

# Compulsory Non-Tuition Ancillary Fee Unit Report



As per the *Compulsory Non-Tuition Ancillary Fees* Protocol all University units (known as university-based fees and/or joint fees) receiving fees from students must provide an annual report.

Please note that the fee protocol was updated in October 2022 and is posted online: [Compulsory Non-Tuition Ancillary Fees Protocol](https://www.uoguelph.ca/secretariat/policy-26-compulsory-non-tuition-ancillary-fees-protocol-university-guelph). As such, it is recommended that all related fees units review the updated protocol to ensure compliance.



## 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 (2022-2023)**.
* This report and unit reviews are to be prepared in consultation with the unit’s [Compulsory Ancillary](https://www.uoguelph.ca/studentaffairs/compulsory-non-tuition-fees-protocol#App1) Fee 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:

1. **Name of the Program Supported by the Fee: Academic Support – Library**
2. **Name of Main Contact for the Fee: Randy Oldham, Head, Digital Strategies & Technology**
3. **Main Contact Phone Number and/or Extension: x53604**
4. **Main Contact Email Address:** [roldham@uoguelph.ca](mailto:roldham@uoguelph.ca)
5. **Previous Advisory Committee Membership for** 2022-2023 **(for the reporting 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) |
| **Rebecca Randle** | **Student** | [Gsavpext@uoguelph.ca](mailto:Gsavpext@uoguelph.ca) **/** [rrandle@uoguelph.ca](mailto:rrandle@uoguelph.ca) |
| **Joannah O’Hatnick** | **Employee** | [johatnic@uoguelph.ca](mailto:Johatnic@uoguelph.ca) |

1. Current Advisory Committee Membership for 2023-2024 (for the current year).

NOTE: Advisory Committee membership composition should comply with protocol:

|  |  |  |
| --- | --- | --- |
| **Name** | **Role (Student or Employee)** | **Email Address** |
| **Joannah O’Hatnick** | **Employee** | [Johatnic@uoguelph.ca](mailto:Johatnic@uoguelph.ca) |
| **Lindsey Robinson** | **Employee** | [Lindseyr@uoguelph.ca](mailto:Lindseyr@uoguelph.ca) |
| **Mary McCaffery** | **Employee** | [Mmccaffe@uoguelph.ca](mailto:Mmccaffe@uoguelph.ca) |
| **Randy Oldham** | **Employee** | [Roldham@uoguelph.ca](mailto:Roldham@uoguelph.ca) |
| **Rebecca Randle** | **Student (GSA Representative)** | [Gsavpext@uoguelph.ca](mailto:Gsavpext@uoguelph.ca) **/** [rrandle@uoguelph.ca](mailto:rrandle@uoguelph.ca) |
| **Leo Li** | **Student** | [lli31@uoguelph.ca](mailto:lli31@uoguelph.ca) |
| **Waed Hasan** | **Student** | [whasan@uoguelph.ca](mailto:whasan@uoguelph.ca) |
| **Brian Nguyen** | **Student** | [bnguye10@uoguelph.ca](mailto:bnguye10@uoguelph.ca) |
| **Emily Clark** | **Student** | [eclark24@uoguelph.ca](mailto:eclark24@uoguelph.ca) |
| **Michael Hamilton (Chair)** | **Student** | [mhamil10@uoguelph.ca](mailto:mhamil10@uoguelph.ca) |
| **Junpyo (Jun) Lee he** | **Student (CSA Representative)** | [csavpacademic@uoguelph.ca](mailto:csavpacademic@uoguelph.ca) |

1. Please clarify the populations that [currently pay the fee](https://www.uoguelph.ca/registrar/studentfinance/fees/index) and at what current rate for each:
   * Part-time undergraduate students 2022-2023 – rate of fee:
     1. Domestic Ontario: $2.78 / 0.5 credit
     2. Domestic Non-Ontario: $2.78 / 0.5 credit
     3. International: $2.78 / 0.5 credit
   * Full-time undergraduate students 2022-2023 – rate of fee
     1. Domestic Ontario: $13.92
     2. Domestic Non-Ontario: $13.92
     3. International: $13.92
   * Part-time graduate students 2022-2023 – rate of fee:
     1. Canadian Part-time: $3.98
     2. International Part-time: $3.98
   * Full-time graduate students 2022-2023 – rate of fee:
     1. Canadian Part-time: $13.29
     2. International Part-time: $13.29
2. 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 scope of the fee) (in approximately 200 words or less):

For the 2022-2023 academic year, the collected fees supported Learning Services (LS) and Writing Services (WS). During 2022-2023, these units provided services and resources that empowered 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 Groups (SLG) program; the Pearson Family 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 various disciplines. We also supported faculty in incorporating learning and writing skills in the curriculum and in class activities.

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 Writing Retreat, the EAL Writing Retreat, and the Writing Room.
* **Professional development** and **experiential learning** opportunities provide our undergraduate and graduate student staff 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.

In June 2023, we updated the definition of the Academic – Library compulsory fee to include supports offered for media technology, data and information literacies, and scholarly publishing. While this 2022-2023 report uses the previous compulsory fee description, we note the update to the fee definition here for continuity for the 2023-2024 report.

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-centered instruction and support. These two units 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. Below are some highlights that display the continued value of our offerings in 2022-2023.

### Consultations

* **Writing Services: 98**% of survey respondents were satisfied to extremely satisfied with the help they received.
* **Learning Services: 95%** of survey respondents report that they have a better understanding of their concerns and felt the consultant listened carefully.

### In-Class Workshops and Guest Lectures

* **Writing Services: 100%** of instructors who responded to the survey agreed that the presenter's teaching approach was effective and that the content was valuable and relevant.
* **Learning Services: 100%** of instructors who responded to the survey agreed that the presenter effectively conveyed knowledge and met the needs of students.

### Supported Learning Groups

* In 2022-2023, the average course grade for students who attended SLGs was **3.6** points higher than the average course grade for students who did not attend SLGs. A longitudinal data study completed in Summer 2023 (2003-2023) confirms that the average course marks tend to increase as students attend more SLG sessions. For example, the average course grade of students who attend 8-10 SLG sessions is **5.3** points higher than the average course grade for students who do not attend SLGs.
* **96%** of F22 & W23 SLG survey respondents are likely to recommend SLGs and **97%** are likely to attend SLGs for other courses in the future.

### Pearson Family Student-Athlete Mentor Program

* First year students attending regularly (n=179) had **7.74% higher** averages than those not attending (n=21) in F22. In W23, those attending regularly (n=169) had averages **5.69% higher** than those not attending (n=23).
* Overall, participants ranked their satisfaction with the program a **4.46** on a 5-point scale(1=not at all satisfied, 5=very satisfied).

### Student Testimonials

Alumnus: [Writing Services] was... extremely valuable… I learned many skills about technical writing and revising – many that I continue to use today.

Writing Consultation: X did a great job helping me… She listened to my issues and provided helpful resources and feedback… 10/10 would recommend:)

Learning Consultation: This was an excellent appointment. I have concrete strategies to work on. I felt my concerns were heard and advice was tailored to my specific needs.

Dissertation Writing Retreat: I would recommend [this program] to every grad student completing a thesis or dissertation! … I think it would significantly improve people's experience in grad school and beyond...

SLGs: SLGs are AMAZING! I wish they were offered for more courses…great way to clarify concepts from the lectures… I am so thankful that [SLGs] are offered.

SAM: I enjoyed… being provided with information from an upper year student... This allowed me a glimpse into the future as well as insight into my current courses.

### Instructor Testimonials

Learning Services guest lecture: X provided an engaging workshop... Multiple students came up to me following her presentation to share their outlines, which I haven't seen them do previously.

Writing Services guest lecture: I felt that the presentation was very effective and helpful in engaging students’ thinking about reflection papers. X was a great presenter, and I’m grateful for the service!

1. Please tell us how student involvement is part of the consideration process when allocating the fee, and what level of input students have towards 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(s)/portfolio (in approximately 200 words or less):

Our fees are for staff and student staff wages as well as peer helper honoraria. Professional and student staff are responsible for the design and delivery of services to students. We seek input from student users via feedback surveys and gather attendance data to inform our program planning. Student staff participate in hiring committees and provide input into the services that we provide. Peer helpers and student staff are also encouraged to share their perspectives in other initiatives. For example, our Compulsory Ancillary Fee Advisory Committee includes 7 students.

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):

The 2022-2023 year marked the return of many in-person services which had been exclusively online in 2021-2022. The 2022-2023 Summary Statistics Table below notes substantial increases in many core services, including consultations, workshops, workshop participants, SLG sessions, and SLG participants. We attribute the slight decrease in writing consultations to several factors, including the transition to a new appointment booking system and significant staff turnover, both in Fall 2022; high turnover requires a shift to focusing on training, which results in fewer available appointments initially until new staff are trained. The SLG Program noted a drop in the number of unique attendees to SLG sessions but saw a substantial increase (139%) in the total number of attendees, which indicates that students who attended SLGs were satisfied with the experience and elected to return multiple times.

Demand for in-person services, especially for the undergraduate population, was extremely high. To accommodate this preference, the SLG (Supported Learning Groups) Program changed the format of some SLGs from online to in-person or hybrid due to student demand. The SLG program regularly saw crowds of students arrive to in-person SLG sessions, pushing attendance past room capacities, resulting in the need to turn attendees away. The Pearson Family Student-Athlete Mentor (SAM) Program also returned to a fully in-person program with 318 unique participants, an increase of 70% from the previous year (186 unique participants in 2021-2022).

Demand for hybrid services in workshops was also noted, and our professional and student staff developed skills in offering hybrid programs to accommodate both in-person and online participants.

At times, we were unable to meet the demand for in-person services due to lack of space and provided some services online. These units have since adjusted to incorporate more in-person services in 2023-2024.

**2022-23 Summary Statistics**

**Consultations**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Consultation** | **2021-2022 Number of Consultations** | **2022-2023 Number of Consultations** | **Percentage change** |
| Learning Services | 427 | 531 | **+24%** |
| Writing Services | 2773 | 2596 | **-06%** |
| Student Athlete Mentors | 3443 | 4302 | **+25%** |
| Total Consultations | 6443 | 7429 | **+15%** |

**Workshops and SLGs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type of Workshop** | **Number of Workshops/Sessions 2021-2022** | **Number of Workshops/Sessions 2022-2023** | **Percentage Change in Workshops/Sessions** | **Number of Participants 2021-2022** | **Number of Participants 2022-2023** | **Percentage Change in Participant Numbers** |
| Learning Services | 158 | 208 | **+32%** | 3265 | 5812 | **+78%** |
| Writing Services | 67 | 93 | **+39%** | 1443 | 4313 | **+198%** |
| Supported Learning Groups | 679 | 1128 | **+66%** | 3773 (2173 unique) | 9026 (1842 unique) | **+139%** |

**eLearning Materials: Guides & Videos**

We supplement in-person and synchronous learning experiences with asynchronous eLearning objects. These eLearning materials take two main forms: lib guides (customized web page content), and videos. These materials are often created to directly support certain types of assignments in U of G courses. Many of our most popular topic guides are related to Learning Services and Writing Services, including:

|  |  |
| --- | --- |
| **Topic Guide Name** | **Total Views for 2022-2023 Review Period** |
| Write a Literature Review | 311,346 |
| Write Clearly: Punctuation | 177,947 |
| Write a Critical Review of a Scientific Journal | 55,258 |
| Study Effectively | 52,891 |
| Write a Close Reading | 45,067 |
| Succeed at Exams | 38,355 |
| Write a University Essay | 37,383 |
| Write Clearly: Grammar | 36,232 |
| Write a Book Review | 36,150 |

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 a core service at the University of Guelph and aligns with many of the U of G’s strategic priorities, which call for creating “conditions of equitable student success” and "preparing students for success in all facets of their education.” As a part of Learning & Curriculum Support, Learning Services and Writing Services advance the educational enterprise of the University and provide services, resources, and expertise to support students in the achievement of their academic goals and to foster lifelong learning.

These services support the academic transition of new students, both undergraduate and graduate, by providing opportunities for skill-building, peer-based learning, mentorship from senior students, and other services that expand upon course-based learning opportunities. These same services help returning students enhance and build upon the academic skills needed to achieve academic and professional goals. As we move from pandemic to “post-pandemic” learning, Learning Services and Writing Services also play a key role in supporting students’ adjustment to different modes and expectations for learning after several years of disrupted and virtual learning.

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

**Writing Services and Learning Services**

We regularly review attendance and feedback on our current programs, keep abreast of current research in our fields of work, and solicit feedback from students and faculty to identify additional programs and services that would enhance the student learning experience. Two current examples are (1) providing more support to graduate students in the area of grant proposal writing and (2) expanding SLGs to additional high-risk courses. However, in light of the current budgetary challenges faced by the library and the university, we are most concerned with sustaining our current programs and services.

Most of our models for undergraduate peer-to-peer academic support rely on Peer Helpers, who receive a non-credit transcript notation for several semesters of volunteer activity. We find it increasingly difficult to recruit students for volunteer positions, and we cannot meet current demands due to limited capacity. We would require a substantial increase in funding if we were to pursue other models of peer-to-peer support. In addition, rising costs, such as the minimum wage increase, suggest that we will be unable to offer additional programs even with an increase in resources or personnel.

**Media Studio**

The Media Studio supports students in developing digital literacy skills through providing access to professional media equipment, software, and expertise. This equipment is also used by Library employees to create asynchronous learning objects, like videos and lib guides. Currently, there are insufficient funds to ensure the upkeep and replacement of outdated or damaged equipment. Increased funds would ensure that the media studio would be able to continue providing access to equipment for students to complete digital assignments, including podcasts, videos, and infographics.

**eLearning**

Library staff create eLearning content to help students develop academic and professional skills, including videos, help guides, and tutorials on various topics, including exam preparation, essay writing, and media creation. Year over year, the library sees an increase in the usage of eLearning resources. More staff time is needed to ensure proper pedagogical and accessible design as well as ongoing maintenance of these in-demand resources.

1. Are there any programs which you feel should be reduced or eliminated (e.g. due to declining demand, or a 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):

At present, our services represent a baseline of support options, putting us just on par with research intensive universities of similar enrollment. In other words, the consultations, workshops, and programs described here comprise a minimum standard of offerings for Writing and Learning Services in institutions of our size. Therefore, we are not seeking reductions at this time. We regularly review attendance and usage stats and adjust our service offerings in response to shifts in needs and preferences.

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 carry out the service(s) covered by the fee. If yes, please clarify with whom and for what (in approximately 100 words or less):

In 2022-2023, we continued our existing partnerships with:

* Student Wellness to deliver the Thriving in Action program, a collaborative workshop series which integrates wellness and learning strategies
* the Athletics Department to provide the Pearson Family Student Athlete Mentor program
* the School of Engineering to deliver the Engineering Peer Helper program
* the Canadian National Centre for Supplemental Instruction, housed at the University of Guelph. Two Library staff members participate in training new SI supervisors from across Canada each year.

We developed a new partnership with:

* the IndiginEra Lab, led by Dr. Diana Lewis, CRC Environmental Health Governance, to support the graduate school application process for indigenous students through grant writing and research statement workshops.

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 Library budget covers the shortfall which exists between the compulsory fees collected ($700,000) and the monies required to fully support the funded services ($1,700,000). The Library was asked to play a role in stabilizing university finances and contribute to the transformational agenda. From a budgetary standpoint, the Library's base budget has been reduced from $21M to $19M, a reduction of $2M or 9.5%. This has had a considerable impact on the Library’s ability to top up the funding required to sustain these services above the monies collected by the fees. The Library will be looking for operational efficiencies, structural changes and program review to minimize any impact on students. Regardless of these efforts, the flexibility to absorb additional inflationary increases and demands is severely limited.

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.

With the budget reduction targets provided to the Library, we looked for creative ways to reduce the overall operating costs of these services while trying to minimize impact on those seeking out these services. As mentioned earlier in this report, all the services funded by the fees collected are at or over capacity. We completed an operational review and in September 2023 merged two units, Writing Services and Learning Services, to find operational efficiencies in order to maintain existing service levels with fewer staff.

As the library adjusts to staff reductions, some programming is being redesigned as asynchronous content. The conversion of in-person programming to asynchronous learning modules involves significant staff time, both for staff in the newly merged Writing and Learning Services unit and for staff on the eLearning creation team. Our proposal for the current year will enable the library to expand and strengthen eLearning support not only for Writing and Learning Services but for all units within the Library who provide academic support to students. This funding will help us ensure that eLearning content is pedagogically sound and accessible.

Additionally, there is no allocated budget for media studio equipment. To maintain this service to assist students in creating digital assignments such as videos, podcasts and infographics, funds are needed to replace aging and damaged equipment and pay for ongoing software costs.

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):

None.

