Report

UX JOURNEY HARMONIZATION

Individual interviews with services owners and new community members

UNIVERSITÉ
Concordia
UNIVERSITY

DATE 2020-03-31   **PROJECT NUMBER** 12446-022

Leger

Table of Contents

ABOUT THE RESEARCH

ABOUT THE RESEARCH

Based on key challenges identified during previous consultations with the community, Concordia is ready to rethink the key student and employee journeys across its various systems and service points with overall user experience in mind. In this context, Concordia commissioned Leger's team to conduct a UX Journey Harmonization study. **The main goal of the research was to provide insights into how new students and employees experience various touchpoints to identify current and future opportunities to harmonize the overall experience, including the ability to present targeted information to community members.** In close collaboration with Concordia, we designed a research process in two phases to capture both service owners' and clients' points of view.

RESEARCH PHASES	OBJECTIVES	APPROACH	PARTICIPANTS	TOPICS COVERED
1 CONSULTATIONS WITH SERVICE OWNERS/UNITS	We held discussions with service owners at Concordia to learn about business goals and communications. Understanding their preoccupations helped us finalize our discussion guide to ask students and employees the right questions. At this stage, we focused on understanding how service owners feel towards what was highlighted during previous consultations.	**QUALITATIVE** individual interviews or small group discussions	**18 SERVICE OWNERS/UNITS**	Interaction with Concordia's digital environment, feelings towards key insights from previous consultations, communication with the community, main digital facilitators and pain points, ideal digital environment
2 CONSULTATIONS WITH STUDENTS AND EMPLOYEES	With the preoccupations of service owners in mind, we used methodical and investigative approaches to gain insights into clients' experience, expectations, behaviors, needs and motivations in relation to Concordia's digital environment. For this research phase, we focused on finding out how students, staff and faculty picture the ideal digital environment.	**QUALITATIVE** individual interviews	**30 CLIENTS** 12 students 6 staff members 12 faculty members	Interaction and satisfaction with Concordia's digital environment, interaction and satisfaction with specific services, personalization and communication, main digital facilitators and pain points, ideal digital environment

METHODOLOGY

METHODOLOGY

METHOD	**48 individual interviews or small group discussions**
RECRUITMENT	**Participants were recruited by Concordia University** conjointly with Leger. Special attention was given to ensure each cross-section of the community (service owners, students, staff and faculty) was represented by a diverse range of participants

WHO*	• **18 service owners (units)**
	• **30 new community members:**
	  - 12 students (part-time and full-time, international and local, some TAs)
	  - 12 faculty members (part-time and full-time)
	  - 6 staff members (support employees and administrative/office employees)

WHEN	• Consultations with service owners: **Weeks of February 3rd and 10th, 2020** • Consultations with new community members: **Week of February 17th, 2020**
WHERE	Consultations took place in the **Webster Library** or on the phone.
LENGTH	**45 to 60 minutes**
MODERATION	• **Amélie Bériault Poirier**, Research Director at Leger • **Christian Bourque**, Executive Vice President and Associate at Leger
LANGUAGE	**English** (44/48) and **French** (4/48) as per participant preference.

HOW TO READ THIS REPORT

VERBATIM

Quotes from community members (verbatim) are presented in italics right next to findings in the "Jouney Maps" and "Detailed Results" sections of this report. Verbatim originally formulated in French were translated into English.

NUMERIC SCALES

In qualitative research, numeric scales are used to help participants reflect on their personal experience and make comparisons. Results are presented for information purposes only. They are not statistically significant.

OPINIONS SHARED

Opinions shared in this report are the points of view of participants, not Leger's or the researchers' opinions.

* A detailed participant profile is presented at the end of the report.

KEY FINDINGS

KEY FINDINGS (1/2)

1. SERVICE OWNERS, STUDENTS, STAFF AND FACULTY WANT AN INTEGRATED DIGITAL ENVIRONMENT.

Interviews showed that Concordia is going in the right direction with the Concordia Hub Project. Regardless of their profile, community members would like to have a "one-stop-shop" where they would be able to access everything they need within the digital environment. According to service owners, students, staff and faculty, Concordia should focus on providing a single sign-on (SSO) and consistent experience (navigation- and visual-wise) across systems and platforms. This one-stop-shop should be adapted to each community member's profile. In other words, it should not be only about "putting everything at one place," but also about guiding users through the digital environment based on their specific needs and interests. Since starting out at Concordia can be overwhelming for some, especially international students, the Hub could provide guidance to new community members by allowing them to get support from experienced community members with similar needs and interests. Our research highlighted undergraduate students, graduate students, international students, employees, full-time faculty members and part-time faculty members as key user profiles. They are portrayed in the journey maps and their specific needs are addressed throughout the report.

2. THERE IS A NEED FOR A "DIGITAL ONBOARDING PACKAGE."

Students, staff and faculty believe that a "digital onboarding package" should be provided to all community members in order to help them navigate the digital environment. It should be specifically structured to ensure newcomers know where to look or whom to turn to for specific needs. Most told us they felt overwhelmed by the amount of information made available to them during their first weeks/months at Concordia. Their main challenges were finding out what information was available and where to go to for information (what system, platform or person). This "onboarding package" could be sent by email (or eventually, through Concordia's digital "one-stop-shop") and, just like the integrated digital environment, be adapted to each new community member's profile. Community members believe newcomers could also be assigned to a "resource person" they can reach out to during their first weeks at Concordia for any question (an employee or a peer). In addition to being a source of reassurance in a stressful period for new students, staff and faculty, this could potentially reduce the workload of service units (more precisely, support staff) who receive a lot of support requests from community members looking for information.

KEY FINDINGS (2/2)

3. STUDENTS SHOULD BE THE PRIORITY IN TERMS OF UX JOURNEY HARMONIZATION.

According to consultations with service owners and employees, students should be the main focus when it comes to the implementation of an integrated digital environment (a one-stop-shop that would make everything accessible from one single place and thus, easier to access). Most service owners think it is crucial for Concordia to meet users "where they are," especially students, by providing multi-platform services. They believe this initiative will help their unit better serve the community. Also, support employees see a lot of value in providing a better user experience to students. They expect to receive fewer calls and emails from students since a lot of requests are related to navigation issues.

4. CONCORDIA'S WEBSITE IS A RICH SOURCE OF INFORMATION, BUT SHOULD BE UPDATED.

All participants agree: Concordia's website is a rich source of information. However, **most community members think finding information on the website is challenging because there is a lot of it, but also because outdated information remains available online** (e.g., academic calendars from previous semesters). In the first case, using an integrated platform and/or "onboarding package" to direct students, staff and faculty to the information relevant to them would help. In the second case, removing outdated information from the website would prevent confusion by making sure community members do not rely on erroneous information (e.g., old PDF forms accessible via Google).

5. TARGETING TOOLS WOULD BE USEFUL TO SERVICE OWNERS.

During the interviews, service owners told us that not being able to send targeted communications was their main communication challenge. To help them provide customized information, they would like Concordia to enable them to target specific user groups such as new employees, students who participated in certain workshops or events, etc. Since most students, staff and faculty had trouble finding out about things that are relevant to them (e.g., workshops, activities), targeting tools have the potential to enhance the UX journey of service owners and clients.

JOURNEY MAPS

HOW TO READ A JOURNEY MAP
PERSONA'S NAME

Verbatim from the interviews

"Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididu."

Leger

Each persona's name, picture and biography are presented as in the **Digital Strategy Public Consultations Report** (Leger Study, 2018).

BIO

Nullam sed est diam. Donec urna nunc, accumsan vitae imperdiet eget, suscipit ac tortor. Proin at placerat enim, nec vulputate lacus. Quisque a interdum arcu. Phasellus convallis nunc vel risus tincidunt pulvinar. Sed odio eros, sagittis in metus sed, dapibus aliquet mi. Mauris tincidunt lacinia nunc, ac molestie arcu semper sit amet. Aenean a leo vel tellus molestie pulvinar in non urna. Duis dignissim egestas neque.

MAIN TASKS	TASK 1	TASK 2

Main tasks as a student, staff member or faculty member

KEY TOUCHPOINTS

Key touchpoints when interacting with the digital environment is a facilitator and is a pain point

CHANNEL

Computer (laptop or desktop)

Smartphone

Devices used to interact with the digital environment

FACILITATORS

Et malesuada fames ac turpis egestas maecenas pharetra convallis. Et netus et malesuada fames ac turpis egestas. Risus ultricies tristique nulla aliquet enim tortor at auctor.

About facilitators and pain points

PAIN POINTS

Turpis egestas maecenas pharetra convallis posuere morbi. Dolor sed viverra ipsum nunc aliquet bibendum. Diam ut venenatis tellus in metus vulputate eu. Enim blandit volutpat maecenas volutpat.

IMPROVEMENT OPPORTUNITIES

TEMPUS IMPERDIET NULLA MALESUADA PELLENTESQUE.
Est velit egestas dui id ornare arcu odio ut. Gravida quis blandit turpis cursus in. Nunc faucibus a pellentesque sit amet porttitor.

How Concordia can improve this journey

11

UNDERGRAD STUDENT
ZHENG

"Instead of googling everything, I generally just try to figure things out by myself to save time. The onboarding email didn't go into the logistics of course registration."

BIO

Zhang grew up in Canada and started studying Film Production at CU after CEGEP. He often has several team projects going on simultaneously. He mainly uses Facebook to communicate with other students and keep up with team assignments. After 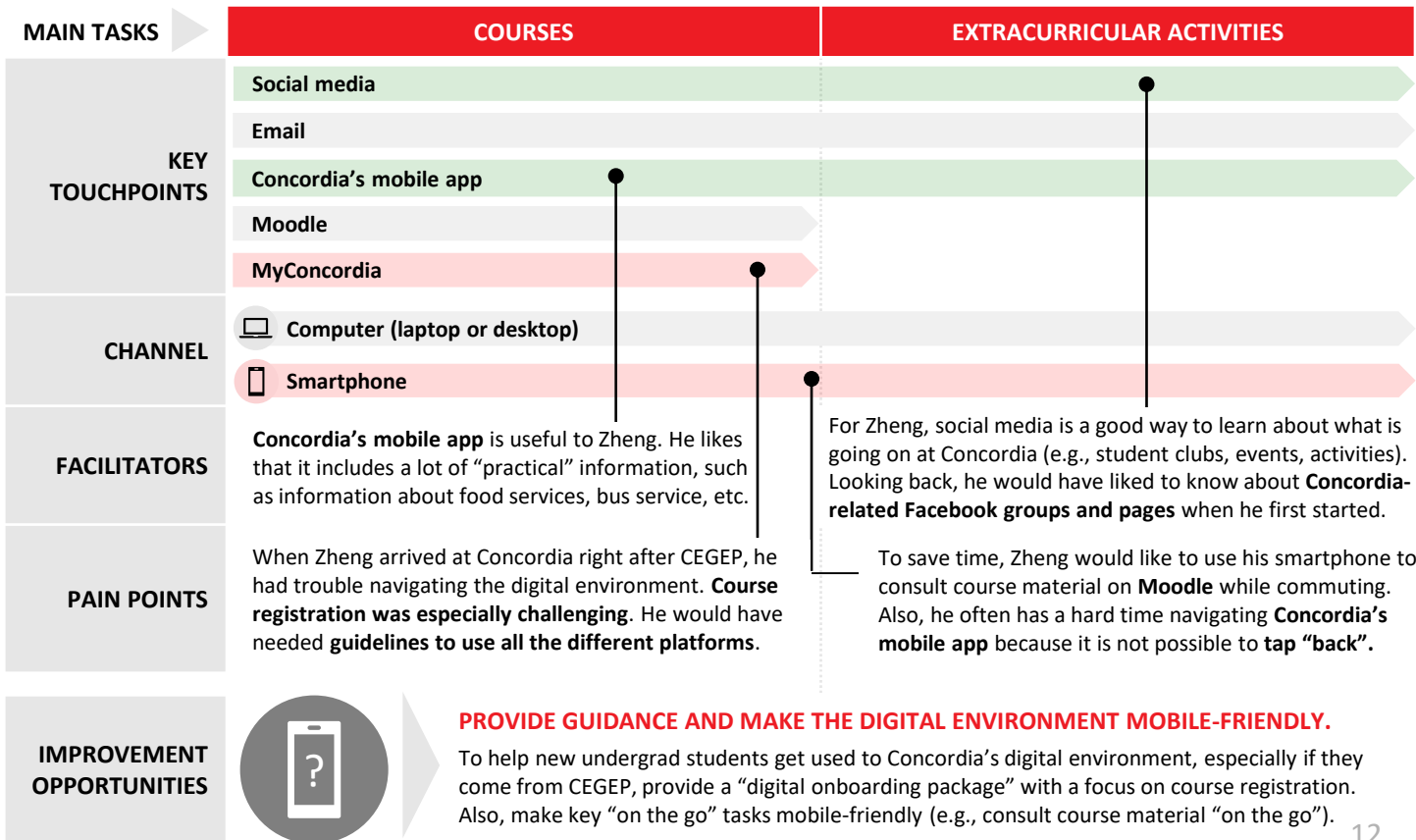a few semesters at CU, he still struggles to find information in the digital environment. However, he got used to digital tools like Moodle and MyConcordia.

MAIN TASKS	COURSES	EXTRACURRICULAR ACTIVITIES
KEY TOUCHPOINTS	Social media	
	Email	
	Concordia's mobile app	
	Moodle	
	MyConcordia	
CHANNEL	💻 Computer (laptop or desktop)	
	📱 Smartphone	

FACILITATORS

Concordia's mobile app is useful to Zheng. He likes that it includes a lot of "practical" information, such as information about food services, bus service, etc.

For Zheng, social media is a good way to learn about what is going on at Concordia (e.g., student clubs, events, activities). Looking back, he would have liked to know about **Concordia-related Facebook groups and pages** when he first started.

PAIN POINTS

When Zheng arrived at Concordia right after CEGEP, he had trouble navigating the digital environment. **Course registration was especially challenging**. He would have needed **guidelines to use all the different platforms**.

To save time, Zheng would like to use his smartphone to consult course material on **Moodle** while commuting. Also, he often has a hard time navigating **Concordia's mobile app** because it is not possible to **tap "back".**

IMPROVEMENT OPPORTUNITIES

?

PROVIDE GUIDANCE AND MAKE THE DIGITAL ENVIRONMENT MOBILE-FRIENDLY.

To help new undergrad students get used to Concordia's digital environment, especially if they come from CEGEP, provide a "digital onboarding package" with a focus on course registration. Also, make key "on the go" tasks mobile-friendly (e.g., consult course material "on the go").

GRAD STUDENT & TA
JENNIFER

Leger

BIO

Jennifer is currently doing a PhD in Art History at CU. Her main focus is research for her thesis. She uses the library's online tools almost everyday and often requests books from other libraries. She hopes to collaborate with faculty members and researchers with similar research interests in the future. They can be hard to find and reach. Jennifer is also a teaching assistant and often meets with undergraduate students.

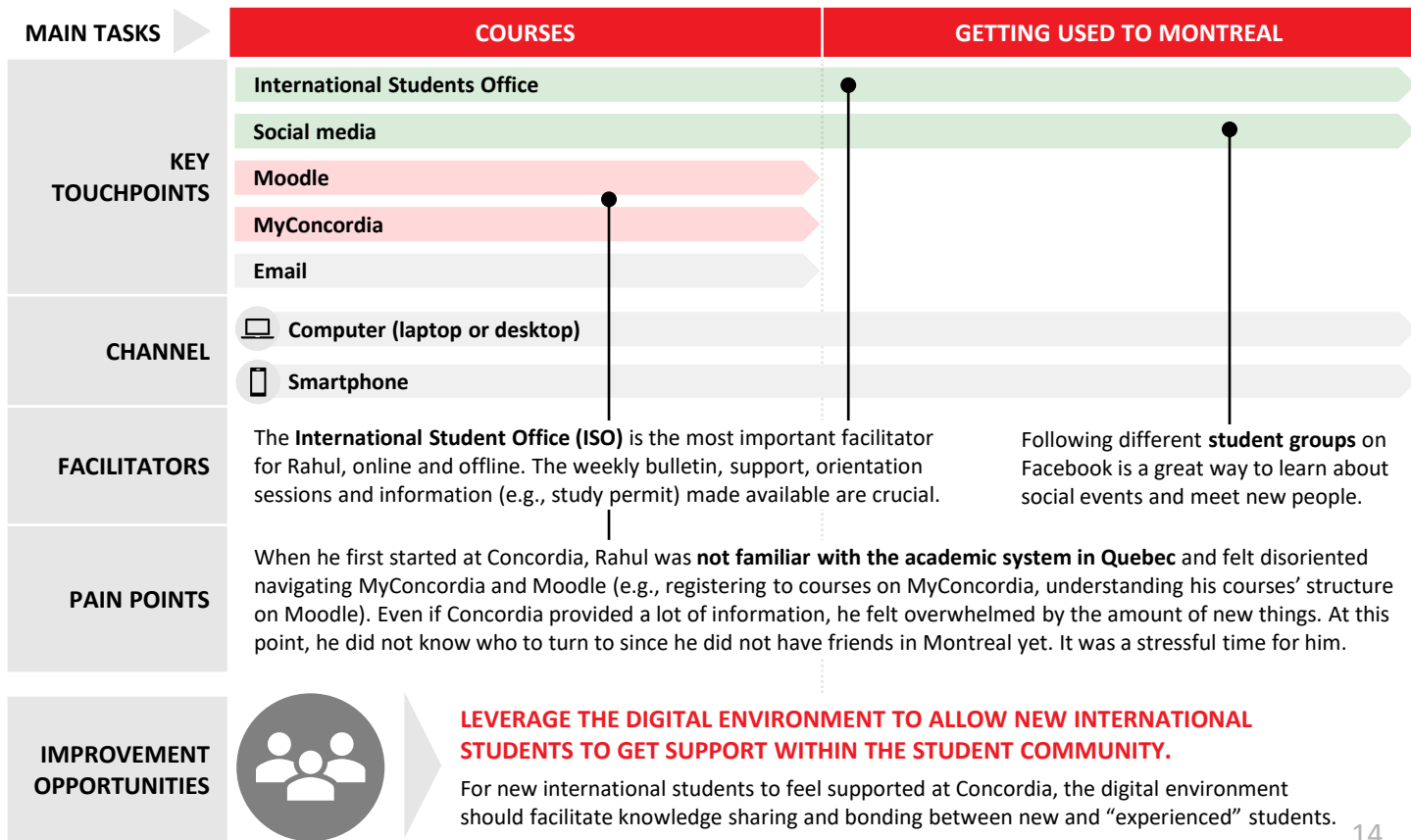| MAIN TASKS	COURSES	TA WORK	RESEARCH
KEY TOUCHPOINTS	Library resources		
	Email		
	Moodle		
	MyConcordia		

CHANNEL

💻 Computer (laptop or desktop)

📱 Smartphone

FACILITATORS

The **library resources** are an important facilitator for Jennifer, and one of the things she appreciates the most within Concordia's digital environment. She is able to access many databases and articles online for her courses, her work as a TA and to write her thesis. Librarians are always available to help, either at the library or online.

PAIN POINTS

Like other students, Jennifer would like a one-stop shop to access everything she needs. In her case, **navigating between the Student and Employee Portal is an important pain point**. She needs to use two distinct user IDs and passwords, in addition to the other IDs and passwords she has to use to log in to different platforms within the digital environment. Currently, she is not able to get an overview of her status at Concordia. Relevant information is split in two portals.

IMPROVEMENT OPPORTUNITIES

CONSIDER STUDENT/EMPLOYEE AS A DISTINCT USER PROFILE.

Consultations with the community showed that students who are also employees (TAs) have specific needs as users. Rather than having to navigate between two profiles, they need their own portal with an overview of their status, just like any other community member. Right now, their work contract is in their Student Portal apart from other work-related information.

INTERNATIONAL STUDENT
RAHUL

Leger

BIO

Rahul is an international student from India who just started his second semester at JMSB. He has a cousin in Toronto who studied at CU and decided to do the same. He is still learning about CU and the Canadian culture which is challenging. Fortunately, he made new friends during his first semester and can now turn to them for CU-related issues.
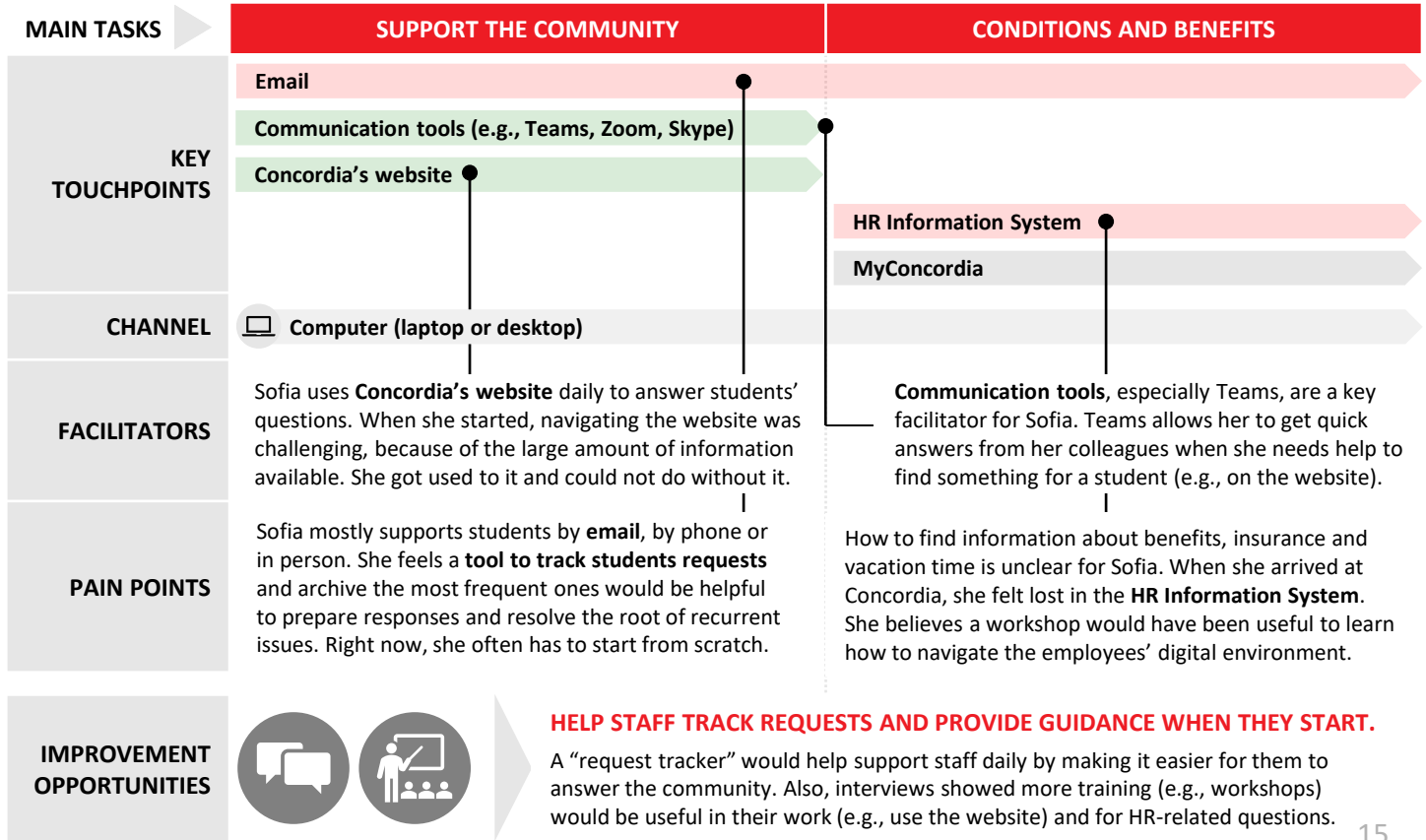
MAIN TASKS	COURSES	GETTING USED TO MONTREAL
KEY TOUCHPOINTS	International Students Office	
	Social media	
	Moodle	
	MyConcordia	
	Email	
CHANNEL	💻 Computer (laptop or desktop)	
	📱 Smartphone	

FACILITATORS

The **International Student Office (ISO)** is the most important facilitator for Rahul, online and offline. The weekly bulletin, support, orientation sessions and information (e.g., study permit) made available are crucial.

Following different **student groups** on Facebook is a great way to learn about social events and meet new people.

PAIN POINTS

When he first started at Concordia, Rahul was **not familiar with the academic system in Quebec** and felt disoriented navigating MyConcordia and Moodle (e.g., registering to courses on MyConcordia, understanding his courses' structure on Moodle). Even if Concordia provided a lot of information, he felt overwhelmed by the amount of new things. At this point, he did not know who to turn to since he did not have friends in Montreal yet. It was a stressful time for him.

IMPROVEMENT OPPORTUNITIES

LEVERAGE THE DIGITAL ENVIRONMENT TO ALLOW NEW INTERNATIONAL STUDENTS TO GET SUPPORT WITHIN THE STUDENT COMMUNITY.

For new international students to feel supported at Concordia, the digital environment should facilitate knowledge sharing and bonding between new and "experienced" students.

NEW EMPLOYEE
SOFIA

"I had to click everywhere to find my way around. I would love to participate in a workshop about these platforms because I don't have an IT background."

BIO

Sofia just started as a part-time support staff member at CU. Her main role is to help students with their academic experience. She answers their questions by email, by phone or in person. She uses Concordia.ca to help answer most questions. She is still lost in CU's digital environment. She only had minimal training on her first work day but her colleagues have been very helpful with everything.

MAIN TASKS

	SUPPORT THE COMMUNITY	CONDITIONS AND BENEFITS

KEY TOUCHPOINTS
- Email
- Communication tools (e.g., Teams, Zoom, Skype)
- Concordia's website
- HR Information System
- MyConcordia

CHANNEL
- 💻 Computer (laptop or desktop)

FACILITATORS

Sofia uses **Concordia's website** daily to answer students' questions. When she started, navigating the website was challenging, because of the large amount of information available. She got used to it and could not do without it.

Communication tools, especially Teams, are a key facilitator for Sofia. Teams allows her to get quick answers from her colleagues when she needs help to find something for a student (e.g., on the website).

PAIN POINTS

Sofia mostly supports students by **email**, by phone or in person. She feels a **tool to track students requests** and archive the most frequent ones would be helpful to prepare responses and resolve the root of recurrent issues. Right now, she often has to start from scratch.

How to find information about benefits, insurance and vacation time is unclear for Sofia. When she arrived at Concordia, she felt lost in the **HR Information System**. She believes a workshop would have been useful to learn how to navigate the employees' digital environment.

IMPROVEMENT OPPORTUNITIES

HELP STAFF TRACK REQUESTS AND PROVIDE GUIDANCE WHEN THEY START.

A "request tracker" would help support staff daily by making it easier for them to answer the community. Also, interviews showed more training (e.g., workshops) would be useful in their work (e.g., use the website) and for HR-related questions.

15

FULL-TIME FACULTY
GREG

"There are a lot of things on MyConcordia. I'm maybe only using 20% of it because I don't know what's there."

BIO

Greg tries to split his time equally between research, teaching and administrative tasks. In practice, he ends up dedicating most of his time to research during the summer. Teaching and administrative tasks keep him busy during the fall and winter semesters. He spends a lot of time filling reports and trying to get information from tools like Millennium. Administrative tasks should be streamlined and CU should give him more freedom.

MAIN TASKS	COURSES	RESEARCH	ADMINISTRATIVE TASKS
KEY TOUCHPOINTS	Email		
	Library		
		Millennium	
		ConRAD	
	Moodle		
	MyConcordia		

CHANNEL — 🖥 **Computer (laptop or desktop)**

FACILITATORS

Greg is pleased with the **library resources**. He regularly accesses databases and articles online for his courses or personal research.

Moodle and MyConcordia (class roster) are important facilitators for Greg as teaching tools. However, when he started, Greg saw these tools as pain points, because he had to rely on his department's assistant for help. He got used to them, but still feels he is not using them to their full potential.

PAIN POINTS

Financial information (Millennium) and grant applications (ConRAD) are Greg's main pain points within the digital environment. Because systems are not connected together, finding information, making sure it is up to date and that it is not duplicated is very challenging for Greg. To facilitate the grant application process, he believes information and file sharing should be easier (e.g., sharing tools and storing space).

IMPROVEMENT OPPORTUNITIES

PROVIDE RESOURCES TO USE TEACHING TOOLS TO THEIR FULL POTENTIAL AND FACILITATE FINANCIAL AND RESEARCH INFORMATION SHARING.

Full-time faculty want the opportunity to use teaching tools to their full potential. Also, they want an integrated digital environment (with interconnected systems) that would make file-sharing easier and prevent the duplication of information.

16

PART-TIME FACULTY
SONIA

Leger

BIO

Sonia thinks of time management as her biggest challenge at CU. She works in the industry and teaches at the same time. As a part-time faculty member, she often has to teach new courses on short notice. She learns a lot from that process, but getting everything ready in time is always difficult. She feels more interaction between faculty and researchers, including part-time faculty, would benefit everyone. They could share their experience and expertise.

MAIN TASKS	PREPARING COURSES REMOTELY	TEACHING
KEY TOUCHPOINTS	Moodle	
	Email	
	Library (reading material for students)	
	MyConcordia	
	VPN / Working remotely in general	
CHANNEL	💻 Computer (laptop or desktop)	
	📱 Tablet / Smartphone	

FACILITATORS

As part-time faculty, **Sonia sees Moodle as her go-to platform** to teach at Concordia. She uses it regularly to structure her courses, communicate with students (e.g., announcements) and share course material. She knows Moodle can do much more than this, but she is only interested in basic functionalities since she works full-time in the industry.

PAIN POINTS

Working remotely is Sonia's main pain point within Concordia's digital environment. She prepares all of her classes from home or from work, generally with her personal laptop. Sometimes, she finds the system very slow (e.g., when trying to access library resources), which gives her the impression of wasting time. Also, during her first semester at Concordia, she often felt powerless when she had issues using Moodle's functionalities to prepare her classes.

IMPROVEMENT OPPORTUNITIES

MAKE THINGS SIMPLE AND OFFER SUPPORT REMOTELY.

Part-time faculty members want to be as efficient as possible to prepare their classes. When starting at Concordia, they need support to use Moodle's basic functionalities. In their context, support needs to be available from anywhere to make sure things run smoothly.

17

SERVICE OWNER PERSPECTIVE

SERVICE OWNER PERSPECTIVE

1. Interaction and Satisfaction with the Digital Environment

DIGITAL ENVIRONMENT OVERVIEW

MAIN DIGITAL ENVIRONMENT	SERVICE OWNERS' EXTENDED DIGITAL ENVIRONMENT*
Student Information System (SIS)	
Student Portal (MyConcordia)	
Staff Portal (MyConcordia)	
Moodle	
Intranet (Cspace)	
Library resources	
Millennium	
Concordia.ca (website)	
Concordia's mobile app	
Concordia's official social media pages	
Concordia's other social media pages	

Logos shown: easy PROJECT, orbis COMMUNICATIONS, sync.com, Microsoft Teams, GAZELLE, SharePoint, slack, SYMBIOTIC .coop, LOCKERGM, Trello, Office, Google Docs, Google Drive, YouTube, ClockWork ENTERPRISE, zoom, Dropbox, Facebook, Snapchat, Instagram, Link-OM, PowerApps, Adobe, LinkedIn, EMS an accruent company, selligent, tableau, Twitter, Hootsuite, FotoFinder, Prezi, Adobe

* This list is not exhaustive. The main systems and platforms mentioned by participants are presented to illustrate the service owners extended digital environment.

SATISFACTION WITH THE DIGITAL ENVIRONMENT

SERVICE OWNERS THINK CONCORDIA IS GOING IN THE RIGHT DIRECTION BUT FEEL THERE IS STILL A LOT OF WORK TO DO TO OFFER A SEAMLESS EXPERIENCE.

Based on what they heard about on-going initiatives (e.g., Concordia Hub Project, Project UNITY to improve human resources and financial processes) or what they are developing currently, service owners recognize that Concordia is on the right path to improve user experience within the digital environment. However, they feel there is still a lot of work to do, especially to organize the digital environment (make it easy to find what you are looking for), ensure all systems and platforms are connected together, and modernize interfaces to deliver a simple and intuitive experience.

THEY FACE SIX CHALLENGES IN THE DIGITAL ENVIRONMENT.

Even if each unit has its very own digital environment, service owners face similar challenges interacting with Concordia's digital environment. Based on their experience, they identified six main challenges summarized below. They are explained in detail on the following pages.

1	**THERE ARE TOO MANY DIFFERENT ACCESS POINTS.**
2	**EACH UNIT DOES ITS OWN THING.**
3	**SYSTEMS DON'T TALK TO EACH OTHER.**
4	**PAPER-BASED PROCESSES ARE TIME CONSUMING.**
5	**THIRD-PARTY SYSTEM PROVIDERS ARE HARD TO REACH.**
6	**OUTDATED INFORMATION REMAINS AVAILABLE ONLINE.**

AVERAGE SATISFACTION (1 IS NOT AT ALL SATISFIED AND 10 IS VERY SATISFIED)

6/10

THERE ARE TOO MANY DIFFERENT ACCESS POINTS.

Most service owners spontaneously mentioned the need for an integrated digital environment at the beginning of the interview. They feel there are too many systems and platforms accessible from different places and with different usernames and passwords. They have a hard time remembering where to access everything they need. According to them, people have to go through a number of different places and it is not obvious where to find the information. To remain organized, some have started using apps like Trello. They would like to have a "one-stop-shop" with a single sign-on to access everything they need as a service owner, but also as a unit.

The fact that service owners mentioned the need for an integrated digital environment without prompting confirms the need to provide an integrated experience that would make systems and service points accessible from one single place, and the relevance of the Concordia Hub Project. Those who have heard about this see it positively.

EACH UNIT DOES ITS OWN THING.

Each unit having its own digital environment is challenging for service owners, especially communication-wise. Several service owners have the impression units work in silos and think there is potential for more collaboration between units. For example, some units work with the same client base (e.g., international students, students with a disability, researchers) and could benefit from working together to reduce their workload. However, the disparity between systems and platforms make this difficult. Some communicate strictly by email, while others use other tools such as Teams, Slack and text messages. Some work with Excel sheets, while others use project management software or other apps they chose as a team. Considering multiple tools are used the same way, many service owners believe Concordia should prioritize an institution-wide system for each use case.

"There are too many things that are not linked together. Every time I need something it's on another platform."

"There are a lot of different areas to go to. If it would be more centralized and have a more unified look, it would be better."

"There are too many platforms right now. There are too many steps just to register for a workshop."

"When designing a digital environment, you want to make everything self-explanatory. Our environment requires a lot of explanation to do a simple task and it's never the same thing between each platforms."

SYSTEMS DON'T TALK TO EACH OTHER.

Overall, service owners consider that systems don't talk to each other within the digital environment. In other words, if information is updated on one system, it is not necessarily updated on the other. According to service owners, their team has to do a lot of "manual work" to compensate for this lack of communication. For example, some units have Excel "mailing lists" that need to be updated manually (e.g., all students that might be interested in a particular workshop, based on past interactions with particular units). This means that even if two units need to use the same list, they might not have the same number of names on it. Another "manual work" example given several times concerns budget. Service owners have a hard time keeping track of their budget since their spending (or earning in some cases) does not appear in Millennium directly, and they are unsure at which frequency the information is updated. To keep track of their budget, some work with an Excel sheet.

PAPER-BASED PROCESSES ARE TIME CONSUMING.

Service owners don't understand why paper-based processes still exist at Concordia. In addition to increasing the risk of error, they find them time consuming and confusing. Most service owners think they should be able to fill out any form online, sign it on their computer and submit it digitally. Some described situations where they had to download a form online, print it, fill it out manually and scan it. They believe digital signature is a must.

It should be noted that most service owners are enthusiastic about Project UNITY. They look forward to its implementation and hope it will replace paper-based processes for more efficient digital ones. They also expect it will help them track their budget easily without needing to update an Excel sheet manually.

"We need data from all systems, but nothing is unifying the systems. The systems don't talk to each other that well."

"Systems don't talk together. A live connection between SIS and the diverse systems would be really useful."

"There are still a lot of processes that are too old and that make life difficult for everyone."

"Calculation is still done manually where software could do that. A lot of human errors can occur."

CHALLENGES WITH THE DIGITAL ENVIRONMENT (3/3)

THIRD-PARTY SYSTEM PROVIDERS ARE HARD TO REACH.

Some units need to communicate with third-party providers (e.g., Orbis, independent contractors that develop databases). According to service owners, this is a challenge because these providers often take up to three days to respond to support requests. When using third-party systems, service owners feel their team lacks flexibility. They need to rely on providers to make minor changes (e.g., add filters to an event calendar, change the visual) and cannot control glitches related to system updates. However, it should be noted that some service owners have a good relationship with third-party system providers who respond quickly and provide trouble shooting videos. Responsiveness and support material have an important impact.

OUTDATED INFORMATION REMAINS AVAILABLE ONLINE.

All service owners agree: there is A LOT of valuable information on Concordia's website. Sometimes, they have trouble finding specific information using the website search engine and do not know how to click their way to what they need. Therefore, service owners often turn to Google (or other similar search engines) to find what they are looking for (this is common user behavior to find information online). Service owners told us they can find content on Concordia's website easily using Google, but that this content tends to be outdated. This is confusing to them, but also to certain community members who reach out to them with outdated information. For example, academic calendars from previous semesters, old forms (which cannot be used anymore), pages about events that took place years ago and contact information of employees and faculty members who do not work at Concordia anymore would still be available online. Service owners think the website could reach its full potential by being "cleaned" to remove all outdated information.

"I'm extremely unhappy with Orbis. It's the most uncommunicative company with no client focus at all. It often collapses, they are hard to reach and they take 2-3 days to respond."

"There is a lack of confidence in the processes, because updates are not properly done."

"The digital environment is not where it needs to be in 2020. The processes and systems are outdated. They still don't accept digital signature."

"With time, you become better at navigating on the Concordia website, but students have issues because there is a lot of outdated information there."

SERVICE OWNER PERSPECTIVE

2. Focus on Communication

COMMUNICATION OVERVIEW

SERVICE OWNERS COMMUNICATE ABOUT SIMILAR TOPICS AND MAINLY USE EMAIL.

As shown in the table below, service owners communicate with students, staff and faculty about similar topics (e.g., deadlines, events) mostly by email. Other methods of communication are seen as complementary.

When asked what are the top three messages they need to deliver to their audience, almost all service owners said they needed to tell community members about the services they offer. In other words, they want to let the community know they are "here and available to help them." Some feel certain community members could benefit from their services, but simply do not know about them. While service owners need to deliver messages during the entire semester or at various key times depending on their business (e.g., payment deadlines), **the beginning of the semester is a key time for most units.** At this time, they want to reach out to the community (mostly new community members) to inform them about what they offer, make sure they can access all the information they need to start the semester on the right foot and let them know about important changes.

KEY TOPICS	TOP 3 MESSAGES	METHODS OF COMMUNICATION
Deadlines (**8/18**)	Available services (**6/18**)	Email (**16/18**)
Events (**6/18**)	Support/here to help (**6/18**)	Website (**6/18**)
Workshops (**5/18**)	Important deadlines/dates (**4/18**)	Social media (**5/18**)
Changes at Concordia (**4/18**)		Phone calls/messaging (**3/18**)
Opportunities (jobs, etc.) (**4/18**)		Digital screens on campus (**2/18**)
University policies (**3/18**)		
Awards/Funding (**3/18**)		

KEY TIME: BEGINNING OF THE SEMESTER

"Emails work best for us."

"We send mass mailing at the beginning of the semester and headband ads on the course platforms."

"The website should be the first point of reference. Social media needs to have all personalized accounts by faculty."

"We use phone and emails, I think it's fine. It's more how we use the different methods. If we send something three times that's pretty much the same."

26

MAIN COMMUNICATION CHALLENGE

THERE ARE NO TOOLS TO TARGET SPECIFIC GROUPS.

SERVICE OWNERS WANT TO SEND TARGETED COMMUNICATIONS.

The majority of service owners talked about the need to send targeted communications to specific groups spontaneously. Most of them mentioned this element without prompting at the beginning of the interview while discussing their overall experience with the digital environment. **Based on the interviews, the absence of tools to send targeted communications is the main challenge service owners face** when it comes to delivering messages to their audience. They would like Concordia to provide them with tools to send targeted messages based on the interests of community members. As mentioned in the previous section, some units have their own databases and regularly update Excel "mailing lists," but they would like tools to target community members (e.g., new employees, students who participated in certain workshops or events, students with loans).

NEWSLETTERS AND EMAIL BLASTS ARE GREAT, BUT SOMETIMES TOO BROAD.

In general, service owners believe newsletters and email blasts are great, but can be too broad if they need to talk to a specific segment within the community. Also, since a single newsletter covers multiple topics, they feel community members (especially students) often skim through the content quickly and might miss information specifically related to their interests (e.g., available services, workshops, etc.). In addition to targeting too many people at the same time, service owners find newsletters and email blasts limitative because they are sent at specific times and are controlled by UCS. However, they understand that communications need to be regulated to prevent people being "bombarded" with emails. According to them, more targeted communications could help ensure students, staff and faculty only receive information that is relevant to them in their inbox.

"We are reaching students, yes, but we are still missing a lot. Why is that? We should really be able to send more targeted messages based on the interests of students."

"It's harder to reach students on things that aren't mandatory. We need to make sure to create info that is interesting enough to be sure they open it."

"There should be a Concordia-wide newsletter, but also separate letters that should target people in particular."

"We need to target a lot when we send emails. One blast is not really useful, it becomes way more useful if we do forty strategic blasts."

METHODS OF COMMUNICATION

SERVICE OWNERS ARE HAPPY WITH EMAIL, BUT ARE OPEN TO NEW METHODS.

Overall, service owners think email is a good way to reach out to the community. They know emails are a challenge because community members receive a lot of them, but they generally work. They feel they would work even better if they were able to send targeted email (the content would be more personalized). When asked about the methods of communication at Concordia, most said they are fine with them. Service owners are open to having new methods of communication, but generally cannot think of anything other than email. Some think there is an opportunity to leverage the student portal by creating a "one-stop-shop" that will help service units "push" relevant information to students in a timely manner (e.g., based on deadlines). Some units would also be interested in tools to "notify" students (e.g., via the portal or mobile app).

IMPOSING CONCORDIA'S EMAIL COUD HELP REACHING OUT TO THE COMMUNITY.

Because email is the "go-to" method of communication at Concordia, several service owners think imposing Concordia's email would help reaching out to students and faculty. According to them, the fact that some students and faculty use personal emails (e.g., Gmail, etc.) creates confusion (some emails are not sent to the right address), especially in a context where Excel "mailing lists" have to be updated manually.

SOME WOULD LIKE TO HAVE SOCIAL MEDIA GUIDELINES.

A few service owners said "social media guidelines" (e.g., a guide provided by UCS) could be useful to deliver messages to their audience. Right now, each unit manages its own social media presence and does not rely on general guidelines or good practices. These service owners believe guidelines would be useful to make a better use of current social media accounts, but also to encourage social media use as a complement to email.

"Just email is not enough, but since we don't have communication guidelines, students are bombarded with emails and they complain receiving too much communication. It could be interesting to have more push communication."

"It's not useful to have too many communication methods. It's useful to have 2 or 3, so when they get something they know they have to look at it."

"Leveraging the student portal would answer a lot of questions, because it's personal and the students would have a one-stop-shop to see everything they have to do."

"There are no guidelines on how to use social media, how to implement it and use it."

SERVICE OWNER PERSPECTIVE

3. Feelings towards Key Insights from Previous Consultations

KEY INSIGHTS OVERVIEW

We asked service owners to comment on four key challenges identified by Concordia through previous consultation efforts with the community. We described each key challenge briefly and asked for their point of view. Do they feel concerned by them? Based on their personal experience and the reality of their unit, how could Concordia address them to improve user experience concretely? The table below presents an overview of their reaction to each key challenge:

KEY CHALLENGE *There is a need to…*	PROPORTION WHO BELIEVE IT WOULD BE USEFUL TO THEIR UNIT	HOW DO THEY PICTURE IT?
Provide an integrated experience *that would make systems and service points accessible from one single place.*	**18/18**	Single sign-on (SSO) **|** User-friendly **|** Clean and intuitive **|** Seamless back-end process **|** One branded template **|** Customizable **|** Confidential
Develop multi-platform services *since some tasks seem to lend themselves to a mobile experience, while others tend towards a full desktop/laptop experience.*	**15/18**	Responsiveness **|** Simple tasks doable on mobile **|** Focus on students **|** More than redirections
Develop means of direct communication *with the community allowing different members of the community to initiate communication with people who share their needs and preferences.*	**14/18**	Ability to segment and target **|** Know about students' interests **|** Bring different units together **|** Create a sense of belonging
Support one-on-one interactions (in-person or virtual) *as a complement to self-service because they still provide value to the community, especially when trying to accomplish certain tasks.*	**10/18**	To prioritize demands **|** To align students with the right unit **|** Chat system **|** Online services

INTEGRATED EXPERIENCE

*There is a need to **provide an integrated experience** that would make systems and service points accessible from one single place.*

18/18

HOW DO THEY PICTURE IT?

Single sign-on (SSO)
User-friendly
Clean and intuitive
Seamless back-end process
One branded template
Customizable
Confidential

AN INTEGRATED EXPERIENCE WOULD HELP NEWCOMERS.

According to service owners, this key challenge is the one Concordia should focus on the most. They feel it takes a while for students, staff and faculty to know where to go to get everything they need. A single sign-on (SSO) "hub" could make things easier by limiting access points and providing help, support and training (e.g., tutorial videos). They believe having too many access points creates confusion and partly explains why they receive so many questions from the community.

SYSTEMS NEED TO TALK TO EACH OTHER.

Rather than bringing everything together (using master software), some service owners think Concordia should focus on creating an illusion of integration by allowing systems to work together in the background. For example, some would like having the ability to go to a single sign-on "hub" to run back-end queries (e.g., put specific reports from Orbis).

CUSTOMIZATION AND CONFIDENTIALITY ARE A CONCERN.

Since needs vary from one community member to another, users should only see what is available to them, while keeping in mind that some contents may correspond to several user profiles (e.g., faculty and staff). Confidentiality-wise, some service owners mentioned having permission levels should be mandatory to access sensitive information about community members (e.g., health-related information).

"An integrated experience would make it easier for people in each unit. From any point of view, when you're coming into the system, you're going to have this problem."

"It's a double-edge razor: as you try to integrate everything into one, many specificities can fall out. More integration yes, but one system can be dangerous."

"Yes and no. I don't want anybody else to have access to this system. The rest of Concordia doesn't need to access it. Wall and degrees of permission are necessary, but every well designed database can have it."

MULTI-PLATFORM SERVICES

*There is a need to **develop multi-platform services** since some tasks seem to lend themselves to a mobile experience while others tend towards a full desktop/laptop experience.*

PROPORTION WHO BELIEVE IT WOULD BE USEFUL TO THEIR UNIT

15/18

HOW DO THEY PICTURE IT?

Responsiveness
Simple tasks doable on mobile
Focus on students
More than redirections

SERVICE OWNERS BELIEVE CONCORDIA SHOULD MEET USERS "WHERE THEY ARE," ESPECIALLY STUDENTS.

Nowadays, users expect everything to be accessible on mobile devices (smartphone and tablet). Therefore, service owners feel Concordia needs to adapt by providing responsive interfaces and making sure simple tasks can be accomplished on mobile devices. According to them, multi-platform services are especially relevant for students who are spending an increasing amount of time on their phone. They think students should be able to use their phone to register to courses, manage their finances (e.g., accept loans) and use a health portal. Moreover, some service owners see value in allowing students to register for workshops on their phone and answer a satisfaction survey (instead of a paper survey) after attending a workshop.

MULTI-PLATFORM MEANS MORE THAN REDIRECTIONS.

Service owners have the impression the current mobile experience at Concordia involves a lot of website redirections. They feel Concordia should allow users to accomplish tasks on a mobile app or interface directly rather than redirecting them to the Concordia's website.

SOME UNITS WORK ON DESKTOPS EXCLUSIVELY.

Some units work on desktops exclusively, and do not see a need to develop multi-platform services in their specific context.

"We need everything to be on mobile to meet the students where they are. Now the app is more a gateway to the website than a real app."

"We need to be able to use whatever devices the people we support are using."

"Most people don't want to open a laptop anymore, so we should make sure it is doable. Not specifically for us, but it still would be nice to search the database on our phones."

"In my unit, we use the iPad and mobile a lot. SIS is horrible on these platforms, it's not mobile-friendly."

MEANS OF DIRECT COMMUNICATION

*There is a need to **develop means of direct communication** with the community allowing different members of the community to initiate communication with people who share their needs and preferences.*

PROPORTION WHO BELIEVE IT WOULD BE USEFUL TO THEIR UNIT

14/18

HOW DO THEY PICTURE IT?

Ability to segment and target
Know about students' interests
Bring different units together
Create a sense of belonging

SERVICE OWNERS WOULD BENEFIT FROM THE ABILITY TO SEGMENT AND TARGET COMMUNITY MEMBERS.

When we described this key challenge to service owners, most of them first talked about the ability to segment and target community members in a communication context. Currently, they are not able to send targeted communications. For example, some units feel knowing about students' interests would help promote specific events and workshops. They feel talking to specific audiences would be easier and more efficient than trying to push information with email blasts. Right now, they need to create their own lists manually to do so.

MEANS OF DIRECT COMMUNICATION COULD ENCOURAGE COLLABORATION WITHIN UNITS.

Some service owners believe focusing on this key challenge could bring people from different units together. This could help them learn about new digital tools that are made available to them, get help with specific software, etc. They feel some people tend to work in silos, so encouraging collaboration would help create a sense of belonging.

FOR SOME, UPDATING THE WEBSITE IS ENOUGH.

Some service owners don't see means of direct communication as a challenge, but still think the website should be updated in order to provide contact information for current community members only.

"Bringing people from different units together is essential I think. It would help people to know more about our available resources."

"All units work in silos. If there are some cross-functional strategic discussions happening, it would be good."

"Overall it's really important, but as we don't provide a lot of support to the community, there is a real risk that when people reach out to us, we are not able to respond."

ONE-ON-ONE INTERACTIONS

*There is a need to **support one-on-one interactions (in-person or virtual)** as a complement to self-service because they still provide value to the community, especially when trying to accomplish certain tasks.*

PROPORTION WHO BELIEVE IT WOULD BE USEFUL TO THEIR UNIT

10/18

HOW DO THEY PICTURE IT?

To prioritize demands
To align students with the right unit
Chat system
Online services

ONE-ON-ONE INTERACTIONS COULD HELP MANAGE DEMANDS AND ANSWER STUDENTS MORE QUICKLY.

Some units receive a lot of demands and questions from students on a daily basis. Since most questions can be answered quickly, they feel a chat system could reduce their workload, while ensuring students get the answers they are looking for quickly. They mentioned the library as a model to follow, because they already have a chat system in place. Service owners suggested a simple chat box (to communicate with a given unit) or a two-level chat box where someone would first analyze each request to send it to the right unit afterwards. A chat system could also allow students to consult someone anonymously (e.g., regarding health-related issues, about academic difficulties). According to service owners, students are often bounced between services and get frustrated not finding what they are looking for.

ONLINE SERVICES COULD BE AN ACADEMIC TOOL.

Certain units think students would benefit from online services such as writing assistance, checking of essays and tutor consultations.

SOME ALREADY ENGAGE IN ONE-ON-ONE INTERACTIONS.

Units who do not feel concerned by this key challenge already have direct contact with their clients (by email, by phone or in person).

"We want to promote online communication the most we can, but we still need those on-on-one interactions. The website should be the first place where people go, but they should be able to get an answer on the phone or in a chat box."

"An online chat box could probably be useful, as most of the questions can be answered quickly."

"It's very relevant for online teaching for instance. A huge proponent of student success is access to faculty members (contact between students and faculty members)."

SERVICE OWNER PERSPECTIVE

4. Wrap-Up and Ideal Digital Environment

DIGITAL ENVIRONMENT WRAP-UP

At the end of the interview, we asked service owners a few questions to wrap up on the elements we discussed with them (top three facilitators, top three pain points and barriers experienced by their users within the digital environment). The table below summarizes their answers* by category:

TOP FACILITATORS	TOP PAIN POINTS	TOP BARRIERS EXPERIENCED BY USERS
Website: a lot of useful information (**10/18**)	Website: information hard to find/outdated (**8/18**)	Hard to find information/know where to go (**5/18**)
SIS – PeopleSoft: a lot of useful information (**7/18**)	SIS – PeopleSoft: difficult to navigate (**6/18**)	Website: information hard to find/outdated (**3/18**)
Email: good communication tool (**6/18**)	No one-stop-shop/integrated experience (**5/18**)	Complex processes (forms, paper-based) (**3/18**)
Millennium: useful for budgeting (**4/18**)	Maintaining databases/query system (**3/18**)	Not knowing about the tools available (**2/18**)
Microsoft Office (Excel, etc.) (**3/18**)	Millennium: difficult to navigate (**2/18**)	SIS – PeopleSoft (hard to understand) (**2/18**)
MyConcordia: extension of SIS (**3/18**)	Service units work in silos (**2/18**)	Old system/clunky (**2/18**)
Orbis: support (**3/18**)	Complex processes (forms, paper-based) (**2/18**)	Too many emails (**2/18**)
Communication channels in general (**2/18**)		
Social media (**2/18**)		
Library (**2/18**)	**OTHER PAIN POINTS**: Inability to target specific groups, Orbis, lack of customization, technical issues/glitches, survey tool, HR System, too many emails, manual work and reaching students	**OTHER BARRIERS:** Scheduling system (hard to book things online), registration system, different levels of digital literacy at Concordia, Millennium and no one-stop-shop/integrated experience.
OTHER FACILITATORS: Databases, registration system for events, Wi-Fi/Network, HR System, ConRAD, Explorer, file server, Cspace Clockwork, EMS, Scout for business, office productivity software and cloud computing		

* Spontaneous answers (unaided)

36

IDEAL DIGITAL ENVIRONMENT

SERVICE OWNERS ARE UNANIMOUS: AN IDEAL DIGITAL ENVIRONMENT OFFERS AN INTEGRATED EXPERIENCE.

When asked to describe the ideal digital environment for their unit in a few words, almost all service owners described an integrated experience: **a one-stop-shop with a single sign-on (SSO) that would allow them to access everything they need from one single place**. Here are the main keywords they used to describe their vision:

User-friendly

Single sign-on (SSO)   Futuristic   Seamless

Dashboard   **ONE-STOP-SHOP**   Customization

Intuitive   Targeting tools

Transparent   Mobile-friendly

Prioritization tools   Team collaboration tools

Page with all the deadlines

"I would like a dashboard that combines everything that you work with (reminders, deadlines, events) customized for you, with a big calendar for everything that's going on."

"A system where we would have a strong self-service component for managers and staff, and user-friendly for users. A one-stop-shop to access information that I need to do my work, but also general news."

"A more transparent digital working environment, where it becomes easier to know what's going on without having to have meetings about it or without having to read about it next week in Concordia's news blast."

"A one-stop-shop that has a single sign-on with an intuitive and user-friendly interface. I would see a centralized way of reporting, by having different queries and have a unified way of looking at the same questions."

"A one-stop-shop for all the information you need, segmented by who you are. We should have all the information at the tip of our fingers: data and stats about our department, but also basic Concordia facts without needing to fish around in a lot of departments to get data and stats."

NEW COMMUNITY MEMBER PERSPECTIVE

NEW COMMUNITY MEMBER PERSPECTIVE

1. Overall Interaction and Satisfaction with the Digital Environment

SATISFACTION OVERVIEW
STUDENTS

At the beginning of the interview, we asked **students** to think about Concordia's digital environment and write down everything they could think about as something good on one side, and everything they could think about as something bad. The table below summarizes their answers* by category:

GOOD	BAD / COULD BE IMPROVED
Moodle: to interact with faculty, easy to use, intuitive (**7/12**)	**MyConcordia:** hard to navigate, no back button, old-fashioned, separate portals for students who are also TA, separate pages for everything (**6/12**)
Library website: reservation system, databases, sharing of articles (**5/12**)	**Moodle:** useless functions, Moodle for TA, not mobile-friendly (**4/12**)
Concordia's mobile app: events, useful for new students (**4/12**)	**Concordia's website:** confusing information about courses for international students, lack of information about extracurricular activities and student clubs, hard to navigate, small text, the click-down menu is not intuitive (**4/12**)
Concordia's website: events, ease of access on all devices (**4/12**)	
Schedule Builder (**2/12**)	**Concordia's mobile app**: crashes, no back button, useless functionalities (**4/12**)
Fast computers and reliability of the printer system (**2/12**)	**Course registration:** difficult process (**2/12**)
Newsletters: CUnow, ISO weekly bulletin (**2/12**)	**Student Centre:** difficult to use the first time, too many clicks to access (**2/12**)
	Bills and charges: lack of details on how to pay and what you pay for (**2/12**)
OTHER GOOD ELEMENTS MENTIONED BY STUDENTS: Service desks provide excellent support, Basecamp is organized and aesthetically pleasing, fast communication (emails, Facebook), eConcordia, Facebook student groups	**OTHER BAD ELEMENTS MENTIONED BY STUDENTS**: Information displayed can be overwhelming (too much information), too many emails as a TA, too much reliance on social media for events, hidden functionalities (library website)

* Spontaneous answers (unaided)

SATISFACTION OVERVIEW
STAFF

At the beginning of the interview, we asked **employees** to think about Concordia's digital environment and write down everything they could think about as something good on one side, and everything they could think about as something bad. The table below summarizes their answers* by category:

GOOD	BAD / COULD BE IMPROVED
Alertus (2/6)	**Outdated platforms (in general) (2/6)**
IITS (2/6)	No central access point to use various systems
Communications tools (emails)	Limited ability to share information and documents
Depository system (Romeo)	Limited ability to use workflows
Microsoft Office is up to date	Purchasing requisition software
Working on two screens	Banner system
Directory	Booking rooms for meetings
CUnow	No information about insurance upon arrival at Concordia
Tutorials about the digital environment	Impossible to prohibit people from forwarding invitations on Outlook
HR for employees	Poor document archiving: legacy issues when employees are leaving
Concordia's online presence	MyConcordia search engine: forms are hard to find
WiFi connexion	No consistency between platforms (branding, navigation and design)
	Concordia Continuing Education (CCE) website design
	Contact information (difficult to know who to contact for what)
	System interruptions (e.g., SIS short crashes, Cisco VPN client interruption)

* Spontaneous answers (unaided)

SATISFACTION OVERVIEW
FACULTY

At the beginning of the interview, we asked **faculty members** to think about Concordia's digital environment and write down everything they could think about as something good on one side, and everything they could think about as something bad. The table below summarizes their answers* by category:

GOOD	BAD / COULD BE IMPROVED
Moodle: good for mass communication (e.g., send a message to the whole class), easy to use in general, has a lot of features, good support (**5/12**)	**Moodle:** crashes when heavy files are uploaded, little space allocation, open-source, outdated, it takes a long time to resolve issues, you need to be an expert to use it to its full potential (hard to discover all functionalities) (**6/12**)
Email communication (3/12)	**Equipment:** outdated office computers (don't always work), computers need OS upgrade, printers don't always work, impossibility to rent clickers (**5/12**)
Class roster (3/12)	**MyConcordia:** hard to navigate, shortcuts to save time don't work (**3/12**)
Microsoft digital environment: Teams, Office 365+, Cloud Services (**2/12**)	**Too many different digital products** with different interfaces (MyConcordia, Moodle, Cspace, FRIS): lack of interconnectivity between platforms (**2/12**)
	SIS: not intuitive, hard to navigate, clunky, slow (**2/12**)
OTHER GOOD ELEMENTS MENTIONED BY FACULTY MEMBERS: Help from colleagues to use the digital environment, Zoom, Thesaurus, MyConcordia (tax documents, peer evaluation), workshops about specific platforms, online application for part-time teaching position, many databases made accessible by the library, eConcordia, FRIS (for TA contracts), Explore Concordia	**OTHER BAD ELEMENTS MENTIONED BY FACULTY MEMBERS:** a lot of processes that require filling paper forms, help emails feel impersonal, Teams (it is not completely implemented), little space for emails and data, there is a split between AITS and IITS (they should work together), steep learning curve, Concordia's mobile app is not adapted to faculty, HR system is outdated

* Spontaneous answers (unaided)

CHALLENGES WITH THE DIGITAL ENVIRONMENT
STUDENTS

NEW STUDENTS TEND TO FEEL OVERWHELMED.

When they arrive at Concordia, students often feel overwhelmed by the amount of information they receive. Processing new information and learning how to navigate in the digital environment is challenging. Looking back at their first weeks at Concordia, students said that feeling lost in the digital environment can be frustrating during an already stressful time. **Undergraduate and international students are particularly sensitive to these issues**.

For example, students find registering for courses difficult since they lack information about electives and are unsure to which courses they can register. When registering, they would like the system to alert them immediately if they choose a course not available to them, rather than displaying an error message at the end of the registration process. Faced with repetitive error messages they don't understand, students end up calling Concordia for help. Most international students find course information on Concordia's website unclear about electives, assignments and exams. **Being used to a different school system in their country of origin, international students told us they had a hard time adapting to Concordia, especially understanding the structure of the academic path**.

TEACHING ASSISTANTS (TAs) FACE ADDITIONAL CHALLENGES.

TAs are in a special position, since they have two profiles: student and employee. All TAs agree that the duplication of accounts is an issue, since they must use two different user IDs and passwords. They believe everything could be in the same place to make things easier. Also, they don't understand why their work contract is in their student account.

"Course registration can be frustrating. Swapping classes is difficult and the layout of the program they use is a little bit complicated. It's stressful when you submit for classes because it feels there is a time limit and you can't find things quickly."

- An undergraduate student

"For a newcoming international student, I noticed some discrepancy between what Concordia showcases on its website and what the reality is. They made it seem like I could choose between a bunch of electives when, in fact, the courses are fixed."

- An international student

"If you're a student and a TA at the same time, you have two separate accounts with different IDs and passwords. The information is mixed between the two. The work contract is in your student account and the tax documents in the employee account."

- A graduate student and TA

CHALLENGES WITH THE DIGITAL ENVIRONMENT
STAFF

EMPLOYEES FEEL SELF-RELIANT WITH THE DIGITAL ENVIRONMENT.

Most employees find that the platforms made available to them are outdated and difficult to use. They feel there is a general lack uniformity between them (e.g., design, navigation, interfaces). As new employees, this lack of uniformity made it hard to learn how to use everything. They had to start from scratch for each new platform and remember what platform to use for specific tasks and information. Employees feel self-reliant when it comes to learning about the digital environment, because training is not always available. Some would like the opportunity to register to workshops according to their needs.

SOME EMPLOYEES WOULD LIKE ADDITIONAL TOOLS.

Some employees feel they are missing digital tools to do their work properly and create their own tools to compensate. For example, there is no system to book meeting rooms across the university. An Excel file has been created to compile information about meeting rooms (e.g., who to contact). Also, employees responsible for student support would like a tool to track requests (e.g., questions, issues to resolve) and archive the most frequent ones. This would be useful to prepare responses and resolve the root of recurrent issues.

SERVICE INTERRUPTIONS ARE A SOURCE OF FRUSTRATION.

Employees mentioned that some platforms, such as SIS and Cisco VPN client, regularly experience service interruptions. This is especially frustrating for employees responsible for student support, because they have to delay their responses and feel entirely powerless.

"We have five or so different areas to access the system with no central point to use these various portals. It's a challenge. We constantly need to login."

- A staff member

"I would love to participate in a workshop about these platforms. I come from another country and I don't have an IT background."

- A staff member

"It's hard to book rooms for meetings because there is no platform where I can choose room options (e.g., food allowed, computer available). I built an Excel sheet myself with all these details, but after a year I still learn about new rooms that I didn't know about."

- A staff member

"We have system interruptions mostly in SIS. Those short crashes are frustrating, because you can't login and you have to advise the students to wait before answering their questions."

- A staff member

CHALLENGES WITH THE DIGITAL ENVIRONMENT
FACULTY

FACULTY MEMBERS FEEL THEY ARE NOT USING THE DIGITAL ENVIRONMENT TO ITS FULL POTENTIAL, MAINLY MOODLE.

Faculty members feel they are not using current platforms (mainly MyConcordia and Moodle) to their full potential due to a lack of knowledge about their functionalities. Most use Moodle to deposit course notes, readings and announcements only. However, they are aware Moodle has other functionalities that could be useful.

Despite minimal online training being available on Moodle, faculty members tend to learn more from experienced colleagues than from online training or from exploring the platform by themselves. For example, one participant took notice of the Moodle polling software by discussing this with a colleague. In general, faculty members believe Concordia could provide better Moodle training, for example by offering workshops for different user profiles, giving them the opportunity to use new functionalities. However, as mentioned earlier, some (especially part-time faculty members) are not interested in advanced functionalities. They do not want to invest time in Moodle.

TWO GROUPS STAND OUT WHEN IT COMES TO USING MOODLE.

To wrap-up on Moodle, which is the main teaching tool for faculty members, two groups stand out. On the one hand, there are faculty members who like to exercise control over their digital environment and wish to develop their skills to fully explore Moodle's functionalities. On the other hand, there are faculty members (part-time) who would like a turnkey solution to simplify their tasks as much as possible.

"There are a lot of things on MyConcordia. I'm maybe only using 20% of it because I don't know what's there."

- A full-time faculty member

"I'm not a huge Moodle fan. Moodle does so much that if you're not an expert, you can't do anything. I understand its power for experts, but I only use it as a depository for documents."

- A full-time faculty member

"My biggest frustration is that posting grades in Moodle is so unintuitive. There weren't a lot of checks to ensure me that I wasn't horribly mixing things up. I had to correct some student grades and I didn't know it was possible."

- A full-time faculty member

"Moodle is user-friendly in a way. You can customize it, but in the end, I don't have three hours to spare."

- A part-time faculty member

45

CHALLENGES WITH THE DIGITAL ENVIRONMENT
ALL NEW COMMUNITY MEMBERS

ALL NEW COMMUNITY MEMBERS FACE NAVIGATION ISSUES.

FINDING INFORMATION AND SYSTEMS IS A COMMON CHALLENGE

While students, staff and faculty face different challenges, accessing information and systems within Concordia's digital environment is a common challenge. During the interviews, all new community members mentioned navigation issues within platforms they use daily. While outdated platforms contribute to these issues, most difficulties are related to searching for information or systems.

Below are the main navigation issues mentioned by participants, regardless of their profile:

Interfaces look outdated and are not visually appealing.

It is hard to find information using Concordia's website search engine.

There is no back button on MyConcordia or Concordia's mobile app.

Information is often hard to read for the user (e.g., too much information on one page).

Click-down menus are not intuitive (they hide useful features).

It is not possible to save shortcuts to MyConcordia (e.g., specific pages, HR content).

Web pages load slowly on Concordia's website.

Some platforms tend to crash or experience service interruptions.

"It's hard to access specific information through MyConcordia. It's a very rich platform, but it's not easy to navigate."

- A faculty member

"The Concordia website can be difficult to navigate at times. Pages are hard to find, the text is very small and the click-down menu is not always intuitive. I feel there are a lot of hidden features."

- An undergraduate student

"It is very difficult to search on Cspace, unless you know exactly the term you're looking for. It's not very well indexed."

- A faculty member

"I think the CCE web design looks outdated and it's unclear where to click to get to the next level. "

- A staff member

Leger

NEW COMMUNITY MEMBER PERSPECTIVE
2. Interaction and Satisfaction with Specific Services

SUMMARY BY USER GROUP

We gave participants a list of services (customized according to their profile). We asked them to circle the ones they use or interact with within the digital environment (e.g., email, platforms, website) and give a score on a scale of 1 to 10 to each service (1 means "Not satisfied at all" and 10 means "Very satisfied"). **Below is a summary of results by user group (students, staff and faculty). The next pages present detailed results (number of users and satisfaction) by service.**

STUDENTS

MOST USED SERVICES	AVERAGE SATISFACTION*
Registration	7.4
Library	8.9
Financial Services	7.4

All students interact with Registration. They particularly like the class builder but find the information incomplete and the course selection process complex, which decreases their average satisfaction score. The library is the most appreciated service and is considered "almost perfect." The only negative point concerns the number of steps to access information. Financial Services obtains the same satisfaction score as Registration. Students are ok with it but would like more payment methods and the option to pay online without fees.

STAFF

MOST USED SERVICES	AVERAGE SATISFACTION*
Human Resources	6.2
IITS	8.2
Financial Services	4.5

Employees rate Human Resources below average because obtaining information about benefits and insurance is difficult. Accessing information about Financial Services online is also challenging, mainly because many of the processes are still paper-based. While finding information is perceived as an issue with Human Resources and Financial Services, employees are generally satisfied with IITS. They get good support and find communication efficient.

FACULTY

MOST USED SERVICES	AVERAGE SATISFACTION*
IITS	7.1
Library	7.8
Human Resources	7.4

Faculty members are among those who interact with IITS most often. Like employees, they are satisfied with the service, but find the ticket system ineffective. Some also mentioned having problems with the digital help button in class. Faculty members face the same information challenges as staff members when interacting with Human Resources but gave it a higher score because of the support they receive. The library got the highest score because of the richness of its databases.

* Average satisfaction score for participants (by user group) who mentioned interacting with each service within the digital environment (e.g., email, platforms, website).

INTERACTION AND SATISFACTION OVERVIEW

STUDENTS

We gave **students** a list of services (customized according to their profile). We asked them to circle the ones they use or interact with within the digital environment (e.g., email, platforms, website) and give a score on a scale of 1 to 10 to each service (1 means "Not satisfied at all" and 10 means "Very satisfied").

	NUMBER OF USERS*	AVERAGE SATISFACTION /10**		NUMBER OF USERS*	AVERAGE SATISFACTION /10**
Registration	12/12	7.4	Health and Wellness	5/12	6.8
Library	10/12	8.9 ①	IITS	5/12	6.8
Financial Services	9/12	7.4	Facilities	5/12	5.6
eConcordia	7/12	8.7 ②	Hospitality	4/12	8.0
Advising	6/12	7.0	Recreation and Athletics	4/12	8.0
Financial Aids and Awards	6/12	6.2	Human Resources	4/12	5.8
International Students Office	5/12	8.6 ③	School of Graduate Studies	3/12	7.7
Recruitment and Registrar	5/12	8.4	Office of Research	2/12	7.0
Volunteering	5/12	8.0	Experiential Learning (incl. COOP)	2/12	6.5
Birks Student Service Centre	5/12	7.8	Food Services	1/12	8.0
Security	5/12	7.8	Dean of Students	1/12	1.0
Student Success Centre	5/12	7.0	Concordia Continuing Education	-	-

* Services are presented according to the number of users (the first service is the one with the most students interacting with it within the digital environment).
** Average satisfaction score for students who mentioned interacting with each service within the digital environment (e.g., email, platforms, website).

INTERACTION AND SATISFACTION OVERVIEW

STAFF

We gave **employees** a list of services (customized according to their profile). We asked them to circle the ones they use or interact with within the digital environment (e.g., email, platforms, website) and give a score on a scale of 1 to 10 to each service (1 means "Not satisfied at all" and 10 means "Very satisfied").

	NUMBER OF USERS*	AVERAGE SATISFACTION /10**		EMPLOYEES*	AVERAGE SATISFACTION /10**
IITS	5/6	8.2	Concordia Continuing Education	3/6	7.0
Human Resources	5/6	6.2	Facilities	3/6	6.3
Financial Services	4/6	4.5	Experiential Learning (incl. COOP)	2/6	8.0
Security	3/6	8.7 ①	Health and Wellness	2/6	7.5
Food Services	3/6	8.3 ②	Recruitment and Registrar	2/6	6.5
Hospitality	3/6	8.3 ②	Library	2/6	6.0
Recreation and Athletics	3/6	8.0	Volunteering	1/6	8.0
Office of Research	3/6	7.7	eConcordia	1/6	5.0

* Services are presented according to the number of users (the first service is the one with the most employees interacting with it within the digital environment).
** Average satisfaction score for employees who mentioned interacting with each service within the digital environment (e.g., email, platforms, website).

50

INTERACTION AND SATISFACTION OVERVIEW
FACULTY MEMBERS

We gave **faculty members** a list of services (customized according to their profile). We asked them to circle the ones they use or interact with within the digital environment (e.g., email, platforms, website) and give a score on a scale of 1 to 10 to each service (1 means "Not satisfied at all" and 10 means "Very satisfied").

	NUMBER OF USERS*	AVERAGE SATISFACTION /10**		NUMBER OF USERS*	AVERAGE SATISFACTION /10**
IITS	12/12	7.1	Facilities	3/12	6.4
Library	11/12	7.8	Health and Wellness	2/12	10.0 ①
Human Resources	10/12	7.4	Security	2/12	9.5 ②
Centre for Teaching and Learning	9/12	7.8	Experiential Learning (incl. COOP)	2/12	8.0
Financial Services	4/12	6.1	Food Services	2/12	8.0
Recreation and Athletics	3/12	9.5 ②	School of Graduate Studies	2/12	7.0
eConcordia	3/12	9.0	Volunteering	1/12	10.0
Concordia Continuing Education	3/12	7.3	Hospitality	1/12	5.0
Office of Research	3/12	6.8			

* Services are presented according to the number of users (the first service is the one with the most faculty members interacting with it within the digital environment).
** Average satisfaction score for faculty members who mentioned interacting with each service within the digital environment (e.g., email, platforms, website).

STRENGTHS AND WEAKNESSES BY SERVICE* (1/5)

While giving scores to services, participants told the moderator what they like and dislike about interacting with each of them within the digital environment.

+	STRENGTHS	WEAKNESSES −
Advising	• Good direct communication (great responsiveness)	• Not possible to schedule an appointment online • A lot of back and forth when exchanging emails
Birks Student Centre	• Good experience when getting the student ID	• Hard to know what they offer by looking online
Centre for Teaching and Learning	• Simple to fill online forms to attend workshops	• Do not archive past workshops (no list available) • Last minute changes to the workshop schedule
Concordia Continuing Education	• Attractive website	• A lot of clicks are required to learn about the programs • There is no continuity between the CCE platform and the other digital platforms at Concordia (e.g., colors)
Dean of Students	*No strengths mentioned*	• Getting a tutoring job is complex (for students) • Need to email or call the office (no information online)
eConcordia	• Easy to take an online class • Pedagogy experts are involved in building courses	• The interface varies for each course (some are outdated) • Technical issues with quizzes

* Alphabetical order

STRENGTHS AND WEAKNESSES BY SERVICE* (2/5)

While giving scores to services, participants told the moderator what they like and dislike about interacting with each of them within the digital environment.

	STRENGTHS	WEAKNESSES
Experiential Learning (incl. COOP)	• Portal on MyConcordia is easy to use • The system seems more up to date compared to other digital platforms at Concordia (more user-friendly)	*No weaknesses mentioned*
Facilities	• Effective email communication • They get things done in a reasonable time	• Lack of information about asbestos in the VA building • Hard to know who to contact (no repertoire) • A lot of back and forth when exchanging emails
Financial Aids and Awards	• A lot of information available • Generally fine (no issues)	• Information is hard to find (not well organized) • Hard to contact people about scholarships
Financial Services	• Resources about pension and health plans on Cspace • Can track your pay stubs online	• Limited number of payment methods (no credit card payment, conversion fees if paying in another currency) • No deadline notifications for the tuition payment • Convenience fee to pay online • No information stored in the system (mostly paper-based)
Food Services	• Good interaction for events	*No weaknesses mentioned*

* Alphabetical order

STRENGTHS AND WEAKNESSES BY SERVICE* (3/5)

While giving scores to services, participants told the moderator what they like and dislike about interacting with each of them within the digital environment.

+	STRENGTHS	WEAKNESSES −
Health and Wellness	• Helpful resources about general health • Opt-out form for insurance coverage • User-friendly interface (in general) • Navigation is easy	• Not possible to schedule an appointment online • Insurance for international students is hard to understand • Insurance benefits are unclear for students (sometimes)
Hospitality	• Easy to rent a locker	• Unclear how to rent a locker (for international students) • Faculty members cannot rent a locker online
Human Resources	• Handy to see pay stubs • Very supportive of faculty members • A lot of documents are sent by email	• Separate accounts for students and TAs • Difficult to get information (about benefits and insurance) • Slow responses (sometimes) • Need to scroll to see pay stubs
IITS	• Good service (in general) • Effective email communication • Help projectors and audiovisual material in classrooms	• Issues with printers for heavy documents (no refunds) • Ticket system should be improved (too much back and forth) • No computer renting for emergencies (for events only) • The button to get assistance in class does not always work • Lack of security when scanning multiple choice exams
International Students Office	• Very helpful to resolve problems with student permits • Great communication even when outside the country	• Information about events is not up to date (old events)

* Alphabetical order

STRENGTHS AND WEAKNESSES BY SERVICE* (4/5)

While giving scores to services, participants told the moderator what they like and dislike about interacting with each of them within the digital environment.

	STRENGTHS	WEAKNESSES
Library	• Ease of access • The database is rich and easy to use • Reserving a book online is straightforward • Almost perfect	• Hard to navigate at first (but it gets easier) • Too many clicks are required to access information
Office of Research	• Fast response for an ethic proposal • Useful information (in general)	• Not enough wikis for processes (e.g. who to contact) • ConRAD to submit grant applications (not user-friendly)
Recreation and Athletics	• Straightforward interaction with the website • Easy to subscribe online to get access to the gym	• Not enough information about activities (in general) • Not enough details about extracurricular activities on campus (e.g., sports, intramural basketball vs regular basketball)
Recruitment and Registrar	• Information and posting status are always updated	• Course information is unclear for international students • Sometimes it takes a long time before getting an answer
Registration	• Great to visualize courses or schedule • After the first registration, it gets easier • Class schedule builder is very helpful	• Finding specific courses is challenging • Filters are not optimal • There are a lot of steps to choose a course • No way to know which courses are available to you

* Alphabetical order

STRENGTHS AND WEAKNESSES BY SERVICE* (5/5)

While giving scores to services, participants told the moderator what they like and dislike about interacting with each of them within the digital environment.

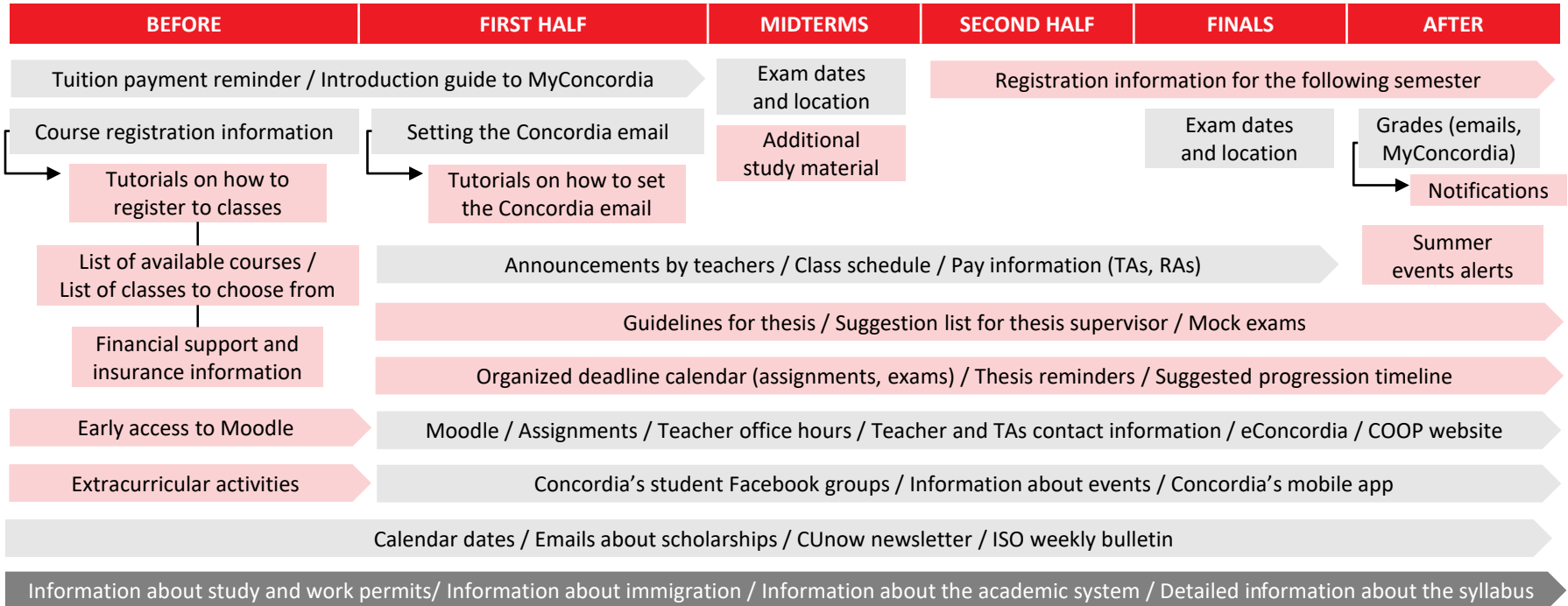| +	STRENGTHS	WEAKNESSES −
School of Graduate Studies	• A lot of available information divided by category • Good email communication to hire post-grad students • Email notifications	*No weaknesses mentioned*
Security	• Alertus is great	• The link to signal possible threats (form) does not work • Sometimes, the Alertus alarm interrupts classes
Student Success Centre	• Event calendar for the workshops • Online booking	• Did not know that mock exams were available • No research paper samples (for international students) • Hard to get responses by email (need to call)
Volunteering	• Good overall experience when submitting	• No guidelines for student associations (e.g., funding)

* Alphabetical order

NEW COMMUNITY MEMBER PERSPECTIVE

3. Personalization and Communication

INFORMATION OVERVIEW

STUDENTS

Leger

- Available information
- Information for international students
- Missing/Desired information
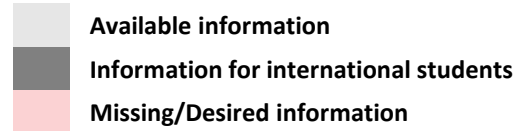
Interviews with students showed the information made available to them and the information they need vary during the semester. According to students, all the information made available to them is important, the most crucial information is about course registration, assignments and exams.
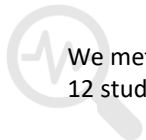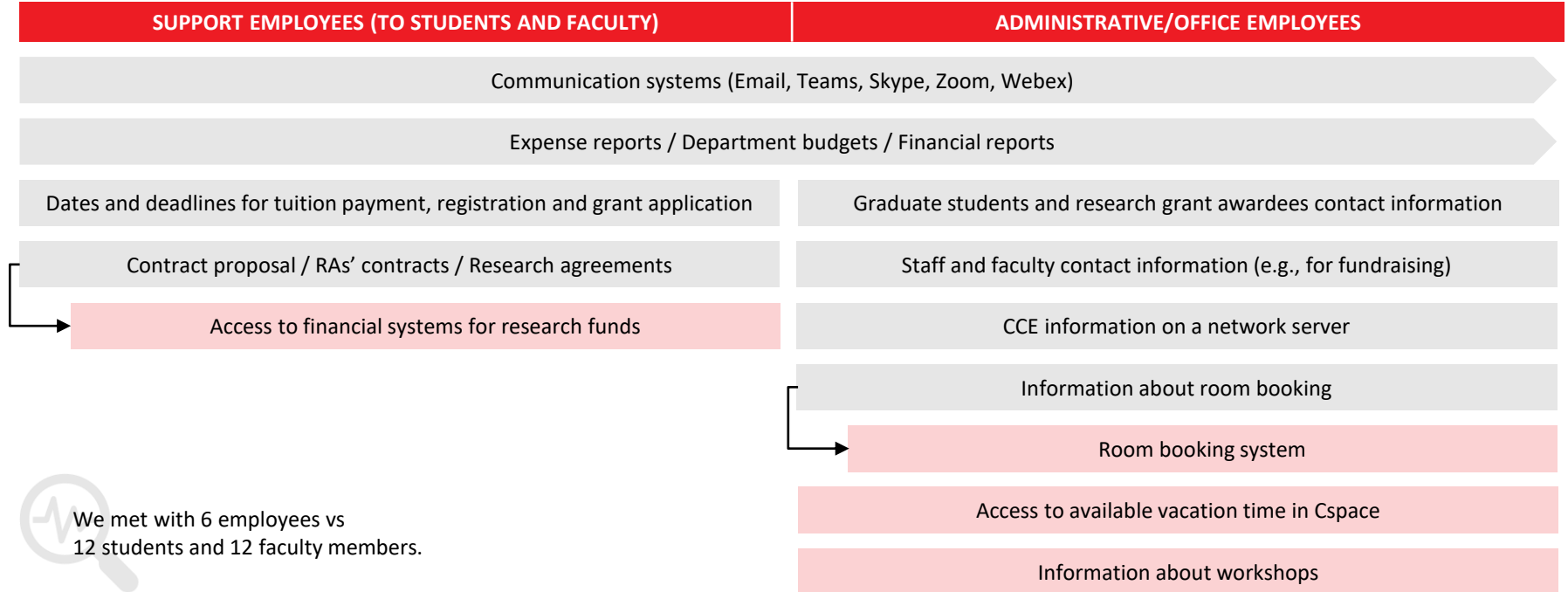
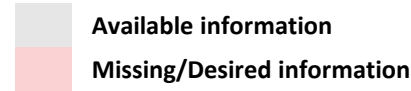| BEFORE	FIRST HALF	MIDTERMS	SECOND HALF	FINALS	AFTER
Tuition payment reminder / Introduction guide to MyConcordia		Exam dates and location	Registration information for the following semester		
Course registration information	Setting the Concordia email	Additional study material		Exam dates and location	Grades (emails, MyConcordia)
Tutorials on how to register to classes	Tutorials on how to set the Concordia email				Notifications
List of available courses / List of classes to choose from	Announcements by teachers / Class schedule / Pay information (TAs, RAs)				Summer events alerts
Financial support and insurance information	Guidelines for thesis / Suggestion list for thesis supervisor / Mock exams				
	Organized deadline calendar (assignments, exams) / Thesis reminders / Suggested progression timeline				
Early access to Moodle	Moodle / Assignments / Teacher office hours / Teacher and TAs contact information / eConcordia / COOP website				
Extracurricular activities	Concordia's student Facebook groups / Information about events / Concordia's mobile app				
Calendar dates / Emails about scholarships / CUnow newsletter / ISO weekly bulletin					
Information about study and work permits/ Information about immigration / Information about the academic system / Detailed information about the syllabus					

58

INFORMATION OVERVIEW
STAFF

Interviews with employees showed the information made available to them and the information they need do not vary during the semester, but according to the nature of their work. It should be noted that information needs are heterogeneous because each employee needs to accomplish different tasks.

Available information
Missing/Desired information

SUPPORT EMPLOYEES (TO STUDENTS AND FACULTY)	ADMINISTRATIVE/OFFICE EMPLOYEES

Communication systems (Email, Teams, Skype, Zoom, Webex)

Expense reports / Department budgets / Financial reports

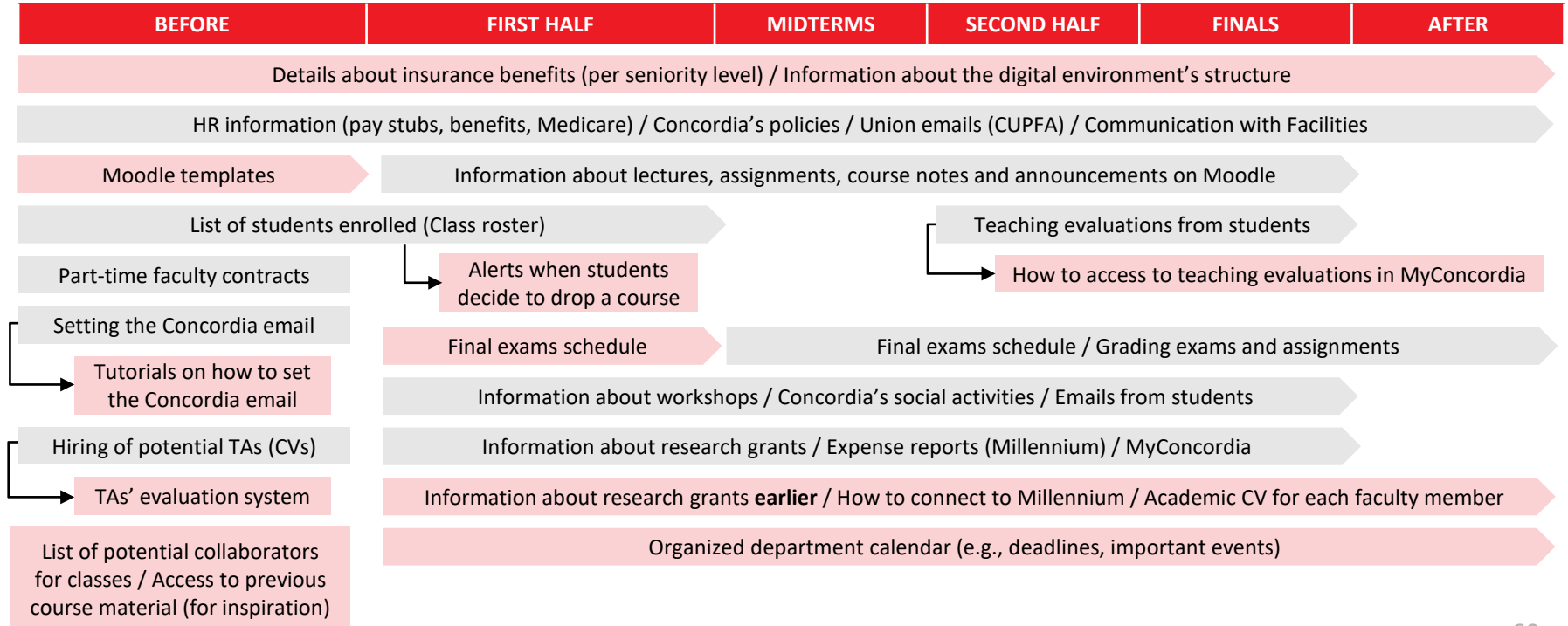| Dates and deadlines for tuition payment, registration and grant application	Graduate students and research grant awardees contact information
Contract proposal / RAs' contracts / Research agreements	Staff and faculty contact information (e.g., for fundraising)
Access to financial systems for research funds	CCE information on a network server
	Information about room booking
	Room booking system
	Access to available vacation time in Cspace
	Information about workshops

We met with 6 employees vs
12 students and 12 faculty members.

INFORMATION OVERVIEW
FACULTY

Similarly to students, the information made available to faculty members and the information they need vary during the semester. Faculty members feel they mostly receive relevant information, but some faculty members would like to "opt-out" from receiving news about other faculties (e.g., events).

BEFORE	FIRST HALF	MIDTERMS	SECOND HALF	FINALS	AFTER

Details about insurance benefits (per seniority level) / Information about the digital environment's structure

HR information (pay stubs, benefits, Medicare) / Concordia's policies / Union emails (CUPFA) / Communication with Facilities

Moodle templates

Information about lectures, assignments, course notes and announcements on Moodle

List of students enrolled (Class roster)

Teaching evaluations from students

Part-time faculty contracts

Alerts when students decide to drop a course

How to access to teaching evaluations in MyConcordia

Setting the Concordia email

Final exams schedule

Final exams schedule / Grading exams and assignments

Tutorials on how to set the Concordia email

Information about workshops / Concordia's social activities / Emails from students

Hiring of potential TAs (CVs)

Information about research grants / Expense reports (Millennium) / MyConcordia

TAs' evaluation system

Information about research grants **earlier** / How to connect to Millennium / Academic CV for each faculty member

List of potential collaborators for classes / Access to previous course material (for inspiration)

Organized department calendar (e.g., deadlines, important events)

60

ONBOARDING PROCESS
TRANSMISSION OF INFORMATION

COMMUNITY MEMBERS THINK INFORMATION SHOULD BE PROVIDED TO NEW STUDENTS, STAFF AND FACULTY IN A MORE STRUCTURED MANNER.

Community members tend to feel overwhelmed by the large amount of information that is made available to them, without structure. **They believe there are missing guidelines on how to navigate the digital environment to find information about specific topics**. They often find themselves asking for help from colleagues, IITS or other resources. Some students, employees and staff members mentioned they are often unsure if a given type of information is non-existent or if they just don't know where to find it. For example, some were unaware of explanatory documents on how to set up their Concordia email, which resulted in back and forth emails with IITS. Even if they would have asked for help anyway, they feel the explanatory document would have been a good start. Most community members told us they often find out about relevant information too late (they did not know it existed or where to find it when they needed it) (e.g., how to swap classes during registration).

Also regarding structure, employees and faculty members feel newcomers at Concordia should have access to more training on specific platforms, but also on how to use the digital environment in their position (e.g., procedures). Concordia offers workshops, but depending on their work and course schedule, employees and faculty members are not always able to attend. Because they consider that learning "on the job" can lead to misinformation, they feel Concordia should make sure all that new employees and faculty members can attend the workshops (e.g., by doing more promotion, offering more timeslots).

"Since I'm new here, I had to ask for everything. It's not really as clear as you may think. I had to click everywhere to find my way around. I would love to participate in a workshop about these platforms because I don't have an IT background."

- A student support employee

"Nobody gave me training on the tools I have to teach my class. I received mixed messages from colleagues. Some told me I would receive training while others told me there was no training. I just ended up learning on my own."

- A full-time faculty member

"My academic advisor told me that a tutorial showing how to swap classes was available, but I didn't know it existed because I wasn't really informed of it. Instead of googling everything, I generally just try to figure things out by myself to save time. The onboarding email didn't go into the logistic of course registration."

- An undergraduate student

ONBOARDING PROCESS
IDEAL PROCESS

THERE IS A NEED FOR A "DIGITAL ONBOARDING PACKAGE."

In order to offer a seamless user experience to new community members, students, employees and faculty members believe there should be a "digital onboarding package." This type of package should be structured to ensure newcomers know where to look or who to turn to, based on what they need (e.g., learn how to use Moodle, systems, learn about insurance benefits, find an extracurricular activity or student group). **The idea is not to provide more information than what is already available, but to structure this information to make it accessible to new community members.**

All participants agree: email is the best way to reach them. They believe the "digital onboarding package" should be sent by email. If necessary, **it could be done in stages** (e.g., first week, first month) and include certain "tasks" to perform with a suggested timeline. Also, to make the onboarding process even more seamless, some said each new community member should be assigned to a **"resource person"** to reach out to during their first weeks at Concordia for any questions (an employee or a peer). For example, international students would appreciate the support of another student.

Participants suggested an onboarding package **customized** to each new community member's profile (e.g., full-time and part-time faculty, student support employee, international student, undergraduate student). This "starter pack" would list all the essential steps to get started at Concordia (e.g. , setting up the Concordia email, key information in MyConcordia and where/how to find it), an introduction to Concordia's digital environment (e.g., what are the platforms, systems, communication tools) and information about upcoming workshops (e.g., when, where, how to register).

"It would have been useful to have a start-up guide explaining all the digital tools available that you need to set up and who to contact for these things."

- A full-time faculty member

"It's overwhelming when you start. You get so much information. It's hard to process it. Even with a starter kit, which would have been good, it's just too much to absorb at once. A good approach would have been a stage thing (step 1-2) and going a week later to learn the next steps."

- A part-time faculty member

"It would be nice to have a starter package as a first contact point. It would be adapted to the different user groups, with a Wiki for faculty members for example."

- A full-time faculty member

"I know they have the new employee orientation four times a year. When I started in January, I didn't have it until April. It would have been nice to have it earlier."

- A staff member

NEW COMMUNITY MEMBER PERSPECTIVE

4. Wrap-up and Ideal Digital Environment

DIGITAL ENVIRONMENT WRAP-UP
STUDENTS

At the end of the interview (as we did with service owners) we asked **students** a few questions to wrap up on the elements we discussed with them (what are their top three facilitators and top three pain points within Concordia's digital environment). The table below summarizes their answers* by category:

TOP FACILITATORS	TOP PAIN POINTS
Moodle: assignments, teacher announcements, course notes (**6/12**)	**Difficult navigating (in general):**
Concordia's mobile app: information about campus and surroundings (**4/12**)	• MyConcordia: malfunctions, lots of clicks to access Student Centre (**9/12**)
MyConcordia: information about exams (**3/12**)	• Concordia's mobile app: no back button (**4/12**)
Library website: useful for research (**3/12**)	• Moodle: mobile interface (**2/12**)
Emails: great to communicate with teachers (**2/12**)	• Course registration (**2/12**)
Concordia's website: aesthetic website (**2/12**)	• Concordia website (**1/12**)
Newsletters: CUnow and International Students Office weekly bulletin (**2/12**)	• Library page: hidden functionalities (**1/12**)
Information available about financial services and events (**2/12**)	
	Unclear information: disorganized, confusing, lack of details (**4/12**)
OTHER FACILITATORS: Printers, registration, Basecamp, Schedule Builder	
	OTHER PAIN POINTS: Too much reliance on social media to learn about events going on at Concordia, limited space allocation to save data for school projects

DIGITAL ENVIRONMENT WRAP-UP

STAFF

At the end of the interview (as we did with service owners), we asked **employees** a few questions to wrap up on the elements we discussed with them (what are their top three facilitators and top three pain points within Concordia's digital environment). Unlike students and faculty members, the employees we interviewed all have different daily tasks to accomplish, and thus different facilitators and pain points. The table below summarizes their answers* by category:

TOP FACILITATORS	TOP PAIN POINTS
Alertus (2/6)	**Too many platforms: need to use a lot of different systems (2/6)**
Registrar	Disorganized information (no hierarchy)
Reliable and current information (HR and financial)	Contact information (difficult to know who to contact for what)
Working on two screens	Outdated data/technology
Contract database (Romeo)	Financial system from an input point of view and for reporting
Microsoft Office is up to date	Limited ability to share information and documents
Outlook	No integrated room booking system
CUnow Newsletter	Impossible to prohibit people from forwarding invitations on Outlook
IITS	MyConcordia search engine: hard to find information
HR for employees	Difficulty navigating (in general)
WiFi connexion	Concordia Continuing Education (CCE) website design
	System interruptions (e.g., SIS short crashes, Cisco VPN client)

* Spontaneous answers (unaided)

DIGITAL ENVIRONMENT WRAP-UP
FACULTY

At the end of the interview (as we did with service owners), we asked **faculty members** a few questions to wrap up on the elements we discussed with them (what are their top three facilitators and top three pain points within Concordia's digital environment). The table below summarizes their answers* by category:

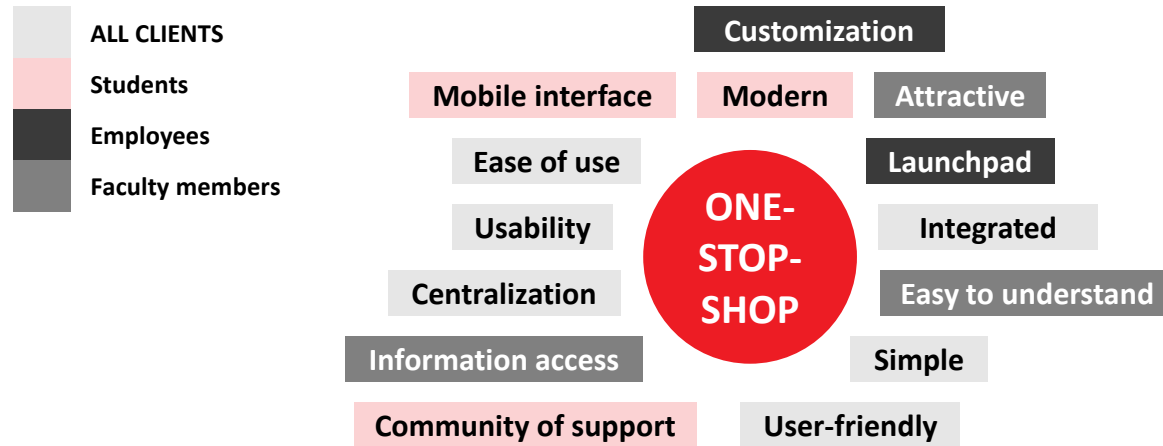| TOP FACILITATORS	TOP PAIN POINTS
Moodle: useful for assignments, course notes, announcements (**6/12**)	**Too many platforms: need to use a lot of different systems (e.g., MyConcordia, Cspace, FRIS, Moodle, EMPath, SIS)** (**12/12**):
MyConcordia: especially the class roster (**5/12**)	• Systems are hard to navigate (in general)
Library website: useful for research (**4/12**)	• Lack of interconnectivity (systems don't work together)
Emails: great to communicate with students and colleagues (**2/12**)	• Steep learning curve
Microsoft digital environment: Teams, Office 365+, Cloud Services (**2/12**)	• Interfaces are not user-friendly
	• Outdated systems (in general)
OTHER FACILITATORS: Zoom, depth of information available within the digital environment (in general), welcome pack from the Grad department, peer evaluation system, eConcordia (building a course), Explore Concordia	**Limited space allocation**: emails, data and Moodle (**2/12**)
	OTHER PAIN POINTS: Teams (it is not completely implemented), there is a split between AITS and IITS (they should work together), no plagiarism checker available (software), computers need OS upgrade, it is very long to resolve platform issues, impossible to rent a clicker from IITS, printers, no existing mailing lists, setting up the Concordia email address, Moodle messaging

* Spontaneous answers (unaided)

IDEAL DIGITAL ENVIRONMENT
OVERVIEW

LIKE SERVICE OWNERS, CLIENTS THINK AN IDEAL DIGITAL ENVIRONMENT SHOULD OFFER AN INTEGRATED EXPERIENCE.

When asked to describe the ideal digital environment, almost all clients (students, staff and faculty members), just like service owners, described an integrated experience: **a one-stop-shop where all the existing platforms they use (ex.: Moodle, MyConcordia, SIS, FRIS, EMPath, etc.) would be integrated into one or two platforms**. It should be noted that, without prompting, most students, employees and faculty members talked about their desire to have an integrated experience at Concordia at the beginning of the interview. The topic came up naturally when discussing Concordia's digital environment. The chart below presents the main keywords students, employees and faculty members used to describe their vision (each group's vision is described in detail on the following pages).

ALL CLIENTS

Students

Employees

Faculty members

Customization

Mobile interface   Modern   Attractive

Ease of use   Launchpad

Usability   ONE-STOP-SHOP   Integrated

Centralization   Easy to understand

Information access   Simple

Community of support   User-friendly

IDEAL DIGITAL ENVIRONMENT
STUDENTS

STUDENTS WANT AN INTEGRATED DIGITAL ENVIRONMENT TO STAY ORGANIZED, REDUCE STRESS AND CONNECT WITH EACH OTHER.

For the majority of students, the ideal digital environment is integrated and allows them to access all the information they need (for their studies or extracurricular activities) from one single place, without needing to dig. Students believe an integrated digital environment has to be user-friendly, easy to access and modern (by using the most recent technology). Such a platform would be ideal to help them stay organized and reduce their stress level.

Undergraduate and international students mentioned their particular need for support within the student community. According to them, an ideal digital environment should go beyond the academic aspect of student life and facilitate bonding between new and current students. A digital community (e.g., with an alumni community, with student groups like the ones on social media) would be a great resource to find answers to their questions, learn about student clubs and extracurricular activities, and become familiar with new customs (e.g., learn about Canadian culture, things to do in Montreal).

Students want a platform combining the functionalities of Moodle, MyConcordia and Concordia's mobile app (what they use most often). Accessing Moodle through the app is a popular proposition among students to perform tasks on the go, such as revising their course notes on the bus. However, most students prefer to work on a larger screen: *mobile-friendly* is a must, but *mobile-first* is not necessarily the best option.

Finally, students would also like features similar to what is available on the following applications: Google Suite (Calendar, Tasks, Slides, Docs), Omnivox and Basecamp.

"*An environment that is able to build strong individuals, in and outside the academic setting, with what the school has to offer digitally.*"

- An undergraduate student

"*An environment that helps you stay organized and does not stress you out, by having everything you need to know in one place would be ideal.*"

- A graduate student

"*If current students could join the process of welcoming new students through the use of the digital environment, that would be very nice.*"

- An international student

"*When you log on to MyConcordia, it would be nice to be sent directly to something like the Student Centre and have other options on the side that go directly to what's useful* (Moodle access and a library tab).*"

- A graduate student

IDEAL DIGITAL ENVIRONMENT
STAFF

FOR STAFF, CUSTOMIZATION IS KEY.

Employees are part of a heterogeneous group due to the greater diversity in how they interact with the digital environment. Like students, most employees want an integrated digital environment: a one-stop-shop where they would be able to access everything they need. In their context, having a self-designed portal is key. Employees believe an ideal digital environment should allow them to customize their personal interface to the tasks they have to accomplish in their work (e.g., add links to specific systems and functionalities, manage their own news feed). According to them, a customizable integrated environment is the best of both worlds: get a digital environment adapted to their specific needs, while making sure all employees work with the same updated information (not in silos).

INTEGRATION STARTS WITH UNIFORMITY.

Some employees understand the need to use different platforms (cybersecurity issues for instance). If integration is not possible, they think Concordia can improve the user experience by working on the uniformity of platforms: colors, visual, and interface logic.

STUDENTS SHOULD BE THE PRIORITY.

Employees who need to assist students on a daily basis believe Concordia should prioritize revamping the digital environment for students. From their point of view, delivering them a better user experience (e.g., making information and systems easy to access) will reduce the number of calls and emails they receive, especially those related to navigation issues.

"Concordia needs to have the ability to communicate things individually, not to everyone at the same time. That's important, because an institution like this has so many different types of people. Each profile differs."

- A staff member

"Having one system that centralizes the requests for my job specifically. This way, I could keep track of my workflow better."

- A staff member

"HR and finance should be connected. I worked at other universities before and they were nicely aligned. This information should be at our fingertips, because we are the first line of defense in the faculty."

- A staff member

"We use different platforms for particular reasons. None of them does everything. The best would be to navigate by profile (student, staff or faculty). *The UdeM's website is fantastic for that."*

- A staff member

IDEAL DIGITAL ENVIRONMENT
FACULTY

FACULTY MEMBERS ALSO WANT AN INTEGRATED DIGITAL ENVIRONMENT TO HELP THEM STAY ORGANIZED AND SAVE TIME.

Like students, faculty members want an integrated digital environment: a place where they would be able to access everything they need. All faculty members spontaneously mentioned their desire to have fewer interfaces during the interview. Currently, they feel time is lacking to learn and use what is made available to them in the digital environment, even the tools that could be useful. They feel there is a steep "digital" learning curve. While full-time faculty often turn to their department's assistant for help, part-time faculty tend to limit themselves to what is mandatory.

For researchers, an integrated digital environment means more than saving time, it also means making file-sharing easier and preventing the duplication of information.

Even if integration would be ideal, faculty members think merging platforms has to be done with caution (a lot of different systems) to provide a seamless experience.

SOME WANT TURNKEY WHILE OTHERS LIKE CONTROL.

On the one hand, several part-time faculty members said they do not want control in the digital environment and do not want to know about everything. For them, an ideal digital environment would allow them to teach without making things complex with the involvement of too many platforms. On the other hand, other faculty members (mainly full-time) like the idea of being able to control (customize) the digital environment to their needs (e.g., choose what tools to use, being able to access different software).

"Having a one-stop shop (more integration of our web interfaces), that gives us the control over the things we do to get our jobs done, so I can just focus on teaching the students."

- A part-time faculty member

"Make everything accessible from one visual platform instead of having abbreviations that you're not sure what they mean. It would be easier to use."

- A full-time faculty member

"Make Concordia a place where cross-disciplinary departments work together instead of in silos. Having an environment that has one key point, so that Concordia could get more in-touch with knowledge sharing."

- A full-time faculty member

"I like it when it's more integrated, attractive, simple, at the same place and with different tabs. I don't like the current open-source model. My job is to teach and do research, not to create my own platform."

- A part-time faculty member

PARTICIPANT PROFILE

SERVICE OWNERS

Student Success Centre

Dean of Students

GradProSkills

Library

International Students Office

Human Resources

Office of Research

Financial Services

Health and Wellness

School of Graduate Studies

Financial Aids and Awards

University Communication Services

Experiential Learning

Hospitality

Birks Student Service Centre

KnowledgeOne

Recruitment and Registrar

Centre for Teaching and Learning

18
SERVICES OWNERS (UNITS)

NEW COMMUNITY MEMBERS

12 STUDENTS

PROGRAM

Undergraduate	**6**
Graduate	**6**

STATUS

Employee (TA)	**4**
Non-employee	**8**

COUNTRY OF ORIGIN

International students	**6**
Canadian students	**6**

18 EMPLOYEES

6 STAFF

NATURE OF THEIR WORK

Administrative/Office	**3**
Support (to students and faculty)	**3**

12 FACULTY

STATUS

Full-time	**6**
Part-time	**6**

30
NEW COMMUNITY MEMBERS