

Cross-Pressures

- What effect will increased financial pressure for new or expanded activities/programs have on existing activities/programs?
- Recognition that additional funding is needed beyond entrepreneurship and fundraising opportunities.
- There are competing priorities at all levels of the university. How do we decide what is most important and what we are NOT going to pursue? Examples:
 - Teaching, research, and service time allocation (including faculty advising) presents tension.
 - It is unrealistic to rely only on entrepreneurship and external partnerships for new resources.
 - Trying to do too many things at once may make it difficult to do everything well.
 - Limited time and resources require us to make choices about how to invest time and resources.
- We need to consider the impact of strategic initiatives on university morale, “buy in,” and retention. There could be potential negative impacts because not all strategic initiatives can be funded.
- Undergraduate curriculum reform will change the role of graduate teaching assistants. It may require us to rethink training of teachers and may conflict with the goal of sustainable funding for doctoral programs.
- Centralized processes are not always efficient.
 - Will centralized data systems capture interdisciplinary activities well enough?
 - Too much review of courses (EEE) can discourage innovation.

Convergence and Consensus

- Identified preconditions for success include:
 - Must have university buy-in for strategic priorities and initiatives to succeed.
 - All work groups and enabler recommendations must be compatible for strategic actions to be done successfully.
 - Excellence should prevail in all we do – hiring, student recruiting, etc.
- Course redesign, curriculum renewal, and improved graduate training can lead to more positive experiences for undergraduates.
 - Doctoral students may have more mentoring opportunities in undergraduate research.
 - Revising the general education requirements may free up graduate teaching assistant dollars for other use.
- There is a need for enhanced and streamlined support for students (e.g., advising) and faculty (e.g., mentoring).
- Systematic use of data to document activity and inform decisions is important in all areas discussed across the work groups.
- Administrative barriers must be removed for us to focus on excellence and success, e.g. in areas of:
 - Recruitment and hiring
 - Engaged scholarship
 - Research
 - Innovation
- Strategic priorities and initiatives need funding.
- Recognition that additional funding is needed beyond entrepreneurship and fundraising opportunities.
- Capital campaign will align with new initiatives and work group recommendations to provide needed resources.
- Recognition of need to make tough decisions from rightsizing doctoral programs to impact of changes in general education on graduate teaching assistant roles and numbers.
- By building partnerships suggested in ESPI there may be opportunities to develop entrepreneurial initiatives.
- Themes developed by the identification of strategic initiatives may be used as themes to focus on in enhancing the freshman experience.
- Revise and expand promotion and tenure and merit criteria to align with (DDI's) research accountability.