



**Minutes of the Faculty Council of
December 1, 2016 at 12:10 p.m.
Michael E. Charles Council Chamber (GB 202)**

PRESENT

Doug Reeve (Speaker)
Grant Allen
Cristina Amon (Dean)
Philip Anderson
Fae Azhari
Giselle Azimi
Alexander Baker
Joe Baptista
Berj Bardakjian
Jason Bazylak
Tim Bender
Evan Bentz
Vaughan Betz
Chris Bouwmeester
Esmeralda Bukuroshi
Markus Bussmann
Brittney Carter
Anthony Chan Carusone
Wilfred Cho
Alan Chong
Tom Coyle
Ayesha David
Jim Davis
Khuong Doan
Stark Draper
Hannah Eng
Natalie Enright Jerger
Greg Evans
Marie Floryan
Jason Foster
William Graydon
John Harrison
Josh Hartmann
Marianne Hatzopoulou
Sarah Hefferman
Fay Huang
Sean Hum
Calvin Yu Huynh
Lauren Ip
Bryan James
James Jin
Solmaz Karamikamkar
Dawn Kilkenny

Mark Kortschot
Frank Kschischang
Elias Kyriacou
Ofel Levi
Antonio Liscidini
Hoi-Kwong Lo
Don MacMillan
Milan Maljkovic
Naomi Matsuura
Sam McCulloch
Farid Najm
Jun Nogami
Graeme Norval
Christian Pavlidis
Doug Perovic
Noah Poplove
Li Qian
Rafael Quintero-Bermudez
Mohammed Reza
Jonathan Rose
Savannah Sarosiak
Brent Sleep
Micah Stickel
Michael Stumm
Kenneth Tallman
Joshua Taylor
Deborah Tihanyi
Marianne Touchie
Olev Trass
Shahrokh Valaee
Chirag Variawa
Frank Vecchio
Zhexiang Wang
Lydia Wilkinson
Victor Xin
Henry Xu
David Yang
Christopher Yip
Danny Zhang
Matthew Zhang
Joanna Zhou
Jean Zu

REGRETS

Edgar Acosta

Regrets

Robert Andrews
Mim Haque
Jane Illarionova
Charles Jia
Donald Kirk
Viliam Makis
Alex McLean
Jeffrey Packer
Jane Seo
Samantha Stuart
Steve Thorpe

GUESTS

Helen Bright
Chris Brown
Sharon Brown
Ashleigh Calabrese
Dani Couture
Christina da Rocha-Feeley
Sonia de Buglio
Phil Fan
Carol Finlay
Surath Gomis
Leslie Grife
Cori Hanson
Barrett Hooper
Carmen Horvath
Patrick Marquis
JD Muir
Estelle Oliva-Fisher
Lily Pang
Dan Pettigrew
Pauline Ramirez
Katherine Rich
Kevin Rupasinghe
Maheyer J. Shroff
Melanie Stevenson
Mindy Thuna
Alex Tichine
Geoff Wichert
Caroline Ziegler (Secretary)

1. Speaker's Welcome and Adoption of the Agenda

Council Speaker Doug Reeve welcomed members to the second Faculty Council meeting of the 2016-2017 academic year, noting the large turnout of faculty and students. He introduced Mindy Thuna, Head of the Engineering and Computer Science Library, who joined the Faculty in September 2016.

The agenda and meeting package were distributed on November 24 and the prospectus for the engineering education discussion item was distributed on November 29. Council agreed by a show of hands to consider the minutes of the October 25 Council meeting, which were distributed that morning.

On a motion duly moved, seconded and carried, it was resolved –

THAT the agenda be adopted.

2. Introduction of New Faculty

Jean Zu, Chair of the Department of Mechanical & Industrial Engineering, introduced her new faculty member, Fae Azhari.

Chris Yip, Director of IBBME, introduced his new faculty member, Chris Bouwmeester.

Jun Nogami, Chair of the Department of Materials Science & Engineering, introduced his new faculty member, Naomi Matsuura.

The Speaker acknowledged and introduced Olev Trass, Professor Emeritus in the Department of Chemical & Applied Chemistry, noting that Professor Trass had been introduced at Council when he joined the Faculty 59 years earlier. He also congratulated Professor Trass for having served as Speaker of Faculty Council, beginning in 1979.

Professor Emeritus Trass said that he has never seen Faculty Council so well attended, and congratulated all in attendance.

3. Approval of Minutes of the Previous Meeting

No errors or omissions were noted in the minutes of the previous meeting. On a regular motion, duly moved, seconded and carried, it was resolved –

THAT the minutes of the meeting of October 25, 2016 be approved.

4. Dean's Report

Dean Amon welcomed members to Faculty Council and provided the following remarks.

(a) External Review of Faculty and Self-Study

As mentioned at the last Council meeting, our Faculty will undergo an external review at the end of January as part of the University's commitment to quality assurance.

With your input, we prepared a reflective self-study of the past five years that will be submitted to reviewers in advance of their visit. We posted the complete draft on our website last week and asked for your feedback. We have sent the revised draft to the Provost's office for comments; this version is also posted on our website. Please send any additional feedback to us, and we will try to incorporate it into the final draft, which is due the first week of January.

The self-study will be used by the review team to learn about our Faculty, and by us as a basis on which to begin our next academic planning exercise.

Thank you for your thoughtful input and contributions throughout this process.

(b) Dean's Strategic Fund

We have initiated a number of successful projects through the Dean's Strategic Fund. A call for proposals for the next round will be issued next week. The deadline for full proposals is mid-March, with letters of intent due in mid-February.

Projects should have broad impact within the Faculty, address the goals in our Academic Plan, and include plans to become self-sustaining. Examples are initiatives that will improve the student experience or further multi-department collaboration.

Ideas for proposals should be submitted to the Chair or Director of your department, division, institute or EDU:C.

(c) Staff Awards Program

We have issued a call for nominations for the Staff Awards Program, which consists of the Agnes Kaneko Citizen Award, Harpreet Dhariwal Emerging Leader Award, Influential Leader Award, Innovation Award, and Quality of Student Experience Award. We have an outstanding number of devoted staff throughout the Faculty who are deserving of recognition. I encourage you to identify and nominate them.

(d) Skoll Scholarships

A number of years ago we created The Jeffrey Skoll BAsC/MBA Program with Rotman, funded by the generosity of alumnus Jeff Skoll, an ECE graduate and co-founder of eBay, with funds matched by the Ontario government. This allowed interested undergraduate engineering students to apply to the Rotman MBA program and receive a substantial scholarship.

While it is a wonderful program, it has benefitted a very small number of our students. After a couple of years of intense negotiations with the Skoll Foundation, this past summer we were able to expand the scope of the scholarship to our fourth year students pursuing the Engineering Business Minor, allowing them to combine business acumen with a strong engineering foundation.

I am pleased to share that we held two rounds for the scholarship over the summer and early fall, and issued 20 scholarships.

(e) Town Hall

We held our undergraduate student town hall in partnership with the Engineering Society and had an excellent turnout and discussion. We used the TEAL room in Sandford Fleming, which helped create a more interactive atmosphere.

Students discussed ESP and broad-based admissions, international exchanges, space for Faculty clubs in the new CEIE building, and the new structure and ongoing work of PEY and the Engineering Career Centre.

There were no questions for the Dean regarding her report.

5. Update on Academic Plan

Dean Amon provided the following comments on progress made towards our 2011-2016 Academic Plan.

Five years ago at Council, we introduced our Faculty's Academic Plan for the period of 2011-2016. Each year since, we have presented a brief update and assessment on our progress toward the Academic Plan goals, and have published a more extended and thorough progress report on our website. This past Tuesday, you will have received a copy of our final progress report, published in our Faculty and Staff newsletter.

I am very pleased to share that we have made tremendous progress in achieving, and in some cases surpassing, our ambitious goals. I would like to offer a few highlights.

(a) Applications and Enrollment

As mentioned at the last Faculty Council meeting, the number of applications to our undergraduate programs has risen continuously with one place now available for every 12 applications. This is a result of the efforts of our Outreach and Recruitment offices, and the innovative programs we have developed over the past few years.

Our retention rate has increased to 94 per cent, compared to 80 per cent ten years ago. Our OSS incoming average has also increased, from 85 per cent ten years ago to 93 per cent this year. On graduate enrolment, we surpassed our Academic Plan goal of 2,000 students by 2015, two years early, and now have over 2,300 graduate students. This surge is attributed to growth in the PhD program and the rising enrolment of professional master's students, particularly among international students.

(b) Diversity

Diversity of all sorts enriches our environment, accelerates innovative processes and deepens creativity. We exceeded our goal of 25 per cent international students, with an undergraduate total now at 28 per cent across the undergraduate population. Thirty-four per cent of our graduate students are international.

Through proactive recruitment, we have also increased our number of women students and faculty. For the past three years, women have comprised more than 30 per cent of our first-year cohort, with an historic 40.1 per cent this year, up from 20 per cent in 2006. Women now make up 30 per cent of our overall undergraduates.

We have made more modest gains in the diversity of our graduate students, who are now 26.1 per cent women compared to 24.9 per cent ten years ago. We are confident that as we attract more women to our undergraduate programs, this number will increase.

We have made tremendous progress in our women professoriate, hiring 18 exceptional women professors in the past five years, bringing our percentage to 21 compared to 9 per cent ten years ago.

This is real progress and more will be done to diversify our Faculty, women and indigenous people in particular, so that it reflects the composition of our society.

(c) Curricular, Co-Curricular, and Entrepreneurial Learning Opportunities

We have strengthened our curricular, co-curricular and experiential learning opportunities in key areas of design, teamwork, communication, leadership and entrepreneurial competencies and are pleased to see so many students participating in co-curricular and club activities. The First Year Core Curriculum Task Force made a number of recommendations that we are in the process of implementing. We have also leveraged technology to use lecture capture, inverted classrooms and online courses in both first year and MEng courses.

We continue to focus on multidisciplinary and cross-Faculty opportunities. These include the development of multidisciplinary capstone projects, with over 240 students participating; this past year, 114 students worked in 24 teams on projects contributed by 19 clients.

We now have seven minors and eight certificates across the Faculty for students in every discipline. A ninth certificate, in Forensic Engineering, will be considered for approval at this Council meeting. Over 50 per cent of graduating students in 2016 did so with either a minor or certificate; of these, 32 per cent graduated with a minor or certificate in Engineering Business. This is an outstanding representation of student interest in our offerings.

We added 11 graduate emphases (certificates) since the launch of the ELITE emphasis in 2007, which revitalized our professional master's degree. Thirty-nine of the courses offered in this emphasis are taught by both practicing engineers and professors. We also offer an Engineering Education collaborative specialization with OISE.

(d) Leadership and Entrepreneurship

In addition to ILead, which continues to expand co-curricular offerings, we launched two in-house incubators: Start@UTIAS, which was initiated in 2014 with the support of a generous alumnus for graduate students at UTIAS, and The Entrepreneurship Hatchery, which helped launch 37 start-ups since 2013. The Hatchery provides a formative experience for our undergraduate students and will soon be expanded to include graduate students.

(e) Research

We developed a strategic focus on cross-Faculty initiatives that foster a culture of collaboration and cross-disciplinarity across departments. We now have 25 research centres and institutes, many of which are multidisciplinary and cross-Faculty, such as the University of Toronto Transportation Research Institute, Southern Ontario Centre for Atmospheric Aerosol Research, and the Institute for Sustainable Energy.

Since their creation two years ago, the Translational Biology & Engineering Program and Medicine by Design, two major funding programs, have brought together Engineering, Medicine and affiliated hospitals, and other Faculties across the University. Both programs are currently led by engineering faculty.

We have surpassed our Academic Plan goal of \$25M annually in Tri-Council funding three years early, and are very near to our revised goal of \$32M per year (\$31.8M in 2014-2015).

We have also created two directors of corporate partnerships positions to work with faculty to help foster broader and deeper partnerships with industry.

(f) Resources

Our Faculty is in a strong financial position. In academia, our success is measured by impact and excellence and not bottom line; however, strong finances are an important enabler of excellence in all we do, allow new faculty to flourish with good start-up packages, innovate in education, and provide students financial support.

The implementation of the Faculty budget allocation model enables departments and institutes to make strategic financial decisions while advancing academic priorities.

The Dean's Strategic Fund advances projects that may otherwise not have started, contributing over \$24M to date to initiatives that improve the student experience and encourage multi-departmental, multidisciplinary collaboration.

Our infrastructure should reflect the world-class institution that we are. The completion of the CEIE and the federal government's Post-Secondary Institutions Strategic Investment Fund (SIF) and Dean's Infrastructure Improvement Fund projects, which will invest over \$48M in improving labs and common areas, will ensure that our facilities will serve our academic mission well and look quite different a few years from now.

In closing, Dean Amon thanked Council members for their contributions toward helping our Faculty achieve and surpass our Academic Plan goals, and reiterated that we will use the external reviewers' recommendations, along with our reflective self-study, to assist us in our next round of academic planning.

A student commended the Faculty for its courses on personal development, such as those offered by ILead, and asked if they should be made part of the core curriculum to indicate their importance to students. Dean Amon responded that these courses have been integrated in a synergistic way, within context. There will be space in the CEIE for makerspaces, studios,

design facilities and clubs, and for centres such as ILead, CGEN and The Hatchery. Our task in the next few years will be to determine how we can continue to integrate these spaces, and student involvement is encouraged.

6. Session Dates for the 2017-2018 Academic Year

Evan Bentz, Chair of the Undergraduate Curriculum Committee, presented Report 3524 Revised, the session dates for the 2017-2018 academic year.

At the conclusion of the presentation, the following regular motion was moved and seconded –

THAT the proposed session dates for the 2017-2018 academic year be approved.

There were no questions and the motion was carried.

7. Major Curriculum Changes for 2017-2018

Evan Bentz, Chair of the Undergraduate Curriculum Committee, presented Report 3525 Revised, which describes curriculum changes for the next academic year affecting Chemical Engineering & Applied Chemistry, Civil Engineering, Cross-Disciplinary Programs, Electrical & Computer Engineering, the Engineering Communication Program, Engineering Science, Materials Science & Engineering, and Mechanical & Industrial Engineering. An undergraduate certificate in Forensic Engineering will be presented separately.

At the conclusion of the presentation, the following regular motion was moved and seconded –

THAT the proposed curriculum changes for the 2017-2018 academic year set out in Report 3525 be approved.

There were no questions and the motion was carried.

8. Undergraduate Academic Certificate in Forensic Engineering

Jonathan Rose, Acting Associate Dean, Cross-Disciplinary Programs, presented Report 3527, a proposal to create an undergraduate academic Certificate in Forensic Engineering that will create a unique opportunity for students to gain specialized expertise and recognition for developing enhanced engineering investigation skills. The certificate is championed by Doug Perovic of Materials Science & Engineering, and will be the first of its kind in Canada. Considerable interest in the certificate was expressed by the Executive Committee of Faculty Council at its November meeting, where potential additional courses were discussed.

At the conclusion of the presentation, the following regular motion was moved and seconded –

THAT the undergraduate academic Certificate in Forensic Engineering be approved and introduced in the 2017-2018 academic year.

A Council member suggested that a course in forensic design, to prevent accidents from happening in the first place, be added to the certificate. Doug Perovic thanked Bryan Karney and Sharon Brown of Cross-Disciplinary Programs for their guidance in preparing the certificate proposal.

The motion was carried.

9. Reports and Recommendations of Standing Committees

The following reports were approved by the Executive Committee of Faculty Council at its November 3, 2016 meeting, and are being presented for Council's information.

(a) Admissions Committee: Admissions Cycle 2016

Stark Draper, Chair of the Admissions Committee, presented Report 3517 Revised, which includes information on applications, offers of admission, registration, and characteristics of the first year class during the 2016 admissions cycle. He highlighted the increases our Faculty has seen this year in applications, mean OSS average, and proportion of female and international applicants.

A member congratulated Dean Amon for the Faculty's efforts to increase diversity but noted that we have made little progress in recruiting indigenous students. Professor Draper agreed that this is an area in which the Faculty would like to improve.

The item was received for information.

(b) Engineering Graduate Education Committee: Update

Markus Bussmann, Vice-Dean Graduate and Chair of the Engineering Graduate Education Committee, presented Report 3519, which lists new courses approved, minor modifications to courses, and a new emphasis in Aerial Robotics that will recognize specialized work by graduate students in fields related to aerial robotics, otherwise known as UAVs (unmanned aerial vehicles), or drones.

There were no questions and the report was received for information.

(c) Examinations Committee: Revisions to Deferred Examination Policy

Jim Davis, Chair of the Examinations Committee, presented Report 3516, revisions to the Deferred Examination Policy to more explicitly state that the time a student can delay a deferred examination is no more than one calendar year. Minor wording changes have also been made in the document to better align with committee practices.

There were no questions and the report was received for information.

(d) Admissions Committee: Goals and Objectives, 2016-2017

Stark Draper, Chair of the Admissions Committee, presented Report 3518, the committee's goals for the academic year. This year the committee will consult on the development and deployment of a new admissions system; will introduce weekly admission reports for

departments regarding application numbers, decisions, acceptances, and other key demographics; will develop a manual for committee members outlining the admissions processes, timelines and requirements; will review the results of the statistical analysis associated with the online personal profile pilot project and determine how the approach should evolve; will provide more timely admission decisions for international students in an effort to diversify the international undergraduate population; and will review the use of grade 12 English marks in average calculations to make more equitable decisions between those who speak English as a first language and those that require proof of English.

Noting the Faculty's efforts to diversify the female student population, and comparing admissions and conversions from the 2016 and 2015 admissions reports, a member asked if affirmative action or quotas might be the reason for the increase in the proportion of our female undergraduate students. The member asked how the Admissions Committee addresses diversity without sacrificing merit. In response, Professor Draper said that while it is difficult to pinpoint any one reason for this increase, this year's pool of female applicants was extremely strong, that matriculation rates of female admits exceeded those of male admits, and that the decrease in the percentage of international students in some departments also led to an increase in the proportion of female students. Professor Draper further noted the long-term, varied, and continued outreach efforts on the part of many in the Faculty as well as the positive response to the Faculty's relatively new broad-based admissions process. Professor Draper provided examples of some peer top-tier engineering schools that have also experienced similar increases, with females making up 48 per cent of the first-year class. Professor Draper stated that we do not have quotas at either the Faculty or department levels.

Another member asked if we track the number of our students with disabilities. Don MacMillan, our Faculty Registrar, responded that we do not collect this data as part of our admissions process. Similarly, OUAC collects data, but not on disabilities. U of T tracks the number of students across the University who require accommodations, but this information is not likely to be disseminated.

A member asked about the Faculty's efforts in recruiting indigenous students from Toronto or elsewhere in Ontario. Micah Stickel, Chair of First Year, responded that the Faculty's Outreach Office is exploring partnering more broadly across Canada to visit remote indigenous communities. This is a starting point, and more will be done in our Faculty to develop relationships with indigenous communities and increase recruitment of indigenous students.

The report was received for information.

(e) Examinations Committee: Goals, 2016-2017

Jim Davis, Chair of the Examinations Committee, presented Report 3520, the committee's goals for the academic year, which was approved by the Executive Committee of Faculty Council at its September 23, 2016 meeting. The goals include clarifying the Deferred Examination Policy; codifying practices related to the academic probation period; creating

more fairness in capstone design course grading; determining if final exam chief presiding officers can oversee multi-room exams; establishing a policy on releasing Crowdmark exam papers; reviewing the policy on the re-grading of exam papers; and reviewing the composition of final marks.

There were no questions and the report was received for information.

(f) Scholarships and Awards Committee: Plans for the 2016-2017 Academic Year

Jason Bazylak, Chair of the Scholarships and Awards Committee, presented Report 3522, the committee's goals for the academic year. These are to create a Selection Criteria Guide to unify and clarify award language; update the committee's Manual and Terms of Reference to better communicate current practices; improve the E-Portfolio to streamline the selection process and facilitate the fair allocation of awards; and strive to increase the participation rate in the E-Portfolio.

There were no questions and the report was received for information.

(g) Undergraduate Curriculum Committee: Goals for 2016-2017

Evan Bentz, Chair of the Undergraduate Curriculum Committee, presented Report 3523, the committee's goals for the academic year. These are to update the committee's Manual and Terms of Reference to accurately reflect current practice; continue to refine and develop the Faculty-wide graduate attributes tracking system; and implement changes to programs and ensure accurate content in the calendar.

There were no questions and the report was received for information.

10. Discussion Items

The following updates are for discussion purposes only.

(a) Update from the Task Force on Academic Advising

Don MacMillan, Faculty Registrar, updated Council on the work of the Task Force on Academic Advising, as described in the Task Force's August 2016 report, which is posted on the Faculty's website.

After reviewing the Task Force's mandate, membership and consultation process, Mr. MacMillan summarized its recommendations, which include maintaining the current academic advising service structure; replacing the term "counsellor" with "academic advisor"; promoting and recognizing the professionalism of academic advisors; maintaining and enhancing developmental advising practices; implementing an online academic advising platform for students and advisors; creating an academic advising steering committee; encouraging deeper contextual knowledge of Faculty policy and the student experience; promoting the benefits and scope of academic advising to students, staff and faculty through a more comprehensive communications plan; identifying faculty and other mentors for engineering career-related advice; and developing a network of specially-trained academic advisors for students encountering sexual violence, harassment or other gender-related issues, as well as mental health issues.

In response to a member's question about how the recommendations will be implemented, Mr. MacMillan said that the Task Force will work with the Dean to create a timeline and implementation committee, and that he would give regular progress updates, including to the Faculty's chairs and directors.

Members discussed the distinction between the terms "counsellor" with "academic advisor", especially in the context of the union's position descriptions. Mr. MacMillan said that the University is working to harmonize nomenclature in job descriptions and that all changes will be reviewed by Human Resources.

Members also discussed how alumni and experts from industry can support these efforts, including better communications with the Engineering Career Centre.

(b) Update from the Working Group to Create an Institute for Engineering Education

Greg Evans, Chair of the Working Group, updated Council on the Working Group's progress.

The Working Group was formed by Dean Amon in October 2016 with a mandate to draft a proposal to consider the creation of an Institute for Engineering Education (name to be determined) as an Extra-Departmental Unit, Type A (EDU:A). Since then, the Working Group has consulted widely within the Faculty for input and feedback, resulting in the initial draft prospectus before Council.

Professor Evans described the prospectus in the broader context of the changing nature of engineering education, which includes the expectations of the recently re-organized Ministry of Advanced Education and Skills Development (MAESD) and its Strategic Mandate Agreements; the CEAB's graduate attributes requirements; and the evolving nature of engineering education itself regarding co-curricular and experiential learning, entrepreneurship, among other factors.

The prospectus describes the advantages of creating an institute with "porous borders and a focal point", that will leverage the existing academic foundation across a range of divisions, units and committees within the Faculty. These include the Engineering Communication Program (ECP), ILead, the First-Year Office, the Collaborative Program in Engineering Education, the Cross-Disciplinary Programs Office, and the Engineering Design Education Group. These units, in collaboration with the Faculty's departments, divisions and institutes, would work to foster a comprehensive approach to engineering education that would strengthen cross-departmental teaching and learning; create an academic community of faculty and students pursuing engineering education research; provide an academic home to support the development of new cross-disciplinary academic instruction and programs; support the delivery of U of T's Strategic Mandate Agreement with the Ministry; and enhance the visibility of the Faculty's activities in engineering education.

As an EDU:A, the institute would serve as the administrative home for faculty involved in cross-disciplinary teaching and engineering education-related research. Research- and

teaching-stream faculty from within the Faculty who are interested in promoting education pedagogies and intersections across areas within and outside their primary discipline would be invited, but not required, to seek cross-appointment to the institute.

Over the coming months, the Working Group will continue to consult deeply and broadly on the creation of the institute, and, if recommended, bring forward a proposal for approval by Council and the University.

During discussions, a member observed that there is a growing number of faculty at U of T with an interest in engineering education pedagogies, and that creating the institute would be a groundbreaking opportunity for our Faculty.

A member suggested that engineering education-related research might be better situated in OISE; however, OISE has indicated that this would be out of their scope, although some of their faculty members may be interested in seeking cross-appointments to the Institute in the future.

Members discussed how to link engineering education to the technical disciplines in each department, and expressed concerns that the institute would further silo teaching- and education research-focused faculty. Professor Evans responded that the EDU will serve to promote collaboration within FASE; furthermore, we already have faculty in some units who are involved in both education research and delivery, and partnerships between the institute and existing units would be beneficial, as is the case with the Engineering Communication Program.

Members discussed the timeline for creating the institute, which some felt was too ambitious. It was suggested that we wait until the CEAB's graduate attribute requirements are more stable, in case they change. Professor Evans responded that the graduate attributes are based on observations of the ABET outcomes-based assessment in 2000 and that this is an opportunity for us to be proactive, not reactive.

A member suggested we first create an EDU:C, then promote it to an EDU:B and possibly an EDU:A over a number of years. Professor Evans said that we would likely be facing similar discussions in a few years and that only an EDU:A can hold primary appointments for faculty who currently have no administrative home, and mentor, review and promote them.

Members also discussed the academic, as opposed to administrative, merit in creating an EDU:A, the challenge of naming it to succinctly describe its mission and domain, and the potential costs of creating it.

The Speaker noted that Council is likely to hear more updates from the Working Group as the proposal is developed.

11. Other Business

There was no other business.

12. Date of Next Meeting

The next Faculty Council meeting is on February 28, 2017.

13. Adjournment

The meeting was adjourned at 2:00 p.m.

/cz