Academic Toolbox Renewal

Divisional Roll-Out Planning Document

Division:

Version Date:

www.toolboxrenewal.utoronto.ca

Project High Level Timeline:

October 2017 – December 2017: Primary Technical configuration; Divisional Meetings; Train the trainers and early adaptors

January 2018: Early Adaptors start using Canvas; Course Sandbox becomes available to everyone

January 2018 – August 2018: Advanced Technical configuration; Community training and communication, Content deposition to Canvas

September 2018 – Ideally, all courses in the new environment; decommissioned Portal

Divisional/Faculty Involvement at high level

Divisional Project Kick off;	Communication and training:	Migration and Implementation:
➢ Meet with project management team ➢ Learn about the high level project plan ➢ Identify key contacts for the roll out ➢ Validate non-standard processes currently in place ➢ Identify a few early adaptors	➢ Leadership team receive high level updates ➢ Key training contact participate in "train the trainer" training ➢ Key contact communicate project progress with own Faculty/Division ➢ Promote Canvas day ➢ Coordinate divisional training and delivery	➢ Deposit the required course content in the new system (through each Faculty/Division selected methodology) ➢ Validate the course content and tools ➢ Ensure everyone has the right access ➢ Manage change for faculty, students and staff
Oct 2017-Dec 2017	**Nov 2017-Aug 2018**	**Jan 2018-Aug 2018**

Key Points of Communication with each Division/Faculty

	Divisional Leadership Team	Centralized 1:1 communication	Training key contact
Faculty Participants: **Project Team Participants:**	Generally Vice-Dean and IT lead Director of ACT, LME Project Manager and Project Coordinator	One appointed key contact from each Division/Faculty Project Manager	Appointed key contact for training management CTSI's Manager of Academic Technology Support
Expected Outcome:	High level project status report and personal project kickoff and discuss how to best support each division	To communicate project information with own division, gather any necessary information and respond to questions and coordinate divisional support	To coordinate and deliver training to all faculty members and staff Communicate all central and divisional training support initiatives Act as the first tier support for faculty members

Content Migration Methodologies:

[ ] Build courses from scratch

[ ] Blackboard export/import on individual course basis

[ ] Tool-based single-file export/import on individual course basis

[ ] Batch export/import

[ ] Other

Are you aware of any courses using:

[ ] UofT Grouper

[ ] UofT Grafter

What activities are these tools supporting?

Divisional Key contacts Information

To be emailed to the Project Manager, Haniyeh Yousofpour at **haniyeh.yousofpourfard@utoronto.ca** and Matt Clare at matthew.clare@utoronto.ca by

Date Completed:

Division:

Prepared by:

	Purpose	Names
Confirmation of Divisional leadership key contacts	To communicate with for strategic decisions and ongoing high level project updates	
One Key communication contact	To receive regular project updates from the project team and communicate with your community (faculty, staff, students). Also to communicate any divisional concern or questions your community raise to the project team.	
Coordinator (could be same as key contact)	Responsible to coordinate the roll out the new LME within your division	
Training/Technical lead	The person responsible for coordinating and leading the divisional trainings and participate in the central train the trainer sessions. This person will also be responsible for the tier one support to your faculty members	
Early Adopters	2-3 faculty members who are willing to be early adopters and use Canvas for their teaching in Jan 2018. The courses that are qualified are simple courses	

The key contact to provide response to the following questions:

1) What are your division non-standard processes in place (e.g. different registration process)
2) What Portal tools your faculty currently use frequently (e.g. instructional activities, grading)
3) What type of course management tasks your faculty perform (e.g. manual instructor enrollment)