

INTRODUCTION

This report represents the first of a series of reports to be submitted to the Advanced Education (AE) in accordance with the recently implemented provincial post-secondary performance framework initiative. The intent of the report is to provide insight into the 16 performance indicators proposed by the University of Saskatchewan and their relation to the five sector expectations established by AE. These indicators were selected based on potential alignment to the five aspirations in our University Plan and to the 10 priority areas of the Government of Saskatchewan’s Growth Plan. Our intention is to continue to review and refine the set of indicators as we work towards confirming data sources, definitions, and processes for quantitative and/or qualitative reporting on each indicator. We also anticipate potential revisions to our indicators and reporting format in light of the document issued on June 15, 2021 by AE titled “*Summary of Institutional Indicators and Next Steps*” that provided information on indicators submitted by all post-secondary institutions, further context on the sector expectations, gaps where indicators were not identified for some government priorities (e.g. learner pathways, mental health), and AE’s plan to “modify the performance framework reporting requirements accordingly to accommodate any necessary changes” moving forward.

OVERVIEW

The contents of this report have been organized according to the five sector expectations (accessible, responsive, high quality, accountable, and sustainable). Each performance indicator is presented with a definition, a commentary on further development/refinements, and trend lines or qualitative descriptions depending the availability of data. An overview of the University of Saskatchewan’s 16 indicators is provided below.

ACCESSIBLE

Services and Resources are Available to Support Student Success and Well-being
 Investing in Tomorrow’s Leaders
 Attracting New Residents to the Province
 Closing the Education Achievement Gap Experienced by Indigenous Students

RESPONSIVE

Our Innovation Impact
 Embedding Experience-Based Learning
 Enhancing the Saskatchewan Economy
 Alumni Contributing to Saskatchewan’s Economy



ACCOUNTABLE

Preparing Students for the Labour Force
 Delivering High Quality Credentials
 Effective Governance

HIGH QUALITY

Impact of Research Collaboration
 World Class for Saskatchewan, from Saskatchewan

SUSTAINABLE

Investment in Research
 Diversified Revenue
 Energizing Champions

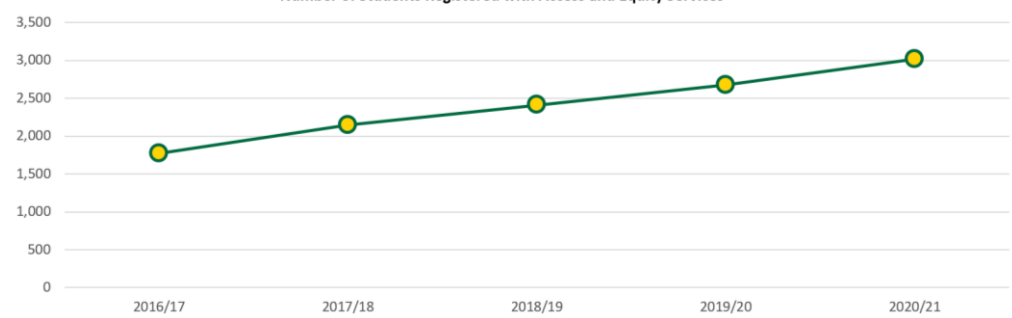
ACCESSIBLE

Offers qualified people the opportunity to attend and succeed in post-secondary education.

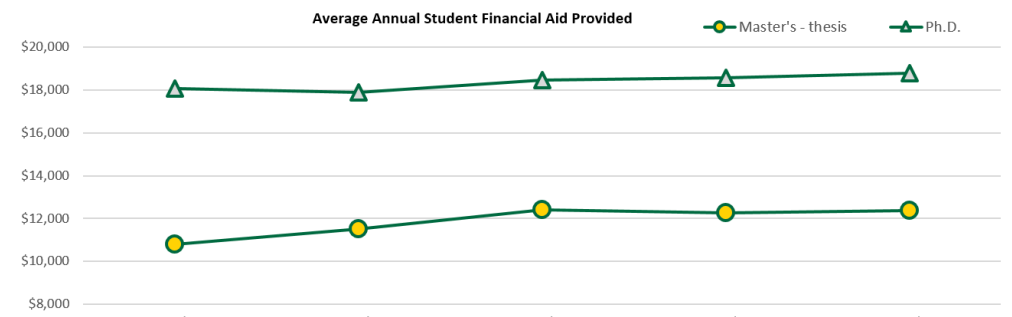
As part of the provincial education system, USask recognizes our responsibility for ensuring Saskatchewan people have equitable access to a university education and our role in achieving the province's goal to grow a skilled labour force.

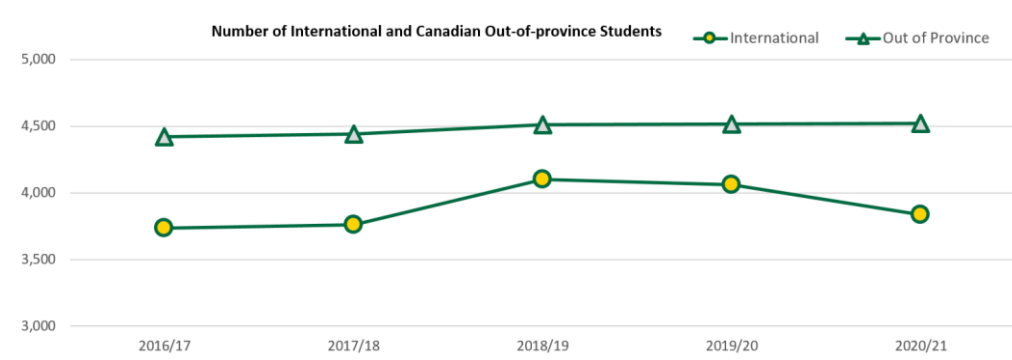
- One of our key areas of focus is providing necessary supports for Indigenous people to succeed at our institution. Through initiatives like the Indigenous Student Achievement Pathways program in the College of Arts and Science and the College of Engineering's Pre-Engineering and Science Program, our institution is meeting students where they are to help them gain the knowledge and skills to succeed in a supportive environment. We also seek to make our university more reflective of our community and are working to recruit Indigenous faculty and staff so Indigenous students see their communities reflected on our campus. This year, Indigenous enrolment grew about 1.0 per cent, despite the challenges presented by the pandemic.
- USask is working to make our programs more accessible with a "learn where you live" approach. This means ensuring robust agreements with regional colleges to ensure our programs are offered all over the province and it has also meant investing in the Prince Albert Campus, which we proudly opened in fall 2020. With a greater presence in Prince Albert, there is opportunity now to grow the programming we offer in the city known as the Gateway to the North.
- The shift to a remote learning environment was a particular challenge for Indigenous students, many of whom live in remote communities with limited internet access. During the pandemic, our Indigenous Engagement team worked collaboratively with the Saskatchewan Indian Institute of Technologies and Gabriel Dumont Institute to secure \$840,000 in funding from the Mastercard Foundation to help Indigenous students continue their studies. Funding was used to secure immediate access to technological solutions such as Internet connectivity, laptops, and remote IT support, as well as access to mental health and wellness supports and direct support to students through emergency funds to help meet basic needs like rent, childcare, and medications.
- In 2020-21, we made significant investments to position faculty with the necessary supports to re-imagine courses for remote delivery. Supports ranged from class design and assessment strategy, to the effective use of the learning management system. We also dedicated time and resources to re-designing and ramping up student learning supports for remote learning as well as re-imagining non-academic supports and services (e.g., student life, mental health) in a virtual environment.

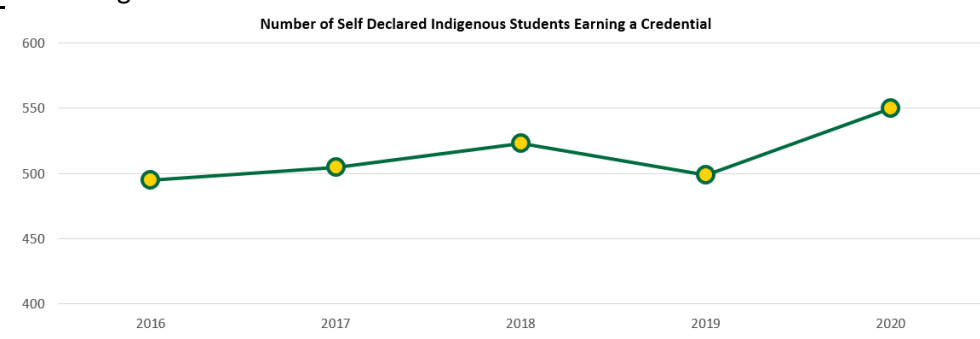
Services and Resources are Available to Support Student Success and Well-Being

Definition:	As more students access post-secondary education, the range and availability of services and resources that support their success and well-being are increasingly important.												
Commentary:	In 2017, our Access and Equity Services function moved from providing student supports and accommodations under a single Saskatchewan Human Rights code category (disability) to all 14 protected categories. With this, there has been a growing trend in students relying on these essential and valuable supports.												
Activity:	<p style="text-align: center;">Number of Students Registered with Access and Equity Services</p>  <table border="1"> <caption>Number of Students Registered with Access and Equity Services</caption> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>1,800</td> </tr> <tr> <td>2017/18</td> <td>2,150</td> </tr> <tr> <td>2018/19</td> <td>2,400</td> </tr> <tr> <td>2019/20</td> <td>2,650</td> </tr> <tr> <td>2020/21</td> <td>3,000</td> </tr> </tbody> </table> <p><i>Source: University of Saskatchewan Databases</i></p>	Year	Number of Students	2016/17	1,800	2017/18	2,150	2018/19	2,400	2019/20	2,650	2020/21	3,000
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Further Development:	We will continue to explore various data sources and options for reporting on this indicator. In the June 15 summary, AE identified interest in more reporting from post-secondary institutions on supports for mental health so this is one of a few areas we will explore for our January 2022 report.												

Investing in Tomorrow's Leaders

Definition:	Average dollar amount of financial support provided by the university and faculty research funds to doctoral and masters thesis students annually, with plans to focus on the USask signature research areas as data permit.																		
Commentary:	Investment in our students' success is a priority for USask, and we reinvest a portion of tuition revenue into scholarships and student aid. Financial supports reduce barriers for students, ensuring that bright minds have access and support to build the skills they need to contribute to and grow Saskatchewan's economy.																		
Activity:	<p style="text-align: center;">Average Annual Student Financial Aid Provided</p>  <table border="1"> <caption>Average Annual Student Financial Aid Provided</caption> <thead> <tr> <th>Year</th> <th>Master's - thesis</th> <th>Ph.D.</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>\$10,800</td> <td>\$18,000</td> </tr> <tr> <td>2016/17</td> <td>\$11,500</td> <td>\$17,800</td> </tr> <tr> <td>2017/18</td> <td>\$12,500</td> <td>\$18,500</td> </tr> <tr> <td>2018/19</td> <td>\$12,300</td> <td>\$18,500</td> </tr> <tr> <td>2019/20</td> <td>\$12,400</td> <td>\$18,800</td> </tr> </tbody> </table> <p><i>Source: University of Saskatchewan Databases</i></p>	Year	Master's - thesis	Ph.D.	2015/16	\$10,800	\$18,000	2016/17	\$11,500	\$17,800	2017/18	\$12,500	\$18,500	2018/19	\$12,300	\$18,500	2019/20	\$12,400	\$18,800
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Further Development:	In our definition for this indicator, we signaled the intent to connect graduate student funding with our signature areas of research. This work will be ongoing in 2021 with a potential revision to the format of this indicator for our January 2022 submission.																		

Attracting New Residents to the Province	
Definition:	Total number of international and from out-of-province students, staff, faculty, and administration who are registered or employed at USask.
Commentary:	Our international student enrolment numbers were impacted by the COVID-19 pandemic and dipped by roughly 6.7% in 2020/21. The majority of this decrease was in short term visiting, exchange, visiting research students, and ESL students. Based on our current admissions data, we are seeing positive signs for our international student enrolment to increase for 2021/22.
Activity:	 <p style="text-align: center;">Number of International and Canadian Out-of-province Students</p> <p style="text-align: center;">Source: University of Saskatchewan Databases</p>
Further Development:	Our intent is to report on international and out-of-province employees as well as students. More work is required to develop the data source and data capture processes to allow for reporting on staff, faculty, and administration.

Closing the Education Achievement Gap Experienced by Indigenous Students	
Definition:	Parity between the proportion of Indigenous and non-Indigenous students by degrees, diplomas, and certificates awarded in spring and fall convocation each year.
Commentary:	We continue to see increases in enrolment among our Indigenous students as well as more Indigenous students successfully complete their studies. Our internal assessments of this activity suggest that the education gap between Indigenous and non-Indigenous students is continuing to close.
Activity:	 <p style="text-align: center;">Number of Self Declared Indigenous Students Earning a Credential</p> <p style="text-align: center;">Source: University of Saskatchewan Databases</p>
Further Development:	This indicator will be revised to better illustrate the gap (or parity) between Indigenous and non-Indigenous students completing their studies. We plan to include additional metrics and trend lines to show the percentage of students completing programs and how this compares at the graduate and undergraduate levels for our Indigenous and non-Indigenous students.

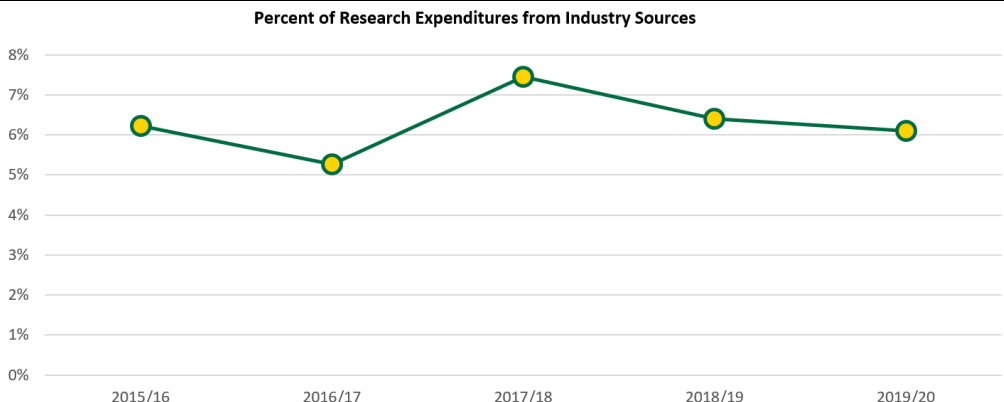
RESPONSIVE

Meets the needs of students, communities and the economy.

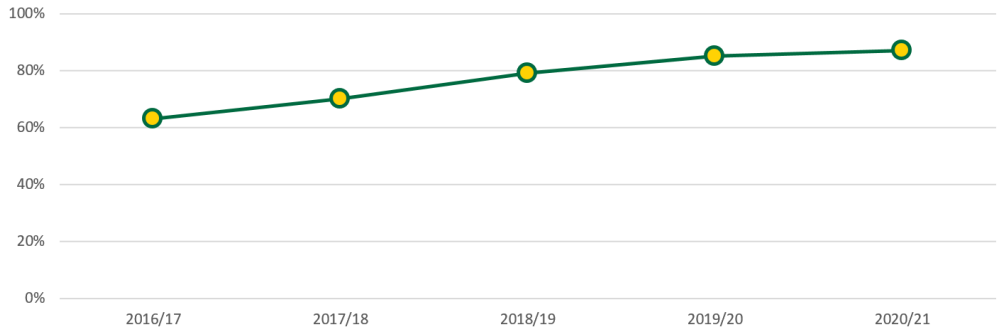
USask aims to be a resource for Saskatchewan people and to drive economic growth for the province. We are a critical part of Saskatchewan's innovation ecosystem, working to bring industry and academia together to solve industry challenges and strengthen Saskatchewan's economy. Many of our researchers work directly with industry to solve challenges and create new opportunities, from agriculture and technology, to public health.

- Our College of Agriculture and Bioresources works with agricultural producers on crops and livestock to help make Saskatchewan's agriculture sector more efficient and sustainable, and to create consumer products that are competitive in domestic and global markets. As Saskatchewan seeks to grow its agricultural exports, USask research and industry relationships will fundamentally support that work. A great [example](#) of this is work at the Livestock and Forage Centre of Excellence where researchers are working to provide science-based answers for cattle producers wanting to establish new adapted forage varieties and implement new grazing practices.
- Internationally, USask has many teaching and research partnerships all over the world. Those relationships directly benefit Saskatchewan, attracting international students and building Saskatchewan's brand abroad. This year, we hosted our fourth annual [People Around the World](#) conference, aimed at highlighting work that USask researchers are undertaking with international partners to support global sustainability goals. More than 270 people joined our conference online from all over the world, including Bangladesh, China, Iran, Mexico, the United States and Vietnam, among others. Federal Minister of International Development, Hon. Karina Gould, gave a keynote speech about the role for post-secondary educational institutions in achieving global sustainability goals.
- Through industry connections and our continued partnership with Mitacs, we are working to be responsive to the needs of the Saskatchewan economy through experiential learning. We know that providing our students with experiential learning opportunities builds real life workforce skills, helps industry solve challenges, while creating important connections with employers and promoting entrepreneurship. The Edwards School of Business (Edwards) partnered with Mitacs to deliver the Mitacs Business Strategy Internship (BSI) program over the summer and fall of 2020. As one of the first business schools nationwide to take on the Mitacs BSI initiative, Edwards supported Canadian businesses in adapting to the new economic realities through internships focused on applied research and business skills, problem solving, and innovative thinking to make a difference in business operations during the COVID-19 pandemic.
- Finally, we recognize that microcredentials not only support life-long learning, but can offer an opportunity for strategic and focused learning to address gaps in Saskatchewan labour force. We continue to explore opportunities with industry and the public sector on short-course, certificate and diploma programs that meet the needs of our economy. This year, the School of Environment and Sustainability received approval for a suite of credentials to support training in the development of sustainable energy solutions, including a graduate-level certificates in Sustainability Solutions, Governance Foundations for

Sustainability, Community Energy Finance and Planning, and Energy Transitions. These certificates are intended to meet the needs of industry and working professionals.

Our Innovation Impact													
Definition:	Percent of research expenditures related to industry, business, and community partnerships and sources.												
Commentary:	Although revenue can appear volatile with funding attributable to the timing of special programs and/or initiatives, expenditures can be a better measure to assess overall research activity from year-to-year. Observing expenditure data in relation to activity specifically supported by certain stakeholders/partners can provide greater insight into our connection with industry. Over the most recent 5-year period, associating innovation primarily with industry support, expenditures in the industry category have remained in the range of 5.5-7.5%.												
Activity:	<div style="text-align: center;"> <p>Percent of Research Expenditures from Industry Sources</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Percent of Research Expenditures from Industry Sources</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>6.2%</td> </tr> <tr> <td>2016/17</td> <td>5.2%</td> </tr> <tr> <td>2017/18</td> <td>7.5%</td> </tr> <tr> <td>2018/19</td> <td>6.4%</td> </tr> <tr> <td>2019/20</td> <td>6.1%</td> </tr> </tbody> </table> <p><small>Source: Association of University Technology Managers (AUTM) Annual Report and University of Saskatchewan databases</small></p> </div>	Year	Percentage	2015/16	6.2%	2016/17	5.2%	2017/18	7.5%	2018/19	6.4%	2019/20	6.1%
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Further Development:	Data annually submitted to AUTM was selected for this indicator as the outcome of such submissions provide the ability to benchmark our research expenditures with peers. Further analysis is planned to identify options for pursuing our interest in reporting on expenditures related to business and community partnerships.												

Embedding Experience-Based Learning	
Definition:	Percent of graduating students who have had experience-based learning opportunities.
Commentary:	The trend line below represents the number of undergraduate students that have had, on graduation, at least one curriculum based experiential learning opportunity. Our current definition of experiential learning (under revision) is a philosophy and methodology which educators utilize to engage learners purposefully in direct experience, focused reflection, and authentic assessment in order to increase knowledge, develop skills and strategies, clarify values, and apply prior learning. This would include undergraduate research, field experiences, work integrated learning, taught abroad, and community engaged learning.

Activity:	<p style="text-align: center;">Embedding Experience-Based Learning for Undergraduate Students</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Embedding Experience-Based Learning for Undergraduate Students</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>63%</td> </tr> <tr> <td>2017/18</td> <td>70%</td> </tr> <tr> <td>2018/19</td> <td>78%</td> </tr> <tr> <td>2019/20</td> <td>85%</td> </tr> <tr> <td>2020/21</td> <td>87%</td> </tr> </tbody> </table> <p><i>Source: University of Saskatchewan Databases</i></p>	Year	Percentage	2016/17	63%	2017/18	70%	2018/19	78%	2019/20	85%	2020/21	87%
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Further Development:	<p>Work is underway to ensure our student information systems are accurately tracking and recording the various forms of experiential learning opportunities offered to students. With this, we are working to expand this inventory to include graduate students in the coming year and ultimately also include co-curricular activity to better represent the richness of USask student experiences.</p>												

Enhancing the Saskatchewan Economy

Definition:	<p>Measuring the economic impact of USask on the Saskatoon and provincial economy using standard impact metrics for calculating economic growth and benefit, and alignment with the SK Growth Plan Priority Areas.</p>
Commentary:	<p>An understanding of our economic impact is required to express to the external community, including alumni, donors, government and the business community the value added to the communities where USask conducts its work and where its alumni are present. The report will allow the university to communicate our economic impact to the greater community and better understand how our future goals will benefit the Saskatchewan economy and increase graduate success.</p>
Activity:	<p>TO BE DEVELOPED</p>
Further Development:	<p>USask most recently pursued an economic impact study in 2015/16. Moving forward, we will identify and work with a service provider to conduct an economic impact evaluation, environmental scanning (review the larger landscape of environmental factors and make links to areas of impact), labour market impact analysis, and general post-secondary sector research.</p>

Alumni Contributing to Saskatchewan's Economy

Definition:	<p>Number of people working in businesses and community initiatives/agencies owned, operated and/or led by USask alumni.</p>
Commentary:	<p>As part of the planned economic impact analysis for the <i>Enhancing the Saskatchewan Economy</i> indicator, we will integrate analysis of alumni impact on Saskatchewan's economy.</p>
Activity:	<p>TO BE DEVELOPED</p>
Further Development:	<p>We are continuing to explore other available data sources and internal data capturing processes to determine the most effective way to include quantitative data for this indicator moving forward.</p>

HIGH QUALITY

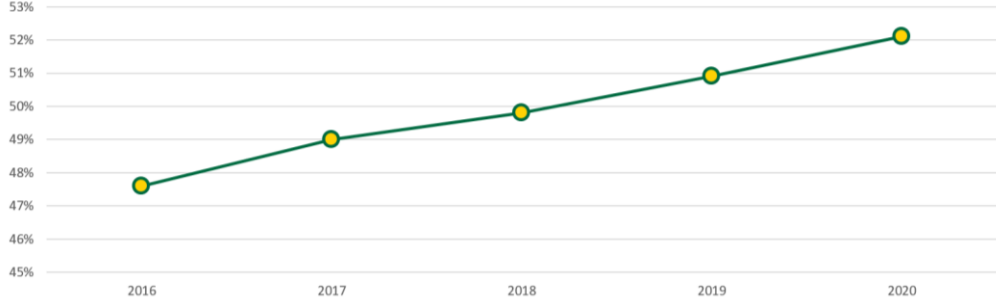
Meets standards and builds public confidence in the programs and services provided.

Post-secondary education in Canada is a competitive landscape and it is important that our institution identifies and focuses on areas of significant expertise that can support and grow the local and regional economies. World-class expertise and professionally accredited programs attract highly qualified people and research dollars to our province and can lead to the development of innovation hubs that stimulate economic activity.

- The Global Institute for Water Security is an excellent example of focused, high quality programming. Through federal and provincial support, the institute has grown to become Canada’s top water research program, and one of the best in the world. In 2021, USask was once again ranked #1 in Canada for water research in the Academic Ranking of World Universities. With a concentration of water expertise right here in the province, USask is well positioned to help the provincial government realize the *Prairie Resilience* climate plan and can inform the expansion of irrigation in Saskatchewan.
- The Vaccine and Infectious Disease Organization is another incredible example of the impact of high-quality research, with a new manufacturing facility under construction and soon to be upgraded to a level-4 containment facility. The growth of the biomanufacturing in Saskatchewan and across western Canada is a huge opportunity to diversify Saskatchewan’s economy and bring grow a bioinnovation cluster in our province. VIDO’s SARS-CoV-2 vaccine candidate is entering the final stages of clinical trials and we expect it will be available in the future for continued efforts to fight COVID-19.
- We review programming on a regular cycle to ensure our programs are up-to-date and reflect new ideas, pedagogies and advancements in research. As well, new programs proposed by academic units undergo a rigorous review process under the mandate of University Council and must demonstrate student demand and consultation with stakeholders. In 2020-21, USask’s academic council approved 20 new degree, diploma and certificate programs.
- After five years of development, the College of Engineering is introducing a new first-year curriculum in fall 2021. Today's engineering grads need a more robust and diverse skill set than ever before, but for the most part, engineering education hasn’t fundamentally changed in 100 years or longer. The [Re-Engineered](#) curriculum was developed in close consultation with industry partners who hire our students and includes a greater focus on competency-based learning.

Impact of Research Collaboration

Definition:	Proportion of USask affiliated publications and reports that include international and regional (e.g., inter-nation collaboration with Treaty 6 and Métis Nation) co-authorship.
Commentary:	Engaging in research collaborations with international and regional partners is a primary focus of our strategic plan aspiration relating to “Productive Collaboration”. Over the past couple of years, we have increased our connections with international partners (as the trend below indicates) as well as with regional and community partners to advance research that is important to Saskatchewan.

Activity:	<p style="text-align: center;">Percentage of Publications with International Collaboration</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Percentage of Publications with International Collaboration</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>47.6%</td> </tr> <tr> <td>2017</td> <td>49.0%</td> </tr> <tr> <td>2018</td> <td>49.8%</td> </tr> <tr> <td>2019</td> <td>50.9%</td> </tr> <tr> <td>2020</td> <td>52.2%</td> </tr> </tbody> </table> <p><i>Source: Scopus Abstract and Citation Database</i></p>	Year	Percentage	2016	47.6%	2017	49.0%	2018	49.8%	2019	50.9%	2020	52.2%
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Further Development:	We are in the process of assessing how regional partnerships are track in our information systems with the intent to report on regional/community research collaborations moving forward (similar to our ability to report on international collaborations).												

World Class for Saskatchewan, from Saskatchewan																									
Definition:	Disciplinary strength (e.g., learning, research, scholarship, creativity, and community engagement) that is ranked in the top 100 in the world.																								
Commentary:	We continue to advance our academic priorities and monitor how our programming areas are perceived. With this, there are a number of subject areas at USask that are highly ranked in the world and in Canada. The results below are based on the 2021 release of the Academic Ranking of World Universities (ARWU) Global Ranking of Subjects.																								
Activity:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th colspan="2" style="text-align: left; padding: 5px;">Top 100 Worldwide</th> </tr> <tr> <td style="padding: 5px;">Water Resources: 15th</td> <td></td> </tr> <tr> <td style="padding: 5px;">Veterinary Sciences: 51st – 75th category</td> <td></td> </tr> <tr> <td style="padding: 5px;">Environmental Science & Engineering: 51st – 75th category</td> <td></td> </tr> <tr> <td style="padding: 5px;">Agricultural Sciences: 76th – 100th category</td> <td></td> </tr> <tr style="background-color: #cccccc;"> <th colspan="2" style="text-align: left; padding: 5px;">Top 10 in Canada</th> </tr> <tr> <td style="padding: 5px;">Water Resources: 1st</td> <td style="padding: 5px;">Chemical Engineering: 4th (tie)</td> </tr> <tr> <td style="padding: 5px;">Public Administration: 3rd (tie)</td> <td style="padding: 5px;">Energy Science & Engineering: 4th (tie)</td> </tr> <tr> <td style="padding: 5px;">Materials Science & Engineering: 3rd (tie)</td> <td style="padding: 5px;">Earth Sciences: 6th (tie)</td> </tr> <tr> <td style="padding: 5px;">Veterinary Sciences: 4th</td> <td style="padding: 5px;">Nanoscience & Nanotechnology: 6th (tie)</td> </tr> <tr> <td style="padding: 5px;">Environmental Science & Engineering: 4th (tie)</td> <td style="padding: 5px;">Chemistry: 7th (tie)</td> </tr> <tr> <td style="padding: 5px;">Agricultural Sciences: 4th (tie)</td> <td style="padding: 5px;">Food Science & Technology: 8th</td> </tr> </table>	Top 100 Worldwide		Water Resources: 15th		Veterinary Sciences: 51st – 75th category		Environmental Science & Engineering: 51st – 75th category		Agricultural Sciences: 76th – 100th category		Top 10 in Canada		Water Resources: 1st	Chemical Engineering: 4th (tie)	Public Administration: 3rd (tie)	Energy Science & Engineering: 4th (tie)	Materials Science & Engineering: 3rd (tie)	Earth Sciences: 6th (tie)	Veterinary Sciences: 4th	Nanoscience & Nanotechnology: 6th (tie)	Environmental Science & Engineering: 4th (tie)	Chemistry: 7th (tie)	Agricultural Sciences: 4th (tie)	Food Science & Technology: 8th
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Further Development:	Enhancements to the reporting on our disciplinary strengths involve the potential inclusion of other ranking initiatives and results. Options will be explored for the January 2022 report.																								

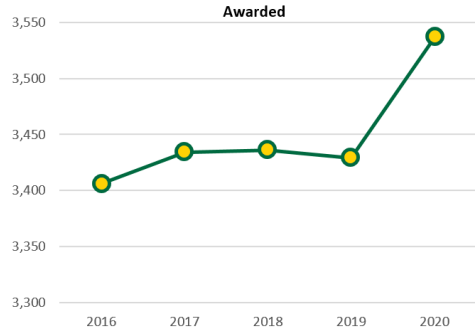
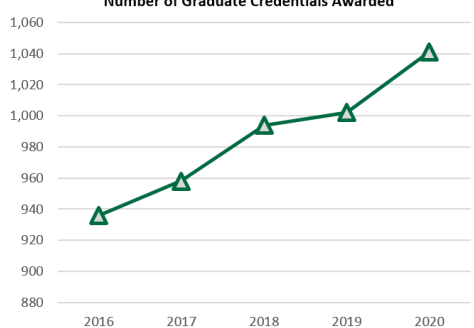
ACCOUNTABLE

Achieves expected outcomes and is transparent.

We recognize the provincial government is investing in us over the next two years to help our institution become sustainable and well-positioned to support the provincial growth plan. Accountability to the public and to government is a central component of good stewardship of public funding.

- Over the last year, we have worked with Advanced Education to develop a collaborative and constructive communication system to facilitate information exchange and manage emerging issues related to finance and human resources; teaching, learning and student experience; capital and land development; and sector-wide issues and initiatives. This new communication system has improved our institution’s relationship with the provincial government and helped us to better align our priorities with government goals.
- In partnership with Advanced Education, USask plans to undertake a review of the diverse set of reporting we submit each year to the Ministry, to ensure that government is receiving information that is useful and helps to tell the story of Saskatchewan post-secondary sector. We have identified more than 20 annual reporting initiatives across various units at our institution and hope that through this review we can develop an efficient annual reporting plan.

Preparing Students for the Labour Force

Definition:	Count of distinct degrees, diplomas, and certificates awarded to students at convocation.																								
Commentary:	The number of credentials granted over the past five years has steadily increased for both graduate and undergraduate programming. This is reflective of our increasing enrolment and students progressing through their programs consistently.																								
Activity:	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Number of Undergraduate & Non-Degree Credentials Awarded</p>  <table border="1"> <caption>Number of Undergraduate & Non-Degree Credentials Awarded</caption> <thead> <tr><th>Year</th><th>Count</th></tr> </thead> <tbody> <tr><td>2016</td><td>3,405</td></tr> <tr><td>2017</td><td>3,435</td></tr> <tr><td>2018</td><td>3,435</td></tr> <tr><td>2019</td><td>3,425</td></tr> <tr><td>2020</td><td>3,540</td></tr> </tbody> </table> </div> <div style="text-align: center;"> <p>Number of Graduate Credentials Awarded</p>  <table border="1"> <caption>Number of Graduate Credentials Awarded</caption> <thead> <tr><th>Year</th><th>Count</th></tr> </thead> <tbody> <tr><td>2016</td><td>935</td></tr> <tr><td>2017</td><td>955</td></tr> <tr><td>2018</td><td>995</td></tr> <tr><td>2019</td><td>1,000</td></tr> <tr><td>2020</td><td>1,040</td></tr> </tbody> </table> </div> </div> <p><i>Source: University of Saskatchewan Databases</i></p>	Year	Count	2016	3,405	2017	3,435	2018	3,435	2019	3,425	2020	3,540	Year	Count	2016	935	2017	955	2018	995	2019	1,000	2020	1,040
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Further Development:	Revisions to this indicator may occur based on AE’s analysis of the indicators submitted from post-secondary institutions. There is potential to augment or revise this indicator to include time to completion and percentage of students completing their studies.																								

Delivering High Quality Credentials

Definition:	Number of micro-credentials, and academic and graduate credentials that have been approved, and have been reviewed and/or accredited.
Commentary:	Assessment of our academic programs has been embedded into our operations to ensure that accreditation standards are met and that the quality of programs are reviewed on a regular basis.
Activity:	<ul style="list-style-type: none"> ➤ 100% of USask programs eligible for accreditation are accredited as of 2020-21 ➤ All academic programs are reviewed within a 10-year cycle (Colleges of Agriculture and Bioresources and Law programs were reviewed in 2020/2021) ➤ Initiatives are underway to study our academic themes and areas of pre-eminence as well as to identify and implement new and innovative program offerings. Many of our colleges and schools are interested in offering micro-credentials and our Vice-Provost and Directors from the Teaching, Learning, and Student Experience (TLSE) portfolio are leading work in this area to accommodate and support an institutional strategy for alternative programming options.
Further Development:	Additional work is planned to determine options for reporting on this indicator with potential to include quantitative data (e.g. percentage of programs reviewed or accredited) where opportunities exist.

Effective Governance

Definition:	Documented evidence and maintenance of university governance processes, policy modernization practices, resource allocation practices, and risk management planning and mitigation strategies to support the University of Saskatchewan's contributions to the province, nationally and internationally.
Commentary:	Our governing legislation sets out a tri-cameral governance structure where the Board of Governors is responsible for all matters respecting the management, administration and control of the university's property, revenues and financial affairs; University Council provides academic oversight; and the University Senate provides a connection between the institution and the community we serve. In recent years, USask has worked closely with the Ministry of Advanced Education to identify gaps in governance processes and policies, and implement best practices for good governance in the post-secondary sector.
Activity:	TO BE DEVELOPED
Further Development:	Additional work is planned to determine options for reporting on this indicator to demonstrate alignment with government priorities and potential to include quantitative data where opportunities exist. There may be opportunity to build on Advanced Education's recent efforts to improve governance processes in Saskatchewan's post-secondary sector.

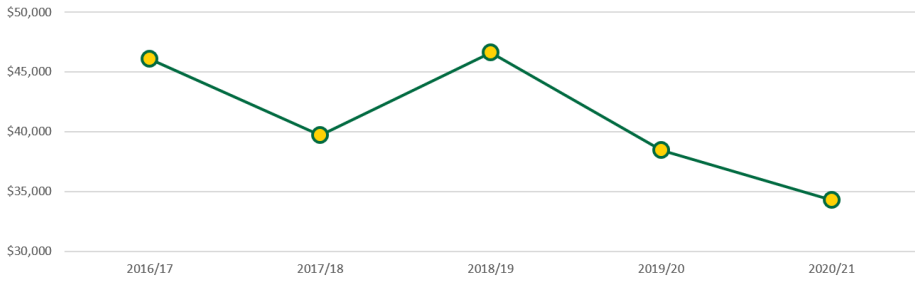
SUSTAINABLE
Operates within available resources.

One of the strategies that we are employing to strengthen our sustainability as an institution is bolstering other sources of revenue beyond government grants. After several years of planning and preparations, our board has now approved an ambitious \$500 million fundraising goal for our comprehensive campaign, which we expect to launch into the active phase later this year. This campaign will build our strengths and raise funds for four key priorities:

- Confronting humanity’s greatest challenges and opportunities through research and engaging with communities to find solutions.
- Work with and for Indigenous communities to enact our firm commitment to mutual learning, Indigenization and Reconciliation.
- Respond to current student need and attract future learners.
- Create gathering places for people to collectively address the challenges of the future.

Energizing Champions

Definition:	Philanthropic support received by USask to support our mission, vision and values.
Commentary:	<p>The University of Saskatchewan’s is undertaking a comprehensive campaign <i>Be What The World Needs</i>. The campaign has not yet been launched to the community. The comprehensive campaign is a coordinated, campus-wide effort that allows the institution to tell a unified story about the direction, achievements and aspirations of the university, while providing ample space for Colleges to tell their own stories under the larger campaign umbrella.</p> <p>The goal of the Campaign is to elevate the university’s:</p> <ol style="list-style-type: none"> 1. Resources 2. Reputation 3. Relationships <p>Gifts that are counted towards the campaign include:</p> <ul style="list-style-type: none"> ● Donations that were pledged and/or realized during the campaign period. ● Donations to all university colleges, units, or departments. ● All forms of gift types including: cash, securities, and pledges. ● Estate commitments ● Legacy gift commitments including: Charitable gift annuities, bargain sale, retirement plan assets, and testamentary charitable trusts. ● Gift-in-kind donations that have been received within the campaign period, including art, land, research equipment, etc. ● Other contributions secured through the University Relations office, such as recognition sponsorship, foundation/research grants and APEF transfers for charitable purposes

Activity:	<p style="text-align: center;">Philanthropic Support</p>  <p><i>Source: University of Saskatchewan Databases</i> <i>(represented in thousands of dollars)</i></p>
Further Development:	<p>We plan to explore options for reporting on this indicator to allow for further insight to be provided on the breakdown of the nature and type of philanthropic support received.</p>