



**Recommendations for
Fiscal Year 2021 (FY 21) budget based on
Fall 2019 faculty budget priorities survey**

*(Note: Survey given Fall 2019
and report written pre-COVID-19)*

Conducted by
Faculty Senate Budget Committee

April 13, 2020

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Executive Summary

Background: The faculty budget priorities survey was developed and conducted in Fall 2019 by the Northern Kentucky University Faculty Senate Budget Committee. There were 247 responses, representing an approximately 47% response rate. The survey was conducted to provide input into the budgeting decisions for fiscal year 2021 (FY 21).

Please note that the survey was given in Fall 2019, and this report was written prior to the COVID-19 pandemic crisis of Spring 2020.

Budget Priorities: Five typically high-priority items were presented for ranking. The top rankings include the following:

- ***Address salary increases and salary equity/compression issues for faculty and staff.*** This item was ranked #1 or #2 by 75% of respondents.
 - Over half of respondents (55%) believe that salary increases should include elements of both cost-of-living and merit.
 - Respondents report that salary equity/compression issues still persist and need to be addressed because these issues affect faculty morale and, in turn, student success.
- ***Add additional faculty and staff positions in areas that are understaffed.*** This item was ranked #1 or #2 by 61% of respondents.
- ***Fund reduced teaching workload so that tenured/tenure track faculty in all colleges have the same opportunities to pursue student success activities*** such as advising, research, grants, strategic investment initiatives, and mentoring/capstones. This item was ranked #1 or #2 by 40% of respondents.
- ***Funding for university-wide sabbaticals, project grants, and summer fellowships seemed to be perceived as generally adequate.*** 76% ranked this item #4 or #5. See Appendix C for several comments and ideas for improving these university-wide faculty benefits.

The report also includes the following:

- ***Suggestions for policy/procedure/process improvement that could directly or indirectly—by saving money and faculty/staff time—improve student success.*** See Appendix D. Examples include the following categories: online accessibility, food service, hiring process, landscaping, meetings, paperwork/forms/portals, faculty performance evaluation, RPT, safety/students of concern, salary compression, software, staff, student success, and texting.
- ***Comments, questions, and suggestions regarding NKU's incentive-based budget model.*** See Appendix E. Key concerns and suggestions about the budget model include the following:

- The college-based incentives can cause unproductive competition among colleges and reinforcement of silos.
- The structure of the model incentivizes retaining students within a college, which could have a negative impact on student success.
- Some respondents expressed confusion as to whether the incentive-based budget model is being used or has been fully implemented.
- Because the incentive-based budget model stops at the college level, respondents indicated a desire for more transparency as to how college funds are allocated among departments.

Recommendations:

Key recommendations include the following:

Compensation increases: Regular compensation increases for faculty and staff are needed for student success.

Equity and compression adjustments: Equity/compression problems still exist, and new ones continually arise. These issues must be addressed on an ongoing basis because they continually affects faculty motivation and morale and, in turn, student success.

Additional faculty positions. Additional faculty positions are needed to address high demand areas or replace faculty who have left NKU.

Workload equity. Some faculty are shouldering very high workloads, and some colleges have higher teaching loads than others (e.g., 3-3 vs. 4-4) while having the same expectations for scholarship and service. Because the Success by Design strategic framework emphasizes student engagement through innovative learning opportunities, equitable workloads are needed so that tenured/tenure track faculty in **all** colleges have the same opportunities to pursue student success activities such as advising, research grants, strategic investment initiatives, and mentoring/capstones.

Recommendations for fiscal year 2021 (FY 21) budget based on 2019 faculty budget priorities survey

The purpose of this report is to present the results of the 2019 faculty budget priorities survey and to make recommendations for use in developing the Northern Kentucky University (NKU) budget for fiscal year 2021 (FY 21) and beyond.

Please note that the survey was given in Fall 2019, and this report was written prior to the COVID-19 pandemic crisis of Spring 2020.

Survey

During the Fall 2019 semester, the NKU Faculty Senate Budget Committee conducted a faculty budget priorities survey. Drafts of the survey were reviewed and discussed by both the Faculty Senate Budget Committee and the Faculty Senate Executive Committee. The purpose of this survey was to gather information from faculty that would help support decision making in the FY 21 budget process and beyond.

This survey was conducted via Qualtrics with unique links sent by email to all full-time faculty and was available for four weeks near the end of the Fall 2019 semester. The survey was designed with quick completion in mind. It included 1 ranking question (with 5 items to be ranked), 6 multiple choice questions, 4 short answer questions, and 3 demographic questions. A blank version of the survey is provided in Appendix A (p. 14) and the results of the quantitative questions are included in Appendix B (p. 20). There were 247 responses, although not every respondent answered every question. This represents an approximately 47% response rate. The respondents were distributed as follows:

- 45.5%: Arts & Sciences
- 18%: Health & Human Services
- 12%: Informatics
- 7.5%: Business
- 7.5%: Prefer not to answer
- 5%: Education
- 2.5%: Stealy Library
- 2%: Chase College of Law

Many of the respondents were long-term NKU faculty, with 46.5% indicating that they had 11 or more years of service. Over half were full (20%) or associate (32%) professors, 19% assistant professors, 12% lecturers, and 3% professor of practice/clinical professors. The remaining 14% specified “other” or “prefer not to answer”.

Context

The purpose of the survey is to provide input into decisions relating to the NKU budget for FY 21.

The discussion is organized as follows: budget priorities; compensation increases (merit vs. cost-of-living and equity/compression adjustments and raises vs. position eliminations); university-wide faculty benefits (sabbaticals, project grants, summer fellowships); suggestions for policy/procedure/process improvement; new budget model comments/questions; and other budget-related comments and suggestions. There are also several Appendixes:

- Survey (Appendix A) (p. 14)
- Survey results (quantitative) (Appendix B) (p. 20)
- Comments on the funding of sabbaticals, project grants, & summer fellowships (Appendix C) (p. 31)
- Comments on process improvement (Appendix D) (p. 35)
- Comments/questions re: new budget model (Appendix E) (p. 40)
- Other budget-related comments/suggestions (Appendix F) (p. 45)

Budget Priorities

The first question asked respondents to rank five items in order of priority, with #1 being the highest. These five items were selected for ranking because they have continually ranked among the top faculty budget priorities in previous surveys. Figure 1 shows the results. Below are some points to be noted:

- The highest ranked priority of the five items was **“Address salary increases and salary equity/compression issues for faculty and staff.”** It was ranked #1 by 49% of respondents and #2 by 26%. (75% ranked it #1 or #2.)
- The next highest-ranked priority was **“Add additional faculty and staff positions in areas that are understaffed”** with 22% of respondents ranking it #1 and 39% ranking it #2. (61% ranked it #1 or #2.)
- Third was **“Fund reduced teaching workload so that tenured/tenure track faculty in all colleges have the same opportunities to pursue student success activities such as advising, research, grants, strategic investment initiatives, and mentoring/capstones”**, with 23% ranking this item #1 and 17% ranking it #2. (40% ranked it #1 or #2.)

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

Question	1	2	3	4	5
Address salary increases and salary equity/compression issues for faculty and staff	49.39%	25.71%	14.69%	7.76%	2.45%
Add additional faculty and staff positions in areas that are understaffed	21.63%	38.78%	18.37%	8.57%	12.65%
Fund reduced teaching workload so that tenured/tenure track faculty in all colleges have the same opportunities to pursue student success activities such as advising, research, grants, strategic investment initiatives, and mentoring/capstones	22.86%	17.14%	18.78%	15.10%	26.12%
Increase availability of professional development/travel funds for faculty and staff	4.08%	11.43%	33.06%	34.69%	16.73%
Increase availability of funds for sabbaticals, project grants, and summer fellowships for faculty	2.04%	6.94%	15.10%	33.88%	42.04%

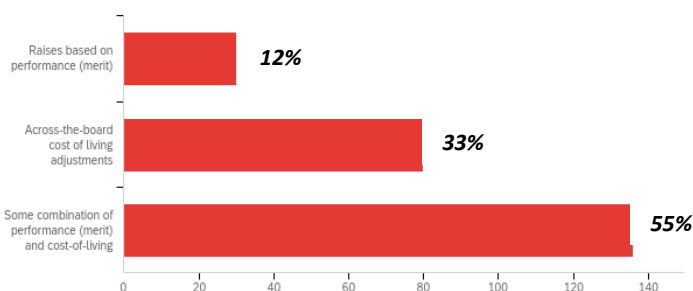
Compensation Increases

As Figure 1 shows, faculty place a high priority on addressing salary increases and salary equity/compression issues for faculty and staff. Three additional questions were asked about compensation increases.

Merit vs. Cost-of-Living

One of these follow-up salary questions dealt with salary increases in general and asked which type of increase faculty would prefer. As shown in Figure 2, most (55%) preferred some combination of performance/merit and across-the-board cost-of-living, with 33% preferring only across-the-board cost-of-living and 12% preferring raises based on performance/merit only.

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



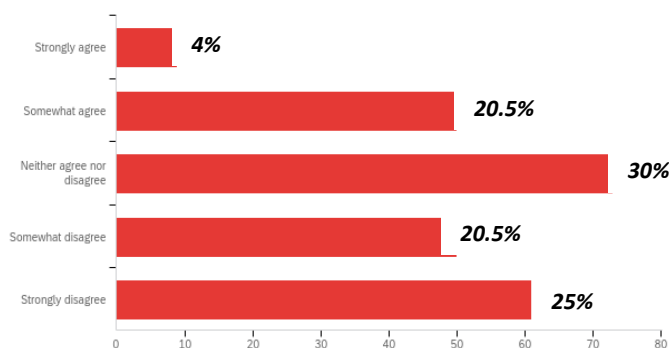
Comments such as the following were prevalent throughout the survey responses:

- Salary increases are an area that I think should be of priority to match pay of other institutions and retain faculty. I often hear faculty discussing applying for jobs at other institutions because the pay is better Faculty longevity and faculty that feel valued and not overworked would definitely contribute to student success.
- I am grateful that our new president has made it a priority to give some kind of raise to faculty/staff after all of these years, but we have so much still to do to bring salaries to where they need to be for many faculty/staff.

Equity/Compression Adjustments

Another question asked specifically about the need for salary adjustments to address equity and compression. The responses indicate that problems still remain. 45.5% strongly or somewhat disagreed that recent adjustments adequately addressed the salary equity/compression issues, while 24.5% of respondents somewhat or strongly agreed. See Figure 3 below.

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



Comments about the continued existence of equity and compression issues and the need to address this problem appeared repeatedly throughout the survey responses. Below are some illustrative example comments:

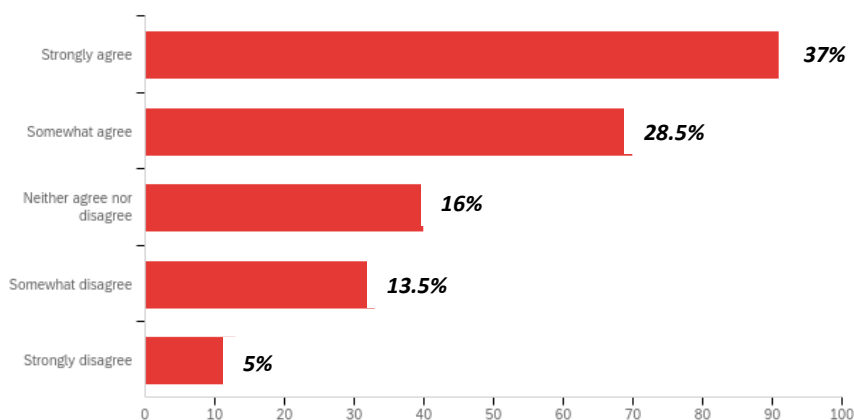
- The number one priority should be to address faculty salary compression and inversion.
- The compression issue has become much worse, and the university needs to give much more attention to it. The adjustments in the past year or so have been marginal, and they do not make up for the lack of salary increases at the university for five years.

- NKU is hiring new professors and staff at starting salaries that are similar to the salaries of people who have worked at the university for 10 years or more. This has created discouragement and resentment among long-time employees.
- Compression and inversion are still an issue in my dept. I still get paid significantly less than those who I helped hire, years after I was hired.

Raises vs. Position Eliminations

Another survey question asked about the importance of raises, even in an environment when positions may need to be eliminated. The results, illustrated in Figure 4, show that 65.5% of respondents agree that raises should still be given in this situation, while only 18.5% somewhat or strongly disagree.

Figure 4: “If it is necessary to eliminate positions (either filled or unfilled), funds within NKU's budget should still be allocated to a faculty/staff raise pool.”



University-Wide Faculty Benefits (Sabbaticals, Project Grants, Summer Fellowships)

Sabbaticals, project grants, and summer fellowships are important benefits for faculty. Below are some points to note, as shown in Figure 5 below.

- The majority of respondents (64%) indicated that the budget for sabbaticals should remain the same (54%) or decreased (10%), while 12% thought it should be increased.
- The responses for project grants and summer fellowships were very similar to each other. Roughly the same percentages of respondents thought that funding should be kept the same (41%) or decreased (6%), while 32% (project grants) and 34% (summer fellowships) thought funding should be increased.

Figure 5: Faculty perceptions of the funds budgeted for sabbaticals, project grants, & summer fellowships

Type of Award	Increase budget	Keep budget the same	Decrease budget	Don't know/ No opinion
Sabbaticals (# avail. specified by Faculty Handbook sec. 11.1.1: 2018-26; 2019-23)	12%	54%	10%	24%
Faculty project grants (2018 & 2019: \$56k budgeted each year)	32%	41%	6%	21%
Faculty summer fellowships (15 fellowships @ \$6K each budgeted for 2018 & 2019)	34%	41%	6%	19%

Respondents were asked to provide additional comments regarding the funding of sabbaticals, project grants, and summer fellowships. Many comments were provided, as shown in Appendix C (pp. 31-34) Below are some examples:

Sabbaticals

- It's important for the university to be able to fund sabbaticals for every faculty member who merits and desires one, and there is no harm when surplus money budgeted to this purpose is returned unused.

Criteria and eligibility for the awards

- The review of applications should not use rank in determining awards. Awards should be only based on MERIT!!! Using rank or other non-merit-based criteria creates division and strife in the faculty.
- I'm actually glad things are getting a little more competitive--keeps our focus on deserving projects.
- My research training is primarily theoretical and--by its nature--lacks urgency and foreseeable application. Because these are two explicit criteria considered when evaluating benefits applications, my research is at an inherent disadvantage when being considered for funding. I would like to see a funding system that provides equitable opportunity for financial support.
- I think we should fund grants and fellowships more so that we can start opening them up to faculty who aren't tenured/tenure-track, providing these faculty with professional development opportunities to help with retention.

Fellowships and project grants

- Summer fellowships received the most applications but the least number awarded. It may help to give more (hence increase budget).
- Fellowships are rarely useful if there aren't project funds, so those pools need to more closely aligned. It would be good if a single proposal could be submitted to cover both when the project is the same.
- Research is becoming more expensive, and external funding is more difficult to obtain. The project grant funding has not come close to funding all of the worthy projects, at least not recently. Thus the project grant funding needs to be increased.
- [Unspent sabbatical funds should be used] to fund additional project grants and fellowships of merit.

Amounts of awards

- The costs of travel and supplies have increased a lot over the past 5 years, and to my knowledge, the maximum amount awarded here has not changed.
- I think faculty applying for summer funding, in lieu of requesting a course reduction, should be able to write a sufficient summer salary into their budget. ... While I am pleased with the grant opportunities that are available, I think this amounts to a lot of work that is done purely out of service to the University without sufficient compensation.
- It seems these awards are funded fairly well (most get funded), but the amount could be increased. The summer fellowship has been at \$6K for many years now.

Prioritization with salary increases and other faculty professional development

- I believe in the value of sabbaticals, project grants, and summer fellowships and think they should be adequately funded. However, I don't believe money should be taken from potential raises to fund or increase funding of these benefits.
- These items are tangential to salary concerns created by the limited number of raises, the slight increase from relatively small raises, salary inversion, increased workload, decrease in departmental travel funds, and more.
- I would prioritize reduced workload and increased professional development funds.
- I have been pleased to see that funding for these awards to have stayed relatively healthy, even within a fraught environment. I think continuing as we have been is good. I believe that hiring into positions where faculty members have retired should be more of a priority.

Suggestions for policy/procedure/process improvement

The survey asked respondents to identify and briefly explain any processes, policies, or procedures that they believed could be improved to save time and money so NKU can better fulfill its mission of student success. The responses have been categorized and appear in their entirety in Appendix D (pp. 35-39). Below are some of the major categories that were identified, along with some sample comments.

Online accessibility

- We NEED an office on campus dedicated not just to working with faculty to ensure courses (especially online) meet ADA guidelines, but actually doing part or in some cases all of that work ... Most campuses have this support in place. Why don't we?

Food service

- When I am ordering catering for events, \$200 of a budget will get some chips, cookies, punch, and coffee--in other words, \$20 in real-world food is the equivalent of \$200 in Chartwell's food. Food = community, and if we are going to have a vibrant campus where people want to be, NKU students and faculty deserve to have food that is healthy, affordable, and available at most hours.

Hiring process

- The hiring process--at all levels--is excruciatingly long. The university loses good candidates because of the bottlenecks in the process, e.g., only one person can approve something.

Landscaping

- Stop redoing the landscaping (planting and replanting, then tearing out perfectly fine plants and planting new ones). Instead, plant sustainable native species.

Meetings

- Cut the number of meetings and the length of meeting times. Seriously. The number of meetings called and how often they are regularly a complete and utter waste of time is astonishing.

Paperwork/Forms/Portals

- Someone could do an entire anthropological study on the process involved in my department when we need to order photocopies for class. This process could be streamlined.
- Is it possible to create/implement an electronic submission process for print/copy requests to the copy center?
- The pre-approval process for travel expenses feels overly micromanaged.
- The purchasing process for semi-large ticket items seems to get mired in red tape.
- The process for paying adjunct or guest lecturers is time consuming and ridiculous.
- We need a "bulldozer" who can get students enrolled/re-enrolled after financial, medical or family issues cause holds. ...These obstacles take visits to multiple offices, and students often get closed out of courses before the obstacles are removed (if they are at all).
- Cut the red tape to allow students to get funding, paid, travel, etc.
- The non-attendance policy needs to be looked at. Students are able to add the class back in after the 5 p.m. reporting window but before the add period ends at 11:59 p.m; the window for full session should close on Friday instead (a full week of classes).
- There is a problem with the All Card process for students, especially the online students. Many do not know they need an All Card to access library resources. There is also a time lag (even up to a few days) for a card to be activated once a student does receive the card. This is particularly problematic for the AP students (DNP, for example) who have a short time to complete a course and need to get started on their research ASAP.
- Certain services that are redundant among offices on campus should be consolidated to a single office or department. ... High school seniors visiting campus is one example. Faculty receive requests from several offices to be available to speak to seniors, at various times and locations.

Performance evaluation-faculty

- Merge the performance evaluation (FAR) and tenure dossier so the process is not repeated.
- Every college and/or department has its own faculty performance evaluation process (e.g., forms, expectations). I recognize that some things are particular to that unit, but it seems that other things such as teaching could be evaluated consistently across all units.

RPT

- Do committee members have to get letters pertaining to RPT on paper? If it could be done electronically, this would save paper, ink, wear on the printers, the time it takes someone to stuff envelopes and mail them, and the cost associated with shredding the letters after we see them.
- Determine an identity for NKU (e.g., R1, R2, R3, ?). This could help departments create RPT standards more congruent with the type of University NKU is.
- Address inequities within RPT process. Some faculty are expected to produce more than other faculty within the same program and department.
- Address the climate and culture that centers around retaliation (often through RPT).
- The tenure track faculty should have a longer access to their RPT on Canvas. ... Faculty are rushed to upload documents because they had no access to it most of the year.
- Better align the requirements for [merit raises and RPT] towards university mission regarding QEP, inclusive excellence, strategic framework.

Safety/Students of Concern

- The process for removing violent students from the university is sorely lacking. Repeat offenders are allowed to intimidate and threaten (often women and people of color) with ZERO consequences.

Salary compression

- Create a policy to address salary compression annually.

Software

- Every time we get new software (for grant budgets/financial records, webpage design, course support, advising) all the faculty go through massive training sessions, and then have to update all their materials, which takes more time. Then, in a year or two, we're no longer using Software A, and now everyone must learn and switch to Software B. We could spend more time working with students or generating course materials if we didn't spend so much time on the administrative/technical stuff. It is particularly frustrating when the time we're spending is just to change something that was working fine over to a new software system.

Staffing

- More staff need to be hired in registrar's office, financial aid office, bursar's office, etc., to ensure students get the best service possible.
- Proper administrative staffing to support processes and procedures would be very helpful to decrease the workload on faculty who have to undertake some duties that would typically be performed by an academic coordinator or administrative assistant.

Student success

- Faculty should be in charge of the curriculum, and outside agencies should have little to no input on how we run our courses. With the proliferation of online offerings, we continue to receive pressure to lower standards and treat online students differently. We were told that high standards and academic integrity would be maintained as we entered the online market, yet we continue to see "suggestions" made which go against those high standards.
- We hear more and more about "student success" as something entirely on the shoulders of faculty and staff, yet students themselves are not being told their roles in the learning process. NKU's message needs to include student responsibility as a significant part of student success.
- All departments/schools should have embedded advisors, who are hired as renewable lecturers.

Texting

- We need the ability to text groups of students/advises because they don't check email. Also, Canvas should require students to set up text messaging rather than it being optional.

New budget model comments/questions

Respondents were asked to provide comments or questions about NKU's incentive-based budget model, which is now in its third year. The responses have been categorized and appear in their entirety in Appendix E (pp. 40-44). Below are some of the major categories identified, along with some sample comments.

Unproductive competition among colleges/Reinforcement of silos

Many respondents indicated that the structure of the budget model incentivizes siloed thinking and causes unhealthy competition among colleges, as indicated by the following example comments:

- The model reinforces the silos that exist within academe and that is detrimental to the students. It creates an atmosphere of competition that is unhealthy. If a student is an NKU student, that is all that should matter. The student should be able to create an experience that is cross-disciplinary with encouragement from faculty, rather than worry.
- The budget model discourages collaboration and incentivizes silos.
- I see the merit in the incentive budgeting, though I wish it could be set up so as not to discourage innovative collaboration across colleges or departments, who may be concerned about losing credit hours or majors.
- The model incentivizes a "turf war" over the tuition dollars that can promote decisions counter to providing the best education to our students.
- Units are incentivized to create their own version of a class or service, even if it's being offered somewhere else.
- We have already seen some colleges try to change their curriculum to move core courses inside to keep more tuition dollars--math/stats and writing courses, for instance.

Possibility for negative effect on student success

As indicated by the following example comments, another perceived issue with the budget model is that its incentives have the potential to negatively impact student success.

- If I have a student who I believe would be better served in another major, my financial incentive is to tell them to stay. I would love to see a modification to this model that allows for more student-centered decision-making.
- This is a very frustrating policy, and I believe it goes against Success by Design. Unfortunately, when colleges are set up this way, faculty and staff are looking to retain the student within the college, which may not be in the best interest of the student. For example, if each college's budgetary considerations are on enrollment, then if a student wants to change majors into a different college, the faculty feels like they are taking funds away from the college rather than having the student's best interest in mind.
- In theory, I like [the incentive-based budget model]. In practice, people have gotten MORE stuck in their silos and focused on the student signing up for THEIR program, not the program that makes the most sense for the student. We've had prospective students and parents tell us they were told by members of another college or school that a certain program that we have "didn't exist" on our campus, so they should take their classes instead. I don't know how to fix this, but the focus on numbers in our respective programs has made for some serious territorial issues.
- In short, the model does not seem to produce the desired positive effects but does incentivize a non-cooperative environment among colleges and departments that is not in the best interests of our students.

No impact/unsuccessful?

Some respondents indicated that faculty seem to perceive the model as unsuccessful or be unaware of whether or how it is working, as the following example comments illustrate:

- From my level, this [budget model] has been a failure. Nothing has changed--we are still seeking mythical pools of funds and can't plan or budget for expenses or capital.
- Never has really been implemented. Waste of time, money, and effort.
- Has the budget model even been fully implemented?
- Has it kicked in yet for all units? I don't recall being able to recognize any of the benefits of the new model at work.
- As a faculty member, I have not noticed a large impact from the budget model, but even at 3 years it still seems as if we are figuring out how it works.
- It is frustrating because it is run as a business model, and we are not a business. We are teachers and researchers who work hard every day to support our students.
- The new budget model would be a disaster if it were not simply a fraud. As actually implemented, the complex system of taxes and subventions that has been (appropriately) jerry-rigged to protect the university against severe immediate disruptions has reduced the model to a Potemkin process [something built to deceive others into thinking a situation is better than it actually is] in which important decisions continue to be made by administrative fiat, rather than by the "neutral" results of the new budget model. Thus, the new budget model destabilizes the university while providing none of the promised benefits.
- The budget allocation still seems to be tailored to sustain colleges that can't support themselves. So the incentive-based model is not truly enforced.
- I still do not understand how non-major or service courses for other majors are valued in the new budget model.
- This budget model is a bust. Colleges don't get to keep money they generate.

Need to go beyond college level

As designed, the budget model only reaches to the college level. Faculty cite the need for the model to go beyond the college level, as the following comments illustrate:

- The incentive-based budget model was advertised as increasing transparency in the budget process; however, this transparency does not extend to the department level. Most faculty and staff are impacted at the department level and do not see the benefits of the so-called increased transparency.
- I like incentives for departments to better meet the needs of the region and the university. As the model exists at the college level, this model doesn't seem to do this at all.
- Because the budget model stops at the college level, it is very hard to assess its impact at the department level. It is also very hard to understand what, if anything, we should be trying to change at the department level to align with this model.
- Personally, I think the number of student credit hours should be heavily tied to how much is distributed to departmental budgets.
- I haven't seen any incentives or rewards to departments who have taken on huge classes or new responsibilities to support other colleges (e.g., AP programs, UK med school). Where are the faculty lines to support the departments' core programs? Where is the money going? Who is deciding how it's spent? All we get are threats that enrollment is declining and we need to push students through to get the completion rate up without regard to academic integrity. There are no rewards to those who help with recruitment efforts. Each year for the last two years, we've had \$2 million set aside for targeted purposes. Why wasn't some of that returned to the departments doing the heavy lifting?

Proper incentivization?

Comments such as those below indicate that it does not seem to faculty that the budget model is incentivizing as intended:

- If the incentive-based budget model does not work for the betterment of the university, then administrators need to come forward and say it was not what was expected and move forward with a model that works.
- The incentivized budget model has not worked according to the way it was rolled out during the Mearns administration and the investment made to Huron. What is really being incentivized and subsidized? Are we

indeed rewarding programs, departments/schools, and colleges in operating efficiently based on SCH/FTE? Carryforward is awarded to colleges based on cost savings when there is a reduction of faculty, i.e., if enrollments decline in a college and when faculty lines are vacated in that college and not replaced, the college still gets carryforward. Shouldn't the carryforward be transferred to where growth is occurring?

- With the administration using a reserve fund to allocate money to lesser performing programs, I'm not sure there's any value in using this model.
- In some areas, it is encouraging growth over quality.
- I have a big problem with the fact that NKU states this is "incentive-based budget model" when I feel like this model is contrary to what it states. It's really not "incentivizing" but more "punitive" in the sense of what is expected from each unit. If the units that are doing well according to the metrics for the revenue generating model get the incentives, how is this model "incentivizing" others that do not do as well with these metrics?

Lack of transparency/need for communication

Below are some examples of responses indicating that faculty would like more communication and transparency regarding the budget model.

- Faculty are receiving wildly contradictory information regarding the status of this budget model. Is it in effect? What have the funding results been for different colleges or departments?
- Does anyone really understand what this is about or how it affects faculty, departments, and colleges? I don't think so...
- I would like to have the Chief Financial Officer give a report to the community regarding the experience with the budget model. I have been on the website, and all that does is explain the model. It tells nothing of the experience using it. Unless one is an administrator, one really doesn't have access to improvement. Who does get allocated what? What are the funding priorities, and are they being met? It seems to me that Athletics must need a BIG allocation.
- I think the budget model is still not well understood by the faculty, so I don't even know what questions to ask. Who is reviewing it? Is it internal or external? What will the allotment be from the state? Will that change significantly based on our enrollment, graduation rates, etc.?
- I have no idea how this has impacted me or the University. Perhaps the administration could communicate more about the incentive-based budget?
- I do not feel the budget model is as transparent and straightforward as it could be.
- I would like to see how funds were allocated college-by-college compared to the performance data.
- Funds from the AP online programs should be integrated into the overall budget rather than allocated specifically to the AP programs.
- Never see how it works. All I see is the budget keeps shrinking at the department level while we teach almost the same number of students.
- Expectations about "taxation" of revenues and carryforward retention at the unit level should be made clear and consistent year-to-year to help with planning.
- I would sincerely appreciate more transparency in the budget process. The college's revenue and budget committee hasn't even met for the past two years as our administrators don't "have anything" for the committee to do...which means the faculty haven't even really seen the budget. They just saw some spreadsheets over two years ago.

Other Budget-Related Comments and Suggestions

A final question asked about other budget-related issues. Below are the categories of comments received and 1-3 sample comments for each. The full list of comments can be seen in Appendix F (pp. 45-48).

Faculty hiring

- More faculty lines. Period.
- Regarding whether raises should be given if positions are eliminated, it really depends on how bad things are, and which positions are being eliminated. I do NOT want faculty lines cut to the point that a program simply cannot grow--there is a minimum requirement of personnel at tenure-track and renewable levels to cover teaching, service, etc. When the administration takes us below that point, I see it as intent to destroy the program, whether or not it deserves it or is good for the long-term health of the university.
- Tenure track hires in the traditional humanistic disciplines are needed. Our numbers have dwindled (after numerous retirements, which were not replaced), and we are running very lean.

Faculty workload/salaries

- Student success is tied to both students and the faculty/staff who interact with those students. ...Reducing teaching loads, or offering some equitable teaching load across the university should be addressed. Some faculty teach 150 or more students each semester, while others have half that load of students. This creates roadblocks for many faculty in terms of time and energy to do worthwhile work such as student research, conference attendance, professional research and service, university outreach or service. ... Anyone remember SCH/FTE? Essentially the glaring inequities were too big for an easy solution, so the problem was ignored.
- The incredibly disparaging differences in pay for full-time professors depending entirely on the college that hires them is disgusting. I work one office away from new professors with zero experience that make 30+K more than me and teach half as many classes in subjects that I could and have taught myself. It makes me and the work I do for the school feel completely unappreciated. It is sickening that I'd be making 60% more money if I'd have been able to be hired by a neighboring college at NKU. The fact that there is no way to argue or negotiate for better wages based on industry experience, teaching experience, and positive reviews leaves me wondering how long I can continue to work for so much less than I'm worth.

Library

- We need library services and support for doctoral students and faculty.

Transparency

- I think that transparency about specific program budgets is also needed as that is not always communicated effectively.
- Transparency in the shifts in the budget would be appreciated. Although faculty numbers have gone down, there are also "staff" who now have the title of "faculty". How many of the individuals in these roles are truly faculty and what would the numbers look like if the change in status did not occur?
- How are our recruitment efforts paying off? Will enrollment increase?

Realignment/things to stop doing (i.e., Box 2)

- The university needs to understand what a plateau is. We cannot expect to keep increasing enrollment; that is a failed policy and those that think this is the path forward are short sighted. Rather, the university should invest in its resources, create functional and supported staff and faculty to enhance retention and graduation. NKU should become a source for graduation rather than a degree mill or capitalist industry, which is where its current direction is leading. We need to invest in the school, not hope to gain more potential dropouts.
- I see a lot of redundancy and overlap in our degree programs and auxiliary services. I think we could save a significant amount of money if we cut redundant classes across programs, if we better pooled our resources into co-taught classes, and if we really looked at how many offices are providing the same services.
- It would be nice to see an accounting of scholarships. How many needs-based scholarships are resulting in graduates (for instance)?

Athletics

- Has moving to Division I athletics helped enrollment? It seems that it has actually gone down since the move.
- Division I athletics still needs to be eliminated, which would free up millions of dollars per year to the University.

Mileage reimbursement

- NKU does not offer mileage reimbursement for Adjunct Faculty who teach NKU classes at other locations. That is just plain wrong.

Outsourcing/consultants

- Continually outsourcing budget proposal, marketing, advertising, etc. to companies not only wastes money but negates the in-house talent of the university.

Pensions

- The staff pension issue must be a budget priority for NKU. We must not forget the years of faithful service of staff members, who are frequently underpaid. There are significant financial needs across campus, but funding to help protect them has to be a key budget priority.
- Staff are deeply demoralized, and we are losing senior members of the campus community who have a great deal of institutional memory and valuable experience. The KERS mess needs to be addressed quickly. Although much of that is out of our control, there needs to be strong and ongoing support of staff to avoid massive turnover.

Phones

- Why do we have video phones now in our offices? I know it is too late to return these new office phones (or I assume so), but practically every faculty member has a computer with camera that allows for video calls already. Actually, I don't think we need office phones at all.

Administrative positions

- Perhaps the administration should start listening to faculty and staff in terms of what has to be done and when. Too many times ideas are created at the administrative level and then passed down to other divisions to be implemented...yesterday! This reveals a disturbing lack of respect for the workers who are sustaining the university. Collegial governance involves ALL members of the community, no exceptions.
- NKU could consider whether every administrative office or position is necessary and whether the significant economic disparities between administrators and faculty are healthy for overall growth, engagement, and development of the University.
- To re-budget, there needs to be a serious consideration of admin pay. Paying outrageous high-end salaries does not equal a better university, nor does a top-heavy school.

Parking

- I think that the fact that we charge for parking in the afternoons and on the weekends is a major hindrance to community outreach, recruiting, and scholarly collaborations. Preventing people from coming to our campus is generally not a good plan. The fact that we do not have substantial free parking on our campus to my knowledge is likely impacting our student retention. Many schools have parking that is free at a distant or inconvenient lot, so that students who don't want to pay don't have to. It is one more barrier that they have to cross that does not have to exist.

Budget priorities/Shared governance

- Continued budget cuts to academic programs should be implemented through shared governance processes, with no programs or departments being cut unless appropriate faculty bodies play central roles in the decision-making process.
- I fear that the current process will decrease the amount of basic education we provide. It is critical, as a regional university, to offer to the students a broad experience of learning, not merely job training.
- Sometimes we are limited on courses and opportunities we can offer because of lack of resources. More can be offered to students, but faculty are not available to provide these opportunities.

Conclusion and Recommendations

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

Compensation Increases

Regular compensation increases are needed for student success.

Equity/Compression Adjustments

Equity/compression problems still exist, and new ones continually arise. These issues must be addressed on an ongoing basis because they continually affect faculty motivation and morale and, in turn, student success.

Additional Faculty Positions

Additional faculty positions are needed to address high demand areas or replace faculty who have left NKU.

Workload Equity for Student Success

Some faculty are shouldering very high workloads, and some colleges have higher teaching loads than others (e.g., 3-3 vs. 4-4) while having the same expectations or scholarship and service. Because the Success by Design strategic framework emphasizes student engagement through innovative learning opportunities, equitable workloads are needed so that tenured/tenure track faculty in ***all*** colleges have the same opportunities to pursue student success activities such as advising, research grants, strategic investment initiatives, and mentoring/capstones.

APPENDIX A: FACULTY BUDGET PRIORITIES SURVEY - FALL 2019

Start of Block: Default Question Block

FACULTY BUDGET PRIORITIES SURVEY - 2019

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



Q1. Please rank the following items in order from what you believe should be the highest priority (1) to lowest priority (5).

_____ Fund **reduced teaching workload** so that tenured/tenure track faculty in **all colleges** have the same opportunities to pursue student success activities such as advising, research, grants, strategic investment initiatives, and mentoring/capstones (2)

_____ Increase availability of **professional development/travel funds** for faculty and staff (5)

_____ Increase availability of funds for **sabbaticals, project grants, and summer fellowships** for faculty (4)

_____ Add **additional faculty and staff positions** in areas that are **understaffed** (6)

_____ Address **salary increases and salary equity/compression issues** for faculty and staff (9)

Q2. If compensation increases are available for the upcoming fiscal year, which do you prefer?

Raises based on performance (merit) (1)

Across-the-board cost of living adjustments (2)

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

Q3. I believe previous salary equity adjustments adequately addressed salary inequities, such as salary compression and inversion.

- Strongly agree (13)
 - Somewhat agree (14)
 - Neither agree nor disagree (15)
 - Somewhat disagree (16)
 - Strongly disagree (17)
-

Q4. If it is necessary to eliminate positions (either filled or unfilled), funds within NKU's budget should still be allocated to a faculty/staff raise pool.

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q5. Please indicate your perceptions of the funds currently budgeted for the following university-wide faculty benefits. The budgeted information for 2018 and 2019 is provided below. More information can be found in the [September 4, 2019, minutes of the Faculty Senate Benefits Committee](#)--particularly in the sections "Brief Overview of Faculty Development Award Process"(pp. 1-2) and "Old Business" (p. 2).

	Increase budget (1)	Keep budget the same (2)	Decrease budget (3)	Don't know/No opinion (6)
Sabbaticals (# <i>available specified by Faculty Handbook sec. 11.1.1: 2018-26; 2019-23</i>) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty project grants (2018 & 2019: \$56k budgeted each year) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty summer fellowships (15 fellowships @ \$6K each budgeted for 2018 & 2019) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments that would help clarify your response regarding sabbaticals, project grants, and summer fellowships.

Q6. 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.

Q7. NKU's incentive-based budget model is now in the process of undergoing its 3-year review. Please provide any comments or questions that you have regarding your experiences or perceptions of NKU's budget model or any suggestions for how it could be improved. For more information on the budget model, see <http://newbudgetmodel.nku.edu/>

Q8. Please provide any other suggestions, comments, or questions that you believe might be helpful as the university considers budget priorities for the upcoming fiscal year. Please also identify any funding priorities that you believe were not addressed in the previous questions.

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

Q9. What is your college?

- Arts & Sciences (1)
 - Education (2)
 - Health & Human Services (3)
 - Informatics (4)
 - Business (5)
 - Law (6)
 - Steely Library (7)
 - Prefer not to answer (8)
-

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

- Full professor (1)
 - Associate professor (2)
 - Assistant professor (3)
 - Professor of Practice or Clinical Professor (9)
 - Lecturer – NTTT/NTTR (4)
 - Adjunct (5)
 - Other (7) _____
 - Prefer not to answer (8)
-

Q11. How many years have you been a faculty member at NKU?

- 0-5 years (1)
- 6-10 years (2)
- 11 or more years (3)
- Prefer not to answer (4)

Thank you for participating!

Clicking >> will submit your survey.

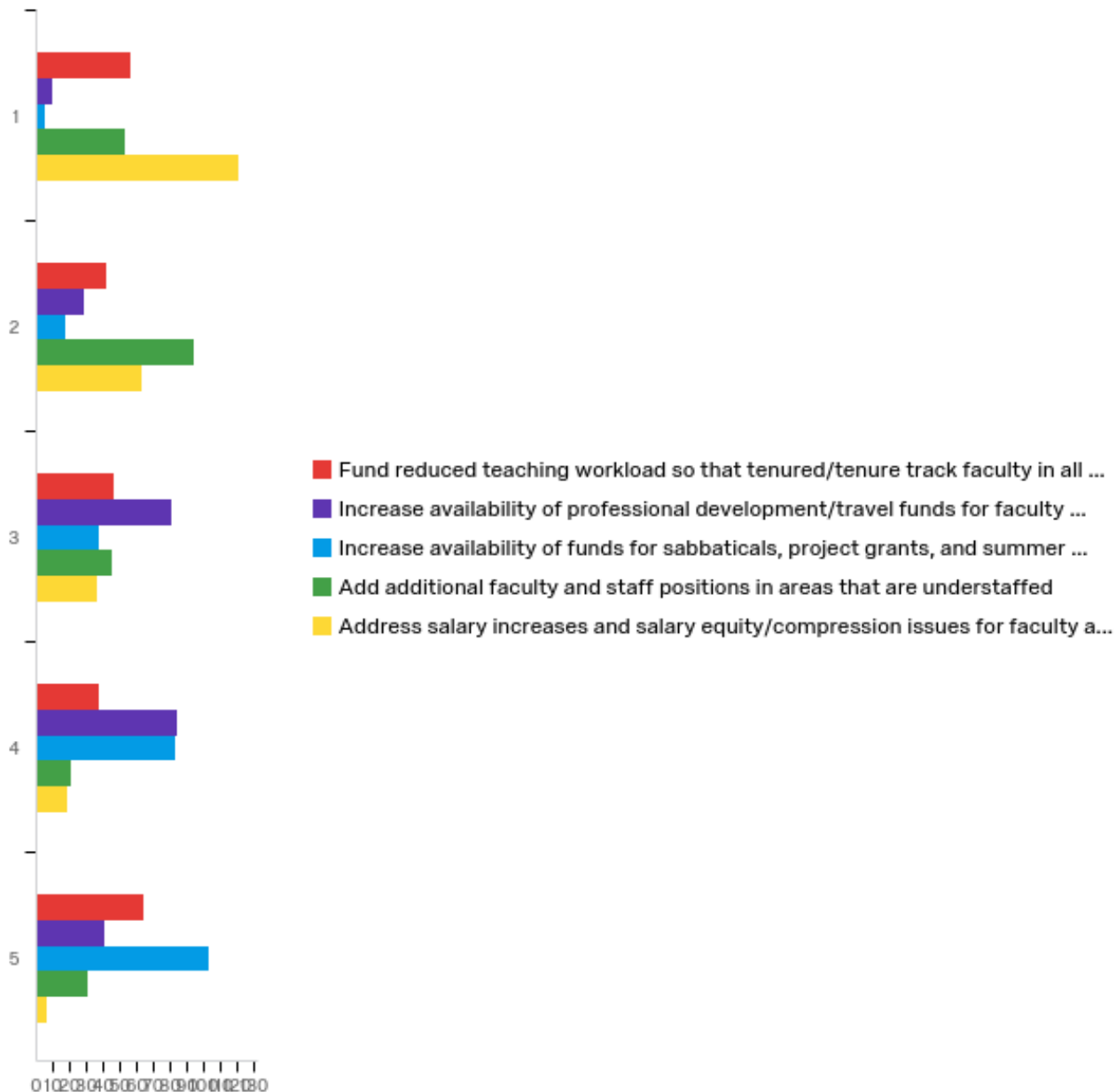
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**APPENDIX B:
QUANTITATIVE RESULTS FROM
FACULTY BUDGET PRIORITIES SURVEY - FALL 2019**

Faculty Budget Survey - Fall 2019

December 21, 2019

1. Please rank the following items in order from what you believe should be the highest priority (1) to lowest priority (5).

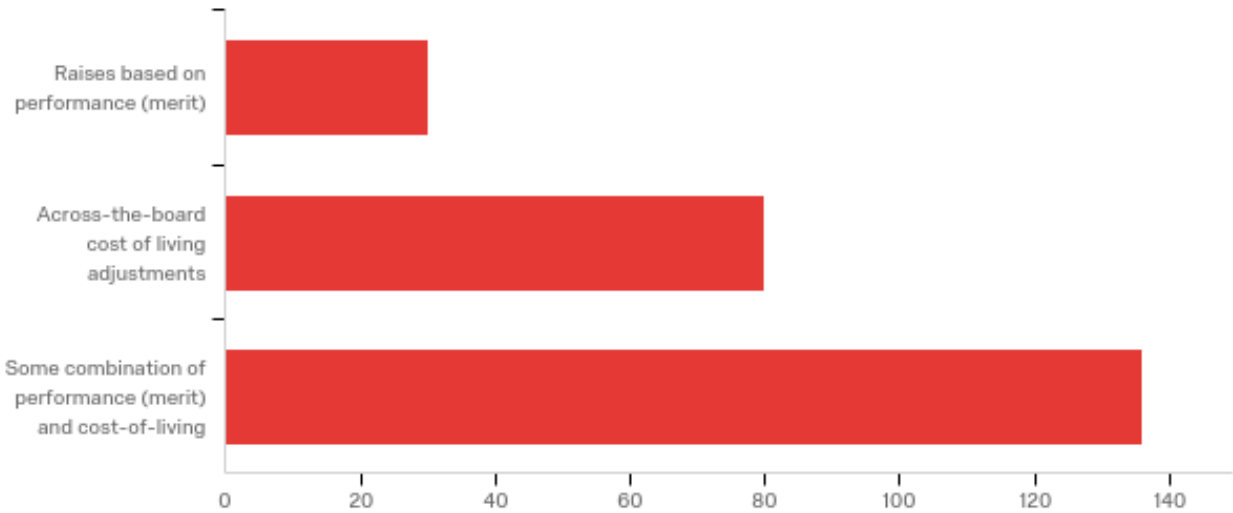


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Fund reduced teaching workload so that tenured/tenure track faculty in all colleges have the same opportunities to pursue student success activities such as advising, research, grants, strategic investment initiatives, and mentoring/capstones	1.00	5.00	3.04	1.51	2.28	245
2	Increase availability of professional development/travel funds for faculty and staff	1.00	5.00	3.49	1.03	1.06	245
3	Increase availability of funds for sabbaticals, project grants, and summer fellowships for faculty	1.00	5.00	4.07	1.01	1.03	245
4	Add additional faculty and staff positions in areas that are understaffed	1.00	5.00	2.52	1.27	1.61	245
5	Address salary increases and salary equity/compression issues for faculty and staff	1.00	5.00	1.88	1.08	1.16	245

#	Question	1	2	3	4	5	Total					
1	Fund reduced teaching workload so that tenured/tenure track faculty in all colleges have the same opportunities to pursue student success activities such as advising, research, grants,	22.86 %	56	17.14 %	42	18.78 %	46	15.10 %	37	26.12 %	64	245

	strategic investment initiatives, and mentoring/capstones											
2	Increase availability of professional development/travel funds for faculty and staff	4.08%	10	11.43%	28	33.06%	81	34.69%	85	16.73%	41	245
3	Increase availability of funds for sabbaticals, project grants, and summer fellowships for faculty	2.04%	5	6.94%	17	15.10%	37	33.88%	83	42.04%	103	245
4	Add additional faculty and staff positions in areas that are understaffed	21.63%	53	38.78%	95	18.37%	45	8.57%	21	12.65%	31	245
5	Address salary increases and salary equity/compression issues for faculty and staff	49.39%	121	25.71%	63	14.69%	36	7.76%	19	2.45%	6	245

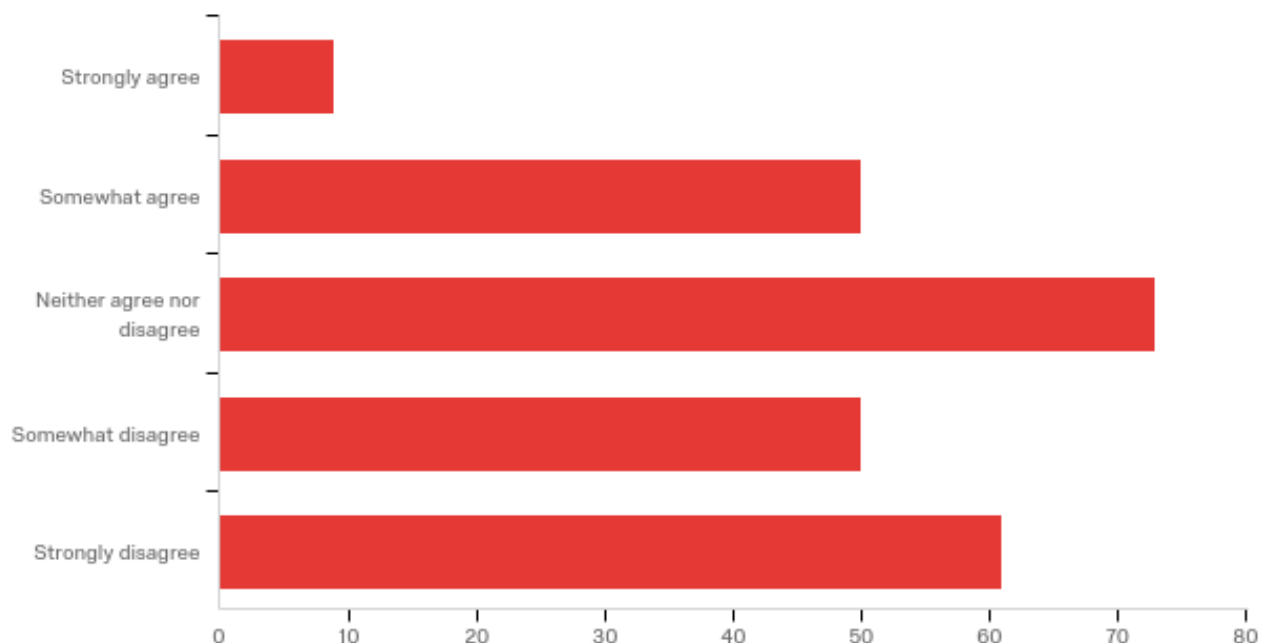
2. If compensation increases are available for the upcoming fiscal year, which do you prefer?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2. If compensation increases are available for the upcoming fiscal year, which do you prefer?	1.00	3.00	2.43	0.70	0.49	246

#	Answer	%	Count
1	Raises based on performance (merit)	12.20%	30
2	Across-the-board cost of living adjustments	32.52%	80
3	Some combination of performance (merit) and cost-of-living	55.28%	136
	Total	100%	246

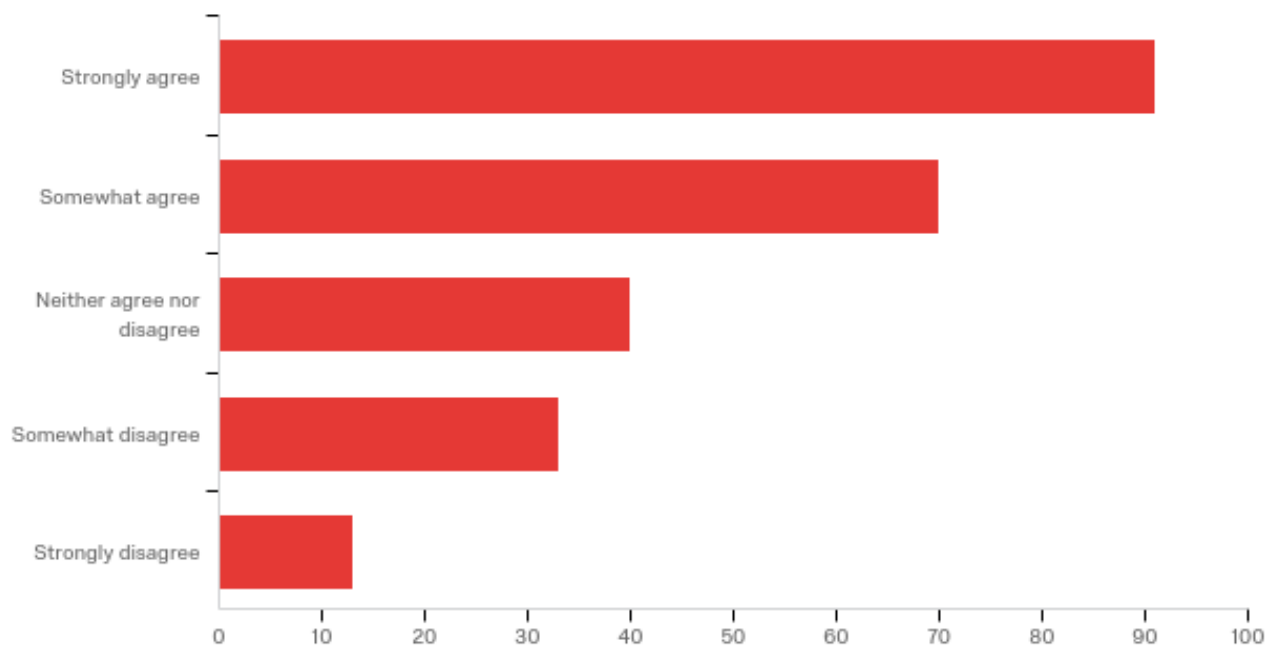
3. I believe previous salary equity adjustments adequately addressed salary inequities, such as salary compression and inversion.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	3. I believe previous salary equity adjustments adequately addressed salary inequities, such as salary compression and inversion.	13.00	17.00	15.43	1.17	1.38	243

#	Answer	%	Count
13	Strongly agree	3.70%	9
14	Somewhat agree	20.58%	50
15	Neither agree nor disagree	30.04%	73
16	Somewhat disagree	20.58%	50
17	Strongly disagree	25.10%	61
	Total	100%	243

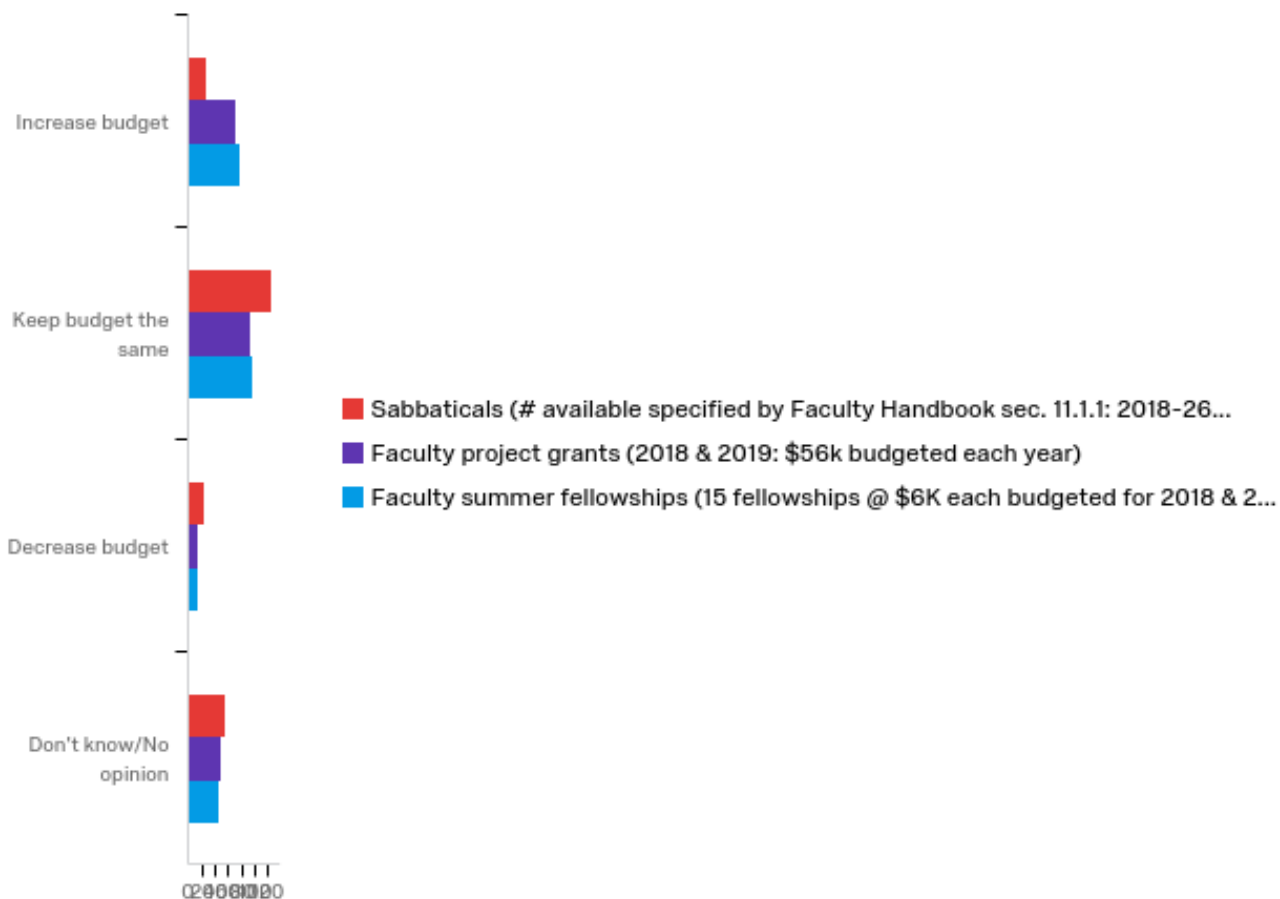
4. If it is necessary to eliminate positions (either filled or unfilled), funds within NKU's budget should still be allocated to a faculty/staff raise pool.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	4. If it is necessary to eliminate positions (either filled or unfilled), funds within NKU's budget should still be allocated to a faculty/staff raise pool.	1.00	5.00	2.22	1.22	1.49	247

#	Answer	%	Count
1	Strongly agree	36.84%	91
2	Somewhat agree	28.34%	70
3	Neither agree nor disagree	16.19%	40
4	Somewhat disagree	13.36%	33
5	Strongly disagree	5.26%	13
	Total	100%	247

5. Please indicate your perceptions of the funds currently budgeted for the following university-wide faculty benefits. The budgeted information for 2018 and 2019 is provided below. More information can be found in the September 4, 2019, minutes of the Faculty Senate Benefits Committee--particularly in the sections "Brief Overview of Faculty Development Award Process"(pp. 1-2) and "Old Business" (p. 2).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sabbaticals (# available specified by Faculty Handbook sec. 11.1.1: 2018-26; 2019-23)	1.00	6.00	2.94	1.78	3.16	235
2	Faculty project grants (2018 & 2019: \$56k budgeted each year)	1.00	6.00	2.58	1.84	3.37	231
3	Faculty summer fellowships (15 fellowships @ \$6K each budgeted for 2018 & 2019)	1.00	6.00	2.49	1.79	3.22	235

#	Question	Increase budget		Keep budget the same		Decrease budget		Don't know/No opinion		Total
1	Sabbaticals (# available specified by Faculty Handbook sec. 11.1.1: 2018-26; 2019-23)	11.91%	28	54.04%	127	10.21%	24	23.83%	56	235
2	Faculty project grants (2018 & 2019: \$56k budgeted each year)	31.60%	73	41.13%	95	6.49%	15	20.78%	48	231
3	Faculty summer fellowships (15 fellowships @ \$6K each budgeted for 2018 & 2019)	33.62%	79	40.85%	96	6.38%	15	19.15%	45	235

Please provide any comments that would help clarify your response regarding sabbaticals, project grants, and summer fellowships.

See Appendix C.

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

See Appendix D

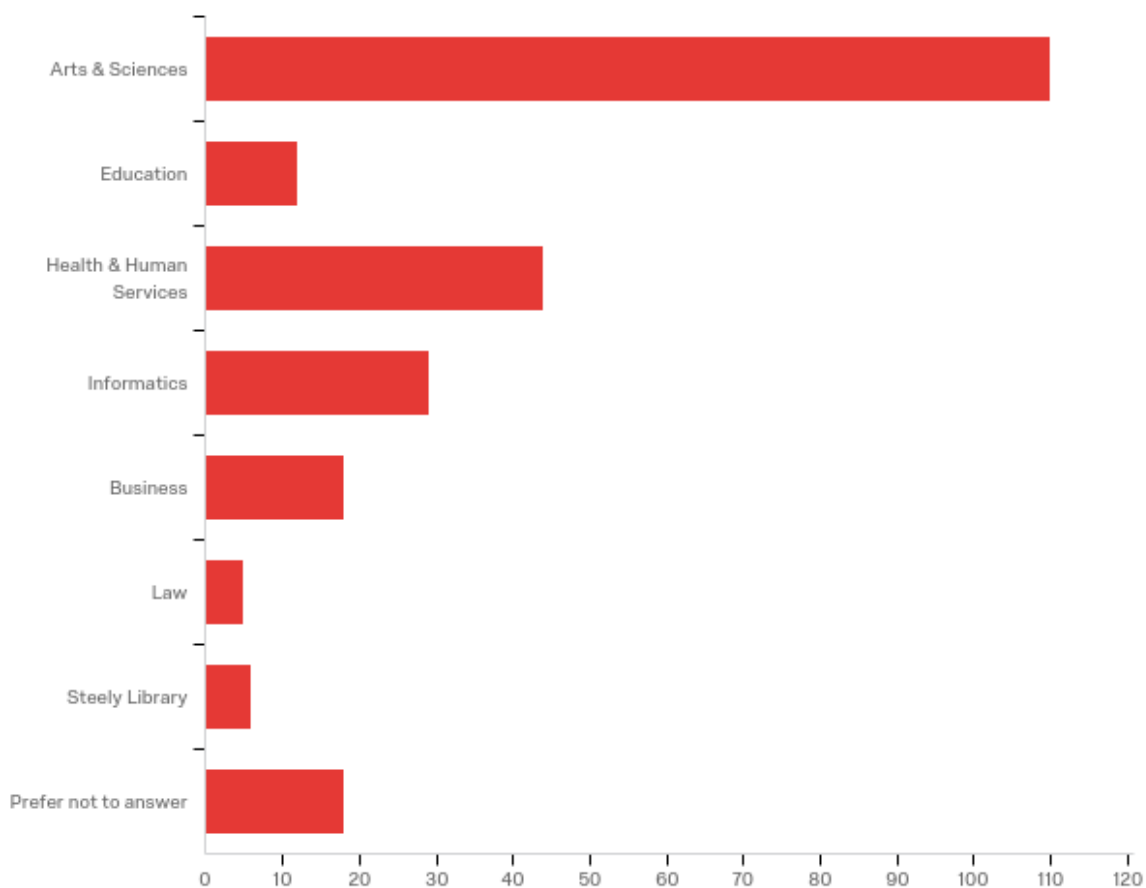
7. NKU's incentive-based budget model is now in the process of undergoing its 3-year review. Please provide any comments or questions that you have regarding your experiences or perceptions of NKU's budget model or any suggestions for how it could be improved. For more information on the budget model, see <http://newbudgetmodel.nku.edu/>

See Appendix E.

8. Please provide any other suggestions, comments, or questions that you believe might be helpful as the university considers budget priorities for the upcoming fiscal year. Please also identify any funding priorities that you believe were not addressed in the previous questions.

See Appendix F.

9. What is your college?

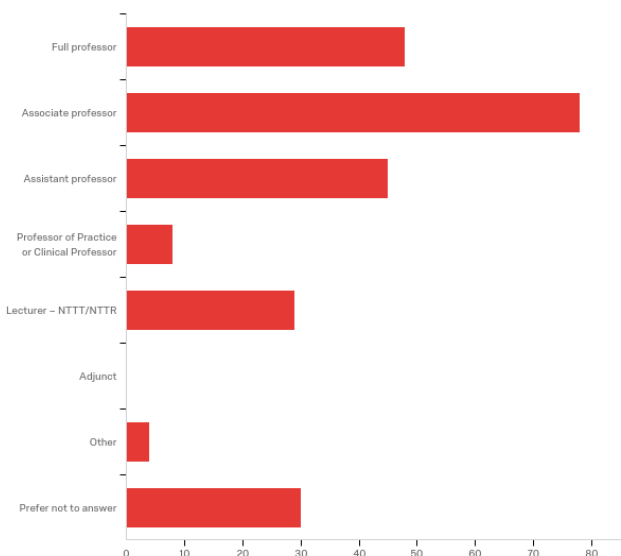


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	9. What is your college?	1.00	8.00	2.84	2.17	4.70	242

#	Answer	%	Count
1	Arts & Sciences	45.45%	110
2	Education	4.96%	12
3	Health & Human Services	18.18%	44
4	Informatics	11.98%	29
5	Business	7.44%	18
6	Law	2.07%	5
7	Steely Library	2.48%	6
8	Prefer not to answer	7.44%	18

Total | 100% | 242

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	10. Select the rank/ position that best describes you.	1.00	9.00	3.29	2.39	5.71	242

#	Answer	%	Count
1	Full professor	19.83%	48
2	Associate professor	32.23%	78
3	Assistant professor	18.60%	45
9	Professor of Practice or Clinical Professor	3.31%	8
4	Lecturer – NTTT/NTTR	11.98%	29
5	Adjunct	0.00%	0
7	Other	1.65%	4
8	Prefer not to answer	12.40%	30
	Total	100%	242

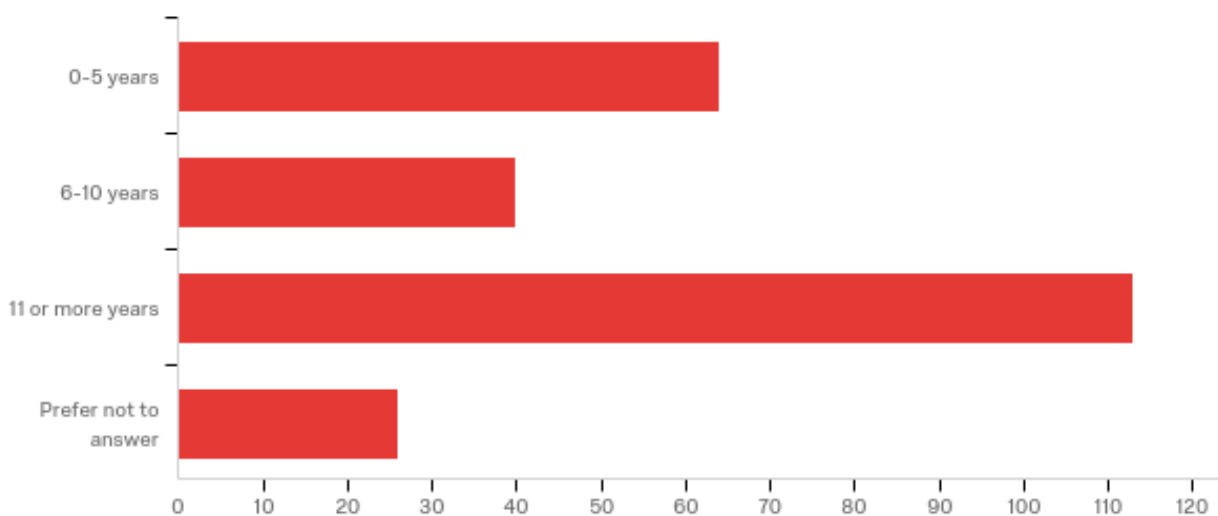
Other - Text

Advisor (with faculty title but do not teach)

Advising/Faculty

Clinical Assistant Professor

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	11. How many years have you been a faculty member at NKU?	1.00	4.00	2.42	0.99	0.98	243

#	Answer	%	Count
1	0-5 years	26.34%	64
2	6-10 years	16.46%	40
3	11 or more years	46.50%	113
4	Prefer not to answer	10.70%	26
	Total	100%	243

APPENDIX C: COMMENTS ON THE FUNDING OF SABBATICALS, PROJECT GRANTS, & SUMMER FELLOWSHIPS

Rationale for high priority

- Based on the data, both project grants and summer fellowships have many more applicants than funding available. The funding should be increased.
- These [Sabbaticals, fellowships, and project grants] are really important to develop faculty and keep them engaged in research and creative activity. Need to be priority.
- These are important avenues for faculty development, and the amount of these funds have not increased for MANY years. Funding is not keeping up with demand.
- The budget for these has continued to decrease while the need and desire for them have increased. Departments are reducing funds for faculty and we need support for doing the research and faculty development that the university expects of us. I cannot fund these efforts myself, especially when my colleague down the hall has less experience (by several years) and we've been at NKU the same number of years, and they are making \$20,000 more per year than I am. So, the university will start to suffer because faculty are receiving less and less funding and therefore will not be doing the important work needed for our students and research.
- I think that more opportunities for sabbatical should be made available, especially in A&S given our teaching load. My next priority is summer fellowships especially for those on tenure track.

Criteria and eligibility for awards

- Prioritize funding for those projects/individuals working to directly impact/improve education outcomes for students.
- One reason why we consistently have fewer sabbatical applications than sabbaticals available is that we don't have enough funds to support earlier stages in faculty research. It is critical in fields where grants are less available to have that support.
- People at the university committee level don't have the knowledge to understand the applications from certain areas (i.e., physics), resulting in rejections of good quality applications while funding some that will never get published anywhere.
- The review of applications should not use rank in determining awards. Awards should be only based on MERIT!!! Using rank or other non-merit-based criteria creates division and strife in the faculty. Since rank is correlated with age, using it probably violates federal employment discrimination laws. Apply the Four-Fifths Rule to determine if this is happening.
- I'm actually glad things are getting a little more competitive--keeps our focus on deserving projects.
- Project grants and summer fellowships should continue to be focused on student involvement but should provide motivations for faculty to do research and have scholarly pursuits. This represents the major opportunity for academic freedom and unique course of scholarly work unique to faculty in higher education organizations.
- My research training is primarily theoretical and--by its nature--lacks urgency and foreseeable application. Because these are two explicit criteria considered when evaluating benefits applications, my research is at an inherent disadvantage when being considered for funding. I would like to see a funding system that provides equitable opportunity for financial support. For an example of valuable mathematical research that may not have been appreciated under the current evaluation system: functional analysis was a hugely popular area of mathematical research in the 1940s pursued with no idea that their breakthroughs would later form the foundation for all wireless telecommunication, including wifi and cell phone data transmission.

Frequency of awards to individual faculty

- It is always difficult to predict the number of applicants for each of the three categories. There should be a limit on how frequently a faculty member may take a sabbatical, e.g., one every ten years.

NTT faculty eligibility

- If any funding is increased, it should go to projects and fellowships that support tenure-track faculty and NTTT/R.
- A portion of people who work in the university system are listed as Faculty and do not have access to above benefits, for example--advising
- [Funding of these awards] does not affect me personally as a lecturer. If funds were available for long term lecturers, that would be a great improvement.
- I think we should fund grants and fellowships more so that we can start opening them up to faculty who aren't tenured/tenure-track, providing these faculty with professional development opportunities to help with retention.
- [I'm] not tenure track, [so I] don't have access to these funds.

Fellowships

- Many tenure track faculty do apply for summer fellowships to fund their research, so an increase in the number of fellowships allocated will be helpful.
- While sabbaticals are good and should be taken advantage of when possible, summer fellowships allow those who can't take sabbaticals to engage in research more regularly.
- It looked like more people could have used fellowships, whereas not all of the available sabbaticals and project grants were used.
- I serve on the Benefits committee. We had 25 applications for summer fellowships and only 15 fellowships to award. All but 2 were for valid projects.
- Per the benefits committee meeting minutes, summer fellowships received the most applications but the least number awarded. It may help to give more (hence increase budget). I also know that many junior faculty members apply for the fellowship to get themselves started with their scholarship agenda at NKU. We must support the tenure-track early career faculty.

Project grants: More funding needed

- Project grants probably should be on par with the summer fellowships since they help to fund need.
- It seems like every year there are many more applications for project grants and fellowships than there are funds available, but most years it seems like there are enough sabbaticals for most applications.
- I have served on the benefits committee--both project grants and number of summer fellowships have not changed in many years. I believe that the project grants should be looked at (and perhaps the limit for one as well due to inflation in costs of equipment and the like) more than fellowships, but there are also many applications for the fellowships.
- We seem to have 1-2 more sabbatical proposals than we have slots. To make sabbaticals more competitive, I think we should see a small shift of funds moving some of that for faculty project grants so that faculty have a greater chance of receiving funding to support students.
- Why aren't unused funds allocated to sabbaticals used to fund well-written project grants?
- There are routinely more worthy summer project proposals submitted than there is funding.
- I have not heard any complaints about sabbatical or summer fellowship funding. It would be nice to have more money for projects.
- Project grant requests have been continuously rising.
- Fellowships are rarely useful if there aren't project funds, so those pools need to more closely aligned. It would be good if a single proposal could be submitted to cover both when the project is the same.
- Project grants often go to STEM-H, which means that the overall funding is uneven. Other fields do equally important work but are overlooked based on criteria and current biases (at NKU and beyond).
- Research is becoming more expensive, and external funding is more difficult to obtain. The project grant funding has not come close to funding all of the worthy projects, at least not recently. Thus the project grant funding needs to be increased. Sabbatical and summer fellowship funding has seemed to be closer to being in line with current needs.
- I am less sure about the merit of various projects funded by project grants, and thus would not recommend an increase even though a larger number of applications were denied. However, I also would not recommend a decrease in fellowship or project grant funds, since both are already funded only at trivial chump-change levels.

Sabbatical funds rollover

- When there are funds for more sabbaticals than applicants for that award, or when there are more funds than successful applicants, sabbatical funds should be used to supplement the projected budgets for project grant and fellowship respectively. This would allow the University to fund additional grants and fellowships of merit. The operative term here is "of merit". Unspent sabbatical funds should be rolled over from year to year in order to protect them from being used to fund other, non-professional development, budget items.
- While I don't think the number of available sabbaticals should be reduced, to accommodate anyone applying who is deserving (hence my response to keep the budget the same), last year had 26 available, but only 19 (of 19) granted. However, last year there were way more fellowship applications than available awards, which will likely be the case again. It'd be nice if there was a way to re-allocate the unused sabbatical money to fund more qualifying fellowships.

Sabbatical availability – Seems adequate

- Although the number of sabbaticals budgeted exceeded the number of applicants, I nonetheless would not reduce the budget for sabbaticals. It's important for the university to be able to fund sabbaticals for every faculty member who merits and desires one, and there is no harm when surplus money budgeted to this purpose is returned unused. In the past two or three years, we have more opportunities than the number of applications in sabbatical. Some applications have low quality, however, still received funding. We typically have enough sabbaticals based on those submitted, or there are 25 submitted with 24 available.

- We generally have had enough funds to provide for sabbaticals.
- I don't believe budget has been an issue for sabbaticals in the past. If faculty are being turned down for good proposals, then I would support increasing the pool of funds.
- Funding just nine faculty project grants seems really low to me. This is especially problematic for faculty that apply for a fellowship and a FPG or a sabbatical and a FPG during the same academic year. There is a higher chance for faculty to receive a sabbatical, but they may not receive a FPG that is needed to carry out the research/creative activity described in the sabbatical application. I feel that we should (at a minimum) have the same number of FPGs as fellowships.
- The number of summer fellowship applicants increased greatly over the last couple of years while the number of summer fellowships available is almost the same.
- I believe that all but one sabbatical application was funded.
- I believe the university provides adequate opportunities/resources for employees in these areas.
- Having served on the benefits committee before, sabbaticals are adequate (and I don't want to see this number dropped since it is based on the number of tenure/tenure-track faculty and that number is already decreasing!).
- The Benefits committee minutes indicate there were not as many applications for Sabbaticals so I'm not sure if that indicates there is not as much of a need or not, which is why I indicated keeping the budget the same. Having information regarding the typical # or average # of applications for Sabbaticals would be helpful in determining what the need is with these faculty benefits.

Amounts of awards

- These funds have not been increased in YEARS. It is time for the university to invest in faculty and staff. I have seen a mass exodus of faculty and staff over the past 5 years with no response from administration. It becomes increasingly difficult to stay when the message being sent is that faculty and staff do not matter.
- The pay should be comfortable to what one could make if teaching a course or two.
- It seems these awards are funded fairly well (most get funded), but the amount could be increased. The summer fellowship has been at \$6K for many years now.
- One thing I've had an issue with as I've been applying for internal grants is the specifications of how the money can be allocated. I think faculty applying for summer funding, in lieu of requesting a course reduction, should be able to write a sufficient summer salary into their budget. Many times, the project will take the place of teaching a summer course, which is an additional 1/9th of the annual salary. On many of the faculty project grants, the max amount of summer pay that can be requested is not even a third of that. While I am pleased with the grant opportunities that are available, I think this amounts to a lot of work that is done purely out of service to the University without sufficient compensation.
- I think these SHOULD be competitive, so I don't condone using more funds to just "add more", but to be able to fund larger projects. The costs of travel and supplies have increased a lot over the past 5 years, and to my knowledge, the maximum amount awarded here has not changed.

Prioritization of sabbaticals/project grants/fellowships vs. salaries and other professional development

- I believe if funds increase for the allowing reduced teaching loads more, there could be less need for the fellowships (but I could be wrong).
- My colleagues that are tenure track seem to be happy with the funding they are getting. Have not heard major complaints.
- I think a lot of sabbaticals are a waste of funding since my impression is that faculty do very little professionally during them and are basically taking a semester-long work reduction, which is not the intention of a sabbatical.
- I'm sure sabbaticals are useful for some faculty, but I question their value in many cases. NKU is not primarily a research institution. My department, for example, seems to have an unwritten requirement that a sabbatical is necessary to show that one is a "sustained" scholar--and being a "sustained" scholar is also an unwritten requirement.
- We are not compensated in a manner that reflects the increased workload and expectations.
- These seem to be funded well, and any extra money could go towards overall cost of living adjustments for all faculty and staff.
- I do not believe that increasing this budget will motivate more faculty. I think the faculty that already use these funds will simply have more opportunities to use them.
- I don't believe this is the most pressing issue at the moment budget-wise.
- I am all for scholarship but if it means people losing their jobs or being overworked to accommodate these issues then I think this is an area of concern.
- I see all these things [sabbaticals, project grants, summer fellowships] as extra and would much rather increase pay across the board than fund the extra things.

- Many of us cannot afford to travel anymore because we are so under paid. We can barely pay our mortgages.
- Really have no interest or comments in the above. Until the workload in our particular area becomes reasonable, these awards are of no good to me.
- I would prioritize reduced workload and increased professional development funds as I have had to pass on valuable learning and conference opportunities because I can't pick up the slack with my personal budget.
- Salary increase is neglected.
- I believe in the value of sabbaticals, project grants, and summer fellowships and think they should be adequately funded. However, I don't believe money should be taken from potential raises to fund or increase funding of these benefits.
- These items are tangential to salary concerns created by the limited number of raises, the slight increase from relatively small raises, salary inversion, increased workload, decrease in departmental travel funds, and more.
- I have been pleased to see that funding for these awards seems to have stayed relatively healthy, even within a fraught environment. I think continuing as we have been is good. I believe that hiring into positions where faculty members have retired should be more of a priority. Many times, departments have lost lines when faculty members retire, and I believe that should not continue to happen so frequently as it has.

Wording of question

- "Don't know/No opinion" for the above question combines two possible responses. A person can know and have no opinion.

Other

- I have served on the benefits committee and see that many projects with stronger applications get funded.
- I don't apply for these. No time to get the proposal together and, in the case of a sabbatical, not sure there'd be a job for me to come back to.

APPENDIX D: COMMENTS ON PROCESS IMPROVEMENT

Online accessibility

- Increase salary for those faculty willing to take on online coursework, especially if it requires further development or is in a 7-week format.
- Workload for the accelerated online (AP) classes should be addressed. Faculty are teaching way too many students in the accelerated online (AP) sections without additional compensation.
- I believe that we need an online education center/office that is specifically designed to DO some of the extra work that faculty teaching online are currently having to do (closed-captioning, instructional design, ADA compliance).
- We NEED an office on campus, dedicated not just to working with faculty to ensure courses (especially online) meet ADA guidelines, but actually doing part or in some cases all of that work. Putting all responsibility for that on faculty members is disgraceful and not good use of our time. And expecting every course to meet compliance guidelines when there is no one in the course who needs that assistance is an exorbitant waste of time. That time could be far better spent helping those who are actually in the class. And additionally, most campuses have this support in place. Why don't we?
- I'm not sure if this counts, but maybe more IT support to help do things like making our Canvas pages accessible for people with disabilities.

Administration

- Eliminate Associate Director position(s) in School units and convert the funds back to Chair positions instead of "mini-Chair" Program Directors.
- Top-down micromanagement is utterly stifling innovation, efficiency, and morale, at least in our department. Decisions that should be made by the department chair, or even individual faculty, are being overridden by the Provost or referred to the Academic Affairs Committee.
- As budgets have gotten tighter NKU administration have become increasingly micromanaging of even the smallest departmental operations. This has led to long delays in decision making and stands in the way of innovation. The old saying it true "If they cannot give you money, they give your rules that cost money."
- Allow course approvals at college level. Only have programs reviewed beyond a college.
- Require all full-time administrators to teach at least one course per semester.
- I think our policies should prioritize not spending limited budget money on increasing high level administrative positions but go directly to the core priorities of teaching, research and service and supporting our faculty to achieve those goals
- Although the administration always talks about reducing the amount of administration, we continue to have a top-end bloat with respect to the number of administrators and their salary in comparison to faculty and staff. It would be nice to see the admin actually acknowledge that it is the faculty and staff that make this university run and invest more wisely in the future.
- No more "golden parachutes" for administrators, "returning" to the faculty
- Stop hiring more administrators and issuing the retiring ones Golden Parachutes.
- Get rid of the overpaid administrators.
- Seems that upper management keep hiring while those in the trenches have to do with less support.
- Cap or reduce chair, dean, administrative, and provost salaries and give to much-needed faculty of programs that are literally dying.
- Eliminate administrative bloat. Most NKU administrators look to waste time and money and thwart NKU's mission of student success, in order to insert themselves into processes and procedures where they are not needed so that they can justify their positions by creating something for themselves to do.
- More support for students (e.g., grants, scholarships) could come out of the general budget, particularly the excessive salaries that administrators pull down.
- Reduce administrative expenses.
- Eliminate layers of administrative bloat.
- Reduced administrative creep and bloat.

Buildings

- Stop building new buildings until we can afford to maintain the ones we have.
- Avoid constructing too much.

Faculty

- Increase support for faculty

- We are relying more than we should be on adjunct faculty. I believe we should make funding full-time tenure track faculty positions, especially in Arts & Science, a priority.
- Allow faculty time to work on their classes and research. Faculty spend too much time doing routine clerical, accounting, and administrative work.
- We have too many 12-month programs, and we need to stop seeing faculty as fall/spring employees. We must cover summer. Allow faculty that choose to work full-time all 3 semesters to do so as faculty and not as 12-month employees.

Faculty workload

- We HAVE to address those that are working one-on-one with students through independent studies, honors capstones, graduate thesis, non-thesis options, comps, directed research, advising, etc. These are the activities outside of the classroom that make a HUGE impact for students, but require A LOT OF TIME. They are outside of the 4/4 teaching load, therefore the university makes money off these hours, but faculty do not earn course releases or stipends.
- Immediately address inequalities in teaching loads across the University. Such an action would boost morale on campus immeasurably.
- Focus support on faculty and staff who directly work with students and have immediate impact on student success rather than creating new, extremely high paying administrative positions whose impact on student success is indirect.
- Provide more opportunities for faculty reassigned time to promote undergraduate research.
- Allow faculty to teach an additional 3 credit hours as an overload. Faculty could be paid a stipend (say, \$3000-\$4000). This would allow faculty to offer more sections and more special courses, which would benefit students, and the university would make more money.

Faculty Senate

- Make Faculty Senate more efficient with time limits to debates, suggested motions printed on the agenda as drafted by the Executive Committee. Meetings should last no more than 1 hour. The current system is inefficient and accomplishes nothing.

Financial aid

- We keep hearing student success but our particular students are working more because the student aid seems to be less and less. Also it appears that financial aid / the University is less likely to work with them (from experience with students) in trying to get them through their fiscal hardship. Student success comes from a partnership of everyone helping.
- To attract high-quality students, NKU should have funding opportunities on par with other KY and regional institutions. My understanding is that we do not offer room and board, while EVERY other KY institution does. Removing this opportunity almost guarantees that top students will choose to attend other universities instead of NKU, where they would be required to take out loans or pay for room and board. This puts NKU at a severe disadvantage and makes us appear like a glorified community college instead of a modern university.
- Students are stressed by many demands, not least of which is cost of education. NKU needs to offer more opportunities for students in terms of grants, scholarships, and simple fee waivers.
- Release federal work studies funds earlier to depts.
- Conduct a study determining why so few students at NKU are Federal work study eligible—then conduct messaging/marketing/promotional material to all stakeholders (not just students but also parents, faculty, and staff) to better inform everyone why this is the case and what can be done to expand the pool of federal work study eligible students at NKU.

Food service

- Food services (Chartwells)--When I am ordering catering for events (either for students or faculty) I am struck by the fact that \$200 of a budget will get some chips, cookies, punch, and coffee--in other words, \$20 in real-world food is the equivalent of \$200 in Chartwell's food. Food = community and if we are going to have a vibrant campus where people want to be, NKU students and faculty deserve to have food that is healthy, affordable, and available at most hours. Food should also better represent ethnic and cultural diversity. I think working with outside food vendors might be more profitable to NKU and would also serve our campus better.

Hiring process

- Faculty search processes need to be more efficient. It needs to allow for more direct hiring opportunities as they surface due to competition for faculty from various forces (business sector as well as other institutions), and it needs to allow for refusal of requirement to bring minimum of 3 candidates to campus when the pool is clearly severely limited.
- Advertising faculty/staff positions earlier so that we can remain competitive.
- Process for faculty hiring and on boarding is time consuming and takes far too long.
- Hiring processes--it takes so long to hire full-time faculty. There appears to be a lot of levels of approval. While the department struggles in the meantime to compensate for an unfilled line, on top of conducting a search.

- The hiring process--at all levels--is excruciatingly long. The university loses good candidates because of the bottlenecks in the process, e.g., only one person can approve something.

Landscaping

- Stop redoing the landscaping (planting and replanting, then tearing out perfectly fine plants and planting new ones). As a past landscaper, I know we spend 10's if not 100's of thousands of dollars tearing up perfectly good plants and replanting something else constantly.
- While campus is beautiful, the number of times plants are changed throughout the year is astounding. Instead, plant sustainable native species.

Marketing

- I'm often surprised at how many things we outsource that could be accomplished by our students and faculty. I advocate paying them as well, but you could save money and provide real world experience for them. Instead of hiring firms from off campus to provide video and marketing materials, why not turn to the talented students in the COI or SOTA? They can build their portfolios, get paid, and we can save money and tell the community how we utilize our talented students in our marketing campaigns.
- There is an urgent need for support and additional staff within the hardworking marketing department to meet the needs of programs and outreach initiatives.

Meetings

- Cut the number of meetings and the length of meeting times. Seriously. The number of meetings called and how often they are regularly a complete and utter waste of time is astonishing.

Paperwork/Forms/Portals

- Print services: Someone could do an entire anthropological study on the process involved in my department when we need to order photocopies for class. I know photocopies aren't sexy, but they absolutely help at-risk students follow along in class. This process could be streamlined.
- Is it possible to create/implement an electronic submission process for print/copy requests to the copy center?
- The pre-approval process for travel expenses feels overly micromanaged.
- The purchasing process for semi-large ticket items seems to get mired in red tape. We just received access to our ITAC software and Instructional Hardware funds granted over the summer...in late Oct/early Nov.
- Easier portals for submission of fellowship and program applications would improve involvement for myself.
- The process for paying adjunct or guest lecturers is time consuming and ridiculous.
- We need a "bulldozer" who can get students enrolled/re-enrolled after financial, medical, or family issues cause holds. I think we handle academic issues well (at least in A&S), but these other obstacles take visits to multiple offices and students often get closed out of courses before the obstacles are removed (if they are at all). We should trust advisers to let students "enroll first" and deal with the paperwork later. I've had many advisees who wanted to come back get trapped, frustrated, and miss out on the chance to get the courses they need. This is especially troublesome with upper class students where a course may only be offered every other year in a single semester and a single section.
- Cut the red tape to allow students to get funding, paid, travel, etc.
- The non-attendance policy needs to be looked at. Students are able to add the class back in after the 5 p.m. reporting window but before the add period ends at 11:59 p.m.; the window for full session should close on Friday instead (a full week of classes). No reporting should be forced (I can't leave a student's attendance blank if I haven't had the chance to assess it -- due to a late add), also curious as to the success rate in courses for those that add late).
- There is a problem with the All Card process for students, especially the online students. Many do not know they need an All Card to access library resources. It is not clear why a student does not automatically receive an All Card when they enroll/register. There is also a time lag (even up to a few days) for a card to be activated once a student does receive the card. This is particularly problematic for the AP students (DNP, for example) who have a short time to complete a course and need to get started on their research ASAP.
- Certain services that are redundant among offices on campus should be consolidated to a single office or department. This would reduce the amount hours, staff, faculty, and money needed to provide services that may be better offered if offices worked together or the programs/services were only offered out of one office. It should be looked into how many services on campus are redundant. High school seniors visiting campus is one example. Faculty receive requests from several offices to be available to speak to seniors, at various times and locations. Small schools and departments do not have the time or enough faculty to be present every time such an instance is presented. Not having a member present may actually look bad for the program.

Parking

- Reorganize parking processes and policies. How does it serve our faculty and students to not have enough parking and then fine them for trying to make a place to park?, and NO, it is not true that we "don't have a parking problem, we have a walking problem" We DO have a parking problem when you have to pay 100's of dollars to park and then have to walk in excess of a mile to get to your building. I couldn't imagine having an event at my house and telling my guests that I have plenty of parking, you just have to find a spot at the Kroger a mile down the road.
- Provide free parking or at least address a sliding scale for staff and faculty based on salary, and provide a lower rate for students. This would indeed elevate morale.

Performance evaluation--faculty

- Merge the performance evaluation (FAR) and tenure dossier so the process is not repeated.
- Every college and/or department has its own faculty performance evaluation process (e.g., forms, expectations). I recognize that some things are particular to that unit, but it seems that other things such as teaching could be evaluated consistently across all units.
- I have found in the past few years that performance evaluations seemed more subjective rather than objective, which of course is a concern when a merit raise is at stake.
- Faculty on phased retirement should be given a raise if their performance is deserving, especially in the first cycle of the two-year phased retirement since one of the semesters would have been completed with a full-time load.

Process inefficiencies

- Systems and procedures throughout NKU should be streamlined or eliminated.
- This question is too broad to be answered in this format. There are many redundancies and inefficiencies that cost NKU valuable monetary and human resources, but those are not capable of being addressed here.
- A multi-year moratorium on the development of any new processes, policies, or procedures would save time and money and would enable NKU to better fulfill its mission of student success.

Professional development

- I appreciate the training on campus and the availability for staff and faculty to attend at convenient times and locations. I do wish there were more outside opportunities to attend state/national meetings/conferences.

RPT

- This is small, but do committee members have to get letters pertaining to RPT on paper? I realize there might be confidentiality concerns, but if it could be done electronically, this would save paper, ink, wear on the printers, the time it takes someone to stuff envelopes and mail them, and the cost associated with shredding the letters after we see them.
- Determine an identity for NKU (e.g., R1, R2, R3, ?). This could help departments create RPT standards more congruent with the type of University NKU is.
- Address inequities within RPT process. Some faculty are expected to produce more than other faculty within the same program and department.
- Address the climate and culture that centers around retaliation (often through RPT). Untenured faculty believe they will not be reappointed if they share their concerns openly and tenured faculty believe they will experience retaliation through course scheduling, the denial of professional development opportunities, etc. There is too much to say about these particular issues than this space allows. The University is aware of concerns the faculty have had for years and have done very little in response.
- The tenure track faculty should have a longer access to their RPT on Canvas. It is very difficult to remember to add documents to the RPT folder. Additionally, faculty are rushed to upload documents because they had no access to it most of the year.
- Merge the FAR and tenure dossier so the process is not repeated.

Safety/Students of Concern

- The process for removing violent students from the university is sorely lacking. Repeat offenders are allowed to intimidate and threaten (often women and people of color) with ZERO consequences.

Salaries/Raises

- Create a policy to address salary compression annually.
- All employees should receive at least a 3% raise annually. And some should receive extra due to Merit.
- Merit-based raise increases should be disallowed as chairs frequently discriminate and do not allocate based on merit. In my department, they are allocated according to gender (females get higher raises) and closeness to the chair (whether a faculty member is friends with the chair). This malpractice is supported by our Dean and Provost.

Software

- It seems like more people to deal with the software end of many things would be helpful. Every time we get new software (for grant budgets/financial records, webpage design, course support, advising) all the faculty go through massive training sessions, and then have to update all their materials, which takes more time. Then, in a year or two, we're no longer using Software A, and now everyone must learn and switch to Software B. We could spend more time working with students or generating course materials if we didn't spend so much time on the administrative/technical stuff. It is particularly frustrating when the time we're spending is just to change something that was working fine over to a new software system.

Staffing

- That people in the same position are monitored in their time off--there is a lot of abuse of the system with supervisors who do not check up on employees who are supposed to work in the office daily. It causes the remaining employees to have to not only do their own job, but to pick up the slack of the missing employee who chooses to say they are "working from home" many days, which is not supposed to be an option. This is not adequate for student success.
- More staff need to be hired in registrar's office, financial aid office, bursar's office, etc. to ensure students get the best service possible. More staff members are needed in department offices to help ensure that department-level functions are carried out in a timely fashion and to free up chairs to do more important work.
- Proper administrative staffing to support processes and procedures would be very helpful to decrease the workload on faculty who have to undertake some duties that would typically be performed by an academic coordinator or administrative assistant because those positions are stretched thin and cannot get to everything.
- Processing paperwork and then time delays for student hires (particularly in Aug. and Sept) are very slow. Staff in this area (Financial Aid?) needs assistance during these peak times --- get her some help!

Student success

- Student success...a term we talk about all the time but don't truly believe, at least in terms of actions.
- Faculty should be in charge of the curriculum, and outside agencies should have little to no input on how we run our courses. With the proliferation of online offerings, we continue to receive pressure to lower standards and treat online students differently. We were told that high standards and academic integrity would be maintained as we entered the online market, yet we continue to see "suggestions" made which go against those high standards.
- We hear more and more about "student success" as something entirely on the shoulders of faculty and staff, yet students themselves are not being told their roles in the learning process. NKU's message needs to include student responsibility as a significant part of student success ("lead a horse to water, but can't make him drink.")
- Advising has become very complex and has been focused on at the expense of supporting what goes on in classroom where students spend most of their time.
- All departments/schools should have embedded advisors, who are hired as renewable lecturers (4/4 load with 3/4 time being dedicated to advising and community engagement/recruiting, and 1/4 teaching).
- Smaller class sizes for all courses in a student's major--this will likely require hiring more faculty, but is key to retention of students.
- Focus on what happens in the classroom, not on all of the external things. With enrollment down, focus on programs that work with freshmen like First-Year Programs. Currently, there is one person running the whole program so there is no way for this to be effective.
- Help students gain the skills needed by the market, push them to go to the level desired, not lower the standard. The ultimate test is the market. If students don't have the skills, graduation means unemployment.
- I'm unsure of how these are related. Why does saving time and money equate to increased student success?

Tenure

- The Regents and the President should honor the faculty handbook regarding tenure.

Texting

- We need the ability to text groups of students/advisees because they don't check email. Also, Canvas should require students to set up text messaging rather than it being optional.

Tuition

- I suggest students be allowed to lock into tuition their first year. Moreover, if I am not incorrect, students have to pay more for summer classes. Try to find a way for those classes to "cost" the same as classes during the academic year.

Other

- It is hard to know the budget consequences of most of our policies.
- I actually think the administrators who make more money than I do should do this work.
- I'm new at my position, so I don't feel I know enough of policy and procedures to comment.

APPENDIX E: COMMENTS/QUESTIONS RE: NEW BUDGET MODEL

Incentivizes silos and unproductive competition among colleges?

- The model incentivizes a “turf war” over the tuition dollars that can promote decisions counter to providing the best education to our students. The budget model has been cited as a reason for transferring credit requirements from an external department to newly created internal departmental offerings. While there may be reasons for doing this, budget model incentives should not be among them.
- We have already seen some colleges try to change their curriculum to move core courses inside to keep more tuition dollars--math/stats and writing courses, for instance.
- In my opinion, an unintended consequence of this model is that programs are now incentivized to essentially sabotage one another.
- The new budget model seems to have resulted in many departments simply retreating into themselves. Nursing is the best example--they have actively attempted to reduce their students' course options in disciplines outside of their own field. Sports administration is similar--rather than having their students take an actual class called Business Writing, they eliminated the requirement, concluding that it could be taught as a unit in one of their other classes within the major.
- I see the merit in the incentive budgeting, though I wish it could be set up so as not to discourage innovative collaboration across colleges or departments, who may be concerned about losing credit hours or majors.
- The budget model discourages collaboration and incentivizes silos.
- From my perspective, this budget model does not encourage collaboration between colleges and also between colleges and departments outside of colleges.
- The model reinforces the silos that exist within academe and that is detrimental to the students. It creates an atmosphere of competition that is unhealthy. If a student is an NKU student, that is all that should matter. The student should be able to create an experience that is cross-disciplinary with encouragement from faculty, rather than worry.
- It seems to foster more of the "silo" thinking that's often referenced pejoratively at university-wide functions, and appears to heighten the burden on faculty.
- The model fosters extreme negative competition between departments; imposes barriers to cross-disciplinary collaboration; and inflicts instability on the future of department and programs that weakens those departments and programs immediately.
- In theory, I like [the incentive-based budget model]. In practice, people have gotten MORE stuck in their silos and focused on the student signing up for THEIR program, not the program that makes the most sense for the student. We've had prospective students and parents tell us they were told by members of another college or school that a certain program that we have “didn't exist” on our campus, so they should take their classes instead. I don't know how to fix this, but the focus on numbers in our respective programs has made for some serious territorial issues.
- The incentive-based model has led to increased division through competition for dwindling resources. rather than build a collaborative and cohesive unit, faculty, programs, departments, and colleges are competing for rewards. In addition, it is often the same people who serve, make decisions, and reap those rewards, which leads some to think the decisions are less merit-based than intended.
- We should encourage collaboration of departments for the enhancement of student learning, and I think the budget model does the opposite.

Possibility for negative effect on student success?

- Service to our students has declined since the implementation of this policy. It should be ended.
- If I have a student who I believe would be better served in another major, my financial incentive is to tell them to stay. I would love to see a modification to this model that allows for more student-centered decision-making while still providing necessary finances to the popular programs.
- I believe that some majors have been reducing their number of required courses outside of their own department. Unfortunately, I believe this is more because of this model and has done a disservice to our students and are making them under-prepared for the workforce in some areas and are lessening the meaning of a degree from NKU.
- This budget model has increased internal competition for the same existing students rather than supporting the goal of student degree completion as an institution. It is counter to Success By Design.
- Student success initiatives should tie more funding back to the people on the front lines. We need to allocate resources in a way that rewards the work of the day-to-day faculty. For example, if an instructional faculty is teaching 100 students in a semester, that is roughly \$1000 per student, so this person is leading to about \$100,000 coming into the university, but that is in a single semester. Double that, so this person brings in about \$200,000 annually. The salary and benefits for a full-time, non-tenure track faculty is nowhere near this amount, and the department does not get a sizeable piece of this income. In a

department with say 20 faculty, that is about \$4 million, of which less than half comes back to the department. That is simply not putting money into the department and faculty where the most crucial contact occurs with students.

- This is a very frustrating policy, and I believe it goes against Success by Design. Unfortunately, when colleges are set up this way, faculty and staff are looking to retain the student within the college, which may not be in the best interest of the student. For example, if each college's budgetary considerations are on enrollment, then if a student wants to change majors into a different college, the faculty feels like they are taking funds away from the college rather than having the student's best interest in mind.
- The budget model seems to incentivize colleges to teach classes "in house" that they used to "outsource" to other colleges [with more expertise in the area]. This doesn't seem to be in the best interests of students.
- Faculty and staff in academic departments bear a significant role in the life of the university. The faculty and staff tend to have the majority of contact with students, yet budgets of departments routinely are significantly less than sufficient to provide proper printing, materials, etc. to fully allow students a full experience. We continually are asked to tighten our belts and find more efficiencies, often leading to passing costs on to students. These hidden costs are not in line with student success. Offering notes electronically and asking students to print handouts instead of providing them leads to many students not printing significant materials.
- A full RCM model plus the performance-based funding from the state plus an emphasis on the poorly defined "student success" is increasingly applying pressure on faculty to reduce standards to meet the performance standards, increase enrollment and graduation rates, and build a facade of student success. There need to be controls built in to prevent this, but they don't exist.
- RCM budgeting has the potential to promote creative solutions and promote investment to improve student outcomes. This has already happened to some extent. However, NKU seems to favor a top-down approach to strategic thinking and investment, while ignoring the grass roots knowledge and expertise of the faculty and staff. Success by Design is a key example of this. The decisions on how to proceed have been made by the very people who have caused the issues and problems that we face.
- In short, the model does not seem to produce the desired positive effects but does incentivize a non-cooperative environment among colleges and departments that is not in the best interests of our students.

No impact/unsuccessful?

- Other schools using this process have moved away from [this type of budget model] for many reasons.
- The new [budget] process has not proven to be worth the cost.
- What incentive-based budget model? I work in one of the largest depts.--if not the largest dept.--that makes the most money for the university and we get paid among the lowest, and use little resources, and we have to beg to have bagels at a meeting because of budget.
- Has it kicked in yet for all units? I don't recall being able to recognize any of the benefits of the new model at work.
- As a faculty-member, I have not noticed a large impact from the budget model, but even at 3 years it still seems as if we are figuring out how it works.
- Have we even implemented it yet?
- Has the budget model even been fully implemented?
- Is it actually being followed? Perhaps paying consultants a huge amount of money requires NKU to do whatever the consultants recommend, or admit the waste of a lot of money on consultants.
- Are we actually implementing the budget model?
- RCM budgeting doesn't seem to have ever been fully implemented, and that is a good thing.
- Never has really been implemented. Waste of time, money and effort.
- It is frustrating because it is run as a business model, and we are not a business. We are teachers and researchers who work hard every day to support our students.
- I do not see any difference in real world changes that are obvious.
- I have personally not seen the impact of the incentive-based budget model.
- I feel like I have not been directly impacted by it. I feel this is a question better answered by my chair.
- From my level, this [budget model] has been a failure. Nothing has changed--we are still seeking mythical pools of funds and can't plan or budget for expenses or capital.
- I don't think there really is an incentive-based budget model. As far as I can see from actual experience, decisions are still being made at the top.
- The new budget model would be a disaster if it were not simply a fraud. As actually implemented, the complex system of taxes and subventions that has been (appropriately) jerry-rigged to protect the university against severe immediate disruptions has reduced the model to a Potemkin process [something built to deceive others into thinking a situation is

better than it actually is] in which important decisions continue to be made by administrative fiat, rather than by the “neutral” results of the new budget model. Thus, the new budget model destabilizes the university while providing none of the promised benefits.

- The budget allocation still seems to be tailored to sustain colleges that can't support themselves. So the incentive-based model is not truly enforced.
- I believe it is an unfair assessment and put those subjects/departments not promoted by the university at risk.
- I still do not understand how non-major or service courses for other majors are valued in the new budget model.
- This budget model is a bust. Colleges don't get to keep money they generate.

AP tuition

- NKU administration is not allocating AP tuition as required by the budget model. They need to either formally change the model or follow it otherwise more and more revenue will be diverted and the model will fail.
- What is happening with the funds from AP? I heard that 50% of the revenue is indeed NOT going back to the college of record for the courses. Why are funds not being returned to the colleges based on the model?
- It has certainly worked for us in CHHS, because of AP. However, I am not sure it has worked as well across the board for the smaller colleges.

Need to go beyond college level

- The incentive-based budget model was advertised as increasing transparency in the budget process; however, this transparency does not extend to the department level. Most faculty and staff are impacted at the department level and do not see the benefits of the so-called increased transparency. Members of departments do not know how their efforts (or even if their efforts) lead to a financial benefit. It also feels as though the budget model also is used as the go-to excuse for not funding new initiatives or trying innovative ideas.
- I like incentives for departments to better meet the needs of the region and the university. As the model exists at the college level, this model doesn't seem to do this at all.
- Because the budget model stops at the college level, it is very hard to assess its impact at the department level. It is also very hard to understand what, if anything, we should be trying to change at the department level to align with this model.
- In my college, our Dean has never provided us any information on how he allocates the funds to the departments. Without such information, we faculty have no idea of whether this model is working or how we might make future plans.
- Personally, I think the number of student credit hours should be heavily tied to how much is distributed to departmental budgets.
- This has not helped our program budget. With a large number of international students in our program our budget is minuscule and faculty have to spend own money for part of research travel if over \$1,000 per year.
- I would work out some type of system where individual units or departments are provided with a budget and, with some oversight from above, allowed to work out their own plan for spending their funds, including being allowed to determine work-force allocation for faculty.
- I haven't seen any incentives or rewards to departments who have taken on huge classes or new responsibilities to support other colleges (e.g., AP programs, UK med school). Where are the faculty lines to support the departments' core programs? Where is the money going? Who is deciding how it's spent? All we get are threats that enrollment is declining and we need to push students through to get the completion rate up without regard to academic integrity. There are no rewards to those who help with recruitment efforts. Each year for the last two years, we've had \$2 million set aside for targeted purposes. Why wasn't some of that returned to the departments doing the heavy lifting?

Administrative unit charges

- Provide fairer budgeting for centers that are under one College but actually serve multiple Colleges.
- Non academic units are gaming the model by increasing fees and reducing services without formal approval. For example trash pick up in MEP was changed two years ago without any formal approval. They have also been resistant to oversight, by not wanting to allow votes in the facilities committee.
- One immediate problem [that has caused other institutions to move away from this type of budget model] became the competition between departments/budgets that caused some groups (testing services for an example) to begin charging others to do what had been professional courtesy.
- While our depts are being funded by performance, the administration is not, they receive a flat percentage. If we are going to continue using this model, the administration should be paid similarly based on how well their goals are being met. Otherwise, I would prefer that we revert back to our earlier model.
- A problem is that the budget model taxes colleges based on square footage. Under the current system colleges are trying to get rid of their space by giving it back to a central pool. If no other college wants it, all colleges have to pay for this empty space. We should not be playing these stupid games. Just go to a headcount tax or FTE tax.

Proper incentivization?

- If the incentive-based budget model does not work for the betterment of the university, then administrators need to come forward and say it was not what was expected and move forward with a model that works.
- The incentivized budget model has not worked according to the way it was rolled out during the Mearns administration and the investment made to Huron. What is really being incentivized and subsidized? Are we indeed rewarding programs, departments/schools, and colleges in operating efficiently based on SCH/FTE? Carryforward is awarded to colleges based on cost savings when there is a reduction of faculty, i.e., if enrollments decline in a college and when faculty lines are vacated in that college and not replaced, the college still gets carryforward. Shouldn't the carryforward be transferred to where growth is occurring?
- With the administration using a reserve fund to allocate money to lesser performing programs I'm not sure there's any value in using this model.
- In some areas, it is encouraging growth over quality.
- I am afraid that this model hurts departments and colleges that provide services to the community but are not very lucrative. NKU needs to make a choice about which programs are valuable to the institution and to the community and show their choice through support.
- Incentive is not doing what administration officials would like only. It should be driven by a transparent respect for what faculty and regular staff do. Administrators don't often know what that is, thus the incentive-driven should be at least partially based on peer review.
- I have a big problem with the fact that NKU states this is an "incentive-based budget model" when I feel like this model is contrary to what it states. It's really not "incentivizing" but more "punitive" in the sense of what is expected from each unit. If the units that are doing well according to the metrics for the revenue generating model get the incentives, how is this model "incentivizing" others that do not do as well with these metrics?

Lack of transparency/need for communication

- Faculty are receiving wildly contradictory information regarding the status of this budget model. Is it in effect? What have the funding results been for different colleges or departments?
- Does anyone really understand what this is about or how it affects faculty, departments, and colleges? I don't think so...
- I would like to have the Chief Financial Officer give a report to the community regarding the experience with the budget model. I have been on the website, and all that does is explain the model. It tells nothing of the experience using it. Unless one is an administrator, one really doesn't have access to improvement. Who does get allocated what? What are the funding priorities, and are they being met? It seems to me that Athletics must need a BIG allocation.
- I think the budget model is still not well understood by the faculty, so I don't even know what questions to ask. Who is reviewing it? Is it internal or external? What will the allotment be from the state? Will that change significantly based on our enrollment, graduation rates, etc.?
- I have no idea how this has impacted me or the University. Perhaps the administration could communicate more about the incentive-based budget?
- I do not feel the budget model is as transparent and straightforward as it could be.
- Unless you are the chair or dean, you have no idea what/how funds are allocated or if the model is working.
- Not transparent--not sure where money gets directed.
- The budget model is not transparent as to how it is working and if it is truly operational -- re: tax imposed by Provost/president--how those monies are spent need to be disseminated to the university.
- I would like to see how funds were allocated college-by-college compared to the performance data.
- Never see how it works. All I see is the budget keeps shrinking at the department level while we teach almost the same number of students.
- If the budget model is being followed, that information has not filtered down to the department chair level for us.
- Expectations about "taxation" of revenues and carryforward retention at the unit level should be made clear and consistent year-to-year to help with planning.

Salaries/Incentives

- Professors, especially the lowest paid of us need a better raise to bring us up closer to industry.
- There is no incentive for faculty to keep doing more for less pay.
- The incentive-based model is beneficial in general but it focusses on a normal evaluation method. Some faculty vary their service in different ways and means of adjusting for this would be beneficial.
- Reduce teaching load so research productivity and quality can improve.
- I struggle with knowing hard working staff who are the real backbone of so many offices who hold an Associate's degree and are topped out in pay while having been employed at the university for many years.

- Personally, my current pay is less than 60% of what I could make in my own field of work in the local environment and less than 50% of what I should be making nationally. It makes it nearly impossible to find qualified instructors that are willing to make so little for the "privilege" of making half their pay for 2 unpaid months off.
- It is laughable that administration thinks this [incentivizing performance] has happened. Having received 1 raise in the near decade I have worked here there is no incentive. Having received high teaching evaluation, publishing books and journal articles there has been no reward, so not doing these is rewarded equally; I therefore have no incentive to more than what it the bare minimum. I am simply motivated by my interest, which can be a good thing, be it should be made clear that the institution and admin has no bearing on or ability to claim that they support faculty.
- Reduce funding for administrators. Their salaries are bloated beyond belief.

Other

- Promote enrollment
- Looks good.
- Budget models are never easy and more power to the team who works on it.
- Would like to see indirect funds going directly to faculty who wrote and received grants; this disappeared with the new model.

APPENDIX F: OTHER BUDGET-RELATED COMMENTS/SUGGESTIONS

Faculty workload equity

- The number one, above-all priority should be reduced course loads for research/creative activity- active faculty. Followed by reduced class sizes for courses with high levels of instructor to student interaction (such as writing courses).
- Student success is tied to both students and the faculty/staff who interact with those students. More and better scholarships, based on financial need for some but also merit should be used to help students, yet supporting faculty and departments with proper funding is also crucial. Reducing teaching loads, or offering some equitable teaching load across the university should be addressed. Some faculty teach 150 or more students each semester, while others have half that load of students. This creates roadblocks for many faculty in terms of time and energy to do worthwhile work such as student research, conference attendance, professional research and service, university outreach or service. I know the committee can offer suggestions, but I fear the workload will continue to be ignored by the administration as it has for years. Anyone remember SCH/FTE? Essentially the glaring inequities were too big for an easy solution, so the problem was ignored.
- My funding priorities are lowering the teaching load and class size in A&S.
- Reduce teaching load and provide incentives for quality research

Faculty salary equity/compression/inversion

- As new faculty members of our department have higher salary than faculty who have been at NKU for 10 years, NKU should address the salary compression problem ASAP.
- Adjustments to address salary inequities (including salary compression and inversion) should remain the top priority for salary increases.
- The compression issue has become much worse, and the university needs to give much more attention to it. The adjustments in the past year or so have been marginal, and they do not make up for the lack of salary increases at the university for five years. For many people, it feels that their compensation has decreased during this time, relative to changes in the cost of living.
- NKU is hiring new professors and staff at starting salaries that are similar to the salaries of people who have worked at the university for 10 years or more. This has created discouragement and resentment among long-time employees. Some of them have resigned from NKU to take positions at other universities and organizations, and many who remain are at least looking at other opportunities. (Question #2 does not have an option for addressing compression issues if compensation increases are available for the upcoming fiscal year. Only merit increases and COLAs.)
- I am grateful that our new president has made it a priority to give some kind of raise to faculty/staff after all of these years, but we have so much still to do to bring salaries to where they need to be for many faculty/staff. However, many individuals are way overpaid, from administration to certain departments.
- Our loss of staff members as well as faculty members of the last 5 years is problematic.
- Compression and inversion are still an issue in my dept. I still get paid significantly less than those who I helped hire, years after I was hired.
- The number one priority should be to address faculty compression and inversion.
- My salary situation is not where it should be, but I don't know about others.
- There are still equity issues across campus.
- Until salary inversion is addressed, the university will be forced into difficult conversations any time there is a pay raise on the table.
- I think the main concern is appropriate pay for faculty and staff, especially those with administrative oversight.
- The incredibly disparaging differences in pay for full-time professors depending entirely on the college that hires them is disgusting. I work one office away from new professors with zero experience that make 30+K more than me and teach half as many classes in subjects that I could and have taught myself. It makes me and the work I do for the school feel completely unappreciated. It is sickening that I'd be making 60% more money if I'd have been able to be hired by a neighboring college at NKU. The fact that there is no way to argue or negotiate for better wages based on industry experience, teaching experience, and positive reviews leaves me wondering how long I can continue to work for so much less than I'm worth.
- Salary increases are an area that I think should be of priority to match pay of other institutions and retain faculty. I often hear faculty discussing applying for jobs at other institutions because the pay is better at another institution and involves a lighter class load and less committee assignments, which in turn allows more time for creative activity. Faculty longevity and faculty that feel valued and not overworked would definitely contribute to student success.
- We need significant raises.

Faculty salaries--other

- Too few decisions are based on merit in this environment, and there are too few opportunities for growth and advancement. This budget model rewards inactivity and disincentivizes hard work.
- Better align the requirements for [merit raises and RPT] towards university mission regarding QEP, inclusive excellence, strategic framework.
- I believe that more focus should be put on salary equity for advisors. We are well below the national average and even below the Tri-State average in pay. We are, most days, the individuals who not only help guide students in innumerable ways toward graduation, we are the RETENTION factor that is so important keeping students at our university. There needs to be an internal way for advisors to make more money besides cost of living increases--such as UC--where you can become a senior advisor and then possibly assistant director and director, which would increase the salary. Student loads should be assessed--some advisors have 100 students . . . some have 400 . . . some have 600 . . . face-to-face advising versus online should also be looked at in terms of student load and compensation--there is definitely more involved in advising students who are on campus.

Faculty hiring

- More faculty lines. Period.
- The Professor of Practice role should be under scrutiny due to lack of requirement to have terminal degree. While individuals may be able to be hired into this role without a terminal degree, we are seeing evidence of lack of pedagogical perspective and awareness due to the lack of terminal degree. This can create long-term problems for curriculum design, placing more burden of workload on the shrunken number of tenured and TT faculty.
- Tenure track hires in the traditional humanistic disciplines are needed. Our numbers have dwindled (after numerous retirements, which were not replaced), and we are running very lean. Efficiencies have increased across the board in most of the traditional disciplines. Growth is possible, but only via more faculty being added to our rosters. We're an aging bunch. New ideas and younger perspectives are needed badly.

Library

- We need library services and support for doctoral students and faculty.

Transparency

- I think that transparency about specific program budgets is also needed as that is not always communicated effectively.
- I would sincerely appreciate more transparency in the budget process. The college's revenue and budget committee hasn't even met for the past two years as our administrators don't "have anything" for the committee to do...which means the faculty haven't even really seen the budget. They just saw some spreadsheets over two years ago.
- Transparency in the shifts in the budget would be appreciated. Although faculty numbers have gone down, there are also "staff" who now have the title of "faculty". How many of the individuals in these roles are truly faculty and what would the numbers look like if the change in status did not occur?
- How are our recruitment efforts paying off? Will enrollment increase?

Realignment/things to stop doing (i.e., Box 2)

- The university needs to understand what a plateau is. We cannot expect to keep increasing enrollment; that is a failed policy and those that think this is the path forward are short sighted. Rather, the university should invest in its resources, create functional and supported staff and faculty to enhance retention and graduation. NKU should become a source for graduation rather than a degree mill or capitalist industry, which is where its current direction is leading. We need to invest in the school, not hope to gain more potential dropouts.
- Reward innovation, discourage the attitude of "we have always done it this way."
- Review tenure to encourage faculty retirement in order to bring in fresh blood and fresh ideas.
- Aligning with Success By Design is a priority.
- I see a lot of redundancy and overlap in our degree programs and auxiliary services. I think we could save a significant amount of money if we cut redundant classes across programs, if we better pooled our resources into co-taught classes, and if we really looked at how many offices are providing the same services. This relates to my response to the question about the budget model--units are incentivized to create their own version of a class or service, even if it's being offered somewhere else.
- We need the administration to be held accountable in their spending. If a university program isn't working, the funds need to be allocated elsewhere.
- It would be nice to see an accounting of scholarships. How many needs-based scholarships are resulting in graduates (for instance)?

- Having been at other universities, I find it odd that NKU has "temporary" faculty that stay for decades. These faculty should either be made "permanent" before this happens or have a clear time limit to their temporary position. Many universities have such time limits on temporary positions (e.g., 3 to 6 years). In my experience, if this is all understood up front, it could work in everyone's best interest.

Athletics

- Has moving to Division I athletics helped enrollment? It seems that it has actually gone down since the move.
- Division I athletics still needs to be eliminated, which would free up millions of dollars per year to the University.

Mileage reimbursement

- NKU does not offer mileage reimbursement for Adjunct Faculty who teach NKU classes at other locations. That is just plain wrong.

Outsourcing/consultants

- Continually outsourcing budget proposal, marketing, advertising, etc. to companies not only wastes money but negates the in-house talent of the university. Use the resources you have rather than spending faculty salary on worthless consulting.

Pensions

- Properly funding staff pensions should be the top budgetary priority of the University.
- Our loss of staff members as well as faculty members of the last 5 years is problematic.
- Since staff salaries are already below market, when NKU leaves the pension plan, we will likely lose a lot of staff and will have a difficult time replacing them. NKU should engage in a review of staff salaries and set aside funds for adjustments in order to prevent this.
- I think there was an impression by some that NKU administration seemed to throw support behind pension initiatives in Frankfort that were the best of several bad options. We need to think more deeply and act more purposefully to call out bad options when proposed and not simply accept the least bad one.
- The staff pension issue must be a budget priority for NKU. We must not forget the years of faithful service of staff members, who are frequently underpaid. There are significant financial needs across campus, but funding to help protect them has to be a key budget priority.
- Staff are deeply demoralized, and we are losing senior members of the campus community who have a great deal of institutional memory and valuable experience. The KERS mess needs to be addressed quickly. Although much of that is out of our control, there needs to be strong and ongoing support of staff to avoid massive turnover. There should be strong incentives to help staff gain skills/degrees that improve their professional status. This only seems to happen with higher paid administrators, not those on the front lines.

Phones

- Why do we have video phones now in our offices? I know it is too late to return these new office phones (or I assume so), but practically every faculty member has a computer with camera that allows for video calls already. Actually, I don't think we need office phones at all.

Administrative positions and salaries

- The corporate structure that is NKU rewards high administrative positions much more than hard work. This doesn't mean that well-paid administrators don't work hard, but so does the rest of the university. If we're short on cash, though, those with the most should be willing to share with the community, that is, if we consider ourselves a community and not just a group of individuals. Obviously, where to draw the line is difficult, but it would go a long way in terms of goodwill if the highest-paid administrators were to agree to salary reductions for themselves. Maybe such a gesture would inspire others in the rest of the university, who knows...?
- Perhaps the administration should start listening to faculty and staff in terms of what has to be done and when. Too many times ideas are created at the administrative level and then passed down to other divisions to be implemented...yesterday! This reveals a disturbing lack of respect for the workers who are sustaining the university. Collegial governance involves ALL members of the community, no exceptions.
- NKU could consider whether every administrative office or position is necessary and whether the significant economic disparities between administrators and faculty are healthy for overall growth, engagement, and development of the University (e.g., some department chairs make twice as much as tenured faculty).
- Quit creating useless and high-paid administrative positions.
- Stop hiring more administrators and issuing the retiring ones Golden Parachutes.
- To re-budget, there needs to be a serious consideration of admin pay. Paying outrageous high end salaries does not equal a better university, nor does a top heavy school.

- I think that we still suffer from some administrative bloat. It was good that the chief diversity officer was rolled into an existing position (if I am correct in my understanding). But I don't understand why NKU needs a chief strategic officer-- isn't that another name for the university president?

Improved merit scholarships

- In addition to supporting students financially based upon perceived need, make a serious effort to attract college-ready students with competitive scholarship offers based upon demonstrated academic merit.

Tuition

- Lower tuition or increase scholarships
- Tuition rates for graduate programs needs to be addressed. Students in the graduate education program are paying different rates based on what programs were put forth by the associate dean for participation in AP. This creates an equity issue for students. Some programs are lower tuition than others. This differentiated tuition within the same college is causing students to be dissatisfied with our programs. The higher tuition rate is not competitive with other online graduate education programs in the state. If NKU wants to remain competitive this must be addressed for the betterment of our students and for our local PK-12 community.

Class size

- Smaller class size, especially for big Gen Ed classes

Dining

- It would be nice to look into a reasonable cost-effective eating place. For example, in the HIC building the Bon Ami is so expensive that as a faculty person I can maybe eat there once a week. Why do these places have to be so costly?

Parking

- I think that the fact that we charge for parking in the afternoons and on the weekends is a major hindrance to community outreach, recruiting, and scholarly collaborations. Preventing people from coming to our campus is generally not a good plan. The fact that we do not have substantial free parking on our campus to my knowledge is likely impacting our student retention. Many schools have parking that is free at a distant or inconvenient lot, so that students who don't want to pay don't have to. It is one more barrier that they have to cross that does not have to exist.

Budget priorities/Shared governance

- Continued budget cuts to academic programs should be implemented through shared governance processes, with no programs or departments being cut unless appropriate faculty bodies play central roles in the decision-making process.
- The "Success By Design" initiatives should be phased out ASAP, with the millions of dollars reallocated back to colleges and departments for ordinary academic programs.
- I fear that the current process will decrease the amount of basic education we provide. It is critical, as a regional university, to offer to the students a broad experience of learning, not merely job training.
- Regarding whether raises should be given if positions are eliminated, it really depends on how bad things are, and which positions are being eliminated. I do NOT want faculty lines cut to the point that a program simply cannot grow--there is a minimum requirement of personnel at tenure-track and renewable levels to cover teaching, service, etc. When the administration takes us below that point, I see it as intent to destroy the program, whether or not it deserves it or is good for the long-term health of the university. Or maybe what they are really trying to do is eliminate the people who can say "Whoa!"
- Sometimes we are limited on courses and opportunities we can offer because of lack of resources. More can be offered to students, but faculty are not available to provide these opportunities.

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