

# 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 (2023-2024)**.
* 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: Jennifer Marvin, Head, Learning & Curriculum Support (Acting)**
3. **Main Contact Phone Number and/or Extension: 519-824-4120 x56087**
4. **Main Contact Email Address:** [jmarvin@uoguelph.ca](mailto:jmarvin@uoguelph.ca)
5. **Previous Advisory Committee Membership for** 2023-2024 **(for the reporting year). NOTE: Advisory Committee membership composition should comply with protocol:** 
   1. 2.1. At least 50% of the committee’s membership should be students. Membership will include at least one undergraduate and one graduate student, each having paid CSA or GSA dues respectively.
   2. 2.2. Each program, service or unit funded by a fee will normally submit names of prospective members for its Advisory Committee for the upcoming academic year to the Compulsory Fees Committee as part of its fee report submitted annually (section 4).
   3. 2.3. Membership terms are normally a minimum of one year duration. Ideally there should be some members who take on a 2–3-year term so that the Advisory Committee benefits from longer term advisory capacity and so that there is not complete turnover in membership each year.

|  |  |  |
| --- | --- | --- |
| **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. Current Advisory Committee Membership for 2024-2025 (for the current year).

**NOTE: Advisory Committee membership composition should comply with protocol:**

* + - 2.1. At least 50% of the committee’s membership should be students. Membership will include at least one undergraduate and one graduate student, each having paid CSA or GSA dues respectively.
    - 2.2. Each program, service or unit funded by a fee will normally submit names of prospective members for its Advisory Committee for the upcoming academic year to the Compulsory Fees Committee as part of its fee report submitted annually (section 4).
    - 2.3. Membership terms are normally a minimum of one year duration. Ideally there should be some members who take on a 2–3-year term so that the Advisory Committee benefits from longer term advisory capacity and so that there is not complete turnover in membership each year.

|  |  |  |
| --- | --- | --- |
| **Name** | **Role (Student or Employee** | **Email Address** |
| **Joannah O’Hatnick** | **Manager, Writing & Learning Services [Library]** | [johatnic@uoguelph.ca](mailto:johatnic@uoguelph.ca) |
| **Randy Oldham** | **Head, Digital Strategy & Technology [Library]** | [roldham@uoguelph.ca](mailto:roldham@uoguelph.ca) |
| **Jennifer Marvin** | **Head, Learning & Curriculum Support (Acting) [Library]** | [Jmarvin@uoguelph.ca](mailto:Jmarvin@uoguelph.ca) |
| **Manjurul Islam** | **Graduate Student (GSA representative)** | [gsavpaca@uoguelph.ca](mailto:gsavpaca@uoguelph.ca) |
| **William Coleman, CSA VP Academic** | **Undergraduate Student (CSA representative), Chair** | [csavpacademic@uoguelph.ca](mailto:csavpacademic@uoguelph.ca) |
| **Alice Hinchliffe** | **Graduate Student** | [ahinchli@uoguelph.ca](mailto:ahinchli@uoguelph.ca) |
| **Keeran Para** | **Undergraduate Student** | [aparaman@uoguelph.ca](mailto:aparaman@uoguelph.ca) |
| **Ashlyn Stuart** | **Undergraduate Student** | [astuar02@uoguelph.ca](mailto:astuar02@uoguelph.ca) |
| **Piya Parmar** | **Undergraduate Student** | [piya@uoguelph.ca](mailto:piya@uoguelph.ca) |
| **Gabriele Wehrle** | **Graduate Student** | [gwehrle@uoguelph.ca](mailto:gwehrle@uoguelph.ca) |
| **Ahmad Elwi** | **Undergraduate Student** | [aelwi@uoguelph.ca](mailto:aelwi@uoguelph.ca) |

1. Please clarify the populations that currently pay the fee and at what current rate for each:
   * Full-time undergraduate students – rate of fee: $16.32
   * Part-time undergraduate students – rate of fee: $3.26 per 0.5 credit
   * Full-time graduate students – rate of fee: $15.58
   * Part-time graduate students – rate of fee: $4.67
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).

The Academic Support – Library fee has historically been used as additional funding for the Learning & Curriculum Support Team. This team provides expertise that helps undergraduate and graduate students strengthen academic skills and performance with a range services and resources to support: learning, writing, English as an Additional Language (EAL), and in June 2023, the scope of fee use was extended to include digital media creation, data and information literacies, thesis and dissertation, and scholarly publishing support offered by the Research & Scholarship Team. All programs are offered through in-person and online consultations, workshops, the provision of technology and space, and an array of eLearning content to foster academic success.

As a site for experiential learning on campus, we provide challenging and meaningful paraprofessional roles for more than 80 students across various disciplines. The fee also provides partial support for two academic support programs, the Supported Learning Groups (SLGs) and the Pearson Family Student Athlete Mentorship (SAM) Program.

In keeping with the University’s commitment to diversity, equity, inclusion, and accessibility, this cycle’s focus on Accessible eLearning content was to ensure that material is made accessible to all students, including those with disabilities, through the use of alternative text for images, providing captions and transcripts for audio and video content, and/or ensuring materials can be navigated using a keyboard. When online learning objects are accessible, usable, and available at point and time of need, all students benefit.

1. Please provide the last referendum question on file related to this fee:

The Library Fee was historically part of the Student Services Fee (SSF) and does not have its own standalone referendum question. For context:

### The Student Services Fee:

Considering significant cuts to higher education funding, in the winter of 1995, the Central Student Association (CSA) and the Graduate Students’ Association (GSA) at the University of Guelph held a referendum on implementing a student services fee (SSF) to generate revenue to support specific student services. These services included financial counselling, the peer helper program, learning support services, support of student groups, career counselling, personal counselling, personal and safety support services, and the visual and performing arts. The referendum question included the stipulation that 5% of the total fee revenue collected would be directed to programs that would enhance student life beyond the services identified (the Student Life Enhancement Fund). The referendum question was approved.

### The 2019 to 2021 Student Choice Initiative

On 17 January 2019, the provincial government announced the Student Choice Initiative, allowing students to opt-out of non-essential auxiliary fees in post-secondary, most notably a range of student union dues including clubs, student transit passes, and student newspapers. At the same time, universities could deem some fees essential if they fell within existing provincial frameworks (such as athletics and student ID cards). The Initiative was met with mixed reactions, facing significant amounts of opposition from student groups that would be affected by the policy.

As a result, in 2019, the York Federation of Students and the [Canadian Federation of Students](https://en.wikipedia.org/wiki/Canadian_Federation_of_Students) sued the government over the policy, arguing that it constituted interference in university affairs by the government. The divisional court ruled against the government, finding that the government had overstepped its authority over universities, and dismissed the government’s appeal in August 2021. One of the outcomes from the Initiative at the University of Guelph was the “unbundling” of fees, allowing each fee to stand on its own with its own distinct rate, and creating greater transparency.

Based on the above, the Academic Support - Library Fee remained separated from the Student Services Fee (SSF) and was committed to the following:

* **Academic Support - Library:** This fee has historically been used as additional funding for the Learning & Curriculum Support Team. This team provides expertise that helps undergraduate and graduate students strengthen academic skills and performance with a range of in-person and online services and resources to support learning, writing, and English as an Additional Language (EAL). In June 2023, the scope of fee use was extended to include digital media creation, data and information literacies, thesis and dissertation, and scholarly publishing support offered by the Research & Scholarship Team.

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:

The Student Services Fee continues to be used to support core academic programming for undergraduate and graduate students across all disciplines and years. The fee is used primarily to defray costs for the professional and student staff who support this programming.

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 thesis and dissertation, and scholarly publishing support, in addition to the previously supported areas within Writing Services and Learning Services.

* **Writing and Learning Services**, merged in September 2023 from two separate units, Writing Services and Learning Services, supports undergraduate and graduate students in the development of academic skills, including written and oral communication skills, self-management, time and project management, and studying. We provide individual consultations, in-course instruction, library-based workshops, asynchronous resources, and several large-scale programs, including the Supported Learning Group (SLG) Program and the Pearson Family Student Athlete Mentorship Program (SAM). As a site for experiential learning and peer-based academic support on campus, WLS provides challenging and meaningful paraprofessional roles for more than 80 students across various disciplines.
* **Media technology:** The Media Studio provides four main services to undergraduate and graduate students: access to state-of-the-art technology (software applications as well as hardware like cameras, microphones, etc.) required for the creation of digital projects; access to bookable spaces (filming studio and podcasting studio); training and support appointments to guide students with mastering digital creation skills; and the creation and maintenance of digital learning objects created by the Library which support undergraduate and graduate student learning.
* **Data, and information literacy services** include individual consultations, in-course instruction, library-based workshops, asynchronous resources to teach students how to find, manage, critically assess, analyze and integrate textual, numeric, and geospatial information into their research.
* **Theses and dissertation support:** We provide graduate students in graduate programs requiring theses/dissertation with 1:1 and programmatic (Dissertation Writing Retreat) support at the research, writing, and depositing stages to fulfill U of G’s graduation requirements.
* **Scholarly publishing support:** We help students through one-on-one consultations, in-class lectures (graduate courses only), and workshops to successfully navigate academic publishing. We also support various publishing initiatives in which undergraduate students practice scholarly publishing by developing their own open educational resources or submitting articles to student-run journals.

In our 2023 *SSF Proposal*, the Library identified a need for additional funds to support accessible eLearning to address the increasing demand to provide asynchronous online content. The creation of such resources, including online workshops, micro-credentials, videos, and tutorials requires a great deal of time and expertise. With limited staff available for this type of work there is a large backlog. These additional funds were used to expand and strengthen accessible eLearning support by contributing to additional staff positions. The fee has helped us to address this backlog and provide students with more access to the support and expertise that they need to be academically successful. These online resources are available to all undergraduate and graduate students. Specifically, staff in these positions:

* Provided training to library employees on how to ensure that all new materials created to support teaching, learning, and research met AODA requirements and other accessibility best practices for the benefit of all students. This training also included how to remediate existing content to meet AODA requirements;
* Remediated existing content to meet AODA requirements, including library webpages, and teaching, learning, and research materials linked to the library webpages.

1. What outcomes are you trying to achieve with these services?

The library’s academic services encourage learner autonomy through student-centered instruction and support. These services support the development of academic skills including research, data analysis, learning, writing, and scholarly publishing with the intended outcomes of student success and retention. Our services and programs are regularly evaluated using quantitative and qualitative measures.

Students benefit from our increased capacity to create accessible eLearning content such as online workshops, micro-credentials, videos, and tutorials because they will be able to access the content at their point and time of need. This makes the content more available to students who are unable to attend synchronous events online or in person. We know that there are many reasons why students may encounter this barrier, some of which include work responsibilities, class conflicts, commuting, caretaker responsibilities, etc. This allows us to increase our current content options and expand our reach. This provides flexibility for students and allows for the usage of content both inside and outside of the classroom so that all students can develop key academic skills in writing, learning, and research.

1. Please provide both quantitative and qualitative evidence/data that the service is meeting its outcomes. Related to users, when possible, please breakdown data by undergraduate students, graduate students, and international students.

The library's academic services and programs are regularly evaluated using quantitative and qualitative measures. Below are some highlights that display the continued value of our offerings in 2023-2024.

### Consultations & workshops

* **Writing consultations: 98**% of survey respondents (n=750) in 2023-24 were satisfied to extremely satisfied with the help they received.
* **Study strategies, time management and presentation skills consultations: 98%** of survey respondents (n=88) in 2023-24 agreed that they learned strategies to address their concerns.
* **Guest lectures (writing): 100%** of instructors who responded to the survey (n=19) agreed that the presenter's teaching approach was effective and that the content was valuable and relevant. *Note that respondents to this set of survey questions were instructors only.*
* **Guest lectures (presentation skills, study strategies, time management): 100%** of instructors who responded to the survey (n=12) agreed that the presenter effectively conveyed knowledge and met the needs of students. *Note that respondents to this set of survey questions were instructors only.*
* **Guest lectures (information literacy):** **98%** of survey respondents in 2023-24 agreed that they were more familiar with the tools and services available to help with research than before the library session. (n=771)

### Supported Learning Groups

* At the time of this report, we do not yet have course grade data for 2023-24, so we report here using 2022-23 data. 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.
* **86%** of F23 & W24 SLG survey respondents are likely to recommend SLGs (n=190) and **85%** are likely to attend SLGs for other courses in the future (n=191).

### Pearson Family Student-Athlete Mentor Program

* First year students attending regularly (n=170) achieved F23 semester averages **6.23% higher** than those not attending (n=26). In W23, those attending regularly (n=165) had semester averages **6.80% higher** than those not attending (n=23).

Specific to our ask beyond the CPI, statistics quantifying the remediation, creation, and training of others to provide accessible eLearning materials for our students include:

**Website,** [**Guides**](https://guides.lib.uoguelph.ca)**, and** [**Digital Learning Commons**](https://learningcommons.lib.uoguelph.ca/) **(DLC) remediation**

The library website, guides, and DLC provide access to our eLearning content. We completed an accessibility audit and remediation project for the entire DLC. There were 2017 guides / digital learning objects remediated and made fully accessible, including the launch of 901 new digital assets, all of which are accessible to both undergraduate and graduate students.

**Accessibility Training**

A series of workshops was developed and provided to train Library employees to meet our accessible eLearning needs. Many of the resources created for employee training have also been made available on the Digital Learning Commons and Guides platform as well:

* "Introduction to Accessibility," presented to Learning Services student staff at their orientation.
* "Intro to Screen Readers" a one-hour session open to all staff.
* "Accessible Presentations" covered all aspects of planning and hosting an accessible presentation either online or in person. This session was open to all staff.
* "Alternative Text" provided an overview of what alt text is, how to create effective alt text, and provided an overview of using AI to create alt text.
* "Accessibility Statements" provided an overview of what an accessibility statement is, what benefits they provide, and when you should use one.
* [Make your Digital Projects Accessible](https://guides.lib.uoguelph.ca/accessibility)
* [Create an Accessible Word Document](https://guides.lib.uoguelph.ca/AccessibleWordDoc)
* [Making Pressbooks Accessible](https://guides.lib.uoguelph.ca/accessiblepressbooks)
* [Student Staff Accessibility Resources](https://guides.lib.uoguelph.ca/student-accessibility)
* [Accessible Theses](https://guides.lib.uoguelph.ca/c.php?g=733806&p=5295029)

The employee training sessions reached 138 attendees over 8 sessions, which then led to the production of nearly 1000 accessible asynchronous digital learning objects.

We do not break down data for most of our services by undergraduate/graduate student status or international/domestic student status. Please see the tables in question #14 for quantitative evidence of the demand for Library academic services.

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:

The fees we receive support staff and student staff wages. 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. For digital objects, we regularly review usage statistics and engage our User Experience Librarians to perform user experience studies with students to keep these digital learning objects current and effective. Student staff participate in hiring committees and provide input into the services that we provide. Student staff are also encouraged to share their perspectives in other initiatives. For example, we get iterative feedback from SLG participants throughout the semester and we seek feedback from student staff on the creation of learning objects.

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?

The charts below highlight the volatility of some library services during a year of great fiscal change.

Of note is a significant reduction in the number of participants in Writing & Learning Services workshops from 2022-2023 to 2023-2024. This reduction is in part due to fewer large-scale events (ie., events reaching 500+ students) in 2023-2024 and ceasing Library support for the Engineering Peer Helper Program, which accounted for more than 1000 participants in Learning Services’ workshops in 2022-2023. Writing and Learning Services staff are strengthening outreach efforts with instructors in 2024-2025 to ensure that students are well supported in the development of writing and learning skills.

As part of a first round of budget cuts, the Library made the difficult decision to reduce the staffing levels in the Media Studio; initially this meant a reduction in the hours of the Media Studio, then a reduction in the number of student staff (12 in 2022/2023 vs 4 in 2023/2024) and the collapse of a temporary part time staff position as well in August 2023. This required the Media Studio to narrow the scope of their services, eliminating time-intensive and high-touch in-class instruction (workshops), which resulted in a decline in consultation bookings as well.

The drop in data consultations was due to the collapse of one of two full time data analyst positions that provided support for quantitative analysis, our most heavily utilized data service.

**2023-2024 Summary Statistics**

**Consultations**

|  |  |  |
| --- | --- | --- |
| **Type of Consultation** | **# Consults 2022-2023** | **# Consults 2023-2024** |
| Learning Services | 531 | 3122 (units merged) |
| Writing Services | 2596 |
| Student Athlete Mentors | 4302 | 3891 |
| Media Studio | 520 | 356 |
| IL | 315 | 358 |
| Data | 1188 | 743 |
| Theses / dissertation & scholarly publishing | 64 | 112 |
| **Total Consultations** | **9516** | **8582** |

**Workshops**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Workshop** | **# Sessions 2022-2023** | **# Sessions 2023-2024** | **# Participants 2022-2023** | **# Participants 2023-2024** |
| Learning Services | 181 | 246 (units merged) | 4781 | 5510 (units merged) |
| Writing Services | 93 | 4313 |
| Supported Learning Groups | 1128 | 1195 | 9026 | 9807 |
| SAM | 27 | 33 | 1055 | 1197 |
| Media Studio | 32 | 2 | 630 | 4 |
| IL | 125 | 112 | 6990 | 7729 |
| Data | 59 | 50 | 1209 | 938 |
| Theses / dissertation & scholarly publishing | 12 | 16 | 218 | 331 |
| **Total** | **1659** | **1654** | **28,222** | **25,516** |

**eLearning Materials: Guides & Videos**

We supplement in-person and synchronous learning experiences with asynchronous eLearning objects. These eLearning materials take two main forms: LibGuides (customized web page content) and videos. These materials are often created to directly support certain types of assignments in U of G courses. Our eLearning content spans a variety of topics which support student learning and student success, including:

|  |  |
| --- | --- |
| **Guide** | **# Views for 2023-2024** |
| Write a Literature Review | 161,178 |
| Write Clearly: Punctuation | 123,978 |
| Write Clearly: Grammar | 53,122 |
| Write a Critical Review of a Scientific Journal | 52, 321 |
| Study Effectively | 42,747 |
| Cite Your Sources, APA | 30,753 |
| Succeed at Exams | 27,132 |
| Write a Book Review | 23,310 |
| Create a Digital Design with Canva | 21,927 |
| Write a University Essay | 19,297 |

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| --- | --- | --- |
| Library Home Web Page | 2022/2023 | 2023/2024 |
| Page views | 1,905,152 | 1,664,683 |
| Sessions | 927,507 | 899,475 |

|  |  |  |
| --- | --- | --- |
| **YouTube Learning Videos** | **2022/2023** | **2023/2024** |
| YouTube Views | 656,508 | 677,810 |
| Total watch time (hours) | 14,964 | 14,514 |

|  |  |  |
| --- | --- | --- |
| **LibGuides** | **2022/2023** | **2023/2024** |
| General topic guides views | 1,150,090 | 879,684 |
| Course specific guides views | 37,587 | 26,624 |

Demand continues for many of our services and we adjust on a continuous basis to meet service demands. The greatest stress on library units and our ability to meet service demands from students has been the university-mandated reduction of 9.5% to the library budget over the past two fiscal years. This budget reduction has resulted in several vacant positions being collapsed (eliminated) or being left unfilled, including:

* 2 regular full-time professional staff positions and 1 part-time writing TA in Writing and Learning Services
* 2 regular full-time staff positions in Data services
* 1 regular full-time librarian position in Information Literacy
* 1 temporary part-time digital learning specialist staff position

While we have endeavoured to minimize the impacts of these reductions on students, we have had to implement service reductions, nonetheless. Please see our additional comments in question 23.

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:

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.” The library advances the educational enterprise of the University and provides services, resources, and expertise to support students in the achievement of their academic goals and to foster lifelong learning.

The Academic Support – Library SSF fee supports 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 undergraduate and graduate students enhance and build upon the academic skills needed to achieve academic and professional goals.

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 light of the current budgetary challenges faced by the library and the university, we are most concerned with sustaining our current programs and services. However, we highlight here several areas of need:

* 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 base funding if we were to pursue other compensation models while maintaining our current services.
* We continue to work to create more asynchronous eLearning objects to support students. As the number of students on campus increase, we see greater need to support these students via asynchronous eLearning objects.
* While we made considerable headway remediating the huge backlog of our asynchronous digital learning objects over this report period, we still have more to go. Prioritizing and continuing the remediation of our digital backlog ensures graduate and undergraduate students have equitable access to these critical supports.

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)?

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 institutions of our size.  Therefore, we are not seeking reductions now. We regularly review attendance and usage stats and adjust our service offerings in response to shifts in needs and preferences. However, as the library continues to work to reconcile the impact of budget reductions, decreased staff, and increased student population we may see the reduction or elimination of more services.

The budget cuts absorbed by the library led us to a difficult decision: we shuttered the public-facing services of the Media Studio due to lack of funding to support equipment replenishment, ongoing software subscription costs, and lack of funding to properly staff this service. The equipment and spaces now support library employees in the creation of asynchronous online learning objects which support undergraduate and graduate student academic success. Ceasing public-facing Media Studio services meant we were able to reallocate resources to continue with the ongoing AODA remediation and maintenance of all our digital assets which support student academic success. SSF funding supporting this previous outward-facing public service was reallocated to other SSF-funded library initiatives to reduce the budget impacts on those.

1. Please confirm if the unit charges any additional user fees to support the services covered by the fee:

No additional user fees are charged.

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:

We have not made any additional partnerships; however, we have strengthened our relationships with the Exam Centre, SAS, and Student Experience.

1. Please tell us if the fee rate falls short, meets, or exceeds the services needs identified within the scope of the fee:

The fees collected ($700,000) help to offset the total cost of the library’s academic support services ($1,700,000). 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 provide the funding required to sustain these services, and we will be looking for operational efficiencies and exploring structural changes and program review in future. Regardless of these efforts, our ability to meet increasing demand and absorb additional budget cuts/changes and inflationary increases 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?

Yes. With the budget reductions 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.

In 2024, the library received one-time-only funding for the 2024-25 fiscal year to mitigate the impacts of the large incoming first-year class. However, the University has made it clear that it plans to increase the size of the first-year cohort year over year; whether we will receive additional base or one time only (OTO) funding to shore up student-facing services to address increased need is uncertain and even unlikely. Given the changing financial situation at the University and uncertainty over the budget, we will continue to monitor and plan for Fall 2025. At this point in time, however, broad areas of need include eLearning and writing, learning, and information literacy support.

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 ideally come forward to the Compulsory Fees Committee for review for September annually)?

No.

\*Legacy Fees are not eligible.

1. Any additional comments:

As part of the University mandated budget reductions, the library has been examining all services and activities. In some cases, programs supported by monies from the fees have been reduced or eliminated and staff redeployed to more high demand services.

* Closure of the Media Studio as a public-facing service in July 2024. As described in question #17, we have strategically reallocated staff from the Media Studio to support accessibility.
* The removal of co-supervision of the Engineering Peer Helper Program; this program is now solely overseen by the School of Engineering. Staff time been redeployed to provide support to Supported Learning Groups.
* The merger of the Academic Action Program with studying and time management appointments has provided administrative efficiencies.
* The elimination of French language writing support.
* We removed support from three courses due to low student attendance patterns and curriculum changes, added a new course to support, and reallocated SLG leaders to give greater support to courses with increased enrollment.
* Collapsing a staff position supporting data literacy through the campus Staff Voluntary Resignation Program.

We anticipate additional changes will be necessary as we strive to adjust our services to meet the demands of the increase in student enrolment.

