

Strengths, Weakness, Opportunities and Threats for Technology at COE

Strengths

- Instructional and administrative technology: accessible, standards, consolidated support
- Autonomy – Department
- 401 (grant lab – control for departmental work)
- OIT Staff and Management
- Access to knowledge (people here)
- Wireless capability (on demand access)
- Stability of Network (infrastructure)
- Standards – (classroom , lab and infrastructure)
- Increasing appreciation of technology as an essential teaching/learning tool
- Sophisticated mentoring in the use of technology
- Strong college and campus leadership in our offices of instructional technology
- Exceptional online access to information technology such as electronic databases
- Decent provision of technology resources and tools
- Our provision of learning opportunities and workshops on the use of technology
- One-to-one tutoring support where and when possible
- Intelligent problem analysis and problem-solving expertise in working with technologies
- Strong leadership
- State-wide information resource access that has few peers
- Respectable level of software tools for class support
- Support for using tools responsibly, ethically and legally
- Growing technology infrastructure
- Support of distance learning
- Standards for labs, classrooms and network
- OIT and services providing security, network design, technology planning
- Planning for and use of Student Technology Fee to support 3 year rotation of classroom equipment, lab equipment, software purchase, media services and student portion of infrastructure

Weakness

- Continued funding for standard infrastructure and technology resources
- Funding for innovation (research, instruction and outreach)
- Lack of vision for what we are doing for students
- Research: not geared to get or support research (college-wide)
- Not a stable infrastructure for research or outreach
- Funding to keep up all spaces (labs, classrooms, departmental, administrative)
- Student ability to collect data online (Survey Monkey) – do data collection online for research)
- “Potholes” – different abilities among faculty
- Not set up to support innovation
- Culture – Doesn’t encourage risk taking

- Lack of awareness of all resources in the college today (Project Server, Facilitate.com, Teaching with Technology Portal)
- Communication (resources and examples of innovation, ideas, etc.)
- Information Systems (Not enough end user input during design – FAR example)
- Increased distribution of IT resources (students, faculty doing projects on Projects Server)
- Expertise is punished (Once expertise is known in department... they end up doing everything and others won't step up or learn)
- FSIS – Application to link to IBM – Still using for advising, etc. Need better tool.
- Not upgrading office technology equipment and software (1999-2005 too long)
- Need more student technology help support (example: 800 number with expertise to handle all types of problems)
- Need remedial technology skill workshops for students
- Need pre-entrance technology workshops to update student skills before they start their coursework
- Need more opportunity/resources/support for creating distance education online courses
- Need more time to create course resources for online courses
- Need more course design and development support
- Growing demand for technology services with limited OIT staff
- Poor communication within and among departments concerning the resources we actually have
- Not enough training opportunities
- Lack of attendance when training opportunities are provided

Threats

- No way to assess technology skills of our students (performance)
- Poor compensation across the board but critical for IT professionals
- Clueless about impact of wireless and personal computing devices (palm, pda, Blackberry, IPOD)
- Infrastructure (UGA, COE)
- Don't know how to use "other methods" such as virtual research and/or simulations
- Risk of "jumping out" into online offerings (what is the UGA/COE version)
- Not set up to support innovation
- Physical security of classrooms "candy store" need to protect our students and technology
- Continued need to upgrade security for our data, web sites (Secure Login)
- Limited buy in for IT initiatives
- Limited participation in open house/training, lunch and learn, etc.
- Data silos – not integrated... enter once (FAR, VITA, Graduate Report, etc.)
- Don't share know how

- Using technology as a new way of doing the same old thing (talking head example in distance education)
- High turnover rate for OIT staff when the economy improves
- Lack of interaction between faculty and OIT staff
- Minimal training dollars for OIT staff
- Lack of time
- Negative student evaluations for online teaching and experimental teaching
- Lack of adequate faculty resources for learning effective technology integration skills
- Working with older and inefficient technology and connection speed problems
- Lack of enough immediate student technology support help during teaching times online

Opportunities

- Training students
- Process of planning
- Classes/workshops (departmental access)
- Find capacity to draw external funding
- Research embedded into instruction (outreach also)
- Online research (survey development and support)
- Anytime – Anywhere (Horizon Wimba, WebCT)
- Push the envelop (simulations of education) :Civilization 3 and Tropico
- Differentiate us a research-based (Online delivery as example)
- Workshops and demonstrations from OIT staff
- Reorganization of COE (web presence, partnerships)
- New ways to deliver training for students/faculty (multiple methods: face to face, small groups, one on one, lunch and learn, departmental (OIT staff and departmental trainers)
- Administrative use of technology (make us more productive, communication, access to data, decision making)
- Seek information on new ways to do things
- Identify access to knowledge and innovation within the college
- Share ideas...people listen and we can move to a synchronous voice
- Visual transmissions with archiving support
- More acceptance by students of the differences between online and face-to-face learning responsibilities
- More knowledge of community building online
- More awareness by university of what it takes to offer online learning
- Better collaboration and partnership with Research Computing Center
- Participation and leadership of UGA-wide committees and advising councils during planning and governance (Information Technology Advisory Council, The Research Computing Committee, UGANet, Information Technology Management Forum)
- College-wide support of initiatives such as networking upgrades

Values (relate to technology)

- Pervasive (research, teaching, service, administrative)
- Transparent
- Prudence (financial, safety, security)
- Productivity (share data, etc.)
- Participation (make it easier to collaborate)
- Identify (Research I, Land Grant (what does that mean and how does it make us different))
- Innovation in what we do (are we different? Applications we use, etc.)
- Classrooms of the future (we should define)
- Leaders in art and science of teaching in classrooms and online
- Outreach – what do we wish to accomplish (remote communities, classroom, leadership, reaching out globally)
- Leaders in helping students move from face-to-face to online (faculty too)
- Build ways to work with new graduates in formative years (use technology to stay in touch and mentor)
- Continuous connections (Why are we special?)
- Prepare next generation of teachers, leaders, etc.
- Transformational use of technology
- Technology integrated into teaching, research
- Professional development
- Sharing knowledge
- Equity – for students, for staff and for faculty
- Recognition of excellence in teaching, research and outreach
- Access to information for teaching, research, decision-making
- Reliable systems
- Preparation for growth, expansion, scale in projects and opportunities
- Flexibility to encourage and support innovation