

# InTRO Report

*Surveying the digital education landscape  
at the University of Oregon and comparable institutions in AY 2014-15*  
<http://blogs.uoregon.edu/introreport/>

## Executive Summary

### Background

The InTRO office was originally formed in response to a proposal that emerged from the Educational Technology Advisory Committee to address faculty needs for streamlined services to educational technology support. A partnership between UO Libraries and Academic Extension, InTRO was created as a pilot project, tasked with implementing a referral service for faculty and inventorying the current UO educational technology resources in order to gain a better understanding of the distributed services at the University of Oregon.

The efforts to collect data and offer referrals over the past year were made in the context of many major changes in UO leadership, the LMS transition, and shifts in priorities for educational technology within schools and colleges. Due to the evolving landscape, InTRO's efforts expanded to include research into other institution's approaches to digital and on-line education; organizational structure, culture and funding models. This work was intended to gather examples, ideas, and organizational models that might help UO clarify and define how educational technology and the spectrum of digital education aligns with UO mission and priorities.

The report was formatted as a web site on UO Blogs to allow self-navigation of the wide array of information. The intention was to create a formative document that could be reviewed, discussed, edited and expanded by a community of collaborators interested in furthering the UO's vision for quality educational technology implementation, aligned with UO's effort to "strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge."

The bulk of this report represents a scan of UO digital education landscape and initial data collection on 27 comparators. More detailed information was gathered through preliminary phone interviews with key stakeholders from four of those institutions. The report also includes inspiring innovations from both UO and other institutions, a glossary of terms to provide a common understanding of terminology, and a summary of InTRO's referral activities. There are multiple links and files to provide useful resources to consider.

The web site is organized into four major sections, with appendices and files for those interested in reading in more detail.

**The UO Environment:** *a profile of campus resources and service providers.*

**Our Peers:** *Trends, models, and emerging ideas from comparable institutions nationwide.*

**Inspired Examples:** *14 examples of inspired programming initiatives that include 5 from UO.*

**Moving Forward:** *A place to share comments and dialogue about where UO might go in the future.*

## Report Highlights

- There are 18 service units at UO providing technological, pedagogical, and program support. These range from central units with a campus-wide service base, to units dedicated to the needs of a particular school or college, to small units providing a narrow range of specialized or vendor services. Each service provider has an individual intake process, including 9 help desks offering varying measures of “just in time” support for UO instructional staff.
  - Referral clients sought help from InTRO when they were unsure about where to find support. A significant portion of our referrals were made both to technology providers and other related services. Eleven of the InTRO projects (39%) required referrals to multiple service providers. A single point of entry into the campus instructional technology service environment may prove valuable.
  - There are a number of excellent grassroots initiatives happening at UO. Increased support could publicize and replicate these initiatives, improving their capacity to serve wider audiences across campus.
  - A lack of shared vocabulary and agreed upon definitions results in unintentional overlap in instructional technology services and limits our ability to provide consistent customer service. Clearly articulating the roles and responsibilities of each service provider would lessen the burden on staff and provide a clearer vision of gaps in service.
  - UO faculty participated in the EDUCAUSE Center for Analysis and Research’s annual Study of Faculty and Information Technology for this first time this year (AY 2014-15).
  - Conference calls with four peer universities generated a wealth of information about program development, cultural change, and budget models. These institutions are exemplary models of universities that have coordinated digital education within a distributed environment—to varying degrees—of technical, pedagogical, and programmatic support.
  - The University of Illinois and the University of Michigan, in particular, present models of strategically-driven faculty and administrative cooperation for institutional approaches to digital education.
  - Significant national, professional perspectives and analysis on digital education have been collected for further review in Useful External Reports.
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