# InTRO Report – February 2015

Comparator research has been the focus of InTRO's efforts this month. Preliminary analysis clearly indicates that our peer institutions centralize the services that deliver instructional technology and digital learning to a much greater extent than UO. Specific organizational structures differ to some degree, but the majority of our peers have initiated innovative digital education programming through strategic planning and implementation within the last 4-7 years.

We have drafted provisional organizational models of the core components of digital education at our peer institutions; these models reflect a trend towards centralized services and delineate clearer roles that our teaching and learning, educational technology, central IT, and continuing education units might play as UO's commitment to digital education grows. Included among these models is a "map" of the current, distributed state of educational technology at the University of Oregon.

Initial research into the educational technology services, processes and organizational structures at our selected peer institutions will be completed by the end of March.

ACTIVITIES
- New service provider information and expanded service descriptions are being prepared for publication on the InTRO website. The InTRO website is now linked from the Academic Affairs, Information Services, Academic Extension, and Teaching Effectiveness Program websites, and appears in the UO A to Z listing. Links from the UO Libraries, CAS and A&AA websites are in progress.
- New marketing and outreach efforts are underway; these include an InTRO slide on 4Winds, and an informational postcard, to be sent to all faculty for Spring 2015.
- New Stakeholder Coordination: School of Music and Dance.
- Two new projects in February have been referred out: one to develop video components for future online course development in the College of Business, and the other for support of an ongoing student/faculty project to create online resources to prepare Linguistics majors for job interviews. To date, our referral projects have involved the following services: Online Course Development, Multimedia Production, Technology Tools and Application/ Personal Devices, Outreach/Presentations, Pedagogy, and Program Support.

OBSERVATIONS
- Significant changes to technology infrastructure bring with them a limited window of opportunity, during which broad changes to an institution's approach to digital education can be more easily achieved. UO's investment in digital education would be maximized through improved communication between service units and faculty, as well as between service providers.
- UO policies for online education, currently in flux, are inconsistent; a standardized administrative perspective and strategic goals have been essential for quality progress at peer institutions.

NEXT STEPS
- The InTRO presentation to the EdTech Advisory Group on March 10 will summarize current comparator research and UO service inventory information. We will also elicit feedback for the focus and format of the InTRO end of year report for June.
- Attendance at the 100th Annual Conference of UPCEA in Washington, DC.
- Identify our most innovative digital education peers. Consult with their employees to begin a deeper investigation of best practices and productive organizational models.

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