

“We’re Moving Your Cheese!”

Communicating IT Change

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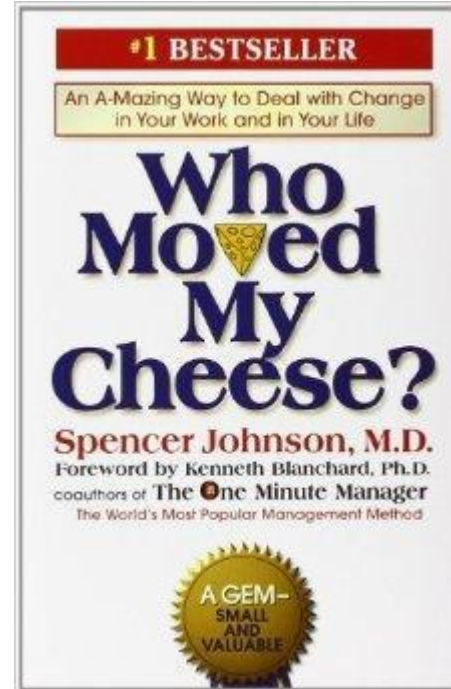
Session Agenda

- 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

Process

- Define goals
- Audience discovery & definition
 - a. Brainstorm audience list
 - b. Define attributes of audiences
 - c. Group like audiences together
 - d. Refine audiences
 - e. Combine and continue to refine audiences
 - f. Outline audience communication methods & concerns
 - g. Decide upon communication frequency

Suggested Working Style

- Collaborative with 2 or 3 people
- 10-20-10-20 active working meetings:
 - 10 minutes to review and plan the next 50 minutes
 - 20 minutes of independent work
 - 10 minutes to collaborate and discuss
 - 20 minutes of independent work
 - 2 minutes to plan next meeting (put this in your calendar invite)
- Use collaborative software (we used Google spreadsheets)

Establish Goals

- Come up with a few goals for your communication effort
- Refer back to these goals **constantly**
- 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.

1 - Brainstorm audience list

- 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
- Columns: **Who, Why**

2 - Define audience attributes

- What to think about
 - **Importance** (critical, somewhat critical, or n/a)
 - **Effectiveness** of communication so far (effective, not effective)
 - **Perspective** (unaware, resistant, neutral, supportive, leading)
- Criticality ranking
 - 1 = critical to project success
 - 5 = impacted, make sure they're aware
- Columns: **Importance, Effectiveness, Perspectives, Ranking**

3 - Grouping

- What to think about
 - Affinity groupings
 - General groups with subgroups as needed
 - Naming groups
- Output: Groups, subgroups, and audiences organized appropriately

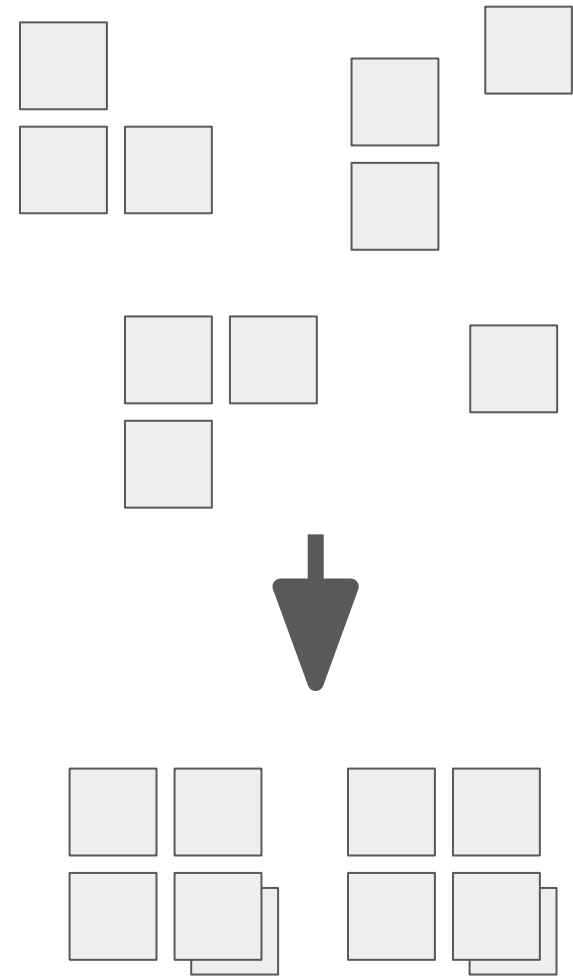
	Learners
	General Audience
B	Undergraduate Students
R	Graduate Students
	Targeted Needs
B	First Generation Students

4 - Refinement & Definition

- What to think about
 - Why is this audience important?
 - What do we want from this audience?
 - How should we communicate with this audience?
- Tips
 - Don't worry if you think of new audiences; just add them
 - Don't worry if you discover similarities; keep grouping things together
 - Make liberal use of the "Hide column" feature in your spreadsheet app
- Output: New columns: **Why important, What we want, Tone**

5 - Combine & Refine

- What to think about
 - Is this audience still important?
 - Is this audience categorized appropriately?
 - Goal is to create a manageable, focused list of audiences
- Tips
 - Either delete or move audiences away
 - Merge as needed
 - Keep a consensus mindset when considering removing entries
- Output: A more focused, manageable list



6 - Communication methods & concerns

- What to think about
 - 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?
- Tips
 - This can get tedious, so don't do it all at once
- Output: Columns: **Probable concerns, Preferred communications mechanisms**

7 - Frequency

- What to think about
 - How frequently should we talk to this audience?
 - Should the frequency vary based on communication method?
- Tips
 - Consider multiple frequencies based upon communication method
 - This can get tedious, so don't do it all at once
- Output: Columns: **Frequency**

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 and frequency of communication
 - Contents of communication
- Tone
- Then, you can synthesize the data into an actionable form, such as a [quarterly calendar](#)

The screenshot shows a Google Sheets spreadsheet titled "Pilot Audience Communication Schedule". The spreadsheet is organized into columns for different audience groups and phases. The columns are: Internal Team, Our Leadership, Operational Partners, Other Campus Constituents, Phase, Pilot Participants (Instructors/TAs), Instructors, and Academic Leadership. The rows represent different communication phases: Pre-Pilot, Winter 2015 Implementation, W15 > S15 Transition, Spring 2015 Soft Pilot Execution, Spring > Summer Transition, and Summer 2015 Soft Pilot Continuation. Each cell contains specific communication tasks, such as "RECURRING: Send link to website", "EARLY: Send link to website", "LATE: Update website", "TRANSITION: Quarterly update email", etc. The spreadsheet is color-coded by phase, with Pre-Pilot in orange, Winter 2015 Implementation in purple, W15 > S15 Transition in red, Spring 2015 Soft Pilot Execution in blue, Spring > Summer Transition in green, and Summer 2015 Soft Pilot Continuation in yellow.

	A	B	C	D	E	F	G	H
1	All communications should reflect the concerns for the indicated group: https://docs.google.com/spreadsheets/d/1Bc4Rt8K1TzAQ_ujXAC2zEPrfSgN6u8icDoeHqJJA/edit#gid=2119840944							
2	Administrative							
3	Internal Team	Our Leadership	Operational Partners	Other Campus Constituents	Phase	Pilot Participants (Instructors/TAs)	Instructors	Academic Leadership
4	RECURRING: • Status meetings • Status updates	RECURRING: • Send bi-weekly email updates						
5	EARLY: • Send link to Confluence space	EARLY: • Send link to website			Pre-Pilot	EARLY: • Send out link to website • Schedule onboarding meetings • Create interested faculty list		
6	LATE: • Update Confluence space	LATE: • Update website		LATE: • Announce to EEE Ops		LATE: • Send more detailed plan into • Plan instructional benefit videos		
7	RECURRING: • Update Confluence space • Regular status update meetings • Regular email updates	RECURRING: • Send bi-weekly email updates	RECURRING: • Meet with DLC	RECURRING: • Update website		RECURRING: • Update website • Email updates		RECURRING: • Presentations upon request
8		EARLY: • Extension bi-weekly email updates	EARLY: • Meet with Registrar		Winter 2015 Implementation	EARLY: • Set up documentation • Invite faculty to participate • Announce workshops & training	EARLY: • First announcement on EEE • Update website	EARLY: • Send email notification w/ website link
9	LATE: • Update Confluence space • Email announcement	LATE: • Update website • Email update	LATE: • Send Reg update: participation, anything else	LATE: • Send announcement to OIT • Update website • Email update • OIT newsletter		LATE: • Pre-pilot surveys • Workshops/learning	LATE: • Info session	
10	TRANSITION: • Quarterly update email	TRANSITION: • Quarterly update email • Update website		TRANSITION: • Quarterly update email • Update website	W15 > S15 Transition	TRANSITION: • Quarterly update email • Update website	TRANSITION: • Update website	TRANSITION: • Update website
11	RECURRING: • Regular status update meetings • Regular email updates	RECURRING: • Regular status update meetings • Regular email updates	RECURRING: • Meet with DLC & Summer	RECURRING: • Update website • Presentations upon request		RECURRING: • Gather feedback • Ongoing support		
12			EARLY: • Send Reg update • Meet with DLC: Summer planning	EARLY: • Send email to IT directors	Spring 2015 Soft Pilot Execution	EARLY: • Book Summer participants • Announce workshops & training for Summer • Mid-pilot surveys • Info sessions	EARLY: • Announce workshops & trainings • Info sessions	EARLY: • Send email update
13	LATE: • Email announcement	LATE: • Update website • Email announcement	LATE: • Send Reg update	LATE: • Update website • Email announcement • OIT Staff presentation (?)		LATE: • Post-pilot surveys • Update website • Workshop/learning for Summer participants • Info sessions	LATE: • Faculty panel • Info sessions	LATE: • Faculty panel
14	TRANSITION: • Quarterly update email	TRANSITION: • Quarterly update email • Update website	TRANSITION: • Quarterly update email • Update website	TRANSITION: • Quarterly update email • Update website	Spring > Summer Transition	TRANSITION: • Quarterly update/thank you email • Update website • Pre-pilot surveys for Summer participants	TRANSITION: • Update website	TRANSITION: • Update website • Quarterly update email
15	RECURRING: • Regular status update meetings • Regular email updates	RECURRING: • Send bi-weekly email to DRKIC • Send weekly email to SB • Send monthly email to DRKIC • Provide updates to OIT leadership	RECURRING: • Meet with DLC & Summer	RECURRING: • Update website • Presentations upon request		RECURRING: • Gather feedback • Ongoing support		
16			EARLY: • Send Reg update • Meet with DLC: Fall planning	EARLY: • Send email to IT directors	Summer 2015 Soft Pilot Continuation	EARLY: • Recruit Fall participants • Mid-pilot surveys • MyEEE posts for results	EARLY: • Info sessions • MyEEE posts for results	EARLY: • Send email update
	LATE: • Update website	LATE: • Update website	LATE: • Update website	LATE: • Update website		LATE: • Update website	LATE: • Update website	LATE: • Update website

Templates & Assets

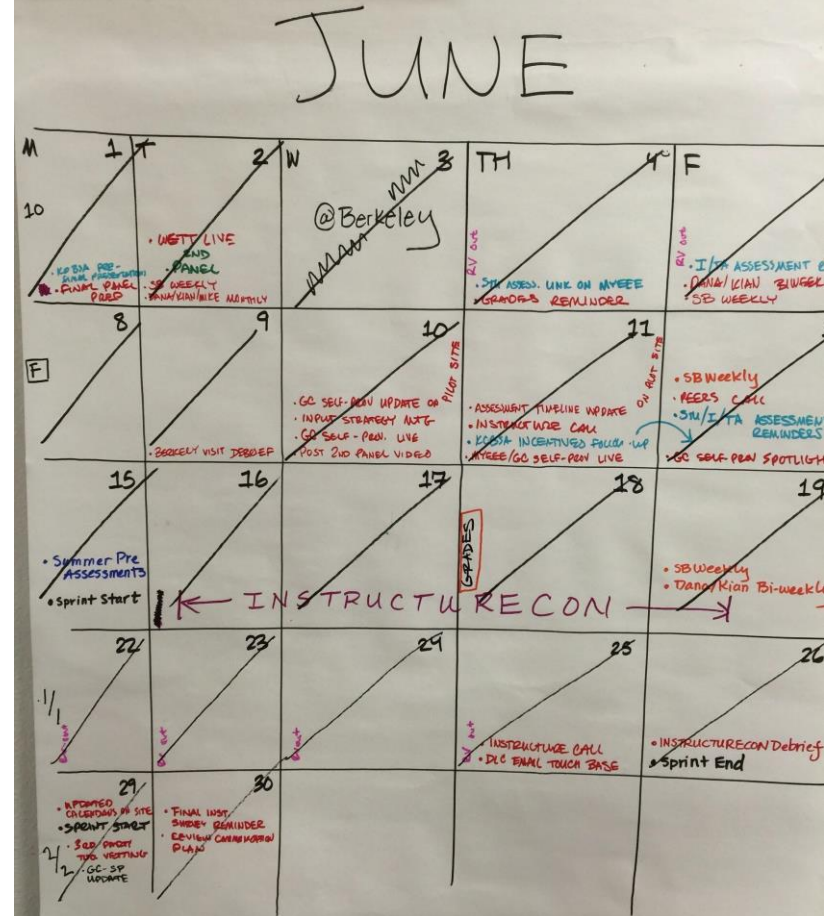
<http://sites.uci.edu/e16uci/cheese/>

- Presentation deck
- Blank templates (Google spreadsheets, but easily imported into Excel)
- Outline/template of the plan outlined in the previous slides

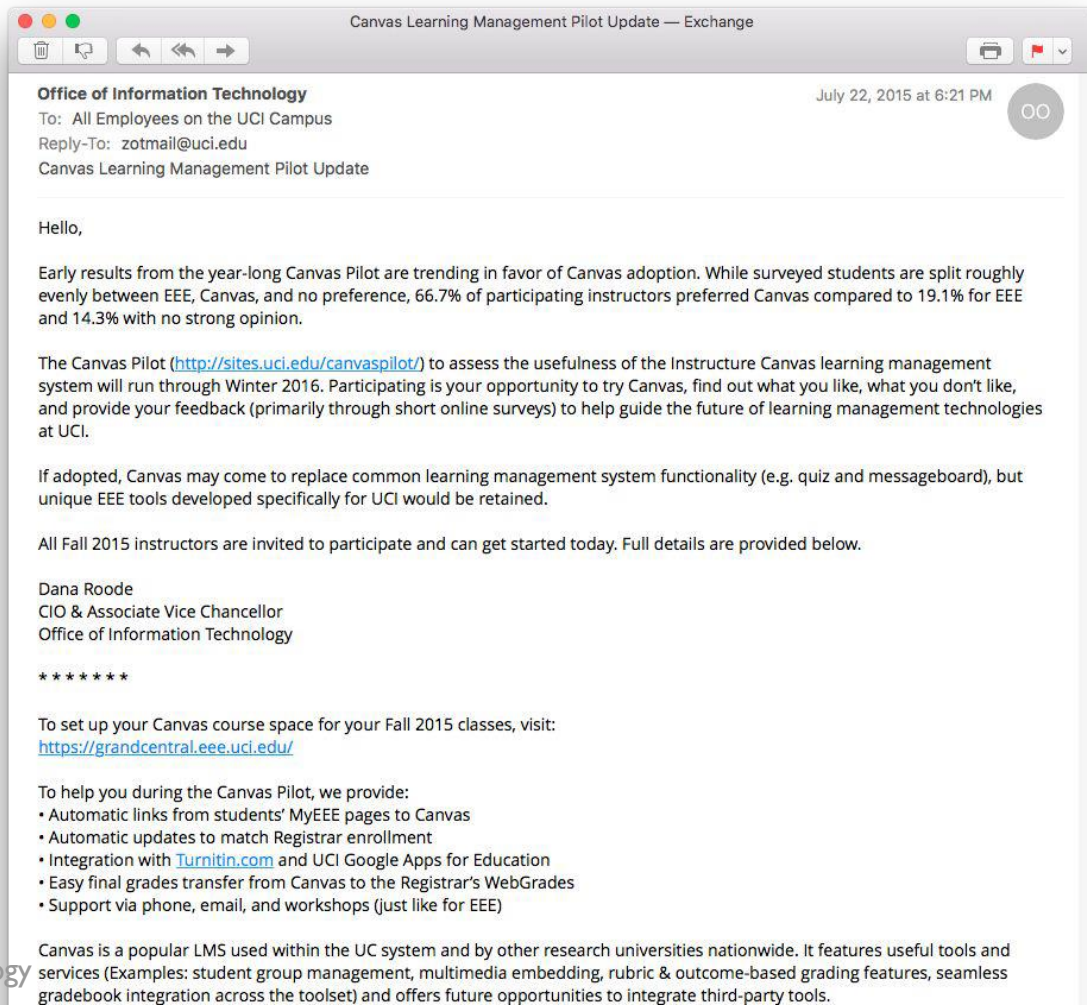
Executing the Communication Strategy

Execution Planning

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



Emails



Workshops

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

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 Inbox	7 6
Begin a synchronous conversation	Conferences Chat	8 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 Pages	3 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

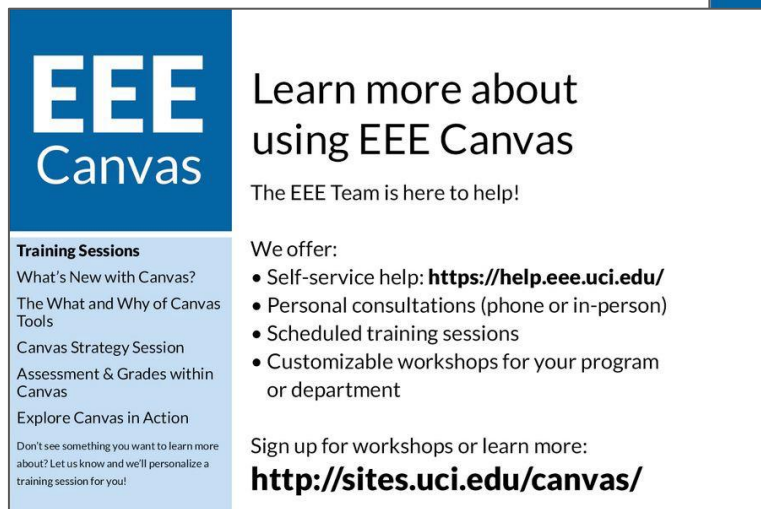
Format content throughout your course space

Panels



Postcards

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



EEE Canvas

Learn more about using EEE Canvas

The EEE Team is here to help!

Training Sessions

- What's New with Canvas?
- The What and Why of Canvas Tools
- Canvas Strategy Session
- Assessment & Grades within Canvas
- Explore Canvas in Action

Don't see something you want to learn more about? Let us know and we'll personalize a training session for you!

We offer:

- Self-service help: <https://help.eee.uci.edu/>
- Personal consultations (phone or in-person)
- Scheduled training sessions
- Customizable workshops for your program or department

Sign up for workshops or learn more:
<http://sites.uci.edu/canvas/>

EEE Canvas

UCI is adopting Instructure Canvas

Following the 2015-16 UCI Canvas Pilot, the campus is adopting Canvas.

Get started with Canvas for your classes:

- 1) Go to <https://grandcentral.eee.uci.edu>
- 2) Create a course space
- 3) Start using Canvas!

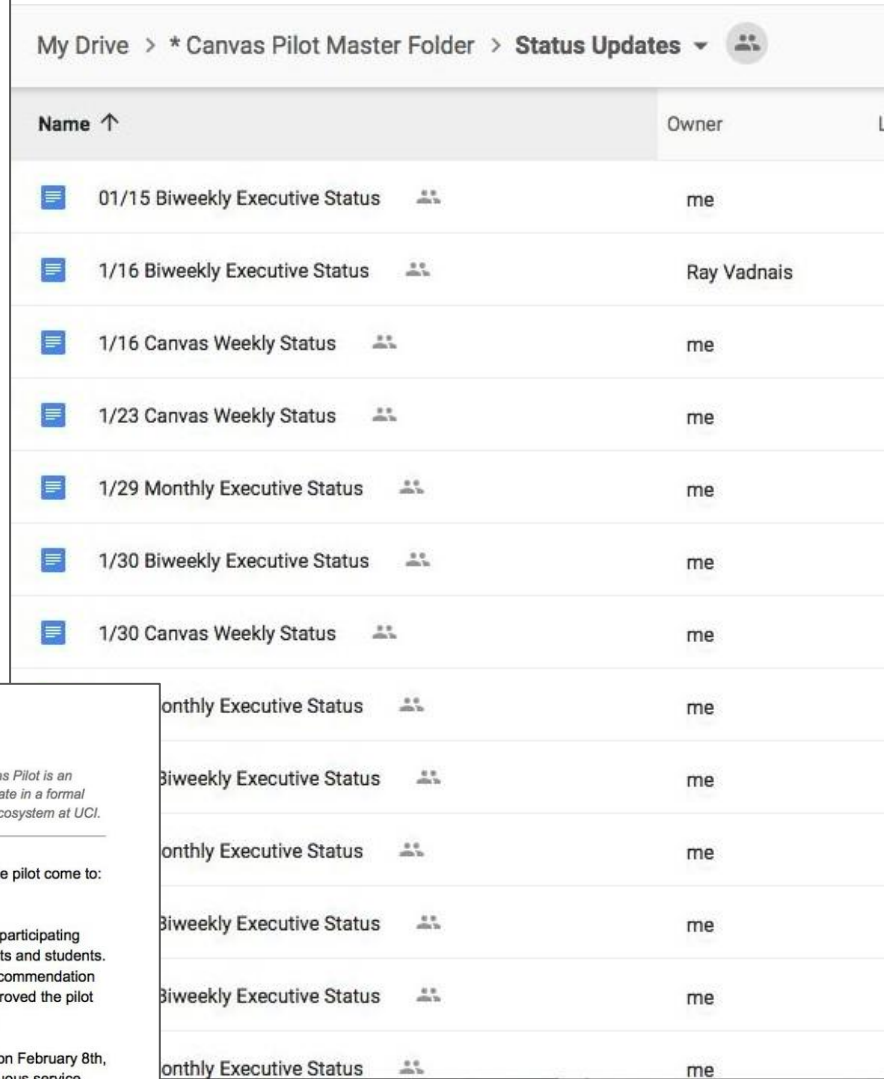
EEE tools will remain available for your course

Learn more about Canvas:
<http://sites.uci.edu/canvas/>

Learn how to use Canvas:
<http://sites.uci.edu/canvas/learn/>

Executive Reports

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



Name ↑	Owner
01/15 Biweekly Executive Status	me
1/16 Biweekly Executive Status	Ray Vadnais
1/16 Canvas Weekly Status	me
1/23 Canvas Weekly Status	me
1/29 Monthly Executive Status	me
1/30 Biweekly Executive Status	me
1/30 Canvas Weekly Status	me
Monthly Executive Status	me
Biweekly Executive Status	me
Monthly Executive Status	me
Biweekly Executive Status	me
Biweekly Executive Status	me
Monthly Executive Status	me

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.

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

UCI Canvas Pilot
INFORMATIONAL ARCHIVE

CANVAS ADOPTION ANNOUNCEMENT ASSESSMENT RESULTS EEE CANVAS INFO SITE -->

UCI Canvas Pilot concluded in Winter Quarter 2016, with Canvas adoption announced in February 2016. This site will be available as an informational archive.

[Learn more about or get started with EEE Canvas -->](#)

Home

Pilot Updates

Assessment Results

Known Issues

Feature Requests

Events & Workshops

Participants

About the Pilot Project

Timeline

Campus Consultation

What is Canvas?

Feature Comparison

Feature Spotlights

Workflow Comparison

Videos

Resources

Pilot Information

Assessment

Expectations & Requirements

For Students

Third-party Tools

Questions & Feedback

EVENTS

Workshops: Workshops include both guided demonstrations and hands-on experience with the Canvas learning management system, as well as information sessions about the UCI Canvas Pilot project.

Instructor Panels: Panels feature instructors currently participating in UCI's year-long Canvas Pilot. Panelist instructors discuss their experiences with the Instructure Canvas learning management system.

Focus Groups: Focus groups are opportunities for students in participating classes to give us direct, in-person feedback about your experiences, and help guide the future of instructional technology at UCI.

Past events

- FEB 11** 10-11:30am **INSTRUCTOR PANEL**
[Winter 2016 Instructor Panel](#)
- NOV 30** 3-4pm **WORKSHOP**
[The Ins and Outs of Canvas Gradebooks](#)
- NOV 20** 10-11am **WORKSHOP**
[Strategies for Effective Assessments with Quizzes](#)
- NOV 19** 3-4pm **WORKSHOP**
[Collecting Student Work with Assignments](#)
- NOV 19** 11am-12pm **WORKSHOP**
[Canvas Pilot: General Info Session for Teaching Assistants](#)
- NOV 18** 10:30-11am **WORKSHOP**
[Canvas Pilot: General Info Session for Students](#)
- NOV 18** 1-2:30pm **INSTRUCTOR PANEL**
[Fall Instructor Panel #2](#)
- NOV 19** 1:30-2:30pm **FOCUS GROUP**
Student Focus Group
- NOV 17** 10-11am **FOCUS GROUP**
Student Focus Group

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

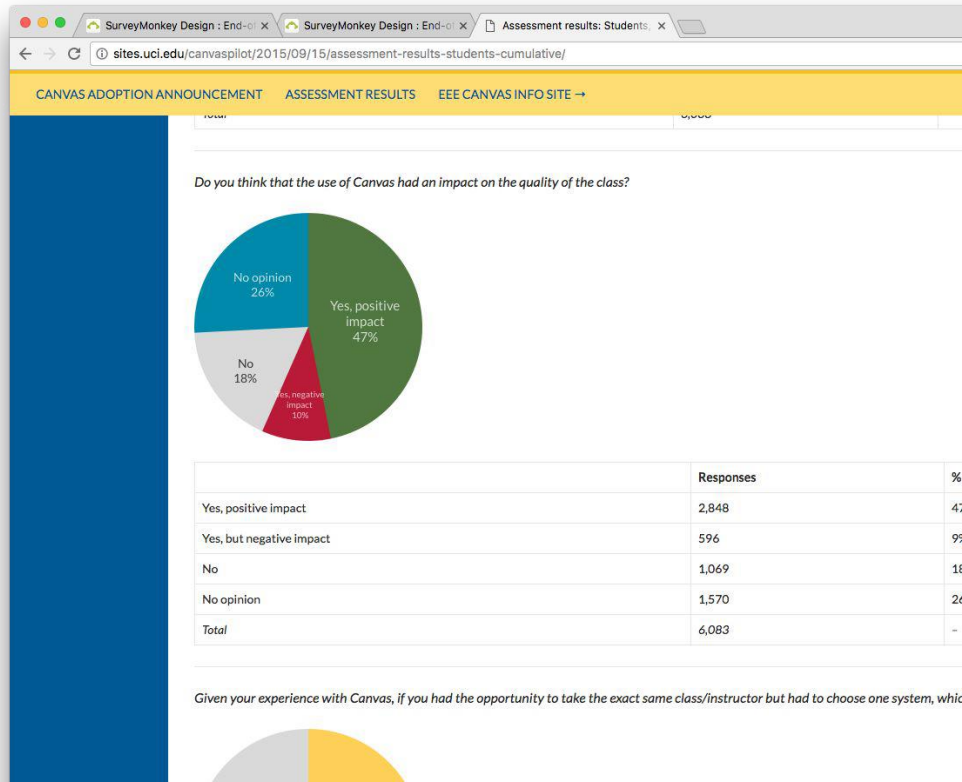
Canvas

Doesn't matter to me

7. Please indicate which of the following you used to access Canvas during this quarter.

Laptop or desktop computer

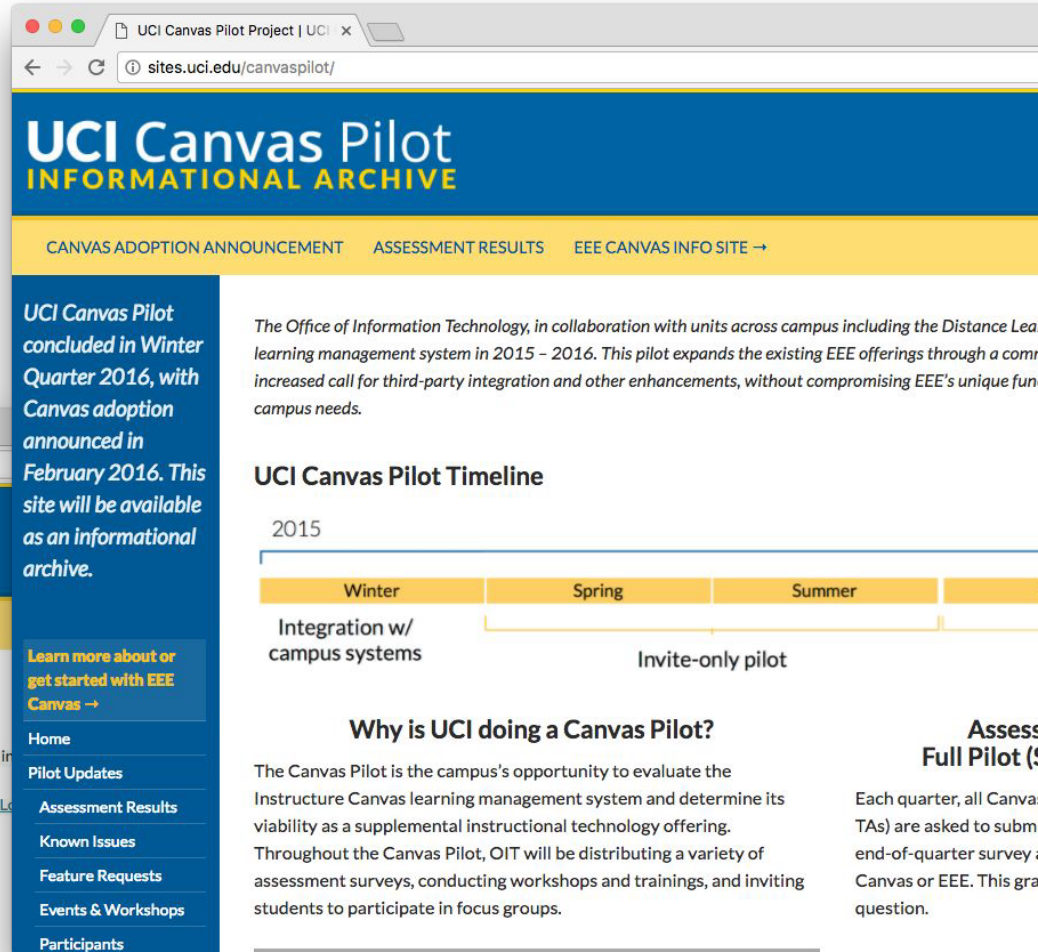
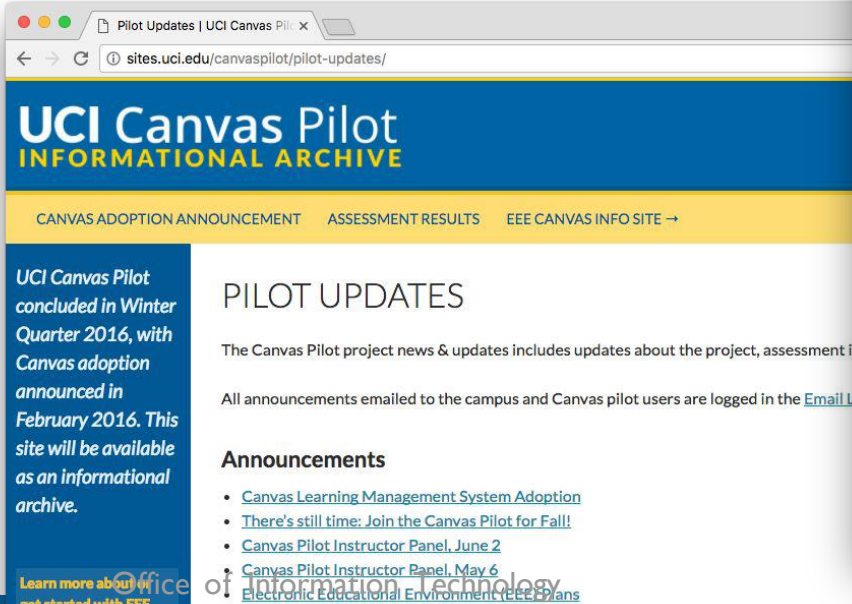
Office of Information Technology



Project Website

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

Archived, but still available as a resource to us and anybody else interested in our pilot



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

The screenshot displays the UCI EEE website interface. At the top, the UCI EEE logo is visible on the left, and a search bar and user status (You're not logged in) are on the right. A navigation bar below the logo contains links for MyEEE, Toolbox, Class Websites, Help, Workshops, and Contact Us. The main content area is titled 'The EEE Toolbox' and includes a sub-header: 'EEE is UCI's course management system and your gateway to a variety of instructional technology tools.' Below this, tools are organized into four columns: Assessment Tools (Quiz, Survey, Evaluations, EaterEvals), Communication (WebsiteManager, Announcements, ClassMail Manager, Replay Publisher), Collaboration (DropBox, MessageBoard, Chat), and Class Administration (GradeBook, Rosters, Assistants, SignupSheet). A 'UCInetID Sign In' button is located in the top right corner. On the right side, there is a 'Quick Access' sidebar with links to ZotPortal, UCI Gmail, Webmail, Calendars, Schedule of Classes, Getting Started, Prospective Students, Alumni Info, and UCI Homepage. The 'Instructional Spotlights' section features a 'Canvas Adoption Announcement' with an image of a globe and text explaining the transition from the homegrown EEE system to Canvas. The announcement text states: 'Over the last year, the campus has been piloting use of the Canvas learning management system. 536 instructors, 410 TAs, and 22,409 students have participated in the Canvas pilot and shared their feedback. Based on this feedback, multiple committee reviews, and overall assessment of the pilot experience, we have decided to formally adopt Canvas as part of the EEE instructional technology ecosystem for the UCI campus.' It further explains that since 1996, UCI has used the homegrown EEE system, but for technical and security reasons, it is being replaced by Canvas. A link to the Canvas pilot information is provided: <http://sites.uci.edu/canvaspilot/>. A final link to the Canvas Launch FAQ is also included: <http://sites.uci.edu/canvas/>.

The Site Itself Today

- Updated to make information front and center
- FAQ can adapt to changing campus questions and needs
- Diagram illustrates the vision for the future
- Conversational tone to convey trust

The screenshot shows the EEE Legacy website with a navigation bar at the top containing links for Home, Toolbox, Class Websites, Help, Workshops, and Contact Us. A search bar is located in the top right corner. The main content area features a heading "FAQ: Campus Transition to the EEE+ Ecosystem" and introductory text explaining the move from the 20-year-old home-grown system to the expanded EEE+ ecosystem. A central diagram, titled "The new EEE+ ecosystem", illustrates the transition. It shows "EEE Legacy Tools" on the left, which are being "Archived, then retired" and replaced by "Campuswide tools & services". On the right, the "EEE+ Canvas" is shown as the core of the new ecosystem, supported by "New Homegrown Tools", "3rd party tools", and "Publisher tools". Below the diagram, the page addresses "What's going on?", "When is all of this going to happen?", "What's going to happen to the legacy EEE Survey tool?", and "What about the other tools on EEE Legacy (like Class Mail Lists, Evaluations, Quiz, etc.)?".

EEE Legacy

What does EEE Legacy mean? Learn more

Search

Home | Toolbox | Class Websites | Help | Workshops | Contact Us

Terms | Summer 2017 | Change Form

UCInetID Sign In

Secure Sign In

Help

View students & assignments | View tools

Quick Access

EEE+ Canvas

Canvas info site

ZotPortal

UCI Gmail

Calendars

Schedule of Classes

FAQ: Campus Transition to the EEE+ Ecosystem

Due to the nature of aging technology providing increasingly limited options for upgrades, UCI is moving from our 20-year old home-grown learning management system, EEE, to an expanded ecosystem of educational technologies.

At the center of this transition is Canvas - a popular, modern system with a robust toolbox and the added flexibility to connect to supplemental services developed by either UCI or third party providers.

Below, we answer some of the most commonly asked questions about the transition.

The new EEE+ ecosystem

```
graph LR; EEE[EEE Legacy Tools] --> Archived[Archived, then retired]; EEE --> Campuswide[Campuswide tools & services]; EEE --> New[New Homegrown Tools]; EEE --> Canvas[EEE+ Canvas]; New --- TP[3rd party tools]; New --- PT[Publisher tools];
```

What's going on?

We've hit a crossroads: technologies have evolved in complexity and variety, as have the needs of students, faculty, and campus staff. The legacy EEE system has become challenging to maintain due to its age. Enhancements have become impractical and in some cases not feasible.

After consultation with the campus, we are moving away from dependence on the 20-year-old home-grown legacy EEE website, to a new model supporting a broader ecosystem of tools. The Canvas learning management system, named EEE+ Canvas here at UCI forms the core of this new ecosystem and provides a comprehensive set of tools to manage courses.

When is all of this going to happen?

It will take several years to integrate both our rebuilt home-grown and external 3rd-party tools with Canvas, as well as allow users to migrate content to new tools. We anticipate an approximately 3-5 year timeline (started in 2016), ending around 2020.

What's going to happen to the legacy EEE Survey tool?

13 years ago we built the EEE Survey tool primarily for academic use; it quickly became popular for a wide range of non-academic campus work. This has revealed the need for a robust, central survey service for the campus as a replacement.

OIT will be identifying a Survey replacement with the help of the campus and we will retire the EEE Survey tool only after a new service is available and units have time to transition. There's no timeline yet; we'll be widely announcing any major updates, so stay tuned.

What about the other tools on EEE Legacy (like Class Mail Lists, Evaluations, Quiz, etc.)?

Each tool on the EEE Legacy course management system will be considered individually.

For tools with clear and quality replacements in Canvas (Quiz is a good example) we will help you move content and processes from EEE Legacy to Canvas.

For tools that don't have obvious or adequate replacements in Canvas, we will either rebuild those tools in-house or identify other options.

The Office of Information Technology maintains a comprehensive list of EEE Legacy tools, their current status, and the general plan for their future; each tool also links off to more information. This list is available at: <http://ites.uci.edu/canvas/legacy/>

Why is it called EEE+ (EEE+ Canvas, EEE+ Scout, etc.)?

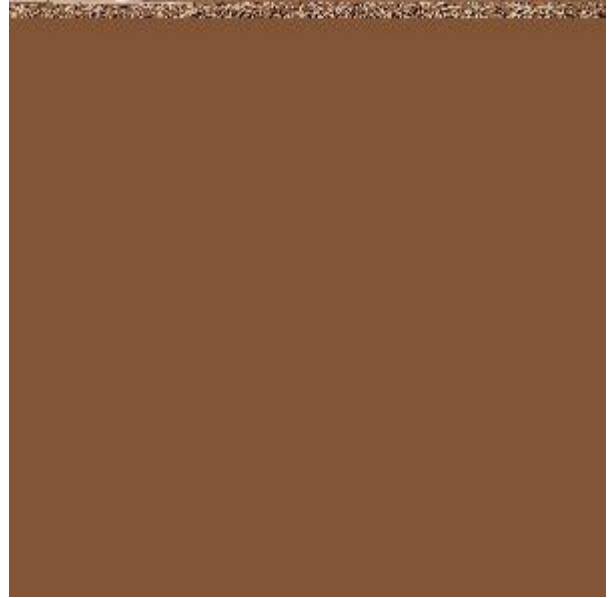
The EEE+ label is applied to tools that are a part of the evolving, dynamic educational technology toolset.

What did we learn?

Lessons Learned

- Can't communicate too much or too early (but there will be gaps)
 - Postcards surprisingly effective; think outside the box
 - Communication is user experience
 - Get feedback on content early and often
 - Involve the right people and skillsets
- Don't neglect internal communications (but also don't overwhelm)
- Take advantage of tools: 20-10-20-10 meetings, Google Drive, Trello, etc.
- Build in review & iteration – challenge processes
 - Website content always in flux/change/adapt/etc.
 - Don't be complacent!

Questions?



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Ray Vadnais: rvadnais@uci.edu

Deck & templates: <http://sites.uci.edu/e16uci/cheese/>