“We’re Moving Your Cheese!”

Communicating IT Change

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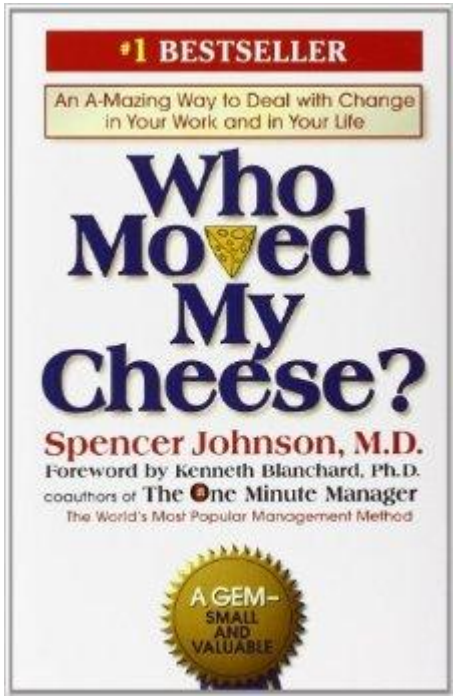
Session Agenda

- General Introduction
- Getting Ahead of the Message
- Developing a Communication Strategy
- Executing a Communication Strategy
- How’d It Go?
- Questions

General Introduction

What is “moving cheese”?

- A parable about change
- Change takes many forms
- Change is necessary
- Change impacts users



Why should we care?

- Acceptance
- Buy-in
- It’s the right thing to do

Takeaways

- Who
- What
- How
- Our mistakes

Our case study: LMS Transition

- Small dev team
- Beloved, but aging, homegrown Learning Management System (EEE)
- Campus-wide impact if changed
- Two projects, one approach
  - 1-year Pilot
  - Multi-year transition

Guiding Principles

- Challenges
  - Controversial, poorly understood, easily confusing
  - Anxiety and resistance
  - “But…”
- Goals
  - Transparency
  - Unified and consistent
  - Clear and complete
  - Retain trust

The Communications Team

- Tips
  - Whole lifecycle
  - Writing, speaking
  - User focused
- Our Team
  - Project Initiator (Briandy)
  - Development Team Manager (Kelsey)
  - Development Team User Experience Architect (Ray)

Getting Ahead of the Message

The Pre-strategy Strategy

- Craft a “change is coming” message
- Identify obvious initial audiences
- Proactively engage ahead of the project

The Pre-strategy Strategy

- Content
  - Explain “why”
  - Demonstrate thoughtfulness
  - Be honest about impacts
- Format
  - Concise
  - Mostly Q&A

The Pre-strategy Strategy

- Pros
  - Promote inclusiveness, transparency
  - Identify champions
  - Uncover concerns
  - Get intel for messaging
- Cons
  - The game of “telephone”

Developing a Communication Strategy

Establish Goals

Example from LMS Transition:

- Promote on-going engagement in the entire learning technology ecosystem.
- Increase the opportunities for ensuring that this is a cooperative effort.
- Build confidence & understanding around decisions through transparency and demonstration of responsiveness.
- Inform expectations through education.
- Reduce fear and misunderstanding.

Audience Discovery

- Brainstorming, aka “The Kitchen Sink”
  - Who and why?
- Refine
  - Importance (critical, somewhat critical, or n/a)
  - Communication so far (effective, not effective)
  - Perspective (unaware, resistant, neutral, supportive, leading)
- Rank
  - 1 = critical to project success
  - 5 = impacted, make sure they’re aware

A	C	D	E	F	G	H	I	J	K	L	M
	Importance			Effectiveness		Ranking	Attributes				
Who	n/a	Somewhat	Critical	Not effective	Effective	Ranking	Unaware	Resistant	Neutral	Supportive	Leading

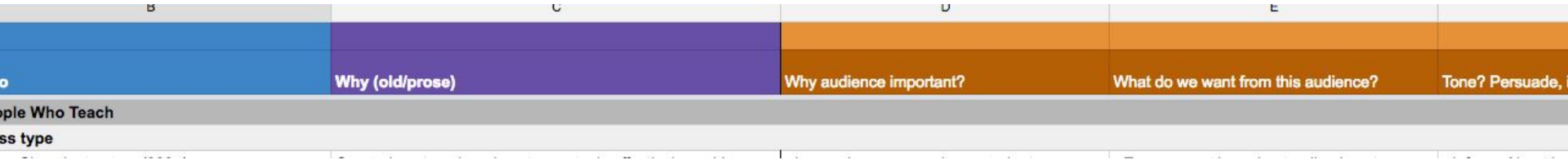
Organizing Audiences

- Affinity groupings
- General groups with subgroups as needed
- Naming groups

	Champions
B	OIT c-Suite
R	DTL Vice Provost
B	DTL Director
R	LMS Advisory Group
	Learners
	General Audience
B	Undergraduate Students
R	Graduate Students
	Targeted Needs

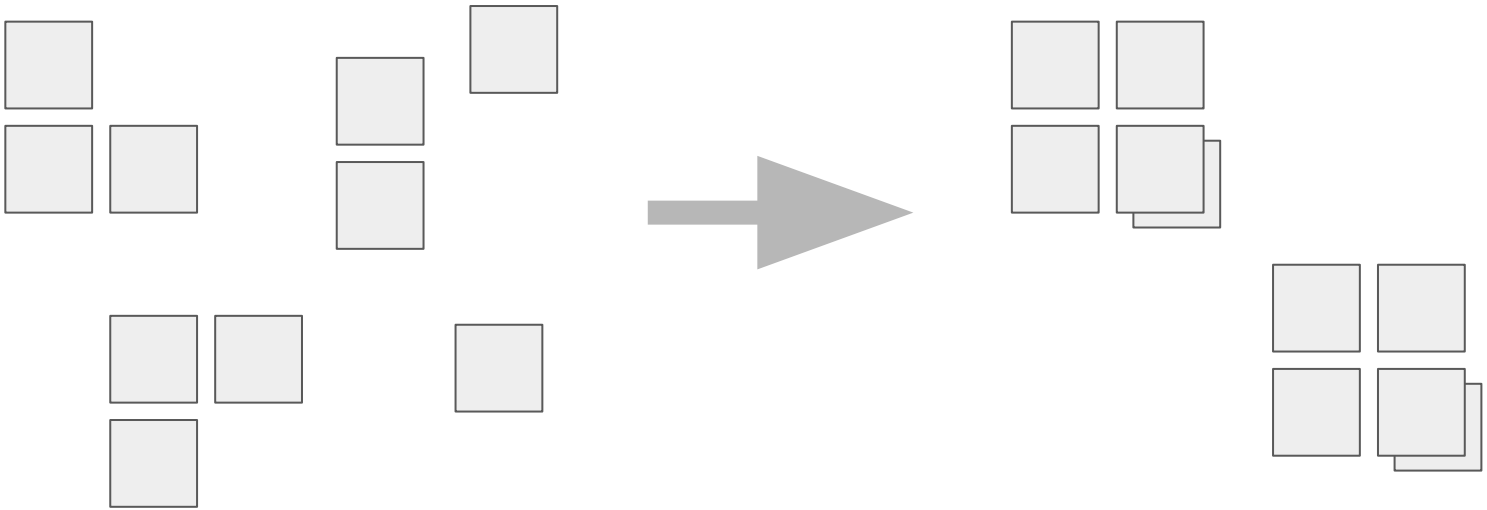
Define: Why? What? Tone?

- Why is this audience important?
- What do we need from this audience?
- What the right tone for communicating with this audience?



Combining Audiences

- Affinity based on attributes previously constructed
- Pare down and prune, alternative communications



Define: Concerns? Channels? Frequency?

- What are likely the key concerns for this audience with regard to this change?
- What are typically the best ways to reach this audience?
- How frequently should we engage this audience given the various channels?

Who	Probable concerns (in the form of questions they'd want answered)	Preferred communications mechanism	Frequency	At
People Who Teach				

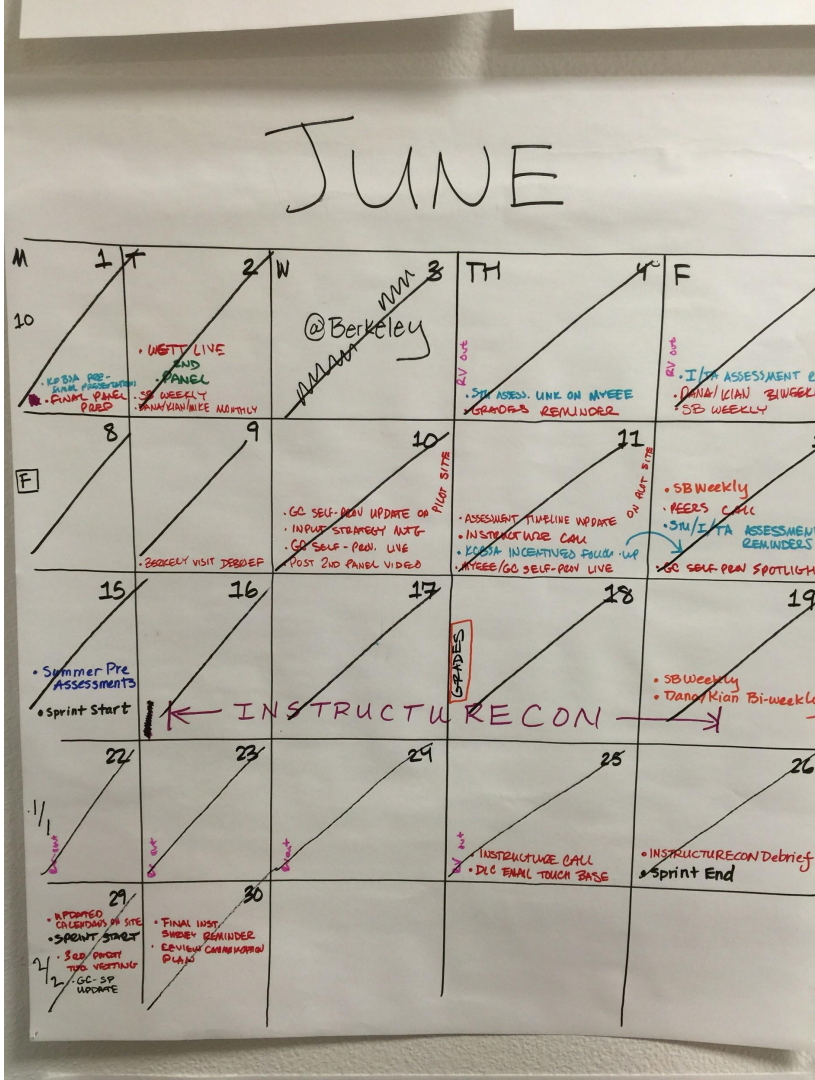
The Whole Enchilada

- Who
  - Priority audiences
  - And everybody else
- Why
  - Helpful especially later, when you don’t remember why an audience is listed
- How
  - Methods of communication
  - Contents of communication
- Tone
- Then, you can synthesize the data into an actionable form:
  - https://docs.google.com/spreadsheets/d/18C4Rsl8K1TzAQ_uljXAC2oEPYcFSg6Nu6lcD0eNqJuA/edit?usp=sharing

Executing the Communication Strategy

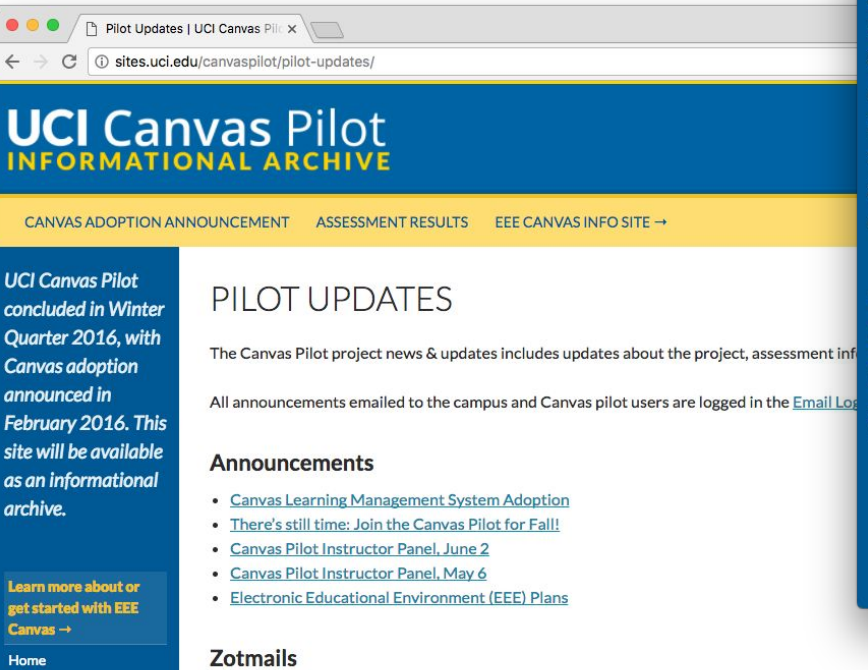
Execution Planning

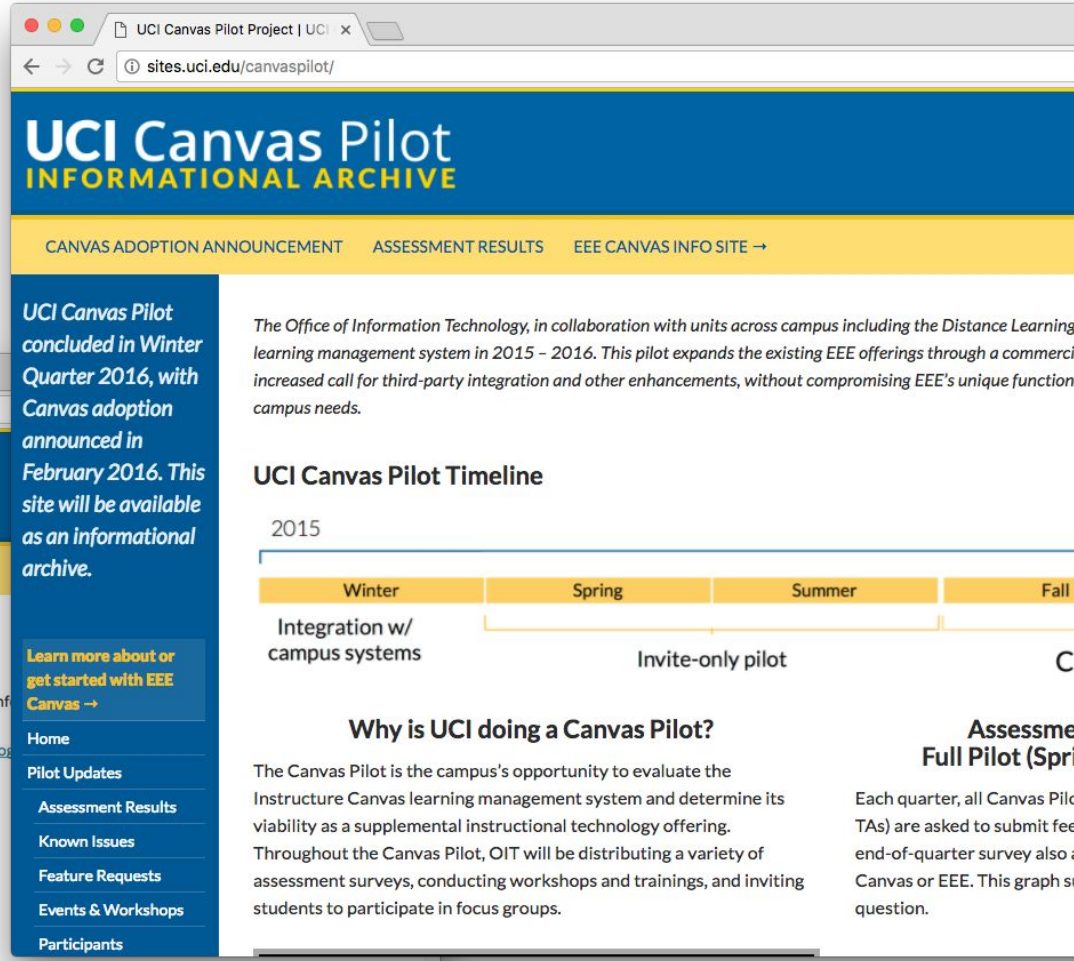
- Implementing based on development
- Mapping to project phases
- Scheduling



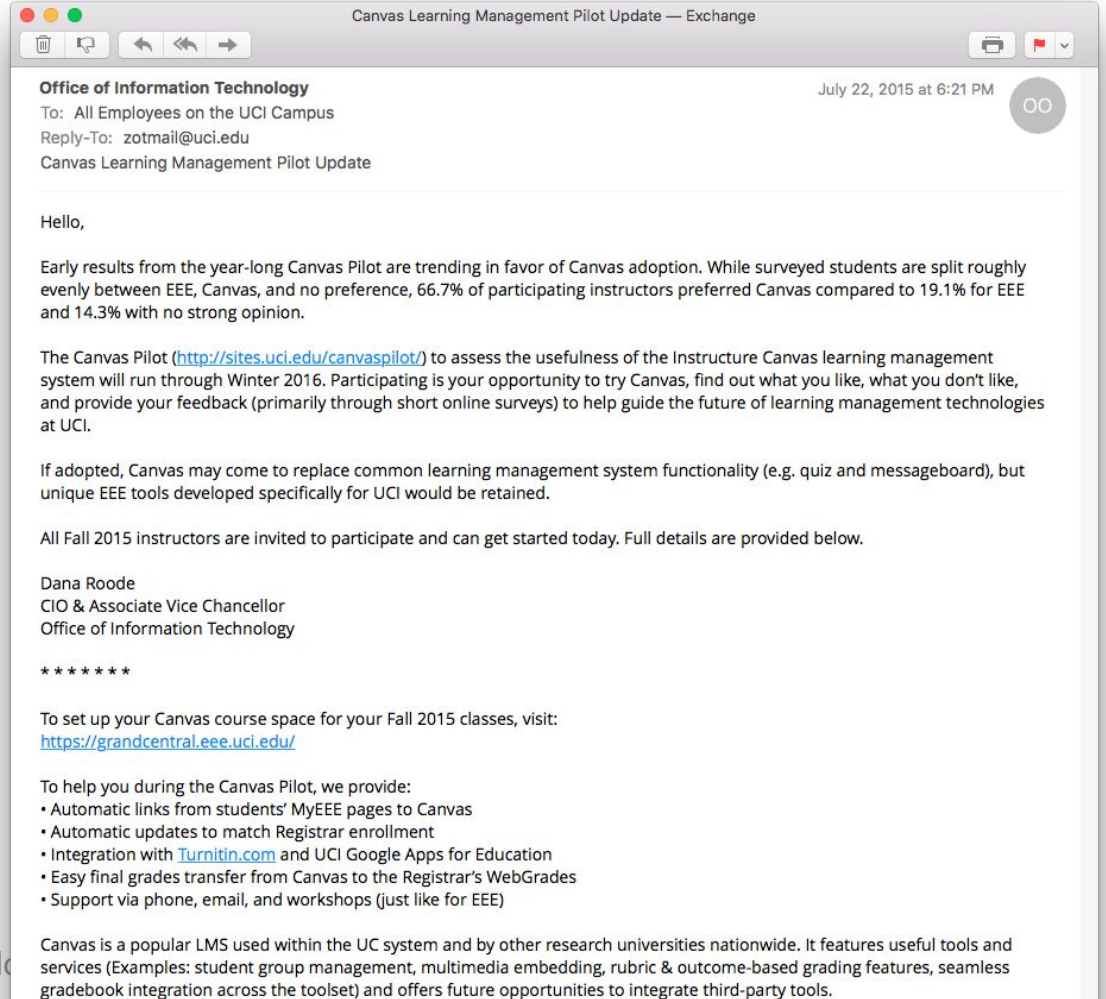
Project Website

http://sites.uci.edu/canvaspilot/





Emails



Canvas Learning Management Pilot Update — Exchange

Office of Information Technology
To: All Employees on the UCI Campus
Reply-To: zotmail@uci.edu
Canvas Learning Management Pilot Update

July 22, 2015 at 6:21 PM

Hello,

Early results from the year-long Canvas Pilot are trending in favor of Canvas adoption. While surveyed students are split roughly evenly between EEE, Canvas, and no preference, 66.7% of participating instructors preferred Canvas compared to 19.1% for EEE and 14.3% with no strong opinion.

The Canvas Pilot (http://sites.uci.edu/canvaspilot/) to assess the usefulness of the Instructure Canvas learning management system will run through Winter 2016. Participating is your opportunity to try Canvas, find out what you like, what you don't like, and provide your feedback (primarily through short online surveys) to help guide the future of learning management technologies at UCI.

If adopted, Canvas may come to replace common learning management system functionality (e.g. quiz and messageboard), but unique EEE tools developed specifically for UCI would be retained.

All Fall 2015 instructors are invited to participate and can get started today. Full details are provided below.

Dana Roode
CIO & Associate Vice Chancellor
Office of Information Technology

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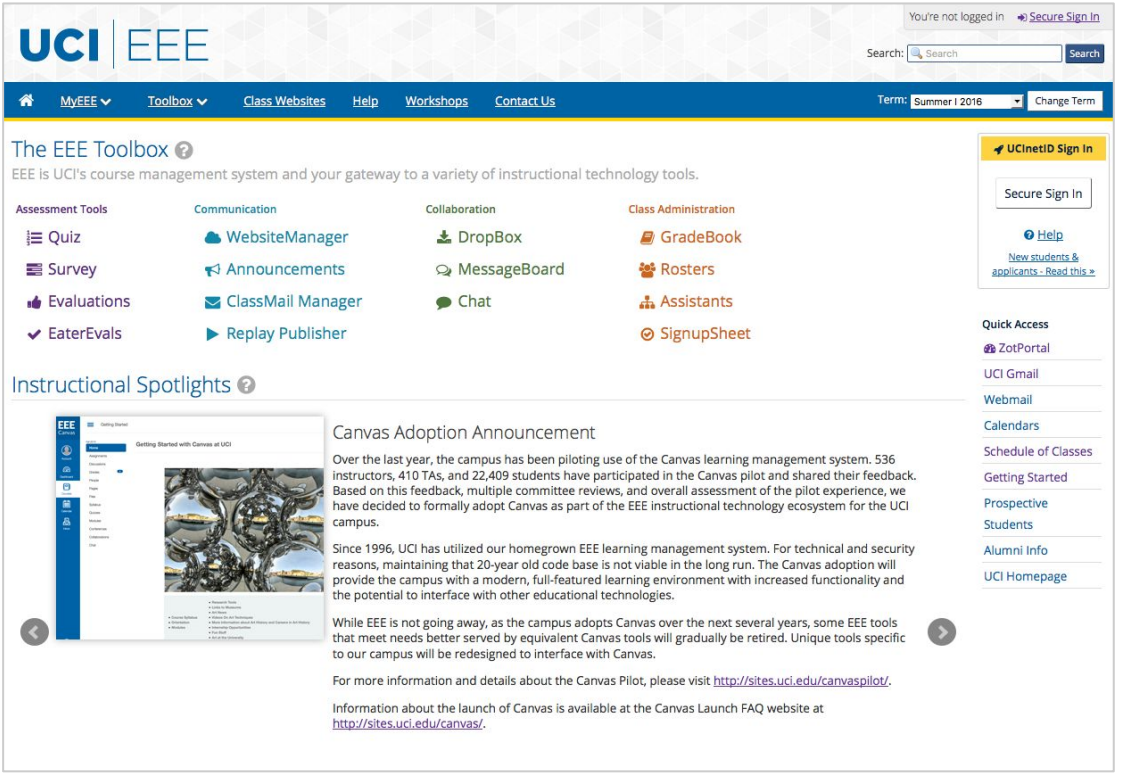
To set up your Canvas course space for your Fall 2015 classes, visit:
https://grandcentral.eee.uci.edu/

To help you during the Canvas Pilot, we provide:
• Automatic links from students' MyEEE pages to Canvas
• Automatic updates to match Registrar enrollment
• Integration with Turnitin.com and UCI Google Apps for Education
• Easy final grades transfer from Canvas to the Registrar's WebGrades
• Support via phone, email, and workshops (just like for EEE)

Canvas is a popular LMS used within the UC system and by other research universities nationwide. It features useful tools and services (Examples: student group management, multimedia embedding, rubric & outcome-based grading features, seamless gradebook integration across the toolset) and offers future opportunities to integrate third-party tools.

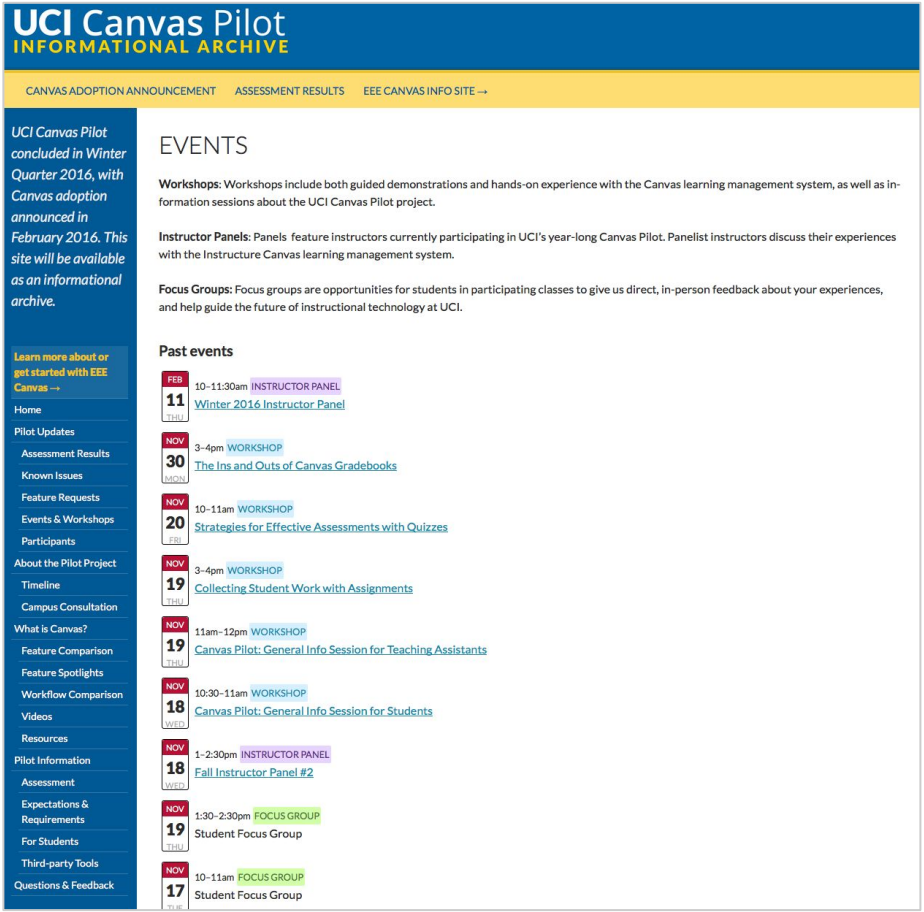
The Site Itself

- Meet folks where they are
- History tells us the homegrown LMS homepage is an effective communication mechanism
- Short & sweet, link to detail



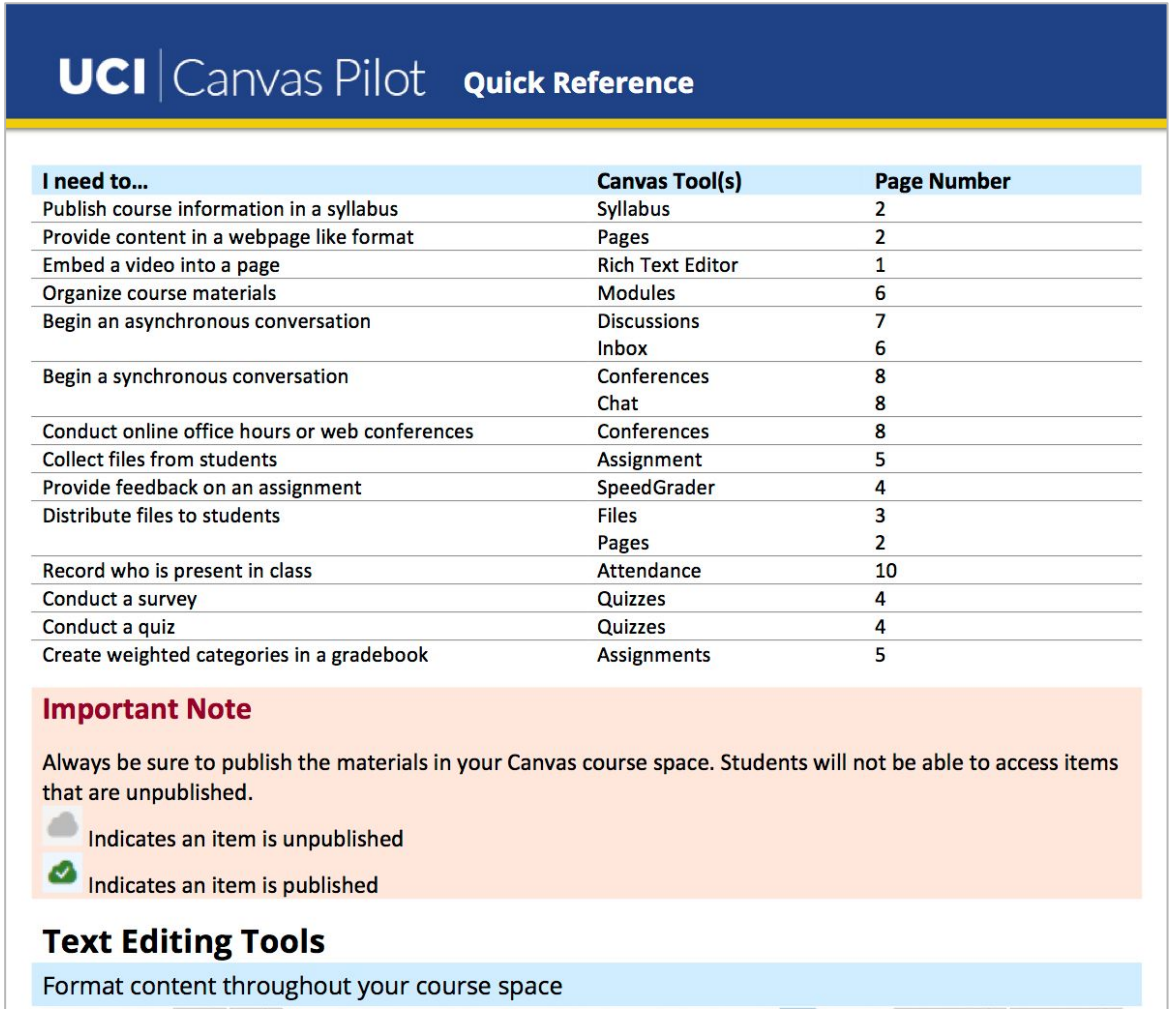
Info Sessions

- Separate sessions for audiences: students, TAs, instructors
- Poor attendance
- Some misunderstanding of purpose, content - we were flexible
- Good feedback from those who did attend
- Able to show we offered multiple ways to learn about the project



Workshops

- In-person group training sessions
- Multiple approaches: broad vs. topic-focused
- Low attendance
- High efficacy



UCI | Canvas Pilot **Quick Reference**

I need to...	Canvas Tool(s)	Page Number
Publish course information in a syllabus	Syllabus	2
Provide content in a webpage like format	Pages	2
Embed a video into a page	Rich Text Editor	1
Organize course materials	Modules	6
Begin an asynchronous conversation	Discussions	7
	Inbox	6
Begin a synchronous conversation	Conferences	8
	Chat	8
Conduct online office hours or web conferences	Conferences	8
Collect files from students	Assignment	5
Provide feedback on an assignment	SpeedGrader	4
Distribute files to students	Files	3
	Pages	2
Record who is present in class	Attendance	10
Conduct a survey	Quizzes	4
Conduct a quiz	Quizzes	4
Create weighted categories in a gradebook	Assignments	5

Important Note

Always be sure to publish the materials in your Canvas course space. Students will not be able to access items that are unpublished.

Indicates an item is unpublished

Indicates an item is published

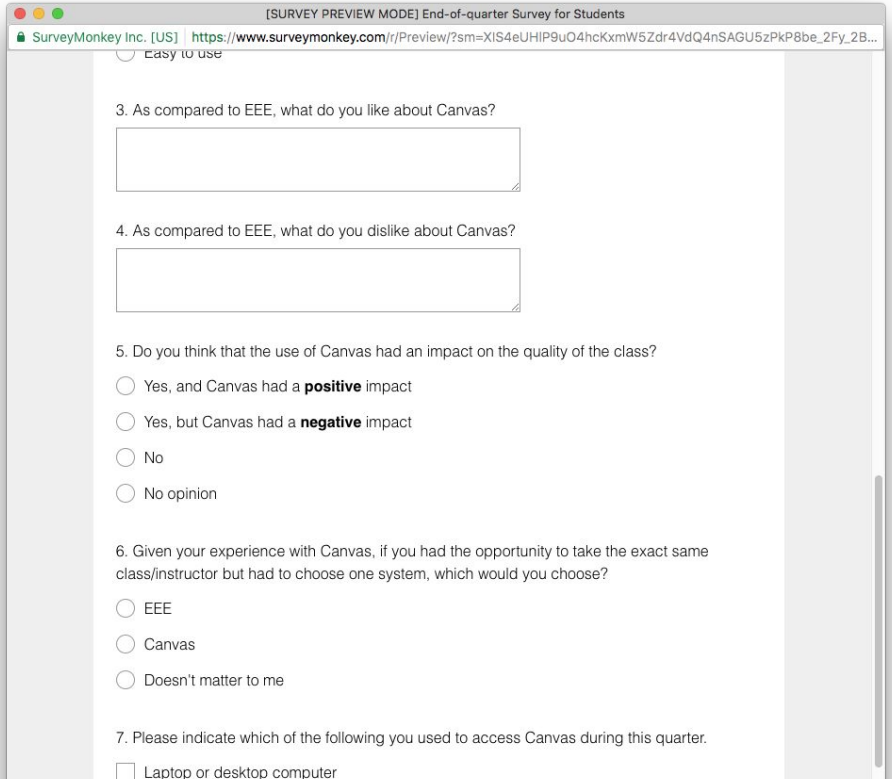
Text Editing Tools

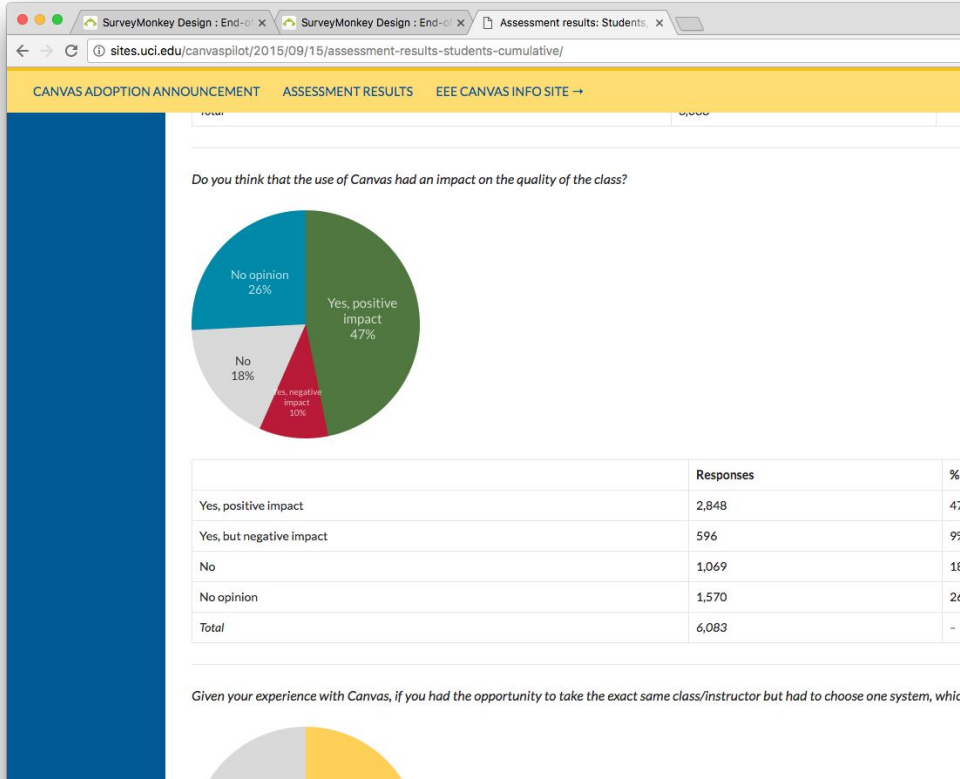
Format content throughout your course space

Panels

SITES.UCI.EDU/CANVASPILOT/
EEE@UCI.EDU
Canvas Pilot
Instructors
67%
Students
40%
27%
TAs
37%
18%

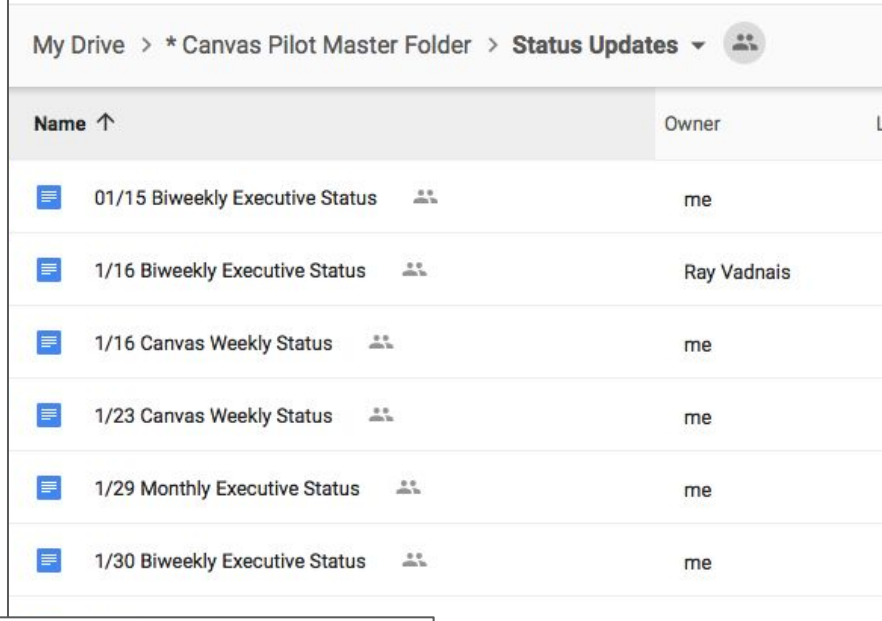
Surveys

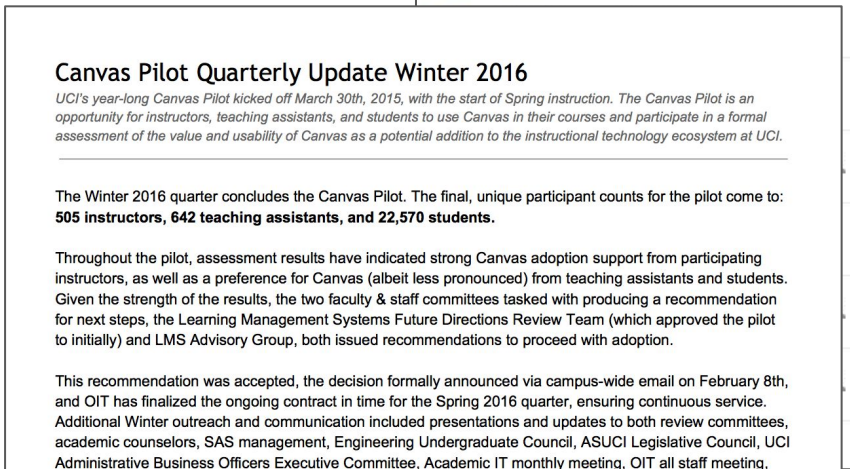

[SURVEY PREVIEW MODE] End-of-quarter Survey for Students
SurveyMonkey Inc. [US] | https://www.surveymonkey.com/r/Preview/?sm=XIS4eUHIP9uO4hcKxmW5Zdr4VdQ4nSAGU5zPkP8be_2Fy_2B...
Easy to use
3. As compared to EEE, what do you like about Canvas?
4. As compared to EEE, what do you dislike about Canvas?
5. Do you think that the use of Canvas had an impact on the quality of the class?
Yes, and Canvas had a positive impact
Yes, but Canvas had a negative impact
No
No opinion
6. Given your experience with Canvas, if you had the opportunity to take the exact same class/instructor but had to choose one system, which would you choose?
EEE
Canvas
Doesn't matter to me
7. Please indicate which of the following you used to access Canvas during this quarter.
Laptop or desktop computer


SurveyMonkey Design : End-of
SurveyMonkey Design : End-of
Assessment results: Students
sites.uci.edu/canvaspilot/2015/09/15/assessment-results-students-cumulative/
CANVAS ADOPTION ANNOUNCEMENT
ASSESSMENT RESULTS
EEE CANVAS INFO SITE →
Do you think that the use of Canvas had an impact on the quality of the class?
No opinion 26%
Yes, positive impact 47%
No 18%
Yes, negative impact 10%
Responses
Yes, positive impact 2,848
Yes, but negative impact 596
No 1,069
No opinion 1,570
Total 6,083
Given your experience with Canvas, if you had the opportunity to take the exact same class/instructor but had to choose one system, whic

Executive Reports

- Biweekly to director
- Monthly to CIOs
- Easy to assemble from wall calendars
- Aligns on message
- Provides leadership with shareable info





Canvas Pilot Quarterly Update Winter 2016

UCI's year-long Canvas Pilot kicked off March 30th, 2015, with the start of Spring instruction. The Canvas Pilot is an opportunity for instructors, teaching assistants, and students to use Canvas in their courses and participate in a formal assessment of the value and usability of Canvas as a potential addition to the instructional technology ecosystem at UCI.

The Winter 2016 quarter concludes the Canvas Pilot. The final, unique participant counts for the pilot come to: **505 instructors, 642 teaching assistants, and 22,570 students.**

Throughout the pilot, assessment results have indicated strong Canvas adoption support from participating instructors, as well as a preference for Canvas (albeit less pronounced) from teaching assistants and students. Given the strength of the results, the two faculty & staff committees tasked with producing a recommendation for next steps, the Learning Management Systems Future Directions Review Team (which approved the pilot to initially) and LMS Advisory Group, both issued recommendations to proceed with adoption.

This recommendation was accepted, the decision formally announced via campus-wide email on February 8th, and OIT has finalized the ongoing contract in time for the Spring 2016 quarter, ensuring continuous service. Additional Winter outreach and communication included presentations and updates to both review committees, academic counselors, SAS management, Engineering Undergraduate Council, ASUCI Legislative Council, UCI Administrative Business Officers Executive Committee, Academic IT monthly meeting, OIT all staff meeting,

Postcards

- Send to -all- eligible instructors (~1,200)
- Surprisingly affordable!
- Surprisingly effective!

How’d It Go?

Lessons Learned

- Can’t communicate too much or too early (but there will be gaps)
- Postcards surprisingly effective; think outside the box
- Neglected our own team, internal communication

Takeaways

- Who
- What
- How
- Our mistakes

Takeaways Too

- Consistent messaging (elevator speech)
- Collaborative tools (Google Drive, Trello)
- Physical space (paper calendars, sticky notes)
- 20-10-20-10 Meetings

Questions?

- Briandy Walden: bwalden@uci.edu
- Kelsey Layos: kelsey@uci.edu
- Ray Vadnais: rvadnais@uci.edu

- Templates: http://bit.ly/29E8byj