

Attendance: J. Kalra (Chair). See appendix A for listing of members in attendance.

The chair called the meeting to order, observing that quorum had been attained.

1. Adoption of the agenda

The chair noted that a revised version of the agenda was circulated earlier in the week.

PROCTOR/KELLS: That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

The chair welcomed members and guests to this special meeting of the university's representative Council. He announced that there would be an election held in the coming weeks to elect members to the seven vacant seats on Council for next year. He then commented on the importance of the meeting today as an important event in the life of the institution as Council has an opportunity to approve the institution's Third Integrated Plan.

Chair Kalra then invited Professor Bob Tyler to introduce the main item on the agenda.

3. University of Saskatchewan Third Integrated Plan 2012/13 – 2015/16

3.1 Request for Decision: University of Saskatchewan Third Integrated Plan

This item was presented by Dr. Bob Tyler, chair of the Planning and Priorities Committee of Council, who indicated he would be inviting Dr. Brett Fairbairn, Provost and Vice-president Academic, to join him in the presentation of the plan.

Professor Tyler began by outlining the extensive consultation that has gone into the preparation of the plan. He stressed the fact that approval of the plan is not the end of planning, and also reminded Council that ownership of the plan is joint ownership. He acknowledged the significant contribution of Pauline Melis, Assistant Provost, who has spent 15 months of hard work on the development of the plan, and the staff of her office and the provost's office, the Unit Plans Review Committee and Planning and Priorities Committee, as well as the efforts put in by the colleges and units to create their own plans.

Dr. Fairbairn began by seconding the acknowledgement of those who have contributed to the plan today. He then reviewed the process leading to development of the plan, the areas of focus contained in the plan, and the significant changes that have been made in the current draft.

In reviewing the integrated planning process, the provost reflected that integrated planning is an ongoing process characterized by openness, mutual engagement and continuity between planning cycles and with the strategic directions. The plan is supported by a multi-year budget and a multi-year capital plan, about which further information will be shared at the March 15 Council meeting. Planning parameters for planning units will then be shared with Council in June. The provost referenced the foundational documents, which provide a statement of long-term goals for the institution. It is in the context of these and of the strategic directions that the plan has been formulated, and in response to a broadly based consultation phase both internal to the university and with external stakeholders that came together in October 2010, at the community planning event. Colleges, schools and units began their plans in January 2011, and submitted them in October 2011; all were reviewed by the Unit Plans Review Committee (UPRC) and the Provost's Committee on Integrated Planning (PCIP). There was a workshop in December 2011 to formulate transformational strategies within each area of focus. The provost referred Council members to the agenda document, which contains further and more detailed information about the consultations that have taken place over the past 15 months.

Describing the plan itself, the provost stressed that apart from the areas of focus the introductory section is important as a restatement of the university's vision and an environmental scan of the conditions in which planning and implementation will proceed. The areas of focus themselves have been stable throughout this process; they stood the test of consultation and review in the context of college and unit plans and priorities. In the area of research, the themes are around 'ramping up' and 'rounding out.' The plan calls for a comprehensive suite of initiatives both centrally and in colleges, schools and departments, and asserts the importance of being guided by evidence. More precise metrics have been added to the document in response to feedback.

The second area of focus, Aboriginal engagement, has remained a vision of flourishing initiatives across the university and multiple paths to success and appropriate forms of coordination. There are three commitments within this section; these have remained much the same throughout the drafting process. It has become clear throughout the process that there is a growing sense that Aboriginal engagement is everybody's business at the institution.

The third area of focus was the subject of considerable discussion about what characterizes our community and how we deal with the intersection of the local and the global. The discussion indicated that this section of the plan is important to members of the university community and speaks to their sense of who we are, but there was also a

sense that the section needed to be pinned down further and the commitment to global engagement strengthened.

The fourth focal area, innovation in academic programs and services, has come to be about linking together innovation and simplification. There are four commitments in this section, influenced by the importance of the simplification theme and a sense of the need for a more streamlined model.

There are also sections on supporting resources of people, finances, and capital, and an implementation strategy. Altogether there are twelve commitments and there will be teams of people charged with moving these commitments forward and engaging the campus community. In general the document has been tightened and become more strategic, in response to input, the tone of which has been positive and constructive.

The provost then reflected on what the draft means for the university, and made three observations about its significance:

- 1) The plan is not the work of one set of hands or one mind but many hands and many minds; it belongs to the entire institution. It is the result of an open, thoughtful and informed discussion. Nevertheless, the task of collating and incorporating has been significant and has been accomplished through the hard work of Pauline Melis, Kyla Shea, Robin Mowat and many others.
- 2) This plan will make a difference to the university and will be the main work of the institution and a guide for our decision-making for the next four years. Briefly, it will help us to advance the creation and discovery of knowledge, to engage fully with First Nations peoples, to commit to internationalization and sustainability, and to find simplified ways to deliver our innovative programs and services. This path will take us four years further along the path to where we aspire to be.
- 3) This plans means that society will be better served by our university. Students and the broad public will be the beneficiaries--not of the document itself but the of actions we will take as a result of it between now and 2016.

The provost then recommended the plan to Council as the next step towards assuming “an honourable place among the best” and invited discussion.

The chair then opened the floor for comments, questions and discussion.

A Senate representative to Council reported on recent discussions at a Regional Advisory Council discussion of the plan, at which the question of high school readiness was raised. The provost indicated that such matters are indeed of interest to the university, and will be addressed through the strategic enrolment management initiative, which will look at our academic priorities to determine who should enter our university and then put in place the policies that will get those students here and help them to succeed. He also

noted that the Aboriginal engagement strategy calls for the institution to be more closely partnered with the K-12 system, and he acknowledged some strong programs that are already in place in our mathematics and physics and engineering physics departments. The Senate member also asked whether the plan calls for involving the regional colleges in distributed learning, particularly for First Nations students and others who may prefer to remain in their home communities while pursuing post-secondary education; the provost and assistant provost confirmed that references to distributed learning in the plan have been strengthened in response to comments made at several Regional Advisory Council consultations.

Another member commented that when governance is streamlined and simplified, checks and balances need to be put into place to ensure that this doesn't lead to less participation and less engagement. Governance needs to continue to be robust. The provost confirmed that his understanding is similar—that good governance involves ensuring that there is a substantive discussion of items at the time and place it matters most and that such discussions happen once rather than being repeated in several places.

Another member described some of the changes that have taken place in the institution since the mid 1970's when certification occurred. He noted that the faculty complement has not changed since that time, even though undergraduate student enrolment has doubled, graduate enrolment has tripled, administrative ranks have swelled exponentially, and the expectation for research productivity has grown significantly. Referring to the mission of universities to generate, evaluate and disseminate knowledge, he reminded Council that the engine for research is the faculty, and contended that a 1975 engine is insufficient to power the current institution. He asked for a commitment, given the focus on research intensiveness, to increasing the size of the engine. The provost responded that a systematic conversation about a people plan is needed, including what mix of people the institution needs to accomplish its mission given the size of the student body and our areas of focus, and affirmed his commitment to having this conversation. He also noted that the institution has come a long way in understanding the idea of a teacher-scholar and what it means for research intensiveness.

There was a question from a member about the strategy in place to ramp up the involvement in research of faculty who have tenure but are not currently involved in research. The provost pointed to the second of the three commitments in the 'knowledge creation' focal area, which commits to supporting faculty and graduate student success in research. In addition to recruiting research-intensive faculty, the institution is committing to supporting research success and will be looking particularly to deans to define ways to accomplish this, including such approaches as assistance with grant applications and supporting collaborative research. In practice, approaches will likely vary across units and disciplines.

Another member spoke in favour of the motion and described the plan as 'focused and helpful' and the process as responsive. He characterized the discussion for the first integrated plan as vigorous, heated and healthy but recalled that much of the debate was

about whether it was appropriate for a university to have a plan. The debate around the second plan, he recalled, was mostly about details, but today the discussion has been directed at making sure Council understands the plan and how we will implement it together.

There being no further comments, the chair then called the question.

TYLER/FAIRBAIRN: That Council approve the University of Saskatchewan Third Integrated Plan as a framework for action for the third planning cycle, 2012/13 to 2015/16.

CARRIED
(UNANIMOUS)

The chair congratulated the provost and thanked both Professor Tyler and Pauline Melis for their work on the plan. He noted that now that Council has approved our plan, it will go to the Board of Governors for consideration at its March 6 meeting, and the Board will be told that Council has given its approval and recommends approval to the Board.

Professor Tyler indicated that the multi-year budget and capital plans will be presented at the next regular meeting of Council.

4. Other business

No other business was raised.

5. Question period

There were no additional questions.

6. Adjournment and next meeting

The meeting adjourned at 3:33 p.m.. Next meeting is at 2:30 pm, March 15, 2012.