InTRO Report – October 2014

InTRO began sustained campus outreach in October, managing more complex referrals, adding to its inventory of service providers, and hosting its first cross-campus event.

ACTIVITIES
- First presentation to Educational Technology Advisory Committee.
- Hosted Re-Imagining Learning Spaces Webinar: ELI Fall Focus Session (Oct 28-29) at Baker Downtown Center (13 attendees) and Portland White Stag (1 attendee). InTRO brought together staff from CAS, A&AA, TEP, AE, and the Libraries to participate in this webinar as a group. In addition to generating local face-to-face discussion and collaboration with UO Portland, the webinar facilitated extended Twitter conversations with institutions around the world--UO participants shared ideas with colleagues not only from across the U.S. and Canada, but as far away as the United Arab Emirates and Australia. Webinar Summary available.
- Attended eLearning and Innovative Pedagogies Conference (Oct 3-4) at Pacific University (Forest Grove, OR). Conference Summary available.
- Stakeholder Coordination: Information Services (Communications); CAS IT; College of Business Instructional Technology; A&AA Technology Services; AE program staff and design team; Office of Affirmative Action and Equal Opportunity; InfoGraphics Lab; McDermott Studios; VentureDept (Emerald Media Group); Ombuds Program.
- 6 new referrals to InTRO in October. To date, 12 referral projects opened; 6 completed.

IN DEVELOPMENT
- Phase 2 of InTRO website (late November/early December).
- Coordination with IS for access and development of Request Tracker intro queue.

EMERGING ISSUES AND OBSERVATIONS
- Our survey of UO participants following the webinar indicates broad interest in ongoing internal sharing and cross-campus events, with unanimous support for monthly lunch discussions and a UO best practices "showcase." We are pursuing these ideas, highlighting the work of different service providers on campus.
- Faculty referral clients are seeking help from InTRO when they are unsure about where to find support; they might know of the existence of various providers, but they are not aware that a specific provider can help with the kind of service support they need to find. A significant portion of referrals have been made not solely to technology service providers (such as CMET or IS), but to related services (pedagogical development or personnel support).
- Many service providers express a need to provide comprehensive technology support. Only through extended conversations are the limitations/conditions placed on that support articulated. There remains a sense of scarcity among providers—scarcity of time, equipment, staff, physical space, economic resources—which affects customer service. There are missed opportunities - for coordination between providers and between providers and faculty - which might address this sense of scarcity.

NEXT STEPS
- Research comparator institutions for educational technology services, processes, and structures.
- Continue to inventory educational technology services, and the communication of such services, at UO.
- Strategic Initiative Proposal (Instructional Design Team [Pilot Program])

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