The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, February 09, 2022 meeting:

Agenda Title: **Faculty of Education Restructuring**

CARRIED MOTION:
THAT the Academic Planning Committee recommend that, the Board of Governors approve the proposal for a non-departmentalized structure for the Faculty of Education to take effect July 1, 2022.

FINAL Item 5

Agenda Title: **Proposed New Non-Regulated Exclusion to Program Fees, Proposed Changes to Existing Non-Regulated Exclusion to Program Fees**

CARRIED MOTION:
THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:

- the proposed New Non-Regulated Exclusion to Program Fees (set forth in Attachment 1)
- the proposed Changes to Non-Regulated Exclusion to Program Fees (set forth in Attachment 2)

as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

FINAL Item 6

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	**Faculty of Education Restructuring**

Motion

THAT the Academic Planning Committee recommend that, the Board of Governors approve the proposal for a non-departmentalized structure for the Faculty of Education to take effect July 1, 2022.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Jennifer Tupper, Dean, Faculty of Education & Lynn McGarvey, Vice Dean, Faculty of Education

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to seek approval of the change to a non-departmentalized structure of the Faculty of Education.
Executive Summary (*outline the specific item – and remember your audience*)	The Faculty of Education currently consists of four departments led by four chairs and a school led by a director. This current configuration is a result of the merger of the Faculty of Library and Information Studies with the Faculty of Education as a School in 1991, and restructuring from seven to five departments in response to government budget cutbacks in 1994. While the faculty has maintained four departments and a school for over 25 years, diminishing staff and financial resources over the past decade have resulted in a reduction from five to three departmental administrative units. There are currently over 100 faculty members, and department/school sizes range from 9 to 36 faculty members in each. The Faculty represents a wide variety of backgrounds and disciplines requiring an inclusive and broad vision as stated in *Education for the Public Good: To be a flourishing, diverse, and sustainable Faculty of Education that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service.* As a means of advancing this vision, objectives specific to our structures, processes and resources are articulated. Of particular note is a commitment to review our current departmental organization with the aim to create efficiencies, improve stewardship of our human and financial resources, and strengthen teaching and research synergies across all program areas. The backdrop of our strategic objective is the University of Alberta for Tomorrow (UAT) initiative, which has arisen out of the need for profound change due to budgetary pressures faced by the institution. Aligned with our core mission of research and teaching, the structures and infrastructures currently in place at the University that make our work in the Faculty possible are undergoing a process of

	transformation. Within the Faculty of Education, our current academic structure has occasionally created barriers to collaboration and interdisciplinarity, and has required significant, and at times inequitable, investment of resources at the local level. Further, over the last 4 years, the Faculty operating budget has decreased by almost 20% and our staff complement has similarly been reduced by 20% through the SET initiative. This has created considerable risk to the Faculty which can be addressed by a bold vision for restructuring that will allow us to reinvest our resources in our core mission of teaching and research. In light of this, and given our strategic commitments, budgetary pressures, an academic hiring 'freeze', along with significant institutional change, we are at a critical point in the Faculty. We have an opportunity to advance innovative and creative academic and administrative support structures in order to strengthen teaching, research and service, and to ensure a high quality and meaningful student experience across all of our programs. Academic restructuring is not the restructuring of our programs (majors, minors, certificates, graduate specializations, curricula) but it is a change in how people and programs are situated within the Faculty of Education. The non-departmentalized vision for the Faculty reflects the Cree concept of mâmawohkamâtowin – working cooperatively and collectively to serve our students.
Supplementary Notes and context	*At the January 12, 2022 GFC APC meeting, questions were asked about the School of Library and Information Studies, and whether or not section 30 of the Post-Secondary Learning Act was relevant. However, the minutes from the GFC meeting from June 24, 1991 where the aforementioned merger occurred, are clear that School of Library and Information Studies was no longer to be treated as a School, but rather was to correspond primarily to that of a Department. The Dean of the Faculty of Education noted that the accreditation standards for the Master of Library and Information Studies will be respected.*

Engagement and Routing (Include meeting dates) Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	Faculty restructuring consultation began in 2019 with the development of the "Faculty structures, process & resources" strategic priority, and continued through draft scenario proposals, information sharing, and multiple forums for information and feedback. Faculty of Education Faculty Council: ● February 2, 2021 Faculty Academic Restructuring breakout sessions ● March 2, 2021 Faculty Academic Restructuring Interim Report presented for discussion ● April 6, 2021 Faculty Academic Restructuring update ● May 4, 2021 Faculty Council presentation of the restructuring vision for discussion ● May 25, 2021 Revised vision presented at Faculty Council for endorsement. Motion to endorse tabled. ● September 7, 2021 Motion to recommend non-departmentalized structure with implementation July 1, 2022. Motion passed. ● October 5, 2021 Concerns brought forward at Faculty Council about faculty members on leave not voting at the September 7th Faculty Council and graduate student representatives not yet selected. ● October 22, 2021 Special Education Faculty Council meeting in which the terms of reference were clarified to make explicit that members on leave could attend and vote at all future EFC meetings and to address the issue of graduate student selection. ● November 2nd, 2021Motion to Reconsider the September 7 Motion. Motion passed. Motion to recommend non-departmentalized structure with implementation July 1, 2022. Motion passed. Second vote called because of a margin of less than five. Motion passed. Other consultation: ● Thought Exchange feedback and analysis (Faculty Retreat, August 2020) ● Four draft scenarios for Academic Restructuring circulated to faculty, staff and students (November, 2020) ● Feedback gathered on the draft scenarios through a Google form and three round table discussions (December, 2020 and January, 2021) ● Information and discussion Town Hall with Support Staff (January, 2021) ● Five drop-in Zoom conversations – 2 undergraduate student sessions; 1 graduate student session, and 2 open sessions (January and February, 2021) ● Small group breakout conversations (February 2, Education Faculty Council) ● Co-location submission of program groups (March, 2021) ● Development of non-departmentalized vision in response to feedback (April 2021, DAC) ● Google feedback form and five faculty restructuring drop-in sessions with faculty members, staff, and undergraduate and graduate students (May, 2021) ● Third presentation of non-departmentalized vision at faculty and staff retreat with breakout room discussions and feedback (Faculty Retreat, August 26, 2021)

	● Education Students' Association Board Meeting presentation and discussion (September 23, 2021) (feedback form provided). ● Moving Forward: Faculty of Education restructuring conversation for faculty, staff and students (December 14, 2021) ● Establishment of Steering Committee and Working Groups (Governance / Leadership Roles / Administration / Communities of Practice) (December 2021).

Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – February 9, 2022 – For Recommendation GFC Executive Committee – February 14, 2022 – For placement on the GFC agenda General Faculties Council – February 28, 2022 – For Recommendation Board Learning, Research Student Engagement Committee – March 11, 2022 – For Recommendation Board of Governors – March 25, 2022 – For approval

Strategic Alignment

Alignment with *For the Public Good*	**1. OBJECTIVE 17:** Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. **2. OBJECTIVE 21:** Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. **3. OBJECTIVE 22:** Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	APC Terms of Reference GFC Terms of Reference BLRSEC Terms of Reference PSLA (Section 26(1)(o))	

Attachments (each to be numbered 1 - 5)

1. Faculty of Education Academic Restructuring Interim Report, February 2021
2. Faculty of Education Restructuring Vision, May 5, 2021
3. Faculty of Education Restructuring – Consolidated Feedback and Responses, May 25, 2021
4. Motion to recommend faculty restructuring - September 7, 2021 / November 2, 2021
5. American Library Association Standards for Accreditation of Master's Programs in Library and Information Studies

Prepared by: Jennifer Tupper, Dean, Faculty of Education

Faculty of Education
Academic Restructuring
Interim Report
February 2021

University of Alberta for Tomorrow Vision

The University of Alberta has embarked on a period of major transformation, building on its long history of leadership in the province and in Canada's post-secondary sector. The pressures facing the U of A today are significant and we must take urgent action. With fundamental systemic reform, we can set a bold new direction for the university of tomorrow. We can strengthen our core teaching, research, and community engagement mission and enrich student experiences, while addressing the current funding crisis. Together, we can renew and grow the U of A's global leadership in higher education and research, and drive even greater social and economic growth, innovation, and creativity for the public good of the province and beyond.

Education for the Public Good

In our Strategic Plan *Education for the Public Good*, the Faculty of Education advances a vision to be a flourishing, diverse and sustainable Faculty that excels, innovates and transforms society through high quality, meaningful teaching, research and service. As a means of advancing this vision, objectives specific to our structures, processes and resources are articulated. Of particular note is a commitment to review our current departmental organization with the aim to create efficiencies, improve stewardship of our human and financial resources, and strengthen teaching and research synergies across all program areas.

The Case for Academic Restructuring

The backdrop of our strategic objective is the *University of Alberta for Tomorrow* (UAT) initiative, which has arisen out of the need for profound change due to budgetary pressures faced by the institution. Aligned with our core mission of research and teaching, the structures and infrastructures currently in place at the University that make our work in the Faculty possible are undergoing a process of transformation. Within the Faculty of Education, our current academic structure has occasionally created barriers to collaboration and interdisciplinarity, and has required significant, and at times inequitable, investment of resources at the local level.

Given our strategic commitments, budgetary pressures, an academic hiring 'freeze', along with significant institutional change, we are at a critical point in the Faculty. We have an opportunity to think innovatively and creatively about our academic and administrative support structures, to strengthen teaching, research and service, and to ensure a high quality and meaningful student experience across all of our programs. However, this requires that we think differently about how we use our existing resources. Importantly, academic restructuring is not the restructuring of our programs (majors, minors, certificates, graduate specializations, curricula).

Guiding Principles

- Attention to the core values as articulated in *Education for the Public Good*
- an inclusive, supportive and transparent process of consultation
- recommendations for structural change are data-informed and future-focused
- considerations of equity, diversity and inclusion are core to the process
- financial considerations will be balanced with attention to high quality student experiences and advancing a rich and respectful working and learning environment
- innovation, collaboration and creativity
- adhere to governance processes, procedures and collective agreements
- retain talented staff
- maintain excellence and integrity of academic programs

Consultation and Feedback

- 4 DRAFT scenarios for Academic Restructuring circulated to faculty, staff and students in November
- 47 electronic responses to the DRAFT scenarios received in December & January
- 3 Round Tables: December 9th, December 17th, January 7th with approximately 200 participants
- 1 Support Staff Town Hall, January 11th, approximately 53 participants
- 5 drop-in Zoom conversations – 2 undergraduate student sessions; 1 graduate student session, and 2 open sessions in January & February
- Small group breakout conversations, February 2nd Education Faculty Council

Overall, the feedback demonstrated an understanding that academic restructuring within the Faculty is necessary (per Objective 29 in *Education for the Public Goo*d) and that it represents an opportunity to break down silos, strengthen collaborations, and enhance program delivery. However, many important questions were raised through consultation which this report aims to answer.

Frequently Asked Questions (FAQs)

1. What is the problem we are trying to solve?

   Budget:
   - *Since 2017, the Faculty of Education operating budget has decreased by **20%** and the Government of Alberta has signaled continued budget reductions for the University of Alberta in fiscal 2021 & 2022 in addition to the $127 million cut already incurred.*
   - *In order to manage these significant financial reductions, the University is transforming administrative services and academic structures.*
   - *Through SET, there will be 1100 fewer staff supporting the University of Alberta by the end of 2022.*

- *In the Faculty of Education, a 20% reduction in the number of FTEs by the end of 2022 means that we have to think differently about how we work and how we are structured in order to maintain a high-quality student experience.*
- *Academic restructuring within the Faculty allows us to combine and focus our existing resources on supporting students and supporting our core mission of teaching and research.*

Greater Cohesion

- *Separate from the reality of budget cuts, and in the context of our strategic planning process in 2017-2018, faculty and staff expressed the need to break down existing silos in the Faculty, silos that were felt to be a function of the current academic structure.*
- *Faculty, staff and students expressed a desire to consider different ways of organizing ourselves academically, to explore opportunities for synergies and collaborations across the Faculty, program areas and specializations. Academic restructuring presents new possibilities for interdisciplinary research collaborations across program areas and specializations, and opportunities for teaching across programs.*
- *The Undergraduate Program Review (2017-2018) also identified challenges in delivering the teacher education program across four departments. Again, academic restructuring creates opportunities for responding to and mitigating these challenges.*

Thus, we are attempting to solve both budget and organizational challenges as we propose new academic and administrative structures that aim to keep our core mission of teaching and research front of mind by creating structures that support these in a context of significant cost cutting.

2. Why can't we leave things as they are?

- *We will have 20% fewer staff in the Faculty by the end of 2022.*
- *Our budget reductions since 2017 mean that we are working with 25% less over a five-year period.*
- *If we do not seek to change in innovative and creative ways, we are in danger of diminishing the quality of the student experience and the supports available for teaching and research.*
- *Making incremental changes year after year to manage budget reductions is akin to death by a thousand cuts.*
- *There are also certain factors outside the Faculty that we have no control over but must respond to. These will result in substantial changes across the institution and within the Faculty.*

3. Does Faculty Leadership have a preferred model already in mind?

   No. The four draft scenarios were created at the request of Education Faculty Council. Members of DAC see the possibilities and challenges of each scenario and have consistently expressed an openness to other ideas.

4. How will academic restructuring impact / change programs?

   - *Programs will not be changed if our academic structures change but they may be relocated (similar to the relocation of the MACE program when the academic function of Extension was dissolved in June 2020).*
   - *Academic changes to programs require the adherence to governance processes, including UAAC and GAAC endorsement.*
   - *The Undergraduate Program Renewal process has been underway since 2018 and the Graduate Program Review with corresponding recommendations was completed in 2020. Currently, under the leadership of the Associate Dean, Graduate Studies, a process to consider changes to graduate programs is underway, which involves extensive consultation and appropriate governance processes.*

5. How were the scenarios suggested?

   As noted previously, Education Faculty Council requested that the DAC create draft scenarios for academic restructuring for consideration and feedback. The DAC drew on feedback generated through the Faculty Strategic Planning process, the Thought Exchange data from the August retreat and informal conversations with faculty and staff. The DAC does not have a preferred outcome and there is diversity in the perspectives of members of the DAC with respect to the four scenarios.

6. What will happen to students if an academic reorganization takes place?

   The home department of graduate students may change, depending on where programs are situated, but students will continue in their programs as they are now. The undergraduate program is a Faculty-wide program and students will continue to be supported as they progress through their degree, regardless of academic structure.

7. Where will staff be situated in a restructured faculty?

   This is a detail that needs to be worked out depending on the academic structure endorsed by the Education Faculty Council, and dependent on what functions shift to the College and SET. If a departmental structure is maintained, there will need to be staff situated within the departments to provide the necessary administrative support including

programmatic support. If a non-departmentalized structure is endorsed, then staff will be situated within a Faculty Office and various Associate Dean portfolios.

8. How will faculty members maintain a sense of belonging in a non-departmentalized structure?

   Sense of belonging is important regardless of academic structure. Thus, the creation of communities of practice is one mechanism whereby a sense of belonging can be established regardless of academic structure. Program areas (already in existence) are another mechanism that shapes a sense of belonging in a non-departmentalized structure, as do opportunities for interdisciplinary collaborations.

9. What cost savings are associated with each scenario?

   Moving from five to two departments approximates cost savings as follows:
   - *Reduction in 3 Chairs = $144,000 (course release); $18,000 (administrative stipends); $25,000 (GRA Support)*
   - *Reduction in 5 Associate Chairs = $120,000 (course release); $15,000 (administrative stipends)*
   - *Reduction in 4 FTE Staff positions (accounted for in SET reductions) = $350,000 *Total = $672,000*

   Moving from five to no departments approximates cost savings as follows:
   - *Reduction in 5 Chairs = $240,000 (course release); $37,500 (administrative stipends); $25,000 (GRA Support)*
   - *Reduction in 9 Associate Chairs = $216,000 (course release); $27,000 (administrative stipends)*
   - *Reduction in 4 FTE Staff positions (accounted for in SET reductions) = $350,000 *Total = $895,500*

   However, a non-departmentalized structure may require the creation of additional leadership positions at the Faculty level to provide the necessary supports for teaching, research, and service. Thus, the total savings would not be significantly greater than those achieved by maintaining a department structure.

   ** It is important to note that some functions may move from the Faculty to the College which may impact staffing & budget across the faculty.*

10. Will the Departments be consulted concerning the naming of new units? How will decisions concerning Chairs or Directors be confirmed?

    Yes. It became very clear in the feedback that this is important, and that the Departmental names assigned in the DRAFT Scenarios were causing consternation /

concern. If we can agree on the organization of programs within a departmental structure, then the newly formed departments should play a central role in determining their names.

With respect to the selection of Chairs and Directors, the process as set forth in UAPPOL must be adhered to. Thus, a selection committee would be struck. For more information, please refer to the UAPPOL policy:
https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Department-Chairs-Selection-Procedure.pdf

11. Why were Centres and Institutes included in some scenarios but not others?

This was an oversight. However, Centres and Institutes are core to the work of the Faculty and transcend departmental structure. They are currently governed per UAPPOL with oversight by the Vice Dean. For more information, please refer to the UAPPOL policy:
https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Academic-Centres-and-Institutes-Operation-Procedure.pdf

Summary

Change is never easy, and there were many expressions of concern through the consultation about the depth, breadth and pace of change at the U of A. However, there was overwhelming recognition that change can be beneficial in the short, medium and long term, especially as it strengthens our work as a Faculty in the midst of diminishing resources.

The consultation feedback revealed:

- that each of the four scenarios presented both opportunities and challenges;
- that considerable work would need to occur in any transition to a new structure;
- an overall preference amongst faculty, staff and students to maintain the departmental structure given our size and complexity;
- agreement that the role of Department Chairs and Associate Chairs in day-to-day decision making and in the provision of day-to-day support is preferable;
- the Undergraduate and Graduate Programs are core to our work as a Faculty and can function regardless of our academic structure;
- governance structures will need to be carefully considered and adjusted accordingly;
- we need to be future-focused as a Faculty, given the immediate challenges facing the institution;
- the importance of balancing financial considerations while maintaining high quality student experiences;
- a desire to enhance a culture of respect in a restructured faculty;
- a commitment to maintaining excellence and the integrity of our academic programs; and
- recognition that regardless of how we restructure ourselves academically, we are all members of the Faculty of Education.

Next Steps:

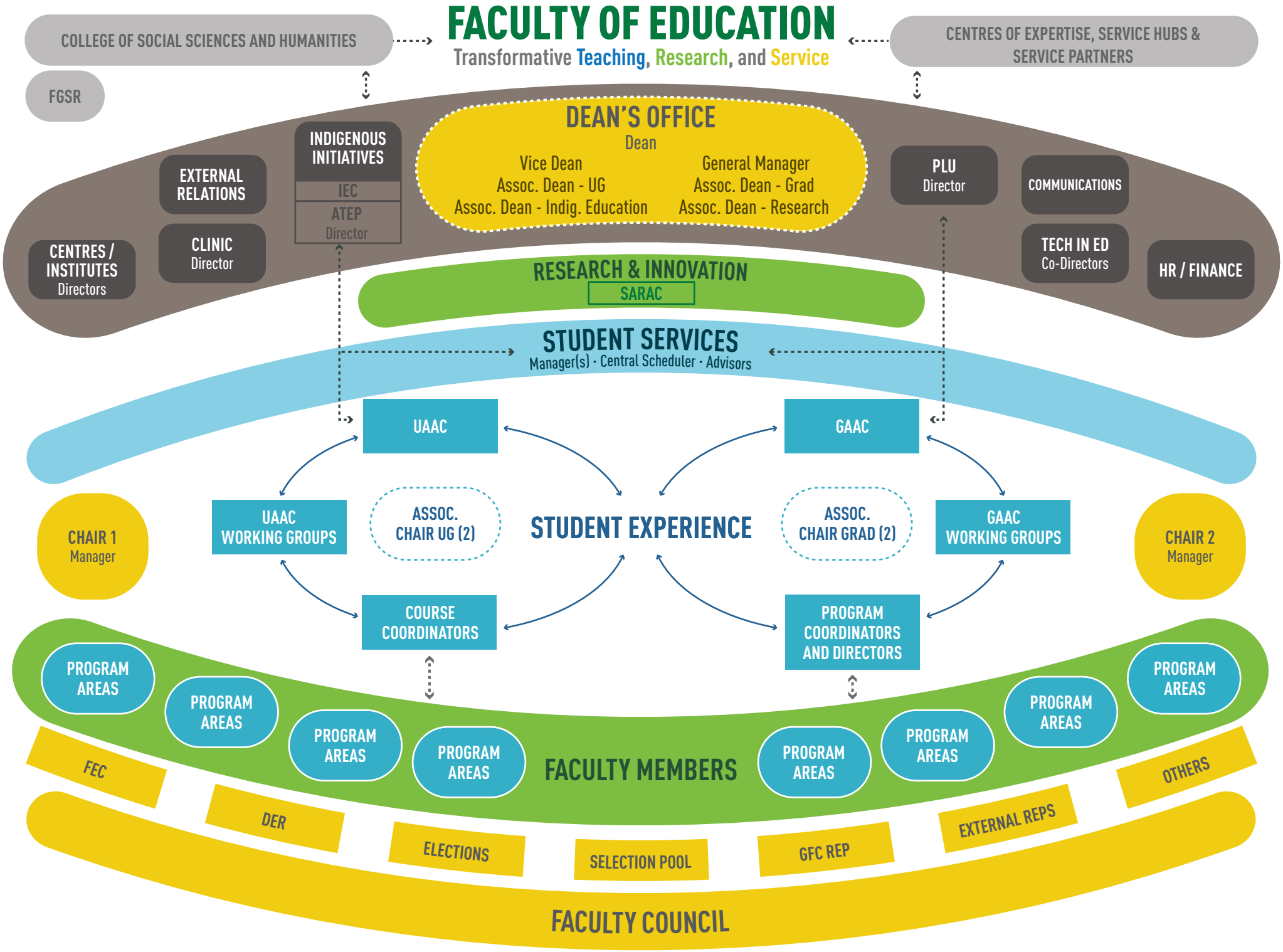
Given the preference to maintain a departmentalized structure, the next step is to determine how to situate programs/specializations in two rather than five departments. To that end, proposals will be solicited from each program/specialization that identify: 1). what other programs with which they would like to be co-located; and, 2). A brief rationale (more details to follow).

These proposals will be submitted to and reviewed by the DAC, who will use them to design a revised proposal for Academic Restructuring for the consideration of faculty, staff and students. Given necessary governance processes and timelines, potential endorsement would occur at Education Faculty Council in April.

The following list reflects our current program areas / specializations in the Faculty of Education:

- Elementary Education
- Secondary Education
- School of Library and Information Studies
- Social Justice and International Education
- Adult, Community and Higher Education
- Indigenous Peoples Education
- Education Administration and Leadership
- TESOL
- School & Clinical Child Psychology
- Counselling Psychology
- School Counselling
- Psychological Studies in Education
- Measurement, Evaluation & Data Science
- Special Education
- Technology in Education

*ATEP is not included in this list as they exist outside of the departmental structure.


FACULTY OF EDUCATION
Transformative Teaching, Research, and Service
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
CENTRES OF EXPERTISE, SERVICE HUBS & SERVICE PARTNERS
FGSR
DEAN'S OFFICE
Dean
Vice Dean
Assoc. Dean - UG
Assoc. Dean - Indig. Education
General Manager
Assoc. Dean - Grad
Assoc. Dean - Research
INDIGENOUS INITIATIVES
IEC
ATEP
Director
EXTERNAL RELATIONS
CLINIC
Director
CENTRES / INSTITUTES
Directors
PLU
Director
COMMUNICATIONS
TECH IN ED
Co-Directors
HR / FINANCE
RESEARCH & INNOVATION
SARAC
STUDENT SERVICES
Manager(s) · Central Scheduler · Advisors
UAAC
GAAC
CHAIR 1
Manager
UAAC WORKING GROUPS
ASSOC. CHAIR UG (2)
STUDENT EXPERIENCE
ASSOC. CHAIR GRAD (2)
GAAC WORKING GROUPS
CHAIR 2
Manager
COURSE COORDINATORS
PROGRAM COORDINATORS AND DIRECTORS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
FACULTY MEMBERS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
FEC
DER
ELECTIONS
SELECTION POOL
GFC REP
EXTERNAL REPS
OTHERS
FACULTY COUNCIL

Faculty of Education Restructuring Vision

Transformative Teaching, Research, and Service

The non-departmentalized vision for the Faculty reflects the Cree concept of *mâmawohkamâtowin* – working cooperatively and collectively to serve our students.

Why Non-Departmentalized?

The vision is based on the feedback received and the need for ongoing sustainability of the Faculty. More specifically, the following points highlight a few of the reasons for shifting to a non-departmentalized Faculty:

- Program area co-location submissions did not lead to any clear two-department groupings, and some program areas strongly opposed any departmental structure
- Forcing mergers could fracture the faculty and perpetuate long-standing issues that continue to exist from previous department mergers
- Expressed concerns about identity and belonging with potential department names and large departments housing multiple programs
- Need to establish equitable and efficient practices for scheduling and staffing all of our courses
- Provide faculty members with opportunities to contribute to multiple program areas
- Need for ongoing flexibility to adjust to financial instability more equitably
- Need for better utilization of administrative resources while reducing the duplication of responsibilities
- Create mechanisms to increase coordination across our undergraduate and graduate programs
- Improve collaboration and collegiality across the Faculty

Transformative Teaching

The faculty's restructuring vision recognizes that our programs are the lifeblood of the faculty, and places the undergraduate and graduate **STUDENT EXPERIENCE** at the centre of the Faculty's decision-making. Removing department walls will encourage broader participation, unite similar program areas, increase coordination across our undergraduate and graduate programs, and provide flexibility for faculty members to belong to more than one program area.

At present, most program areas have a lead person described as a program coordinator, specialist coordinator, or director. At the undergraduate level, we also have subject area coordinators and course coordinators. These coordinators/directors will continue to play important leadership and communication roles with faculty members, graduate students, and instructors in their program/subject areas. By bringing together undergraduate and graduate coordinators, we can better work together to discuss ways to improve and integrate learning experiences, and bring forward issues and recommendations to UAAC/GAAC through the

Associate Chairs. In this vision, Associate Chairs will provide leadership to the coordinators and facilitate communication across program areas and courses. UAAC/GAAC Working Groups will take a more active role in addressing teaching, student, and program related issues and initiatives. That Associate Deans Undergraduate and Graduate continue to chair UAAC and GAAC, and are an integral interface between Centralized Student Services and faculty programs.

Transformative Research

Our research, scholarship, and creative activity contributes to and forms the basis of our teaching and programs. Faculty members of all ranks requested opportunities to engage in and contribute to formal and informal mentorship opportunities of colleagues and graduate students. These opportunities will continue to occur locally through collegial relationships within and across program areas, and will be supported by the Associate Dean Research through expanded Research & Innovation initiatives.

Transformative Service

Service encircles and is infused throughout the faculty. Service and leadership contributes to scholarship and teaching, and facilitates collegial relationships through committee work. The strength and functioning of the faculty relies on our commitment to make decisions collectively in the best interest of our faculty as a community of students, staff, instructors, academics, and administrators.

The retain familiarity in the leadership structure, the vision includes two Faculty Chairs, and two Associate Chairs at the undergraduate and graduate levels. The Chairs will play important leadership roles at the intersection of teaching, research, and service. They will share/split responsibilities expected of chairs such as assigning teaching loads, making recommendations for merit, bringing faculty members forward for tenure and promotion, providing mentorship, serving as chair for faculty selection committees, and so on. An additional leadership role is the Associate Dean, Indigenous Education. This addition is based on the feedback received and it is listed as a priority in our 2019-2024 strategic plan.

While the Faculty's current committee structure does not need to change substantially, the move to a non-departmentalized faculty will impact how memberships are defined in the Terms of Reference. A Governance Working Group will be struck to review the terms of reference for all committees and make recommendations for revised membership.

Contributing Units

Many of our contributing units contribute to teaching, research, and service and will continue to be supported by the Dean's Office. Modifications to some of these units will occur as our Collaborating Partners become established and evolve. An Indigenous Initiatives unit will be

added that will provide support for ATEP, as well as research, community-based and program initiatives throughout the faculty.

Collaborating Partners

There remains uncertainty in the roles and relationships with our collaborating partners including the College, other faculties within the College, FGSR, Centres of Expertise, Service Hubs, and Service Partners. However, through ongoing communication, we will ensure that we continue to strive for transformative teaching, research, and service, and thrive as a faculty.

Faculty Restructuring Timeline:

May 4, 2021	Faculty Council presentation of the restructuring vision
May 5	Vision description and google feedback form distributed
May 10 – 17	Drop-in sessions for faculty, graduate students, and staff
May 25	Revised vision presented at Faculty Council for endorsement
May – June	Initial approval of restructuring requested of the Provost
June – October	Governance, leadership responsibilities, and administrative working groups
October – December	University governance approval process
January – March 2022	Leadership selection
March – July	Transition to new structure

May 4, 2021 Education Faculty Council
Agenda Item 6.1: Overview of Proposed Vision for Initial Consideration
Dr. Evelyn Steinhauer's Open Statement

I'll keep my comments really brief. I thank you for sharing that in the way that you did, Lynn, and I appreciate that this has been a really complicated process. As we were talking this through process at Dean's Advisory Council and I was looking at this chart, I was thinking about it with my Cree hat on. I often will do that, when I'm working with a system that I can't really fully comprehend.

Within the Cree context, when I am working through a process such as this, I will translate it into the Cree language. I think about it as *mâmawohkamâtowin*. *Mâmawohkamâtowin* is a sophisticated way of being. It's working collaboratively with one another in coming to a process that would be really reasonable, and it would take into account everybody within the Faculty. Within this Cree way of being, the students are always at the center. This is how *mâmawohkamâtowin* works within a Cree governance system. Within our Cree way of being, our children, our students, and our Elders are always at the center, so I really appreciate that this model is working from that center and moving outward.

The other thing that I think about, as we work with students and we work to make sure they have really good experiences, is that we remember what we're working for. We're working for the greater good of those children who are going to be taught by our students, those children who are still unborn, who will be coming into the system. So to me, it really was a process that I had to take apart in that way, and in working this way the students are always at the centre. By keeping the students in the center, we are consistently reminded that we are dependent on one another to serve the students in the best possible way. Ultimately, we are here for the students.

Everything we do – the teaching, the research, the service, the administration – it's for the students and those students who will come in the future years. In turn, they can impact those students who are going to be teaching.

So really, when you look at this diagram – at least when I look at it in this Cree context – I think about it as a cyclical process. I see these people on the perimeters; I see how they are taking care of everyone in the center, without going into a hierarchical model.

We think about it as ***mâmawohkamâtowin***. So when we as a Faculty live by ***mâmawohkamâtowin***, we are modeling this principle for our students. The students learn about the importance of cooperative learning, which more often than not results in ***miyo-wîcêhtowin***. This is a significant concept in our way of being; it's basically the virtue of living in harmony together.

So, as I think about this process, I see how we, as a Faculty could come together, but that's just my own thinking and, of course, it is with my Cree hat on. When we as a Faculty work cooperatively, our students benefit; we all benefit in the end. Elders will tell us that ***mâmawohkamâtowin*** benefits everyone in this journey. It's not about us as individuals; in this case, it's about the relationships that we have with one another, and it's about the whole community, our whole Faculty.

I appreciate that I've had the opportunity to reflect on this vision. This isn't a model or an organizational structure – it is a vision. Now that I have had the opportunity to think about this process in this Cree way, I must say, I really do appreciate it even more. Of course, like you, I too have many more questions. I recognize that there is still much more work to be done, however, collectively we can do this. As I look at the circles within this diagram, I am filled with hope. Thank you for listening.

Dr. Evelyn Steinhauer, Professor, Associate Chair Graduate Studies, Department of Educational Policy Studies; Director, Aboriginal Teacher Education Program (ATEP).

Faculty of Education Restructuring
Consolidated Feedback and Responses

May 18, 2021

Students, staff and faculty provided extensive feedback on the proposed restructuring vision through four drop-in sessions, a google feedback form, and individual communication. The comments, questions, and concerns were appreciated and tremendously helpful in expanding our understanding of what it means to be non-departmentalized. This document includes the most common categories of questions and concerns that our community raised.

Why a Non-Departmentalized Vision?

The non-departmentalized vision (see Appendix A) takes into consideration the many moving parts that are currently shaping the Faculty and University such as SET, the College, the new Budget Model, Centralized Student Services, and the Graduate Program Review. Yes, it is, in part, a response to the current budget cuts and anticipated budget cuts in the future, but the restructuring vision was born out of a sense of optimism. It is forward looking. It is one that removes internal bureaucracy and obstacles to allow us to be innovative in our programs, rethink how we can best serve our students, and continue to enact our Strategic Plan. It gives us an opportunity to change the faculty's culture to one of collaboration and service to the faculty as a whole, rather than continuing to operate in silos. Yet, it allows us to maintain our strong connection to our programs and the people we work alongside, while opening doors to new synergies. Our vision is to create an environment in which everyone has a place of belonging, and feels a sense of collegiality and pride in our Faculty.

So what are we being asked to vote on exactly?

The motion for May 25th, Faculty Council is as follows:
Motion to endorse, in principle, the non-departmentalized vision for the Faculty of Education.

First, it might be helpful to state what we are not voting on. We are not voting on the specific leadership roles listed on the 'visual' of the vision, as we expect the number of leadership roles and the titles of those roles to potentially change (see the Leadership Working Group below). We are not voting on a list of program areas and how those program areas will be governed (see the Program Areas Working Group below). And we are not voting on how membership might be constituted on each of our committees (see the Governance Working Group below). The vote is whether or not we want to put in the effort into collectively working out the details for leadership, program areas, governance, and administration within a non-departmentalized faculty.

If we vote against the vision, what happens?

Right now, we don't have a Plan B. None of the other options we've considered, including all of the 2-Department configurations, balance all of the moving parts or address the significant feedback received as effectively. So, if we vote against the motion, it is back to the drawing board. But we can't be complacent. As described in the next section, faculty restructuring is under the purview of the Provost, and requires several levels of governance approval. We need a vision with at least some of the details by September.

So, if we do vote in favour, then what?

The governance process for restructuring faculties and departments is set out in Article A10: Academic Reorganization in the Collective Agreement. Restructuring is under the purview of the Provost. If we vote in favour of the motion on May 25th, then we need to solicit the Provost's feedback and general support in June. If he is supportive, then we can begin to work on some of the details of a non-departmentalized faculty. The following outlines a timeline for that work:

July - August:
Faculty leadership will compile materials for Discussion Groups on Leadership, Program Areas, Governance, and Administration. These materials will include examples from other non-departmentalized faculties, questions and suggestions from the feedback gathered, possible constraints, and other relevant information.

August 26th: Faculty Retreat
Prior to the Faculty Retreat, Discussion Group materials will be provided to Faculty and Staff. At that time, each person will choose which Discussion Group they'd like to participate in at the Faculty Retreat.

Once at the Faculty Retreat, people will be placed in the discussion group of their choice. (There may be multiple groups on the same topic, and as we gather the material, we may need subgroups or new topics.) Each group will have a chance to begin to envision what their topic of discussion might look like and how it could be implemented. Recommendations from these groups will be shared. Working groups will then be struck to continue the work after the retreat by examining and making recommendations. These working groups may continue for a couple of months or throughout the academic year, depending on the tasks. Although we need to have a sense of how leadership and governance will work in a non-departmentalized faculty, the exact details do not need to be determined to move to the next phase in the process.

September 7th: Faculty Council
In order to go through the multiple levels of governance in time for a July 1, 2022 implementation, an official motion, using the language in Article A10, will be brought forward to Faculty Council:

Motion to recommend that the Faculty of Education become a non-departmentalized faculty.

Article A10 states that an academic reorganization may originate *"from a recommendation from a Faculty Council to the Provost, or from a proposal by the Provost."* As mentioned, our faculty will make a recommendation to become non-departmentalized to the Provost, but he ultimately has the authority to determine how we are structured. U of A for Tomorrow illustrates this further with the objective of "reducing the number of faculties and departments through consolidation to create economies of scale and reduce duplication of similar programs, courses and services." Our work now allows us to be proactive in this regard.

Based on a previous example of becoming non-departmentalized from the School of Public Health, the recommendation includes alignment with University guiding documents (e.g., U of A for Tomorrow), compliance with legislation, policy and procedure, rationale for the change, the consultative process, and proposed details of restructuring. The focus is on the shifting from departmentalized to non-departmentalized, not on the specific details of implementation.

September to January: University Governance Approvals
If the Faculty votes in favour of the motion at September Faculty Council, approvals and/or reviews are needed at subcommittees and committees of Academic Planning Committee, GFC, and the Board of Governors. At each phase in the process the committee may return the recommendation to the Provost, approve the recommendation (possibly with changes), or reject the recommendation. Once again, communication is through the Provost.

January to June, 2022
If the recommendation is approved at each step of the governance process, then we will have six months to begin the transition to a new leadership, governance, and administrative structure. Yet, we recognize that it will take time and adjustments over the months, and possibly the first few years, to begin working in a new structure.

What are the details?

In the feedback received, people asked many questions, and gave suggestions for what we should and should not do. The areas below were mentioned repeatedly. In the spirit of the Cree concept of *mâmawohkamâtowin,* we would like to work cooperatively to create answers and solutions in the best interest of our students, and for our community as a faculty. Please note that these are the areas we have identified at this moment. There may be others, and these groups may need further subdivision to create more manageable tasks. At the same time, we know that all of these parts do not exist in isolation, and so the recommendations need to fit together.

Leadership Roles and Responsibilities

Task: Review and redefine all leadership roles and responsibilities including Vice Dean, Associate Deans, Chairs, and Associate Chairs.

- *What areas of responsibilities do we need to fulfill?*
- *What gaps do we have (e.g., EDI, Wellness, Mentorship)?*
- *How many leadership roles do we need?*
- *What selection processes should be in place to choose the faculty's leaders?*
- *What titles should we use?*
- *How will the chairs share or split responsibilities? How can we ensure the chair roles are engaging and connected to the work of the faculty? (see Note below)*

The responsibilities of the faculty's leadership positions will necessarily need to change given the introduction of the College, initiatives through SET, and our faculty's shift to Centralized Student Services. This leadership review allows us to examine what leadership roles will be required or needed to support us as a faculty.

Note: Many people asked questions specifically about the Chairs. The role of the Chair in the proposed vision will include the responsibilities as outlined in the Collective Agreement including assigning teaching (A2.02.1), possibly assigning service (A2.04), reviewing the annual report (A2.05), sabbatical applications (A4.02.1), recommending tenure and promotion (Article A5), recommending merit increments (A6.091), and all other duties specified in the Agreement. Also, selection of a Chair follows very specific UAPPOL Procedures that would be maintained and require input from faculty members. Although the vision used the label of "chair" to signal these responsibilities, the title of the position can be changed, and they may have new responsibilities that allow them to contribute meaningfully to the faculty.

Program Area Groupings

Task: Create a description of program areas, describe how they will operate, how coordinators will be determined, and how faculty members are attached to program areas, and how they will contribute to program-related decision making at both the undergraduate and graduate levels.

- *What program areas do we currently have?*
- *How might we outline program areas so that faculty members can see where they belong?*
- *How can we ensure permeability between program areas, rather than having them work as silos?*
- *How can we identify coordinators at the undergraduate and graduate levels?*
- *How many coordinators do we need?*
- *How are they selected?*
- *How can we strengthen collaboration across our programs?*
- *How can the coordinators work effectively together?*

The term "Program Areas" was intended to reflect how most faculty, instructors, and students are currently organized based on graduate and undergraduate programs, and specializations or subject areas.

Other non-departmentalized Faculties of Education across Canada and around the world organize faculty members to help create governance structures that support their programs and initiatives. For example, Werklund (92 faculty members) identifies seven "Specializations & Academic Expertise;" Western (45 faculty members) uses three "Academic and Research Clusters"; University of Regina (48 faculty members) uses "Program Areas" with "Subject Areas" within each group; University of Ottawa (60 faculty members) is organized around programs (B.Ed. Anglophone, B.Ed. Francophone, Graduate Studies) with faculty level program committees; and Monash University (180 faculty members) uses five "Academic Communities." The intention with the proposed vision is that our Program Areas (however they become defined) are permeable, allowing faculty members to make choices about where they belong.

Governance:

Task: Review the current committee structure, terms of reference and redefine membership.

- *What committees do we currently have?*
- *Are they addressing the governance needs of the faculty?*
- *How can we create appropriate representation on our committees?*

Two key intentions of the non-departmentalized vision are to remove a layer of bureaucracy between program-related decisions and approval, particularly at UAAC and GAAC, and to improve collaboration across our undergraduate and graduate programs. The feedback we received asked us to do more than simply revise membership, but to look more closely at the committees we currently have in place, and whether they reflect the concept of *mâmawohkamâtowin* – working together. A clear and thoughtful review of our committees, their terms of reference, and memberships to ensure a diversity of perspectives is needed to fulfill the vision.

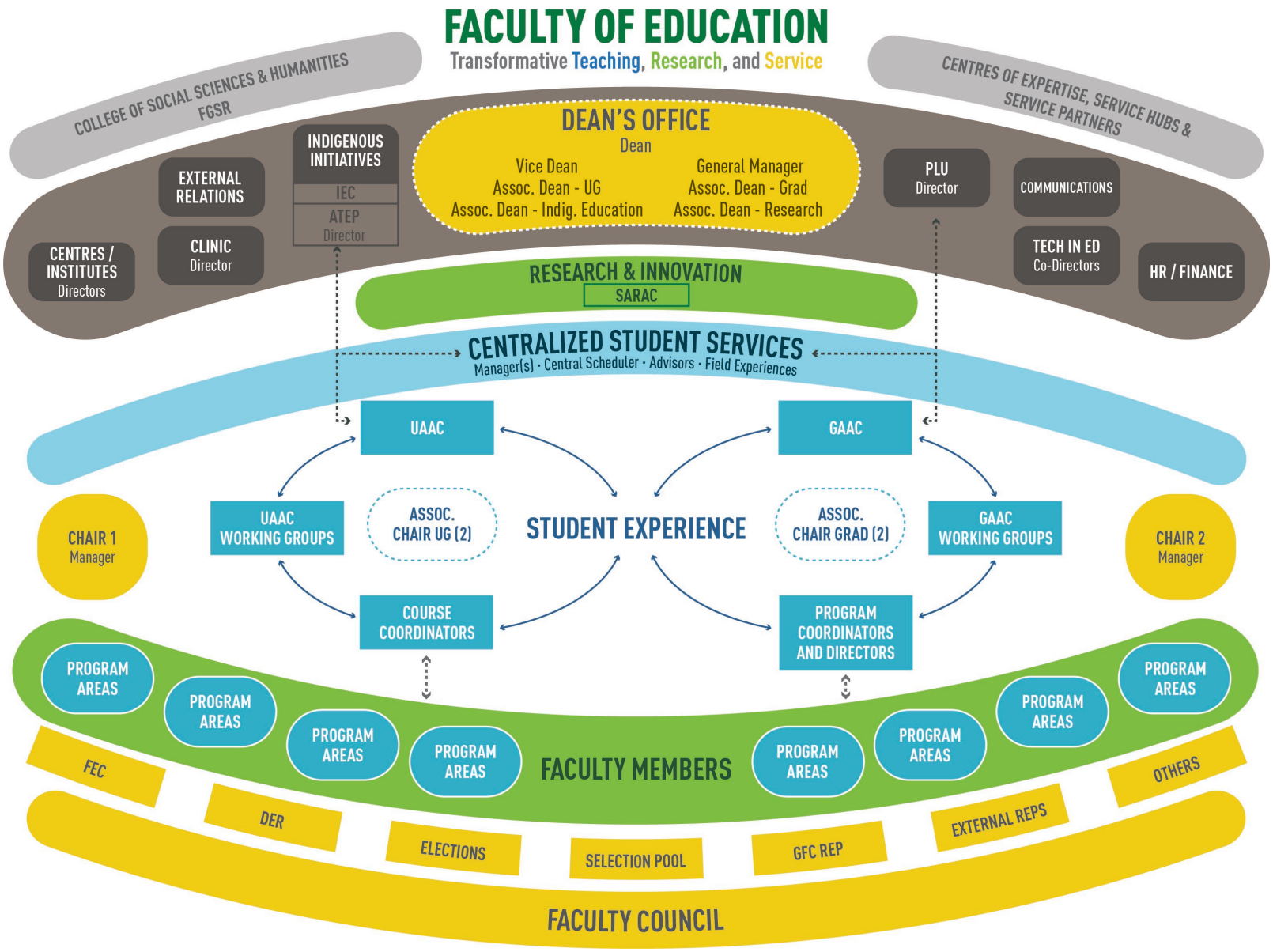
Administration and Communication:

Task: Determine what responsibilities and tasks are currently occurring at the department level, and recommend how to operationalize those responsibilities to support the faculty as a whole.

- *How can we continue to best implement our Faculty Communication Plan? It is scheduled for review in 2022*
- *What does our Faculty Communication Plan say about the flow of communication?*
- *How do we continue to support instructors and staff?*
- *Who do they go to when they need help?*
- *Who signs my forms?*

As part of Centralizing Student Services, all staff whose primary responsibility is supporting students will become part of this unit. Work is already underway for administration in this unit and several consultations have occurred with individuals who provide direct service to undergraduate and graduate students. However, we have many other staff members and administrators who support instructional needs, provide administrative support, support mail distribution, distribute office equipment and supplies, and so on. Determining how we can continue to operate administratively as a faculty is essential to operationalizing the vision.

Appendix A



Note: There are three minor revisions to this vision. First, Student Services was re-labelled Centralized Student Services to align it with other Faculty documents. Second, Field Experiences was added to Centralized Student Services. Third, our Collaborator Partners (grey) is shown as another nested layer. Other faculty members also creating concentric circles, and changing labels. If the motion passes, we will continue to revise this image so that it best reflects our vision of a non-departmentalized faculty.

MOTION to recommend a non-departmentalized structure for the Faculty of Education with implementation beginning July 1, 2022.

Our Current Reality

The faculty and staff retreat on August 26th, 2021 marked the end of a comprehensive, year-long series of discussions and debates about the future structure of our faculty. While there is still hesitancy and uncertainty, we must now commit to a path forward. We recognize that with this motion, the face of our faculty will change. There is and will continue to be a sense of loss for the departments that have served as touchstones for students, staff, instructors, and professors currently and in years past. This is not a decision to be made lightly. Yet, we are faced with an unprecedented reduction in resources—both financially and in personnel. Since 2017, the operating budget of the Faculty has decreased by 20%. This reduction is not temporary, but is reflective of diminishing financial support for publicly funded post-secondary institutions around the world. We need to make a choice now that allows our faculty to be sustainable well into the future—beyond when most of us have retired or left the faculty. A non-departmentalized motion is a bold step, and at its core is the desire to envision our faculty as a collective whole. Becoming non-departmentalized allows us to work together, in the spirit of mâmawohkamâtowin, to put our remaining resources into our core mission of teaching, research, and service, and it provides us with the flexibility needed to respond to the changing landscape of post-secondary institutions, the students we serve, and the Public Good in the years to come.

Background

The Faculty of Education currently consists of four departments led by four chairs and a school led by a director. This current configuration is a result of the merger of the Faculty of Library and Information Studies with the Faculty of Education in 1991, and restructuring from seven to five units in response to government budget cutbacks in 1994 (see 1994 Reorganization Proposal attached). While the faculty has maintained four departments and a school for over 25 years, diminishing staff and financial resources over the past decade have resulted in a reduction from five to three departmental administrative units.

There are currently over 100 faculty members, and department/school sizes range from 9 to 36 faculty members in each. The Faculty represents a wide variety of backgrounds and disciplines requiring an inclusive and broadly based vision: *To be a flourishing, diverse, and sustainable Faculty of Education that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service.*

Rationale for Academic Restructuring (from Interim Report, February 2021, attached)

The backdrop of our strategic objective to restructure is the *University of Alberta for Tomorrow* (UAT) initiative, which has arisen out of the need for profound change due to budgetary pressures faced by the institution. Aligned with our core mission of research and teaching, the structures and infrastructures currently in place at the University that make our work in the Faculty possible are undergoing a process of transformation. Within the Faculty of Education, our current academic structure has occasionally created barriers to collaboration and interdisciplinarity, and has required significant, and at times inequitable, investment of resources at the local level.

Given our strategic commitments, budgetary pressures, an academic hiring 'freeze', along with significant institutional change, we are at a critical point in the Faculty. We have an opportunity to think innovatively and creatively about our academic and administrative support structures, to strengthen teaching, research and service, and to ensure a high quality and meaningful student experience across all of our programs. However, this requires that we think differently about how we use our existing resources.

Rationale for a Non-Departmentalized Faculty

The two structural options presented to the faculty were (1) two departments or (2) non-departmentalized. The feedback received was split between these options. Initially, possibilities for the two-department option were pursued, but feedback received and additional factors made this choice problematic. The shift to a non-departmentalized vision was based on the desire for future decision making to be based on the collective whole, and the need for ongoing sustainability of the Faculty. The following points highlight reasons for a non-departmentalized faculty arising from submitted feedback (from Faculty Restructuring Vision, May 5, 2021, attached):

- Program area co-location submissions did not lead to any clear two-department groupings, and some program areas strongly opposed any departmental structure
- Forcing mergers could fracture the faculty and perpetuate long-standing issues that continue to exist from previous department mergers
- Expressed concerns about identity and belonging with potential department names and large departments housing multiple programs
- Need to establish equitable and efficient practices for scheduling and staffing all of our courses
- Provide faculty members with opportunities to contribute to multiple program areas
- Need for ongoing flexibility to adjust to financial instability more equitably
- Need for better utilization of administrative resources while reducing the duplication of responsibilities
- Create mechanisms to increase coordination across our undergraduate and graduate programs
- Improve collaboration and collegiality across the Faculty

Information Forums and Consultation Process

Faculty restructuring consultation began in 2019 with the development of the "Faculty structures, process & resources" strategic priority, and continued through draft scenario proposals, information sharing, and multiple forums for information and feedback. The consultation process included:

- Thought Exchange feedback and analysis (Faculty Retreat, August 2020)
- Four draft scenarios for Academic Restructuring circulated to faculty, staff and students (November, 2020)
- Feedback gather on the draft scenarios through a Google form and three round table discussions (December, 2020 and January, 2021)
- Information and discussion Town Hall with Support Staff (January, 2021)
- Five drop-in Zoom conversations: 2 undergraduate student sessions, 1 graduate student session, and 2 open sessions (January and February, 2021)
- Small group breakout conversations (February 2, Education Faculty Council)
- Faculty Academic Restructuring Interim Report (February 2021, report attached)
- Co-location submission of program groups (March, 2021)
- Development of non-departmentalized vision in response to feedback (April 2021, DAC)
- Faculty restructuring document and presentation of non-departmentalized vision (May 4, 2021, Faculty Council, report attached)
- Google feedback form and five faculty restructuring drop-in sessions with faculty members, staff, and undergraduate and graduate students (May, 2021)
- Consolidated feedback report and second presentation of non-departmentalized vision to address questions, and motion to endorse (tabled) (Faculty Council in May 25, 2021, report attached)
- Third presentation of non-departmentalized vision at faculty and staff retreat with breakout room discussions and feedback (Faculty Retreat, August 26, 2021)

Proposed Timeline for Faculty of Education Restructuring (from Faculty Retreat presentation)

Sept 7, 2021	Faculty Council vote to recommend non-departmentalized faculty structure
Sept - Dec, 2021	Planning of academic groupings, program process, and governance review
Jan - June, 2022	Transition to revised leadership positions, and responsibility redistribution
July, 2022	Initial implementation with continued refinement of governance and faculty processes

Attachments

A. Faculty of Education Academic Restructuring Interim Report, February 2021
B. Faculty of Education Restructuring Vision, May 5, 2021
C. Faculty of Education Restructuring – Consolidated Feedback and Responses, May 25, 2021
D. 1994 Reorganization Proposal

Faculty of Education
Academic Restructuring
Interim Report
February 2021

University of Alberta for Tomorrow Vision

The University of Alberta has embarked on a period of major transformation, building on its long history of leadership in the province and in Canada's post-secondary sector. The pressures facing the U of A today are significant and we must take urgent action. With fundamental systemic reform, we can set a bold new direction for the university of tomorrow. We can strengthen our core teaching, research, and community engagement mission and enrich student experiences, while addressing the current funding crisis. Together, we can renew and grow the U of A's global leadership in higher education and research, and drive even greater social and economic growth, innovation, and creativity for the public good of the province and beyond.

Education for the Public Good

In our Strategic Plan *Education for the Public Good*, the Faculty of Education advances a vision to be a flourishing, diverse and sustainable Faculty that excels, innovates and transforms society through high quality, meaningful teaching, research and service. As a means of advancing this vision, objectives specific to our structures, processes and resources are articulated. Of particular note is a commitment to review our current departmental organization with the aim to create efficiencies, improve stewardship of our human and financial resources, and strengthen teaching and research synergies across all program areas.

The Case for Academic Restructuring

The backdrop of our strategic objective is the *University of Alberta for Tomorrow* (UAT) initiative, which has arisen out of the need for profound change due to budgetary pressures faced by the institution. Aligned with our core mission of research and teaching, the structures and infrastructures currently in place at the University that make our work in the Faculty possible are undergoing a process of transformation. Within the Faculty of Education, our current academic structure has occasionally created barriers to collaboration and interdisciplinarity, and has required significant, and at times inequitable, investment of resources at the local level.

Given our strategic commitments, budgetary pressures, an academic hiring 'freeze', along with significant institutional change, we are at a critical point in the Faculty. We have an opportunity to think innovatively and creatively about our academic and administrative support structures, to strengthen teaching, research and service, and to ensure a high quality and meaningful student experience across all of our programs. However, this requires that we think differently about how we use our existing resources. Importantly, academic restructuring is not the restructuring of our programs (majors, minors, certificates, graduate specializations, curricula).

Guiding Principles

- Attention to the core values as articulated in *Education for the Public Good*
- an inclusive, supportive and transparent process of consultation
- recommendations for structural change are data-informed and future-focused
- considerations of equity, diversity and inclusion are core to the process
- financial considerations will be balanced with attention to high quality student experiences and advancing a rich and respectful working and learning environment
- innovation, collaboration and creativity
- adhere to governance processes, procedures and collective agreements
- retain talented staff
- maintain excellence and integrity of academic programs

Consultation and Feedback

- 4 DRAFT scenarios for Academic Restructuring circulated to faculty, staff and students in November
- 47 electronic responses to the DRAFT scenarios received in December & January
- 3 Round Tables: December 9th, December 17th, January 7th with approximately 200 participants
- 1 Support Staff Town Hall, January 11th, approximately 53 participants
- 5 drop-in Zoom conversations – 2 undergraduate student sessions; 1 graduate student session, and 2 open sessions in January & February
- Small group breakout conversations, February 2nd Education Faculty Council

Overall, the feedback demonstrated an understanding that academic restructuring within the Faculty is necessary (per Objective 29 in *Education for the Public Goo*d) and that it represents an opportunity to break down silos, strengthen collaborations, and enhance program delivery. However, many important questions were raised through consultation which this report aims to answer.

Frequently Asked Questions (FAQs)

1. What is the problem we are trying to solve?

   Budget:
   - *Since 2017, the Faculty of Education operating budget has decreased by **20%** and the Government of Alberta has signaled continued budget reductions for the University of Alberta in fiscal 2021 & 2022 in addition to the $127 million cut already incurred.*
   - *In order to manage these significant financial reductions, the University is transforming administrative services and academic structures.*
   - *Through SET, there will be 1100 fewer staff supporting the University of Alberta by the end of 2022.*

- *In the Faculty of Education, a 20% reduction in the number of FTEs by the end of 2022 means that we have to think differently about how we work and how we are structured in order to maintain a high-quality student experience.*
- *Academic restructuring within the Faculty allows us to combine and focus our existing resources on supporting students and supporting our core mission of teaching and research.*

Greater Cohesion

- *Separate from the reality of budget cuts, and in the context of our strategic planning process in 2017-2018, faculty and staff expressed the need to break down existing silos in the Faculty, silos that were felt to be a function of the current academic structure.*
- *Faculty, staff and students expressed a desire to consider different ways of organizing ourselves academically, to explore opportunities for synergies and collaborations across the Faculty, program areas and specializations. Academic restructuring presents new possibilities for interdisciplinary research collaborations across program areas and specializations, and opportunities for teaching across programs.*
- *The Undergraduate Program Review (2017-2018) also identified challenges in delivering the teacher education program across four departments. Again, academic restructuring creates opportunities for responding to and mitigating these challenges.*

Thus, we are attempting to solve both budget and organizational challenges as we propose new academic and administrative structures that aim to keep our core mission of teaching and research front of mind by creating structures that support these in a context of significant cost cutting.

2. Why can't we leave things as they are?

- *We will have 20% fewer staff in the Faculty by the end of 2022.*
- *Our budget reductions since 2017 mean that we are working with 25% less over a five-year period.*
- *If we do not seek to change in innovative and creative ways, we are in danger of diminishing the quality of the student experience and the supports available for teaching and research.*
- *Making incremental changes year after year to manage budget reductions is akin to death by a thousand cuts.*
- *There are also certain factors outside the Faculty that we have no control over but must respond to. These will result in substantial changes across the institution and within the Faculty.*

3. Does Faculty Leadership have a preferred model already in mind?

   No. The four draft scenarios were created at the request of Education Faculty Council. Members of DAC see the possibilities and challenges of each scenario and have consistently expressed an openness to other ideas.

4. How will academic restructuring impact / change programs?

   - *Programs will not be changed if our academic structures change but they may be relocated (similar to the relocation of the MACE program when the academic function of Extension was dissolved in June 2020).*
   - *Academic changes to programs require the adherence to governance processes, including UAAC and GAAC endorsement.*
   - *The Undergraduate Program Renewal process has been underway since 2018 and the Graduate Program Review with corresponding recommendations was completed in 2020. Currently, under the leadership of the Associate Dean, Graduate Studies, a process to consider changes to graduate programs is underway, which involves extensive consultation and appropriate governance processes.*

5. How were the scenarios suggested?

   As noted previously, Education Faculty Council requested that the DAC create draft scenarios for academic restructuring for consideration and feedback. The DAC drew on feedback generated through the Faculty Strategic Planning process, the Thought Exchange data from the August retreat and informal conversations with faculty and staff. The DAC does not have a preferred outcome and there is diversity in the perspectives of members of the DAC with respect to the four scenarios.

6. What will happen to students if an academic reorganization takes place?

   The home department of graduate students may change, depending on where programs are situated, but students will continue in their programs as they are now. The undergraduate program is a Faculty-wide program and students will continue to be supported as they progress through their degree, regardless of academic structure.

7. Where will staff be situated in a restructured faculty?

   This is a detail that needs to be worked out depending on the academic structure endorsed by the Education Faculty Council, and dependent on what functions shift to the College and SET. If a departmental structure is maintained, there will need to be staff situated within the departments to provide the necessary administrative support including

programmatic support. If a non-departmentalized structure is endorsed, then staff will be situated within a Faculty Office and various Associate Dean portfolios.

8. How will faculty members maintain a sense of belonging in a non-departmentalized structure?

   Sense of belonging is important regardless of academic structure. Thus, the creation of communities of practice is one mechanism whereby a sense of belonging can be established regardless of academic structure. Program areas (already in existence) are another mechanism that shapes a sense of belonging in a non-departmentalized structure, as do opportunities for interdisciplinary collaborations.

9. What cost savings are associated with each scenario?

   Moving from five to two departments approximates cost savings as follows:
   - *Reduction in 3 Chairs = $144,000 (course release); $18,000 (administrative stipends); $25,000 (GRA Support)*
   - *Reduction in 5 Associate Chairs = $120,000 (course release); $15,000 (administrative stipends)*
   - *Reduction in 4 FTE Staff positions (accounted for in SET reductions) = $350,000 *Total = $672,000*

   Moving from five to no departments approximates cost savings as follows:
   - *Reduction in 5 Chairs = $240,000 (course release); $37,500 (administrative stipends); $25,000 (GRA Support)*
   - *Reduction in 9 Associate Chairs = $216,000 (course release); $27,000 (administrative stipends)*
   - *Reduction in 4 FTE Staff positions (accounted for in SET reductions) = $350,000 *Total = $895,500*

   However, a non-departmentalized structure may require the creation of additional leadership positions at the Faculty level to provide the necessary supports for teaching, research, and service. Thus, the total savings would not be significantly greater than those achieved by maintaining a department structure.

   ** It is important to note that some functions may move from the Faculty to the College which may impact staffing & budget across the faculty.*

10. Will the Departments be consulted concerning the naming of new units? How will decisions concerning Chairs or Directors be confirmed?

    Yes. It became very clear in the feedback that this is important, and that the Departmental names assigned in the DRAFT Scenarios were causing consternation /

concern. If we can agree on the organization of programs within a departmental structure, then the newly formed departments should play a central role in determining their names.

With respect to the selection of Chairs and Directors, the process as set forth in UAPPOL must be adhered to. Thus, a selection committee would be struck. For more information, please refer to the UAPPOL policy: https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Department-Chairs-Selection-Procedure.pdf

11. Why were Centres and Institutes included in some scenarios but not others?

This was an oversight. However, Centres and Institutes are core to the work of the Faculty and transcend departmental structure. They are currently governed per UAPPOL with oversight by the Vice Dean. For more information, please refer to the UAPPOL policy: https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Academic-Centres-and-Institutes-Operation-Procedure.pdf

Summary

Change is never easy, and there were many expressions of concern through the consultation about the depth, breadth and pace of change at the U of A. However, there was overwhelming recognition that change can be beneficial in the short, medium and long term, especially as it strengthens our work as a Faculty in the midst of diminishing resources.

The consultation feedback revealed:

- that each of the four scenarios presented both opportunities and challenges;
- that considerable work would need to occur in any transition to a new structure;
- an overall preference amongst faculty, staff and students to maintain the departmental structure given our size and complexity;
- agreement that the role of Department Chairs and Associate Chairs in day-to-day decision making and in the provision of day-to-day support is preferable;
- the Undergraduate and Graduate Programs are core to our work as a Faculty and can function regardless of our academic structure;
- governance structures will need to be carefully considered and adjusted accordingly;
- we need to be future-focused as a Faculty, given the immediate challenges facing the institution;
- the importance of balancing financial considerations while maintaining high quality student experiences;
- a desire to enhance a culture of respect in a restructured faculty;
- a commitment to maintaining excellence and the integrity of our academic programs; and
- recognition that regardless of how we restructure ourselves academically, we are all members of the Faculty of Education.

Next Steps:

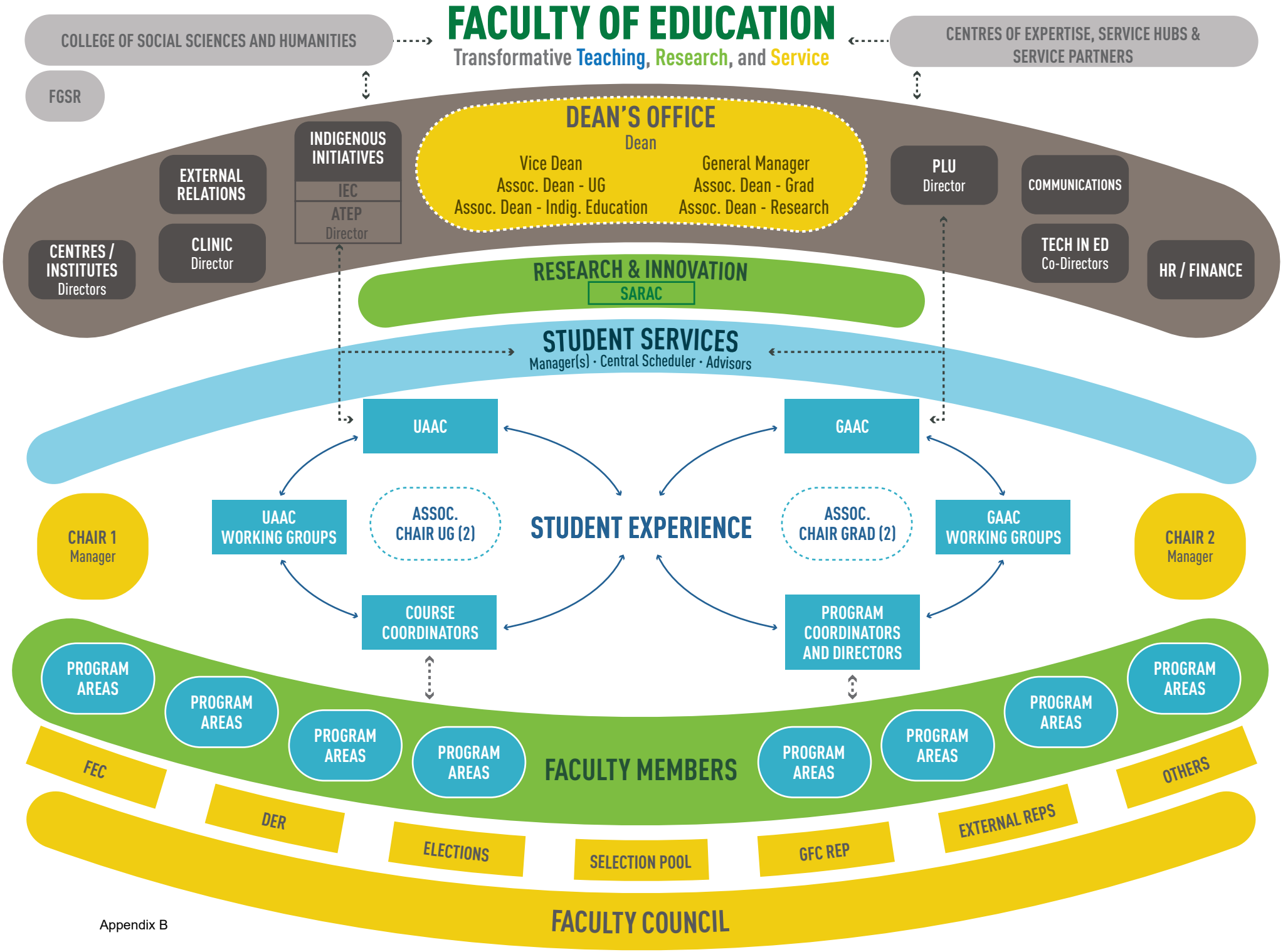
Given the preference to maintain a departmentalized structure, the next step is to determine how to situate programs/specializations in two rather than five departments. To that end, proposals will be solicited from each program/specialization that identify: 1). what other programs with which they would like to be co-located; and, 2). A brief rationale (more details to follow).

These proposals will be submitted to and reviewed by the DAC, who will use them to design a revised proposal for Academic Restructuring for the consideration of faculty, staff and students. Given necessary governance processes and timelines, potential endorsement would occur at Education Faculty Council in April.

The following list reflects our current program areas / specializations in the Faculty of Education:

- Elementary Education
- Secondary Education
- School of Library and Information Studies
- Social Justice and International Education
- Adult, Community and Higher Education
- Indigenous Peoples Education
- Education Administration and Leadership
- TESOL
- School & Clinical Child Psychology
- Counselling Psychology
- School Counselling
- Psychological Studies in Education
- Measurement, Evaluation & Data Science
- Special Education
- Technology in Education

*ATEP is not included in this list as they exist outside of the departmental structure.


FACULTY OF EDUCATION
Transformative Teaching, Research, and Service
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
CENTRES OF EXPERTISE, SERVICE HUBS & SERVICE PARTNERS
FGSR
DEAN'S OFFICE
Dean
Vice Dean
Assoc. Dean - UG
Assoc. Dean - Indig. Education
General Manager
Assoc. Dean - Grad
Assoc. Dean - Research
INDIGENOUS INITIATIVES
IEC
ATEP
Director
EXTERNAL RELATIONS
CLINIC
Director
CENTRES / INSTITUTES
Directors
PLU
Director
COMMUNICATIONS
TECH IN ED
Co-Directors
HR / FINANCE
RESEARCH & INNOVATION
SARAC
STUDENT SERVICES
Manager(s) · Central Scheduler · Advisors
UAAC
GAAC
CHAIR 1
Manager
UAAC WORKING GROUPS
ASSOC. CHAIR UG (2)
STUDENT EXPERIENCE
ASSOC. CHAIR GRAD (2)
GAAC WORKING GROUPS
CHAIR 2
Manager
COURSE COORDINATORS
PROGRAM COORDINATORS AND DIRECTORS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
FACULTY MEMBERS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
PROGRAM AREAS
FEC
DER
ELECTIONS
SELECTION POOL
GFC REP
EXTERNAL REPS
OTHERS
FACULTY COUNCIL

Faculty of Education Restructuring Vision

Transformative Teaching, Research, and Service

The non-departmentalized vision for the Faculty reflects the Cree concept of *mâmawohkamâtowin* – working cooperatively and collectively to serve our students.

Why Non-Departmentalized?

The vision is based on the feedback received and the need for ongoing sustainability of the Faculty. More specifically, the following points highlight a few of the reasons for shifting to a non-departmentalized Faculty:

- Program area co-location submissions did not lead to any clear two-department groupings, and some program areas strongly opposed any departmental structure
- Forcing mergers could fracture the faculty and perpetuate long-standing issues that continue to exist from previous department mergers
- Expressed concerns about identity and belonging with potential department names and large departments housing multiple programs
- Need to establish equitable and efficient practices for scheduling and staffing all of our courses
- Provide faculty members with opportunities to contribute to multiple program areas
- Need for ongoing flexibility to adjust to financial instability more equitably
- Need for better utilization of administrative resources while reducing the duplication of responsibilities
- Create mechanisms to increase coordination across our undergraduate and graduate programs
- Improve collaboration and collegiality across the Faculty

Transformative Teaching

The faculty's restructuring vision recognizes that our programs are the lifeblood of the faculty, and places the undergraduate and graduate **STUDENT EXPERIENCE** at the centre of the Faculty's decision-making. Removing department walls will encourage broader participation, unite similar program areas, increase coordination across our undergraduate and graduate programs, and provide flexibility for faculty members to belong to more than one program area.

At present, most program areas have a lead person described as a program coordinator, specialist coordinator, or director. At the undergraduate level, we also have subject area coordinators and course coordinators. These coordinators/directors will continue to play important leadership and communication roles with faculty members, graduate students, and instructors in their program/subject areas. By bringing together undergraduate and graduate coordinators, we can better work together to discuss ways to improve and integrate learning experiences, and bring forward issues and recommendations to UAAC/GAAC through the

Associate Chairs. In this vision, Associate Chairs will provide leadership to the coordinators and facilitate communication across program areas and courses. UAAC/GAAC Working Groups will take a more active role in addressing teaching, student, and program related issues and initiatives. That Associate Deans Undergraduate and Graduate continue to chair UAAC and GAAC, and are an integral interface between Centralized Student Services and faculty programs.

Transformative Research

Our research, scholarship, and creative activity contributes to and forms the basis of our teaching and programs. Faculty members of all ranks requested opportunities to engage in and contribute to formal and informal mentorship opportunities of colleagues and graduate students. These opportunities will continue to occur locally through collegial relationships within and across program areas, and will be supported by the Associate Dean Research through expanded Research & Innovation initiatives.

Transformative Service

Service encircles and is infused throughout the faculty. Service and leadership contributes to scholarship and teaching, and facilitates collegial relationships through committee work. The strength and functioning of the faculty relies on our commitment to make decisions collectively in the best interest of our faculty as a community of students, staff, instructors, academics, and administrators.

The retain familiarity in the leadership structure, the vision includes two Faculty Chairs, and two Associate Chairs at the undergraduate and graduate levels. The Chairs will play important leadership roles at the intersection of teaching, research, and service. They will share/split responsibilities expected of chairs such as assigning teaching loads, making recommendations for merit, bringing faculty members forward for tenure and promotion, providing mentorship, serving as chair for faculty selection committees, and so on. An additional leadership role is the Associate Dean, Indigenous Education. This addition is based on the feedback received and it is listed as a priority in our 2019-2024 strategic plan.

While the Faculty's current committee structure does not need to change substantially, the move to a non-departmentalized faculty will impact how memberships are defined in the Terms of Reference. A Governance Working Group will be struck to review the terms of reference for all committees and make recommendations for revised membership.

Contributing Units

Many of our contributing units contribute to teaching, research, and service and will continue to be supported by the Dean's Office. Modifications to some of these units will occur as our Collaborating Partners become established and evolve. An Indigenous Initiatives unit will be

added that will provide support for ATEP, as well as research, community-based and program initiatives throughout the faculty.

Collaborating Partners

There remains uncertainty in the roles and relationships with our collaborating partners including the College, other faculties within the College, FGSR, Centres of Expertise, Service Hubs, and Service Partners. However, through ongoing communication, we will ensure that we continue to strive for transformative teaching, research, and service, and thrive as a faculty.

Faculty Restructuring Timeline:

May 4, 2021	Faculty Council presentation of the restructuring vision
May 5	Vision description and google feedback form distributed
May 10 – 17	Drop-in sessions for faculty, graduate students, and staff
May 25	Revised vision presented at Faculty Council for endorsement
May – June	Initial approval of restructuring requested of the Provost
June – October	Governance, leadership responsibilities, and administrative working groups
October – December	University governance approval process
January – March 2022	Leadership selection
March – July	Transition to new structure

Faculty of Education Restructuring
Consolidated Feedback and Responses

May 18, 2021

Students, staff and faculty provided extensive feedback on the proposed restructuring vision through four drop-in sessions, a google feedback form, and individual communication. The comments, questions, and concerns were appreciated and tremendously helpful in expanding our understanding of what it means to be non-departmentalized. This document includes the most common categories of questions and concerns that our community raised.

Why a Non-Departmentalized Vision?

The non-departmentalized vision (see Appendix A) takes into consideration the many moving parts that are currently shaping the Faculty and University such as SET, the College, the new Budget Model, Centralized Student Services, and the Graduate Program Review. Yes, it is, in part, a response to the current budget cuts and anticipated budget cuts in the future, but the restructuring vision was born out of a sense of optimism. It is forward looking. It is one that removes internal bureaucracy and obstacles to allow us to be innovative in our programs, rethink how we can best serve our students, and continue to enact our Strategic Plan. It gives us an opportunity to change the faculty's culture to one of collaboration and service to the faculty as a whole, rather than continuing to operate in silos. Yet, it allows us to maintain our strong connection to our programs and the people we work alongside, while opening doors to new synergies. Our vision is to create an environment in which everyone has a place of belonging, and feels a sense of collegiality and pride in our Faculty.

So what are we being asked to vote on exactly?

The motion for May 25th, Faculty Council is as follows:
Motion to endorse, in principle, the non-departmentalized vision for the Faculty of Education.

First, it might be helpful to state what we are not voting on. We are not voting on the specific leadership roles listed on the 'visual' of the vision, as we expect the number of leadership roles and the titles of those roles to potentially change (see the Leadership Working Group below). We are not voting on a list of program areas and how those program areas will be governed (see the Program Areas Working Group below). And we are not voting on how membership might be constituted on each of our committees (see the Governance Working Group below). The vote is whether or not we want to put in the effort into collectively working out the details for leadership, program areas, governance, and administration within a non-departmentalized faculty.

If we vote against the vision, what happens?

Right now, we don't have a Plan B. None of the other options we've considered, including all of the 2-Department configurations, balance all of the moving parts or address the significant feedback received as effectively. So, if we vote against the motion, it is back to the drawing board. But we can't be complacent. As described in the next section, faculty restructuring is under the purview of the Provost, and requires several levels of governance approval. We need a vision with at least some of the details by September.

So, if we do vote in favour, then what?

The governance process for restructuring faculties and departments is set out in Article A10: Academic Reorganization in the Collective Agreement. Restructuring is under the purview of the Provost. If we vote in favour of the motion on May 25th, then we need to solicit the Provost's feedback and general support in June. If he is supportive, then we can begin to work on some of the details of a non-departmentalized faculty. The following outlines a timeline for that work:

July - August:
Faculty leadership will compile materials for Discussion Groups on Leadership, Program Areas, Governance, and Administration. These materials will include examples from other non-departmentalized faculties, questions and suggestions from the feedback gathered, possible constraints, and other relevant information.

August 26th: Faculty Retreat
Prior to the Faculty Retreat, Discussion Group materials will be provided to Faculty and Staff. At that time, each person will choose which Discussion Group they'd like to participate in at the Faculty Retreat.

Once at the Faculty Retreat, people will be placed in the discussion group of their choice. (There may be multiple groups on the same topic, and as we gather the material, we may need subgroups or new topics.) Each group will have a chance to begin to envision what their topic of discussion might look like and how it could be implemented. Recommendations from these groups will be shared. Working groups will then be struck to continue the work after the retreat by examining and making recommendations. These working groups may continue for a couple of months or throughout the academic year, depending on the tasks. Although we need to have a sense of how leadership and governance will work in a non-departmentalized faculty, the exact details do not need to be determined to move to the next phase in the process.

September 7th: Faculty Council
In order to go through the multiple levels of governance in time for a July 1, 2022 implementation, an official motion, using the language in Article A10, will be brought forward to Faculty Council:

Motion to recommend that the Faculty of Education become a non-departmentalized faculty.

Article A10 states that an academic reorganization may originate *"from a recommendation from a Faculty Council to the Provost, or from a proposal by the Provost."* As mentioned, our faculty will make a recommendation to become non-departmentalized to the Provost, but he ultimately has the authority to determine how we are structured. U of A for Tomorrow illustrates this further with the objective of "reducing the number of faculties and departments through consolidation to create economies of scale and reduce duplication of similar programs, courses and services." Our work now allows us to be proactive in this regard.

Based on a previous example of becoming non-departmentalized from the School of Public Health, the recommendation includes alignment with University guiding documents (e.g., U of A for Tomorrow), compliance with legislation, policy and procedure, rationale for the change, the consultative process, and proposed details of restructuring. The focus is on the shifting from departmentalized to non-departmentalized, not on the specific details of implementation.

September to January: University Governance Approvals
If the Faculty votes in favour of the motion at September Faculty Council, approvals and/or reviews are needed at subcommittees and committees of Academic Planning Committee, GFC, and the Board of Governors. At each phase in the process the committee may return the recommendation to the Provost, approve the recommendation (possibly with changes), or reject the recommendation. Once again, communication is through the Provost.

January to June, 2022
If the recommendation is approved at each step of the governance process, then we will have six months to begin the transition to a new leadership, governance, and administrative structure. Yet, we recognize that it will take time and adjustments over the months, and possibly the first few years, to begin working in a new structure.

What are the details?

In the feedback received, people asked many questions, and gave suggestions for what we should and should not do. The areas below were mentioned repeatedly. In the spirit of the Cree concept of *mâmawohkamâtowin,* we would like to work cooperatively to create answers and solutions in the best interest of our students, and for our community as a faculty. Please note that these are the areas we have identified at this moment. There may be others, and these groups may need further subdivision to create more manageable tasks. At the same time, we know that all of these parts do not exist in isolation, and so the recommendations need to fit together.

Leadership Roles and Responsibilities
Task: Review and redefine all leadership roles and responsibilities including Vice Dean, Associate Deans, Chairs, and Associate Chairs.

- *What areas of responsibilities do we need to fulfill?*
- *What gaps do we have (e.g., EDI, Wellness, Mentorship)?*
- *How many leadership roles do we need?*
- *What selection processes should be in place to choose the faculty's leaders?*
- *What titles should we use?*
- *How will the chairs share or split responsibilities? How can we ensure the chair roles are engaging and connected to the work of the faculty? (see Note below)*

The responsibilities of the faculty's leadership positions will necessarily need to change given the introduction of the College, initiatives through SET, and our faculty's shift to Centralized Student Services. This leadership review allows us to examine what leadership roles will be required or needed to support us as a faculty.

Note: Many people asked questions specifically about the Chairs. The role of the Chair in the proposed vision will include the responsibilities as outlined in the Collective Agreement including assigning teaching (A2.02.1), possibly assigning service (A2.04), reviewing the annual report (A2.05), sabbatical applications (A4.02.1), recommending tenure and promotion (Article A5), recommending merit increments (A6.091), and all other duties specified in the Agreement. Also, selection of a Chair follows very specific UAPPOL Procedures that would be maintained and require input from faculty members. Although the vision used the label of "chair" to signal these responsibilities, the title of the position can be changed, and they may have new responsibilities that allow them to contribute meaningfully to the faculty.

Program Area Groupings

Task: Create a description of program areas, describe how they will operate, how coordinators will be determined, and how faculty members are attached to program areas, and how they will contribute to program-related decision making at both the undergraduate and graduate levels.

- *What program areas do we currently have?*
- *How might we outline program areas so that faculty members can see where they belong?*
- *How can we ensure permeability between program areas, rather than having them work as silos?*
- *How can we identify coordinators at the undergraduate and graduate levels?*
- *How many coordinators do we need?*
- *How are they selected?*
- *How can we strengthen collaboration across our programs?*
- *How can the coordinators work effectively together?*

The term "Program Areas" was intended to reflect how most faculty, instructors, and students are currently organized based on graduate and undergraduate programs, and specializations or subject areas.

Other non-departmentalized Faculties of Education across Canada and around the world organize faculty members to help create governance structures that support their programs and initiatives. For example, Werklund (92 faculty members) identifies seven "Specializations & Academic Expertise;" Western (45 faculty members) uses three "Academic and Research Clusters"; University of Regina (48 faculty members) uses "Program Areas" with "Subject Areas" within each group; University of Ottawa (60 faculty members) is organized around programs (B.Ed. Anglophone, B.Ed. Francophone, Graduate Studies) with faculty level program committees; and Monash University (180 faculty members) uses five "Academic Communities." The intention with the proposed vision is that our Program Areas (however they become defined) are permeable, allowing faculty members to make choices about where they belong.

Governance:

Task: Review the current committee structure, terms of reference and redefine membership.

- *What committees do we currently have?*
- *Are they addressing the governance needs of the faculty?*
- *How can we create appropriate representation on our committees?*

Two key intentions of the non-departmentalized vision are to remove a layer of bureaucracy between program-related decisions and approval, particularly at UAAC and GAAC, and to improve collaboration across our undergraduate and graduate programs. The feedback we received asked us to do more than simply revise membership, but to look more closely at the committees we currently have in place, and whether they reflect the concept of *mâmawohkamâtowin* – working together. A clear and thoughtful review of our committees, their terms of reference, and memberships to ensure a diversity of perspectives is needed to fulfill the vision.

Administration and Communication:

Task: Determine what responsibilities and tasks are currently occurring at the department level, and recommend how to operationalize those responsibilities to support the faculty as a whole.

- *How can we continue to best implement our Faculty Communication Plan? It is scheduled for review in 2022*
- *What does our Faculty Communication Plan say about the flow of communication?*
- *How do we continue to support instructors and staff?*
- *Who do they go to when they need help?*
- *Who signs my forms?*

As part of Centralizing Student Services, all staff whose primary responsibility is supporting students will become part of this unit. Work is already underway for administration in this unit and several consultations have occurred with individuals who provide direct service to undergraduate and graduate students. However, we have many other staff members and administrators who support instructional needs, provide administrative support, support mail distribution, distribute office equipment and supplies, and so on. Determining how we can continue to operate administratively as a faculty is essential to operationalizing the vision.

FACULTY OF EDUCATION

Reorganization Proposal - April 13, 1994

The administrative units should:

1. have some conceptual integrity,

2. be strong, functioning units,

3. have involvement in both undergraduate and graduate education, and

It is assumed that:

1. staff members will have the opportunity to elect and negotiate departmental membership or joint appointment,

2. there will be greater fluidity between and amongst administrative units with respect to staffing and programs.

Proposed Administrative Units:

Departments:

Department of Educational Policy Studies - - focus on the philosophical, historical and sociological foundations of educational policy and practice, educational administration and the theory and practice of adult and higher education.

Department of Educational Psychology and Technology - - focus on the psychological foundations and instructional technological applications of educational practice.

Department of Elementary Education - - focus on elementary schools.

Department of Secondary Education - - focus on secondary schools.

School of Library and Information Studies - - focus on accredited MLIS program.

Division:

A Division of Technology in Education will be formed, as a Faculty-wide unit, with an academic head and other joint appointments from academic departments. This unit would include the Instructional Technology Centre, and Publication Services.

Effective Date: July 1, 1994

Standards for Accreditation of Master's Programs in Library and Information Studies

Adopted by approval of the Council of the American Library Association, February 2, 2015

Committee on Accreditation of the American Library Association

---

Introduction

Purpose of Accreditation

Accreditation in higher education is defined as a collegial process based on self- and peer assessment for public accountability and improvement of academic quality.[1]

Accreditation serves to ensure educational quality, judged in terms of demonstrated results in supporting the educational development of students. Judgments are made by carefully vetted, unbiased practitioners and faculty professionals at the expert level.

These experts judge how well:

- Accreditation standards are met (and can continue to be met) by the institution or program;
- Elements such as curriculum, evaluation methods, faculty, resources and admission requirements are suited to the overall mission and level of program offerings and objectives;
- Students can be expected to fulfill the knowledge and skills requirements for completion of their programs.[2]

Authority and Responsibilities of the ALA Committee on Accreditation

The Council of the American Library Association (ALA) has designated the Committee on Accreditation "to be responsible for the execution of the accreditation program of the ALA and to develop and formulate standards of education..."[3] for graduate programs of library and information studies leading to a master's degree. The American Library Association Committee on Accreditation is recognized by the Council for Higher Education Accreditation as the accrediting agency for these programs.[4]

The Committee on Accreditation protects the public interest and provides guidance for educators. Prospective students, employers recruiting professional staff, and the general public concerned about the quality of library and information services have the right to know whether a given program of education is of good standing. By identifying those programs meeting recognized standards, the Committee offers a means of quality control in the professional staffing of library and information services.

---

[1] CHEA Recognition of Accrediting Organizations, Policy and Procedures (1998, revised June 28, 2010); Appendix A: Accreditation Defined. Retrieved March 28, 2014, http://chea.org/pdf/Recognition_Policy-June_28_2010-FINAL.pdf.
[2] Association of Specialized and Professional Accreditors (ASPA) (2013). "Quick Reference: Standards, Outcomes and Quality." Retrieved March 24, 2014, http://www.aspa-usa.org/system/files/inserts/ASPA_Standards_Jun12.pdf.
[3] American Library Association Handbook of Organization. (Chicago, IL: ALA 2013).
[4] The Council for Higher Education Accreditation (CHEA) is a national recognizing agency of higher education accrediting bodies that emerged from the dissolution of the Council on Postsecondary Accreditation (COPA). ALA discontinued U.S. Department of Education recognition review when the 1992 Higher Education Act limited the scope of recognition to only those agencies whose accreditation plays a "gatekeeping role" to establish eligibility for federal funding.

The Committee on Accreditation examines the evidence presented for each of the Standards; however, its final judgment is concerned with the totality of the accomplishment and the environment for learning. The decision regarding accreditation is approached from an evaluation of this totality rather than from a consideration of isolated particulars. Thus, failure to meet any particular component of a standard may not result in failure to meet that standard. Similarly, failure to meet a single standard may not result in failure to achieve accredited status for a program.

Evaluators of a program for accreditation purposes are vetted for bias, formally oriented, experienced, and capable.

Scope of Standards

These Standards are limited in their application to the assessment of graduate programs of library and information studies that lead to a master's degree. As a prerequisite to accreditation, the institution in which a program resides must be accredited by its appropriate accrediting agency.

The phrase "library and information studies" is understood to be concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. Library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. This definition incorporates a field of professional practice and associated areas of study and research, regardless of a degree's name.

A unit's mission is relevant to master's program review; when the unit offers other educational programs, the contribution of those programs is also relevant. A unit may seek accreditation for more than one graduate program of education in library and information studies leading to a master's degree; when that is done, the goals, objectives, and learning outcomes of each program and their interrelationships are to be presented.

Terminology within the Standards

The academic unit that provides graduate education in library and information studies may be organized as an autonomous college within its university, as a department in a college, or otherwise, as appropriate within the institution. Within the Standards, the term "program" refers to an organization of people and educational experiences that comprise the degree.

The term "research" as used in the Standards is understood to be (1) broad in its inclusiveness of scholarly activities of a wide variety; and (2) inclusive of communication of results through appropriate means.

When the term "faculty" is used, the Standard applies to the faculty as a whole, including both full-time faculty members (tenured/tenure-track and non-tenure-track) and part-time faculty members. Reference to a subset of the faculty is designated by referring specifically to "full-time" or "part-time" faculty members, or to "each" or "individual" faculty members.

Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program's vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies and processes, assessment activities, and results of assessment to program constituents. Effective broad-based, systematic planning requires engagement of the program's constituents and thorough and open documentation of those activities that constitute planning.

A glossary of accreditation terminology is available at the ALA-Office for Accreditation website, http://www.ala.org/accreditedprograms/standards/glossary.

Nature of the Standards

These Standards identify the indispensable components of library and information studies programs while recognizing programs' rights and obligations regarding initiative, experimentation, innovation, and individual programmatic differences. The Standards are indicative, not prescriptive, with the intent to foster excellence through a program's development of criteria for evaluating effectiveness, developing and applying qualitative and quantitative measures of these criteria, analyzing data from measurements, and applying analysis to program improvement.

The Standards stress innovation, and encourage programs to take an active role in and concern for future developments and growth in the field.

The nature of a demonstrably diverse society is referenced throughout the Standards because of the desire to recognize diversity, defined in the broadest terms, when framing goals and objectives, designing curricula, and selecting and retaining faculty and students.

The requirements of these Standards apply regardless of forms or locations of delivery of a program.

Philosophy of Program Review

The Committee on Accreditation determines the eligibility of a program for accredited status on the basis of evidence presented by a program and by the report of a visiting external review panel. The evidence supplied by the program in support of the Standards is evaluated against the statement of the program's mission and its program goals and objectives. A program's evidence is evaluated by trained, experienced, and capable evaluators.

Program goals and objectives are fundamental to all aspects of master's degree programs and form the basis on which educational programs are to be developed and upon which they are evaluated. Program goals and objectives are required to reflect and support student learning outcomes and the achievement of these outcomes.

This update to the 2008 *Standards* resulted from a six-year public review process via weblog, direct surveying of practitioners and LIS faculty, and online and open meetings at conference venues.

This document supersedes the 2008 *Standards for Accreditation*. It is based upon a synthesis of the views solicited during the review and revision process of 2008-2014.

The *Accreditation Process, Policies and Procedures (AP3)* document guides the accreditation process. Both the *Standards* and *AP3* are available online from the Office for Accreditation website, http://www.ala.org/offices/accreditation. Assistance in obtaining materials used by the Committee on Accreditation (COA) is provided by the Office for Accreditation. These materials consist of documents used in the accreditation process, as well as educational policy statements developed by relevant professional organizations that can be used to inform the design and evaluation of a master's degree program.

Standard I: Systematic Planning

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies;

I.2.2 The philosophy, principles, and ethics of the field;

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 The importance of research to the advancement of the field's knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7 The role of library and information services in a rapidly changing technological society;

I.2.8 The needs of the constituencies that the program seeks to serve.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Standard II: Curriculum

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other

constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

Standard III: Faculty

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

III.2 The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

III.8 Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

Standard IV: Students

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

IV.5.2 Participate in research;

IV.5.3 Receive academic and career advisement and consultation;

IV.5.4 Receive support services as needed;

IV.5.5 Form student organizations;

IV.5.6 Participate in professional organizations.

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

(End of Standards)

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	**Proposed New Non-Regulated Exclusion to Program Fees, Proposed Changes to Existing Non-Regulated Exclusion to Program Fees**

Motion

THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:
- the proposed New Non-Regulated Exclusion to Program Fees (set forth in Attachment 1)
- the proposed Changes to Non-Regulated Exclusion to Program Fees (set forth in Attachment 2)

as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Vice-Provost and University Registrar and the Faculties and Departments that have proposed new and changed fees.
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	To establish new New Non-Regulated Exclusion to Program Fees and Changes to Existing Non-Regulated Exclusion to Program Fees
Executive Summary (*outline the specific item – and remember your audience*)	The impacts of the proposals are stated in the purpose and outline in each attached proposal. Implementation dates for each proposal may vary; see attachments for details. After final approval by the Board Finance and Property Committee, the proposed fees would be implemented by the Office of the Registrar, Financial Services and the corresponding units proposing fee changes. The Office of the Registrar will communicate the approval of all fees to the proposers of the various fees contained in this proposal. All of these categories of fees are listed on the Office of the Registrar's website and the units initiating the proposal are responsible for communicating any fees to the impacted students.
Supplementary Notes and context	Representatives of the proposing units will also be in attendance at the February 9, 2022 meeting of GFC APC to respond to questions.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance	*Those who are actively **participating**:* • As outlined in various proposals
	*Those who have been **consulted**:* • As outlined in various proposals

Resources section Student Participation Protocol>	*Those who have been **informed**:* • As outlined in various proposals
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – February 9, 2022 Board Finance and Property Committee – March 10, 2022

Strategic Alignment

Alignment with *For the Public Good*	**Institutional Strategic Plan – *For the Public Good*:** SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. Objective 21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. i. Strategy: Seek and secure resources needed to achieve and support our strategic goals. ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	1**. *Post-Secondary Learning Act* (*PSLA*): Sections 61(1) and (2)(a) "Tuition fees** **2. *Post-Secondary Learning Act* (*PSLA*) *Regulations* – Alberta Regulation 228/2018 – Section 2** **3. *Post-Secondary Learning Act* (*PSLA*)** **4. Board of Governors General Terms of Reference, Section 1 (b)** **5. Board Finance and Property (BFPC) Terms of Reference, Section 3(d)** **6. University of Alberta Calendar** **7. GFC Academic Planning Committee Terms of Reference**	

Item No. 6

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Proposals for New Mandatory Non-Regulated Exclusion to Program Fees (page(s) 1 - 55)
2. Attachment 2: Proposals for Changes to Existing Non-Regulated Exclusion to Program Fees (page(s) 56 - 96)

Prepared by: Angelene Lavers, Specialist – Fees and Registration, angelene.lavers@ualberta.ca

Document2

Attachment 1

Proposals for Non-Regulated Exclusion to Program Fees

Course	Implementation	Fee	Page Number
Master of Science in Speech Language Pathology – First Year Students	September 1, 2022	$45 - $60	2
NURS 425/485 – Rural and International Sections	September 1, 2022	$800 - $1,500	6
ECE 202/203/209	September 1, 2022	$20 - $50	16
ECE 212	September 1, 2022	$35 - $100	23
ECE 312	September 1, 2022	$75 - $150	27
ECE 410/511	September 1, 2022	$200 - $300	31
ECE 478	September 1, 2022	$35 - $100	37
ECE 491/492/493/495	September 1, 2022	$0 - $100	42
ECE 450	September 1, 2022	$100 - $300	47
ECE 457	September 1, 2022	$300 - $500	52

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of:
December 21, 2021

Item No. <02>

Request for Approval for: Master of Science Speech Language Pathology

Fee Type (see end of form for definitions)*:

- ☒ **Non-Regulated Exclusion to Program Fees**
- ☐ **Non-Regulated Exclusion to Tuition Fees**
- ☐ **Other**

OUTLINE OF ISSUE*:*

Current CSD MSc-SLP student fee structure does not include a Non-Regulated Exclusion to Program Fee. Instead, students are asked to purchase items essential to their learning throughout their program, which they can keep. Students were consulted (Y1 and Y2) and they would find it easier to budget for a single upfront fee rather, than being asked for funds multiple times during the program.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Communication Sciences and Disorders
Dean/Chair	Esther Kim, Acting Chair
Primary Contact (Name, phone number, and e-mail)	Esther Kim 780-492-5980; esther.kim@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Priya Swamy 780-492-0262; pswamy@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Materials Student Keeps
Proposed Amount	$45 - $60 First Years Students (One Time Payment)
Previous Fee Amount (if this is a new fee, please indicate that here)	New Fee
Requested Implementation Date	September 2022 (Next Academic Year)
The Impact of the Fee (number of students affected, etc.)	62
Collected Centrally or by Department	Department

Course Information (if fee is attached to a course)

Course Name(s)	N/A – Applies to the Program as a Whole
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing Courses within the Program
New or Existing Program (include name)	Existing Program – Master of Science – Speech Language Pathology
Course Description(s)	

Details

Estimated Costs (Budget information must be included here or as an attachment)	Hearing Aid Kits, Penlights, and Clinic Badges
Explanatory Notes	Students will get to keep this items during and after their program

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	CSD Department Council – April 2020. Executive Council – Approved November 29, 2021 Faculty Council – Approved December 3, 2021
Student Group Consultative Route – What consultation has occurred and provide outcome	MScSLP 1st and 2nd Year Students – See attached minutes for comments
Advisory Route (RACF) Include dates	September 28, 2021 – For Discussion and Comments December 21, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments

1. Minutes from April 20, 2021 CSD Department Council Meeting
2. Budget

- Second year students are hopeful to be placed at the end of June to complete the program – waiting for AB. Directives on returning to work and gatherings.
- Students have been exceptionally patient and helpful
- Spring/Summer courses will be delivered online
- U of A received a 5% budget cut in the fall. Additional cuts were announced by the provincial government in the Spring resulting in closer to a 12.3 % budget cut. In our department, we are doing our best to move things in house –having to really watch expenditures

4 **Discussion & Vote Items (15 minutes)**

4.1 Mandatory Student Instructional Fee for approval

- In speaking with 2nd year students building these into the budget will be more helpful to student planning rather than piecemeal costs throughout the year.
- Students will be covering ~50% of the recouping costs, the department covers the other portion
- The fee will be in addition to any university increases

Vote to yes 17 yes 3 abstain

5 **Information Items (30 minutes / 4 minutes each)**

5.1 CHEEP Update — Jamie Maschmeyer

5.2 OASIS Update — Sara Al Souqi & Sarah Kabalan

- General meeting held in January
- Speech and hearing events will all be moved online
- Spring Carnival is cancelled
- Conference is up in the air – possible to have one portion online and then another portion in November with an in person component
- All other committees online – grad & conference – many students are really not feeling involved in the process of change

5.3 ISTAR Update — Holly Lomheim

- Programming has been postponed and or cancelled
- Intensive clinic has been moved forward
- Hoping to make move to having student participation in the fall
- Cold Lake contract was cancelled (full time position that was lost)
- Moved to virtual treatment
- Lidcombe workshop had to be postponed
- Move to digital newsletter
- Move to a new building in January
- Research – planning to do some research - plans that are able to go forward in the summer despite VR at home

5.4 ACSLPA Update — Michael Neth

- ACSLPA has been responding to COVID 19
- There has been a paradigm shift in what Is an essential service
- Massive shift to telehealth
- Lots of new inquiries about PPE and social distancing
- Redeployment of staff to help AHS – swabbing,
- Discussing the impact on students with delay of practicum
- Reiterate that there is still no practice to entry exam in Alberta
- Still a lot of work to be done with CAASPR
- Sask FAQs – If register in Alberta you would have to put in a 750 hour supervised
- Lower funding from government is going to become the norm
- More clinicians moving to private practice

5.5 Alberta Health Services Update — Julie Evans/Tanis Howarth (regrets)

See the report for highlights

5.6 MScSLP Update — Jacqueline Cummine

Highlights increased admissions to 62 students

Applicant pool was smaller this year. Very diverse bunch that have applied from across the country

Non-Regulated Exclusion to Program Fees

Department of Communication Sciences & Disorders
Budget Proposal

Materials Owned by Students - Budget Item	**One time payment paid by student at year 1 of the program**
Hearing Aid Kits	$25 - $30/Student
Penlights	$10 - $15/Student
Clinic Badges	$10 - $15 Student

Total Year 1 Student Contribution: $45 -$60/Student

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: January 25, 2022

Item No. <02>

Request for Approval for: NURS 425/485 – Rural and International Sections

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* Faculty of Nursing is requesting RACF to approve non-regulated exclusion to program fees for NURS 425 – Nursing Leadership in a Focused Area & NURS 485 - Nursing Practice in a Focused Area in anticipation of costs that are considered required elements of a preceptored/ faculty-led nursing consolidation course. Examples of student placement "in a Focused Area" requiring Non-Regulated Exclusion to Program Fees would be student sections going abroad (international) and rural areas (provincial or national). This would include fees for professional support and arranging professional placements for required practicum and field experience.
In the past, the Faculty of Nursing has been covering the cost of the faculty-led preceptorship courses to support rural and international practicum. With recent budget restrictions, requesting for Non-Regulated Exclusion to Program Fees for these two courses will allow us to continue providing this valuable nursing experience to nursing students.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Nursing/ Global Nursing Office
Dean/Chair	Dr. Diane Kunyk
Primary Contact (Name, phone number, and e-mail)	Isabelle Kelly (Director, Global Nursing Office) 587-337-1340 ikelly@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Nooria Naeemi (Program Assistant, Global Nursing Office) 780-860-9336 naeemi@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	To support faculty led preceptorship for global and rural practicum.
Proposed Amount	$800-$1500
Previous Fee Amount (if this is a new fee, please indicate that here)	New fee
Requested Implementation Date	Fall 2022
The Impact of the Fee (number of students affected, etc.)	12-36 per semester
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	NURS 425 – Nursing Leadership in a Focused Area - Rural and

	International Sections NURS 485 - Nursing Practice in a Focused Area - Rural and International Sections
Required Course(s)	☐ Yes ☒ No
The course/program is on or off campus	☐ On-Campus ☒ Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing: NURS 425 Nursing Leadership in a Focused Area NURS 485 - Nursing Practice in a Focused Area
Course Description(s)	**NURS 425 – Nursing Leadership in a Focused Area:** This preceptored leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. The course culminates in a capstone leadership project. Clinical hours listed are the total number of hours and will be offered over 12 weeks. Prerequisites: All courses in the program except NURS 422 and NURS 485. Corequisite: NURS 422. **NURS 485 - Nursing Practice in a Focused Area:** The course provides an opportunity to consolidate learning and preparation to assume the role of BScN graduate via a preceptored clinical experience. The area of focus may be a particular setting of practice, client population, or health challenge or trend. It provides opportunities to demonstrate the integration of prior learning through the development of a comprehensive care planning assignment. The preceptorship is designed in collaboration with faculty and is based on practicum area availability. Course includes 350 clinical hours total. Prerequisites: All courses in the program except NURS 422/SC INF 422 or PHILE 386 and NURS 425/SC INF 425.

Details

Estimated Costs (Budget information must be included here or as an attachment)	Travel Budget for faculty-led preceptor included in proposal
Explanatory Notes	This budget outlines the cost associated with the faculty-led preceptor to accompany the students on their preceptorship in the focused areas of Rural or International.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Acting Dean, Diane Kunyk & Faculty General Manager, Dawn MacRitchie Faculty of Nursing Undergraduate Leadership Team: Dr. Bev Temple (Associate Dean of Undergraduate Studies) Linda Youell (Director of Undergraduate Programs) Katie Burgess (Director of Undergraduate Student Services &

	Operations)
Student Group Consultative	Faculty of Nursing – Nursing Student Association President Vice President Executives and Members
Route – What consultation has occurred and provide outcome	- Consultation meetings were held with each party reviewing the vision and strategic direction of the Faculty of Nursing. Discussions around course objectives and course outcomes, clinical and leadership placements in rural and global settings were presented. Outlined the proposed fee range amount of $800-$1500, purpose of the fee, funding opportunities available to students and estimated travel costs for students partaking in this global preceptorship followed up with a question and answer session. - Outcome of the meeting was that the all parties approved the proposed fee and range, requesting for non-regulated exclusion to program fees for the two practicum courses (NURS 425 & NURS 485). With recent budget restrictions, requesting for Non-Regulated Exclusion to Program Fees for these two courses will allow us to continue providing this valuable nursing experience.
Advisory Route (RACF) Include dates	RACF Meeting: Jan 25, 2022
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC)
Final Approver	Board Finance and Property Committee (BFPC)

Attachments (each to be numbered 1 - <>)

1. Budget
2. Letter of support – Acting Dean, Faculty of Nursing
3. Letter of support – Faculty of Nursing Undergraduate Leadership Team
4. Letter of support – Student Consultative Route – Nursing Student Association

Faculty-Led Preceptor - Faculty of Nursing

Nursing 425/485 Instructor Budget

Rural (Based on 45 days)

Description	Amount	Receipts
Airport Ground Transportation	$ 120.00	Receipt must be provided
Transportation Allowance	$ 300.00	Receipt must be provided
Meals Allowance	$ 2,250.00	No Receipts Required
Flight	$ 1,000.00	
Accomodations	$ 6,750.00	

Total Faculty Instructor	**$ 10,420.00**

Side notes
To and from airport in Edmonton
$50/ day for 45 days
$150/night

Faculty-Led Preceptor - Faculty of Nursing

Nursing 425/485 Instructor Budget

Based on 90 days in Ghana

Description	Amount	Receipts
Ghana Visa Application and Photos	$ 200.00	Receipt must be provided
Ghana Nursing Licence	$ 160.00	Receipt must be provided
Airport Ground Transportation	$ 120.00	Receipt must be provided
Ghana Transportation	$ 1,010.00	Receipt must be provided
Incidentals	$ 1,010.00	No Receipts Required
Meals Allowance	$ 3,030.00	No Receipts Required
Flight	$ 2,546.81	
Accomodations	$ 8,522.25	

Total Faculty Instructor	**$ 16,599.06**

Side notes	Category
	Cash Advance - Finance
To and from airport in Edmonton	
$10/ day for 101 days	
$10/ day for 101 days	
$30/ day for 101 days	
	Arranged by GNO

UNIVERSITY OF ALBERTA

January 7, 2022

Ms. Melissa Padfield
Chair, RACF
Office of the Registrar,
Administration Building,
University of Alberta
Edmonton, AB, T6G 2M7

Re. Non-Regulated Exclusion to Program Fees NURS 425 & NURS 485

Dear Ms. Padfield,

On behalf of the Faculty of Nursing, the Global Nursing Office has submitted our proposal to the Registrar's Advisory Committee on Fees (RACF) on Non-Regulated Exclusion to Program Fees for NURS 425 – Nursing Leadership in a Focused Area & NURS 485 - Nursing Practice in a Focused Area. We hope the timing of this submission will enable the review process to be completed in time for the March Board of Governors meeting.

If you have any questions or concerns, please do not hesitate to contact me at, ddkunyk@ualberta.ca.

Sincerely,

Dr. Diane Kunyk
Acting Dean, Faculty of Nursing

UNIVERSITY OF ALBERTA

December 14, 2021

Ms. Melissa Padfield
Chair, RACF
Office of the Registrar,
Administration Building,
University of Alberta
Edmonton, AB, T6G 2M7

Re. Non-Regulated Exclusion to Program Fees NURS 425 & NURS 485

Dear Ms. Padfield,

The Faculty of Nursing Leadership team provides this document in support of the proposal submitted to the Registrar's Advisory Committee on Fees (RACF) on Non-Regulated Exclusion to Program Fees for NURS 425 – Nursing Leadership in a Focused Area & NURS 485 - Nursing Practice in a Focused Area proposed by the Global Nursing Office.

The Global Nursing Office, Director Isabelle Kelly and Program Assistant Nooria Naeemi called a meeting on Nov 26, 2021 with the consultative route as part of the RACF proposal requirement. The meeting outlined the proposed fee range amount ($800-$1500), purpose of the fee, funding opportunities available to students, course description and estimated travel costs for the student and faculty instructor partaking in this global preceptorship were presented to the members followed up with a question and answer period.

Faculty of Nursing Undergraduate Leadership asks the RACF Committee approve the non-regulated exclusion to program fees NURS 425 – Nursing Leadership in a Focused Area & NURS 485 - Nursing Practice in a Focused Area.

Should you have any questions or concerns about this proposal, please feel free to contact me at batemple@ualberta.ca.

Sincerely,

Bev Temple

Dr. Bev Temple
Associate Dean Undergrad Studies

UNIVERSITY OF ALBERTA

December 14, 2021

Ms. Melissa Padfield
Chair, RACF
Office of the Registrar,
Administration Building,
University of Alberta
Edmonton, AB, T6G 2M7

Re. Non-Regulated Exclusion to Program Fees NURS 425 & NURS 485

Dear Ms. Padfield,

The Nursing Student Association (NUA) provides this document in support of the proposal submitted to the Registrar's Advisory Committee on Fees (RACF) on Non-Regulated Exclusion to Program Fees for NURS 425 – Nursing Leadership in a Focused Area & NURS 485 - Nursing Practice in a Focused Area proposed by the Global Nursing Office.

The Global Nursing Office, Director Isabelle Kelly and Program Assistant Nooria Naeemi called a meeting on Dec 14, 2021 with the student consultative group (NUA) as part of the RACF proposal requirement. A presentation outlining the proposed fee range amount ($800-$1500), purpose of the fee, funding opportunities available to students, course description and estimated travel costs for the student partaking in this global preceptorship were presented to the NUA members followed up with a question and answer period.

The NUA asks the RACF Committee to approve the non-regulated exclusion to program fees NURS 425 –Nursing Leadership in a Focused Area & NURS 485 - Nursing Practice in a Focused Area.

Should you have any questions or concerns about this proposal, please feel free to contact me at ijoy@ualberta.ca.

Sincerely,

Isaiah Joy
NUA President

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <03>

Request for Approval for: ECE 202 - Electrical Circuits I
ECE 203 - Electrical Circuits II
ECE 209 – Fundamentals of Electrical Engineering

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 202, 203 and 209 students require use of electrical devices for the lab component of the course. To date these consumables have been provided at no cost to them, where the cost has been covered by the department. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past. To be able to continue providing a high-quality lab experience for our students, we are requesting the ability to charge students cost-recovery fees for the cost of these components. Other alternative solutions will negatively affect students' learning.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$20-$50
Previous Fee Amount (if this is a new fee, please indicate that here)	new fee
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	400
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Electrical Circuits I, Electrical Circuits II, Fundamentals of Electrical Engineering
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	ECE 202: Circuit element definitions. Circuit laws: Ohm's, KVL, KCL. Resistive voltage and current dividers. Basic loop and nodal analysis. Dependent sources. Circuit theorems: linearity, superposition, maximum power transfer, Thevenin, Norton. Time domain behavior of inductance and capacitance, energy storage. Sinusoidal signals, complex numbers, phasor and impedance concepts. Magnetically coupled networks. Single phase power and power factor. ECE 203: Nonlinear circuit analysis. Diodes: ideal and simple and models, single phase rectifiers. Ideal and finite gain op-amps. Treatment of RLC circuits in the time domain, frequency domain and s-plane. Two port networks. Prerequisites: ECE 202 or E E 240. Corequisite: ECE 240 or E E 238. Credit may be obtained in only one of ECE 203 or E E 250. ECE 209: Physical concepts of passive circuit elements, Kirchhoff's laws and DC circuit equations. Energy concepts, time domain analysis of AC circuits. Impedance, complex numbers and phasor algebra. AC power concepts, resonance, three phase circuits, introduction to machines. Credit may be obtained in only one of ECE 209, E E 239, ECE 202, or E E 240, unless approved by the Department.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $47, 2020/21 our cost $23 Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC)

	meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)"
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 202/209					**Our Total Price per Kit:**		***20.65***	
Item	**Supplier**	**Quantity per Kit**	Returnable	Retail Price Per Unit	Retails Price per kit	Our Price per Unit	**Our Cost Per Kit**	Pricing Notes
wrist strap	* Rick	1	N	10.000000	10.000000	6.710000	**6.710000**	
Breadboard	* Rick	1	N	6.370000	6.370000	6.370000	**6.370000**	
JUMPER KIT VARIOUS 26AWG 65PCS male-male	Digikey	1	N	8.170000	8.170000	5.494520	**5.494520**	
POT 1K OHM 1/5W PLASTIC LINEAR	Digikey	1	N	1.060000	1.060000	0.755200	**0.755200**	
RES 10 OHM 1/4W 1% AXIAL	Digikey	5	N	0.130000	0.650000	0.015970	**0.079850**	
RES 20 OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 24 OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 100 OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 220 OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 240 OHM 1/8W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.011730	**0.058650**	
RES 470 OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 680 OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 1K OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 1.5K OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 2.2K OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 4.7K OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 10K OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 20K OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.009450	**0.047250**	
RES 10M OHM 1/4W 5% AXIAL	Digikey	5	N	0.140000	0.700000	0.030000	**0.150000**	
CONN HEADER VERT 6POS 2.54MM	Digikey	2	N	0.230000	0.460000	0.230000	**0.460000**	

Course Name: ECE 203 Complete Kit			**Our Total Price per Kit:**		***24.36***	
Item	**Quantity per Kit**	Retail Price Per Unit	Retails Price per kit	Our Price per Unit	Our Cost Per Kit	Pricing Notes
wrist strap	1	10.000000	10.000000	6.710000	6.710000	
Breadboard	1	6.370000	6.370000	6.370000	6.370000	
JUMPER KIT VARIOUS 26AWG 65PCS	1	8.170000	8.170000	5.494520	5.494520	
RES 4.02K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.014740	0.073700	
RES 2.7K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.015970	0.079850	
RES 4.99K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.014740	0.073700	
RES 2K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.014740	0.073700	
POT 1K OHM 1/5W PLASTIC LINEAR	1	1.060000	1.060000	0.755200	0.755200	
RES 10 OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.015970	0.079850	
RES 20 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 24 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 100 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 220 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 240 OHM 1/8W 5% AXIAL	5	0.140000	0.700000	0.011730	0.058650	
RES 470 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 680 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 1K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 1.5K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 2.2K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 4.7K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 10K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 20K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 10M OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.030000	0.150000	
CAP FILM 0.1UF 5% 63VDC RADIAL	2	0.430000	0.860000	0.116940	0.233880	
CAP FILM 0.22UF 10% 63VDC RADIAL	2	0.440000	0.880000	0.138300	0.276600	
CAP FILM 1UF 5% 63VDC RADIAL	2	0.820000	1.640000	0.324380	0.648760	
FIXED IND 10MH 100MA 12 OHM TH	2	0.930000	1.860000	0.484580	0.969160	
UA741CP IC OPAMP GP 1 CIRCUIT 8D	2	0.600000	1.200000	0.302860	0.605720	
1N4005 DIODE GEN PURP	8	0.170000	1.360000	0.030070	0.240560	
CONN HEADER VERT 6POS 2.54MM	2	0.230000	0.460000	0.230000	0.460000	
LED RED	5	0.480000	2.400000	0.086920	0.434600	

Course Name: ECE 203 addon to 202			**Our Total Price per Kit:**		***5.78***	
Item	**Quantity per Kit**	Retail Price Per Unit	Retails Price per kit	Our Price per Unit	Our Cost Per Kit	Pricing Notes
RES 4.02K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.014740	0.073700	
RES 2.7K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.015970	0.079850	
RES 4.99K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.014740	0.073700	
RES 2K OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.014740	0.073700	
POT 1K OHM 1/5W PLASTIC LINEAR	1	1.060000	1.060000	0.755200	0.755200	
RES 10 OHM 1/4W 1% AXIAL	5	0.130000	0.650000	0.015970	0.079850	
RES 20 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 24 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 100 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 220 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 240 OHM 1/8W 5% AXIAL	5	0.140000	0.700000	0.011730	0.058650	
RES 470 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 680 OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 1K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 1.5K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 2.2K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 4.7K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 10K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 20K OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.009450	0.047250	
RES 10M OHM 1/4W 5% AXIAL	5	0.140000	0.700000	0.030000	0.150000	
CAP FILM 0.1UF 5% 63VDC RADIAL	2	0.430000	0.860000	0.116940	0.233880	
CAP FILM 0.22UF 10% 63VDC RADIAL	2	0.440000	0.880000	0.138300	0.276600	
CAP FILM 1UF 5% 63VDC RADIAL	2	0.820000	1.640000	0.324380	0.648760	
FIXED IND 10MH 100MA 12 OHM TH	2	0.930000	1.860000	0.484580	0.969160	
UA741CP IC OPAMP GP 1 CIRCUIT 8D	2	0.600000	1.200000	0.302860	0.605720	
1N4005 DIODE GEN PURP	8	0.170000	1.360000	0.030070	0.240560	
CONN HEADER VERT 6POS 2.54MM	2	0.230000	0.460000	0.230000	0.460000	
LED RED	5	0.480000	2.400000	0.086920	0.434600	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <04>

Request for Approval for: ECE 212 – Introduction to Microprocessors

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 212 students require use of electrical devices and microprocessors for the lab component of the course. To date these consumables have been provided at no cost to them, where the cost has been covered by the department. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past. To be able to continue providing a high-quality lab experience for our students, we are requesting the ability to charge students cost-recovery fees for the cost of these components. Other alternative solutions will negatively affect students' learning.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$35-$100
Previous Fee Amount (if this is a new fee, please indicate that here)	new fee
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	350
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Introduction to Microprocessors
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	Microcomputer architecture, assembly language programming, sub-routine handling, memory and input/output system and interrupt concepts. Prerequisite: ECE 210 or E E 280 or CMPUT 329. Credit may be obtained in only one of ECE 212, E E 380 or CMPUT 229.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $75, 2020/21 our cost $55 Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)"
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 212				**Our Total Price per Kit:**		***42.63***	
Item	**Supplier**	**Quantity**	Retail Price Per	Retails Price per	Our Price per Unit	Our Cost Per Kit	Pricing Notes
8x8 LED Matrix display	MacroFab	1	16.140000	16.140000	15.480000	15.480000	
NUCLEO-L432KC	Mouser	1	8.170000	8.170000	5.494520	5.494520	
12VDC ≥2A, 2.1 mm barrel	Digikey	1	12.900000	12.900000	10.310000	10.310000	
Breadboard PS kit	RobotShop	1	6.000000	6.000000	5.310000	5.310000	
JUMPER KIT VARIOUS 26AWG	RobotShop	1	7.640000	7.640000	5.560000	5.560000	
LED RED	Digikey	5	0.480000	2.400000	0.086920	0.434600	
RES 330 OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.008000	0.040000	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Paul Rebstock

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <05>

Request for Approval for: ECE 312 – Embedded System Design

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 312 students require use of electrical devices, microcontrollers and peripherals for the lab component of the course. To date these consumables have been provided at no cost to them, where the cost has been covered by the department. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past. To be able to continue providing a high-quality lab experience for our students, we are requesting the ability to charge students cost-recovery fees for the cost of these components. Other alternative solutions will negatively affect students' learning.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$75-$150
Previous Fee Amount (if this is a new fee, please indicate that here)	new fee
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	150
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Embedded System Design
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	Design methodology. Internal and external peripherals: serial communication, timers, D/A converters, interrupt controllers. Embedded system programming: introduction to real time operating systems, basics of real time programming, real-time debugging. Power and memory management. Fault tolerance. Prerequisites: ECE 220, and ECE 212 or E E 380. Corequisite: ECE 340.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $105, 2020/21 our cost $91 Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)"
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 312				**Our Total Price per Kit:**		***107.02***	
Item	**Supplier**	**Quantity per Kit**	Retail Price Per Unit	Retails Price per kit	Our Price per Unit	Our Cost Per Kit	Pricing Notes
Microchip ATTiny13A-PU	* Rick	2	1.260000	2.520000	1.045000	2.090000	
Microchip ATMEGA328P-PU	* Rick	2	3.190000	6.380000	1.660000	3.320000	
Tricolour LED		1	1.460000	1.460000	0.730000	0.730000	
Resistor - 147Ω 1/4W, leaded	Digikey	5	0.200000	1.000000	0.036000	0.180000	
Resistor - 220Ω 1/4W, leaded	Digikey	5	0.150000	0.750000	0.024000	0.120000	
Resistor - 330Ω 1/4W, leaded	Digikey	5	0.150000	0.750000	0.024000	0.120000	
Resistor - 470Ω 1/4W, leaded	Digikey	5	0.150000	0.750000	0.024000	0.120000	
Resistor - 10kΩ 1/4W, leaded	Digikey	5	0.150000	0.750000	0.024000	0.120000	
Potentiometer - 10kΩ, multi-turn, top adj	Digikey	1	2.310000	2.310000	0.240000	0.240000	
Capacitor 10uF electo 16V	Digikey	3	0.150000	0.450000	0.193333	0.580000	
Capacitor - 10nF ceramic 50V	Digikey	5	0.380000	1.900000	0.258000	1.290000	
NO Momentary pushbutton switch	Digikey	5	0.430000	2.150000	1.786000	8.930000	
MPLAB SNAP Programmer - PG164100	Microchip	1	37.430000	37.430000	37.430000	37.430000	
SNAP adapter board	In House	1	6.000000	6.000000	6.000000	6.000000	
Breadboard PS kit	RobotShop	1	12.900000	12.900000	12.900000	12.900000	
Power supply 12VDC >=2A 2.1mm barrel	Digikey	5	0.430000	2.150000	1.786000	8.930000	
8 channel WS2812 5050 RGB LED bar	Mouser	1	8.930000	8.930000	8.930000	8.930000	
1602 Character LCD Display Module Blue Backlight - 5V version	Amazon	1	14.990000	14.990000	14.990000	14.990000	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Paul Rebstock

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <06>

Request for Approval for: ECE 410 – Advanced Digital Logic Design
ECE 511 – Digital ASIC Design

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 410 and 511 students require use of electrical devices, microcontrollers and peripherals for the lab component of the course. To date these consumables have been provided at no cost to them, where the cost has been covered by the department. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past. To be able to continue providing a high-quality lab experience for our students, we are requesting the ability to charge students cost-recovery fees for the cost of these components. Other alternative solutions will negatively affect students' learning.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$200-$300
Previous Fee Amount (if this is a new fee, please indicate that here)	new fee
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	ECE410: 80 students ECE 511: 25 students
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Advanced Digital Logic Design, Digital ASIC Design
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	ECE 410: Review of classical logic design methods. Introduction to the hardware description language VHDL. Logic simulation principles. Digital system design. Digital system testing and design for testability. Arithmetic circuits. State-of-the-art computer-aided design tools and FPGAs are used to design and implement logic circuits. Corequisite: ECE 304 or E E 351. Credit may be obtained in only one of CMPE 480 or ECE 410. ECE 511: Design of digital application-specific integrated circuits (ASICs) using synthesis CAD tools. Topics include design flow, hierarchical design, hardware description languages such as VHDL, synthesis, design verification, IC test, chip-scale synchronous design, field programmable gate arrays, mask programmable gate arrays, CMOS circuits and IC process technology. For the project, students will design and implement a significant digital system using field programmable gate arrays. Note: Only one of the following courses may be taken for credit: ECE 511 or E E 552.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $425, 2020/21 our cost $365 Future costs will be less than 2020/21 due to use of different devices. Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance)	GFC Academic Planning Committee (APC)

*The approval process is initiated in January for the next academic year	Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)"
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 410				**Our Total Price per Kit:**		***203.00***	
Item	**Supplier**	**Quantity**	Retail Price Per	Retails Price per	Our Price per Unit	Our Cost Per Kit	Pricing Notes
wrist strap	* Rick	1	10.000000	6.710000	6.710000	6.710000	
Cora Z7 or Zybo	Diligent/Testforce	1	202.500000	202.500000	133.650000	133.650000	
PMOD KYPD	Diligent/Testforce	1	16.210000	16.210000	16.210000	16.210000	
PMOD OLED	Diligent/Testforce	1	21.620000	21.620000	21.620000	21.620000	
PMOD SSD	Diligent/Testforce	1	10.080000	10.080000	10.080000	10.080000	
Micro USB type B cable 3 ft	Digikey	1	3.890000	3.890000	2.730000	2.730000	
Supply 5VDC ≥2A - centre-	Digikey	1	12.000000	12.000000	12.000000	12.000000	

Course Name: ECE 511				**Our Total Price per Kit:**		***203.00***	
Item	**Supplier**	**Quantity**	Retail Price Per	Retails Price per	Our Price per Unit	Our Cost Per Kit	Pricing Notes
wrist strap	* Rick	1	10.000000	6.710000	6.710000	6.710000	
Cora Z7 or Zybo	Diligent/Testforce	1	202.500000	202.500000	133.650000	133.650000	
PMOD KYPD	Diligent/Testforce	1	16.210000	16.210000	16.210000	16.210000	
PMOD OLED	Diligent/Testforce	1	21.620000	21.620000	21.620000	21.620000	
PMOD SSD	Diligent/Testforce	1	10.080000	10.080000	10.080000	10.080000	
Micro USB type B cable 3 ft	Digikey	1	3.890000	3.890000	2.730000	2.730000	
Supply 5VDC ≥2A - centre-positive 2.1mm ID barrel	Digikey	1	12.000000	12.000000	12.000000	12.000000	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Paul Rebstock

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. 07

Request for Approval for: ECE 478 – Microwave Circuits

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 478 students require use of electrical devices for the lab component of the course. To date these consumables have been provided at no cost to them, where the cost has been covered by the department. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past. To be able to continue providing a high-quality lab experience for our students, we are requesting the ability to charge students cost-recovery fees for the cost of these components. Other alternative solutions will negatively affect students' learning.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$35-$100
Previous Fee Amount (if this is a new fee, please indicate that here)	new fee
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	25
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Microwave Circuits
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	Introduction to RF/microwave circuits and their applications. Maxwell's Equations and basic wave-propagation concepts. Transmission-line theory and impedance-matching techniques. Practical planar transmission lines. Lumped and distributed microwave-circuit elements. Microwave network analysis using impedance/admittance parameters, scattering parameters, and transmission-matrix methods. Analysis, design, fabrication, and test of practical RF/microwave devices including power dividers/combiners, couplers, amplifiers, and filters. Prerequisites: ECE 370 or E E 315 or PHYS 381. Credit may be obtained in only one of ECE 478 or E E 478.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $320, 2020/21 our cost $320 Costs in 2020/21 included test equipment that will be re-used in future years. Our 2020/21 cost of consumables was around $45. Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)"
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 478				**Our Total Price per Kit:**		***45.52***	
Item	**Supplier**	**Quantity**	Retail Price Per	Retails Price per	Our Price per Unit	Our Cost Per Kit	Pricing Notes
Xacto knife	-	1		6.970000		6.970000	
steel rule, 15 cm	-	1		0.740000		0.740000	
wrist strap	-	1		10.000000		6.710000	
roll 3mm copper tape	-	1		13.000000		13.000000	
Cut-resistant gloves, pair	-	1		7.220000		7.220000	
Safety glasses	-	1		2.000000		1.950000	
9V batteries	-	2		5.110000		5.110000	
±9V battery connector assembly	-	1		3.820000		3.820000	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Paul Rebstock

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <11>

Request for Approval for: **ECE 491 - Electrical Engineering Design Project II**
ECE 492 - Computer Engineering Design Project
ECE 495 - Engineering Physics Design Project II
ECE 493 – Software System Design Project

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 491, 492 and 495 students require use of electrical devices and computing services for their design project. To date the department has provided a budget of up to $100 per student to cover the cost of the components that students used in their design project. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past.

ECE 493 students also may use electrical devices or computing services for their design project. To date the department has provided sufficient resources for students to complete their projects. However, should computationally-intensive projects be undertaken in the future, as a result of recent budget cuts, the department will not be able to cover costs associated with using computational resources outside of the department.

Starting Fall 2022, we would like students to pay for the cost of components and out-of-department services that they choose to use to complete their projects. Students will then own the outcome of the project. Other alternative solutions (e.g., simulation projects) will negatively affect students' learning.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for components and devices used in the student's project
Proposed Amount	$0-$200
Previous Fee Amount (if this is	new fee

a new fee, please indicate that here)	
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	ECE 491: 150 ECE 492: 80 ECE 495: 50 ECE 493: 50
Collected Centrally or by Department	Students would purchase their own components or services from suppliers. We would like the costs listed in the calendar so that the students will be aware of the costs associated with completing their projects in this course.

Course Information (if fee is attached to a course)

Course Name(s)	Electrical Engineering Design Project II
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	ECE 491: The second of two design courses that must be taken in the same academic year, in which student teams develop an electronic system or device from concept to working prototype. Emphasis is placed on continued execution of the project plan developed in ECE 490. Formal interim and final reports are required; groups demonstrate and present their designs. Prerequisite: ECE 490 or E E 400 in the preceding Fall term. Co-requisite: ECE 303. Credit may be obtained in only one of ECE 491 or E E 401. ECE 492: Design of microprocessor systems, input/output systems, programmable timers, address decoding and interrupt circuitry. This course has a major laboratory component and requires the design and implementation of a microprocessor-based system. Prerequisites: ECE 315 or CMPE 401, and ECE 410 or CMPE 480. Credit may be obtained in only one of CMPE 450, 490, or ECE 492. ECE 495: The second of two design courses that must be taken in the same academic year, in which students implement an engineering system, process or device. Emphasis is placed on continued execution of the project plan developed in ECE 494. Prerequisite: ECE 494 in the preceding Fall Term. Credit may be obtained in only one of ECE 495 or E E 495 ECE 493: Design of software systems from concept to working prototype. Applying software engineering techniques. Working in small groups under constraints commonly experienced in industry. Exposing each team member to the design, implementation, documentation, and

	testing phases of the project. Managing software development projects. Provides a capstone experience in software development processes. Prerequisite: ECE 421 or CMPE 410. Credit may be obtained in only one of CMPE 440 or ECE 493.

Details

Estimated Costs (Budget information must be included here or as an attachment)	0-$200 Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	1. Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) 2. ECE Dept. Council 3. Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - 2)

1. Justification of the costs: PDF file named "Capstone Costs"
2. Student's support letter: PDF file named "Student Support Letter"

ECE Capstone Costs

ECE 491 (Electrical Engineering program)

Costs of materials for the EE Capstone Course for the past four years are as shown in the table below, which indicates that the average cost per student has been just over $55.

Year	Students	Total Budget	Spent	(including G0)	Reclaimed	Total	%	Cost/Student
2016-17	109	$11,900.00	$7,464.29	$234.74	$1,764.23	$5,700.06	47.9	$52.29
2017-18	86	$9,600.00	$7,171.09	$0.00	$0.00	$7,171.09	74.7	$83.38
2018-19	130	$14,000.00	$6,645.67	$864.00	$0.00	$6,645.67	47.5	$51.12
2020-21	118	$12,800.00	$5,072.36	$0.00	$0.00	$5,072.36	39.6	$42.99
TOTAL	443	$48,300.00	$26,353.41	$1,098.74	$1,764.23	$24,589.18	50.9	$55.51

ECE 492 (Computer Engineering program)

In previous years computer engineering students have been restricted to using specific hardware components supplied by the department, which they used for their projects and returned to the department. Low-cost peripheral components were supplied to the students free-of-charge by the department. The main hardware components are now out of date.

With a change of instructor ECE 492 has moved to the model used in ECE 491 where students are responsible for procuring their own devices which they will keep following the end of term.

ECE 493 (Software Engineering option)

In previous years students have completed their software projects on their own laptops or on desktop computers in the lab. It is anticipated that many ECE 493 capstone projects will continue to be completed in that manner at no additional cost to the students or department. However students are showing increased interest in AI and machine learning projects which typically have much larger computational requirements. Our request for instructional fees for ECE 493 is to cover the cost of computational resources such as Azure, AWS, or ISAIC, should students elect to use these services during completion of their project.

ECE 495 (Engineering Physics program)

The Engineering Physics capstone course has been offered in a manner similar to the Electrical Engineering capstone course (ECE 491), incurring similar costs per student.

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <12>

Request for Approval for: ECE 450 - Nanoscale Phenomena in Electronic Devices

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* Currently, ECE 450 students use the nanoFAB facility to complete the course labs. For cost recovery, nanoFAB has charged the department about $150/student. To date the department has covered this cost. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past. To be able to continue providing a high-quality lab experience for our students, we need to continue with nanoFAB based labs. Hence, we are requesting that the nanoFAB cost-recovery fees be charged to students' tuitions.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Covering the nanoFAB facility costs
Proposed Amount	$100 - $300
Previous Fee Amount (if this is a new fee, please indicate that here)	new fee
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	50
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	ECE 450 Nanoscale Phenomena in Electronic Devices
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	ECE 450: Semiconductor device physics, device scaling trends, advanced MOSFET fabrication and the associated quantum mechanical framework in nanoscale systems. Semiconductor devices as a system of elemental components. Quantum phenomena in the evaluation of semiconductor devices. Impact of new materials such as high-k gate dielectrics, copper damascene processing and diffusion barriers on device performance. Choice of channel materials and strain condition for ultrascaled logic devices, RF and power electronic devices. Prerequisite: ECE 302 or E E 340. Credit may be obtained in only one of ECE 450 or E E 450.

Details

Estimated Costs (Budget information must be included here or as an attachment)	The average cost per student is approximately $150. (See the attachment)
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	1. Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) 2. ECE Dept. Council 3. Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - 2)

1. Proof of estimated costs: PDF file named “ECE450-Winter2020”. This file shows the nanoFAB bill for ECE450 in Winter2020 term.
2. Student’s support letter: PDF file named “Student Support Letter”

Invoice

nanoFAB
W1-060 ECERF
9107-116 Street
Edmonton, Alberta
Bill To:
U of A ECE - ECE
Dr. Asha Rao
2nd Floor ECERF
Edmonton, AB

Invoice Date : Apr 1, 2020
Period : Jan 1, 2020
Mar 31, 2020

Invoice Details

Project Name : ECE Labs.ECE 450 Winter 2017
Period : Jan 1, 2020 - Mar 31, 2020
Total : $5,252.00

This bill may contain one time Administration Fees for all new users registered between 01/01/16 - 06/30/17
For billing inquiries please contact Melissa Hawrelechko <melissa.h@ualberta.ca> (780) 492-0167

Remark: This cost is for 37 students. Hence, the average cost per student in ECE 450 is approximately $142.

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Paul Rebstock

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <13>

Request for Approval for: ECE 457 - Microfabrication and Devices

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* Currently, ECE 457 students use the nanoFAB facility to complete the course labs. For cost recovery, nanoFAB has charged the department about $350/student. To date the department has covered this cost. As a result of recent budget cuts, the department can no longer continue to cover these costs as we have done in the past. To be able to continue providing a high-quality lab experience for our students, we need to continue with nanoFAB based labs. Hence, we are requesting that the nanoFAB cost-recovery fees be charged to students' tuitions.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Covering the nanoFAB facility costs
Proposed Amount	$300 - $500
Previous Fee Amount (if this is a new fee, please indicate that here)	new fee
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	50
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	Microfabrication and Devices
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	Microfabrication processes for CMOS, bipolar, MEMS, and microfluidics devices. Laboratory safety. Deposition processes of oxidation, evaporation and sputtering. Lithography, wet and dry etch, and device characterization. Note: Consent of Department required. Credit may be obtained in only one of ECE 457 or E E 457.

Details

Estimated Costs (Budget information must be included here or as an attachment)	The average cost per student is approximately $400. (See the attachment)
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	1. Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) 2. ECE Dept. Council 3. Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Proof of estimated costs: PDF file named "ECE457-Winter2020". This file shows the nanoFAB bill for ECE457 in Winter2020 term.
2. Student's support letter: PDF file named "Student Support Letter"

Invoice

nanoFAB
W1-060 ECERF
9107-116 Street
Edmonton, Alberta
Bill To:
U of A ECE - ECE
Dr. Asha Rao
2nd Floor ECERF
Edmonton, AB

Invoice Date : Apr 1, 2020
Period : Jan 1, 2020
Mar 31, 2020

Invoice Details

Project Name : ECE Labs.ECE_457
Period : Jan 1, 2020 - Mar 31, 2020
Total : $5,955.60

This bill may contain one time Administration Fees for all new users registered between 01/01/16 - 06/30/17
For billing inquiries please contact Melissa Hawrelechko <melissa.h@ualberta.ca> (780) 492-0167

Remark: This cost is for 15 students. Hence, the cost per student in ECE 457 is approximately $400.

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Attachment 2

Proposal for Change to Non-Regulated Exclusion to Program Fees

New Course	Course to be Replaced	Implementation	New Course Fee	Course to be Replaced Fee	Page Number
REN R 341/541	REN R 441/741	September 1, 2022	$100 - $160	$100 - $160	57
REN R 290	REN R 299	July 1, 2022	$0 - $2,000	$0 - $4,000	61
REN R 295		July 1, 2022	$0 - $1,000		67
ENCS 299		July 1, 2022	$0 - $1,000		73

Course	Implementation	Current Fee	Proposed Fee	Page Number
ECE 210	September 1, 2022	$20	$20 - $50	79
ECE 302/303	September 1, 2022	$20	$35 - $100	84
ECE 315	September 1, 2022	$20	$200 - $300	92

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: December 21, 2021

Item No. <06>

Request for Approval for: REN R 341/541 Soil Formation and Landscape Processes

Fee Type (see end of form for definitions)*:

- [X] **Non-Regulated Exclusion to Program Fees**
- [ ] **Non-Regulated Exclusion to Tuition Fees**
- [ ] **Other**

OUTLINE OF ISSUE*:*

The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. REN R 341/541 integrates off-campus field trips as part of the laboratory component of the course.

In 2021, the ALES Environmental and Conservation Science (ENSC) and Forestry Program Committee conducted a major program curriculum review to improve the alignment of courses, better accommodate the needs of students and improve the attractiveness of our programs to employers. Approved changes to the Environmental and Conservation Sciences (ENCS) program included the change of REN R 441/741 (Soil Formation and Landscape Processes) to REN R 341/541 (Soil Formation and Landscape Processes). This course remains a required course within certain majors within the ENCS program. In particular, it is required for students to gain a Professional Agrologist designation. REN R 441/741 had an approved fee range of $100 to $160 per student. We are seeking this same range for the new course REN R 341/541.

The department fully recognizes the financial burden these courses place on students. To address this, in 2019 we undertook a survey of students. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on- and off-campus. Renewed approvals for field trip/field course fee ranges took into account this survey.

These proposed fees are solely to cover the costs of transportation. The amount proposed is a reflection of distance traveled and number of field trips taken, both of which can vary depending on the instructor. i.e., travel to the Slave Lake area for an entire day or short trips to the Devon area or within the Edmonton.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Renewable Resources
Dean/Chair	Nadir Erbilgin, Department Chair
Primary Contact (Name, phone number, and e-mail)	Sarah Gooding, Academic Department Manager, 780-492-8313 or 780-964-5722 cell, sarah.gooding@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	John Acorn, Co-Chair Program Committee, 780-492-7202, jacorn@ualberta.ca Brad Pinno, Co-Chair Program Committee, 780-492-1280, bpinno@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	To cover the added cost for transportation for field trips offered as part of experiential learning.
Proposed Amount	REN R 341/541 - $100 to $160 Remove Fee for REN R 441/741 - $0
Previous Fee Amount (if this is a new fee, please indicate that here)	New course, new fee. Replaces REN R 441/741 course and with similar fee range.
Requested Implementation Date	Fall 2022
The Impact of the Fee (number of students affected, etc.)	Estimated 25 to 35 students with no change in impact
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	REN R 341/541 Soil Formation and Landscape Processes
Required Course(s)	X Yes ☐ No
The course/program is on or off campus	X On-Campus ☐ Off-Campus
New or Existing Course(s)	New Course
New or Existing Program (include name)	Existing – Bachelor of Science in Environmental and Conservation Sciences as well as the BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees.
Course Description(s)	★ 3 (fi 6)(FIRST, 3-0-3) Soil formation, with emphasis on landscape processes as factors in soil development; pedogenic processes and their relation to environmental issues; soils; vegetation, and geological associations; kinds and distribution of soils in Canada; soil classification; field examination and computer-assisted learning of soils and their landscape. Field trips. Prerequisite: REN R 210.

Details

Estimated Costs (Budget information must be included here or as an attachment)	School bus or vans depending on enrollment numbers, with the choice of transportation based on accommodating the route to the destination (highway vs gravel roads) and providing the lowest cost/student.
Explanatory Notes	The proposed fees cover transportation for field trips. Some trips are local within the greater Edmonton area (generally afternoon trips) while others are full day trips to sites within 250km of Edmonton (generally full day field trips).

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	As a new approved course, consultation was provided by Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route – What consultation has occurred and provide outcome	2019 - Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. . From the survey we were able to come to 3 important conclusions • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.

Advisory Route (RACF) Include dates	December 21, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

Based on actual costs for 2021 accommodating min/max number of students per vehicle and increased on rental rate changes. Fall 2021 fees took into account increased student spacing for Covid-19 protocols.

Actual Costs - REN R 441 comparatable course costs for Transportation			
Description	**2021 Actual**		
Fees Charged	$120		
Number of students	26		
Field Trip Camp School Revenue	$3,120		
Rentals Equipment & Vehicles Expenses	$3,022		
Balance	**$97.68**		

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: December 21, 2021

Item No. <04>

Request for Approval for: REN R 290 Field Skills in Environmental, Conservation, and Forest Sciences

Fee Type (see end of form for definitions)*:

- [X] **Non-Regulated Exclusion to Program Fees**
- [ ] **Non-Regulated Exclusion to Tuition Fees**
- [ ] **Other**

OUTLINE OF ISSUE*:* The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning, which aligns with the UofA Strategic Plan. As a new approved course, *Ren R 290* is a 7-day off-campus field school that combines the concepts and practices of environmental, conservation and forest sciences, providing students with proficiencies in sampling, identification, and measurement of biophysical components of terrestrial and aquatic environments. Skills that are highly regarded for summer employment opportunities (industry, government, NGOs etc). *REN R 290* requires additional student fees to cover costs related to transportation, accommodation, meals, course pack, casual staff support, and field supplies.

Ren R 290 represents part of the modification of *Ren R 299* (*3 Spring Field School), which was previously approved for Non-Regulated Exclusion to Program Fees. *Ren R 299* was the required field course in four programs (Forestry, Forest Business Management, Environmental and Conservation Sciences and Environmental and Conservation Sciences/Native Studies). Practical field courses are mandatory for the accreditation of these programs as they lead to Registered Professional Forester, Registered Professional Biologist or Professional Agrologist designations for graduating students.

REN R 299 was offered as a 3-week overnight field school in Spring Session with an approved fee range from $2,000 to $4,000. *REN R 299* will now be replaced by *REN R 290* (*2 Forestry and ENCS programs) in combination with *REN R 295* (*1 for Forestry programs only) or *ENCS 299* (*1 for ENCS programs only) – see complimentary applications to RCAF for *REN R 295* and *ENCS 299*.

In 2021, the ALES Environmental and Conservation Science (ENSC) and Forestry Program Committee conducted a major program curriculum review to improve the alignment of courses, accommodate the needs of students and improve the attractiveness of our programs to employers (see Videos and Folio story linked at the end

of this document). One such change, the condensing and re-aligning of the field school, experienced an accelerated timeline due to the arrival of the pandemic in 2020. *REN R 299* was offered in Aug 2020 and Aug 2021 as a 6-day field school with multiple day trips out of Edmonton in order to accommodate institutional COVID restrictions, rather than a 3-week overnight field school in May. This change was well received by the students because it was offered at a reduced cost from previous years and it allowed students to begin summer employment earlier. However, the breadth of the topics normally covered could not be accommodated in such a compressed schedule.

Working from this experience, the Program Committee established a combined field school course (*REN R 290*) and two specialized field courses (*REN R 295* and *ENCS 299*). This format allows for common concepts to be taught via *REN R 290* to all the Forestry and ENCS program students taking advantage of economies of scale for travel and overnight trips. It also allows for specialization or broadening of concepts that target the individual programs to be taught via *REN R 295* or *ENCS 299* depending program and major.

Replacing *REN R 299*, we are requesting a similar but reduced fee structure for the combined new field courses. We have set the range to accommodate annual changes to course structure (# day trips vs # overnight trips) and potential subsidies from the *Peter J. Murphy Forest Industry Field Learning Endowment*. We have made the bottom of the range zero to accommodate the possibility of full subsidy via sector donations and/or Endowment funds; or if we have to cancel the course due to another event such as the COVID pandemic.

The Department fully recognizes the financial burden of experiential learning *via* field schools places on students. A survey of students in the ENSC and Forestry programs was undertaken in 2019. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus. The following videos and Folio article more fully express the importance of field schools (especially to the professional forestry programs), the change underway and the impact on students.

Videos that document the appreciation by students:

- For the love of forests (field courses at UofA): https://youtu.be/wx4qs-MWHWk
- Field School Endowment Student impact : https://youtu.be/j7JUDp5SIlc

Folio story that highlights our program revisions:

- Forestry field school gets a makeover for a growing industry: https://tinyurl.com/Folio-RENR-FieldSchool

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Renewable Resources
Dean/Chair	Nadir Erbilgin, Department Chair
Primary Contact (Name, phone number, and e-mail)	Sarah Gooding, Academic Department Manager, 780-492-8313 or 780-964-5722 cell, sarah.gooding@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	John Acorn, Co-Chair ENCS and Forestry Program Committee, 780-492-7202, jacorn@ualberta.ca Brad Pinno, Co-Chair ENCS and Forestry Program Committee, 780-492-1280, bpinno@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fees cover student costs for a 7-day field school, including transportation, accommodation, full meals, course pack, casual staff support, and minimal supply costs
Proposed Amount	REN R 290 - $0 to $2000 Remove Fee for REN R 299 - $0
Previous Fee Amount (if this is a new fee, please indicate that here)	New course with new fee range . Together with REN R 295 or ENCS 299 students will have fee range of $0 to $2000 for REN R 295 plus $0 to $1000 for either REN R 295 or ENCS 299. Therefore, the maximum total of $3000 would be replacing the fee range for REN R 299 ($0 to $4000), which would no longer be offered.
Requested Implementation Date	Summer 2022
The Impact of the Fee (number of students affected, etc.)	Estimated at 80 to 100 students with an impact of reduced fees
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	REN R 290 Field Skills in Environmental, Conservation, and Forest Sciences
Required Course(s)	X Yes ☐ No
The course/program is on or off campus	☐ On-Campus X Off-Campus
New or Existing Course(s)	NEW
New or Existing Program (include name)	Existing – Bachelor of Science in Environmental and Conservation Sciences, Bachelor of Science in Forestry, Bachelor of Science in Forest Business Management and the BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees
Course Description(s)	★ **2 (fi 4) (EITHER, 7 DAYS)** Combines the concepts and practices of environmental, conservation and forest sciences in an off-campus field experience. Proficiency in sampling, identification, and measurement of biophysical components of terrestrial and aquatic environments is emphasized. Prerequisites: *30 and REN R 110. REN R 205, REN R 210 and REN R 120 are recommended. Students must complete this course prior to completion of the final *30 of their program.

Details

Estimated Costs (Budget information must be included here or as an attachment)	See Budget Table on last page based on Summer 2021 actual costs/student/day for REN R 101 and REN R 299 – as comparable cost estimates for field schools based on overnight trips vs day trips, respectively.
Explanatory Notes	We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students through, among other things, the partnership arrangements outlined below. A key factor in selecting the institutions at which the field school is based, is affordability for our students. A key feature of our field school is collaboration with government, industrial, and other third-party agencies that assist with logistics and partner in the delivery of course content throughout the course. These partnerships are key to delivery of the academic content, and also provide significant in-kind contributions towards course costs. Presentations, tours and discussions with external experts add greatly to the students' experience, and also support development of future employment contacts. Currently there is a campaign to establish a Field School Endowment, which would significantly reduce the cost per student, and will be incorporated into each year's fee estimate.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	As a new course, approvals have been provided by Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route – What consultation has occurred and provide outcome	2019 - Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29) to assess student view point of experiential learning and the added financial burden. Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. From the survey we were able to come to 3 important conclusions • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	December 21, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

See Budget estimate below

Estimate for Fee Ranges for New Field School Courses

			Day Trips only		Overnight Trips		
Course	**Title**	**# Days**	**Estimated Cost Student/Day**	**Estimated Fees/Student**	**Estimated Cost Student/Day**	**Estimated Fees/Student**	**Range per student**
RENR 290	ENCS and Forestry Field School	7	$65	$455	$170	$1,190	$0 to $2000
RENR 295	Special Topics Forest Science	4	$65	$260	$170	$680	$0 to $1000
ENCS 299	Special Topics in ENCS	4	$65	$260	$170	$680	$0 to $1000

Note: Based on Summer 2021 cost per student/day below, minimun of $0 to accommodate potential full endowment support.

Actual Costs for Summer 2021 Field Courses - as compartive courses

Description	**REN R 299 Day Trips**	**REN R 101 Overnight Trips**
Accommodations	$0	$5,160
Hospitality - meals	$0	$2,814
Rentals Equipment & Vehicles	$15,094	$3,796
Supplies & Services General	$1,735	$961
Support Staff - Temporary (note)	$5,513	$1,354
	$22,342	**$14,085**
Number of days	6	6
Number of students	67	15
Total cost/student/day	**$55.58**	**$156.50**

NOTE re staffing:
Staff are NOT considered teaching assistants. These staff are responsible for supporting the academic program through daily driving, student management (in the field and on site through planning/delivering recreation programs or other student engagement programs), overall logistical support, equipment management, site preparation, instructor (non-academic) support. The staff have little or no academic/instructional responsibilities

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: December 21, 2021

Item No. <05>

Request for Approval for: REN R 295: Special Topics in Field Skills and Their Application in Forest Sciences

Fee Type (see end of form for definitions)*:

- [X] **Non-Regulated Exclusion to Program Fees**
- [ ] **Non-Regulated Exclusion to Tuition Fees**
- [ ] **Other**

OUTLINE OF ISSUE*:* The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning, which aligns with the UofA Strategic Plan. As a new approved course, *Ren R 295* is a 4-day off-campus field school that emphasizes technical skills, their application, and integration in the forest sciences through hands-on, experiential learning that complements theory and knowledge acquired in the classroom. Built around the collection of field data in small groups, course goals include fostering students understanding of the diverse forest ecosystems of Alberta, current forestry practices, and current issues in managing forests for diverse benefits. Through group work, students will also develop skills in leadership and collaboration. This course builds on the skills learned in *REN R 290*. *REN R 295* requires additional student fees to cover costs related to transportation, accommodation, meals, course pack, casual staff support, and field supplies.

Ren R 295 represents part of a modification of *Ren R 299* (*3 Spring Field School), which was previously approved for Non-Regulated Exclusion to Program Fees. *Ren R 299* was the required field course in four programs (Forestry, Forest Business Management, Environmental and Conservation Sciences and Environmental and Conservation Sciences/Native Studies). Practical field courses are mandatory for the accreditation of these programs as they lead to Registered Professional Forester, Registered Professional Biologist or Professional Agrologist designations for graduating students.

REN R 299 was offered as a 3-week overnight field school in Spring Session with an approved fee range from $2,000 to $4,000. *REN R 299* will now be replaced by *REN R 290* (*2 Forestry and ENCS programs) in combination with *REN R 295* (*1 for Forestry programs only) or *ENCS 299* (*1 for ENCS programs only) – see complimentary applications to RCAF for *REN R 290* and *ENCS 299*.

In 2021, the ALES Environmental and Conservation Science (ENSC) and Forestry Program Committee conducted a major program curriculum review to improve the alignment of courses, better accommodate the needs of students and improve the

attractiveness of our programs to employers (see Videos and Folio story linked at the end of this document). One such change, the condensing and re-aligning of the field school, experienced an accelerated timeline due to the arrival of the pandemic in 2020. *REN R 299* was offered in Aug 2020 and Aug 2021 as a 6-day field school with multiple day trips out of Edmonton in order to accommodate institutional COVID restrictions, rather than a 3-week overnight field school in May. This change was well received by the students because it was offered at a reduced cost from previous years and it allowed students to begin summer employment earlier. However, the breadth of the topics normally covered could not be accommodated in such a compressed schedule.

Working from this experience, the Program Committee established a combined field school course (*REN R 290*) and two specialized field courses (*REN R 295* and *ENCS 299*). This format allows for common concepts to be taught via *REN R 290* to all the Forestry and ENCS program students taking advantage of economies of scale for travel and overnight trips. It also allows for specialization or broadening of concepts that target the individual programs to be taught via *REN R 295* or *ENCS 299* depending program and major.

Replacing *REN R 299*, we are requesting a similar but reduced fee structure for the combined new field courses. We have set the range to accommodate annual changes to course structure (# day trips vs # overnight trips) and potential subsidies from the *Peter J. Murphy Forest Industry Field Learning Endowment*. We have made the bottom of the range zero to accommodate the possibility of full subsidy via sector donations and/or Endowment funds; or if we have to cancel the course due to another event such as the COVID pandemic.

The Department fully recognizes the financial burden of experiential learning *via* field schools places on students. A survey of students in the ENSC and Forestry programs was undertaken in 2019. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus. The following videos and Folio article more fully express the importance of field schools (especially to the professional forestry programs), the change underway and the impact on students.

Videos that document the appreciation by students:

- For the love of forests (field courses at UofA): https://youtu.be/wx4qs-MWHWk
- Field School Endowment Student impact : https://youtu.be/j7JUDp5SIlc

Folio story that highlights our program revisions:

- Forestry field school gets a makeover for a growing industry: https://tinyurl.com/Folio-RENR-FieldSchool

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Renewable Resources
Dean/Chair	Nadir Erbilgin, Department Chair
Primary Contact (Name, phone number, and e-mail)	Sarah Gooding, Academic Department Manager, 780-492-8313 or 780-964-5722 cell, sarah.gooding@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	John Acorn, Co-Chair Program Committee, 780-492-7202, jacorn@ualberta.ca Brad Pinno, Co-Chair Program Committee, 780-492-1280, bpinno@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fees cover student costs for a 4-day field school, including transportation, accommodation, full meals, course pack, casual staff support, and minimal supply costs
Proposed Amount	REN R 295 - $0 to $1000 Remove Fee for REN R 299 - $0
Previous Fee Amount (if this is a new fee, please indicate that here)	New course with new fee range . Together with REN R 290 students will have a fee range of $0 to $3000, replacing the fee range for REN R 299 ($0 to $4000), which will no longer be offered.
Requested Implementation Date	Summer 2022
The Impact of the Fee (number of students affected, etc.)	Estimated at 20 – 25 students with an impact of reduced fees.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	REN R 295: Special Topics in Field Skills and Their Application in Forest Sciences
Required Course(s)	X Yes ☐ No
The course/program is on or off campus	☐ On-Campus X Off-Campus
New or Existing Course(s)	NEW
New or Existing Program (include name)	Existing – Bachelor of Science in Forestry and Bachelor of Science in Forest Business Management
Course Description(s)	★ 1 (fi 2) (EITHER, 4 DAYS) Focuses on specialized field skills and their application in forest sciences. The course involves off-campus field experiences. Pre- or corequisite: REN R 290.

Details

Estimated Costs (Budget information must be included here or as an attachment)	See Budget Table on last page based on Summer 2021 actual costs/student/day for REN R 101 and REN R 299 – as comparable cost estimates for field schools based on overnight trips vs day trips, respectively.
Explanatory Notes	We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students through, among other things, the partnership arrangements outlined below. A key factor in selecting the institutions at which the field school is based, is affordability for our students. A key feature of our field school is collaboration with government, industrial, and other third-party agencies that assist with logistics and partner in the delivery of course content throughout the course. These partnerships are key to delivery of the academic content, and also provide significant in-kind contributions towards course costs. Presentations, tours and discussions with external experts add greatly to the students' experience, and also support development of future employment contacts. Currently there is a campaign to establish a Field School Endowment, which would significantly reduce the cost per student, and will be incorporated into each year's fee estimate.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees	As a new course, approvals have been provided by Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department

and in what capacity)	of Renewable Resources Department Chair
Student Group Consultative Route – What consultation has occurred and provide outcome	2019 - Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29) to assess student view point of experiential learning and the added financial burden. Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. From the survey we were able to come to 3 important conclusions • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	December 21, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

See Budget estimate below

Estimate for Fee Ranges for New Field School Courses

			Day Trips only		Overnight Trips		
Course	**Title**	**# Days**	**Estimated Cost Student/Day**	**Estimated Fees/Student**	**Estimated Cost Student/Day**	**Estimated Fees/Student**	**Range per student**
RENR 290	ENCS and Forestry Field School	7	$65	$455	$170	$1,190	$0 to $2000
RENR 295	Special Topics Forest Science	4	$65	$260	$170	$680	$0 to $1000
ENCS 299	Special Topics in ENCS	4	$65	$260	$170	$680	$0 to $1000

Note: Based on Summer 2021 cost per student/day below, minimun of $0 to accommodate potential full endowment support.

Actual Costs for Summer 2021 Field Courses - as compartive courses

Description	**REN R 299 Day Trips**	**REN R 101 Overnight Trips**
Accommodations	$0	$5,160
Hospitality - meals	$0	$2,814
Rentals Equipment & Vehicles	$15,094	$3,796
Supplies & Services General	$1,735	$961
Support Staff - Temporary (note)	$5,513	$1,354
	$22,342	**$14,085**
Number of days	6	6
Number of students	67	15
Total cost/student/day	**$55.58**	**$156.50**

NOTE re staffing:
Staff are NOT considered teaching assistants. These staff are responsible for supporting the academic program through daily driving, student management (in the field and on site through planning/delivering recreation programs or other student engagement programs), overall logistical support, equipment management, site preparation, instructor (non-academic) support. The staff have little or no academic/instructional responsibilities

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: December 21, 2021

Item No. <03>

Request for Approval for: ENCS 299 Special Topics in Field Skills and Their Application in the Environmental and Conservation Sciences

Fee Type (see end of form for definitions)*:

- [X] **Non-Regulated Exclusion to Program Fees**
- [ ] **Non-Regulated Exclusion to Tuition Fees**
- [ ] **Other**

OUTLINE OF ISSUE*:* The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning, which aligns with the UofA Strategic Plan. As a new approved course, *ENCS 299* is a 4-day off-campus field school that focuses on specialized field skills, their application, and integration in different sub-disciplines of environmental, conservation, and forest sciences, building on skills learned in *REN R 290*. Each course section targets content related to different ENCS program majors. Students are required to register for the section associated with their major but may take additional sections as part of their electives. *ENCS 299* requires additional student fees to cover costs related to transportation, accommodation, meals, course pack, casual staff support, and field supplies.

ENCS 299 represents part of the modification of *Ren R 299* (*3 Spring Field School), which was previously approved for Non-Regulated Exclusion to Program Fees. *Ren R 299* was the required field course in four programs (Forestry, Forest Business Management, Environmental and Conservation Sciences and Environmental and Conservation Sciences/Native Studies). Practical field courses are mandatory for the accreditation of these programs as they lead to Registered Professional Forester, Registered Professional Biologist or Professional Agrologist designations for graduating students.

REN R 299 was offered as a 3-week overnight field school in Spring Session with an approved fee range from $2,000 to $4,000. *REN R 299* will now be replaced by *REN R 290* (*2 Forestry and ENCS programs) in combination with *REN R 295* (*1 for Forestry programs only) or *ENCS 299* (*1 for ENCS programs only) – see complimentary applications to RCAF for *REN R 290* and *REN R 295*.

In 2021, the ALES Environmental and Conservation Science (ENSC) and Forestry Program Committee conducted a major program curriculum review to improve the alignment of courses, better accommodate the needs of students and improve the attractiveness of our programs to employers (see Videos and Folio story linked at the end

of this document). One such change, the condensing and re-aligning of the field school, experienced an accelerated timeline due to the arrival of the pandemic in 2020. *REN R 299* was offered in Aug 2020 and Aug 2021 as a 6-day field school with multiple day trips out of Edmonton in order to accommodate institutional COVID restrictions, rather than a 3-week overnight field school in May. This change was well received by the students because it was offered at a reduced cost from previous years and it allowed students to begin summer employment earlier. However, the breadth of the topics normally covered could not be accommodated in such a compressed schedule.

Working from this experience, the Program Committee established a combined field school course (*REN R 290*) and two specialized field courses (*REN R 295* and *ENCS 299*). This format allows for common concepts to be taught via *REN R 290* to all the Forestry and ENCS program students taking advantage of economies of scale for travel and overnight trips. It also allows for specialization or broadening of concepts that target the individual programs to be taught via *REN R 295* or *ENCS 299* depending program and major.

Replacing *REN R 299*, we are requesting a similar but reduced fee structure for the combined new field courses. We have set the range to accommodate annual changes to course structure (# day trips vs # overnight trips) and potential subsidies from the *Peter J. Murphy Forest Industry Field Learning Endowment*. We have made the bottom of the range zero to accommodate the possibility of full subsidy via sector donations and/or Endowment funds; or if we have to cancel the course due to another event such as the COVID pandemic.

The Department fully recognizes the financial burden of experiential learning *via* field schools places on students. A survey of students in the ENSC and Forestry programs was undertaken in 2019. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus. The following videos and Folio article more fully express the importance of field schools (especially to the professional forestry programs), the change underway and the impact on students.

Videos that document the appreciation by students:

- For the love of forests (field courses at UofA): https://youtu.be/wx4qs-MWHWk
- Field School Endowment Student impact : https://youtu.be/j7JUDp5SIlc

Folio story that highlights our program revisions:

- Forestry field school gets a makeover for a growing industry: https://tinyurl.com/Folio-RENR-FieldSchool

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Renewable Resources
Dean/Chair	Nadir Erbilgin, Department Chair
Primary Contact (Name, phone number, and e-mail)	Sarah Gooding, Academic Department Manager, 780-492-8313 or 780-964-5722 cell, sarah.gooding@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	John Acorn, Co-Chair Program Committee, 780-492-7202, jacorn@ualberta.ca Brad Pinno, Co-Chair Program Committee, 780-492-1280, bpinno@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fees cover student costs for 4-day field school, including transportation, accommodation, full meals, course pack, casual staff support, and minimal supply costs.
Proposed Amount	ENCS 299 - $0 to $1000 Remove Fee for REN R 299 - $0
Previous Fee Amount (if this is a new fee, please indicate that here)	New course with new fee range . Together with REN R 290 students will have a fee range of $0 to $3000, replacing the fee range for REN R 299 ($0 to $4000), which will no longer be offered.
Requested Implementation Date	Summer 2022
The Impact of the Fee (number of students affected, etc.)	Estimated at 15-20 students per section, with an impact of reduced fees
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	ENCS 299 Special Topics in Field Skills and Their Application in the Environmental and Conservation Sciences
Required Course(s)	X Yes ☐ No
The course/program is on or off campus	☐ On-Campus X Off-Campus
New or Existing Course(s)	NEW
New or Existing Program (include name)	Existing – Bachelor of Science in Environmental and Conservation Sciences as well as the BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees.
Course Description(s)	★ 1 (fi 2)(EITHER, 4 DAYS) Focuses on specialized field skills, their application, and integration in different sub-disciplines of the environmental and conservation sciences. The course involves off-campus field experiences. A student is required to select a topic related to their major, but may take additional sections as part of their electives. Pre- or corequisite: REN R 290.

Details

Estimated Costs (Budget information must be included here or as an attachment)	See Budget Table on last page based on Summer 2021 actual costs/student/day for REN R 101 and REN R 299 – as comparable cost estimates for field schools based on overnight trips vs day trips only, respectively.
Explanatory Notes	We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students through, among other things, the partnership arrangements outlined below. A key factor in selecting the institutions at which the field school is based, is affordability for our students. A key feature of our field school is collaboration with government, industrial, and other third-party agencies that assist with logistics and partner in the delivery of course content throughout the course. These partnerships are key to delivery of the academic content, and also provide significant in-kind contributions towards course costs. Presentations, tours and discussions with external experts add greatly to the students' experience, and also support development of future employment contacts. Currently there is a campaign to establish a Field School Endowment, which would significantly reduce the cost per student, and will be incorporated into each year's fee estimate.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	As a new course, approvals have been provided by Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route – What consultation has occurred and provide outcome	2019 - Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29) to assess student view point of experiential learning and the added financial burden. Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. From the survey we were able to come to 3 important conclusions • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	December 21, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

See Budget estimate below

Estimate for Fee Ranges for New Field School Courses

			Day Trips only		Overnight Trips		
Course	**Title**	**# Days**	**Estimated Cost Student/Day**	**Estimated Fees/Student**	**Estimated Cost Student/Day**	**Estimated Fees/Student**	**Range per student**
RENR 290	ENCS and Forestry Field School	7	$65	$455	$170	$1,190	$0 to $2000
RENR 295	Special Topics Forest Science	4	$65	$260	$170	$680	$0 to $1000
ENCS 299	Special Topics in ENCS	4	$65	$260	$170	$680	$0 to $1000

Note: Based on Summer 2021 cost per student/day below, minimun of $0 to accommodate potential full endowment support.

Actual Costs for Summer 2021 Field Courses - as compartive courses

Description	**REN R 299 Day Trips**	**REN R 101 Overnight Trips**
Accommodations	$0	$5,160
Hospitality - meals	$0	$2,814
Rentals Equipment & Vehicles	$15,094	$3,796
Supplies & Services General	$1,735	$961
Support Staff - Temporary (note)	$5,513	$1,354
	$22,342	**$14,085**
Number of days	6	6
Number of students	67	15
Total cost/student/day	**$55.58**	**$156.50**

NOTE re staffing:
Staff are NOT considered teaching assistants. These staff are responsible for supporting the academic program through daily driving, student management (in the field and on site through planning/delivering recreation programs or other student engagement programs), overall logistical support, equipment management, site preparation, instructor (non-academic) support. The staff have little or no academic/instructional responsibilities

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28

Item No. <08>

Request for Approval for: ECE 210 - Introduction to Digital Logic Design

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 210 students require use of electrical devices for the lab component of the course. Currently, there is a cost of $20 for these consumables in the calendar. This value is more than a decade old and needs updating. We are proposing to change the existing $20 value with a range value of $20-$50 to better reflect the current and future costs.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$20-$50
Previous Fee Amount (if this is a new fee, please indicate that here)	Existing fee, current listed amount in the calendar is $20.
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	400
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Introduction to Digital Logic Design
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	Boolean algebra, truth tables, Karnaugh maps. Switching devices and their symbology with an introduction to NAND and NOR logic. Number systems, codes, minimization procedures, synthesis of combinational networks. Synchronous sequential circuits, flip-flops, counters. Arithmetic circuits. Introduction to computer-aided design and simulation tools for digital design and implementation. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Credit may be obtained in only one of ECE 210, E E 280 or CMPUT 329.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $56, 2020/21 our cost $29 Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 210				**Our Total Price per Kit:**		***26.41***	
Item	**Supplier**	**Quantity**	Retail Price Per	Retails Price per	Our Price per Unit	Our Cost Per Kit	Pricing Notes
NAND 4ch 2-input	* Rick	2	0.600000	1.200000	0.380000	0.760000	
NAND 4ch 2-input	Diligent/Testforce	2	0.610000	1.220000	0.395000	0.790000	
INV 6ch 6-input	Diligent/Testforce	2	1.120000	2.240000	0.750000	1.500000	
AND 4ch 2-input	Diligent/Testforce	2	0.600000	1.200000	0.400000	0.800000	
NAND 3ch 3-input	Diligent/Testforce	2	0.740000	1.480000	0.405000	0.810000	
NAND 2ch 4-input	Digikey	2	0.600000	1.200000	0.385000	0.770000	
AND 2ch 4-input	Digikey	2	0.780000	1.560000	0.435000	0.870000	
OR 4ch 2-input	Digikey	2	0.600000	1.200000	0.385000	0.770000	
AND 3ch 3-input	Digikey	2	0.600000	1.200000	0.385000	0.770000	
wrist strap	* Rick	1	10.000000	10.000000	6.710000	6.710000	
Breadboard	* Rick	1	6.370000	6.370000	6.370000	6.370000	
JUMPER KIT VARIOUS 26AWG 65PCS male-male	Digikey	1	8.170000	8.170000	5.494520	5.494520	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Paul Rebstock

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <09>

Request for Approval for: ECE 302 - Electronic Devices
ECE 303 – Analog Electronics

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE: ECE 302 and 303 students require use of electrical devices for the lab component of the course. Currently, there is a cost of $20 for these consumables in the calendar. This value is more than a decade old and needs updating. We are proposing to change the existing $20 value with a range value of $35-$100 to better reflect the current and future costs.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$35-$100
Previous Fee Amount (if this is a new fee, please indicate that here)	Existing fee, current listed amount in the calendar is $20.
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	250
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Electronic Devices Analog Electronics
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	ECE 302: PN junction semiconductor basics, charge flow and diode equation. Zener diodes. BJT and MOSFET devices and operating regions. Amplifier basics: biasing, gain, input and output resistance, analysis and design. Large signal effects. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: ECE 203 or E E 250. Credit may be obtained in only one of ECE 302 or E E 340. ECE 303: Differential amplifiers. Frequency response: active device high-frequency behaviour and circuit models; amplifier circuits and design. Feedback: concepts and structure; feedback topologies and amplifiers; open- and closed-loop response. Operational amplifiers: behaviour, circuit analysis and design. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: ECE 302 or E E 340. Credit may be obtained in only one of ECE 303 or E E 350.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $77-$87 (depending on the course), 2020/21 our cost $37-$43 (depending on the course) Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021

Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)"
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 302				**Our Total Price per Kit:**		***37.79***	
Item	**Supplier**	**Quantity per Kit**	Retail Price Per Unit	Retails Price per kit	Our Price per Unit	Our Cost Per Kit	Pricing Notes
wrist strap	* Rick	1	10.000000	10.000000	6.710000	6.710000	
Breadboard	* Rick	1	10.000000	10.000000	6.710000	6.710000	
Small Screwdriver		1	5.000000	5.000000	1.750000	1.750000	
JUMPER WIRES 28AWG male-male 6"	Digikey	1	5.700000	5.700000	5.700000	5.700000	
JUMPER WIRES 28AWG male-male 12"	Digikey	1	2.810000	2.810000	2.810000	2.810000	
DIODE ZENER 10V 1W DO41	Digikey	2	0.350000	0.700000	0.070000	0.140000	
DIODE GEN PURP 1KV 1A DO41	Digikey	6	0.300000	1.800000	0.050000	0.300000	
TRANS NPN 40V TO92	Digikey	4	0.260000	1.040000	0.100000	0.400000	
CAP CER 10UF 25V X5R RADIAL	Digikey	8	0.630000	5.040000	0.630000	5.040000	
RES 10 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.030000	0.060000	
RES 15 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.030000	0.060000	
RES 20 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.025000	0.050000	
RES 22 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.025000	0.050000	
RES 27 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.025000	0.050000	
RES 33 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.025000	0.050000	
RES 39 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.020000	0.040000	
RES 47 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.030000	0.060000	
RES 56 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.025000	0.050000	
RES 68 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.025000	0.050000	
RES 82 OHM 1/4W 1% AXIAL	Digikey	2	0.140000	0.280000	0.025000	0.050000	
RES 100 OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.010000	0.050000	
RES 220 OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.009450	0.047250	
RES 470 OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.009450	0.047250	

RES 680 OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.009450	0.047250	
RES 1K OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.009450	0.047250	
RES 1.5K OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.009450	0.047250	
RES 2.2K OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.009450	0.047250	
RES 4.7K OHM 1/4W 5% AXIAL	Digikey	5	0.140000	0.700000	0.009450	0.047250	
RES 1.2K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.009450	0.047250	
RES 820 OHM 1/4W 5% AXIAl	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 560 OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 330 OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.008000	0.040000	
RES 2.7K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.001000	0.005000	
RES 3.3K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.001000	0.005000	
RES 5.6K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.001000	0.005000	
RES 6.8K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.000800	0.004000	
RES 8.2K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.001000	0.005000	
RES 10K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.009450	0.047250	
RES 12K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.009450	0.047250	
RES 15K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 18K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.062000	0.310000	
RES 22K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 27K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	

RES 33K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 39K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.008000	0.040000	
RES 47K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 56K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 68K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 82K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
Conn Jack Stereo 3.5 mm PCB	Digikey	1	0.980000	0.980000	0.650000	0.650000	
Term Blk 3pos Top Entry 2.54mm PCB	Digikey	1	1.670000	1.670000	0.830000	0.830000	
Male-to-male ⅛" audio jack patch cable 0.5 m	Digikey	1	3.120000	3.120000	2.190000	2.190000	
speaker 8Ω	Digikey	1	2.550000	2.550000	2.550000	2.550000	

Course Name: ECE 303				**Our Total Price per Kit:**		***43.29***	
Item	**Supplier**	**Quantity per Kit**	Retail Price Per Unit	Retails Price per kit	Our Price per Unit	Our Cost Per Kit	Pricing Notes
TRANS 4NPN 40V 0.5A	* Rick	3	7.360000	22.080000	4.996667	14.990000	
UA741CP IC OPAMP GP 1 CIRCUIT 8DIP	* Rick	2	0.750000	1.500000	0.315000	0.630000	
TRANS NPN 40V TO92		3	0.260000	0.780000	0.100000	0.300000	
CAP ALUM 100UF 20% 25V RADIAL	Digikey	4	0.460000	1.840000	0.127500	0.510000	
CAP CER 1000PF 50V X7R RADIAL	Digikey	10	0.290000	2.900000	0.062000	0.620000	
TRIMMER 10K OHM 0.25W PC PIN TOP	Digikey	1	3.190000	3.190000	2.320000	2.320000	
DIODE ZENER 5.1V 500MW DO35	Digikey	3	0.190000	0.570000	0.080000	0.240000	
wrist strap	* Rick	1	10.000000	10.000000	6.710000	6.710000	
Breadboard	* Rick	1	10.000000	10.000000	6.710000	6.710000	
Small Screwdriver		1	5.000000	5.000000	1.750000	1.750000	
JUMPER WIRES 28AWG male-male 6"	Digikey	1	5.700000	5.700000	5.700000	5.700000	
JUMPER WIRES 28AWG male-male 12"	Digikey	1	2.810000	2.810000	2.810000	2.810000	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club

Registrar's Advisory Committee on Program Budgets and Fees (RACF)

For the meeting of: September 28, 2021

Item No. <10>

Request for Approval for: ECE 315 – Computer Interfacing

Fee Type (see end of form for definitions)*:

☒ **Non-Regulated Exclusion to Program Fees**
☐ **Non-Regulated Exclusion to Tuition Fees**
☐ **Other**

OUTLINE OF ISSUE*:* ECE 315 students require use of electrical devices, microcontrollers and peripherals for the lab component of the course. Currently, there is a cost of $20 for these consumables in the calendar. This value is more than a decade old and needs updating. We are proposing to change the existing $20 value with a range value of $200-$300 to better reflect the current and future costs.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering/Electrical and Computer Engineering
Dean/Chair	Dr. Fraser Forbes/Dr. Ivan Fair
Primary Contact (Name, phone number, and e-mail)	Ivan Fair, ifair@ualberta.ca ECE Department Chair
Secondary Contact (Name, phone number, and e-mail)	Wendy Barton, bartonw@ualberta.ca Department Manager

Item

Purpose of Fee (what it is to be used for)	Costs for consumable components and devices used in the labs.
Proposed Amount	$200-$300
Previous Fee Amount (if this is a new fee, please indicate that here)	Existing fee, current listed amount in the calendar is $20.
Requested Implementation Date	Sept. 2022
The Impact of the Fee (number of students affected, etc.)	100
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Computer Interfacing
Required Course(s)	☒ Yes ☐ No
The course/program is on or off campus	☒ On-Campus ☐ Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing program
Course Description(s)	Design and use of digital interfaces, including memory, serial, parallel, synchronous and asynchronous interfaces. Hardware implementations of interrupts, buses, input/output devices and direct memory access. Multitasking software architecture, real-time preemptive multitasking kernels. Data structures and mechanisms for flow control. Computer communications interfaces, interfacing of microcontroller to peripheral devices such as stepper motors. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: ECE 212 or E E 380 or CMPUT 229, and 275 or permission of the Instructor. Credit may be obtained in only one of CMPE 401 or ECE 315.

Details

Estimated Costs (Budget information must be included here or as an attachment)	2020/21 retail cost: $425, 2020/21 our cost $365 Note: future costs will be less than 2020/21 costs due to use of different devices. Please see the attached file for details
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Undergraduate Studies Committee of the Department of Electrical and Computer Engineering (3 student members sit on this committee, one representative from each of our student clubs) Faculty of Engineering Academic Planning Committee (two student members sit on this committee)
Student Group Consultative Route – What consultation has occurred and provide outcome	The presidents and other leading members of our three student clubs (Electrical Engineering, Computer Engineering, Engineering Physics) have been consulted in multiple meetings. They voted in favor of instituting this fee at the Department Undergraduate Studies (USC) meeting.
Advisory Route (RACF) Include dates	ECE Dept. USC (April 6, 2021) ECE Dept. Council (April 14, 2021) RACF – September 28, 2021
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered)

1. Kit's content and estimate costs: Microsoft Excel file named "Kits _ costing (fall 2020)"
2. Student's support letter: PDF file named "Student Support Letter"

Course Name: ECE 315				**Our Total Price per Kit:**		***293.34***	
Item	**Supplier**	**Quantity per Kit**	Retail Price Per Unit	Retails Price per kit	Our Price per Unit	Our Cost Per Kit	Pricing Notes
wrist strap	* Rick	1	10.000000	6.710000	6.710000	6.710000	
Breadboard	* Rick	1	10.000000	6.710000	6.710000	6.710000	
DC 2.1mm barrel adapter for breadboard	Amazon	1	25.990000	25.990000	25.990000	25.990000	
BARREL CONN 2.1MM SPLITTER	Amazon	1	4.980000	4.980000	4.980000	4.980000	
JUMPER WIRE M/F 6" 20PCS	Digikey	1	2.540000	2.540000	2.540000	2.540000	
JUMPER KIT VARIOUS 26AWG 65PCS MALE-MALE	Digikey	1	7.940000	7.940000	7.940000	7.940000	
Photocell	Digikey	30	1.280000	38.400000	1.280000	38.400000	
RES 220 OHM 1/4W 5% AXIAL	Digikey	5	1.150000	5.750000	0.010000	0.050000	
RES 2.7K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
RES 10K OHM 1/4W 5% AXIAL	Digikey	5	0.150000	0.750000	0.010000	0.050000	
OPTOISOLTR 5KV 4CH TRANS 16-DIP	Digikey	2	1.290000	2.580000	1.290000	2.580000	
STEPPER MOTOR - 28BYJ-48 PLUS DRIVER	AliExpress	1	1.050000	1.050000	1.050000	1.050000	
Cora Z7 or Zybo	Diligent/Testforce	1	202.500000	202.500000	133.650000	133.650000	
PMOD KYPD	Diligent/Testforce	1	16.210000	16.210000	16.210000	16.210000	
PMOD OLED	Diligent/Testforce	1	21.620000	21.620000	21.620000	21.620000	
PMOD SSD	Diligent/Testforce	1	10.080000	10.080000	10.080000	10.080000	
Micro USB type B cable 3 ft	Digikey	1	3.890000	3.890000	2.730000	2.730000	
Supply 5VDC ≥2A - centre-positive 2.1mm ID barrel	Digikey	1	12.000000	12.000000	12.000000	12.000000	

UNIVERSITY OF ALBERTA

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

11th Floor, Donadeo Innovation Centre for Engineering
9211 – 116 St
Edmonton, Alberta
Canada T6G 1H9
Tel: 780.492.3332

April 12, 2021

Re: Support from Students in Electrical and Computer Engineering for the introduction of mandatory instructional support fees to support educational initiatives in our undergraduate ECE programs

To Whom It May Concern:

The Department of Electrical and Computer Engineering offers three undergraduate engineering programs: the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Computer Engineering (which includes the Software Option), and the Bachelor of Science in Engineering Physics. Each discipline has a student club that represent students in their program.

During the 2020-21 academic year the Department of Electrical and Computer Engineering has been in discussion with the student clubs regarding the institution of the following mandatory instructional support fees:

1. Fees for electronic components that ECE students will use to complete labs exercises in several undergraduate ECE courses;

2. Cost of components and services that we elect to use as we complete our senior year capstone design projects;

3. Cost-recovery fees for use of nanoFAB facilities for nanoFAB-based lab courses (currently ECE 450 and ECE 457).

Details of these three measures are attached.

As authorized representatives of the Electrical Engineering Student Club, the Computer Engineering Student Club, and the Engineering Physics Student Club, we hereby confirm that we support the institution of these mandatory instructional support fees.

Paul Rebstock

Katie Lin & Paul Rebstock
Co-Presidents of the Electrical Engineering Club

Tharidu Witharana
President of the Computer Engineering Club

Ray Liu & Timothy Lee
Co-Presidents of the Engineering Physics Club