

# Non-Tuition Ancillary Fee Unit Report

As per the [Compulsory Non-Tuition Fees Protocol](https://www.uoguelph.ca/studentaffairs/compulsory-non-tuition-fees-protocol) all University units (known as university-based fees) receiving fees from students must provide an annual report.

Please note that the current protocol is under review and will likely be going forward to the Board of Governors for approval in Fall 2022. Additional communication will be distributed once an updated protocol is established.

## Reporting Deadline and Submission Process:

**Please return completed reports to Student Affairs before October 31st by emailing:** [studentaffairs@uoguelph.ca](mailto:studentaffairs@uoguelph.ca).

## Please be advised of the following:

* This report pertains to the **previous fiscal year (2021-2022)**.
* This report and unit reviews are to be prepared in consultation with the unit’s Advisory Committee, and Advisory Committee membership composition should comply with the protocol.
* Attachments of surveys and evaluations are encouraged.
* The word limits (referenced for each question below) are suggestions to help with a consistent review of each fee unit. However, exceeding the word limit is permitted when necessary and will be left to the discretion of each unit report.

## Reporting Template:

Please Complete the Following:

1. **Name of the Program Supported by the Fee: Academic Support—Library**
2. **Name of Main Contact for the Fee: Melanie Parlette-Stewart, Head, Learning & Curriculum Support**
3. **Main Contact Phone Number and/or Extension: Ext. 5202**
4. **Main Contact e-mail Address:** [m.parlette-stewart@uoguelph.ca](mailto:m.parlette-stewart@uoguelph.ca)
5. **Previous Advisory Committee Membership for** 2021-2022 **(for the reporting year). NOTE:** Advisory Committee membership composition should comply with protocol**:**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role (Student or Employee)** | **Email Address** |
| Waed Hasan | Chair (Graduate Student) | [whasan@uoguelph.ca](mailto:whasan@uoguelph.ca) |
| Chelsea Hartlen | Member (Writing Specialist, Library Staff) | [chartlen@uoguelph.ca](mailto:chartlen@uoguelph.ca) |
| Jessica Ulbikas | Member (Undergraduate Student) | [julbikas@uoguelph.ca](mailto:julbikas@uoguelph.ca) |
| Joannah O’Hatnick | Member (Learning Services Manager, Library Staff) | [johatnic@uoguelph.ca](mailto:johatnic@uoguelph.ca) |
| Lisa Kazuhara | Member (CSA VP Academic) | [csavpacademic@uoguelph.ca](mailto:csavpacademic@uoguelph.ca) |
| Keshini Digamber | Member (Undergraduate Student) | [kdigambe@uoguelph.ca](mailto:kdigambe@uoguelph.ca) |

1. Current Advisory Committee Membership for 2022-2023 (for the current year).

NOTE: Advisory Committee membership composition should comply with protocol:

|  |  |  |
| --- | --- | --- |
| **Name** | **Role (Student or Employee)** | **Email Address** |
| Melanie Parlette-Stewart | Employee | [m.parlette-stewart@uoguelph.ca](mailto:m.parlette-stewart@uoguelph.ca) |
| Mary McCaffery | Employee | [Mmccaffe@uoguelph.ca](mailto:Mmccaffe@uoguelph.ca) |
| Tea Marcon | Student | [Tmarcon@uoguelph.ca](mailto:Tmarcon@uoguelph.ca) |
| Kashika Sareen (Chair) | Student | [Sareenk@uoguelph.ca](mailto:Sareenk@uoguelph.ca) |
| Joannah O’Hatnick | Employee | [johatnic@uoguelph.ca](mailto:johatnic@uoguelph.ca) |
| Rebecca Randle | Student | [gsavpext@uoguelph.ca/rrandle@uoguelph.ca](mailto:gsavpext@uoguelph.ca/rrandle@uoguelph.ca) |

1. Please tell us about the fee’s history (by referendum and/or historical agreement) and what the fee is approved to support (in other words, what is the fee scope) (in approximately 200 words or less):

The fee supports Learning Services (LS) and Writing Services (WS). During 2021-22, these units provided services and resources that empower students to strengthen their academic skills and performance. We offered writing, studying and time management consultations; English as an Additional Language (EAL) programming; in-depth programs for dissertations and theses; the Supported Learning Group (SLG) program; the Student Athlete Mentorship (SAM) program; and a range of academic success workshops, guides, tools, and online spaces. As a site for experiential learning on campus, we provided challenging and meaningful paraprofessional roles for more than 100 students across the disciplines. We also supported faculty in incorporating learning and writing skills in the curriculum and in class activities.

Note: In August 2021, the Supported Learning Groups (SLG) unit was merged with Learning Services. Prior reports refer to the SLG Program as a separate unit; this report incorporates the SLG Program within Learning Services.

1. Please tell us how the fee is used in relation to the approved purpose/scope? In other words, tell us what services are supported by the fee in relation to the fee scope and please make us aware of any scope creep (in approximately 200 to 400 words):

We are more concerned with capacity than with scope. We offer a suite of core services that continue unchanged, but the needs of students have increased. As we internationalize our student population while addressing learning gaps caused by pandemic closures, systems of support become a requirement for student success. The fee is used to pay staff in support of these systems.

Learning and Writing Services: Core Programming

* **Learning Services** supports students at all levels in developing academic skills in areas such as effective study strategies, presentation skills, exam preparation skills, procrastination, perfectionism, and time management. To achieve this outcome, we provide individual consultations, in-course instruction, library-based workshops, asynchronous resources, and several collaborative programs, including:
  + **Student Athlete Mentorship (SAM) Program**
  + **Engineering Peer Helper Program**
  + **Academic Action Program**
  + **Supported Learning Group (SLG) Program**.
* **Writing Services**supports students in becoming stronger, more confident writers through the development of problem-solving skills, writing strategies, awareness of discipline, audience and purpose, structure and language, and critical use of evidence. We provide individual consultations, in-course instruction, library-based workshops and programs such as Dissertation Boot Camp and EAL Writing Camp, and the Writing Room.
* **Professional development** and **experiential learning** opportunities provide our student staff of undergraduate and graduate students with important skills in the following areas: oral and written communication, time management, professional conduct, intercultural and interpersonal competencies, problem-solving, critical thinking, creativity and teamwork.

1. What outcomes are you trying to achieve with these services? Please provide evidence that the service is meeting its outcomes (in approximately 300 words or less):

Learning Services and Writing Services aim to encourage learner autonomy through student-centred instruction and support. They encourage the development of academic skills with the intended outcomes of student success and retention.

Our services and programs are regularly evaluated using quantitative and qualitative measures, although gathering feedback has been more difficult this past year due to the pandemic. Below are some highlights that display the continued value of our offerings throughout this time.

**Selected Highlights:**

* Student-Athlete Mentor (SAM) Program:
  + First-year students who regularly participated in SAM achieved F21 semester averages **26.40** points higher than first-year students who did not regularly participate. In W22, the differences between these two groups was **8.68** in W22. Both differences are much greater than what we typically see between these groups.
  + Overall, participants ranked their satisfaction with the program a **4.64** on a 5-point scale(1=not at all satisfied, 5=very satisfied).
* Supported Learning Groups:
  + **98%** of F21 & W22 SLG survey respondents are likely to recommend SLGs and attend SLGs for other courses in the future.
* Learning Services consultations:
  + **96%** of survey respondents would recommend Learning Services consultations to others.
* Writing Consultations
  + **95%** of survey respondents were extremely satisfied with the help they received, and the remaining 5% reported feeling satisfied.
  + **96%** of survey respondents reported feeling extremely satisfied they could use the strategies they learned during their sessions, and the remaining 4% reported feeling satisfied.
* Writing Workshops
  + **100%** of survey respondents reported increased confidence after attending a workshop
  + **100%** of survey respondents felt workshops facilitators were either “very good” or “excellent”

**Selected Quotes**:

* They [SAM mentors] were always very welcoming and made me feel included as a student-athlete. They always had a positive attitude and knew how to make me feel less stressed. They also provided me with a lot of resources I wouldn't have been able to find without their help.
* SAM: I’m grateful for the connections I’ve made through SAM; the mentors are awesome, kind and caring and have definitely made me feel like I belong as a student-athlete.
* SLG: I have rarely witnessed such a solid combination of fun and learning in a group event, but that’s exactly what I believe academic pursuits \*should\* look like. SLGs are an amazing program. Major kudos to [my SLG leaders]!
* Learning Services consultation participant: She was very nice, non-judgemental and really encouraging. I feel a lot more motivated to handle my work and she answered all my concerns. Gave a lot of resources for me to look into and explained everything clearly.
* AAP participant: I would recommend other UofG students to book an appointment with a staff member or peer helper from Learning Services, even if they feel pretty confident about their studying and learning strategies. They are very likely to learn a technique or two that they can apply to their systems of learning so they can get the best out of their studies.
* SLG leader: Being an SLG leader means being a model student for others, and success is difficult to achieve when you aren’t taking care of yourself. I think it’s important to show students that taking breaks is important, and that mental health should be a priority. I found that by doing this, I’ve improved my study habits, grades, and overall wellness, and encourage others to do the same.
* Writing Services consultation participant: It really helped to talk things out loud with someone & realize what I was trying to say.
* Writing Services consultation participant: I am very happy with the help [Writing Consultant] provided me. I am impressed with how fast she understood my needs, and got to the points I needed to work on. In only 25 minutes she helped me A LOT!
* Writing Services consultation participant: I found this service extremely helpful and welcoming!

1. Please tell us how student involvement is part of the consideration process when allocating the fee, and what level of input students have toward the fee allocation? Alternatively, if your fees are directly (and completely) allocated to staff wages, please tell us how students have input towards the roles and responsibilities of the position/portfolio? (in approximately 200 words or less):

Our fees are completely allocated to staff wages. We regularly seek input from students via feedback surveys and gather data about attendance and usage. Feedback surveys and attendance data allow us to make decisions about where to best focus staff time to support academic skill development. Student staff also regularly participate in hiring committees for our professional staff.

1. What is the demand for these services (provide user data as evidence), and has it changed over the past two years? If there was significant change in demand, how has the unit responded (in approximately 300 words or less):

**2021-22 Summary Statistics**

**Consultations**

|  |  |
| --- | --- |
| **Type of Consultation** | **Number of Consultations** |
| Learning Services | 427 |
| Writing Services | 2773 |
| Student Athlete Mentors | 3443 |
| Total Consultations | 6443 |

**Workshops and SLGs**

|  |  |  |
| --- | --- | --- |
| **Type of Workshop** | **Number of Workshops** | **Number of Participants** |
| Learning Services | 158 | 3265 |
| Writing Services | 67 | 1443 |
| Student Athlete Mentors | 15 | 977 (197 unique) |
| Supported Learning Groups | 679 | 3773 (2173 unique) |
| Total Workshops | 919 | 9458 |

Like other units and departments on campus, we continued to manage the challenges of in-person, hybrid and virtual service delivery, including grappling with technology, adapting pedagogical approaches, training student staff, and integrating enhanced mental wellness supports with existing services. While integrating mental health and wellness training required more time and resources from professional staff, this enhanced professional development offerings for student staff. Additionally, staff, student staff, and students appreciated that our services made it possible to engage in the campus community despite the limitations for social interaction that the pandemic has created. All units received positive feedback and reinforcement of the value of our services from student clients, student staff and peer helpers.

First year students especially found our services helpful in making the transition to university during the pandemic. As an example, online consultations made seeking writing and learning help more convenient for many students and continued to reduce the number of no-shows. Students seem overall very satisfied with online consultations. Despite the prevalence of ‘Zoom fatigue,’ engagement with our virtual programs and consultations remained high.

|  |  |  |
| --- | --- | --- |
| **Service Area** | **2020-21** | **2021-22** |
| Presentations and Workshops | 970 | 919 |
| Individual and Group Appointments | 6423 | 6443 |

Our services are currently at capacity, with the user data remaining steady. In 2020-21, 258 asynchronous modules were also developed and continue to be used.

1. As most fees were introduced at a time not relevant to current students, please tell us how the fee is relevant to the needs of current students (in approximately 200 words or less):

Academic Support remains an important resource for students as they complete their studies. As a part of Learning & Curriculum Support, Learning and Writing Servies advance the educational enterprise of the University and provide services, resources and expertise to support students in the achievement of their academic goals and foster lifelong learning.

As students make the transition to University and in-person learning after virtual and hybrid learning throughout the pandemic, we know that there has been an impact of students’ learning and providing support opportunities for students will be key in helping them find success. Learning and Writing services support core academic skills.

1. Are there additional programs you would like to offer due to new needs being identified but are unable to do so because of limited scope of the fee, resources, or personnel? Please describe (in approximately 300 words or less):

Based on limited staff resources, we have been unable to adapt all of our online resources for a potential hybrid learning environment (e.g., rethinking time management and study resources to support students who continue to take a combination of in-person and virtual classes). It would benefit us in the long run to develop resources suited to more flexible delivery, such as breaking down workshop/program content into modules that replace guest lectures or redesigning resources to address the needs of in-person and online instruction models.

We have had to prioritize staff time to focus on making sure our content meets AODA requirements. In January 2022, the Library hired a Digital Accessibility Coordinator to help ensure that all content meets Accessibility requirements. A significant part of this staff person’s time has been focused on remediating existing online learning content and training staff.

Some specific issues that we have flagged for the coming year include:

* Increasing capacity to support EAL students
* Training and support for our peer educators engaged in experiential learning, as well as additional supervisory time for peer educator supervisors
* New forms of gathering and assessing student responses to consultations, workshops and other programming, particularly asynchronous modules
* Student demand for service delivery to continue in hybrid formats for accessibility and convenience
* Time needed to operate programs offered both remotely and in-person
* Time needed to collaborate with national and international colleagues about pedagogy and best practices

1. Are there any programs which you feel should be reduced or eliminated (e.g. due to declining demand, or need to provide other services that are of a higher priority)? Can resources be reallocated to other activities in your area (while keeping in mind the scope of the fee)? (in approximately 300 words or less):

We continue to assess our programming and adjust based on user needs. We are still assessing the impact of changing user behaviours and desire for online vs. hybrid vs. in-person services and appointments. We are continuing to gather data and understand the changing needs of students to determine what is the preferred ratio of in-person, hybrid and virtual.

1. Please confirm if the unit charges any additional user fees to support the services covered by the fee (in approximately 100 words or less):

We do not charge any additional user fees.

1. Please share if the unit has made any additional partnerships in order to carryout the service(s) covered by the fee. If yes, please clarify with whom and for what (in approximately 100 words or less):

* Learning Services, in partnership with Student Wellness, received a Learning Enhancement Fund (LEF) grant through the Office of Teaching and Learning to implement the Thriving in Action curriculum at the University of Guelph. The LEF grant enabled the two units to train staff, hire a student for administrative support, and develop and offer workshops.
* SAM mentors were trained in peer counseling through Student Wellness to provide stronger holistic support for student athletes.
* The Canadian National Centre for Supplemental Instruction, which is hosted by the University of Guelph, paid all conference expenses for 6 McLaughlin Library professional staff and 7 SLG leaders to attend the 2022 International SI Conference in Toronto. SLG professional and student staff presented 2 workshops and 4 posters. Many of these presentations were based on feedback from SLG leaders, contributed to the international conversation about innovations in Supplemental Instruction since the pandemic, and formed the foundation for additional SLG leader training for 2022-23.

1. Please tell us if the fee rate falls short, meets, or exceeds the services needs identified within the scope of the fee (in approximately 200 words or less):

The fee provides a great deal of support for services in Learning and Writing Services in the Library. However, there are limitations to the services that can be offered based on current staffing. This means that staff are not always able to meet the demand for services and programming. For example,

* Within the context of the pandemic, professional staff needed to spend additional time in supervising and supporting their student staff and in converting in-person services to sustainable online services. As a result, staff reduced their time spent in supporting courses through in-class instruction.
* Most of our models for peer-to-peer academic support rely on Peer Helpers, who receive a non-credit notation on their transcript for three or more semesters of volunteer activity. We find it increasingly difficult to recruit students for our positions, which compete with other experiential learning opportunities, including paid and credit-bearing opportunities. We would require a substantial increase in funding if we were to pursue other models of peer-to-peer support at our current capacity levels.
* Demand for individual coaching through the Academic Action Program consistently surpasses capacity. Limited staff capacity and the administrative requirements of the program also prohibit expansion.

1. Pertaining to the current year, does your fee unit anticipate submitting a fee proposal to the Compulsory Fees Committee to increase this fee beyond the Consumer Price Index (not released until January annually) for the year ahead? If so, why is this anticipated? (in approximately 200 words or less):

Yes, we anticipate an increase in demand for EAL support with the corresponding university goals of increasing internationalization and will be looking to offer an increase in staff support in this area to ensure that we are able to meet the demand.

1. Does your fee unit anticipate the need to submit a future referendum proposal to the Compulsory Fees Committee in order to seek student support for increasing the current fee beyond the Consumer Price Index, and beyond the increase limits outlined within the Protocol? If yes, why, and when (noting such proposals should come forward to the Compulsory Fees Committee for review in September annually)? (in approximately 100 words or less):

No.

1. Any additional comments (in 200 words or less):
2. In addition to the information requested above, and using the University’s Financial Reporting System (FRS), please provide the unit’s financial statement that shows the 2021-2022 operations revenue, less (-) expenses, and any current Carry Forward balance. Please provide a supporting budget narrative to summarize the budget, and explain any carry forward (in approximately 200 words or less):

* The total SSF Revenue received is $620,413 for the Library Student Service Fee. This is used to support salary and benefits of staff to support Writing and Learning Services. These staff for oversee and support programming and services that focus on academic supports.
* The total costs of Salary and Benefits for these units is $1,383,247
* The deficit is $762, 834 which is covered by the Library
* SSF Revenue as a % of Total costs covers 44.9%.
* There is no carry forward