and personal advising experience that our students deserve. *(CAS)*
- The advising hub does not seem worth the investment.

International Programs

- International programs are not as beneficial as they were previously. *(CAS)*

Honors College

- Honors College. A college without faculty? How much do we plan to pay for administrative support for a college that is really a program? Is there anything that we couldn't accomplish if we only had an honors program and not a college? There's a benefit to honors, but we seem to have chosen the most expensive approach to those benefits. (CAS)
- Freeze hiring the honors dean position until needs of faculty are met. (CAS)

Institutes/Centers/Outreach

- Institute for Health Innovation. Why is the Director of the IHI one of the highest paid people on this campus? What does she actually do? What benefit does she bring to NKU? The things they do may be noble--K-12 outreach, community health, but what is the value to our faculty, staff, and students? (CAS)
- We do not need a Center for Learning and Teaching at NKU - decrease funding to this inept organization. (CAS)

Marketing

- I do not think most recruitment efforts are paying off so those should be readdressed, fixed, etc. (CAS)
- Stop the purchase of anything that does not bring monetary value to the university, such as renting billboard signs for advertising. (Health & Human Services)
- Stop spending on dated marketing or renew it. (Health & Human Services)

Office Phones

- We don't need desk phones for everyone. But I'm thinking the new system may take care of it?? The last one was a complete waste of money. (Health & Human Services, Assoc. Prof.)

Online Program Management (Academic Partnerships/Risepoint)

- Third-party for-profit firms like Academic Partnerships offer little in the way of substantive teaching support and don't consistently improve the student experience. With the money spent on these firms, I would be curious as to how many student assistants or Graduate Research/Teaching assistants could be employed. Students can always use new ways to improve their finances and their skillsets. They're already invested and excited to be at NKU, and perhaps NKU can benefit from shifting away from outsourcing this side of teaching by providing more funding for students who want to learn these things and who will be far more likely to commit to doing these jobs well. It's a big change, but I think it's a more rewarding and innovative way to invest in long-term growth to make more student funding available by allocating the budget currently spent on underperforming third-party suppliers to hiring GAs GRAs, and GTAs, as well as more student workers (who will likely also be more loyal, dedicated, and more likely to promote and nurture the University's growth and visibility as time passes). (CAS, Teaching Prof.)
- NKU should end its relationships with Academic Partnerships / Risepoint as soon as possible for the [various reasons and rationales identified by Faculty Senate](#). Other universities that manage their online programs internally are so much better, financially and otherwise.
- NKU must critically review whether the contract with Academic Partnerships (now Risepoint) is specifically generating revenue for each dept./school or if NKU is just generating income for the company (Health & Human Services, Assoc. Prof.)

Student Workers

- We should look at the incredible number of student employees around campus that are paid to sit in a chair and do nothing.

APPENDIX G:

Policy/Procedure/Process Improvement Ideas

General

- There are so many inefficiencies in our systems! Maybe someone could create a Google spreadsheet or some other system that employees could share issues as they happen, like Total Quality Management.
- I believe that bureaucracy (that 4 letter word!) is necessary to ensure fairness and avoid fraud. But sometimes we at NKU take it too far (e.g., student hiring, scholarships, lack of cost of living raises).

Bookstore

- The bookstore is not a student ally; its main goal is to take money from our students. We should not be considering bigger or longer lasting deals with the bookstore for short term gains, as any agreement will ultimately harm our students. We should look into localized supports to provide affordable textbook access through the library, e.g., the model used [at University of Wisconsin- Stout](#). (*Steely Library*)

Budgeting

- Faculty and programs deserve clear budget data to appropriately steward our programs. (*Health & Human Services*)
- Holistic, fully transparent budgeting is needed with complete adherence to a shared governance model. (*CAS, Full Prof.*)
- More transparency would be good. Can we see a breakdown of all the funds at NKU? (*CAS, Full Prof.*)
- Performance based budgeting... if the college is growing, the budget should too. (*Business*)
- Mostly, we need the ability to plan and budget for more than what can be accomplished in a fiscal year. It isn't (necessarily) about the amount of money but to be able to use funds from one FY to the next would be terribly helpful for so many. The policy that no entity may plan for, and even generate, funds to bridge fiscal years is extremely problematic. (*Informatics*)

Class Sizes

- Lower class size cut off points to allow more classes to make numbers so students can fulfill requirements for graduation. This is especially true in upper division courses. (*CAS*)
- Prioritizing small class sizes will enable more student success. My class sizes have tripled in size since I started at NKU, and I know that I am not nearly as effective as a teacher anymore as I was when I started because I am not able to give our students the individual attention they need, and I am completely overwhelmed. NKU advertises small class sizes, but does not prioritize them. One of the reasons I chose NKU was because I was told in the interview process that I would have small classes. This was only true in my first year. (*CAS*)
- The current funding model for the depts. is not working. The market based approach to funding individual classes is causing many core classes to be cancelled. As a first step, NKU should allow upper division classes to be taught with lower enrollments (at least until total enrollments to NKU begin to increase again). If something is not done to allow core classes to be taught, NKU will find itself in legal jeopardy because students have a right to have the courses they need to graduate in their disciplines offered and taught so they can graduate in a timely manner. (*CAS*)

Faculty Extra Compensation Policy

- We need to raise or eliminate the [25% of base pay cap for additional compensation](#). This cap discourages faculty from seeking external contracts through NKU once they reach the max additional compensation. By raising or eliminating this cap, faculty will have the ability to seek more external revenue to bring into the university and be compensated for that extra work. (*CAS*)

Financial Aid

- Financial aid seems problematic and confusing on the student side.

Food Service

- I think our contract with Chartwells needs to be evaluated. The cost of food is so expensive, and we are very limited in being able to host any educational events because of this expense. We should be allowed to use other vendors that will meet our needs for the conference (Jimmy Johns, etc.) (*Health & Human Services*)

Government Relations

- We need procedures that leverage our influence in the region for tackling political attacks that are harming us financially (and ethically). I thought that Mearns's strategy of having the university community contact legislators about our funding was wise - and it worked! I'm sure the legislators didn't like it, but we have more power than we currently leverage. This is tied to issues of funding and also of our mission. If legislators attack our funding or our mission, we need to have a way that leverages our huge community to push back.

Human Resources/Hiring/Searches

- TOO MANY STUMBLING BLOCKS WITH THE HIRING PROCESS. (*Business*)
- Stop employee discrimination.

Insourcing Rather Than Outsourcing

- NKU should make it policy to look internally for skilled workers that can be paid a stipend for the projects that are routinely outsourced for exorbitant amounts of money to 3rd parties. These projects include but are not limited to, graphic design, web design, marketing, business plan, etc... NKU seems to ignore the talent that it already employs in order to send our money to outside companies while its own highly talented employees (staff and faculty) are making far below average wages, keeping them in a constant scramble for side jobs in order to make enough to live. And in many cases, the services rendered by the 3rd party are inferior to what the amount paid should have garnered.

Internal Grants and Awards

- Our applications for internal grants, accolades etc., tend to be overly onerous. If the purpose of handing out grants is to improve scholarship, then having faculty spending a large amount of time on internal proposals is not money well spent. It undoes the whole point of the grants in the first place. (*CAS*)

IT/Systems/Software/Hardware

- There needs to be someone in charge of identifying processes that could be streamlined by use of artificial intelligence. (*Business*)
- The IT purchase/replacement process is cumbersome. Why does it take a VP's signature to get a desktop computer? These are less likely to be damaged or stolen, more robust, and more adaptable to faculty needs (e.g. dual monitors, full-scale keyboard, etc.) and cost less. It's reducing accessibility without any clear rationale. (*CAS*)
- We're bad about purchasing new software systems to use for record-keeping, data collection, or administration of something without actually consulting the people who'll be using the system with whether they want software to manage whatever and whether they like the system that's been chosen. I feel that this wastes a good bit of time, money, and training effort. (*CAS*)
- We have terrible paperwork/form/request, etc., processes. I understand that SAP will be replaced over coming years, but that leaves several years of continuing poor/slow processing as well as an opportunity to collect information on efficiently digitizing as many items as possible. We waste huge amounts of time in making requests for items and then having to follow-up, sometimes repeatedly, to see if items were completed. This includes things such as scholarships to pcard changes to good receipts, but also hundreds of other items. (*CAS*)
- We are already on the right way to get rid of SAP. Systems within the university need to be able to talk with each other. (*CAS*)
- Up to date software that help students see their program plan, better SAP, automate HR.

Microcredentials

- We need to reduce the barriers of microcredentials for both faculty that want to develop them and the students who want to apply for them. Microcredentials have a lot of potential at NKU if we manage them in an effective manner. (CAS)

Online Faculty Support

- Provide compensation for 100% online faculty who pay for the use of their own printers/paper; monitors; phones; internet; phone service and other materials (office supplies) etc. in order to teach effectively online. (*Health & Human Services*)

Organizational Structure/Silos

- We think too much in silos, e.g., how the colleges are organized. This prevents collaborations between colleges. Breaking down these barriers would promote inter-disciplinary courses and programs. (CAS)

Overload Pay

- Allowing overload pay should be considered. For some smaller programs it would be beneficial to have full time faculty teach an overload instead of hiring an adjunct. The full time faculty can provide consistency and quality that is sometimes more difficult to find in a temporary hire. (*Education, Assoc. Prof.*)

Parking

- NKU should eliminate paid parking in designated lots after 5 PM. They can still charge fees for Truist Arena activities, but other evening events on campus should not require paid parking. The School of the Arts pays thousands and thousands of \$ directly from its operating budget for the luxury of bringing the community to campus. SOTA does this in order to keep the public coming to gallery openings, theatre productions, and music concerts. (CAS)

Performance Reviews/Merit Raises

- Actual, valid, reliable performance evaluations would be required to make merit increases possible (merit increases that are not a joke). We do not have quality performance evaluations. Quantifiable outcomes don't exist in many roles and people keep busy while not actually helping the organization advance. Accountability must start with administrators and Deans. They make the most money, the most should be demanded from them. Some Deans seem to have no accountability to helping the university advance toward its goals. As long as they are friendly to and compliant with the Provost, they sail along collecting large paychecks. It is impossible to expect those who report to them to feel accountable to the mission and strategy when they show up, work on pet projects with preferred direct reports, throw out the "flavor of the week" and change it up when the wind changes. If I were the State Budget committee I would not give money to an organization run this way. Use the idea in #5 to bring this about.

NKU should invest in at least 1 position in the university that is responsible for metrics with external validity, designing and conducting new performance evaluation systems, holding administrators responsible to those systems, and then determining who is contributing to the growth of the university and pay them.

Processes / Paperwork

- Needless paperwork. Many reporting processes seem redundant.
- We have terrible paperwork/form/request, etc., processes. I understand that SAP will be replaced over coming years, but that leaves several years of continuing poor/slow processing as well as an opportunity to collect information on efficiently digitizing as many items as possible. We waste huge amounts of time in making requests for items and then having to follow-up, sometimes repeatedly, to see if items were completed. This includes things such as scholarships to pcard changes to good receipts, but also hundreds of other items. (CAS)

Procurement

- The procurement office has detracted so much time from my day-to-day operations, having to constantly recheck their work since even simple requests take an embarrassingly long time to complete. Increasing the efficiency & competency of this office would give me more time to work with students. (CAS)
- Purchasing processes from vendors. (*Health & Human Services*)

Professional Development Funds

- Access to professional development funds needs to be easier with fewer hoops; funds should be able to be used for whatever is needed for teaching, scholarship or service. How to access this. (*Health & Human Services*)

Remote Tenure-Track Faculty Role

- If we created a designed online TT faculty role and allowed current TT faculty to opt into such a role for a specified time period at a lower compensation rate (due to higher location flexibility), we could save a lot of money in faculty compensation. Currently, we compensate numerous faculty for a location requirement (HH campus) that many seem not to adhere to regularly. Hence, instead of trying (rather unsuccessfully) to get them on campus more often, let's offer a reduced compensation to remove the campus location expectation, which will force a choice: recognize you are expected to be here regularly, or take a lower compensation rate. (*Business*)

Remote Work

- In spite of people wanting to get back to doing everything face-to-face, I think doing more work virtually would save some money. I would adjust policies to encourage more virtual meetings, more virtual work and especially moving classes from face-to-face to online when we have snow days and similar campus closures. (*Informatics*)

Salaries

- Most of all, we need a better and faster system to ensure fair pay for new employees and to continue pay adjustments on an annual basis. (CAS)

Scholarship Renewals for Continuing NKU Students

- Our scholarship awarding process is far too vulnerable to human and technology error and needs to be systematized. I see some steps in the right direction and hope that they bear fruit. (CAS)

Search Committees

- The Provost hires whoever the Provost wants (and did so as Dean). Search committees should not take place at all, especially internal search committees. It is a waste of time and University resources when the Provost makes all those decisions and does not consider the committee. (CAS)

Semester Length (e.g., Shortening to 14 or 15 Weeks)

- Many universities have adjusted their academic calendars to allow students to work more. For example, some universities have shortened semesters (e.g., start mid-August but finish by Thanksgiving). These shortened semesters would allow faculty more time off and would benefit our students who need to work to pay for school. (CAS)

Student Fees

- I would like to see some way for depts. to save money from lab fees for when larger repairs or expenses are needed. Some labs do not routinely go through supplies each semester and can reuse equipment many times. Some of this equipment is critical to programs and can be expensive to repair so that it is functioning properly. (*Health & Human Services*)

Student Success

- When we issue concerns over student performance in class, I appreciate that someone attempts to reach the student, but there is little to no follow up in my experience. If a student does not reply, attempts to reach the student just stop, and the case is closed. Even if the staff reaches the student, the person does not verify that student went to tutoring or spoke with the professor or checked the lending library, etc. I truly think there needs to be more complete checking and follow through. I understand if a student won't respond, but that should be a case closed with special indicator. Those other cases where contact is made should have additional checking with the student. (CAS)

Student Worker Hiring

- Our student hiring and stipend payment processes are awful, but I hope they will improve with the new process. (CAS)

Work Orders

- Work orders needed to be improved---the communication is nearly non-existent. The work is done well when it's done but you never know if someone is going to actually do it or when. (CAS).

Working Hours/Closing Campus

- Adopt a 4-day work week. If not year-round, then at least in the summer. Perhaps one week each month during the academic year. Close non-essential buildings one day a week for utility savings. (CAS)
- Close the entirety of campus when class isn't in session. If our operating costs are \$36 million for one year, surely we could save several million \$ by not opening campus when it's nearly always empty during the summers. Or off-set the cost of staying open June & July onto the many community partners who utilize our spaces during those months (and often disrupt our work while doing so.)

APPENDIX H:

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

Application Process

- Make it easier to apply for them.
- It's just more work to try to apply for these things. I am overwhelmed by trying to apply for a sabbatical while also teaching new preps every semester and incorporating AI and doing my research. Make these processes a form not a proposal!!!!!!!!!!
- Due to faculty overload, who has time to consider a sabbatical or project!
- Should a project grant and/or summer fellowship be guaranteed for tenure-track faculty (with a dedicated budget line)? It's unlikely we could afford every year until tenure, but would it be possible to guarantee for 1 or even 2 years? Likewise, should a sabbatical be guaranteed for tenured faculty after a certain period as long as a reasonable project is proposed? (CAS)
- We need separate pools of money for STEM-H and other. The system is so clearly tilted toward the sciences it's laughable. (CAS)
- Do away with these award categories for project grants and summer fellowships altogether and instead allocate funds for these types of activities by college to make it more equitable. Basically, do something like the following: 6 awards for CHHS, 6 awards for Business, 6 awards for Informatics, 3 awards for Education (because it is a smaller college, as I understand it), 3 awards for STEM/Hard Social Sciences, 3 awards for SOTA, Humanities, Soft Social Sciences. Have committees of peers evaluate the applications - people who actually understand and value the work that is being proposed. If in a given year folks from that unit don't apply from an area, the money would go back to the operating budget. Honestly, there is no problem with sabbatical funding. Just keep it as is. The sabbaticals are "right-sized" for the demand. The problem is project grants and summer fellowships. In the end, an application process that actively devalues my discipline combined with a reduction in funds makes me wonder what NKU is -- it certainly isn't meeting the base-line definition of a "university" under the current conditions. (CAS)
- I believe that all eligible faculty should be granted a sabbatical without a lengthy application process. (CAS)
- Less red tape. (*Health & Human Services*)
- Allow faculty to take 1/2 year every 3.5 academic years. (*Informatics*)
- I believe that the fellowships/project grants, in particular, should be granted on a rotating basis, like sabbaticals, with faculty members able to opt out. Or they should only be offered to Assistant Professors. As they exist, they require a huge amount of work, with 50% of faculty being rejected. (CAS)
- Create a fair application process that does not privilege STEM disciplines. Rewrite the handbook language so that all projects have a fair shot. (CAS)
- The process needs to be streamlined. The application process is too burdensome and the application process for project grants and summer fellowships is as daunting as the application for a sabbatical which is worth far more in time and money to the applicant. (CAS)
- Sabbaticals should be granted to those that meet the requirements and have a plan for their time away to increase their capacity as a faculty member. (CAS)
- Ensure faculty eligible for sabbatical with a rigorous plan are approved and funded. (*Business*)
- Perhaps two funds should be set up: one for the sciences and one for the humanities. As it is, the application process seems to favor the sciences to the detriment of the humanities. (CAS)

- Currently, only 50% of Project Grants and Summer fellowships are able to be funded. That means that many faculty must go through a burdensome process of application with only a 50/50 chance of being awarded the funding. This situation is untenable. (CAS)
- I haven't applied for one in a long time, due to the time commitment of writing one, so that is really the only feedback I have! (CAS, Full Prof.)
- There should be multiple application deadlines for different projects. (Informatics)
- New guidelines are intuitive and align with the evaluation tools. (Health & Human Services, Assoc. Prof.)
- This year's submission process was a nightmare, particularly for those in the Arts/Humanities. The form is lengthy, unclear, and far more complex than external awards that offer more money and prestige. (CAS)
- Have all FDA information available in one accessible webpage. It was difficult to find some information on the FS Benefits page... had to scroll to the bottom. (Health & Human Services, Assoc. Prof.)
- Continue to send out email announcements for updates and reminders. (Health & Human Services, Assoc. Prof.)
- I feel like (as new faculty) it's just not well advertised, explained, etc. (Health & Human Services)
- Need more mentorship. (Health & Human Services)
- Need more clarity.
- Continue to hold workshops. These really are super beneficial, especially for those who have never applied for an FDA. (Health & Human Services)
- Although the directions are clear, it might be nice to create a template for the Proposal body so applicants can just insert their information into a box ... and not just an instructions page. (Health & Human Services)
- Add examples this year. I understand that last year was the first year for the new format and "OLD" examples were given, but it would be good to see an exemplary proposal for each FDA type. (Health & Human Services)
- Provide an example of a SMART goal. This is a good rubric to follow regarding outcomes, and I understand what a SMART goal is, but some academic units have expressed some confusion about how to do this because they aren't as familiar with them. (Health & Human Services)
- Have better communication confirming receipt of the proposals.

Expand Eligibility

- Faculty should be allowed to accept an award (e.g. summer fellowship) even if they have been awarded external funds. The current set up is basically a punishment for someone getting external funding. An individual can work on multiple projects at the same time, and they may need multiple funding sources - both internal and external. (CAS)
- Allow ALL faculty access to them.
- Open all opportunities for all full time faculty. There are a lot of very engaged and hardworking Lecturers/Teaching Professors who could do amazing things if opportunities were available to all. (CAS)
- Either provide promotional pathways for NTTR faculty or allow them to be eligible for project grants and summer fellowships. (CAS)
- These practices are also, at least in my dept., only available to the "T's". Therefore, exclusionary in nature, much like our raises, promotions, base salaries and advancement opportunities. That money should be used to give us on the bottom a chance at a viable wage.
- These should be available for all faculty, regardless of tenure or not.
- I would specifically like to see more frequent eligibility, such as every 4 years for sabbatical and every 2 years for grants and fellowships. (CAS,)
- There probably needs to be some opportunities for NTTR faculty to apply for innovation grants in teaching.
- Extend these to Teaching Professors. They work just as hard as tenured faculty with no consideration. (Business)

- Make folks eligible for project grants only every 3 years, just as with summer fellowships (or, alternatively, make folks eligible for summer fellowships every year, just as with project grants) - equity should be a value of our campus. (CAS)

Increase Award Amounts

- I think we spend too much on sabbaticals as it is. My issue is that we usually have approx. 20-21 to hand out and get 22-24 applicants. I would like to see us spend less on sabbaticals to make them more competitive while increasing the project grant and summer fellowship amounts to make them more useful. (*Informatics*)
- The amount awarded for project grants and summer fellowships has not changed since the early 2000's these amounts should be increased. (CAS)
- The dollar amounts for project grants and summer fellowships have not increased. (CAS)
- Funding needs to be increased for fellowships as it has been the same for over 20 years. Perhaps fund fewer so a higher \$ amount can be awarded. (*Informatics*)
- Summer salary has been \$6K since I first applied (in 2006)!. Things have changed a lot since then. It has to be increased at least up to \$10K. (CAS)
- Increase the amounts. (*Health and Human Services*)
- I think the overall level of funding (e.g., \$6000 per year) is very reasonable, and allows most faculty to conduct their research or special projects. (CAS)
- As for sabbaticals it would be nice if NKU can pay a higher percentage for the second semester so that we can take a year. (CAS)
- As for project grants, it would be good to increase it since cost of equipment has gone up. (CAS)
- Provide support for hiring students for faculty research. (*Health & Human Services*)
- It would be nice if the summer fellowships were closer in pay to teaching 2 classes. It is financially better for me (fairly significantly) to teach 2 classes if they are available than to do a summer fellowship. (*Education*)
- Perhaps, increase the amount of support for sabbaticals and summer fellowships. For example, many will not be able to take 65% salary for sabbatical - maybe 75%? The summer fellowship funds should definitely be increased to match the amount of summer teaching. I know that some faculty would rather teach than apply for summer fellowship because it is a lot less than teaching. For many tenure-track (and tenured) faculty who have a research project to work on, having a salary support during the summer that is equivalent to summer teaching would be helpful. I understand that each faculty's summer teaching pay is different. So, it is hard to come up with one that works for all. What is clear is that \$6,000 is lower than anyone's summer pay (for teaching two courses). Can it be at least increased to the lower end of summer teaching pay (for two courses)? Not sure how low that is... but I'm assuming higher than \$6,000. If not, please disregard my idea!! Perhaps look at other institutions nearby? (*Health & Human Services*)
- Summer fellowship should be able to be combined with summer classes. (*Business*)
- If possible, it may be helpful to increase the \$ amount of summer fellowships to be nearly equivalent to teaching one summer course.
- Provide a higher % of salary for sabbaticals. (*Informatics*)
- Project grants should be made consistent with college summer research funding amounts. (*Business*)
- A sabbatical that does not fully replace a faculty member's salary is generally worthless, as faculty members in many disciplines will be unable to replace their income over the arc of a sabbatical. (*Full Prof.*)
- Offer increased funding amounts for project grants and fellowships. I've been here 20 years and never taken a sabbatical because there is no one to teach my graduate seminars, and we cannot simply suspend my graduate program.

Increase Total Funding

- There are too few summer fellowships compared to 7-8 years ago. Summer fellowship is becoming a unicorn only selected few gets. We need more money for summer fellowships. (CAS)
- The total project grant award needs to be increased, and the total budget for fellowships and grants needs to be increased. It's ludicrous that the amount has decreased significantly (actual and inflation-adjusted) during a time of increased workloads. (CAS)
- Right now, there aren't enough of them available. That said, I believe more people are applying for summer fellowships since summer instruction opportunities were scaled back during the height of our "current" budget debacle. Due to salary compression and lack of raises, some people who relied on summer/winter instruction to supplement their base salary turned to summer fellowships. (There are actually people teaching class overload schedules and being paid at the adjunct rate ... is that normal?) (CAS)
- Need more funds for project grants and fellowships. Only about 50% of applicants are funded. (CAS)
 - The amount of total funding available for project grants and summer fellowships has been stagnant for several years. Untenured faculty rely on these funds to launch their research and creative activities. If untenured faculty cannot find internal funding for their scholarship, many will leave the university. (CAS, Full Prof.)
- We need more research grants. (Informatics)
- If more funding is available, that would help make the process less competitive and would boost morale. This past year there were more applicants for FDAs than in recent years which resulted in nearly half of the applicants not receiving an award. (Health & Human Services)
- Having more funding so that more can be awarded would be great- there are always more project grant applications that are good than can be funded each year, and often summer fellowships as well, so that's all good research projects that could have been going on to benefit NKU and our students that isn't happening because of a lack of funding. (A&S)
- The FDAs have been more competitive in recent years because of an increase in the number of applicants and fewer number of awards. Too many good applicants get turned away because the number of grants and fellowships available have been reduced. (CAS)
- I am not sure if these are funded from indirect costs from federal grants. If so, the indirect rate decreasing from 40% to 15% is going to necessitate that these awards be cut or eliminated. The money generated from grants should be used to support the research facilities associated with the grant holders. If these are funded by a different source, I think increasing the number of project grants as opposed to increasing the awarded amount is better. This at least gives additional faculty opportunities to secure some funding for their research. (CAS)
- It would be great to provide MORE rewards overall, however. For instance, increasing the overall funding rate from 40-50% (which is still pretty fair) to 70-80% would be fantastic. (CAS)
- If the university can hire new administrative positions (including a new honors college dean next year), they can return the funding for fellowships and project grants to prior levels. (CAS)
- Increase the number of project grants and summer fellowships available or increase the amount provided. These numbers continue to drop. Although our faculty numbers have gone down, our responsibilities and workload have not. It is disheartening to apply and put forth the effort for a \$6K grant/award knowing that the odds are against us. However, we still do it because we are all fighting for \$ support in an attempt to meet our requirements. (Health & Human Services)
- I have heard of a number of faculty who did not receive project grants including those linked to sabbaticals and summer fellowships, which can impact the implementation of their research. It seems as if more project grants may be needed to fill these gaps.
- I was amazed to see how many project grants went unfunded in the arts this year. I don't know how the evaluation process plays out, but the rubrics should not be written in a way that wrongly favors the hard sciences. (CAS)

- There have been many people who have had projects that have been approved for one part of the program (like a sabbatical or fellowship) had their projects derailed because the grant didn't come through. Perhaps better coordination between the project and grant approval?
- Make more project grants available. (CAS.)
- It would be helpful to know how the distribution of successful grants varies across disciplines. If there is a significant concentration of grants in some disciplines as versus others, this likely means that the review criteria will need to be re-evaluated. (CAS)
- I would like to see more summer grants/ fellowships for all tenured faculty. (Informatics)
- If faculty who receive a summer fellowship have to wait 3 years before they can apply again, then the same wait period should apply to project grants. (CAS)

Sabbaticals

- Faculty needs sabbatical opportunities to improve themselves, to be more creative, and to work rested. Right now, how can do better when we are already giving it [our all] and feeling exhausted. (CAS, Teaching Prof.)
- Sabbaticals are handled according to a formula in the handbook, so any issue with them needs to be handled separately. (CAS)
- We typically have plenty of sabbaticals. (Business)
- We seem to have this lofty expectation for research during a sabbatical. Why couldn't a sabbatical have a primarily teaching or service focus? (CAS)
- We seem to consistently have enough money for sabbaticals, etc., so that is a lower priority. (CAS)

General

- We are not rewarded for research, so who cares.
- The university needs to fund these out of university-wide funds. This is a university benefit but it becomes a college-specific burden. (Business)
- Hold recipients more accountable to what they create when receiving these. The creation doesn't have to be directly related to their responsibilities but should at least be related to their development as a person. Exhibiting this development, even if it fails but they tried, should be exhibited in a public fashion by every recipient. This public explanation would hold them accountable, make the awards more justifiable, and serve as inspiration and guidance for would-be applicants.
- They have been "over" improved already. More and more is being asked of folks who take advantage of these benefits - reports, presentations, return after award, etc. (CAS)
- I have never applied for this, though I may in the future. However, I don't feel like I know enough about this process and current availability to comment much on how it could be improved. Perhaps more could be done to recognize those who receive these awards and the projects they are working on. I'd love to see more that recognizes and celebrates this work and the important research taking place on campus. (Steely Library)

No Change/Decrease

- Consider the value of the research in relation to the overall benefits to the dept., college and university. Many of these are purely for the benefit of the person doing the research and are not shared with others or seen as a true benefit to the university. (Education)
- I care more about daily operational issues. My program barely has the faculty and staff to make our program function, and several of my colleagues regularly work 50-60 hours per week. (Health & Human Services)
- Don't see a need to change anything with project grants or sabbaticals. (Informatics)

- While it is understood that these things are helpful for the TT professors in pursuing their Tenure research, I don't believe any more money should be set aside for these uses. Especially Sabbaticals, which has been used largely as a long-term paid vacation for those that have the financial means, and in my experience, don't produce much, if any, valuable research or creative work (outside of a small handful).
- Having served on the committee and knowing people who serve on the committee now, nearly everyone who applies for project grants and summer fellowships gets an award. It seems there is enough money in these funds. I've not heard of sabbaticals not being granted routinely. I don't see a problem at this time. (CAS)
- Considering that it is getting harder to get state and federal funding for research, it is just extra important that the school provide some funding if they want us to do this kind of work. (CAS, Assoc. Prof.)
- Glad we have them. (Health & Human Services, Assoc. Prof.)
- I think these are a great resource as they are. (CAS, Asst. Prof.)
- I like the way they are. (CAS)
- I think the application process is good. (CAS)
- I have no time to even think about these things-- just trying to keep my head above water and help the students with their success. (Health & Human Services)

APPENDIX I

Other Budget-Related Comments/Suggestions

General/Summary

- I've been filling these out for 15 yrs. The only thing anyone truly cares about is Pay Increases and NOTHING EVER HAPPENS.
- I'm certain there are a lot of areas that need to be addressed but until we are fairly compensated and adequately staffed, we can't do any of that. (*Health & Human Services, Full Prof.*)
- Again, the highest priority at this point is to increase salaries. (CAS)
- Increase salaries across the board for faculty. (CAS, Full Prof.)
- Faculty and staff annual cost of living raises should be an automatic part of the budgeting process, not an afterthought. (CAS, Full Prof.)
- Raises! That needs to be top priority. (CAS, Full Prof.)
- Invest in faculty! (CAS)
- NKU has to deal with faculty and staff morale. If we can't figure out how to give raises, both for compression/equity and merit, then what is the point? I think you will continue to see more and more faculty/staff become more un-engaged, distanced, and less passionate about NKU. I can see across campus, that many have lost or are losing their passions for teaching, even when they started as bright stars. If NKU cannot figure out how to invest in its people, then they will surely give nothing back. (CAS, Assoc. Prof.)
- Get rid of athletics...it is costing WAY TOO MUCH, and give faculty cost of living increases across the board. (CAS, Full Prof.)
- Honestly...transfer the money and marketing and everything else from Athletics to Admissions until we are back on stable footing. (CAS, Teaching Prof.)
- Please prioritize equity across NKU with regard to course load, pay, and class size. I am so demoralized thinking about how little I am valued compared to my colleagues in other colleges even though I work so hard for our students. (CAS, Asst. Prof.)
- While we would all universally appreciate having Fridays off this summer, these extra days off are not a meaningful replacement for raises. I will just be going hungry at home instead of at my desk. (Teaching Prof.)
- We don't have enough faculty to cover for our classes. If the classes get too large, we can't split them and hire an adjunct to teach the split course. Why? We don't have enough money!!!! It's just sad how we are squeezing full time faculty to do more, and more, and more. (Informatics, Full Prof.)
- Mind the dedicated teaching professors that have a record of retaining students and dedication of their time to ensure students not only achieve success in the classroom, but extend the effort to place them in a position to succeed in the future (key to the mission of NKU). (CAS, Teaching Prof.)
- I can't stress enough the need to move away from a market driven paradigm for funding classes. It has never worked historically, and it isn't working now. (CAS)
- We should be much more outspoken about how our own budgetary issues affect the budgetary lives of our students. When our funding is in jeopardy, or important student support services are threatened (which in turn decreases retention/graduation rates), this increases the amount our students have to take out in student loans. (CAS, Assoc. Prof.)
- What can we do to obtain a sudden and significant influx of money, both to replenish our reserves and to increase our annual budget? Whatever that is, I recommend it! I have no other suggestions unfortunately. (Informatics, Full Prof.)

Other

- The President has stated that she is accountable to metrics agreed upon with the Regents. Make that process and information transparent and force it to trickle down into the rest of the administration. If the heat of accountability is too great for some, let them go work somewhere else. Our crumbling sidewalks and stairs on campus are dangerous. Our lack of facilities staff is problematic. There was a broken down, torn apart water fountain in our building for 3 semesters - it was finally fixed in the 4th. The work order had been in place throughout that time. *(Full Prof.)*
- Let's plan for good things, but we also need to have strategies for e.g. recessions, random state/federal budget cuts, etc. We can't absorb another few years of deficit chaos. It's not fun to talk about, but after the last 5 years, I really want to know that people are doing worst-case-scenario planning. *(CAS, Full Prof.)*
- Our overall raise/promotion/advancement structure as a university is painfully exclusionary and needs to be completely reworked to a merit based system devoid of the ridiculous barriers regarding NTT and TT and PoP that currently exist. Allow your faculty to actually EARN advancement through the hard work that we already do.
- The salary ranges listed, especially the \$50-99K should be split, as those of us who make \$50-\$55-\$60K live a DRASTICALLY more difficult life than those making \$70-\$99K.
- Plan on not receiving any federal funding, including all student aid... gone.
- I don't know how to answer this without asking current administration to step aside, so I am sure this will be ignored.
- Regarding the last question, "What is your the range of your current salary?", I know full professors that have been at this university for a quarter century who are in the next to lowest paid bracket. Seriously?
- Just an observation. I am a full professor who has been at NKU for more than 20 years with "max" raises each time they were available... and I'm in what is essentially the lowest pay group in question #12 (I sincerely hope we do not have full time faculty making less than \$50K per year) is an indication of some of the pay inequities and compression. *(Informatics, Full Prof.)*
- Besides FDAs are there other grant/funding opportunities across campus for faculty. This would be good to know. Maybe Budget Committee could send out a newsletter or something stating monthly or quarterly funding opportunities at the university level or a "Budget Update"... however, the latter might be best from our chief financial officer. *(Health & Human Services)*
- Also, promote external grant attainment via reduced teaching loads when appropriate. *(Health & Human Services)*
- If Associate Teaching and Associate Tenured faculty will be included in the same group for addressing compression, then Associate Teaching Professors' lower salaries will impact the compression raise an Associate Tenured Professor might have received before the titles were changed. *(CAS)*