

University of Louisiana at Lafayette
Strategic Planning Steering Committee
SWOT Analysis
Strategic Imperatives 3, 4, and 8

Strengths

- 1) Office of Distance Learning
 - Methods to foster faculty development
 - Tools
 - Generation of resources
 - Revenue-sharing model
 - Governance/administrative model
- 2) Progress made to improve network bandwidth
- 3) Return of indirect costs to faculty is perceived positively
- 4) Imperative 8 in current strategic plan has been fulfilled
- 5) 24 hour tech support for students

Weaknesses

- 1) Perceived lack of support for faculty teaching in face-to-face environments as compared to support for faculty teaching online
- 2) Lack of flexibility in the Office of Distance Learning
 - a. Training schedule can be onerous (example: QM)
- 3) Lack of faculty input into decisions on how funds generated by DL are allocated and spent
- 4) There is no mechanism to support/upgrade technology other than “being forced” to teach online
- 5) Fees do not increase to keep up with inflationary costs
- 6) Difficulty in getting data from Institutional Research to make data-driven decisions; we are data-rich/analysis poor
- 7) Faculty retention is an issue
- 8) Initiatives 3A, 3B, and 3C are vague, ill-defined, and contain no measurable targets in terms of outcomes; limits accountability for programs
- 9) Budgets (travel, supplies, operating, etc.) are not a level to support faculty development for teaching
- 10) Graduate education is not fully addressed in the current strategic plan
- 11) More electronic resources are needed in the library; print journals are largely no longer needed in most disciplines
- 12) Opportunities and mechanisms for cross- and interdisciplinary teaching, research, and collaboration are lacking. A Faculty/Staff Club should be strongly considered.
- 13) Administrative burdens placed on faculty are becoming onerous
- 14) Provost/VPAA does not have fiduciary discretion

15) Research in non-STEM areas is not understood and often under-appreciated.

16) Perception of over-emphasis of commercial applications of research; research which is workforce-related or provides commercial gain seems to receive the most support

Opportunities

- 1) Re-design the governance and decision-making structures of STEP/STEP funding to better align with strategic imperatives/university priorities
- 2) Involve SGA in determining priorities for spending student-assessed fees in alignment with strategic imperatives/university priorities
- 3) Develop and provide resources for a Center for Faculty Development
- 4) Analyze, design, and disseminate workflow and communication flow steps for common administrative processes
- 5) Design structures to encourage and empower faculty to participate in decision-making regarding academic and non-academic processes (Shared Governance Model; Councils comprised of academic and non-academic members)
- 6) Techniques related to active learning in the classroom have not been fully explored nor integrated
- 7) Expand opportunities for graduate student support of teaching and research activities
- 8) Improve staffing in administrative areas to support teaching and research faculty
- 9) Determine optimal faculty to student ratios (classroom, lab, online) by discipline and adhere to the ratios; use national standards to determine
- 10) Determine if students would be willing to self-assess fees for classroom upgrades.
- 11) An Instructional Technology Advisory Council should be formed to enable faculty to provide guidance for IT upgrades
- 12) Refine onboarding process for new faculty
- 13) Give new researchers "orientation" time in research centers without charging for that time

Threats

- 1) Faculty retention
- 2) Non-competitive faculty compensation
- 3) Research start-up packages not competitive
- 4) Large classroom sizes limit incorporation of active learning strategies
- 5) Physical environment ill-suited to promote active learning; physical layout of classrooms favor "sage on the stage" rather than seminar format
- 6) Not all classrooms have updated technology packages (some classrooms have blackboards rather than smart boards; faculty often not consulted on optimal placement of teaching aids such as projectors and projection screens)
- 7) Low pay for adjuncts limits adjunct faculty engagement in the full scope of the faculty role (other than teaching)
- 8) Faculty teach summer courses at other universities because of low summer pay at UL Lafayette
- 9) Faculty teach online at other universities to supplement salaries
- 10) Low faculty morale has seeped into interactions with students in some situations
- 11) We seem to have lost focus on establishing and sustaining diversity among faculty
- 12) Faculty salaries are not at SREB averages
- 13) Procedures and processes related to grants administration are cumbersome and often burdensome ; leads to faculty hesitance to attempt further grantsmanship