

Faculty Senate Budget Committee Priorities Report

Fall, 2012-2013

Executive Summary

In the fall of the 2012–2013 academic year, the Senate Budget Committee continued its history of conducting a budget survey to identify the faculty's budget priorities.¹ This is the fourth time that NKU's Qualtrics survey software has been used, and it is the second time that open comments have been on the survey instrument. The questions used this year were the same as those in the previous, as we wanted to see if there was any change from the prior survey. The contents of this report summarize the findings of the current survey as well as noting any significant differences and/or similarities with last year's outcome.

While some of the issues addressed by the open comments were understandably sensitive, we have done our best to report the findings in a noncontroversial way. We fully appreciate the many demands that the administration faces as we move ahead, and we also understand that it is not possible to deal with everything simultaneously. Accordingly, this report attempts to focus on those issues that, in the opinion of the faculty, are the most critical.

The paragraphs below describe the general process followed, the main findings, and an analysis of the open-ended comments. Finally, some more general survey comments are offered.

Process Description

In the previous year, approximately five weeks were available for faculty to complete the survey.² As a result, the final survey was not available until sometime in the spring, which was too late for the administration to consider when making its budgetary decisions. This year, the budget committee worked on a deadline that would have the full report of the survey available for distribution by the end of the fall semester. To meet this deadline, the committee first reviewed the questions for appropriateness and then made the survey available to faculty by November 1. Links to the survey were distributed via email, and faculty could follow the links to the questions.

The faculty was notified of the budget survey on three different occasions between 11/1/12 and 11/20/12. In addition, faculty senators were encouraged to contact their departmental colleagues regarding the survey, and members of the Senate Budget Committee were twice asked to do the same. The result was that 334 completed questionnaires with 90 individual comments were received this year whereas 388 surveys with 99 comments were collected in the previous year. So, while the survey window was shorter this year, the number of responses compared favorably to those in the previous year. In addition, it allowed a subcommittee of the Budget Committee enough time to analyze the results and prepare this report by the end of the semester.

For purposes of understanding the survey results, information about the respondents were supplied three different ways. The first category **(a)** represents all faculty collectively and had 334 responses. This category was then divided into **(b)** all tenured and tenure-track faculty, and **(c)** non-tenured faculty which represented part-timers, lecturers and full-time instructors.

¹ Results of several earlier surveys can be found at <http://facultysenate.nku.edu/committees/budget.php>.

² The 2011-2012 survey was open on 12/19/2011 and closed on 1/25/2012.

Priorities Summary

The survey results for each of the faculty groupings were divided into halves for analysis. For example, the top half, or top 16 priority rankings, are presented in the spreadsheet table on page 9. The next table on page 10 presents the bottom 15 priorities. Consequently, responses to all of the questions in the survey for all faculty are shown in the tables and pie charts in the last three pages of this report. However, since this is a budget *priorities* report, the remaining discussion will be limited to responses in the top half of the faculty groupings—and even then only the top three or four are relevant. While no analysis was performed on the bottom half of the priority rankings, they have been left in for the readers perusal.

The tables and pie diagrams on page 8 that identify gender, age, college, NKU rank, and NKU length of employment represent all respondents in the survey. However, an unforeseen complication was that some respondents did not complete all of the fields, so the totals for each of the five categories differ. For example, in the “all faculty” category, 300 respondents identified their gender while 321 identified their college even though the total number of responses was 334.³

Overall, the priorities of the three major faculty groupings were remarkably consistent. As the following table shows, “1” represents the top choice while the number in parentheses is the ranking for the previous year.⁴ While there was considerable year-to-year stability, note that the “provide adequate funds to maintain, repair, upgrade and/or replace those technologies . . . and equipment that enhance teaching effectiveness” category moved down for the All Faculty Combined category.

| Top Four Survey Comments | All Faculty Combined | Tenured & Tenure-track Faculty Only | Non-tenured Faculty Only |
|--|--------------------------|-------------------------------------|---------------------------|
| Maintain small class sizes in support of our "Up Close and Personal" mission. | 1 (N/A) | 2 (was 2 nd) | 1 (was 1 st) |
| Increase faculty salaries the goal of increasing average salaries above 100% of CUPA values | 2 (was 2 nd) | 1 (was 1 st) | |
| Provide adequate funds to maintain, repair, upgrade and/or replace those technologies (excluding software) and equipment that enhance teaching effectiveness | 3 (was 1 st) | 3 (was 3 rd) | 2 (was 3 rd) |
| Increase pay for part-time faculty | | | 3 (was 3 rd) |
| Enhance the mutual commitment between faculty and students by increasing the ratio of full-time faculty to part-time faculty | 4 (N/A) | 4 (was 4 th) | 4 (was 10 th) |

³ The Senate Budget Committee plans to meet in the spring to see how some of these inconsistencies can be removed.

⁴ A weighted average of the “Critically important,Not important” response options was used to determine rankings.

Finally, given the uniformity of the responses when measured collectively or by separating the “all faculty combined” into “tenured/tenured-track” and “non-tenured track” status, it was decided to present the top and bottom half comments for “all faculty combined” only. While some differences emerged between the respondents in the “tenure/tenured-track” and “non-and

tenured” groups, there was remarkable similarity in the top 16 items for both categories. For example, the three categories of (a) “Increase support for research related travel”; (b) “Provide retirement benefits (TIAA-CREF contributions) for faculty teaching during the summer”, and (c) “Increase support for summer fellowships and grants” are the only items to appear in the top 16 of the tenure/tenure-track category but did not appear in the top 16 of non-tenured faculty. Since these three categories do not pertain to the normal workload of part-time or adjunct faculty, the omissions are understandable.

Comment Analysis

The analysis of the comments was much more difficult because some of the comments often overlapped and sometimes seemed to have multiple agendas. Accordingly, we decided to use a three step “comment analysis” procedure that is described as follows and is shown in the illustration below.

On our first pass through this section, we started with the initial comments and then tried to see if the comment had any explicit or implicit themes. Some comments were relatively short and had only one theme. Others had more than 200 words and numerous themes. The next step was

| Initial Comment | Extracted Theme(s) | Clusters |
|--|---|------------------------|
| Salary compression is of critical importance. Faculty who have served for more than a decade often make less or very little more than those who have been at NKU for only 5 years. Because of the lack of CUPA adjustments and the lack of raises for the past several years, the compression problem is exacerbated. A life of service to help the university grow and improve is rewarded with little monetary recognition for those who have given their most "productive" years. Please address this issue soon. | salary compression lack of raises morale issues | compensation morale |

to condense the themes into clusters so that the number of pertinent issues could be refined – and perhaps condensed – even further. This was usually possible, but in other cases the issues in a cluster could be surprisingly large. For example, in the “compensation” cluster, the topics included salary compression, the lack of raises, summer school salary policies, and comparative differences between faculties of seemingly equal credentials (in the eyes of the faculty making the comment). In a final grouping, the “compensation” cluster was put under a new cluster called “investment in human capital.”

While the process described above is not perfect, it did serve to remove some of the emotion and raw edges that were occasionally due to the discipline, building or college of individual faculty members.

Finally, the last part of the process was to determine the predominant clusters, and then see if there was any association between the clusters and the aforementioned budget priorities. For example, the “compensation” cluster shown in the illustration on page 3 was finally moved into a broader “human capital” cluster.

Cluster Analysis

The above process helped us identify five major clusters that could impact spending. First and foremost was the issue of faculty salaries and compensation which we classified as human capital. This was followed by categories of spending on or by the administration, physical capital, and students. The extracted themes and the main clusters are shown on page 5 and are discussed below:

- (a) Human capital** – Two major issues dominated the discussion. The first was the perceived inequities in faculty salaries (as either being inadequate, or too low in general). The second issue was the perception of a 4/3 load being excessive, or at least unfair from one college to the next. Both of these issues were frequently mentioned in the context of causing low morale.⁵ The following comment is typical of many that were received, although the level of passion and intensity varied widely from one comment to the next:

The one [survey] detail that particularly interested me was the inclusion of faculty workload and the possibility of increased flexibility for those of us who do research. That item might be developed further, taking into consideration the inequities of teaching loads across our various Colleges. It is quite possible that if teaching loads were standardized that we would see a real increase in the quantity and quality of the research produced by our faculty. We are, after all, a Division I University. Let's embrace this status and grow our reputation not only as a wonderful teaching University, but also as a University that produces substantial research across the disciplines. Put more succinctly, let's argue for a 3/3 load across the board - at least where tenure/tenure-track faculty are concerned.

Two lesser issues were also important: The first was overwhelming support for higher pay for adjunct faculty. The support came from both full-time and adjunct faculty. A second issue related to faculty compensation during summer school, with opinions entirely on the side of higher pay for all involved.

- (b) Administrative Expenditures** – This received the second largest number of comments. Faculty seem to feel that there were too many administrators relative to the number of faculty, or that there was too much spending relative to teaching needs. In general, the feeling was that there should be more transparency with regard to administrative expenditures on new initiatives, as well as allocations of funds to academic units. Additionally, some faculty feel that many administrative initiatives are in direct competition with our teaching mission:

Over the past decade, there has been enormous (cancerous) growth in the percentage of the University's overall budget that is used to pay non-faculty administrative staff. To the maximum extent possible, all university funds should be used to pay the direct costs of teaching, scholarship, and student aid; not the salaries of administrators and staff who advance the University's primary goals only indirectly.

⁵ At about the time that this survey was distributed, the local newspaper revealed details of Dr. Votruba's retirement package which included a 2-course teaching load, a \$287,675 salary (85% of his former salary), a full-time assistant and a \$30,000 office budget. This may have been one of the reasons that his name came up so often in the analysis.

Budget Survey Priority Clusters

Human Capital⁶

- (a) **Fulltime Faculty:** Differential workload unfair; salary compression; salary compression; low salaries; per diem travel too low; no faculty raises; Votruba's salary unfair; raise summer salary; add more faculty; salary compression; add TIAA-CREF in summer; higher summer pay; faculty does more administrative work; need SAP help for grants; low salary; 3/3 load; need COLA; add funding for supplemental instruction; gender/salary differences unfair; unequal salary among faculty; workload too high; salary compression; low salaries; more support for research; too many non-teaching activities; Votruba's pay; salary compression causes low morale; have TIAA-CREF in summer; need 3/3 schedule; faculty workload heavy; add maternity leave; salary compression; promotion policies unclear; lack of raises; salary compression morale problem; free tuition to faculty children; lower teaching load needed; pay CUPA salaries; have tuition waiver for grad programs; Votruba's salary/retirement package outrageous; low morale; reduce academic coordinators work load; need 3/3 teaching load/ have more time for research; unequal teaching loads across colleges; better compensation for overloads; workload too heavy; add faculty development center; Votruba's four \$40K salary bonuses unfair; staff access to TIAA-CREF; reach CUPA pay levels; add maternity benefits (morale buster); gender inequities; require 3/3 teaching load; provide resources for retired faculty; parking fees too high for long-time workers, staff; salary compression; unfair merit raises
- (b) **Adjuncts/PT faculty:** low pay; low pay; low pay; low pay; add benefits; low pay; low pay; low pay; low pay; add benefits to increase morale; low pay; increase night security; have no voice in senate/university policies; offer insurance; current low morale; offer health care; keep 3 class max for adjuncts; open senate grants to PT

Administration

Administrative initiatives drain money from student education; tie administrative pay to CUPA levels; diversion of funds from teaching; unclear budget process; demo effectiveness before money is allocated to new projects; make chair's job more attractive; improve chair's performance; reduce administrative structure; reduce growth of administration; increase diversity of admin; question administrative policies; too many admin, too few faculty; more transparency for budget allocations to departments; administration receives too much budget vs. faculty; lacks transparent budget process; summer profit incentives unfair and unclear

Physical Capital

Landrum aesthetics poor; building maintenance; money goes to new buildings, not old; classroom setup needs faculty input; insufficient parking; parking charges detrimental to community; health concerns; devote more funds to infrastructure; money for teaching equipment; lighting at crosswalks; better handicapped parking; put people before things; make campus more attractive; aesthetics of Landrum; upgrade furniture; free parking for mission-related events

Students

More support for foreign student; tuition is too high for all; costs pushed down to students; faculty losing personal touch; increase study abroad; keep small class sizes; support Honors Program; no grad tuition for undergrads; lower cost of education; improve morale; more support for AELP; support international students; more LAP support

⁶ The majority of the issues regarding low or unequal compensation also indicated significant morale issues. Rather than replicate the frequency of morale issues, or rather than list it as a separate category, we simply want to point out that the two virtually overlap in the report.

(c) Physical Capital – Campus aesthetics are important to faculty. Landrum Hall received the most attention with numerous comments regarding bathroom fixtures and the lack of needed repairs. However, faculty were also concerned with other campus needs such as infrastructure improvements. As one comment stated:

Nunn Hall, Founders Hall, and Landrum are in desperate need of significant renovation. I've seen toilets that have literally fallen off the walls in the bathrooms of each of these buildings. Toilets are sagging from the walls, there's little water pressure and virtually no hot water. The heating systems are spotty, making offices, classrooms, and the law library often stuffy and uncomfortable. I'm tired of seeing millions of dollars pumped into shiny new buildings when the oldest ones on campus are falling apart. Do something about this!

Expenditures for these issues are clearly needed, but they also received fewer comments than did the needed expenditures in the human capital category (see page 7).

(d) Students – Faculty were also clearly concerned about the welfare of our students, especially the loss of the “up close and personal” nature of our classes. Others advocated for specific programs from LAP to the Honors Program and International Studies. One comment had this opinion regarding investments in our foreign students:

In view of the enormous and fast-growing population of Saudi Arabian students on campus, we REALLY need mentoring/tutoring resources targeting just that population of students. I have had MANY of these students, and they overwhelmingly are beset with a specific set of problems. They add a positive dimension to the cultural/ethnic diversity of the campus, but they obviously have many deep academic challenges. If we are to retain this program, we should invest in it by giving these students some mentoring resources.

These concerns generated the smallest amount of interest in the comment analysis and final cluster classification. However, the survey did not seem to have a question that specifically addressed the concerns in the statement above, so that may explain the relatively low ranking.

Summary Comments

Two types of data were analyzed in this budget priorities survey of faculty. The first was an on-line survey with 31 questions that offered responses ranging from “critically important” to “no opinion.” Three hundred and thirty four responses were received, along with 90 comments.

The faculty selected “maintain small class sizes in support of our Up Close and Personal mission” as their first priority, followed by “increase average faculty above 100% of CUPA” in second and “Provide adequate funds to maintain, repair, upgrade/replace technologies (excluding software) and equipment that enhance teaching effectiveness.” The category of “increased pay for part-time faculty” had strong support among the non-tenured group, but it also had modest support from the tenured and tenure track faculty.

The biggest change in this part of the survey was the movement of “provide adequate funds to maintain, repair, upgrade and/or replace those technologies (excluding software) that enhance teaching effectiveness” from first place last year, to third place this year. This drop was probably due to the current widespread availability of computer workstations and projectors in most of our

classrooms, but the issue of additional technology needs for teaching did not show up in the open comments part of the survey.

The analysis of the 90 individual comments provided yet another way to ascertain faculty budget priorities. The majority of the comments were thoughtful and respectful, but many of them conveyed intensity not revealed in the 31 survey question responses. The process of analyzing the comments was somewhat subjective, but by distilling the comments into their main themes, and by then grouping and regrouping the themes into clusters, we had confirmation that salary compensation for all categories of faculty is the top faculty priority.

Salary compression is the major compensation issue and it adversely affects faculty who have been here the longest. Low pay overall (perhaps the result of compression) came in second, along with concern over 4/3 faculty workloads, the lack of raises, and low summer pay. The issue of perceived gender inequities was also a concern of equal billing. Also cited was the problem of other demands on faculty time that take away from teaching.

Collectively, the comments regarding inadequate faculty compensation accompanied a growing morale problem that is difficult to quantify, but is nevertheless there.

Concern with administrative expenditures came in second – even slightly ahead of expenditures to repair, modernize and update our physical facilities. In general, this is something that the faculty wanted less of, rather than more. However, should new administrative initiatives be desired, it would be helpful if they are clearly explained to the faculty. As it now, this survey found support for the view that high administrative expenditures drain funds that could be devoted to teaching.

Maintaining and/or improving the physical capital in third, with numerous mentions of buildings that need repair. However, this category comes in a distant third when compared to the issues in the “human capital” heading.

By way of final summary, the annual faculty budget priorities survey found a strong desire for the university to turn its attention to investments in its human capital. While everyone understands the need for buildings and sidewalks, as well as the need to maintain them, the survey found that faculty’s top priorities are to have NKU maintain its “Up Close and Personal” mission while simultaneously investing more in its most valuable asset – *its faculty!*



**Completed
Responses
334 of 950**

FACULTY PRIORITIES SURVEY 2012-2013

DEMOGRAPHIC REPORT

**Response
Rate
35%**

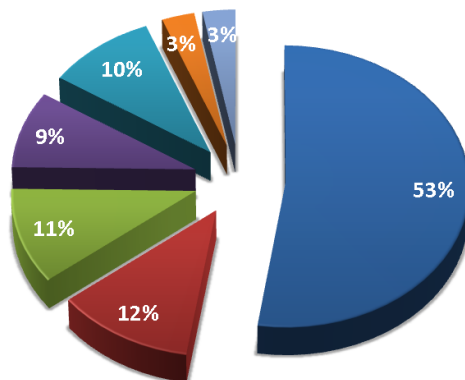
| What is your gender? | Response | % |
|----------------------|------------|-------------|
| Male | 141 | 47% |
| Female | 159 | 53% |
| Total | 300 | 100% |

| What is your current age? | Response | % |
|---------------------------|------------|-------------|
| 19 years and below | 0 | 0% |
| 20 to 24 | 0 | 0% |
| 25 to 34 | 30 | 10% |
| 35 to 44 | 80 | 26% |
| 45 to 54 | 88 | 29% |
| 55 to 64 | 83 | 27% |
| 65 years and over | 23 | 8% |
| Total | 304 | 100% |

| What is your college? | Response | % |
|---|------------|-------------|
| College of Arts and Sciences | 169 | 53% |
| College of Education and Human Services | 37 | 12% |
| College of Health Professions | 36 | 11% |
| College of Informatics | 28 | 9% |
| Haile/US Bank College of Business | 31 | 10% |
| Salmon P. Chase College of Law | 10 | 3% |
| Steely Library | 10 | 3% |
| Total | 321 | 100% |

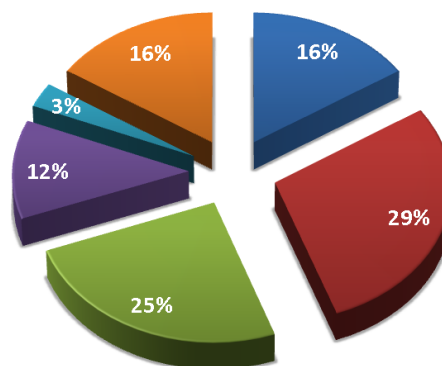
| What is your current rank at NKU? | Response | % |
|-----------------------------------|------------|-------------|
| Full Professor | 50 | 16% |
| Associate Professor | 91 | 29% |
| Assistant Professor | 80 | 25% |
| Part-time Instructor | 37 | 12% |
| Full-time Instructor | 8 | 3% |
| Lecturer | 52 | 16% |
| Total | 318 | 100% |

NKU College



■ College of Arts and Sciences
 ■ College of Education and Human Services
 ■ College of Health Professions
 ■ College of Informatics
 ■ Haile/US Bank College of Business
 ■ Salmon P. Chase College of Law
 ■ Steely Library

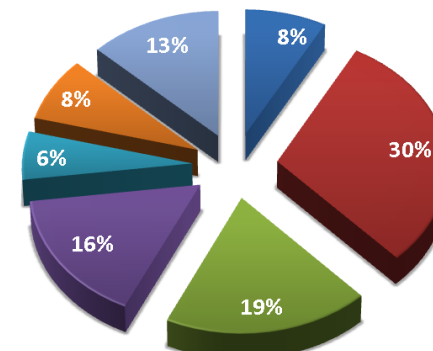
NKU Rank



■ Full Professor
 ■ Associate Professor
 ■ Assistant Professor
 ■ Part-time Instructor
 ■ Full-time Instructor
 ■ Lecturer

| How long have you been employed at NKU? | Response | % |
|---|------------|-------------|
| Less than a year | 26 | 8% |
| 1-5 years | 96 | 30% |
| 6-10 years | 61 | 19% |
| 11-15 years | 50 | 16% |
| 16-20 years | 19 | 6% |
| 21-25 years | 27 | 8% |
| More than 25 years | 40 | 13% |
| Total | 319 | 100% |

NKU Employment Length



■ Less than a year
 ■ 1-5 years
 ■ 6-10 years
 ■ 11-15 years
 ■ 16-20 years
 ■ More than 25 years
 ■ 21-25 years

About the survey:

This survey was conducted online and information was collected between 11/1/12 and 11/20/12 using several follow-up reminders in between. In total, 334 respondents completed the survey of the 392 that viewed it.

About this report:

This report summarizes the responses of all faculty participating in the survey (334 of 950 – Fall 2011 value) and it includes the next two pages (1 to 3).



**Completed
Responses
334 of 950**

FACULTY PRIORITIES SURVEY 2012-2013

RANKING REPORT: TOP 16

**Response
Rate
35%**



| Overall Rank 2013 | Question No | Question statement | Critically Important (4) | Very Important (3) | Somewhat Important (2) | Not Important (1) | No Opinion | N | Overall Mean 2013* | Tenure Mean | Non-tenure Mean | Overall Mean 2012** | Overall Mean 2011** |
|-------------------|-------------|--|--------------------------|--------------------|------------------------|-------------------|------------|-----|--------------------|-------------|-----------------|---------------------|---------------------|
| 1 | 1.7 | Maintain small class sizes in support of our "Up Close and Personal" mission. | 53% (179) | 30% (103) | 14% (47) | 2% (8) | 1% (3) | 340 | 3.31 | 3.37 | 3.31 | 3.33 | N/A |
| 2 | 2.1 | Increase faculty salaries with the goal of increasing average salary above 100% of the College and University Professional Association (CUPA) values. | 52% (175) | 30% (100) | 15% (50) | 1% (4) | 1% (5) | 334 | 3.31 | 3.44 | 2.99 | 3.25 | 3.16 |
| 3 | 1.2 | Provide adequate funds to maintain, repair, upgrade, and/or replace those technologies (excluding software) and equipment that enhance teaching effectiveness. | 38% (130) | 45% (154) | 14% (47) | 1% (4) | 1% (4) | 339 | 3.19 | 3.21 | 3.22 | 3.32 | 3.41 |
| 4 | 1.6 | Enhance the mutual commitment between faculty and students by increasing the ratio of full-time faculty to part-time faculty. | 42% (143) | 34% (115) | 18% (60) | 4% (12) | 3% (9) | 339 | 3.09 | 3.16 | 3.05 | 2.97 | N/A |
| 5 | 2.6 | Fund differential workloads to enable faculty to achieve mission-related objectives, such as research and civic engagement, and adjust teaching loads accordingly. | 33% (109) | 39% (131) | 19% (64) | 7% (22) | 2% (6) | 332 | 2.95 | 3.16 | 2.50 | 2.83 | N/A |
| 6 | 3.6 | Provide complimentary parking for guests and visitors. | 34% (113) | 34% (112) | 22% (74) | 8% (26) | 2% (7) | 332 | 2.90 | 2.92 | 2.83 | 2.87 | 2.72 |
| 7 | 2.10 | Maintain salary levels for faculty summer pay regardless of the number of students per class (i.e., when class enrollments fall below the current 15). | 40% (133) | 28% (93) | 18% (60) | 9% (31) | 5% (16) | 333 | 2.89 | 3.08 | 2.48 | 2.57 | 2.61 |
| 8 | 1.4 | Provide funds for recruitment of highly qualified students. | 25% (85) | 39% (131) | 29% (99) | 4% (15) | 2% (6) | 336 | 2.82 | 2.84 | 2.88 | 2.72 | 2.80 |
| 9 | 2.11 | Increase pay for part-time faculty. | 28% (94) | 35% (116) | 24% (81) | 8% (28) | 4% (12) | 331 | 2.76 | 2.63 | 3.12 | 2.68 | 2.95 |
| 10 | 1.3 | Provide additional funds for technological infrastructure support. | 20% (68) | 45% (153) | 27% (92) | 5% (17) | 3% (9) | 339 | 2.75 | 2.77 | 2.76 | 2.80 | N/A |
| 11 | 1.5 | Continue to provide funds for student retention. | 19% (64) | 44% (150) | 31% (104) | 4% (15) | 2% (6) | 339 | 2.74 | 2.72 | 2.89 | 2.61 | 2.66 |
| 12 | 2.8 | Increase maximum salary that faculty may earn teaching during summer session. | 34% (112) | 26% (87) | 24% (80) | 12% (40) | 4% (14) | 333 | 2.73 | 2.81 | 2.52 | 2.53 | 2.47 |
| 13 | 1.1 | Provide sufficient licenses for discipline-specific software that enhances student learning. | 24% (80) | 38% (129) | 30% (103) | 4% (14) | 4% (13) | 339 | 2.73 | 2.76 | 2.70 | 2.77 | 3.00 |
| 14 | 3.3 | Increase efforts across campus to reduce mailings and other wasteful paper distributions. | 27% (89) | 32% (104) | 30% (98) | 9% (30) | 2% (8) | 329 | 2.72 | 2.72 | 2.83 | 2.72 | 2.93 |
| 15 | 2.9 | Provide retirement benefits (TIAA-CREF contributions) for faculty teaching during the summer. | 33% (110) | 26% (86) | 24% (80) | 13% (43) | 4% (14) | 333 | 2.71 | 2.84 | 2.40 | 2.52 | 2.59 |
| 16 | 2.2 | Increase support for research related travel. | 24% (80) | 32% (108) | 36% (119) | 6% (19) | 2% (8) | 334 | 2.70 | 2.92 | 2.24 | 2.58 | 2.79 |

* All reported means exclude "No opinion" response option.

** 2011-12 and 2010-11 Overall Means came from previous survey results. Not all means were available due to dropped, modified, and/or newly added items (indicated by N/A).



**Completed
Responses
334 of 950**

FACULTY PRIORITIES SURVEY 2012-2013

RANKING REPORT: BOTTOM 15

**Response
Rate
35%**



| Overall Rank 2013 | Question No | Question statement | Critically Important (4) | Very Important (3) | Somewhat Important (2) | Not Important (1) | No Opinion | N | Overall Mean 2013* | Tenure Mean | Non-tenure Mean | Overall Mean 2012** | Overall Mean 2011** |
|-------------------|-------------|---|--------------------------|--------------------|------------------------|-------------------|------------|-----|--------------------|-------------|-----------------|---------------------|---------------------|
| 17 | 2.15 | Keep free access to Health Center. | 32% (105) | 26% (86) | 24% (79) | 13% (44) | 5% (16) | 330 | 2.67 | 2.62 | 2.84 | 2.73 | 2.81 |
| 18 | 1.8 | Increase the funding for NKU libraries to develop a core collection of books, periodicals, and electronic resources to enhance student learning and faculty research. | 19% (66) | 36% (124) | 35% (119) | 7% (23) | 2% (8) | 340 | 2.64 | 2.69 | 2.59 | 2.63 | 2.72 |
| 19 | 2.4 | Increase support for development activities. | 15% (49) | 35% (114) | 42% (140) | 6% (19) | 2% (8) | 330 | 2.54 | 2.65 | 2.33 | 2.45 | N/A |
| 20 | 2.3 | Increase support for summer fellowships and grants. | 15% (51) | 33% (110) | 42% (139) | 8% (25) | 2% (8) | 333 | 2.51 | 2.71 | 2.11 | 2.44 | N/A |
| 21 | 2.5 | Provide additional compensation to those faculty members who direct graduate or undergraduate research projects. | 19% (63) | 29% (98) | 35% (118) | 13% (44) | 3% (11) | 334 | 2.47 | 2.60 | 2.29 | 2.48 | 2.39 |
| 22 | 2.12 | Increase the transparency of health care negotiations and allow more faculty input in the negotiations. | 19% (63) | 29% (98) | 35% (118) | 11% (36) | 5% (18) | 333 | 2.46 | 2.51 | 2.39 | 2.62 | 2.83 |
| 23 | 3.4 | Work with TANK to provide more direct bus service to NKU. | 14% (48) | 32% (106) | 37% (123) | 10% (32) | 7% (24) | 333 | 2.37 | 2.39 | 2.34 | 2.41 | 2.64 |
| 24 | 3.5 | Provide support for programs promoting environmentally-sustainable practices. | 12% (41) | 31% (102) | 41% (136) | 14% (47) | 2% (7) | 333 | 2.37 | 2.40 | 2.41 | 2.43 | 2.41 |
| 25 | 2.17 | Greatly expand the range of reward and benefit programs that offer alternate compensation and performance recognition for faculty. | 20% (65) | 30% (98) | 28% (93) | 13% (44) | 10% (32) | 332 | 2.36 | 2.45 | 2.17 | 2.29 | 2.63 |
| 26 | 3.2 | Provide additional funding for aesthetic building maintenance related to aging. | 7% (24) | 34% (114) | 47% (154) | 10% (34) | 2% (5) | 331 | 2.36 | 2.37 | 2.35 | 2.30 | N/A |
| 27 | 2.14 | Expand tuition waiver benefit. | 21% (69) | 24% (80) | 28% (92) | 19% (64) | 9% (29) | 334 | 2.29 | 2.21 | 2.45 | 2.32 | 2.54 |
| 28 | 2.13 | Restructure parking fees to be commensurate with salary. | 16% (53) | 24% (79) | 26% (87) | 28% (93) | 6% (20) | 332 | 2.16 | 2.07 | 2.39 | 2.12 | 2.42 |
| 29 | 3.1 | Increase budget allocations for NKU cultural venues (art galleries, museums, etc.). | 9% (31) | 21% (69) | 48% (161) | 18% (59) | 4% (12) | 332 | 2.14 | 2.17 | 2.13 | 2.11 | 2.25 |
| 30 | 2.7 | Provide funds for a faculty development center with a professional director and staff. | 10% (32) | 18% (59) | 40% (132) | 29% (98) | 4% (13) | 334 | 2.00 | 2.01 | 1.99 | 2.01 | N/A |
| 31 | 2.16 | Allow NKU faculty to choose the Kentucky Teacher Retirement as an optional retirement program. | 19% (62) | 15% (50) | 26% (86) | 22% (74) | 19% (62) | 334 | 1.93 | 1.92 | 2.06 | 1.84 | 2.39 |

* All reported means exclude "No opinion" response option.

** 2011-12 and 2010-11 Overall Means came from previous survey results. Not all means were available due to dropped, modified, and/or newly added items (indicated by N/A).