Strengths

- Individual people in the community who are very talented
- Basketball – national and international exposure
- Mission (scope; energy of; pertinence)
- Strong commitment to mission; we are mission driven
- Jesuit tradition – language and theological roots well understood
- There are Jesuits and lay-people on campus who can help the rest of the community better understand Jesuit tradition
- GU grad programs
- Commitment to whole person by students and employees – “cura personalis”
- Strong emphasis on leadership from undergrad to grad
- Commitment to service
- We are small and private
- Knowledge of pitfalls in on-line education
- Experience trying to do on-line education
- Faculty
- Momentum behind process of change; synergy; not static
- We have momentum for change but with an eye on our history
- Tradition
- University interested in authentic progress – we live our mission
- Experiential knowledge of distance learning
- We meet people where they are and there is a commitment to this
- Education is tailored to time, place and person
- ‘Magis’ – people willing to do more than what’s required
- Good alumni
- New buildings; nice campus
- Setting – near city; pretty
- Diverse student body (grad and undergrad)
- Student body – commitment to do good
- Health and wellness committee – lots of opportunities to learn about and live a healthy life-style (i.e. Martin Center; Wellness events)
- Students get personalized attention
- Students get interaction with faculty not T.A.’s
- Students get personalized advising
- Spokane has low crime rate
- River runs through campus
- Small class sizes
- Intellectual life on campus – lots of programs offered
- There are a lot of religious services offered
- Sense of humor among faculty
- GU does not rely on tax-base for funding
- Freedom of speech is encouraged
Weaknesses

- Notion of being Humanistic is not always lived out
- Lack of diversity (students/faculty) – including socio-economic; race; creed; etc
- Lack of tolerance for diversity
- Catholic church makes it difficult to make it hospitable for some issues:
  - Sexual orientation
  - Women’s issues
  - Women’s health
  - Women’s voice
- History of woundedness – many people who have been here for a long time have had some kind of oppressive experience
- Poor communication and lack of trust between admin and faculty (i.e. broken promises by admin)
- Lack of respect for some schools programs
- Arrogance of higher education
- Favoritism shown to School of Arts and Sciences
- Marginalization of some schools and programs
- Graduate education is undervalued
- Tradition
- We rely on tuition; no endowment
- Lack of transparency in budget process
- Pay-scale for faculty
- A lot of faculty lacking in knowledge or interest in Jesuit tradition
- Lack of junior faculty formation
- Lack of support and mentorship for faculty toward evaluation of promotion and tenure processes – no model / no guidelines
- Feeling of undervaluing of faculty – regardless of whether junior or senior
- Limited resources for scholarship – be it faculty or student body
- Scholarship is distributed unequally (i.e. business school favored over others)
- Cultural aversion to change
- There are many internal processes that impede progress – processes for change not clear
- Thickening bureaucracy
- Lack of interdisciplinary thinking
- Often fail to take best possible interpretation of what others say (which is a Jesuit ideal)
- Many people are embedded in their own perspective – too much debate rather than dialogue
- Lack of courtesy, respect, etiquette on faculty listserv – some people feel that they have the responsibility to communicate in this way
- Fundamentalism of views / chauvinism
- Increasing tuition – becoming restrictive for many, especially middle-class who cannot qualify for financial aid
- Increasing size of student body is stretching our resources to their limits
- President does not show a commitment to faculty
- President has a lack of connection to faculty
Centralized IT department
Lack of resources to become more scholarly institution on the cutting edge
Schoenberg building itself is a weakness
People within same departments are spread out in different buildings

**Opportunities**

- Globalization – force university to look at new possibilities
- Capabilities / possibilities of distance education – Jesuit Net; our prior experience with distance ed.
- Growing distance education can increase pool of diverse students
- U-District – collaboration
- Society values what we offer – i.e. small class size; personalization; face to face interaction
- National awareness of GU
- Interfacing scholarship resources (i.e. Georgetown; Howard)
- Form partnerships with local, national and international organizations for student faculty experiences
- Explore being competitive in open market place
- Get satellite access to internet
- Educational application of latest technology (i.e. cellular technology; Blackberries; broadband)
- Younger students understand technology
- Decentralize IT support
- Leverage resources to become seen as more scholarly institute and more cutting edge
- Carefully examine adoption of business processes before imposing them
- Emphasize accountability and outcomes

**Threats**

- Pressure to move toward distance education because of competition is moving in that direction
- GU seen as elitist
- Rapid changes in society and higher education
- Rome – dictates; exclusive thinking; lack of freedom of speech
- Jesuit community not primarily in North America anymore
- Movement Catholic church toward conservatism
- Fundamentalism
- Carelessly adopted business practices imposed on higher education
- Federally mandated standards
- Drying up of resources (i.e. foundations)
- Tension between accountability and academic freedom
- Brain drain
- U-District
- University of Phoenix and for profit universities
- Government funding decreases for financial aid
- War
- George Bush