McMaster University

Student Administration Release 2: Change Impacts Summary

October 2014
Table of contents

1 Change Management Overview
   • Definition and purpose of a change impact assessment
   • Mosaic Change Strategy and Engagement Curve
   • Successful Leadership Behaviours

2 Approach
   • Approach to gather impacts for Student Administration

3 Summary of Changes and Impacts
   • Overview of changes captured
   • Overview of impacts captured
   • Summary of people, process, and technology impacts

4 Detailed Summary of Changes
   • Detailed summary of changes in each Release 2 Student Administration area

5 Moving Forward
   • Process to manage OCM mitigating actions and outstanding items
   • Next steps
Introduction and purpose of this document

The purpose of this document is to:

- Present a summary of the expected changes identified during the Student impact sessions and how those changes relate to Student stakeholders, including Undergraduate Admissions, Graduate Studies, Faculties / Departments, and Enrolment Services
- Identify impacts and the degree of change by functional area to allow the project team to define mitigation strategies and monitor critical areas
- Present proposed change management, communications, and training activities to proactively plan for the changes identified
Definition and purpose of a Change Impact Assessment

What is a Change Impact Assessment?

- Provides a summary of the expected changes that may result from the implementation of PeopleSoft and how those changes will affect McMaster students, faculty and/or employees
- Identifies change impact areas that should be addressed in order for the project to move forward effectively
- Identifies impacts and degree of change by functional area to allow the project team to define mitigation strategies and monitor critical areas

Why conduct a Change Impact Assessment?

- Identify potential impacts resulting from changes to people, processes, and technology
- Determine courses of action to address the change impacts within the University in the appropriate timeframe (e.g., targeted communication, special training requirements)
- Identify key benefits and risks associated with change impacts to start building momentum within the University and begin preparing leadership to guide people through the change
- Provoke meaningful discussion with McMaster students, faculty, and employees around the impacts of the change and the initiatives required to lead the project towards success
Mosaic Change Strategy

Kotter’s 8-step change management framework moves from setting the foundation for change to engaging and enabling the organization to adopt the change.

<table>
<thead>
<tr>
<th>Increase Urgency</th>
<th>Align stakeholders to a common goal of supporting the organization's transformation journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Guiding Teams</td>
<td>A high performing project team to foster effective teamwork and decision-making</td>
</tr>
<tr>
<td>Get the Vision Right</td>
<td>Engage stakeholders in building a consensus future-state vision to meet requirements and support organizational strategy</td>
</tr>
<tr>
<td>Communicate for Buy-in</td>
<td>Help employees understand the transformation and what it means for them</td>
</tr>
<tr>
<td>Enable Action</td>
<td>Training people on what they need to know, when they need to know it and support them to hone the new skills</td>
</tr>
<tr>
<td>Create Short-term Wins</td>
<td>Celebrate project milestones along the way. Identify quick wins after Go-Live which will reinforce success</td>
</tr>
<tr>
<td>Maintain Momentum</td>
<td>Ensure continual communications and involvement of leaders at all levels pre and post Go-Live to demonstrate commitment</td>
</tr>
<tr>
<td>Make it Stick</td>
<td>Identify organizational incentives/mechanisms to reinforce changes in behaviour. Continue to support employees with knowledge/training, reinforcing messaging and leadership support.</td>
</tr>
</tbody>
</table>
An effective OCM strategy is essential to enable McMaster employees to embrace and fully realize the benefits of the new system. Mitigating strategies are identified to progress stakeholders along the engagement change curve.

Ownership
McMaster employees make the Mosaic Project their own and look for continuous improvement opportunities.

Acceptance
McMaster employees are willing to work with and implement changes and are ready to acquire the skills to adopt.

Buy-in
McMaster employees are actively participating in the initiative and are acquiring the skills necessary for change.

General Understanding
McMaster employees understand the benefits, basic scope, and concepts of the Mosaic project.

Personal Understanding
McMaster employees understand impacts and benefits of the Mosaic project to them personally.

Awareness
McMaster employees are aware of basic scope and concepts of the Mosaic Project.
Leadership Success Strategies

Results of any change effort cannot be achieved without the willing support and work of the stakeholders impacted by the change itself. Successful leadership behaviours are highlighted below to support leadership in enabling the McMaster community embrace and fully realize the benefits of the new PeopleSoft system.

- Leaders demonstrate **unified sponsorship**: sustained beyond formal agreement
- Establish and communicate the business context and **rationale**
- Participate in shared goal setting – together we “own” the new system
- Promote genuine **openness**, identify concerns **fairly**
- Make difficult resource decisions **together** to see the project through
- Develop “**our**” **people** – giving opportunities within
- Develop **sponsorship** throughout and across all areas of the University
- Be flexible when it’s critical to the success of **our people** and/or **our project**
- Understand the **change impacts** and create a climate for change
- Support and encourage **recognition**
- Encourage **teamwork, cooperation** and **integrative thinking**
- Stimulate **critical thinking** in others
The approach used to gather change impacts for Student Administration (Release 2)

- **Assess current state and to-be processes**: August 2013
  - Conduct detailed reviews of current state and to-be process maps (Industry Print) to understand changes to specific Admissions processes
  - Identify processes which require deeper review because of depth of change and / or breadth of change; schedule for workshops / interviews

- **Gather change impacts**: June 2014
  - Conduct workshops with Functional Leads, project team members and identified End Users and Super Users to understand impacts
  - Categorize (high, medium or low) and document impacts on the Mosaic Change Impacts Tracker

- **Review and validate change impacts**: August – September 2014
  - Review and validate detailed change impacts with the Student Functional Leads
  - Review validated change impacts with End User and Super User community

- **Identify OCM mitigation tactics**: September 2014 – Go Live
  - Identify OCM tactics, activities, and planned interventions for high-impact changes
  - Present findings to Student Functional Leads and project team members
Summary of Changes and Impacts
Overview of changes captured

- Student Release 2 “What’s Changing” workshop for Course and Exam Scheduling was held on June 25, 2014
- In total, 38 changes were captured for the Course and Exam Scheduling process
- Each change was categorized as having a High, Medium or Low impact

Changes Captured for Release 2

Summary:
- High (H): 24
- Medium (M): 9
- Low (L): 5

- University Course Catalog
- Schedule Development
- Exam Scheduling
Overview of impacts captured

- For the rated changes, the impact from a people, process, and technology perspective was assessed

**People**
- How will Mosaic impact Student stakeholders?
  - 9 impacts
  - Terminology / definition changes (e.g., term versus session)
  - Able to view information with dynamic updating (e.g., class and exam schedules)
  - Able to self-complete tasks or activities (e.g., exam information)

**Process**
- How will Mosaic impact the way work is done?
  - 37 impacts
  - Anticipated increase in data entry (e.g., class scheduling information)
  - Increased automation and reduced manual entry (e.g., integration between Mosaic and enterprise)
  - Optimized processes (e.g., scheduling of multi-term courses)
  - Increased self-sufficiency (e.g., SS view of course/exam information)

**Technology**
- How will Mosaic impact current work practices?
  - 5 impacts
  - New / revised forms and tools (e.g., course attributes)
  - Gradual elimination of multiple systems (e.g., exam scheduling)
  - Better reporting and query capability (e.g., delivered reports)

Note: Count excludes changes that were categorized as “outstanding decision” or “takeaway” and require follow-up to accurately assess the impact(s)
Detailed Summary of Changes for Release 2
### Detailed summary of changes for Release 2

<table>
<thead>
<tr>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Course Catalog</td>
<td>For UG and Graduate courses, all curriculum and course information will be contained centrally in Mosaic and feed directly into Acalog. Courses for CCE and Divinity will be entered into Mosaic with any 'published' calendar done separately.</td>
<td>H</td>
<td>+</td>
<td>All stakeholders</td>
<td>C: New process</td>
</tr>
<tr>
<td></td>
<td>Course information updates will be driven by the calendar approval process, with all information being collected at one time.</td>
<td>H</td>
<td>+</td>
<td>Programs, Registrar, Departments, SGS</td>
<td>C: Timelines for collecting information; benefits of new process P/P: Timelines for collecting information</td>
</tr>
<tr>
<td></td>
<td>A new course form will be implemented to capture the information required to support the university course calendar and course scheduling.</td>
<td>H</td>
<td>+</td>
<td>Departments, Programs, Divinity</td>
<td>C: New form and process for collecting information</td>
</tr>
<tr>
<td></td>
<td>Mosaic will be the official course section of the university calendar for UG and Graduate courses. The course catalog feeds the current course calendar online through the Student Centre.</td>
<td>H</td>
<td>+</td>
<td>Students</td>
<td>C: Where to view course information; positive change to process T: Student Centre navigation</td>
</tr>
<tr>
<td></td>
<td>Multi-term courses will be split into Part A and Part B in order to calculate Academic Load correctly. The Academic Load will be divided evenly between terms whereas the Academic Units and Grade for the course will be associated with Part B.</td>
<td>H</td>
<td>~</td>
<td>All stakeholders</td>
<td>C: New process; timing of credits; impact on scheduling of multi-term courses T: Scheduling of multi-term courses</td>
</tr>
<tr>
<td></td>
<td>SGS will align with the UG unit counts, assigning 3 or 6 units to courses.</td>
<td>H</td>
<td>+</td>
<td>SGS</td>
<td>C: Changes to unit counts; benefits of change T: Unit counts</td>
</tr>
</tbody>
</table>

**Legend:**  
C: Communication  
T: Training  
P/P: Policy and Procedure  
JD: Job Design  
PS: Performance Support
## Detailed summary of changes for Release 2

<table>
<thead>
<tr>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Course Catalog</strong></td>
<td>A separate form will be used to capture course attributes to support tracking of information required for expanded institutional reporting and system processes.</td>
<td>M</td>
<td>+</td>
<td>Departments, Programs, Divinity</td>
<td>C: New form</td>
</tr>
<tr>
<td></td>
<td>If scheduling has not begun, late changes need to be applied to Mosaic and Acalog. If scheduling has begun, late changes may also need to be applied to the class schedule and course calendar.</td>
<td>M</td>
<td>~</td>
<td>Registrar</td>
<td>C: Impact of late changes to course information</td>
</tr>
<tr>
<td></td>
<td>Special characters in the Catalog Number (Course Code) have been removed as they are not compatible with Mosaic.</td>
<td>M</td>
<td>-</td>
<td>SGS, Students</td>
<td>C: New naming convention; education to Students on elimination of special characters</td>
</tr>
<tr>
<td></td>
<td>Separate courses will be created for each subject / course level combination to allow granting of generic transfer credits. Courses will be configured with variable units between 0 and 15.</td>
<td>M</td>
<td>+</td>
<td>SGS, UG, CCE</td>
<td>C: Use of transfer credits with variable units</td>
</tr>
<tr>
<td></td>
<td>A designated individual(s) in central administration will maintain the course catalog and university calendar information.</td>
<td>L</td>
<td>+</td>
<td>Registrar</td>
<td>JD: Distribution of accountability for maintenance of course calendar and university calendar information</td>
</tr>
<tr>
<td></td>
<td>The number of units assigned to a course will be visible everywhere.</td>
<td>L</td>
<td>+</td>
<td>Students</td>
<td>C: Locations to view course units</td>
</tr>
</tbody>
</table>

**Legend:**  
C: Communication  
T: Training  
P/P: Policy and Procedure  
JD: Job Design  
PS: Performance Support
### Detailed summary of changes for Release 2

<table>
<thead>
<tr>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
</table>
| Schedule Development     | Terminology change between “term” and “session”. In Mosaic, “term” refers to Fall, Winter, Spring/Summer, and “session” is within a term. | H                | -                    | Departments, Students       | C: Terminology change  
T: Reinforce terminology change; how to schedule courses                                           |
|                          | Standard and dynamic scheduling will be available. It will be possible to roll by term and by career.                     | H                | +                    | Departments, CCE           | C: Scheduling functionality available  
T: When to use different types of scheduling                                                          |
|                          | Course information will be maintained at the selection level, not the course level.                                      | H                | -                    | Departments, Faculty Offices | C: Elimination of sectioning; benefits  
T: New process; how to create and maintain sections                                                   |
|                          | Students will be enrolled directly into class sections. “Sectioning” will no longer occur.                               | H                | -                    | Departments, Faculty Offices | C: Elimination of sectioning, implications of direct class section enrolment                       |
|                          | A section needs to be created in order for students to register in the system.                                          | H                | +                    | SGS, CCE                    | T: New process; how to create and maintain sections                                               |
|                          | Timelines will be much more rigorous. Once the registration process begins, changes are difficult.                       | H                | -                    | Departments, Faculty Offices | C: Timelines / deadlines to change sections  
T: How to perform changes once registration process has begun  
P/P: ‘Drop dead’ date for changes                                                                      |

**Legend:**  
C: Communication  
T: Training  
P/P: Policy and Procedure  
JD: Job Design  
PS: Performance Support
## Detailed summary of changes for Release 2

<table>
<thead>
<tr>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
</table>
| **Schedule Development** | For UG courses, Departments and Faculty Offices must enter all schedule development requests into Mosaic. The DCU will no longer be used and the ability to specify non-course events or scheduling notes will not be available. | H                | -                   | Departments, Faculty                | C: New process; functionality that is and is not available  
T: Entry of schedule development requests |
|                    | For non-UG courses, Departments and Faculty Offices will enter and maintain schedules in Mosaic.                                                                                                             | H                | (Institutionally)    | SGS, Divinity, Students             | C: New process, benefits  
T: Entry of schedule                                      |
|                    | TTReps can update changes to SGS and CCE course information directly in the system. Changes to UG courses will need to go through the central scheduling offices.                                                 | H                | +                   | UG, SGS, CCE                       | C: Process for course information changes  
T: Process flow                                                |
|                    | Course combinations will be maintained at the department level.                                                                                                                                               | H                | -                   | Departments                         | C: Process for course information changes  
T: Process flow                                                |
|                    | For the first term, information must be manually entered. In terms that follow, the patterns and preferences will roll over.                                                                                    | H                | -                   | Departments                         | C: Data conversion process  
T: Data entry requirements  
JD: Accountability for data entry                              |
|                    | Changes will be available in real-time.                                                                                                                                                                       | H                | +                   | All stakeholders                    | C: Benefits of real-time view                           |

**Legend:**  
C: Communication  
T: Training  
P/P: Policy and Procedure  
JD: Job Design  
PS: Performance Support
### Detailed summary of changes for Release 2

<table>
<thead>
<tr>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
</table>
| Schedule Development      | For courses offered every other week, rooms will only be booked and student schedules will only reflect dates the courses are occurring. | H                | -                    | Departments, Registrar’s Office          | **C:** Change in display for courses offered every other week  
**T:** Booking process for courses offered every other week; creating the meeting pattern |
|                           | Delivered reports can be run on demand.                                      | H                | +                    | All stakeholders                         | **C:** Reports available  
**T:** How to run and interpret reports |
|                           | Once the schedule is finalized, the course timetable can be released in Student Centre for viewing. | M                | +                    | All stakeholders                         | **C:** Where to view timetable  
**T:** How to access Student Centre |
|                           | Integration between Mosaic and Enterprise (i.e., centrally controlled rooms) will be real time. | M                | +                    | Registrar’s Office, CCE                | **C:** Room booking process for central and non-central rooms; benefits of integration  
**T:** Room booking process for central and non-central rooms  
**P/P:** Procedure for updating information |
|                           | The scheduling of multi-term courses will be independent for each term.      | M                | + (students / scheduling) – (instructors) | Students, Instructors                  | **C:** Implications of optimization process |
|                           | Room bookings for academic meetings will be in Mosaic. Departments will continue to coordinate room bookings for academic and non-academic events. | L                | ~                    | Departments                             | **C:** Room booking process  
**T:** How to book a room |

**Legend:**  
- **C:** Communication  
- **T:** Training  
- **P/P:** Policy and Procedure  
- **JD:** Job Design  
- **PS:** Performance Support  

---

**Student Change Impacts Summary**  

17
## Detailed summary of changes for Release 2

<table>
<thead>
<tr>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam Scheduling</td>
<td>The tentative and final exam schedule will not be posted on the web, but will be</td>
<td>H</td>
<td>+</td>
<td>Students</td>
<td>C: Where to view exam schedule T: Faculty and Student Centre navigation</td>
</tr>
<tr>
<td></td>
<td>viewable directly through the Faculty and Student Centres.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For non-undergraduate courses,</td>
<td>H</td>
<td>+</td>
<td>Students, Instructors, SGS, MBA</td>
<td>C: New functionality T: How to load information</td>
</tr>
<tr>
<td></td>
<td>Departments and Faculty Offices will have the option to enter information into</td>
<td></td>
<td></td>
<td>Office,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mosaic to be viewable by instructors and students through the Faculty and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Centres.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A query can be run to see all schedules for a department.</td>
<td>H</td>
<td>+/-</td>
<td>Departments, Administrators</td>
<td>T: How to run query</td>
</tr>
<tr>
<td></td>
<td>Faculty will be encouraged to enter exam information directly into the system.</td>
<td>H</td>
<td>+/-</td>
<td>Faculty, Administrators</td>
<td>C: New process T: Data entry; Faculty Centre navigation</td>
</tr>
<tr>
<td></td>
<td>For CCE, students will be auto enrolled in a set exam date. Date changes will</td>
<td>M</td>
<td>+</td>
<td>CCE, Students</td>
<td>C: Exam scheduling process T: Processing exam date changes</td>
</tr>
<tr>
<td></td>
<td>be a manual process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personalized exam schedules will be available with dynamic updating to reflect</td>
<td>M</td>
<td>+</td>
<td>Instructors, Students</td>
<td>C: Dynamic functionality; exam information available T: How to view exam schedules</td>
</tr>
<tr>
<td></td>
<td>any special accommodations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A transition period will occur over the Winter 2015 term, with the exam</td>
<td>L</td>
<td>+</td>
<td>Students</td>
<td>C: Transition period between systems</td>
</tr>
<tr>
<td></td>
<td>schedule generated by data in the legacy system and grade reporting occurring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in the new system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam information for cancelled or dropped courses will no longer display on a</td>
<td>L</td>
<td>+</td>
<td>Students</td>
<td>C: Change in information displayed</td>
</tr>
<tr>
<td></td>
<td>student’s exam schedule.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Legend
- C: Communication
- T: Training
- P/P: Policy and Procedure
- JD: Job Design
- PS: Performance Support
Appendix
## Q&A captured at the Release 2 Change Impact Session

<table>
<thead>
<tr>
<th>Process:</th>
<th>Schedule Development</th>
</tr>
</thead>
</table>

1. **CCE has sessions that fall into multiple terms. How will scheduling of multiple terms be handled in term change?**

   There will be dynamic scheduling options (also true for UG and SGS).

   Dynamic Dating will apply to classes which do not fall within the traditional term date (e.g., a class that runs Oct 1 to Nov 10 or Aug 20 – Dec 1). Dynamic Dating allows different rules to be used to calculate registration dates for the class (e.g., first/last day to enrol, last day to drop, last day to drop with penalty, etc.)

   All classes will have to be associated with one of the three terms for things like Fees, FA, and Academic Load. Courses which are currently truly offered across the full Fall / Winter Terms will be divided into Part A and B courses to allow them to apply correctly to each term.

2. **Will courses that are scheduled for alternate years roll in the system?**

   No. Alternating courses will have to be manually scheduled each time.

3. **Will forced times be required to be entered manually?**

   Yes. Initially all class scheduling information will need to be entered into PeopleSoft manually (Spring/Summer 2015, Fall 2015 and Winter 2016 terms). After that, the data will be copied forward and therefore only the changes to the class sections will need to be updated. New courses offered will also require scheduling information to be entered manually.

4. **How to book MDLC?**

   Every area that utilizes a separate booking system will continue to do so. If a room is reserved with another area and if that room needs to be displayed on the schedule of classes, then that room will need to be set up in PeopleSoft.
### 5. Will drop-in labs display on a student’s timetable?

No. Drop-in lab times can be reserved for the class but will not be displayed on a student’s timetable. These drop-in times can however be added as a note to the class section.

### 6. Can CCE schedule Spring / Fall / Winter?

Yes. CCE can schedule across an academic year. This can be managed through rolling, similar to today.

### 7. Who will do rollovers?

Rollovers will be a central process.

### 8. Will Mosaic manage 4/6 splits?

Mosaic will only manage 4/6 splits if the course has different durations of time (e.g., 2 hours for combination and want about 1-2 hours for grad students, need two separate components for the course)

In PeopleSoft for a section to be combined it must have identical meeting pattern information. To allow the graduate course to have 1-2 additional hours of instruction time will require the graduate course to have an additional two parts (i.e., LEC and SEM where the LEC time would be common with the Undergrad class and the those sections would be combined, and the SEM part which would be separate and include the additional 1-2 hours of instruction).
### Q&A captured at the Release 2 Change Impact Session

<table>
<thead>
<tr>
<th>Process:</th>
<th>Schedule Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Who will put course offerings into PeopleSoft?</td>
<td>It is anticipated that this will be done in the Department. The process is to be defined.</td>
</tr>
<tr>
<td>10. Will it be possible to view student schedules?</td>
<td>Yes. It will be possible to view all student schedules, not just for your area.</td>
</tr>
<tr>
<td>11. How will we know what can be scheduled?</td>
<td>If the course is active and allowed to be scheduled, then it can be scheduled.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process:</th>
<th>Exam Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Will training on reports be embedded within the training curriculum?</td>
<td>The queries already identified will be available in training. There will be additional queries as part of the sustainment process that will be built.</td>
</tr>
<tr>
<td>13. Where will the Spring / Summer session be scheduled?</td>
<td>In PeopleSoft. This will be the first session scheduled.</td>
</tr>
</tbody>
</table>
### Q&A captured at the Release 2 Change Impact Session

<table>
<thead>
<tr>
<th>Process:</th>
<th>Exam Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14. At what point will roles be defined (i.e., who does what, what will be changing in your job)?</strong></td>
<td></td>
</tr>
<tr>
<td>The Functional team will be defining roles and the components that those roles will have. The components / functionality will be vetted with the community and then built by Security. Individuals will be mapped to roles closer to Go-Live as part of the End-User Validation process.</td>
<td></td>
</tr>
<tr>
<td><strong>15. What will students do when MUGSI goes down?</strong></td>
<td></td>
</tr>
<tr>
<td>During the transition, students will be able to view their personal exam timetable on MUGSI. All other activities (i.e., Spring/Summer 2015 registration, view final grades for Winter 201501, etc.) will be in PeopleSoft.</td>
<td></td>
</tr>
<tr>
<td><strong>16. Will the exam questionnaire be rolled over?</strong></td>
<td></td>
</tr>
<tr>
<td>No. Exam questionnaires for Undergrad Fall and Winter terms will be newly created.</td>
<td></td>
</tr>
</tbody>
</table>
## Primary change impact categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People</strong></td>
<td></td>
</tr>
<tr>
<td>People (Change Mgmt Issues)</td>
<td>• Anticipated culture changes and changes to entrenched behavior that will be required in the new environment, changes in the way people manage their work/routines, preferences</td>
</tr>
<tr>
<td></td>
<td>• Anticipated changes in responsibility or perceived prestige of the role</td>
</tr>
<tr>
<td>Job change or new role</td>
<td>• Role changes - anticipated changes to existing roles or the addition of new roles</td>
</tr>
<tr>
<td></td>
<td>• Anticipated changes in accountability or reporting relationships, the number of people required, the location where work is performed</td>
</tr>
<tr>
<td>New Skills and Knowledge Required</td>
<td>• Anticipated that new skills and/or knowledge will be required of end-users based on role changes, new technology, new process, etc.</td>
</tr>
<tr>
<td>Non-Mosaic users impacted by process change</td>
<td>• Although not directly affected by PeopleSoft, non-Mosaic users may need to understand the process changes</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td>• Anticipated process changes, including following new or revised processes in addition to or in place of existing processes.</td>
</tr>
<tr>
<td>Work Volume Change</td>
<td>• Anticipated changes to the volume of work (i.e., an increase/ decrease in work loads)</td>
</tr>
<tr>
<td>Automation</td>
<td>• Processes that were once manual are now automated</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Technology Change</td>
<td>• Anticipated change to the current technology applications / programs (i.e., current system will be decommissioned for PeopleSoft)</td>
</tr>
<tr>
<td>New or changed forms / tools (e.g., Excel spreadsheets)</td>
<td>• Anticipated changes to tools, such as new or changed forms, that will be required to carry out the new processes</td>
</tr>
</tbody>
</table>
### Degrees of change used for each impact

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Criteria</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
</table>
| **People**        | Are there new skills required to perform the activity? Are there tasks eliminated for a position? Is there a change in behavior or culture? Is significant training required? | • Requires new skill(s) to perform the activity  
• Tasks added or eliminated for a position  
• Requires significant training to learn how to perform the activity | Requires significant amount of training and support  
Requires considerable training; tasks are added or deleted | 1 out of 3 criteria apply |  |
| **Process**       | Does the work get competed differently? Does the length of time (cycle time) differ? Does the required frequency differ? Does communication or interaction differ? | • Change in the way the work gets done  
• Change in the frequency required to perform an activity  
• Change in the length of time required to perform an activity  
• Change in data sources or inputs  
• Change in reports or inputs  
• Change in communication / interaction required to complete an activity | 4 out of 6 criteria apply | 3 out of 6 criteria apply | 2 out of 6 criteria apply |
| **Technology**    | Will the new systems contain accurate and relevant information to support future work? Can project results be achieved with new technology? What skills are required for successful technology implementation? | • Change in tools | Requires significant infrastructure changes | Required moderate infrastructure changes | Requires basic infrastructure changes |
| **Governance and Structure** | Does the accountability or reporting relationship change? Is there a change in the number of people required to do the work? Does the location where the work is performed change? | • Change in accountability (e.g., level and / or position)  
• Change in location where work is performed | Significant accountability change (level and position) | Moderate accountability change | Change in location |
Documentation approach

- The change impacts were documented using the ‘Mosaic change impacts tracker’
- This template tracks:
  - Project work stream
  - General description of process
  - Degree of change (high, medium, low)
  - Perception of change (positive, negative, neutral)
  - Primary and secondary stakeholders affected
  - Description of change (e.g., people, process, technology)
  - Mitigation strategies (e.g., training, communication, change management)