NDSU Faculty Senate Budget Committee
Budget Survey Results
December 4, 2019

Executive Summary

This survey was undertaken by the Faculty Senate Budget Committee to help committee members and members of Faculty Senate better convey and represent faculty priorities, concerns, and ideas in discussions about current, and future budget cuts. The Budget Committee specifically sought to elicit faculty input regarding what budget cuts they would or would not support and ways in which the institution could produce cost savings and generate additional revenue by reorganizations and other mechanisms.

An invitation with a unique survey link was distributed to 852 faculty members on November 14, 2019. Five of those emails were not successfully delivered. Each faculty member could only participate in the survey once. Faculty members surveyed included: tenured and tenure-track professors, associate professors, and assistant professors; non-tenure track professors, associate professors, and assistant professors; lecturers, senior lecturers, and instructors; adjuncts; and department chairs and heads. The survey was open from November14 to December 3, 2019 and four reminders were sent out over the survey period to those who had yet to complete the survey. Of the 847 faculty members who received a survey invitation, 379 participated for a 45% response rate.

While the responses to basic queries have been provided in the body of this report, the complexity and variability in faculty members' narrative responses defied quick, simple summaries. Faculty members provided rich and extensive responses and the reader is best informed of the breadth and depth of faculty priorities, concerns, and ideas by reviewing the entirety of the responses in the appendices. Of note, an initial review of the data shows a number of clear themes in each section. However, due to the pressing nature of ongoing budget discussions, the expediency of releasing all the data was deemed more immediately important than in-depth coding.

Faculty members were asked about 16 areas - to include "other" - in which they would (or conversely, would not) support budget cuts (Table 1). The top five areas in which faculty members support budget cuts are: 1. Athletics (in general) – 88%; 2. Fleet vehicles and services – 87%; 3. President's budget – 84%; 4. University relations – 64%; and, 5. Travel support – 56%. Of the 78 responses provided for "other" cut areas, 31 of the responses focused on administrators, primarily position cuts and salary reductions. The top five areas in which faculty members do not support budget cuts are: 1. Teaching and research activities – 92%; 2. IT services – 79%; 3. Non-tenured and non-tenurable academic instructors – 76%; 4. Facility operations – 68%; and, 5. Library services – 66%.

Regarding budget cuts that will result in specific changes, faculty members were asked if they would support budget cuts that lead to changes in eight areas – to include "other" (Table 2). A majority of faculty members would support budget cuts that result in the following changes: 1. Reduction or consolidation of VP positions – 91%; 2. Outsourcing of internal services – 85%; 3. Negative effect on lower revenue generating sports – 60%; and 4. Consolidation of colleges – 54%. A majority of faculty members would not support budget cuts that lead to the following changes: 1. Negative effect on diversity – 73%; 2. Loss of departmental autonomy – 72%; and, 3. Negative effect of lower enrollment majors that enhance campus diversity – 56%. Regarding "other" budget cuts that could result in specific changes, 26 responses were provided that were quite varied.

Faculty members were asked to provide their top five priorities to protect from budget cuts in rank order (Table 3). The top two priorities that faculty members indicted they wanted protected from budget cuts are teaching and research activities and non-tenured and non-tenurable academic instructors. The aggregate ranking (combined 1-5

rankings) prioritizes protection from cuts as follows: 1. Teaching and research activities (*n* - 271); 2. Non-tenured and non-tenurable academic instructors (*n* - 222); 3. IT services (*n* - 142); 4. Library services (*n* - 119); 5. Faculty development (*n* - 116).

Faculty members provided thoughtful responses to all the open-ended questions. The responses to each open-ended question are provided in the appendices as follows: Rationale for responses to the toggled queries (Appendix A – p. 11); potential campus reorganizations (Appendix B – p. 20); ways to increase revenue (Appendix C – p. 28); suggestions for reductions in spending (Appendix D – p. 39); and additional survey comments (Appendix E – p. 48). These responses evidence faculty members' desire to help inform purposeful solutions. The Faculty Senate Budget Committee urges NDSU administration to review and consider each idea presented in this report with the intent that it was offered.

Methodology Snapshot

- The survey was created and distributed on behalf of the Faculty Senate Budget Committee.
- An email invitation was sent to 852 faculty members (five bounced emails) on November 14, 2019.
- Faculty members surveyed included: tenured and tenure-track professors, associate professors, and assistant professors; non-tenure track professors, associate professors, and assistant professors; lecturers, senior lecturers, and instructors; adjuncts; and department chairs and heads.
- The survey was hosted and supported by Linda Charlton Gunderson of NDSU's GDC on Qualtrics.
- A unique link was sent to each individual faculty member to ensure the survey could only be completed once.
- The survey was open from November14 to December 3, 2019 with reminders sent to those who had not yet participated on November 21st, 25th, 29th, and December 3rd.
- Survey participants were afforded the opportunity to download a PDF of their responses at the conclusion of the survey.
- Of the 847 faculty members that received the survey invitation, 379 participated for a 45% response rate.
- All survey participants did not respond to all survey questions; hence, the *n* is provided with all the toggled responses.
- Due to the extensive nature and diversity of the narrative comments, time sensitivity surrounding budget cut discussions, obligation to provide an accurate and transparent process, and a commitment to honor and represent the nature and intent of faculty comments, all narrative responses are included in the appendices. No substantive edits or corrections have been done. Additionally, there was no attempt to standardize spelling, capitalization, or punctuation.
- Faculty members were only specifically named in four comments. In these comments, the term "REDACTED" was used to protect the named faculty member's identity. The names of administrators or position titles were not redacted due to the significance of these positions in budget cut discussions.

Introduction

This survey effort was undertaken by the Faculty Senate Budget Committee to help committee members and members of Faculty Senate better convey and represent faculty priorities, concerns, and ideas in discussions about current, and potential future, budget cuts. The results from this survey will help the Faculty Senate Budget Committee perform its assigned duties within the parameters of Faculty Senate's shared governance role (see https://www.ndsu.edu/facultysenate/bylaws/). Specifically, the Faculty Senate Budget Committee has the following responsibilities: a. Become familiar with the University budget process; b. Develop a set of guiding principles which align with strategic priorities, with the intent of informing University budget decisions from a faculty perspective; c. Solicit input regarding the budget process from a wide range of faculty on an ongoing basis; d. Serve as a resource for the Provost in budget matters; and, e. Act as a conduit of information between faculty and administration for budget discussions and decisions (Faculty Senate Bylaws, p.10).

The data reported herein represents a robust response by NDSU faculty members and evidences faculty commitment to the institutional mission, candid discourse, and thoughtful solutions. The Faculty Senate Budget Committee and Faculty Senate will utilize this data to further shared discussions about the ways in which NDSU will address current budget shortfalls and future potential enrollment decreases. The Faculty Senate Budget Committee extends its sincere thanks to all the faculty members who took the time to participate in this survey

effort and encourages faculty members to continue their engagement in the dialogue at the department, college, and university level.

Results

Table 1: Given the budget exercise, in what areas would you support budget cuts?			
Area	**Yes, I support budget cuts in these areas**	**No, I do not support budget cuts in these areas**	***n***
Non-tenured and non-tenurable academic instructors	24% (75)	76% (235)	310
Teaching and research activities	8% (25)	92% (306)	306
University support services (in general)	48% (145)	52% (155)	300
Library services	34% (105)	66% (204)	309
IT services	21% (65)	79% (245)	310
Athletics (in general)	88% (283)	12% (37)	320
Faculty development	44% (134)	57% (174)	308
Fleet vehicles and services	87% (279)	13% (43)	322
Facility renovation and maintenance	36% (109)	64% (191)	300
University relations	64% (197)	36% (109)	306
President's budget	84% (267)	16% (49)	316
Facility operations	32% (95)	68% (201)	296
Travel support	56% (177)	44% (137)	314
Student affairs	40% (119)	60% (181)	300
Advising and career services	36% (109)	64% (194)	303
Other*	75% (67)	25% (22)	89

*Some participants marked "other" without identifying another item. Of the 78 responses provided for "other" cut areas, 31 of the responses focused on administrators, primarily position cuts and salary reductions.

Responses provided for other cuts:

- President's Council for Campus Well-Being
- University administration
- Redundant administration
- Student Academic Support Services
- Upper Administration above College Level
- We need to pay for any work in our buildings already.
- In particular, cutting Elsevier services might be a good option.
- Entire Presidents budget should be published
- Teaching Activities and Research Activities should be separate. ResearchYes, teaching no.

- Tenured academic instructors
- Administrator salaries
- Consolidate administrators
- Leases on non-NDSU property
- Upper level administrative positions with large salaries
- Contract out some custodial services?
- Upper administration, vp positions
- Administration
- Administrative support personnel
- AES, consultants to RCA who aren't providing the service they were hired for.
- Office of teaching and learning
- Departments that have low enrollment supported by appropriated funds.
- Tenured Faculty
- Administration
- You mentioned non-tenure track, but never tenure track faculty. A very BIG issue. I WOULD SUPPORT looking at tenure track faculty cuts.
- Upper administration salary
- Salary reductions for those making over $150,000
- Rather than focus on cuts, emphasis should be on supply and sources. We are already a ‘good deal’, now how do we improve this place within reason.
- Upper Administration
- Administrative bloat
- Teaching is the primary reason the school exists.
- This is very difficult because some of these proposed areas are auxiliary and their budget is self-generated.
- Salaries of former administrators who have "returned to the faculty"
- Parking office (better use of money collected)
- Hiring
- Graduate student stipends/support
- Faculty affairs (vice provost's office on down. Disability, equity, immigration, study abroad, multi cultural units can be handled by HR. title ix should be off campus and independent
- We need to limit the number of spousal accommodations we give to new hires. Each accommodation we give requires diversion of resources to support these "new" positions. What we do is lock ourselves into positions that we may or may not need and then when we actually have real needs through faculty leaving through retirement of other employment, we are locked into a situation where we are unable to replace or hire people for critical positions and end up degrading our overall programs in times of tight budgets. This practice does more to hurt us than help us.
- Combining colleges (e.g., combine ahss and s&m to create a standard arts&sciences unit, HSE is too small to make sense on its own), reducing upper admin (VP level) budgets or consolidating VP-level positions, the university police force and vehicles (we have Fargo PD)
- Administrator positions in the College of Ag. How can we be recruiting 4 top administrators while we are cutting instructional faculty across campus. Why does Ag get so many positions approved?
- Summer months custodians

- I Very Strongly support an overhaul SPA/G&C offices. Interim VP Schuh is a major improvement on one side already.
- Administrative, faculty, staff salaries
- Too many administrative positions. Eliminate all the assistant and associate Dean positions and make the Dean's do crap stuff.
- Head of admissions should be replaced
- Social Research Center in College of AHSS
- President's chief of staff
- Office of Teaching and Learning
- Totally Unnecessary Summer Salary Supports to Faculty Routine Services in REDACTED such as REDACTED (2-month summer salaries + course reduction)
- Anything other than academics, we have nothing left to cut
- Administration
- Administrative positions (such as associate/assistant VPs/deans/chairs)
- Modify departments/colleges/programs/majors that have a history of low enrollment
- Some administrator positions such as vice-provost
- Bureaucratic Bloat
- Reduce # of Administrative positions
- Diversity
- Repeated road constructions of the very same road every year
- Associate VPs
- Ridiculous round-abouts
- Salaries of former administrators
- Serious salary cuts of (former) administrators "returning" to their departments (who otherwise keep a large percentage of their administrative salary)
- Administration positions: assistant and associate deans, for example
- VP of University Relations and VP of Finance
- President/admin salary -furlough
- Cut the omsbud position to half time
- Departments with low enrollment and faculty
- Gender, Diversity, and Ethnic Studies and related activities
- Cut programs with low enrollments!
- Tenured faculty who are not productive (low teaching load, no grants, no publications) but remain because of tenure
- Cut appointments/extra salary from faculty with admin appts. below Dept. chairs
- DIGITAL MEASURES
- Expensive software that is not used much
- Upper Administration positions
- Salary adjustment for faculty members that were former administrators
- Low performing tenured instructors
- Too many people in the Provost's office, so start cutting there.
- Paying failed administrators

- Tenure Faculty who are not Performing

Table 2: Do you support budget cuts that lead to the following changes?			
Will result in changes	**Yes, I support budget cuts that lead to the following changes**	**No, I do not support budget cuts that lead to the following changes**	***n***
Negative effect on diversity, such as recruiting, supporting, and retaining a diverse faculty and student body ____	27% (86)	73% (233	319
Negative effect on lower enrollment majors that enhance campus diversity	44% (140)	56% (180)	320
Negative effect on lower revenue generating sports relative to higher revenue generating sports that create diversity in athletic offerings and opportunities	60% (191)	40% (127)	318
Loss of departmental autonomy	28% (88)	72% (228)	316
Reduction or consolidation of VP positions	91% (292)	9% (30)	322
Consolidation of colleges	54% (171)	46% (145)	316
Outsourcing of internal services (e.g., private car rental vs. NDSU Motor Pool, trade services such as painting, etc.)	85% (272)	15% (48)	320
Other*	50% (25)	50% (25)	50

*Some participants marked "other" without identifying another item. Participants provided 25 responses regarding changes that were quite varied.

Responses provided for other changes:

- Cut the overhead at the top
- Cutting Elsevier journals.
- Negative effect on anything not directly related to academics
- Reduce provost and presidential budgets
- Stop payments for software such as Pivot, Digital Measures
- Combine/eliminate low enrollment majors
- Elimination of undergraduate programs that fail to produce graduates on an annual basis.
- Outsource classrooms and lease tech?
- Reduce Administrative bloat
- Excellence must be the goal of the university not diversity.
- Parking office- do not need to have inspector when there are no students in campus
- Many small departments should be merged.
- We need to address several low enrollment programs. So many are in Ag. but NDSU doesn't want to do anything about it. High enrolment programs have been paying for these Boutique programs for a long time. It needs to be addressed.
- Replacement of admission's head

- Contribution from athletics to budget reductions beyond just 10% of appropriated budget. The 10% cut should, at the very least, be applied to ticket sales and royalties (e.g. logos, etc.). Additionally, the cost of having bus service through campus should be completely eliminated.
- Reduction in research support
- Reduced waste limited Department revenue generated by all faculty
- Merging of small departments (e.g., those with less than 15-20 faculty).
- Central administration needs to be realistic about the University's budget crisis. We need workable solutions that make sense - which is not cutting 10% of college budgets across the board.
- Negative impact on graduate student recruitment and funding
- Closing the athletics department, getting rid of many software contracts of little value (navigate, digital measures, etc.)
- These questions are leading.
- We have too many academic programs so start consolidating and eliminating low-enrollment programs. We can no longer be everything for everyone.
- Operational costs of buildings... can we save money by having some buildings not be open (lights/energy), allowing faculty to work remotely, etc.?
- Must cut dying programs with low enrollments to feed emerging programs with promise

Table 3: Please indicate your top five priorities, in rank order with 1 being your highest priority, 2 being your second highest priority, and so forth.

Priority	**1**	**2**	**3**	**4**	**5**	**Total**
Non-tenured and non-tenurable academic instructors	102	67	17	22	14	222
Teaching and research activities	152	84	14	14	7	271
University support services (in general)	2	5	5	11	12	91
Library services	4	22	30	28	35	119
IT services	5	17	44	48	28	142
Athletics (in general)	10	4	8	2	5	29
Faculty development	8	27	36	18	27	116
Fleet vehicles and services	4	7	7	8	1	27
Facility renovation and maintenance	2	18	18	37	30	105
University relations	2	5	5	11	12	35
President’s budget	10	8	7	3	3	31
Facility operations	2	6	20	23	40	91
Travel support	4	11	24	20	21	80
Student affairs	5	17	32	31	20	105
Advising and career services	3	12	23	35	34	107
Other	4	1	2	2	1	10

*No participants provided responses regarding the “other” category.

Faculty members were afforded an opportunity to provide narrative comments regarding their rationale for responses to the toggled questions presented in Tables 1-3 (Appendix A – p. 11); potential campus reorganizations (Appendix B – p. 20); ways to increase revenue (Appendix C – p. 28); suggestions for reductions in spending (Appendix D – p. 39); and additional survey comments (Appendix E – p. 48). These responses varied in length, specificity, and complexity and defied simple summarization; therefore, the reader is directed to review these responses in their entirety in the appendices noted to fully appreciate the breadth and depth of faculty priorities, concerns, and ideas.

Summary

This survey effort was undertaken to gather the information that Faculty Senate Budget Committee members and members of Faculty Senate need to convey and represent faculty priorities, concerns, and ideas regarding current, and potential future, budget cuts. The robust survey response rate (45%) illustrates the saliency of this topic to faculty members. Clearly, faculty are concerned about the current budget situation.

The data shows that faculty members' concerns are not abstract. As reflected in this report, the faculty dramatically favors some cuts over others and wants to see certain areas protected from cuts. The thoughtful rationales provided by faculty members indicate their commitment to inform purposeful solutions. This report includes a wide range of ideas for increasing revenue and reducing spending. While not all ideas are equally implementable or pragmatic, the Faculty Senate Budget Committee urges NDSU administration to review and consider each idea presented in this report with the intent that it was offered.

Appendix A: Rationale Supporting Selections

The responses provided herein represent the entirety of the responses received. No substantive edits or corrections have been done. Additionally, there was no attempt to standardize spelling, capitalization, or punctuation.

- Does the President really need a private box in the FargoDome? I know he hosts politicians there often, but is it necessary?
- It is imperative that departments don't lose positions that have since been lost or frozen from VSIP or simply lost given the hiring freeze.
- Teaching and research impact students directly.
- Loss of any instructional faculty (lecturers, Prof of Practice, tenure-track, tenured) will result in loss of services for students by increasing load, reducing time for students, and ultimately loss of students which furthers the problem of lost revenue. There may need to be changes in the load distribution of faculty who have disproportionate expectations in certain departments/colleges.
- Some questions are very unclear; e.g., what does "loss of departmental autonomy mean?" I can answer it both ways depending on the definition. Another form of unclear question is the "outsourcing of internal services." I would support using it to cut budgets, but most often, such outsourcing either ends up creating higher costs in the long run or substantially decreasing the value of the service.
- In order to meet our mission for the state of North Dakota, we have to have instructors and safe, operational buildings, although perhaps we would need fewer buildings since there are and will be fewer students and faculty. Non-tenurable instructors generally have fairly low salaries for their fields, and they tend to teach larger numbers of students. Without them, NDSU will not be able to offer sufficient classes to meet demand in many fields. I encourage doing everything we can to meet NDSU's teaching mission. Of all of North Dakota's colleges and universities, NDSU has the potential to be the most financially sound (if recent administrative decisions are reversed) and is in a fast-growing and diverse community, so we need to do everything we can to protect the diversity of programs and remain the comprehensive university in the state.
- We must do everything we can to provide a quality education for our students.
- Academic programs need to be supported. Combining department administration tends to reduce program leadership.
- I feel that if we can support what makes NDSU recognized and teaches and supports the students, this is what our foundation is.
- The above choices indicate the hope that the budget shortfall can be temporary so that a fuller range of services can be restored in the future.
- I strongly believe that there needs to be some serious review of how money is spent in upper administration, particularly in University Relations. I wish we would have spent money on an organizational assessment, rather than spend money on an outside consultant for our strategic planning. It would have helped us better understand better ways to efficiently organize administrative offices.
- There's plenty of administrative bloat and nice-to-haves that could be cut completely without compromising the core mission of the university as an educational and research institution. Stop letting former administrators keep their pay when going back to teaching as it's a massive budget drain and cripples departments. Allow for more department autonomy in ways that encourages and rewards success (increased enrollment and research grants) as opposed to pushing one-size-fits-none solutions to problems down from the top. Hire more teaching faculty (with larger course loads) to reduce strain on tenured research faculty and allow them to

focus on research and teach courses more relevant or related to that research instead of general or introductory courses.

- Broad, but deep cuts are not effective. We need narrowly focused, deep cuts.
- University relations is easy to cut but if we're going to stem the loss of students, we NEED their help.
- Undergraduate enrollment is the base for all other activities. Must be maintained and expanded for the University to continue moving forward, with a strong push to non-traditional students (evening classes, distance classes)
- You need high quality teaching and research to attract students in a research university such as NDSU to attract students and improve enrollments.
- All academic instructors should be kept, no matter what level are budget cuts. The same for Library services, teaching and research activities and faculty development.
- Given that I am faculty, my answers tend toward the faculty-related options. For obvious reasons, but also because I just don't see how we can cut any more. In terms of travel, we barely can cover one conference per year; research support is already at a bare minimum, resources for teaching likewise. Morale is so low, and every day is just waiting to get the latest update on who is leaving.
- NDSU has for over two decades built out its administration in excess of the student enrollment. When I started, Dean's of colleges were the president's advisors. Now, there are VPs, and many assistant and associate VPs. Look at the data in the bulletins over the last 30 years and calculate the ratio of Admins to students.
- We need strong faculty to recruit, support, and retain our students, and that should be our priority. Many of these categories are unknown to me. It would be useful to have operational definitions for them so that I can make informed selections.
- I don't support budget reductions in IT at all. IT support is vital to key functions of the university. As faculty, I can't do my job (teaching or research) without strong support from IT. Although not listed above, and as painful as it would be, I would support reducing the number of programs (high cost, low rewards programs) over weakening essential programs or programs that provide many benefits to the university (serve many students, have a high research output, bring in external grants, etc.).
- The budget cuts, if necessary, should move from those least harmful to the core mission of NDSU --educating and serving the public-- to those most harmful as a last resort. It is my understanding we are pretty close to that already. We need to move away from the excessive administrator model and back to teaching and research (letting industry fund the nuts-and-bolts stuff and focusing on the basic research that is genuinely transformative rather than simply claiming to be).
- As a new faculty here at NDSU, the budget cut "emergency" is frightening. My hope is that my tenure-line position wouldn't be eliminated. It makes me wonder if I should be looking elsewhere for jobs -- because I'm not sure my position is protected.
- We need to prioritize teaching and research quality and student learning.
- I think non-tenured faculty cost little money so do not generate the savings needed. 2) I think not doing facility maintenance will result in long-term problems that are best addressed all the time. 3)I think IT services are vital to the way the university functions and reducing their ability is just shooting ourselves in the foot
- Library is underfunded as it is and should not be subjected to more cuts. IT is under constant threat from hacking, phishing, and so forth. There is no point in protecting faculty and instructor positions if enrollment does not create demand for services and if facilities are not there to house them and to provide space for work.

We need to focus on core mission of institution and staffing level should be commensurate with demand for services.

- The University's mission is in educating students in their selected majors. Therefore, scarce resources should be allocated to direct-contact teaching and away from administration and ancillary social and athletic programs.
- I believe that the “leaders” of this university should be willing to take a personal cut on their pay - which could open up a lot of doors for more available money. The rest of the faculty and staff are taking reduced pay with more work.
- The most vulnerable employees at NDSU carry the some of the heaviest burdens in terms of workload and sacrifice to the university. The should not be further mistreated by NDSU by threatening their jobs because it seems like an "easy" answer.
- Teachers and students are the main function of a university, so supporting academics, faculty, students should be our top priority.
- 1st, Please stop spousal hire. It just adds extra burden. Consolidate department with less students. Reduce the number of administrators, secretary, and staff. 2nd, stop hiring full time technicians for faculties, ask faculties to share technicians. 3rd, stop giving away money in the form of funding
- We must support faculty that teach our undergraduate students. Many of these faculty members are non-tenure track. Reducing faculty will not help to improve student experiences and retention. For the same reason, students, I believe we must keep advising and career services operating.
- The faculty needs to be willing to understand that the budget situation will require reconsideration of how NDSU does things. We cannot position ourselves as saying that we will not be a part of that reconsideration.
- The rank ordering of cuts is based not on what I value personally. It is based on an acceptance of where the University’s funds are currently allocated, and knowing that to balance the budget bigger cuts have to come out of the larger pools of money.
- I have no idea the details or how much these programs costs. It is not reasonable to provide such information as all entities are important. We would need budget information to make such decisions.
- Our faculty are hanging on by a thread and I'm sure we're about to see a mass exodus, which puts the quality of our university into question. Our buildings, for the most part, are old and in need of renovation and we can't teach without a decent roof over our heads.
- Are we a sports operation, or a university? What is our (tenured/tenure track) faculty-to-administrator ratio? I would bet money the number of administrators to faculty has gone up over the last ten years. If an external service is cheaper, use it! (e.g., fleet vehicles). Even if it means eliminating some positions.
- The items that I selected as higher priority are those that are directly related to our mission as a university and our responsibility to our students. Given the president's large discretionary budget, which is opaquely administered, cuts to academic affairs are utterly outrageous. Further, the lack of a broad budget strategy being put forward by the president suggests that he lacks the ability to appropriately lead and therefore his budget is far too large given his capabilities.
- The school has gotten top heavy. Stick to your main purpose in existing: educating students properly. Cut out the emphasis on diversity and multiculturalism.
- Protect those things that are our direct mission.
- We must prioritize teaching and graduating students. I've tried to select the most basic requirements to successfully do that.

- The last time I looked, we had two former VP of research and two or three former provosts still on the payroll. Are they still receiving their full VP and Provost salaries? Teaching and research activities are grouped together in the "protected" section. Research and funding for research are something that we as research faculty can control based on our ability and success as grant writers. However, we have no control over funding for academic instruction activities. These categories should have been separate. Infrastructure must be maintained for success in both research and instruction.
- To keep NDSU mission, teaching and research have to be priority #1. Always.
- My responses were targeting what is needed for the university to exist sometime into the future. Some of the items not protected can draw upon other revenue sources (student fees, user fees). And some things we will just have to do without (already lost daily garbage pick up from offices, phones in our offices).
- Essential to offering high quality educational experiences, which impact both retention and recruitment of additional students.
- In my department, we're already struggling to get the courses we need to teach covered. The best teachers are the ones who are the most vulnerable, given that many aren't yet tenured or aren't in a tenure-track position. These are often the teachers who have the most face-to-face interactions with students here at NDSU. Good teaching matters and could mean the difference between a student staying here at NDSU or leaving.
- My rationale is that we are a higher education institution. So everything we can do to maintain our core services (education!) not ancillary and entertaining functions like athletics should be preserved and invested in!
- Protecting those that do the work of the university is more critical than any other function; Research, Teaching and Extension. Protecting the development and integrity of those people to serve our customers (student affairs, faculty development, student advising) is also critical. Without those two things, the university cannot achieve its mission. The rest, is just frosting on the cake, and does not exist if the university fails to achieve its mission. I am fearful that NDSU has forgotten that Motorpool, Sponsored programs, grants and contracts, university relations and others are there to support the faculty/students, and NOT the other way around. A sports car can often still win races if the wipers don't work, the paint is chipped and their are dents on the quarter panels. It will never win a race with a flat tire or engine parts broken. Faculty and students can deal with an elimination of state fleet (they are very painful to work with anyhow), walking though snow some (we live in ND), a MUCH leaner Univ. Relations (dozens of employees averse to change do us NO good in this situation, just as they didn't do us much good to avoid it), a leaner Grants and Contracts and SPA (it may feel different if they actually HELPED us, instead of served only as internal 'gotcha' police - BTW, where do all those in-directs go???). We will manage, as long as you don't destroy the engine.
- Given the extent of our budget problem and that it will occur against (at least) next year, I think all of these will need to take a hit.
- The only activities we can afford to protect during this period of austerity are those that directly impact our most critical missions. Those are teaching and research. I note that these are intimately linked; one cannot be diminished without diminishing the other. Services that impact outreach should be lower priority for protection than teaching and research. It is time for those who benefit from NDSU's outreach activities to understand that we cannot continue to serve all constituencies with a continually and steeply contracting budget. Furthermore, as programs begin to contract and/or disappear, we should be transparent about that with the public. It is silly to continue operating in a way that attempts to hide the negative impacts of the ongoing budget reductions from the students and the taxpayers who continue to support the legislators that are choking ND Higher Education to death while they hold vigil protecting a pile of gold (the "Legacy" Fund) in Bismarck. Our situation is absurd and dyer; it's time for our President to show some leadership and lead a

public discussion of it. Our athletic department should bear it's fair share of the budget reduction. The paltry 10% of its $7M appropriated budget is hardly fair, especially given that it did not share equally in the last cut. The University should collect at least 10% of ticket sales and logo royalties to help achieve the reduction. Our administration has grown its minions at a rate disproportionate to growth in student and faculty numbers. These positions should be rolled back significantly before the University considers cutting faculty or instructional positions. Administrative leadership is important. However, these many subordinate positions have insulated our administrators from the day-to-day mission critical activities of the University. This needs to end. Now. Those administrators need to feel the dilution of faculty effort by trivial tasks that increasingly detract from the time they have to teach and carry out research. We need to stop paying for expensive software packages like Digital Measures and Navigate, that contribute very little or even detract from our ability to accomplish out mission. If we have to cut, let's cut the fluff before we begin to fillet the programs.

- The basic reason for a university to exist is teaching and research. These reflect those basic needs. A university can't exist without students, so that is also a basic need.
- We cannot sustain any further loss of faculty. We also cannot sustain any further cuts that increase workloads on faculty and staff. We have been asked to do more with less for so many years that folks are getting burned out and morale is at an all time low.
- Totally Unnecessary Summer Salary Supports to Faculty Routine Services in REDACTED such as REDACTED (2-month summer salaries + one course reduction per year), while REDACTED has no any research activities and products in the past five years. It is really unbeliever why REDACTED can get such special care from the REDACTED. All the Department and Colleges are facing shrinking and cuts while the REDACTED are really special, why can it happen in a state university in the State of North Dakota??? No one knows how REDACTED suddenly became REDACTED without candidate search and interview?
- Quite honestly, it's time for faculty to stop complaining and recognize that budget cuts are not easy for anyone, including administrators. This survey was poorly written and poorly organized. You had obvious bias when writing it when you suggest faculty support a "negative effect on diversity, such as recruiting, supporting, and retaining a diverse faculty and student body." Who in their right mind would is going to actually say yes?! The obvious bias of this survey is embarrassing. Cuts have to be made. No one is happy about it. And some programs and faculty might just have to be cut. And while we will be upset to lose their obvious value to the university, we just don't have the enrollment and subsequent revenue to keep everything. Faculty need to get over it and start realizing that some programs, faculty, administrators, services, etc... might just need to be cut. I certainly hope you share every word of this rationale to your committee and to the Provost. The survey didn't do the subject matter any justice. You lumped teaching and research together, and those two items are entirely different. Plus, I'm not sure you represented all areas/programs of the budget, so how are we supposed to rank only these items but not the campus in its entirety? My suggestion is that you take a more comprehensive approach to the survey and to all of the areas on campus and resurvey the faculty. While time is of the essence, an appropriate instrument for measuring the data is equally important if you want data to base your decisions.
- There is NOTHING left to cut in academics, we've been fucked over too much already. Our department just got rid of the goddamned phones for most faculty. The *phones*. If NDSU wants to become a community college, I guess you could cut academics more, but at this point it cannot be done without compromising the mission of NDSU. Faculty and academics need to be protected. Losing things such as travel support, university support services, and IT services will be awful, but without faculty there just isn't a university.

- IT cuts would lead to greater security threats and an increase in costs to fix issues. We could use more IT help overall. If we remove support services and money from teaching, we are not providing students with the high quality experience they currently expect.
- Too many mid-level administrators as power is consolidated at the top. Enough already with the associate deans.
- The university's strength is its people. Its primary mission is academics. You cut anymore from the faculty, you have created a very thin system.
- I consider travel support, faculty development, and library services to be more specific areas within "Teaching and Research Activities".
- The university itself is essentially made up of Faculty. Without faculty, there is no university. Protect faculty and their ability to do their job of research and teaching.
- Any activities that support students, the classroom, professors, and their ability to instruct should be a priority.
- we need faculty positions in order to provide the education in the programs.
- I think anything related to student services and student satisfaction/success are important. Next is faculty - faculty need to be supported in teaching. I think faculty can be responsible for travel and some development. We need to look at how development can best serve more - us our own experts for development.
- Please try not to gut academic affairs. We may have to cut some athletics -- but must adhere to Title IX.
- I think the biggest place where the budget can be saved is by eliminating several middle levels of administrative positions. There are several unnecessary trainings being organized for ensuring their relevance. Simple examples are the training of respecting something, search committee training, etc. There are several vice-provost, assistant VPs, associate VPs, and their office staff. If the faculty senate and a budget committee seriously want to help, please make the case of these avenues for budget cuts.
- It is hard to know exactly what you mean by "university support systems". I am imaging that these are the things we need to do our jobs well. Our core mission is teaching, research, and service to the state. These are the things that must be protected, along with the things that allow us as faculty to achieve that mission. If we cut student affairs any more, we will be doing our students a gave disservice (and I wonder if the cuts already made are part of the reason for the enrollment decline). Advising and career services are essential for our students success. It is also hard to know what you meant by loss of departmental autonomy on the previous page.
- I am writing this here because I don't know what's on the rest of the survey. We need the Committee to hold listening sessions so that faculty can have an actual discussion about our future. The Committee needs such discussions if it wants to pursue faculty interests. This ranked choice stuff feels totally meaningless: how am I supposed to know what all this means in the real world? We haven't gotten basic information from the Dean or Provost about the budget or the 10% 'exercise!' Transparency is non-existent. Now I'm supposed to number my preferences? In addition, it feels like the aggregate file will be sent the Provost and President and sit a forgotten file in their office computers. It's shameful if this is the extent of faculty involvement in the process.
- It’s very hard to do this kind of survey without knowing the costs of each item and some items are very vague. I might support some items more if I knew more about them and their costs. Secondly, things that have large sources of other additional funds that they can tap into (athletics) should be prioritized.
- Research and teaching are the core missions of the university and should be protected at all costs -- if we reduce faculty and faculty resources we turn into a death spiral with declining quality of instruction, declining quality of research, fewer and less talented students, and fewer research grants and accolades. Uni admin was disappointing when we downgraded to R-2 status -- we'll be lucky to maintain even that if cuts continue.

- Luxuries can no longer be necessities. Our core mission must be teaching and research in fundamental academic disciplines with an eye towards jobs and careers. Simple metrics such as # majors, total SCH, and $/SCH must guide decision making.
- We need to grow in order to avoid further budget cuts in the future
- Teaching and research are the core mission of the university, and so, in the end, we need to protect that mission and think about how to move NDSU into the next iteration of the university. We have to be ready for and embrace change in academics, as well as elsewhere on campus. I am concerned that this survey is going to get a "not in my back yard" result--that everyone will want to protect their own turf. We are going to have to change and think differently and not just defensively.
- I feel bad recommending cuts to anything. I love our university and am so proud of all we accomplish on a daily basis. However, I do see areas where there are some issues, for example when we need a repair in a building or at the service center, we pay the hourly fee plus the cost of repair, but those folks are paid on hard dollars, not our 'fees' as if soft dollars. I see a couple of them at times, sitting outside of buildings 'napping' rather than actually working on an assigned fix...I hope they don't figure out who it is who notices, but I'm not the only one. We hardly have janitorial service...lucky to get our waste baskets emptied once a week and most of us eat our lunch at our desks, so not always pleasant. Has been months since my office suite area/office was vacuumed other than by me bringing in my own from home, and our back stairs has the same cobwebs, dust bunnies and mud from before last spring. These things make our work less productive, but more importantly look awful when we have visitors, parents, and our students in and out.
- Faculty and academic programs are paramount to the teaching and research activities of the University.
- We need to ensure programs can operate and students get the classes they need. We also need to ensure safe and updated facilities.
- My focus is to minimize the impact to students. Cutting non tenured/tenurable faculty who generally teach large classes or specialized topics will negatively impact students. It will also push tenured/tenurable faculty into larger teaching loads which will likely impact their research. IT is already scaled back and we need on site IT resources in all major locations of the campus.
- Our mission is teaching and research, and we need the resources of technology (online courses), the library, and travel to do that.
- Student credit hours appear to be the single highest revenue generating item, so teaching generally requires protection.
- Non tenured faculty on annual contracts have been excluded from voluntary separation. Library, Research and IT services are important to being able to carry out the education role of the university.
- With budget cuts, non-tenurable instructors are filling a lot of gaps and keeping loads down for tenurable professors. Without hiring additional tenurable professors, reducing non-tenurable instructors would contribute to burnout among and loss of tenurable faculty.
- Staff is important to getting our basic function accomplished - Research and Teaching. Research is capable of generating income for the university, but would be quashed by increased teaching loads or reducing journal access (library). This would lead to more budget problems (a death spiral). We need to focus money on growing research which is fundable, and sideline what is not in order to pick up the 'not filled' faculty positions. Cuts should be strategic in this regard. Students must be protected from any outcomes too. This is the point of a University. Advertising better is the only way to increase our student numbers. Focusing on our low cost for a Research university is key. Focusing on Research bettering student experience is key. Our low cost and high research activity is ALL that separates us from all the other regional universities (Moorhead, other MN campuses, etc), which is where we are losing students to.

- Makes for a leaner and more focused university. We cannot be everything to everyone.
- I'm not sure exactly what 'student affairs' entails - I almost chose 'advising and career services' instead. I feel it's really important to protect people - we've lost so many already. Without people, the university will continue to deteriorate.
- I feel we need to protect our instructors. Even if not on tenure track, they add value to our institution and also add diversity. We need to take care of our students and our employees to keep morale as high as we can. Athletics brings a lot of diversity to campus and is helpful for getting NDSU's name out in a positive way.
- My top two choices -supporting teaching and research activities and academic instructors are at the core mission of the university. My other 3 selections for continued support, Library, IT and renovation and maintenance all are necessary to support the research (knowledge acquisition) and teaching (knowledge transmission) mission of the University.
- We cannot keep cutting budgets across the board! We have to trim deep in some areas that were nice in the good old days, because those days are gone!
- A University is supposed to be about teaching and learning, not administering or athletics. We keep cutting academics - whether it be less courses offered, eliminating programs, larger class sizes - until eventually there are so few classes that students get frustrated so how do we increase enrollment when students already here tell their friends to avoid us? I was just working with an advisee and it was very difficult to find courses for his minor that are offered in the Spring semester - 5 of the six he needed were not being offered at all.
- I enjoy sports but it’s the easiest cut during tough times. Fewer students means the need for fewer instructors. I do not support taking money away from the facilities or facility operations. Our campus has already suffered from years of neglect. Finally, you need to support students already here with student services.
- Protect our core mission, which is students, research and teaching.
- It is critical to protect vulnerable academic staff, such as adjuncts and professors of practice. They are central to the function of the university. One thing that is not on this list is graduate programs, and those should be protected as well.
- The way I understand it, the majority of the budget goes towards salaries and so I think with continued cuts we will have to reduce salary expenditures. Facilities have already suffered greatly and I think that we need to protect infrastructure maintenance and operations foremost. We also may need to consider the idea that NDSU does not need to excel in every subject area. What does it cost to maintain majors with few students enrolled? I understand that this type of approach will reduce diversity but I think that this is preferable to inflicting further damage on departments that represent what NDSU does best.
- As a land grant university we are first here to serve the students of the state, and the people of North Dakota. We have to have the ability to teach those students, and serve the people of the region with relevant research. We also have to have a place to teach and do research, so taking care of our facilities is important. The President has to be able to deal with difficult issues, and will have to in the future. The long-term demographics of a reduced population of children, thus future students, which ironically enough has been supported by many faculty, is a reality this president and future presidents will have to deal with. The person making the difficult decisions needs to be supported.
- There's no reason to operate a motor pool unless it saves NDSU money overall. So if that's not the case, we should get rid of it. My reasoning in my choices of what to preserve is that the academic functions of the university should be prioritized, as that is the core of our mission.
- We have lost too many faculty through early retirement programs and have not replaced them. We are at a critical point in being able to deliver on new programs that we have developed in an effort to gain enrollment.

We need to prioritize academic programs that will grow the university, not hold on to small programs that have little hope for growth.

- I have some confusion about item one: does non-tenured and non-nontenurable instructors include tenure-track faculty?
- We are a student focused land grant research university. We have to continue to invest in our core mission even when cutting budgets overall.
- There is nothing to cut from departments. This ‘exercise’ which looks like it has a high likelihood of repeatability is bullsh*t. We are fighting over nothing when there is nothing to cut - we need better far-reaching solutions. We need some leadership. Good luck retaining and maintaining what you do have - but these actions are only going to make the pie smaller and smaller with long term impacts.

Appendix B: Potential Campus Reorganizations

The responses provided herein represent the entirety of the responses received. No substantive edits or corrections have been done. Additionally, there was no attempt to standardize spelling, capitalization, or punctuation.

- Move programs/departments with a small number of students into combined departments.
- Only where this is not simply philosophical. Department merger suggestions have been floated in my college, yet budgetary savings would amount to peanuts (i.e. 1 or 2 months summer salary for one chair), while added work of integration would be substantial. Reorganizations should be looked at carefully to see if they actually deliver budgetarily relative to the costs of implementation.
- Combining academic administration and cutting VP and VP assistant positions.
- Why do we have University Relations? The motto seem to be keep NDSU out of the news, other than FB, no matter what. Both the good and the bad need to hit the front page. The community needs to know what we bring to the community and the lack of press allows us to be forgotten as an economic driver. The leadership there is pathetic.
- How well has this worked in the past? I seem to remember international student recruitment being moved out and a couple of years later going right back, giving an indication of reorganizing without clarity of vision. Or combining advising and career center? Maybe a good idea, but putting Rhonda Kitch in charge was not a good strategy for retaining her. In fact, NDSU reorganizations seem to add work beyond 100% to people who are "reorganized," and then guess what? They leave. I am shocked that a decrease in students enrolled can cause such a disaster at a university. Aside from the fact that there are universities that are not suffering like us (just since everyone throws their hands up and says: it happens everywhere), who planned for enrollment to increase forever without plans for decreasing enrollment? Basic business management teaches you to plan for both, but clearly NDSU did not do that. As an employee, I find it very hard to give my utmost when I see such poor management at the top.
- Combine Agribusiness and Economics with the College of Business; combine College of Math and Science with College of Engineering; combine AHS and Human Science Nd Education
- Departments with an investment in the Humanities can think about how to pool resources. Share (or develop comprehensive) course lines or think about forming an Interdisciplinary Studies Dept that not only effect a productive institutional consolidation of intellectual, economic, and student resources, but also potentially advances a kind of institutional citizenship & longevity that positions certain interests productively address the neoliberalizing force that is impacting universities b these very budget cuts, in fact. These Depts, consolidated or not, are in a position to advance a critique, in practice and application, of this very neoliberalizing impetus and address how this impetus potentially harms and benefits NDSU. We are in a unique position, given that this is a land-grant university. Some decisions are being made by people who have either minimal college experience, absolutely NO college experience, or act/decide as if both were true. REDACTED, for example, seemingly exemplify this point. These people effect decisions, for example, that encourage increase non-retention. REDACTED (and others like REDACTED), for example, effect broader policy initiatives that laden study with unnecessary obstacles, for example.
- Before cutting at the department and college levels, reorganize/reduce in upper administrative offices and university services as appropriate for a smaller student body and faculty.
- Perhaps some departments could be merged to reduce overhead. Viewing from the bottom up there always seems to be an excess of administrative positions.

- College of HSE units are distributed into various colleges of like programs to eliminate unnecessary department heads; dean, and associate dean positions; college has many professional program that are accredited and have program coordinators that can continue to guide programs if located various related programs/units on college
- Reduce the number of departments and colleges.
- Combining departments provide little savings and reduces leadership. Combining grants and accounting functions.
- Disband College of Science and Math and merge with AFSNRS, AHSS, Engineering, and Health Professions. Disband College of Human Science and Education and merge with AHSS and Health Professions (rename College of Health and Human Sciences). Merge Library, IT and DCE. Merge Graduate College into Research.
- Position the Office of Teaching and Learning within the School of Education.
- We should consider to increase the selectivity of NDSU. While this may lead to further short term reduction in students, this can lead to an increased attractiveness of NDSU to local students, as well as students from further afield. It would also allow us to manage future fluctuations in student numbers by being able to manage the number of students to accept.
- Combine VP and upper administration positions.
- Restructure university relations. I think in this budget reality, we can look at reorganizing it. I don't think it's cost effective to simply put departments together. It needs to be bigger picture evaluations of how upper administration is organized.
- Do we need all of the colleges? could they be reorganized into other colleges?
- Perhaps there are some things that could be done, but the phrase "rearranging the deck chairs on the Titanic" comes to mind. Moving ineffective or even dead-weight positions elsewhere probably isn't going to change anything.
- Reduce staff and salary of upper administration
- Consolidate with UND to reduce presidents, vice presidents. Consider a campus without Deans.
- Cutting smaller academic programs
- None. NDSU is about as lean as it can get at this time. Reorgs will just dilute the focus and mission of affected units.
- Merge departments (i.e. ag engineering and mechanical engineering, reduce administrative positions
- Combine associate dean positions
- Improve Honors programs and research driven Interdisciplinary Accelerated Masters to attract students from a global pool that can increase enrollment, revenue and quality of students.
- Student affairs and admissions combined
- I would need time to think about these questions.
- Fill empty spaces with revenue generating or grant-funded activities such as empty space up at research park
- I would examine the undergraduate degrees that are low in popularity at NDSU and find creative ways to use the TRIO system. Certainly, Concordia and Minnesota-Moorhead have strong programs in religious studies and education. I would find a way to forge a partnership to help alleviate duplicating efforts.
- No campus reorganizations required
- Create a School of Communication, combining the departments on the 3rd floor of Minard: Communication, English, Modern Languages. (It worked before: 50 years ago they were all one department.)

- I have heard murmurs of merging CSM and AHSS. Eliminating high price tag administrative positions (i.e., a Dean), seems like about the only way to make any progress towards "savings" in the current climate and given the restrictions imposed by the Provost (i.e., can't touch faculty or grad stipends.) A conversation about this would at least be helpful, as I don't have any idea what the pros and cons would be.
- Seems to be many tenured faculty who have little to no teaching responsibilities and are not producing valuable research that benefits the university. Tenured faculty not held to the same standards as nontenured faculty.
- Statistics to merge with Math
- Reduce admins
- All business-related programs move to the college of business. Increase visibility and maximize faculty expertise.
- Combine AHSS and Math & Sciences colleges
- Combine the arts with science, technology, engineering, and math to make a STEAM unit.
- Out-house physical plant functions
- Reorganizations rarely increase efficiency. But I would be all for getting VPs to step down without taking their salary with them. That policy needs to be changed.
- The office of teaching and learning does not seem to have a clear function. Other universities have an office of teaching and learning that provides many core services to support teaching. Ours does not seem to offer much. I think it grew too big to quickly, swallowing up many campus functions and it does not seem to do any of them well. I would like to see this office reduced and re-envisioned.
- Merge College of Health Professions with College of Human Sciences and Education. Merge College of Engineering with College of Science and Mathematics. Merge departments.
- Merge departments having similar areas.
- Reduce administration!! We can regularly hire VP's or create new administrative divisions, yet cannot hire faculty, lecturers, postdocs. Student focused research university, where is that in administration?
- These only reduce cost if people are fired - consolidation of jobs rather than simply re-labeling things
- Consolidate departments
- Eliminate College of Science and Math. Cancel dean search immediately. Form College of Agriculture and Life Sciences (common at many AAU institutions). Move Math, Physics, and so forth to Engineering or to Arts, Humanities, and Social Sciences form a new college (not sure what name would be). Psychology to Human Science and Education.
- Locate "like" majors together: e.g. Dietetics and Exercise Science in with CHP; Eliminate low enrollment majors (even if they add to diversity); Combine the remaining lower enrollment majors into 1 college.
- Merge some departments (eg Coating & Polymer with Chemistry), etc.
- Combine the grants & contracts office with sponsored programs office to improve financial communication after a grant has been approved.
- Invest in Professors of Practice and Senior Lecturers. These people are the direct link to the practice world and have a greater impact on the majority of students than those doing research.
- Reduce administrative positions as much as possible. Create policy around administrative returns to faculty that return those administrators to faculty salary when they rejoin the faculty (not sure if this is the case already or not).
- Move Human resource to main campus

- Less ‘middle managers’ and more teaching. Flatten the organizational structure and put teachers on the front lines, NOT grad students or Adjuncts.
- Departments in the College of Science and Math moved into other colleges.
- Reorganize the College of Science and Math. Split it between Engineering and Health Professions. Eliminate redundant positions. Consolidate PHD programs and (In addition) reduce the number of doctoral programs by at least 50 percent. Reduce and streamline all course offerings including all general education courses.
- Fine.
- Get rid of study abroad (a professor could do this and it would serve to eliminate administrative bloat). Cut down on the number of people in the provost's office (do we really need ten people?). Get rid of the totally useless ombudsperson; don't touch the library (if you want us to remain a research university) but cut other areas. For example, could student health be outsourced? Do we really need BOTH a dean of students AND a VP of enrollment management and student affairs? Most of the administrative bloat at NDSU happens under the four areas outlined in the provost organizational chart (https://www.ndsu.edu/fileadmin/provost/Provost_Office_Org_Chart_August_2019.pdf).
- Merge departments and programs and reduce administrative cost: (a) merge Math and Stat Departments; (b) Have all extension as one unit within the College of Ag; (c) Merge Agribusiness and Applied Economics with Dept. of Management in the College of Business....
- Given the lack of Presidential leadership, the VP of Finance and other positions should be reorganized under academic affairs.
- Supportive!
- Do not undertake current split underway in criminal justice/political science
- Eliminate either the VP of Ag or the Dean of Ag, College of S&M (although it would be sad to see the name changed--gives us a bit of hip cache) and AHSS combine into a College of Arts and Sciences. This could consolidate most of the Gen Eds under a single academic structure.
- Combine colleges - for a university our size we have too many colleges and too many deans.
- Move business related programs which are not in the CoB to the CoB. For example, sports management, hospitality/tourism, etc.
- Search for redundant programs. Do certain colleges within the system have programs that are offered at the university level?
- Eliminate programs with low enrollment and with courses already taught by MSUM or Concordia, our students can take them there any way if they want (German, French, etc.).
- Take a new approach and decentralize versus centralize. Centralization involves more administration and takes responsibility and authority out of the hands of the best able to determine what needs to be done. So, create a number of schools (see School of Nursing, Education, Music) and get rid of colleges, deans, and that layer of administration. Provost sets the general tone of what is going on, and School Chair runs the School with little interference as long as mission is pursued.
- Slowly decrease admission rate to regain control over enrollment numbers,
- Reduce redundant course offerings and consolidate majors or even colleges.
- Combine College of Arts, Humanities, & Social Science with College of Science and Math to create College of Arts, Humanities, & Sciences (or Arts & Sciences).
- Eliminate the vice provost position and move all the necessary programs to HR or other units.
- Reduce the number of personnel in administrative areas of the university. With declining enrollment and/or faculty, associate and assistant administrators really do not add to the function of the university as a whole.

As a land grant university we have an obligation and commitment to our stake holders - the citizens and taxpayers of North Dakota and should focus on providing them with the best customer service possible. Chasing after "Grand Challenges" that are pie in the sky is a waster of time and money but our administrators think that it makes them look good and gives an impression they are doing something. This is deceptive.

- Consolidate Administration Consolidate Colleges Consolidate Departments
- Create a college of Arts&Sciences combining the units in AHSS and S&M. Consolidate HSE departments into other colleges. Eliminate campus police and rely on Fargo emergency services.
- I am generally opposed to this. Combining departments and colleges destroys the integrity, reputation, and accessibility and seriously, how much money to do you really save? A salary of a (now more overworked and ineffectual) chair/head?
- Collapse small departments into larger ones - Reduce/eliminate activities and offices that deal with trainings. 2. Get a better software accounting system that does not require local shadow systems in order to meet departmental needs.
- Further merging of departments and even colleges
- Replace admission's head.
- The only way to increase efficiency through campus reorganization is to dismantle the current administrative structure and rebuild it from scratch. Otherwise, opportunities for increased efficiency through partial reorganization are insufficient to make a real difference. The way to do this is to concede that we, like many other state institutions, are being forced to become private institutions. So we might consider what needs to be done for us to do that. The constitutional nature of our charter may preclude this, though.
- No idea.
- What about student support services, disability services and advising together?
- Merging of College of Human Sciences and Development with either College of Health Services or AHSS. Merging of College of Engineering with Science and Math.
- Combine Department of Construction Management and Department of Environment and Civil Engineering (2) Combine Department of Industrial and Manufacturing Engineering and Department of Mechanical Engineering
- Reorganize programs and departments within colleges. Do we need all of the colleges we have? Do we need all of the programs we have? Absolutely need to reorganize and reconsider general education. If we are to prepare students for the work force, it's time to give them more career preparedness and less generalized information. While these courses are "nice" to include as a general education, people need to ask themselves about the value of a history/geology/economics class to a student pursuing a nursing degree, for example. Please, please reorganize general education and truly consider the type and number of credits we are requiring in certain areas.
- There are none left in my college, we did this already a few years ago.
- Dissolve all low enrollment programs, consolidate programs/departments where possible.
- Largely maintain college structure, though removal of the Graduate College would make sense. However, condensing departments that are relatively small (i.e., fewer than 15-20 faculty) to save on administrator costs. Restructure OTL back into the Center for Science and Math (to ultimately increase research/grant revenue) while moving existing programs to appropriate locations across campus (such as the college teaching certificate moving to the School of Education).
- There are too many administrative offices and directors/staff; some of them should be consolidated and staff numbers should be reduced.

- Consolidation and reduction of administrative positions and services.
- I believe our Dean has already made suggestions.
- Allow the College of Business to operate independently (as much as possible) from the University. The COB can pay for itself through revenue. That would be near 100% budget cut. But, the COB should keep what it makes as its revenue easily outpaces its total budget.
- There was a suggestion to consolidate the colleges. Why not simply eliminate them and put the burden on Departments or Schools to instruct, conduct research, and allocate budgets. Put the Deans back into tenured positions and allow Department heads to operate without Colleges.
- Move HNES to the college of health professions
- Eliminate/reduce units where the numbers of SCH (students credit hours) generation does not justify the the expense
- Less mid-level administration (i.e. associate deans and/or VPs)
- Review majors/minors - look at areas of growth and majors not being successful.
- I am not convinced that reorganization will save a lot of money.
- Focus on sharing things within colleges or departments.
- Remove middle administration positions. Why do we need so many vice-provost, assistant/associate VP, directors who don't directly support teaching and research. Moreover, they need big office staff to help them. Please administration lean and effective.
- Merge AHSS and SM into a College of Arts and Sciences. In the new A&S college, create a School of Social and Behavioral Sciences. Move Soc, Psych, Comm, Emerg Management, Criminal Justice and Political Science into that school, as well as HDFS. Disband HSE. Move HNES into Health Professions, ADHM split between Business and the new A&S. Merge English and Modern Languages. Merge Math and Statistics.
- Reorganize colleges, not department administrative assistants.
- There is nothing more we can do. We are already bare to the bones.
- Stats and math probably, or dissolution of stats. Otherwise, there are no CSM merges that make sense. Upper admin meetings could be considered. I will say that these conversations have been going on for literally YEARS at this point, and it’s time to knock off the departmental merging rumors because it is affecting morale.
- Get rid of and consolidate expensive bureaucracies (University Relations, for example, and athletics) to prioritize academics
- Consider consolidating duties of administrators, cutting some non-teaching positions
- Reduce the number of VPs, consolidate administrative support staff in VP + P offices
- Combining small departments is obvious. Combining larger departments with declining # of majors will be important.
- Reduce administrative overhead, for what do we need deans and provost?
- Reorganize departments into larger schools with less overhead and administration, decreased paperwork and service (so that we can continue to function with fewer people)
- Break up the College of Human Sciences and Education, Merge Graduate School with Research and Creative Activity, Merge Registration and Records, Admissions, and University Relations (and eliminate some top administrative positions in the process)
- It seems we get more administration, rather than less. Are there areas we can consolidate, cut, etc.?
- Reduce heating costs by moving to sustainable power sources and renovating buildings for energy efficiency.

- Human Development and Family Science could become part of the School of Education to save the cost of a department head. Statistics could become part of the Mathematics Department. (etc.)
- Combine engineering with Ag Engineering. Disband low enrollment majors.
- If there are departments that are small and can be combined with others that's okay. I would not merge colleges. Consideration about the continued operation of Barry Hall should be made. The downside to giving up Barry Hall is that we have major donors who provided funding for classrooms. It is also helpful to be closer to downtown businesses. We need to take a hard look at the various administrations and determine how merging or cutting administrators would impact students first and then other stakeholders on campus. We must also take a hard look at low enrollment programs for sustainability. Yes, it might impact diversity but large enrollment programs connect continue to cut without risking turning away students and further spiraling declining enrollments. Can a current major program with 5 undergrads be turned into a minor alongside a parallel major? We must be strategic in any cuts and we must consider sustainability. To be honest, I often wonder how effective the Office of Teaching & Learning is. What does it cost to maintain that administration and how many educators is it truly affecting. Some areas are going to be hard to measure but we need to try in all areas of the University.
- Consolidate administration positions
- Consolidating low enrollment departments
- Merge small departments with similar larger ones. Cutting programs would make sense if the faculty members can be used to bolster the ranks of better performing programs. (I understand that this is much easier said than done.)
- Can Engineering and Science and Mathematics be combined into one College? Are there examples where liberal arts, humanities, human development, and social sciences are in one College? At the university level, I definitely support consolidation of administrative positions where possible
- Let the office of the President absorb the charge of the Associate Vice President for University Relations; let the office of the Provost absorb the charge of the Vice President for Finance and Administration; make the offices of the Vice President for Research and Creative Activity and the Vice President for Information Technology into one VP office.
- Eliminate provost position; reduce # of VPs
- Remove the president, or cut his pay. Ultimately he is responsible for the position we are in. We are out of room to squeeze efficiency out of people. Faculty and staff are overworked already, push us harder and things will fall apart.
- I have no objections to this although I'm not sure how much money this could save
- Consolidate small departments with limited enrollment and faculty. Eliminated some of the assistant/associate VP and Dean positions
- Reduce the administrative staff of the university. The university has to focus on its mission: Teaching and Research.
- Eliminate/consolidate majors and departments. Contract out some services
- Reduction in small number programs - we cannot be everything to everybody
- As far as I have been able to tell, I'm not convinced that merging of units would save much in the way of money (mere fractions of chairs/heads salaries; and college mergers would require funding associate deans and additional administrative staff). Accordingly, while I'd definitely be willing to hear more, I'm not yet sure how reorganizing would increase efficiency.
- ?

- Merge small programs or departments; remove layers of high administrations such as associate head/chair, associate deans, vice presidents/provost etc.
- I have no clear understanding of what the role or responsibilities of the president is given the duties and responsibilities of the provost as I understand them. It would seem feasible to consolidate these two positions into one chief executive.
- Bring equity to 1) Chairs and Heads agreements - put everyone on a 10 month program) 2) bring equity to the teaching loads across campus - get rid of or offer equally load reductions and course releases
- Merging departments that are low enrollment to reduce administrative costs.
- None within NDSU. This is a ridiculous idea. The savings from combining departments or colleges is tiny compared to the problem. It also reduces the efficiency of the faculty that remain because support services are less available. Faculty are already doing an insane amount of clerical work that has nothing to doe with teaching or research. Reorganizations on any level just end up shifting more support services/clerical work on to faculty. The reorganization should come at the SBHE/legislature level - close down 7 of the small colleges in the state so that the 2 flagship universities and perhaps 2 significant colleges can prosper!
- ECS become part of the NRM program
- Merge smaller departments; discontinued majors with low enrollments
- I think outsourcing painting, mowing, carpentry, plumbing should be strongly considered. Put it to the open market and see what prices we can get. Current facilities folks are much to slow to be considered efficient.
- I think we need to consider reorganization.
- I could see how much of the College of Science and Math, could function well in the College of Agriculture, Food Systems, and Natural Resources. For example, Biological Sciences has a lot in common with many in CAFSNR.
- I like the idea of consolidating VP positions and offices. Overall, administration has increased in much greater percentage relative to faculty, so trimming administration back to the levels of a decade or two ago would be good. Consolidating smaller departments into larger departments is not a terrible idea, though I wonder whether this would actually save much money.
- NDSU needs to decide what it will be going forward in the new lower enrollment reality. Programs that are not generating enough majors and are not strategic with the new vision of NDSU need to be cut. Right now strong programs are being cut along with weak programs and this brings all of the programs to the point of being weak.
- Merge departments, cut programs that are not recruiting students,
- Consolidate small departments
- I would recommend a brief survey to see how many faculty/staff are currently looking for a job.
- It is almost impossible to estimate the benefits or costs of complex dramatic changes. It is better to target smaller changes with uniform, transparent University level policies. For example, apply a minimum department size across campus but let the Colleges and Departments involved decide what the new department structure will be. Do not assume that small departments should be merged together or stuck in larger departments just based on size. Consider starting from scratch and reorganizing in a logical manner under the University level policy.
- This would do more harm than good
- Consolidate administrative positions at college and university level
- Collapse colleges

Appendix C: Increased Revenue

The responses provided herein represent the entirety of the responses received. No substantive edits or corrections have been done. Additionally, there was no attempt to standardize spelling, capitalization, or punctuation.

- Use legacy fund support for tuition remission for ND students so that we can use the tuition-assistance money for other critical services
- More certificates offered. In my department we could have several high-demand certificates using existing courses. This would also help meet the requirement for minimum number of students.
- International recruitment, parking violation fines, hosting summer camps not organized by NDSU,
- Raining tuition.
- The student revenue stream is highest for part-time students. Why aren't we targeting more non-traditional students? Career changers? Allowing existing instructional staff non-traditional hours and expectations? Not just "evening classes that meet one night a week for a semester". Why not: weekend workshops, traveling classes to communities across the state, hobby type classes for continuing ed such as new skill development, expanded drop-in day care for non-traditional classes.
- Recruiting non-traditional students such as New Americans, parents, returning students, older adults.
- Develop more graduate certificates
- NDSU needs to situate itself as on with the community in which it resides and supports financially. #1--NDSU needs to offer its facilities (their utility) to the wider community--beyond mere service contracts on the food front. The catering service here sucks ass, and privileging that entity actually hurts the possibility of broader-community collaboration (if this is a matter liability and insurance, then someone needs to reconsider insurance plans, or pick better plans--someone is getting paid to do this job so that decisions like this, have a favorable effect on NDSU and if they aren't thinking like this, then, again, this is a salary that could be reabsorbed and better utilized). Make the university facilities available to broader community use, at competitive pricing, beyond concerts and the Fargo Dome. #2-Provide programming for entities outside of NDSU. Hosting organization, charge minimal fees the first time, increases the possibility that these organizations return subsequent years. Also, offer facilities for weddings and wedding receptions. Plains art museum charges upwards of $10 - 25k for similar events/programming. #3 - Partner with organizations when they bring notable figures in town to speak. Charge a minimal fee for facility use that would, maybe, cover the cost of staffing. The exposure, at this point, is key. The cultivation of loyalty among and within the community. #4-Host high school tournaments/events at the campus. #5-If not already in place, NDSU needs to have a real hotel on campus to host not only it's guests and dignitaries, but this also provide on the job training to a number of disciplines. A productive scheme needs to be put in place, first, so that staffing/disciplinary models are effective and cost-efficient, too. Funding for this project can be lobbied through private interests. Dean Bresciani, for example, can lodge US Bank dignitaries on campus in private rooms paid for by private donors. Conference rooms, suites, services, can all be lobbied through private donors. John Deere Electronic Solutions might also be willing to house its MLT on campus in NDSU's new and innovative hotel. Construction/building contracts can be lobbied at the local level (even utilizing some organized criminal elements where strategic--NDSU is giving back to Fargo). The catering services needs a cook/chef/menu and dietary person--whoever selects that awful, old-ass coffee to which we are subjected. Further, when there are conferences on campus, and these organizations are obligated to use this awful-ass catering services, the options need to be better than the sh*t Applebees offer--really. They have not. So,

otherwise, create a culinary arts major within that seemingly expansive entity that houses fashion, cooking, etc, etc. That sh*t needs an overhaul, anyway. Get people in here with vision, not afraid to take risks.

- Reverse recent decisions--1). put DCE back in place; 2). admit a healthy number (around 5% of population) of International students and permanent residents who want to study at NDSU; 3). reconsider student fees for higher-cost programs--The combining of tuition and fees without fully considering the impact of fees in some programs has led to shortfalls; 4). review how summer school is operated and allow departments to offer smaller courses in the summer if the enrollment covers the cost of instruction--it is not necessary to have 20 students in a class to cover costs if the instructor is of a lower salary/rank. Let departments decide what they can afford to offer given the going rates for instructors in their fields. 5) consider what programs we already have on campus that could be enhanced to bring in more students instead of depending on starting up new programs to increase enrollment. Starting new programs and hiring new faculty to fill them takes time. For example, there is a Culinary Institute developing in Fargo that would work with the NDSU Hospitality program. Support it since there isn't a large cost to NDSU, but it could bring in students in a very active industry in town that might complete degrees in Hospitality. The Intensive English program is inexpensive to run and could bring in significant revenue if NDSU admits interested students. There are other programs on campus that could enhance their curriculum to draw in students without starting up large expensive Schools and totally new programs. 5) As the student population decreases, do we have extra residence hall spaces that could be used for lodging to host events and meetings on campus?
- Online curriculum/programs are invoiced to students at a different tuition rate (much like the DCE model previously in place)
- Streamline curriculums to allow for seamless transitions from 2 year to 4 year institutions. Build more matriculation agreements with 2 year institutions. Simplify the international student process so that we can more easily transfer in those students. Work with grad school to simplify requirements for accelerated degree programs that will keep students on campus for 5 years. Partner with HSBC to provide options for those students to transfer to NDSU at year 2 and be able to complete programs that are not available through their home institutions. All of these options work to increase diversity but can also work to increase enrollment, keep students enrolled longer, and increase tuition revenue.
- Organized effort by departments and administration to increase student enrollment.
- Develop new programs that fit NDSU's mission. Need to identify niche programs where we can become a national leader. Online education. Diversify student recruitment. Professional and Applied master's programs. Look at developing new credentials. Partner with business and industry, government, and other entities in program development. Partner with other institutions in program delivery and development.
- At the NDSU auctions, items that could be sold to companies are being bought by individuals for pennies. I personally have made a few thousand dollars by reselling items that I have purchased at the NDSU auctions.
- Invest in more student recruitment. Invest in more distance education graduate degrees, Train faculty on distance delivery methods Develop more articulated degrees within NDUS. Develop in-house Elementary Education degree
- Look within departments that are doing well and try to implement similar strategies throughout.
- It is important to have a stronger representation in Bismarck to allow for better funding. The positive impact on NDSU's image that an increase in funding would have could be even more important than the actual financial support.
- The most obvious way to increase revenues is to increase enrollment. To increase enrollment, however, requires investment and incentives. We need to provide support for faculty and departments that want to develop new programs or improve existing programs that could bring in new students. The non-strategic

budget cuts over the past three years have made it difficult for departments to retain their current students, much less improve and expand to attract new students.

- Increase recruiting and retention.
- I know it's too late, but the funding model we use is a bit problem and we might want to consider how to introduce other funding models that do not rely so deeply on student numbers. It is a terrible model.
- Summer classes should switch to a per student revenue sharing model with faculty pay adjusted based on enrollment. The current model makes it financially unviable to offer many summer classes which leads to cancellations of some classes and creates a knock-on effect where students might cancel additional classes as a result of being unable to take all of them. Create a system where it's viable/profitable for the university to offer the class whether 5 people take it or 50. The maintenance costs don't go away just because the building sits largely unused.
- Increase departmental opportunities for self-support courses and programs
- Give Departments incentives to be enterprising. Much of the new money generated should be returned to the Departments generating it to use as they see fit.
- More university-wide recruitment initiatives by faculty
- Radically change recruitment strategy to focus on people that have been ignored in the past. The demographics of Minnesota is changing and NDSU has to bring in diverse people.
- Partial tuition charge for graduate students with assistantships
- Allow current graduate programs to transition to online programs in an easier process
- Increase international enrollment to 20% of campus students.
- Parking fees for students increased
- Recruit more international students, make more aggressive international recruitment. Support faculty members who wants to sign MOU and MOA with other colleges to increase international students enrollment
- This isn't necessarily increasing revenue, but as a member of AHSS I am alarmed by suggestions to cut the budget that actually result in lost revenue in the end. For example, cutting adjunct/instructors which ultimately will just lead to fewer SCHs and less revenue.
- More focus on recruiting, especially in the US. Offering continuing education and online learning for the region in a variety of subject areas or perhaps allowing video access.
- Set up a pro active federal government relations team to pursue large federal contracts and grants.
- More online education, evening classes, weekend classes, certification classes, cater to local industry for training.
- Fund faculty from the Provost's office to teach summer courses with less than 20 students. This greatly limits small enrollment programs from offering more courses in the summer.
- Reduce the number of weeks in a semester and introduce a 3-4 week term in January (some schools call this a J-term) 2. Foster a culture of summer courses that are face-to-face (f2f). Many students prefer f2f classes and might be more inclined to take summer courses when f2f are more available. 3. Encourage more MS programs to offer courses in evenings rather than during regular business hours to recruit non-traditional students who might work full time. 4. Encourage more faculty to teach undergraduate courses in evenings to recruit non-traditional students or students who might have day-time obligations. 5. Provide funding and assistantships to PhD students only. Without looking at the data, my sense is that many MS/MA students at NDSU are in our grad programs because it is convenient, and therefore stipend/tuition remission is unnecessary for recruitment for many programs. This would both reduce spending and increase revenue (so I've included it in both boxes) 4. Improve NDSU website functionality-- as a faculty member who uses the

website daily, it is consistently challenging to navigate and find the information and resources my students and I need. It is unintuitive and confusing. I imagine students considering attending NDSU might be easily frustrated by it. 6. Reduce the work week and the number of teaching days to 4 (so that 3-credit classes are offered on a two-day schedule). This could facilitate recruitment of non-traditional students and students who work full-time (thereby increasing revenue), and it could reduce energy use and the number of support staff needed (reducing costs).

- Incentivize offering DCE courses and summer courses; we could offer innovative courses that draw in revenue, but there is not incentive to do so.
- Surcharge for off-campus student rentals
- We need to recruit international students. With the current demographics in the Midwest, recruiting regionally will be insufficient. Also, federal funding agencies are moving to a model of large grants to truly interdisciplinary groups. We are hamstrung by having too few research faculty in the social sciences and unnecessary animosity between the College of Ag and College of Science and Math.
- Starting and supporting online programs that serve specific demographic groups (such as continuing ed, masters) in the region. Supporting recruitment of international students.
- Increase student enrollment through non traditional programs. Cornell University has built some great online programs that are unique (e.g., certificate in inclusivity and diversity, law school is doing some very unique programming e.g. tech and law degree). Certificates, professional degrees, online programs, on-campus accelerated programs. More aggressive advertising and promotion to prospective students -- follow U of M example. Create more accelerated programs 3 + 2s 3+ 3s for practice doctorates.
- Try a-4 day (Monday through Thursday) class system to attract students across the nation, just because the idea is so unique, bold but innovative.
- Advertisement, global outreach
- Money from athletics transferred to academics,
- Post-master's certificates in professional fields
- NDSU really needs to do more with summer school and with online activities.
- Offering Online Program
- Concentrate on providing majors that graduates can actually obtain a job in that provides a living wage. Graduates of those programs will turn into alumni that give back to the university. Offer majors that students can complete in 3 yrs full time rather than 4 (similar to University of Mary).
- Support research, especially faculty most successful in getting grants that bring in Indirect funds.
- College-level student fees and college-level tuition
- Revenue isn't the problem. With government research projects, grants, and tuition, the university has never brought in so much money on a per-student basis.
- Online classes and programs!! Teach & offer more. Leaving this market a few years ago was a big mistake; it's time to recognize that and do our best to get back into the market.
- Sell or return unused land or lease
- Keep pulling in MN students. Stress the pragmatic foundation of NDSU along with global vision...
- Refocus on international programs strategically, through partnerships with very specific universities and countries whose students can and will study internationally.
- Fine.
- More online students; offer an online MBA or M.Ed. that would attract a lot of students; shore up colleges that provide real world jobs (e.g., Engineering, College of Business, health professions).

- Increase tuition to be at the level with Land Grant schools in neighboring states. Even if higher tuition, we can maintain enrollment by providing high quality instructions and being more pro-active in placement of our students after graduating or in ensuring internship opportunities during the course of the study at NDSU.
- The dissolution of DCE revenue sharing should be revisited to provide incentives for faculty to increase online offerings. This will increase our ability to attract non-traditional students.
- Shifting our advertisement scheme towards unique and highly ranked programs at NDSU
- Excellent idea! such as online programs!
- Look to innovative ways to provide classes, and increase student interest - online courses, hybrid courses, flipped classes, ENSURE all instructors are TRAINED in appropriate teaching methods and do not treat students like dirt - the students are why we are here, without students, there would be no teaching, research or service opportunities. Train ALL faculty and staff to treat students with respect. This includes responding to emails and phone calls in a timely manner, correcting assignments and providing feedback in a timely manner, CHECKING IN with students throughout the semester, etc.
- We absolutely need to invest in online education infrastructure. As traditional student population falls, many of our programs are marketable to non-traditional students--including many outside of ND. It would be possible to create differential tuition structures to help re-coup investment. Online education can also support a broader variety of "executive" programs and specialized certificates.
- Create a J term (or term between the fall and spring semester). Increase online summer school offerings.
- Incentivize development of for credit/non-credit professional education -- e.g. to update technical knowledge and to develop managerial and other workforce skills
- On-line classes in targeted areas with potential for high enrollment.
- Certification programs
- Do more summer courses. Rent dorms and facilities for large conferences and community events during the summer. Use our facilities in the summer to increase revenue (rental). bring more international visitors during the summer so they rent the campus apartments available.
- Get back in the Online programs game.
- Invest into professional MS degrees
- Look for ways to make NDSU more appealing to potential students, in order to increase enrollment. One idea is to have shorter semesters, and offer 3-week interim courses in January and May.
- Support hires that would permit building new online certificates and programs (I don't believe we can offer high quality online programs on top of what we are already doing without additional hires).
- Offer more online post graduate courses. Partner with industry.
- Fortify and support our service laboratories and allow them to compete with the outside world. These service activities if properly utilized and run can help generate income to departments that have them, enhance their programs and make them stronger and keep administration out of them.
- Increased Research Activity Transfer Student Emphasis Continued Learning/Online Offerings
- We need to expand our recruitment base. International students are a huge untapped resource that could alleviate our vulnerability to local demographics. Programs aimed at older or part-time students may also have some traction, and diversify our recruitment base. Historically under-served students (refugee populations in MN, native students, etc) could be drawn to the university if we we better develop our relationships with successful alumns in these populations (e.g., Ilhan Omar, Jaylani Hussein). In general, our current strategy isn't working and we need to make strategic *investments* to tap new streams of students. We cannot expect departments to magically generate new revenue streams without incentives and support.

This means reallocating funds to make such investments possible. We also need to realize that we may be over-invested in traditional strengths (eg, engineering) and that skeleton crew departments in much of the rest of the university make it difficult for us to recruit a broad spectrum of students who might make up for losses in traditional areas of strength. The recent capital campaign should also, in principle, increase revenue by providing substantial scholarship support to students, improving our ability to recruit. But taking advantage of this infusion of capital requires effectively advertising these opportunities and bringing students to campus. Also, while funders clearly like to earmark donations, it seems like it might be possible to convince funders that day-to-day operations budgets are a worthwhile target for future contributions that could do a lot to ensure the long-term health of the university. So, a 100 million dollar endowment specifically aimed at uni operations (so generating ~5m/year that could go towards operating budget) would be a wise medium term development goal (all the scholarships and special endowed programs in the world will be irrelevant if we have to gut basic operations).

- Invest more in programs that are making money for the university. Example, the college of Business is the most under invested college for the output they produce.
- Student Recruitment: Create an outreach program which has "registration days" at ND and MN high schools. Actually walk these individuals through registration in the school library, seminar, etc. Bring some Bison pride and welcome these Juniors and Seniors to the Bison family very early on.
- Restructure SPA and G and C so they actually HELP us bring in money (and BTW, where do those indirects go?). Restructure Univ. Relations so they are not so extraordinarily averse to new ideas and willing to take a chance on a leading-edge idea instead of focusing on lagging-edge ideas. A culture and vision shift in that office is critical, and it begins at the top.
- Online coursework
- Increase enrollment/recruitment activities at the department level. Study, implement, and support activities of departments that recruit successfully. 2. Bring back incentives for departments to develop and teach high-enrollment classes—especially online.
- Better capture of inventions
- Replace admission's head with someone who can increase the numbers of students. MSUM is up, UND is holding steady, Valley City is up, so why isn't NDSU?
- More marketing of high potential majors for enrollment increase that are not already well known in our region. For example engineering, music, pharmacy, business are well known as historically we have had them a long time. Other high potential and newer majors (public health, emergency management, etc have significant upside potential to attract new students thus additional revenue through tuition.
- Get serious and competitive in the effort to recruit students. We are losing a battle for the students in our region. It appears that this can be attributed to ineptitude or apathy at the academic/student affairs level. If the recruitment office can't do better, eliminate it and give the recruiting resources to the units whose programs have a vested interest in recruiting success. There has been much lip service given to supporting the development new academic programs that could increase enrollment and tuition revenue. THESE WILL REQUIRE CONSIDERABLE FACULTY TIME AND EFFORT BEYOND NORMAL TEACHING, RESEARCH, AND SERVICE RESPONSIBILITIES! If NDSU leadership is serious about this, get busy establishing clear protocols for providing support of program development. It is unreasonable to think that departments will invest in developing a new program unless the benefits to that unit are clear and sufficient to make the investment pay.
- More aggressively recruit international students, and more aggressively support them.

- Increase the positive press for NDSU. the aim of staying out of the news to avoid bad press has backfired. we need positive stories in the news and better marketing. If we are advertising NDSU as the cheap place to go rather than a place where you can go to learn from world class educators, then that's all people will know about us.
- Expand use of online programs and target working professionals for advertisement. Increase recruitment of International Undergraduate Students including intensive English training for international students (2) Increase online-based and part-time MS and PhD programs for industrial workers and engineers.
- Market to a different population. Entice non-traditional students in the community to start undergrad/grad programs. Make NDSU more accessible to the people of North Dakota. Example= what classes do our farmers need to assist them with their farm? what classes do our teachers need to make them better K-12 teachers?
- Get a competent recruitment & admissions office to bring in students. Have a president that can actually bring in money so faculty don't have to decide whether or not they need an office phone to do business.
- Focus on recruitment and marketing to acquire more students.
- Actually recruit and retain non-traditional students and students from other under-represented populations. Also, I hear the state is sitting on $6 Billion dollars, why can we not have any of that?
- Add high-demand programs (e.g. health professions, elementary education, etc.)
- Offering of summer courses should not be restricted; also, DCE should be reinstituted, which will enable units to generate funds that will support activities.
- Target endowments and gifts based in areas based primarily on faculty needs and input.
- Put money toward the recruitment of international students.
- Raise ticket prices to football games, add some kind of logo tax to sales of apparel and other items related to athletics. Expand student recruiting efforts as much as possible.
- Let colleges keep what they make--summer teaching, etc.
- Find the resources to go back to international recruiting.
- Measure each unit by SCH generation.
- Where does the revenue from parking and parking enforcement go? The evaluation of parking spaces and infractions seems so arbitrary and though I'm not opposed to paying for it, how can we use those funds (however small they may be in the overall picture of the budget). Greater proportion of athletics revenue coming back to the University.
- Online course offerings - review majors and maybe realign better - collaborate with Community Colleges for 2 + 2 options.
- Admission has some practices that are not up to speed; there are smart people in the area -- give them leeway and support to try new things to recruit students. Not all students should be 18 years old -- what can we do to attract transfer and nontraditional students.
- Recruiting at HS levels--doing some visits to recruit much like military does at the Hs level.
- More camps/use of campus space in the summer months.
- Make the admission process lean and fast, target international students, identify faculty who can start professional and certificate programs. But these faculty should be having ongoing industry relations and ask them to explore these options. Higher administration (President) needs to explore getting corporate donations and support. Its easy for us to sit and make noise, but someone needs to get out and find avenues. There is nothing left in the budget here to cut or save. Senate and other people are just making noise without providing solution

- Explore offering more programs via the IVN network so that we can reach people across the state, esp adult learners. Hire a new person to run University Relations who is creative in marketing. Our marketing is terrible and unlikely to convince anyone to come to NDSU. They are a notoriously difficult dept to work with, and are completely resistant to any form of feedback. What they are doing clearly doesn't work.
- Keep recruiting students; do a better job of connecting students while they are touring. I've heard negative comments from families regarding visits with faculty, not seeing enough academics (opportunity to visit a class).
- Allow sell of adult beverages at sporting events; reduce tuition waiver for grad students from 100% to 90% or 85% increase number of online courses
- More summer teaching. More distance learning.
- Fundraising, working with the legislature to change our funding model.
- Strategic (cluster) hiring to create groups competitive for major grants (i.e., COBRE, CTR, NSF Track 2).
- Obviously the school made some really bad decisions with regard to online teaching five years ago, and it's too late to catch up in that way now, but if the school wants us to do more of that, we need incentives.
- Get more state support, but this is not a business and we should not have the mindset of business-people
- Increase tuition; out of state enrollment; attract private funding for building projects and research support
- Offer more online courses directly to students at other ND campuses.
- Startups, commercialization, crowed funding, campus authors/textbooks, revenue goes directly back to the research group that generated it
- More summer school courses with more flexible enrollment minimums, increased outreached to nontraditional students and programs that are meant for mid career people (and not just 18-22 year olds)
- Embed university relations within each college, keep only a skeleton crew at the university level responsible for coordinating vision/brand...will lead to more marketing/recruitment across campus, and more consistent marketing, Develop a baseline operating + model for Colleges and departments where operating budgets are reworked based on a formula to fund at a basic level AND then create a funding incentive based on performance for each unit (i.e., raise SCH, get additional funds...identify an issue related to a priority in the strategic plan, discuss, and implement changes to address, get additional funds, etc. These funds could be used for routine departmental purposes (e.g., faculty travel, marketing, etc.). The incentive structure would reward increasing revenue/strategies that lead to increasing revenue...Encourage departments to create more flexibility within PTE documents so that proportion of effort may be increased and decreased according to departmental need without throwing people off track toward tenure, e.g., if you have a need for teaching and someone good at it, create avenues for them to teach more sections (within load, as in part of temporary increase in teaching proportion of effort), Retrofit existing classrooms to better accommodate both an active learning pedagogy AND incorporation of synchronous online learners; Do a capacity analysis in each college looking at which departments can actually take on additional face to face and/or distance learners with current resources and do targeted marketing to support recruitment; Look for unique programs on campus that might have a national draw and invest in a national marketing strategy for those programs;7. Professionalize the role of department level administrators by moving to a head model to create an opportunity for/expectation of department agency, department innovation and creativity (and selective risk taking in the pursuit of ideas that might yield an increase in students/SCH), long-term departmental growth strategies, development of institutional memory and institution wide relationships at the departmental level AND concurrently invest in their professional development in more ways than those traditional to include recruitment/retention/marketing/management by metrics in a higher education environment, etc. 8. Correct

the imbalance in distribution of resources across colleges that creates a self-fulfilling negative or positive cycle for those colleges…where the “haves” can engage in strategies to continue to “have” and the “have nots” can do very little to get to the place of having the resources to engage in the strategies that will lead to more students; Reinstate course fees where appropriate

- At moment can't think of ideas...I don't think bringing students who need remedial courses on, and then they drop out after a semester or 2 is a good method.
- Faculty development -- spend a little to gain a lot: Restore travel support (e.g., Provost's and Deans' travel awards) for faculty to attend conferences and visit collaborators to promote external grant funding.
- Offer dual credit through NDSU; it is a huge market and need. Right now, districts are going out of state and partnering with places like Arizona State.
- Improve recruiting. Involve the faculty in hosting events to attract students to campus. Post some You Tube videos of engaging instructors and classroom activities. Ask faculty to speak to area high schools like our competitors do. Utilize faculty who are already experts in marketing, strategic planning, organization behavior, communication, fund raising to at least meet with administrators working in these areas to see if there are any best practices we are missing. We don't need to criticize work being done or take over anyone else's area of responsibilities but goodness we do have experts in these fields so let's collaborate. Billboard advertising that people respond with "Yes! I want to go there." (Have you seen St. Thomas's billboards that say "Crust Business" or Crush Science", we need similarly impactful advertising.) We need to do what we can to attract international students despite the visa challenges that many face.
- Online courses
- International recruitment, recruitment of minorities
- DCE! Bring some form of cost sharing back so that departments have an incentive to develop such programs.
- We need categories for partnerships with tribes and nonprofits that have lower indirect rates; currently, these entities often do not want to partner with NDSU because of the high F&A rates and we have lost potential partnerships; some F&A for these types of partnerships, which also support faculty, research, graduate assistantships, etc., would be far preferable to none
- Build up the programs that cost (engineering, ...) by building up the programs that pay (AHSS, DC&E, ...). Recruit!
- Increase the number of on-line graduate programs.
- partnerships with local industry, private sector? Get some tenants in the research buildings.
- Focus on fundamental research, grant writing. Advertise more aggressively to potential students.
- Fees for lab classes
- More students. The decline in enrollment cannot be attributed to the prior budget cut. This is faulty thinking.
- Reach out to the area and state high schools to explore dual credit courses as Minnesota does or NDSCS offers, etc.
- Outside foundation support for specific programs. Better ND legislator communication. Elimination of some NDUS campuses
- More recruiting efforts, research, private donations
- Have fees for students to participate in athletic programs or student extracurricular programs or university sanctioned student organizations. Increase number of distance education degrees, programs, and classes.
- Recruiting international and out of state students. Professional Masters degrees (though degree programs would require substantial investments up front to get up and going)

- Online classes; events/speakers for the public where a fee is charged; make it easier for non-traditional people (who aren't FT students, maybe not even working towards a degree) to take a class or two - essentially, expand the scope of continuing education; likewise, entice faculty to offer topic-based workshops (1/2 day, day long, weekend, etc.) for non-student professionals
- Be creative and offer new online programs in unique areas (e.g., professional coaching).
- Hire non-tenure track faculty such as lecturers to cover all course offerings instead of tenure track; if the program/department does not have undergraduate students' tuition revenue to cover faculty salaries, then reduce number of GAs on tuition waiver; only offer GA positions if faculty salaries can be covered by tuition revenues.
- Better support and collaboration with faculty on both the acquisition of research grants (this has improved over the past year or so) and a collaborative relationship with faculty to appropriately and fully spend of these grants so that F&A can be recovered.
- Academic affairs
- Encourage deans and department heads to allow tenure-track faculty to reduce research loads and increase teaching loads (associate and full professors) in order to expand programs that show opportunity and develop new programs to increase enrollment.
- Get back DCE!
- Make facilities more accessible to the public for special events.
- Hire professional lobbyists to work with SBHE and ND legislature. Please, please, do not get sucked into the on-line, convenience, pseudo-educational trap. We are a residential, live education experience for traditional students. That's our "brand." We need to stay with this brand/model. On-line education will just undermine what we actually do well. If the state needs on-line educational services let one of the two year colleges handle it.
- More professional degrees and online classes to bring in non traditional students
- We should strongly consider adding associate degree programs to campus and use existing courses for the basic requirements. Then, with mentoring and guidance, many of these students will see the value of continuing for two more years to achieve their BS. If not, we got them for two years.
- Incentivize distance teaching, especially of summer courses. If departments were getting a cut of distance course funds, they would be more likely to offer those courses and those courses are revenue-generating. We could also be offering more professional development courses, but, again, these would need to be incentivized (i.e., departments should get a direct cut rather than having everything centralized and then distributed).
- How? Provide better support to areas that bring in big grant dollars. Protect these areas from further cuts. Increasing tuition is also an option, but this probably wouldn’t please the legislature.
- I believe there is a population of students who have been largely ignored by NDSU. Many of these are professionals or recent graduates looking to continue their education, and not necessarily in the traditional graduate degree.
- Differential tuition is an issue. Those departments that still have differential tuition have a lot of money and those that don't do not have money. It is not equitable that those departments who have a reason, such as technology infrastructure, to charge differential tuition on a course are not able to. People say new programs are the way to increase revenue. Currently, there is no incentive for departments to develop new programs, since the money generated does not come back to the department in any way. So creating a new program is just extra work that will not be rewarded. We need to build on our strengths of in-person education rather than thinking online education is an easy cash cow. There are plenty of better-developed online programs that

people can choose from, so even if we develop online programs, there's no guarantee anyone would sign up for them. But there are not so many research institutions that actually care about educating our students well. Perhaps hybrid online and in-person programs where the in-person part is a shorter timeframe would provide a good mix of value and convenience. Our state is far from bankrupt. The state could choose to support education with the legacy fund. Now is the time to support our higher education institutions, especially NDSU and UND, before they lose the quality they have achieved, not some vague time in the future.

- Establish revenue sharing with department for new programs. Provide seed funding to start new programs. Restart revenue sharing for DCE courses and programs.
- We are developing new academic programs that hold promise for growth, but these programs may be choked off before they can be firmly established. We were told building successful programs would be rewarded, but I don't see that being the case.
- Decrease outrageous administrative salaries INSTEAD of cutting people that ACTUALLY teach the students. It's very insulting you want to cut non tenured faculty but pay a Dean $200K plus. Who teaches the students?
- Professional Master's programs
- Support those that want to be creative
- I would approach this challenge from a positive point of view and instead of looking to cut look for what needs to expand. Advertise to increase enrollment both undergrad and graduate students. We provide a good education and value. We need to advertise and recruit and not talk about cuts. No one wants to join a sinking ship or enter a negative environment.
- Increase course offerings during summer session

Appendix D: Reductions in Spending

- Move away from the annual funding model to one that is less dependent on each year's student enrollment -- out-sourcing maintenance, remodeling, etc. --out-sourcing most motor-pool activities (e.g. day/temporary rentals)
- Publicize copying costs for each individual within a department.
- Office of the State Forester. Why is this part of NDSU?
- Cut administrative bloat, eg. proliferation of VPs
- Minimize duplication in academic affair and courses offered.
- Out-sourcing services: the costs and time to service from facilities on campus is ridiculous. Custodial services are a joke. Hiring professional services would be done both faster and cheaper. Some programs may need to be cut. No, I do not support cutting all small programs, but if consolidation of small programs that can be consolidated into options of larger departments saves overhead costs.
- Less VPs, especially at the college level.
- Admin salaries need to be cut, esp if these people are making mid-high six figures. How can you justify being an Admin entity in an academic setting and yet be okay with the Library losing subscriptions from key and important journals.
- NDSU has been smaller and run on a tight budget before, so think back to some of the ways the situation used to be managed. If faculty teach 3/3 loads or even one additional class per year, we could likely cover our teaching mission with fewer instructors. Could all chairs have 10-month contracts with summer months being staggered so deans and chairs could cover for other departments in the summer if necessary? With fewer students and faculty on campus, fewer upper-administrators above the college level should be necessary, so reduce and combine VP positions and positions and expenses in the president's, provost's, and other administrators' offices. With fewer students, fewer athletic teams, coaches, facilities, expenses, and student activities should be necessary, so reduce spending here. Could some campus police services be outsourced to the city of Fargo? What about some custodial services? Could any business/administrative offices and functions such as HR or payroll be centralized for all state institutions?
- Required that students have their own notebook computers and then reduce the number of computer clusters and/or turn the cluster seats into docking stations for the student's notebooks. Review the 3-year replacement cycle for computers. This has been the industry norm for a long time. Is it still appropriate or would a 4-year or longer cycle work as well. There is a wide variance in the productivity of our custodial staff from almost nothing to very productive. Cut the low productivity staff, increase the pay and expand the duties of the high productivity staff. The primary saving would be in benefits. A big plus would be in the improved morale of the high productivity staff. Require that all departments move to online SROI's. Preparation, collection and processing of SROI's requires a lot of hours.
- Shared office managers within colleges
- Investigate low enrollment/high cost programs. Consider changing or removing them.
- Reducing some central support.
- Any possible without disrupting the core mission of the university - teaching and research
- I feel that our graduate students are a wealth of knowledge and could be of more help in various roles, but also might have ideas from a student perspective of ways to improve spending or see cost inefficiencies.
- NDSU is fairly bare-bones as we speak. It is quite possible that cuts in services and programs and the negative press that goes along with this can do more financial harm to NDSU by becoming less attractive to students

than the cuts saved. One interesting option that I heard discussed was to limit all salaries at NDSU to a common maximum (say 100+ k, the exact number would have to be thought through carefully) which could be used to market NDSU as an egalitarian institution where all members of the faculty and the administration are united in their goal to provide an exceptional educational experience to our students without benefitting unreasonably. While I don't know the budget impact of this proposal, I have heard that this might even free up funds, that could be used to a) increase NDSU's selectivity b) support new initiatives which could raise the spirit of the NDSU community.

- It is really hard to provide opinions on this because the budget process is not transparent. It is very difficult to find easily understood information on how the budget is currently being spent.
- Budget for Guilford ministration has not been clear.
- Look at more upper administration organization. Not to reactively combine areas and overload VP staff, but really think about what would be most efficient for NDSU.
- The number of vice presidents, assistant/associate dean positions, etc. could be reduced. Any positions that aren't responsible for teaching/research or directly supporting those activities could be cut with negligible impact. They might be nice to have, but they aren't necessary.
- move away from all-desktop computer labs
- Privatize book store, and resident life.
- Cut travel.
- Renegotiate leases, drop contracts for software such as Pivot and Digital Measures, etc.
- Areas that do not contribute and outside research and teaching that advance students and student services for leaning and retention
- Athletics and it’s public relations
- Change the academic schedule and contact hours per week. With 180 contact hours per week the semester can be shortened to allow for a winter term. This would give students greater options and allow our facilities to be used more continuously.
- Reduce spending on upper administration, reduce number of VP positions
- Some admin salaries? I don't know, there's nothing left to cut that won't fundamentally alter things.
- Athletics, and getting rid of fluff.
- Reduce admins. Restructure education to involve MOOCS and more temporary adjuncts.
- Decrease admin positions
- Cut landline phones from those faculty who never use them. 2. Reduce the work week and the number of teaching days to 4 (so that 3-credit classes are offered on a two-day schedule). This could facilitate recruitment of non-traditional students and students who work full-time (thereby increasing revenue), and it could reduce energy use and the number of support staff needed (reducing costs). 3. Provide funding and assistantships to PhD students only. Without looking at the data, my sense is that many MS/MA students at NDSU are in our grad programs because it is convenient, and therefore stipend/tuition remission is unnecessary for recruitment for many programs. This would both reduce spending and increase revenue (so I've included it in both boxes). 4. Stop rewarding bad actors (that is, tenured faculty who foster hostile department climates). I've seen these faculty members be rewarded generally (with official commendations that baffle their colleagues), and I've seen them rewarded for their poor behavior (by acquiescing to their temper tantrums and giving them what they want, even when it disrupts entire departments and the lives of nearly a dozen other faculty). Uncollegial faculty affect retention of junior faculty. When junior faculty are unsupported and uncertain of their positions, they are more likely to leave the university. This costs us money

in terms of searching to replace junior faculty who leave for climate reasons. We also lose the money and time invested in hiring and developing the junior faculty in the first place.

- As I already said, I would support reduction in the number of programs (high cost, low rewards programs) over weakening essential programs or programs with many benefits to the university (serve many students, have a high research output, bring in external grants).
- Less on athletics, more on academics
- Reduce support staff / faculty ratio
- Athletics should be entirely self-supporting with zero operating budget from the university. Policies that allow some administrators to continue to receive their highest salary after stepping down from their positions need to be changed. We should be paid for the jobs we actually do. Course sizes should be consistent across colleges. Courses should not be offered for fewer than 8 students in the current budget climate.
- I do not support the haphazard cutting of non-tenured or non-tenure track instructors. However, with salaries being most of the university budget, I seems like some people across the university might need to be let go to make the budget short-fall. This needs to be done in a thoughtful and strategic manner that considers the roles of all programs and majors. It needs to be done strategically at the university level and not passed down to departments or implemented in an across-the-board manner that hurts everyone. For example, firing all non-tenure track instructors would cause reckless damage to all.
- Athletics
- Reduction in vehicles in motor pool: There are far more cars in the motor pool than the demand.
- Dean/Chair position high pay rates and raises.
- Cuts are already at a point that we cannot reduce anything in the academic affairs
- Eliminating or consolidating academic departments or majors that have low enrollment and are reliant extensively on subsidization from enrollment in other programs/majors.
- trimming the wellness center - this is not necessary to the mission of the university.
- Consolidating will decrease expenses and also reduce travel allowances. These are outrageous in some cases
- Decrease spending on non-essentials in Student Affairs such as residential hall programming/curriculum. Reduce the number of universities in ND (yes, I know it is written in the constitution but constitutions can be changed with a referendum).
- Eliminate unproductive faculty who don't pull their weight. There is a lot of deadweight on this campus.
- Reduce administrative layers and staff. Consider the per-student administrative budget 40 years ago and compare it to today's bloat. When I started teaching 13 years ago, our department had 1 full-time secretary and 1 part-time. Now we have four full time secretaries to handle administrative paperwork.
- Reduce any additional fees given to tenure track faculty to do additional duties beyond their original scope.
- Reduce salaries over 200,000
- Reduce top-tier salaries.
- Cut something other than academics--academics is why the university exists.
- Stop funding full time technicians
- Turn off lights when not used (vs security). Hire full time faculty (not less), who actually do more than teach or research.
- This feels petty, but when I receive a beautiful color postcard about a campus event, it tells me that particular area has a budget with money to spare. Send an email and send the funds to an area of need.

- See my first response above. We need to streamline courses and programs and offer the basics first, and then go from there. We will never be the U of M. Faculty should teach more than one course (3-4 credits) per semester, which is what happens if the unit has doctoral programs.
- My department functions on a tiny budget, there is little spending to reduce.
- Cut funding and positions to colleges that are rapidly losing students, e.g., agriculture; arts, humanities, and social sciences). Reward colleges that increase enrollment and revenues (e.g., the College of Business) and take resources from those that do not (e.g., agriculture). Otherwise, you will kill the goose that lays the golden egg.
- Reduce number of administrative positions (VPs, associate and assistant Deans); reduce # of administrative staff per unit; reduce non-tenure teaching staff; reduce university vehicle fleet and accordingly maintenance staff and facilities.
- The President's chief of staff position should be eliminated. This is an extraneous position absent at many other universities. This individuals lack of experience as a faculty member and general ignorance also contributes to bad decision making by the president.
- Greatly consolidate the HR office
- Supportive.
- Stop building wellness centers, etc that have little to do with education. Re-evaluate compensation packages of administrators, especially the president.
- Administrative positions should all be rank plus stipend, and if an administrator gives up duties, pay should be reduced to average pay for rank.
- Move to a 4-day work week. Consolidate courses on M/W and T/Th. If it is not possible to completely eliminate Fridays--close the campus at noon. Close campus completely--with the exception of Res Life and services immediately demanded by on-campus students--over holiday breaks. Even if the Friday after Thanksgiving is not a "state holiday"--close campus. During closed periods--turn off/down heat or AC in non-essential buildings. (This would preserve heat/AC for animal labs etc.) Reduce state fleet and maintenance. Allow open bid process for smaller maintenance/renovation projects....painting, carpet, etc.
- Get rid of phones in every office.
- Stop trying to be everything to everyone
- When administrators step out of their role as administrator, they should receive the salary commensurate with the faculty salary of the department that agrees to "hire" them. Faculty should be given a mobile phone stipend and all campus office phones could be eliminated.
- Move faculty in the downtown campus back to main campus and rent those buildings to pay the lease still owed. Moving them to downtown was never a good idea. Less spending in athletics.
- Where? We are likely to have to lose about 30% of our graduate programs because they are unsustainable and do not generate revenue. Set Kelly Rusch free to free up funds while getting someone into ND EPSCoR who will get the needed job done.
- Cap all (!) salaries at 12k per month: in 5 years NDSU will be a renewed, attractive, and dynamic institution again.
- Limit use of outside consultants. I believe we have people on campus who could do the (expensive) work done to organize the In Our Hands kickoff event and consult on Strategic Planning.
- Eliminate low enrollment programs
- Reduce the building of new facilities unless these are upgrades and make better use of the assets the university already has.

- Eliminate small enrollment degree programs Eliminate low enrollment courses
- Large reductions in NDSU state and local fund expenditures on athletics. Consolidations at the college and VP level, that save real money (dept level consolidations don't save much money and cause morale issues that, arguably, will affect productivity in ways that loses more money in the long run). Investing in faculty retention. This may seem counter-intuitive (that costs money!), but recruiting, acclimating, and professionalizing a junior faculty member is expensive. This is hard to see in a budget, because a salary dollar looks like a salary dollar, but churn at the lower faculty ranks inhibits our ability to effectively recruit and retain students and costs us money. A dollar spent on a recently tenured faculty member that we recruited and professionalized over the last six years has a higher return on investment than one we spend on a brand new assistant professor, especially if we have a culture where faculty care about the university. Well-situated and high morale faculty are the university's most valuable capital and this place is simply terrible at recognizing that. Faculty morale levels are terribly low. When a 4th or 5th year assistant leaves, we have lost substantial value, and that lost value will show up in the ledger down the line. A culture in which we overlook retention, do not make faculty feel valued, and lose many of our best and brightest faculty as a result, even in a market where we can easily hire new high-potential faculty, creates an overall intellectual environment that will be less attractive and rewarding to students and will make (and arguably has made) NDSU less competitive in the student market.
- Faculty no longer needs land lines.
- Low performing Boutique programs should be investigated ad nixed. The University should lead the way by dating this Otherwise every unit tries to protect its own programs while hoping other units address their low performing programs, if left to making these decisions for themselves.
- Reduced janitor services over holiday breaks and summer months.
- Eliminate fleet services, reduce size and restructure leadership of Univ. Relations office, restructure SPA and G and C for efficiency, quit renting building spaces that the University does not own.
- Athletics, Library
- Implement 4-day school week (would allow many buildings to close for an additional day). 2. Examine viability of high-cost, low enrollment programs.
- Drain the administrative swamp.
- Consolidate colleges and departments.
- Reorganization of academic units has already been explored at considerable cost in faculty time and effort. It was pretty clear that the savings would be trivial. Cut the many administrative support positions above Deans rather than the few remaining within the colleges and departments.
- No idea. The university cut to the bone a couple years ago. There really is no place left to cut.
- Stop sending out flyers for everything. Also, engineering is really expensive as a college. Reduce totally unnecessary summer-salary faculty supports to those working as department graduate coordinator, course evaluator, vice department chair, etc. These services are considered as normal faculty service (within 20% of the faculty work in many departments). In addition, these positions can be rotated within faculty year to year or every two or three years as voluntary services. The worst case is in the REDACTED that a professor serving as a graduate coordinator has received one-month salaries every year for more than 10 years, the course evaluator working a few days per year has received one-month salaries every year for close to 10 years, and the REDACTED also has another vice Chair .... You know the REDACTED has the maximum enrollment at NDSU, while these revenues are generated by all the REDACTED Faculty, but not by the graduate coordinator, the course evaluator, and the vice chair.... Why does NDSU not stop such huge waste of

the intuition revenues generated in the REDACTED Department? If these revenues belong to the REDACTED Department, they should be used to improve the teaching and research qualities, but not special gifts to a few close faculty members of the Chair. (2) Reduce several not very necessary marketing/advertising positions in the Dean's Office of the College of Engineering

- Custodians don't need to spend their time emptying every faculty member's garbage cans. Have faculty bring their garbage to a central location. Get rid of office phones. Perhaps some faculty need them, and they can request based on special circumstances. Otherwise, most people use their cell phones anyway. Of course the office phones are "nice," but we don't have the luxury of having some of these "nice" items anymore.
- Lots of CEOs will reduce their salary, sometimes to zero, if decisions they made result in significant financial loss for the company. Step the fuck up, Bresciani.
- Reduce low-enrollment programs that cannot establish a clear plan toward growth.
- Bus service should be eliminated; pre Chapman years there were no bus service and everybody was OK.
- Reducing administrative positions, overlap, and burden.
- We have to reduce majors and grad programs that are only supporting very few students (<5) and yet are requiring multiple faculty lines.
- Take the library staff and cut it in half. Take half of the library facility and rework it to either classroom space or space for graduate student offices.
- Expense in each unit must be justify by SCH generation.
- Phones. Get rid of the phones. At least a good portion of them that just sit stagnant until a phishing call comes through.
- Travel - printing costs - efficiencies in spending
- How soon can we get out of our leases? Can we examine the number of administrators to see if some duties can be consolidated? Are there certain programs on campus that are not cost effective, such as theater, equine sciences, Shepherd Hall? To be honest, I feel like we've squeezed all the blood out of the turnip.
- Promotion of many paper things done electronically, so to save faculty time and also time of support for copying test, also running of scantrons etc.
- Do all buildings on campus need to be open/fully staffed (full heat/air, custodial services, etc.) every day for 12 months/year or could shortened workweeks and/or work from home options (when possible) (instead of 5 day during summer months/holiday breaks) be cost saving for some buildings? Utilize more technology in search processes (e.g. Skype/phone interviews to start, then final candidates on campus only).
- Don't ask for anything including raises if you really want to help university. Some of the administrators are paid a very high salary, salary normalization is another option. Why these administrators are getting paid so high but their productivity is negligible. Some of these administrators send emails and organize meeting but paid more than any other faculty or chairs. Can anyone justify that? This is another source to reduce their salaries or ask them to get cut. If not, remove the position
- Reduce academic dean salaries. They grew at a much faster rate than faculty salaries have done.
- Reduce upper administration travel.
- Improve building maintenance using smart lighting systems, turn off computers after hours; reduce water waste (e.g. leaky faucets); use solar panels and wind-generated electricity from own windmills; adjust heating thermostats in low-use buildings after office hours
- We just cancelled our phones. There not much more we can do, short of cutting entire departments and firing tenured faculty.
- Remove phone lines eliminate things we do poorly and don't invest much in anyway, such as honors program

- Athletics needs to be self-supporting. The "bloom" of largely superfluous and highly-paid administrators must be reversed.
- My CSM department barely spends anything as it is. I have no idea how to reduce spending at that granular level.
- Get rid of expensive vice presidencies and their staffs who do not contribute to the university's core mission
- Reduce salary of overpaid athletic coaches
- Promote more local talent for leadership rather than bringing in (ineffective) outside "leaders".
- Unnecessary road constructions
- We are already lean. I am not sure what else we can do to cut spending in an equitable way.
- I am not sure. Perhaps we could do with one less VP? Perhaps increased collaboration on the graduate level for methodology courses with larger classes?
- Break up the College of Human Sciences and Education, Merge Graduate School with Research and Creative Activity, Merge Registration and Records, Admissions, and University Relations (and eliminate some top administrative positions in the process), Take another look at State Fleet and how that might be handled differently to save funds; Eliminate all landlines for faculty and subsidize (to a relatively small degree) their personal cellphones; Eliminate Digital Measures, EAB Solutions, or other software that while nice and relevant is not essential at this time; Handle all university travel arrangements through a centralized office to ensure cost effectiveness/capitalize on "deals" and "partnerships"
- If there are some services offered on campus that could be done by outside private industries, maybe they should be considered as a way to reduce spending.
- Stop allowing administrators to retain the same salary after stepping down from their position.
- Eliminate telephones and to go a computer-based system. (Most large companies have done this; eg. Microsoft) Get rid of Digital Measures
- Go to commercial rentals instead of state fleet.
- Costs associated with hiring of administrators -- outside recruiting companies, etc.
- Outsource more of the coffee shops that are not generating enough revenue (i.e. downtown). Put a cap on travel expenses for all faculty and staff. Critically review for redundancies within the University. Critically review expenses for the last five years. Have we increased in any areas. If so, why? Have we drastically cut areas other than payroll? Has that had an impact on revenue? Across the board cuts are not strategic. We need to be strategic. If we are moving to larger class sizes, student. support make actually need to be increased. Strategic reviews of all programs (both graduate and undergraduate) and make the hard decisions in some cases to let go of unsustainable programs.
- Cut administration positions
- Reduced administrator salaries, fewer low enrollment classes
- Since I've not seen a decent outline how much is spent on which activities (departments vs tech park vs administration vs sports), it is hard to say where cutting would make sense. It was mentioned in a college meeting that research grants never pay for themselves, even with higher indirects, while the main money maker for the university is undergraduate (and to a lesser extent graduate) instruction. If true, this would at least point to where to start looking.
- Can some professional/faculty development be done in partnership with other universities and using technology - not each entity creating a separate wheel when the content is likely identical
- Fewer VPs

- Eliminate duplication of services. For example, the Provost office provide professional development for faculty while the College of HDS there is also an associate Dean that provides professional development activities for the College.
- Cut IT budget. I am sure we are paying millions for software that someone 'convinced' us was necessary.
- Encourage older faculty to retire and hire younger faculty at lower salary
- Ombuds job seems unnecessary. Cut to part time.
- I transparent budget is the best way to be able to answer this. I feel we need to be able to actually see the budget to know this.
- Hiring freezes
- Eliminate programs and majors that are not self-sustainable due to low enrollment.
- Close some courses, Stop new building construction!
- Remove telephones from faculty and selected offices and provide a monthly cell phone stipend instead. Decrease staff workdays to 4 days per week with full benefits. Encourage tenured faculty to work part-time to a certain percent (75%) with full benefits. Decrease athletic budgets, decrease athletic programs. Delete nursing's Bismarck program.
- Reduction of higher administration positions
- Are there some inefficiencies due to the historical funding model (units' funding being based on previous years' funding)?
- Get rid of paying faculty 'overload' - people abuse it. Cut any 'admin' appointments below the department chair level that get extra salary. Create perennial flower displays instead of using annuals.
- Lights are left on around campus for nights and weekends and even while people are at meetings. Encourage people to be good stewards of electricity.
- Find experts on campus instead of outsourcing it, for example, hiring a company for strategic planning
- Without a clear understanding of the budget and what expenses are currently this is a difficult question to respond to. For example, what percentage of the budget actively and directly supports the research and teaching mission? What percentage of the budget directly supports compliance? what % of the budget supports athletics (revenue and non-revenue), what are the salaries (per capita) of administrators vs. faculty salaries (and are these reflecting true differences in work loads and responsibilities)?
- Athletics, facilities, presidents budget
- Get rid of some of the computer programs that are not used by everyone, are not vital to operation and are not required (i.e. Digital Measures). Move out of Stop and Go center if able to save rental costs.
- Cut upper-administration
- Reduce the number of North Dakota colleges realizing there is strong political will not adjust number of colleges in ND
- We are already an austere institution, I'm not aware of where waste is happening.
- Wrong-headed approach! We don't need to reduce spending; we need the State to step up to its responsibilities to operate its universities. If anything we need to cut large, highly visible programs like football, agriculture extension services, or nursing so that the legislature can genuinely see what is lost if they will not support their universities.
- We have cut a lot so it is hard to advice on this issue
- Decrease number of administrators
- We have VPs for everything, so start by reducing those. At least on paper it would like a reduction in admin.

- Require athletics to be self-sustaining. Why should students' tuition be used to fund sports that most of them are not in any way involved with?
- Obviously. I think we need to look at costs vs. benefits associated with various departments.
- It is a very tough question to answer: How do we reduce spending? The answer(s) involve giving something up, which involves pain. There are a number of possibilities that could be explored. I would suggest looking at what we are doing now, and compare it to what other institutions have done. For example, South Dakota State University took across the board pay decreases. Thus far, I have been happy with the decisions that have been made involving reduction in spending by NDSU.
- I don't know what's in the President's budget, but as everyone else's designated pots of money have been taken away, it would seem to be fair to do so to that fund as well. If we are spending money to operate a motor pool, that is something we could easily give up. Let's leave the car rental business to Enterprise. People say that athletics (football, in particular) makes more money than it costs, but I can't see how this could possibly be true, given all the travel costs, facility costs, coaching costs, etc. It must be some sort of accounting where all the costs are not taken into consideration. I am tired of the community caring more about our football team than about the education and research that happens here.
- Cut weak or non-strategic academic programs. Ensure that faculty who are not bringing in research funding are teaching more courses to free up those with active research programs.
- Allow faculty to work remotely if possible (operational savings)
- We need to grow, not cut.
- Program Coordinator salaries
- No longer use Digital Measures
- There is nothing to reduce
- We should spend more. Investment. it is a risk but the probability for success is reasonable. use expertise of faculty that we have. challenge marketing and business classes and units to come up with novel marketing plan.
- Less funding for athletics
- Move to all electronic testing (if possible) to decrease cost of paper/printing/ink
- Relocate staff and offices so that we are not leasing out space (paying rent). Figure out a way to have Research 1 be profitable or at least help defer the costs more.

Appendix E: Additional Comments

- Although I am a tenured associate professor, I was sorry to see the non-tenure track positions at the top of the list. My department has done away with adjuncts, but our professors of practice serve an important function for our programs that are educating practitioners!
- This budget exercise is based on decreased student numbers from what we understand. Additionally, it seems like we are being punished for graduating more students in a timely manner - an important SBHE goal. It would seem that we are going to have this ongoing challenge (student numbers) each year - does that mean that we will need to face this sort of budget cutting every year, with it only getting worse once the predicted demographic crisis means even fewer 18 year olds in the population? Is the hope that we will become one more University which relies on adjunct faculty to deliver our courses, thus cutting down on fringe and support costs? As a person whose responsibilities include finding adjunct faculty, please know that in a small community such as ours, good (any?) adjuncts are not easy to find (not to mention the ethical issues involved with this nation-wide practice). One other comment - I would hope that one of the areas that is seen as high-value is the terrific professional advising staff that the University currently employs. For the departments that are fortunate enough to have professional advisors, I would imagine that there is a high correlation between this type of advising as it relates to retention, on-time graduation rates and student satisfaction. I think that it is important to protect these positions.
- This university is very top heavy and that is where we need to cut the most.
- The number of Interim or Acting Administrators on campus leads to a lack of vision, a lack of long-term planning, a lack of reorganization. As an example, the Office of Teaching and Learning as it currently exists or functions is an entire waste of resources. If the President isn't engaging in leadership on budget why is he still supported by the Senate? The inability of Senate to take issue with his lack of engagement makes Faculty Senate look as self-serving as the US Senate.
- Your survey questions regarding diversity are all "loaded" questions and inappropriate for capturing the information you wish to receive.
- I made comments in the previous page where I was asked about reorganizations, so I'll limit my comments to this survey--it helps to have back buttons. Since I did not know what was coming, I made my summary comments in the previous page. I will just add that I have very low confidence in this process.
- Thank you for listening to my ramblings. The intent is offer something in favor NDSU's longevity.
- Thank you for your work on this. Please be sure that Faculty Senate presents suggestions to the administration even if the administration is not interested in working with the Faculty Senate Budget Committee.
- We cannot cut resources to programs any more than we already have. Departments are operating on shoe string budgets already. We cannot increase work loads and still expect to have the same quality of teaching in research. The cuts have to come from somewhere else.
- Keep the Faculty Senate Budget Committee involved with budget issues. Make strategic budget cuts rather than across the board cuts or cuts based on VSIPs.
- Continue gathering general input, rather than having a small committee make decisions.
- The budget situation is unlikely to improve under the current President. Everything about the university has deteriorated under his oversight. It is time the Faculty Senate have a vote of no confidence. This exercise has primarily discussed as a budget cutting exercise. I am glad that there was 1 question on developing new revenue streams, but we MUST be looking at how we can be different as a university in terms of creating new things that will bring additional students and research awards to NDSU. It is outrageous that another ad hoc budget committee has been created, circumventing faculty governance by leaving the Faculty Senate Budget

Committee out of the decision making process. Creating an ad hoc committee dilutes faculty input. Faculty Senate should vehemently protest this decision.

- With my comments above it might be possible to use the current crisis to re-shape NDSU and even re-energize its faculty.
- Because the budget is not transparent, there is a lot of anger and suspicion developing among faculty. Many are developing the feeling that some colleges and departments are being favored while others are bearing the burden of the cuts. Some departments are being forced to cut essential services, while other departments are still hiring new faculty.
- The failure of the admissions department to maintain or increase enrollment -- despite the success at other universities (such as UND) at doing the same thing -- is egregious. Perhaps Admissions should be restructured and more competent leadership put in place.
- Before asking faculty to conduct these exercises the President should have shown how he plans to reduce his personal budget to address this crisis. We are down to cutting phones!
- The wording of some of the categories challenging. You provide areas for us to evaluate that can be interpreted in a lot of ways, depending on how familiar folks are with administrative language. I just wonder if you'll get the information you need if some of the categories are ambiguous and/or confusing.
- These types of pains aren't going to be unique to NDSU and many other universities are going to be looking for ways to solve the same problems that we're facing and there's going to be increased competition to find students. We need to make sure that we don't waste effort trying to fight over the same populations or potential students that most other universities are trying to recruit. Instead we need to look at where populations are being underserved or being ignored because there's an opportunity for NDSU to bolster enrollment without expending additional resources we can scarcely afford. I don't specifically know what or where these populations are, but they do and will exist.
- We need to consider multi-campus consolidations such as with UND.
- The university stands a strong chance of losing faculty over this to other institutions. There is only so much that some of us are willing to take before starting to look elsewhere.
- Admissions and University Relations need to work together for messaging and with the Academic side must recruit non-traditional students such as recent immigrants, and older-than average students. This will be hard work and will require a complete change in culture in Admissions and University Relations.
- The way the questions were worded in the second section were very leading and poorly written, with bias.
- only a open minded opening of the campus to increase enrollments from international students being 20% of student population can save this university. 2) this means being respectful to all international faculty and working in harmony. 3) strengthen research driven undergraduate and accelerated Interdisciplinary masters to attract wide national and international pool of students.
- I’m our FM community there should be increased attention to how much NDSU brings economically to Fargo, and North Dakota. State government and Bismarck should be reminded of this daily.
- The lack of transparency around the budget "exercise" -- and admin decisions in general for about the past 1-2 years -- is frustrating and only exacerbates the morale problem on campus. Then we just find $2.3 million? That doesn't even seem plausible, and honestly, makes me feel like we were being actively lied to on top of not telling us anything.
- This day was coming and predictable. NDSU has been on an expansion binge and now with predictable drop in enrollment, we're left wondering how to cope. Then we selected Grand Challenges and put money into certain groups. I have seen some of these groups apply for seed funding intended for young profs. WTH?

Does that make any sense? It's time to rethink the education model and reward innovations that already exist on campus that increase enrollment, decrease spending and offer new value. I've heard of such things in many colleges just ask around to each chair. I may sound angry, but I'm not. I want NDSU to revitalize, but it will take bold measures and risk taking at the leadership level.

- As mentioned before, there are a number of areas in the budget I don't know very much about, so I am uncomfortable commented on their relative value to the university. Future surveys should include links to brief descriptions of each item so that we can make informed comments and suggestions.
- The yes-no nature of the first portion of the survey seemed to imply an unwillingness to compromise on all the points. That doesn't seem to be the best way to get to the middle ground solution.
- We already are faced with insufficient support staff (not administrators, but the support staff that gets all those things done that would let faculty concentrate on teaching and research --what they are hired to do), inadequate personnel at IT, inadequate faculty development programs and opportunities, inadequate facilities for research, so budget cuts to these would be very damaging. There may be redundancies in student advising between departments, registration and records, and career advising. Some schools have moved to a centralized advising model at the college level and I wonder if that is more efficient.
- The 10% budget exercise was painful, damaging and pointless. It was painful because each of us was forced to consider cutting one prime function vs another (since we are only down to prime functions at this point). It was damaging because it caused finger pointing at other units, terrified all faculty and staff that are not tenured, and caused departments to bicker over small budget items (fights that will cause long-term resentment). And, finally, it was pointless because the operating budgets of our departments and colleges are so small that we could not make a 10% cut under the guidelines devised. Ultimately, producing and surviving a cut of this kind can only be done with leadership, vision, and engagement from our top administrators. I have not seen evidence of any of those qualities during the budget exercise.
- I was surprised (and not surprised) that low enrollment programs and majors were only covered as they relate to diversity, not otherwise. There are low enrollment programs/majors that are not very sustainable, and there are programs/majors that help foster diversity, but these are two different administrative issues and they need to be considered separately from a strategic planning perspective as well as together, if and when the two happen to coalesce.
- We must have students in order to have a university. If we are to attract them, we need to be able to offer the courses they want and need. And we need to make sure that they progress through their programs and graduate. These are basic. Research is also important--and our research does benefit students--but we cannot have a good research program if we don't also have students.
- Academic Affairs accounts for roughly 70% of appropriated spending at NDSU and the university has already absorbed multi-million dollar reductions in funding over the last few years. The VP of Finance and Administration has done a remarkable job of balancing the budget without inflicting too much pain on the faculty. But the easy stuff has been done. There is no way to reduce budgets further without a serious look at Academic Affairs. We need to get creative and think big (e.g., eliminate Modern Languages and form a partnership with Concordia's language program, which might be superior anyway). We won't solve this problem by nibbling around the edges of custodial services, snow removal, weekend temperatures in the buildings, and things like that. We need to look hard at Academic Affairs. This is not business as usual.
- Good luck. The university administrators will never see themselves as the key financial burden.
- Good faculty leave NDSU as the Salary is going to a disastrous region in comparison with other institutions!
- I am quite alarmed that the reduction of non-tenure track faculty is at the top of the list. Without those people, teaching wouldn't exist on this campus as they carry the majority of the workload. We are here to serve our

students, yet everything I saw on this survey was directly related to teaching in some way. What about research?? And those tenure track faculty who make a large salary for sitting at a desk pushing paper and not interacting with students - the population we are here for. We are here to TEACH and prepare students for their professional careers. That is getting missed in all of this. Administration needs to really examine their focus on priorities.

- At this current moment, I don't feel that the university supports their staff and faculty equally. Certain areas are given much more opportunities.
- It's very difficult from my position to know what should and should not be cut, simply because I don't have a grasp on the university-level budget (because that's not my job). However, from the statistics I have seen, it appears that academic affairs has taken the biggest cuts in the recent past. This does not generally seem like a good idea to me because why do we have a university, really, if we don't have students and faculty and education? I realize everyone loves the football team and I like sports too, but it seems like that would be an area where we can leverage the community's love of the sport to generate external funding, whereas people don't "love" faculty-student interaction, and they don't come to cheer us on in our classes. So, cutting athletics and supplementing that area with external funding/donations seems to make more sense to me than trying to get external funding for "education" (which really makes me sad to say that people don't care as much about education but that seems to be the current climate).
- The cheapness of this culture is going to be its undoing. Higher ed requires extravagant and outrageous investment - not efficiency. It is not a government service (like a truck), a profitable business, nor an entertainment generator (football/hockey), it is a bucket of hopeful aspiration for the future. Sadly I think that people of ND/America have forgotten this optimistic vision and we will lose our global standing due to this attitude. Oh well....
- We need as an institution to decide what our core values are and are not. We have always been stretched thin financially because of this. We need to do a few things very well, not be everything to everyone. That means we need to decide what we do and don't do well, collectively. That means a lot of consolidation, removing graduate programs (and some undergraduate programs) and refocusing on those core areas of our mission we can do better than our peers.
- This is a dark time for many departments. Many of us are worried we will lose talented faculty to other schools or have to cut popular programs because we don't have the faculty to teach the required classes. The strain is real, the morale is low.
- Take a hard, serious look at this organizational chart: https://www.ndsu.edu/fileadmin/provost/Provost_Office_Org_Chart_August_2019.pdf. Most of NDSU's administrative bloat is contained therein. Cut, cut, and cut some more! Rigorously and dispassionately analyze which colleges are performing and which are not and then divvy up scarce resources accordingly.
- It was a mistake to go Div I in sports. It created pressure to increase enrollment, changed academic standards, and costs a lot of money.
- Faculty Senate has to learn not to be distracted by the small details that the admin sends to it (how many times do we have to revise Policy 151) and focus on the key aspects of Shared Governance on the campus. Faculty Senate needs to be leading and not following in the critical issues that face NDSU.
- Faculty and administrator salaries need to be saved by downsizing NDSU. This will need program prioritization and refocusing on quality.
- Thank you for collecting faculty feedback on this important topic!
- As a faculty of NDSU for 20 years, I am very dissatisfied with cliche of faculty and administrators that seem to be wanting to cause discord and rebellion against our administration. The president and provost are

working to include faculty and colleges in the process of how to deal with long-term budget issues as a result of reduced student numbers. LOWER ENROLLMENTS ARE GOING TO BE A FACT FOR THE NEXT 6 years OR MORE. We need to pull our heads out of the sand and contribute to this process, not act like we're distrustful. The provost has come forward with president in good faith to include faculty in the process. Some deans are being dishonest with their faculty too.

- I hope the effort to ask for faculty voices is genuine and there is a real interest to address these difficult times. Otherwise, as my experience suggests, this is just another exercise to show a process, while decisions have already been made about cutting instructional faculty
- Our state and local leaders and administrators are failing and as a result faculty and staff are targeted for cuts that directly and negatively impact student teaching and learning. NDSU has effectively implemented a corporate model whereby football and not student learning is its "brand." And this perspective is gleefully supported by many state leaders who are more concerned with football and oil prices than student learning. The president always has the governor in his suite at football games...and the governor attempted to reinvent higher education without consulting faculty. I'm afraid I will be leaving NDSU upon the first opportunity that may arise.
- Reward excellence.
- Are services such as Chen stores and facilities supplies saving everyone that much money? Making facilities compete or at least demonstrate their value would be beneficial.
- Many of the general education courses offered at the small universities in North Dakota should be phased out and conducted online through UND and NDSU at a lower cost (economies of scale).
- NDSU can do much better if seriously dealing with the suggestions made above.
- A new survey with better questions and a better focus needs to be written and submitted to the faculty. Include a qualitative researcher to assist with this process so that the budget committee can make recommendations based on appropriate data and without the obvious bias in the questions posed.
- I appreciate what the survey is trying to do, but there wasn't any better wording than "negative effects on diversity"? *Nobody* is going to click on that, and it's a pretty biased way to phrase the question. I wasn't able to parse what was specifically being asked in one of the athletics questions, but I'm guessing it was aimed at "Do you support cutting small athletics programs that aren't football even if it has bad Title IX implications". My answer to that is no, but I'd rather cut ALL athletics, or at least the coaches' salaries.
- Due to the extremely conservative nature of the state legislature, it is imperative that private donations, endowments and gifts, including endowed professorships, increase dramatically, in line with other 'Research Intensive' universities. Any budget reductions and attendant changes in allocations, or any private funds should be distributed according to faculty needs with faculty input. In addition, programs that target private needs (in addition to public ones) such as professional Master's programs, must be considered, as they not only meet existing needs and provide readily employable graduates but also increase enrollment income.
- Note: There is no "back" button. Please explain how we can raise 300+ million dollars last month yet be facing budget cuts like this. I need an explanation from the President.
- Evaluate each academic unit by revenue (e.g. SCH; external grants) and expense. Each academic unit must be self-supporting.
- I don't know why upper admin didn't see this coming, but now we are in a tough spot. Faculty shouldn't bear the brunt of these tough decisions, but since we seem to be the decision makers, I'm glad you're doing this. Thank you for listening.

- As a newer faculty, not tenured, it scares me to think I am not "protected" but as I am loving my job, and giving my all to the university, I hope things will work out even for the non-tenured faculty.
- High performed college should be protected from the budget cut to sustain its growth.
- Get an ineffective middle-level administrator out.
- Things that look like they will save money may not always, so I hope the true cost of changes is really looked at. Would it truly save more to get rid of fleet vehicles compared to renting (as one example)?
- You need to hold listening sessions! You need to have faculty get together and discuss things with one another in a meaningful way! This survey is useless if its just a collection of uninformed opinions. You need to give us real information regarding budget issues. What proposals did the Deans make in their 10% budget reduction exercises? What are the President and Provost planning? Faculty just got an email stating that all the budget issues have been resolved, for now. What's that about? It's mysterious. Your committee has ready access to such public information -- you should distribute it to faculty right away. Transparency and faculty governance should be your guiding principles.
- This is unacceptable to ask faculty to cut like this. The answer is that our funding is not acceptable. We need leadership who advocates for us and doesn't meekly accept these cuts that are quickly stifling all productivity. We can't keep working like us and most of us will leave.
- We need more transparency. There is a lot of distrust in the provost and the president and a feeling that decisions being made or even this exercise which seems fairly impossible is just designed to force deans to be the ones to say that people need to be fired to make the budget work. There should also be more discussion between colleges about the problem - there seems to be an actual effort to segregate colleges and that is another example of a lack of transparency.
- Try harder to get more support from the state.
- Faculty must be included in these decisions. This survey is an excellent start. If nothing else, keep doing such surveys to keep assessing what the faculty are thinking. Don't be bashful to keep asking for input, feedback and involvement.
- Increase state funding through selecting the right political leadership in the US
- No
- The budget cut exercise has been handled poorly. Surely there is another way to figure out how to increase efficiencies throughout the university beside ask everyone what they can sacrifice more of. This exercise has decreased the morale throughout our college and it means we are losing more professors.
- Again, please be aware that you might be getting a lot of defensive reactions that are resistant to change, but those might not be realistic in the climate of reduced enrollments and resources into which we are surely heading. Given that declining enrollment is a major cause of budget cuts, why is there no coordinated, university-wide effort, involving faculty, staff, and students, to boost enrollment and retention? 2. What efforts are underway to follow through on the President's suggestion in his State of the University address on October 11, 2019, that NDSU should support graduate students by increasing stipends and covering health insurance? This is another example of "spend a little to gain a lot" by boosting enrollment and faculty productivity. NDSU seems to be suffering a slow death by a thousand cuts. 3. Given the growing incentive to attract funding from private donors to make up for budget shortfalls, what ethical standards are being applied to protect NDSU? We have already accepted, without broad discussion, $10M from the Koch Foundation, which (despite assurances to the contrary) will surely influence future faculty hiring and programs in the College of Business.

- I observed when the oil money came, so did the creation of lots and lots of administration positions in colleges and departments. Now that the money has been gone, we need to cut these positions.
- It is frustrating when grant-funded positions are restricted unnecessarily when budget issues require other restrictions - and when raises built into grant-funded positions are denied - it actually is a loss of F&A to the university (money already on the table that is not being spent), and also a potential loss of graduate assistantships. Additionally, we need to work to actively recruit international students and make sure politicians understand their importance and contributions to universities. Our department's recruitment has been negatively impacted by federal policies - if not unnecessarily tightened immigration/visas, then a sense of being less welcome in the U.S. and increased attention to other English-speaking options around the world.
- Remember that it is the duty of the administration to administrate the will of the faculty, not to impose itself onto the faculty!
- Work harder at recruitment. Increase the ability for fundable researchers to write grants.
- The admin is not responsible for the drop in student enrollment. We need to stop blaming admin and come up with a plan. Seems obvious that some contingent staff will need to go, if there are less students to teach. We need to accept the new normal.
- I find it very hard to answer without being able to see and understand the budget. I wish the university would share this since it is a public institution. It is hard to know what areas of NDSU to look at without knowing how large/small it actually impacts the budget. It is hard to know where to reorganize or what to cut without being able to see the budget/numbers.
- The idea that we will not cut programs with low enrollments is ludicrous!
- Please no additional cuts to Modern Languages (I'm not in that department, by the way!). Language instruction is absolutely essential to a research university; in fact, building and expanding language programming would only help our international profile and increase international engagement. Similarly, the Libraries are also essential to the functioning of a contemporary research university (in ways not fully acknowledged or known even by some faculty, sadly). The Libraries are already running on a minimal budget. Further cuts to the Libraries would substantially damage both research and student learning.
- It seems that this may be the beginning of declining enrollments for the next several years... I don't really know anything about the university funding/budget/revenue streams, etc. But perhaps the university will need to attract more non-traditional, part-time students who are already in the professional realm. I'm not sure how much there is to cut, and people-power (and morale) is dwindling.
- Thanks for seeking our input.
- "Thinking outside the box" needs to be prominent. In order to do this, the box lid has to be loosened by administrators. Creative solutions are being ignored because we are married to the idea of retaining a level of research that should be secondary to increasing enrollment and enhancing the student experience.
- Thanks for being proactive
- NDSU will never be a truly first rate "research university" under the shadow of continuous budget cuts or unstable funding. I know that at the beginning of the current president's tenure he worked hard to change the funding model to get it linked to enrollment. At that time I told many of my colleagues that it "would come back to bite us in the butt." We need a funding model that is based on research productivity and STEM services provided to the state. Focusing funding on research output would release us from enrollment fluctuations and allow the faculty to advance their research without the constant drain on morale. Isn't the State debating what to do with a $6 billion dollar rainy day fund? Well...its one hell of a rainy day for North Dakota's research universities. How about a multi-billion dollar endowment for NDSU!

- The lack of mention of graduate programs was disappointing. If we are to remain an R2 university, we need graduate support and programs, and I am very concerned that those will be targeted because graduate students on assistantships have tuition waivers and are therefore not sources of revenue. I very much hope that the budget committee will protect graduate programs and graduate student support.
- NDSU could offer better VSIP packages to reduce salaries.
- I would highly suggest the Faculty Senate look at the long-term demographics of the student population. I know other Universities have, and are currently adjusting their tactics, including reducing tuition, etc. We have to prepare for the fact, we will most likely have less students in the future because there are simply less children being brought into the world. As a University, we need to consider changing tactics as well.
- Please do not cut student affairs or faculty positions. These are what make us student-focused and if we want to maintain a positive image to current and prospective students, this would not help.
- I don't understand why there has not been a search for a permanent provost.
- I am finding more valuable information from faculty and these surveys than my Dept head and Dean. They don't know their numbers. When asked questions at meetings, they contradict themselves.
- I am also for University level policies on minimum program enrollment. Programs which remain below a certain enrollment for a certain period of time should be cut. In regards to teaching undergraduates, we should maximize the use of students, adjuncts, and non-tenure track faculty to a reasonable percentage. That way it will be easier to reduce or expand workforce with enrollments.