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Subject: How to Better Support Note-Takers to Improve Learning Experience for Students at UBC

**Introduction**

Students spend considerable funds attending undergraduate, graduate, and continuing study programs at The University of British Columbia (UBC). Therefore, students should have access to the best possible resources to facilitate their learning. This access to the best possible learning resources includes students with disabilities. Students with disabilities have access to note-takers that provide a valuable service by taking clear, detailed, and complete lecture notes for courses offered at the university. However, there is a lack of resources to better support the program, which causes a shortage of note-takers, low-quality notes taken, and dissatisfaction among note-takers and students with disabilities.

**Intended Audience**

I am writing this formal report proposal for the university as it has the authority to make meaningful changes to the note-taking program as it oversees training, resources, and compensation for note-takers while maintaining the standards of the note-taking program. Moreover, the labor union does not currently protect note-takers (CUPE 2278).

**Proposed Problem**

Although, we have a note-taking program in place at the university. There is a lack of resources for note-takers to assist students with disabilities in writing notes in their courses. This lack of resources ranges from training, compensation, and feedback given by the accessibility centre. Ultimately, this impacts not only note-takers but the students that need note-takers.

**Proposed Solution**

* + **Proportional Pay to Labour Given:** Note-takers are paid by term. Note-takers only earn 337 dollars per three-credit course.
  + **Transparency of Job Description:** Note-takers often take more than one client per course. Note-takers get paid the same regardless of the number of clients per course, which means they send notes to multiple people that may require different accommodations in note-style. This is an additional administrative task that takes time.
  + **Training and Support for Note-Takers:** Note-taking is a simple task. However, getting feedback is an important step in making sure that notes are helpful to students.

**Scope of Research**

These are questions that I will attempt to address in my formal report:

* 1. What are the current strengths in the Centre of Accessibility support of note-takers?
  2. What are the current weaknesses in the Centre of Accessibility support of note-takers?
  3. What are the current limitations of resources for note-takers and students in the program?
  4. How do the current limitations of resources impact note-takers and students in the program?
  5. How would implementing new practices improve job satisfaction for note-takers?
  6. How would implementing new practices improve the accessibility of lecture material to students?
  7. How does implementing new practices improve the relationship between the program, its note-takers, and its students?

**Methods of Research**

To explore the research topic that I've proposed. These are the primary methods that I'll be using to conduct my research:

* **Survey to Accessibility Note-Takers:** Conduct an anonymous survey with note-takers to gather data on experiences with support, resources, and ways to improve the program.
* **Survey to Accessibility Students:** Conduct an anonymous survey with students to gather data on experiences with support, resources, and ways to improve the program.
* **Interview an Accessibility Note-Taker:** Focused on giving a balanced perspective on the relationship between note-takers and the Centre of Accessibility.
* **Interview an Accessibility Student:** Focused on giving a balanced perspective on the relationship between students and the Centre of Accessibility.

**My Qualifications**

I previously worked as a note-taker for the department of Asian Studies at the University of British Columbia. While working as a note-taker, I have encountered roadblocks with the program with requesting feedback on my notes or how the pay is not proportional to the labour given by note-takers. Furthermore, I'm aware of the issues that impact my peers that have disabilities. They experience roadblocks in their learning when the quality of notes is poor. This can be frustrating as there are no channels to give constructive feedback.

**Conclusion**

In summary, students pay to attend and learn at The University of British Columbia (UBC). It is crucial that students have the best possible resources to assist in their studies. This research would allow me to examine and analyze the current opinions of note-takers and students on the note-taking program while highlighting the valuable (and rewarding) work that note-takers do. Moreover, to help make recommendations to improve the overall experience for note-takers and students at The University of British Columbia (UBC).

Thank-you for taking the time to read this formal report proposal. I look forward to hearing your feedback.

**References in MLA8**

The Centre of Accessibility. “Notetakers.” *Student Services - Faculty & Staff Resources.* University of British Columbia, Vancouver, 2020. <https://rb.gy/hmhlkk>.

CUPE 2278. “About Our Union.” *Who We Are*. CUPE 2278, Vancouver, 2020. <https://rb.gy/d9u8ok>.