

InTRO Report – March 2015

March was a transitional month for InTRO: we completed our initial round of comparator research, began sharing our findings with both internal and external audiences, and established a framework for our upcoming annual report. The opportunity to attend the UPCEA national conference provided context for our findings and showcased a wide variety of potential models for future educational technology and online program development.

ACTIVITIES

- Completed initial comparator research; data on the educational technology services, processes and organizational structures of 26 peer institutions is now available.
- Presented the early findings of our comparator research to the Educational Technology Advisory Committee, March 10.
- Marketing and Outreach: An InTRO 4Winds slide has been provided to Library Communications and Marketing for digital display. An informational postcard is being prepared at Printing and Mailing Services for distribution to UO faculty in April.
- As part of a virtual learning community for regional instructional technology service providers, administered a voluntary survey of participants, assessing attitudes, organizational structures and access to resources using questions derived from our comparator research. Shared the results of that survey and our comparator research project while leading a dynamic discussion of these issues at a virtual meeting, March 16.
- Attended the 100th Annual Conference of UPCEA in Washington, DC, March 30–April 1. Conference Summary available.
- Participated in initial discussions with the Office of Academic Affairs regarding the development of New Faculty and OA Orientation into a hybrid onboarding experience.
- Stakeholder Coordination: Accessible Education Center, A&AA Tech Services, CMET, Teaching Effectiveness Program, Information Services.
- One new project was referred out in March, to develop a hybrid mediation training program for the Appropriate Dispute Resolution Center at the School of Law. We also consulted with the Office of Affirmative Action and Equal Opportunity about a potential future referral.

OBSERVATIONS

- Attendance at UPCEA made clear that a number of well-established, high-quality digital education programs struggled through periods of confusion in order to adjust towards technological innovation. Presentations stressed the value of strong administrative leadership and a clearly defined academic mission in the development of initiatives.
- The Online Learning Consortium’s Quality Scorecard (<http://onlinelearningconsortium.org/consult/quality-scorecard/>), and UPCEA’s new Hallmarks of Excellence in Online Leadership (<http://www.upcea.edu/hallmarks>) include excellent resources and strategies that could be put to use for local data collection and quality program development at UO.

NEXT STEPS

- Conduct deeper investigation of best practices and productive organizational models at our most innovative digital education peers. Currently under consideration: the University of Michigan, the University of Missouri, and Iowa State University.
- Participate in the new UO Educational Technology Community of Practice. The first meeting will be April 9.
- Begin drafting our first annual report, which will be released in June 2015 in both hard copy and blog-based versions.

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