

Performance Framework: Annual Report

June 30, 2022

BE WHAT THE WORLD NEEDS

INTRODUCTION

This report represents the third of an ongoing series of reports submitted by the University of Saskatchewan (USask) to the Ministry of Advanced Education (MAE) in accordance with the provincial post-secondary performance framework initiative. As arranged with the MAE, the objective of the June report is to provide insight on data and metrics for USask's performance indicators whereas the mid-year (January) report is focused on qualitative updates on areas of interest suggested by the MAE. In 2021, MAE requested that post-secondary institutions submit a minimum of 10 indicators for the performance framework (two for each sector expectation). USask approached this by proposing 16 indicators with a plan to review/revise our set of indicators on a regular basis as the initiative continues to evolve. **Our starting point was, and continues to be, to develop indicators that have a clear alignment to the five aspirations of our University Plan 2025 and to the five post-secondary sector expectations and provincial priorities introduced by the Government of Saskatchewan in 2020/21.**

The recent update to the reporting requirements by the MAE requesting targets and (green/yellow/red) assessments of each indicator (confirmed by *Guidance Document* provided by the MAE) were innovative revisions that illustrate the continued development and enhancement of the performance framework by the MAE in partnership with post-secondary institutions in the province. For USask, the introduction of these revisions is a reminder of the importance of identifying indicators that are not only clearly aligned to USask strategies and MAE/Government of Saskatchewan priorities, but that are also "SMART" in that each indicator is specific, measurable, attainable, relevant/realistic, and time-bound. Using the SMART criteria is an enabler for defining institutional targets/goals and assessing progress towards stated objectives in an accurate and transparent manner in accordance with the additional requirements added to the framework.

This report presents updates to our set of indicators and introduces a number of revisions that have been implemented or are planned moving forward. Data updates have been provided to 12 indicators, three indicators have been removed, one indicator has been rebranded, and one new indicator has been added. Moving forward, we anticipate continued changes of this nature as we work to enhance the alignment between the framework and our institutional strategic planning process. With this, the intent is to create alignment of data/metrics, future targets/objectives, and assessment of indicators and strategic impact. *It is important to note that USask is not providing targets for any indicators in this report.* The development of institutional targets will commence over the next few months (in conjunction with continued indicator development) with a plan to provide an update on this work in future reports. We look forward to ongoing discussions with the MAE in this regard.

CONTEXT

The contents of this report are presented in accordance with the template provided by the MAE along with relevant commentary on our plans for updates, changes, and future work on indicators within any of the sector expectation areas. With this, we have identified areas of potential review and revision in the future. These details are outlined in each of the five sector expectation sections below.

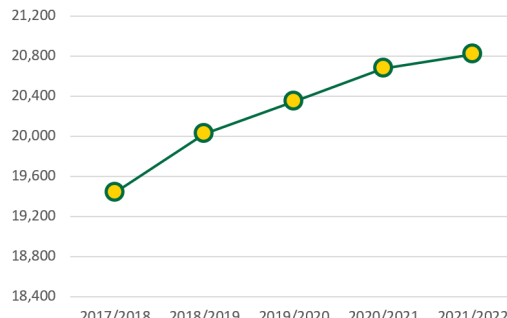
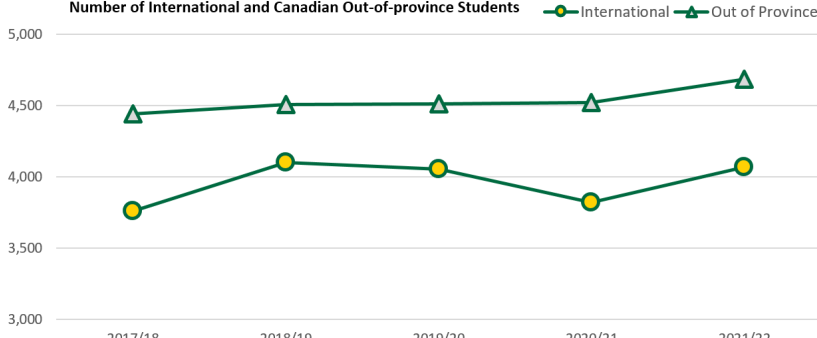
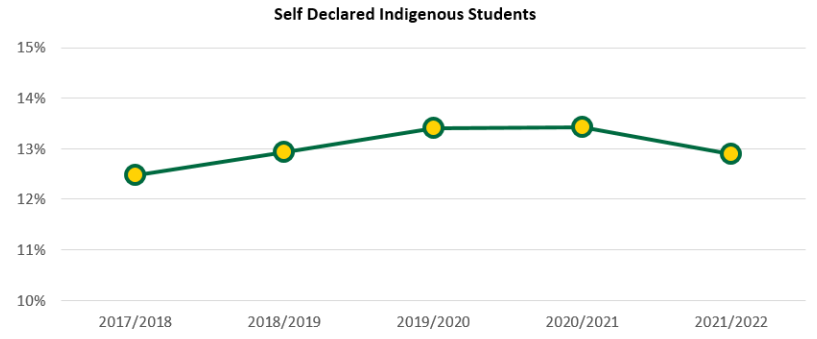
ACCESSIBLE

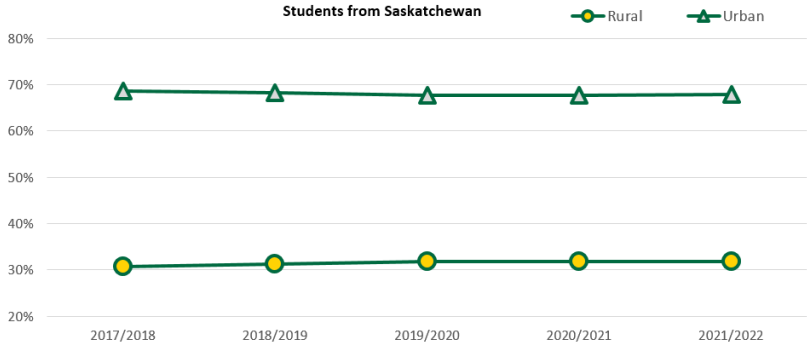

USask initially proposed four indicators related to this sector expectation that pertained to enrolment of students from outside of Saskatchewan, graduate student funding, access to support services, and insight on the gap in outcomes between our Indigenous and non-Indigenous students. Our continued review and reflection on this area has identified an opportunity to integrate our work on Strategic Enrolment Management (SEM) by revising our “Attracting New Residents to the Province” indicator to provide a more holistic view of our students (rather than only focusing on students from outside of Saskatchewan). With this, we have included trends based on the major SEM areas of focus which will eventually allow for the targets that we establish through SEM to also be reported in our performance framework.

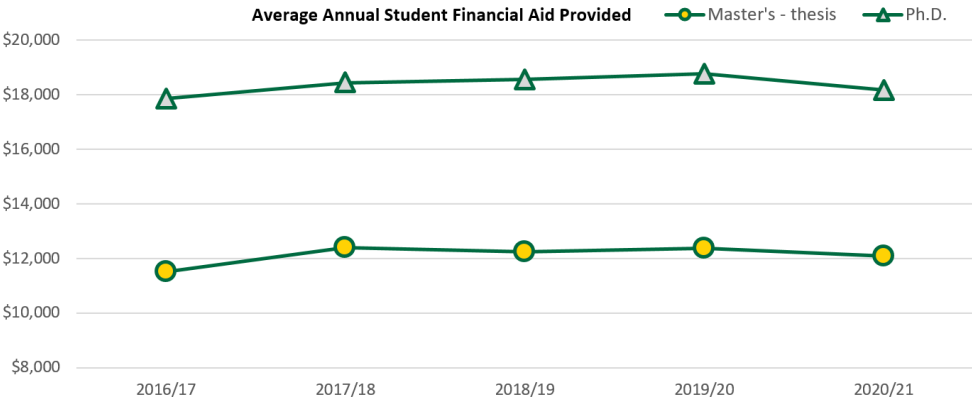
Our indicator pertaining to student funding is applicable to this section and remains an important priority for USask to ensure graduate students are funded at appropriate levels while the indicator pertaining to the use of student supports is an area for further analysis to determine how best to report on the impact of support students receive on their academic outcomes while considering the appropriate USask targets/goals in this area. At this time, our student support indicator is provided consistent with previous reporting.

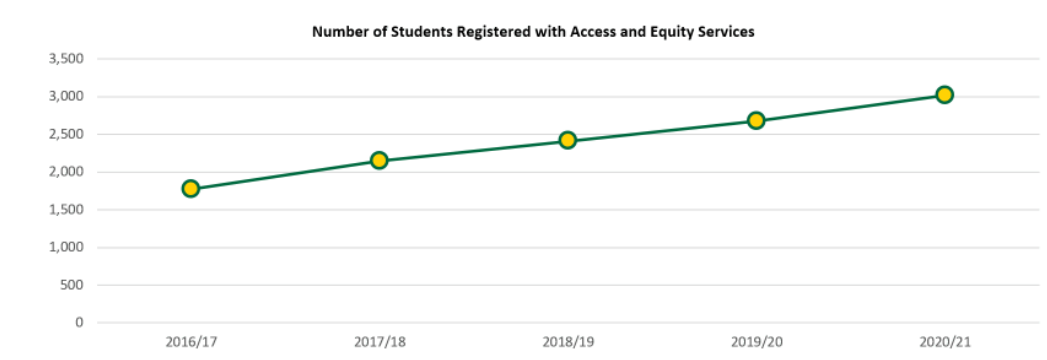
Finally, the indicator that relates to the gap in outcomes between our Indigenous and non-Indigenous students is important to continue to monitor and report, but the alignment of this indicator is more suited to the Responsive category as it pertains to how responsive USask is to the needs and supports of our Indigenous students and their ability to be successful. As such, the indicator has been moved to the Responsive section. The table below summarizes the planned revision for each indicator.

Indicator/Metric	Status
Attracting New Residents to the Province (international and out-of-province enrolment)	Enhanced to align to our SEM indicators to offer additional perspective on students enrolled at USask such as graduate and undergraduate students, percentage of Indigenous student population, and the origin of our students from Saskatchewan. New indicator title: “Our Diverse Student Community”.
Investing in Tomorrow’s Leaders (graduate student funding)	No change: same as previously reported.
Services and Resources are Available to Support Student Success and Well-being (count of students registered with Access and Equity Services)	No change: same as previously reported. (Note: this indicator will potentially be removed and replaced with an indicator pertaining to student outcomes that can exemplify how supports contribute to these outcomes)
Closing the Education Achievement Gap Experienced by Indigenous Students (comparison of completion rates for Indigenous and non-Indigenous students)	Moved from the Accessible section to Responsive section.

Accessible	Our Diverse Student Community																																																						
Data Definition:	Insight on total number of graduate, undergraduate, international, and out-of-province students along with percentage of Indigenous students and rural/urban students from Saskatchewan.																																																						
Data Source:	USask Data Warehouse																																																						
Provincial Alignment:	Connects to the Accessible Sector Expectation by highlighting the number and diversity of students registering into USask programs. Supports Saskatchewan’s Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing Saskatchewan’s population</u> .																																																						
USask Aspiration:	Distinguished Learners																																																						
Trends:	<div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;">Undergraduate Students</p>  <table border="1"> <caption>Undergraduate Students</caption> <thead> <tr><th>Year</th><th>Number</th></tr> </thead> <tbody> <tr><td>2017/2018</td><td>19,400</td></tr> <tr><td>2018/2019</td><td>20,000</td></tr> <tr><td>2019/2020</td><td>20,300</td></tr> <tr><td>2020/2021</td><td>20,600</td></tr> <tr><td>2021/2022</td><td>20,800</td></tr> </tbody> </table> </div> <div style="width: 45%;"> <p style="text-align: center;">Graduate Students</p>  <table border="1"> <caption>Graduate Students</caption> <thead> <tr><th>Year</th><th>Number</th></tr> </thead> <tbody> <tr><td>2017/2018</td><td>4,150</td></tr> <tr><td>2018/2019</td><td>4,350</td></tr> <tr><td>2019/2020</td><td>4,300</td></tr> <tr><td>2020/2021</td><td>4,400</td></tr> <tr><td>2021/2022</td><td>4,450</td></tr> </tbody> </table> </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>Number of International and Canadian Out-of-province Students</p>  <table border="1"> <caption>Number of International and Canadian Out-of-province Students</caption> <thead> <tr><th>Year</th><th>International</th><th>Out of Province</th></tr> </thead> <tbody> <tr><td>2017/18</td><td>3,800</td><td>4,450</td></tr> <tr><td>2018/19</td><td>4,100</td><td>4,500</td></tr> <tr><td>2019/20</td><td>4,050</td><td>4,500</td></tr> <tr><td>2020/21</td><td>3,850</td><td>4,500</td></tr> <tr><td>2021/22</td><td>4,050</td><td>4,700</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>Self Declared Indigenous Students</p>  <table border="1"> <caption>Self Declared Indigenous Students</caption> <thead> <tr><th>Year</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>2017/2018</td><td>12.5%</td></tr> <tr><td>2018/2019</td><td>13.0%</td></tr> <tr><td>2019/2020</td><td>13.5%</td></tr> <tr><td>2020/2021</td><td>13.5%</td></tr> <tr><td>2021/2022</td><td>13.0%</td></tr> </tbody> </table> </div>	Year	Number	2017/2018	19,400	2018/2019	20,000	2019/2020	20,300	2020/2021	20,600	2021/2022	20,800	Year	Number	2017/2018	4,150	2018/2019	4,350	2019/2020	4,300	2020/2021	4,400	2021/2022	4,450	Year	International	Out of Province	2017/18	3,800	4,450	2018/19	4,100	4,500	2019/20	4,050	4,500	2020/21	3,850	4,500	2021/22	4,050	4,700	Year	Percentage	2017/2018	12.5%	2018/2019	13.0%	2019/2020	13.5%	2020/2021	13.5%	2021/2022	13.0%
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Data:		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
	Undergraduate	19,437	20,026	20,349	20,677	20,820
	Graduate	4,162	4,333	4,304	4,407	4,470
	International	3,758	4,100	4,054	3,821	4,067
	Out-of-Prov.	4,441	4,509	4,512	4,521	4,684
	Indigenous	12.5%	12.9%	13.4%	13.4%	12.9%
	SK – Urban	69%	69%	68%	68%	68%
	SK - Rural	31%	31%	32%	32%	32%
Commentary:	<p>The set of metrics included here offer a perspective on the diversity and make-up of our student body. The data and definitions are in alignment to our SEM processes and many will eventually have targets declared as analysis and strategies pertaining to our student enrolment plans continue to be formed. This work forms part of the set of metrics relating to the student life cycle that we will continue to refine (for perspective on student recruitment, admissions, retention, completion rates, graduations, and entry into the workforce) and potentially embed within the indicators presented in this performance framework report.</p>					
Target:	<p>Not available for June 2022 reporting.</p>					
Assessment: 	<p>Continuing to grow and manage the size and diversity of our student body is an integral part of our University Plan and SEM initiative. With encouraging 2021/2022 enrolment trends and the easing of COVID-19 restrictions in Canada and abroad, the assessment of this indicator is favorable.</p>					

Accessible	Investing in Tomorrow's Leaders																		
Data Definition:	Average dollar amount of financial support provided by the university and faculty research funds to doctoral and masters thesis students annually.																		
Data Source:	USask Data Warehouse																		
Provincial Alignment:	Connects to the area of government interest relating to the range of financial supports for students within the Accessible Sector Expectation by providing insight into the financial support received by thesis-based graduate students while in their academic programs. Supports Saskatchewan's Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing Saskatchewan's population</u> (based on the ability to attract and retain graduate students to USask with funding).																		
USask Aspiration:	Distinguished Learners																		
Trend:	 <p style="text-align: center;">Average Annual Student Financial Aid Provided</p> <p style="text-align: center;">● Master's - thesis ▲ Ph.D.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Master's - thesis</th> <th>Ph.D.</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>\$11,526</td> <td>\$17,876</td> </tr> <tr> <td>2017/18</td> <td>\$12,410</td> <td>\$18,451</td> </tr> <tr> <td>2018/19</td> <td>\$12,254</td> <td>\$18,579</td> </tr> <tr> <td>2019/20</td> <td>\$12,381</td> <td>\$18,782</td> </tr> <tr> <td>2020/21</td> <td>\$12,083</td> <td>\$18,177</td> </tr> </tbody> </table>	Year	Master's - thesis	Ph.D.	2016/17	\$11,526	\$17,876	2017/18	\$12,410	\$18,451	2018/19	\$12,254	\$18,579	2019/20	\$12,381	\$18,782	2020/21	\$12,083	\$18,177
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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. Moving forward, we plan to explore options for reporting on this indicator within the context of our U15 peers to provide better insight and ability to assess our performance in this area.																		
Target:	Not available for June 2022 reporting.																		
Assessment:	<p>Student financial support is central to the recruitment and retention of high performing graduate students. Our assessment of this indicator takes into account risks such as cost-of-living increases, competition for graduate students from other universities, or stable funding levels; any and all of which could negatively affect future performance.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ○ ● ○ </div>																		

Accessible	Services and Resources are Available to Support Student Success and Well-Being				
Disclaimer:	<i>This indicator is under review and will potentially be removed with the objective of identifying a replacement indicator depicting how student supports affect outcomes.</i>				
Data Definition:	Count of the number of students that have registered with Access and Equity Services for supports that can assist them in completing their academic programs.				
Data Source:	USask Student Affairs and Services Tracking System				
Provincial Alignment:	Connects to the Accessible Sector Expectation by providing students with a diverse range of backgrounds to have access to specialized learning supports and/or accommodations that meet individual needs. Supports Saskatchewan's Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing Saskatchewan's population</u> .				
USask Aspiration:	Distinguished Learners				
Trend:	 <p style="text-align: center;">Number of Students Registered with Access and Equity Services</p>				
Data:	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
	1,774	2,148	2,412	2,678	2,999
	<i>*data for 2021/2022 not yet available</i>				
Commentary:	This indicator provides insight into the trends associated with students that access supports and accommodations offered by USask. However, we are reevaluating this indicator because it is measuring a service that is potentially enabling student success rather than measuring student success itself. With our Strategic Enrolment Management work, we are beginning to focus on student completion rates and time to completion which will translate well into a revised indicator in this section regarding the impact of supports on student success. In its current state, this indicator is not amenable to targets because it measures both the escalation of a need within society as a whole at the same time as it measures the provision of a support service.				
Target:	Not available for June 2022 reporting.				
Assessment:	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"> ○ ● ○ </div> The assessment for this indicator has been assigned to yellow status because while the trend line is increasing (suggesting a larger number of students needing supports), there is risk involved in determining if/how these supports are contributing to student outcomes. The planned revisions to this indicator will result in a better alignment to our strategic goals and better ability to be assessed based on the assessment criteria provided.				

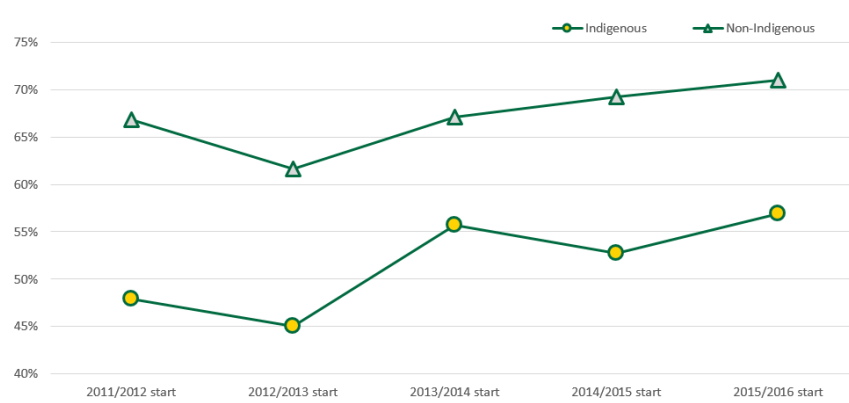


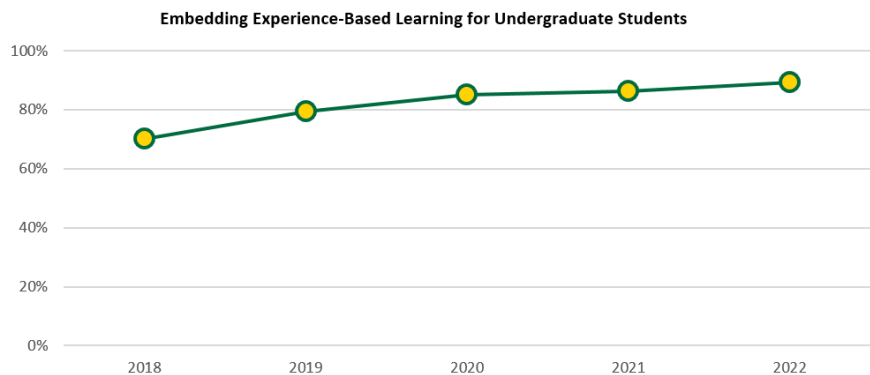
RESPONSIVE

The responsive expectation focuses on the education and experiences students have to prepare them for the labour market and the practical, applied, and scholarly research that contributes to new ideas, inventions, and discoveries. The four indicators initially presented by USask were derived to provide insight on these areas by highlighting experiential learning activities, research engagement with industry, and the impact of our university and our graduates on the economy. We have moved the indicator pertaining to educational outcomes/gap of our Indigenous students to this section since it better represents the processes we have in place (and our responsiveness) to monitor and/or reduce the gap over time. As well, work continues at our university to better track experiential learning opportunities for our students so we anticipate revisions to how we will report on this important metric moving forward.

To date, we have not reported on our impact on the provincial economy because of lack of data in this area. The recent work led by the MAE on the 2019 Graduate Outcome Survey and post-secondary economic impact analysis could potentially provide new ways to analyze and understand the impact of our university on the provincial economy in a cyclical manner. This, coupled with our own plans to conduct an annual graduate outcome survey and an updated economic impact analysis will provide opportunities for USask leaders to develop a new indicator that is measurable, actionable, and able to accommodate the establishment of targets. In the meantime, our initial indicators pertaining to economic impact are no longer applicable and have been removed.

Indicator/Metric	Status
Closing the Education Achievement Gap Experienced by Indigenous Students (comparison of completion rates for Indigenous and non-Indigenous students)	Moved from the Accessible section to Responsive section.
Embedding Experience-Based Learning (graduating students with an experiential learning opportunity)	No change at this time: same as previously reported. (Note: enhancements underway to capture the diversity of experiential learning opportunities provided to our students)
Our Innovation Impact (research expenditures relating to industry sources)	No change at this time: same as previously reported. (Note: currently under review to determine a replacement indicator pertaining to research commercialization and our investment in the entrepreneur and startup incubator)
Enhancing the Saskatchewan Economy (no data previously reported)	Removed from the set of USask indicators.
Alumni Contributing to Saskatchewan’s Economy (no data previously reported)	Removed from the set of USask indicators. (Note: exploratory work underway to potentially identify a new “SMART” indicator pertaining to our graduate outcomes and their impact on the economy)

Responsive	Closing the Education Achievement Gap Experienced by Indigenous Students																							
Data Definition:	Percentage of first time, full time Indigenous students that have entered into a direct entry (4-year) program at USask and completed within a six year timeframe.																							
Data Source:	USask Data Warehouse																							
Provincial Alignment:	Connects to the Responsive Sector Expectation by highlighting the opportunity for USask to ensure that programming and supports are in place for target groups including First Nations and Métis students to be successful. Supports Saskatchewan’s Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing locally</u> .																							
USask Aspiration:	Transformative Decolonization Leading to Reconciliation																							
Trend:	<p style="text-align: center;">Completion Rate Within 6 Years of Starting Year (First time, fulltime, direct entry 4 yr programs)</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Completion Rate Data (from chart)</caption> <thead> <tr> <th>Starting Year</th> <th>Indigenous (%)</th> <th>Non-Indigenous (%)</th> </tr> </thead> <tbody> <tr> <td>2011/2012 start</td> <td>47.9%</td> <td>66.8%</td> </tr> <tr> <td>2012/2013 start</td> <td>45.0%</td> <td>61.6%</td> </tr> <tr> <td>2013/2014 start</td> <td>55.7%</td> <td>67.1%</td> </tr> <tr> <td>2014/2015 start</td> <td>52.7%</td> <td>69.2%</td> </tr> <tr> <td>2015/2016 start</td> <td>56.9%</td> <td>71.0%</td> </tr> </tbody> </table>						Starting Year	Indigenous (%)	Non-Indigenous (%)	2011/2012 start	47.9%	66.8%	2012/2013 start	45.0%	61.6%	2013/2014 start	55.7%	67.1%	2014/2015 start	52.7%	69.2%	2015/2016 start	56.9%	71.0%
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	<i>(Note: year listed represents the <u>starting year</u> of the student cohort. For example, “2015/2016 start” represents the percentage of students that entered into their studies at USask in 2015/2016 and graduated within a six year timeframe)</i>																							
Commentary:	We continue to see increases in both enrolment and completion rates pertaining to our Indigenous students. However, we are currently exploring opportunities to better assess the difference in completion rates between Indigenous and Non-Indigenous students and reviewing opportunities to support our Indigenous students to be successful. For example, dashboards have been developed to track student participation, retention, and achievement to better understand where gaps exist and if they are closing or not.																							
Target:	Not available for June 2022 reporting.																							
Assessment:	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"> ○ ● ○ </div> <p>Through our analysis in this area, we are gaining a better understanding of the difference in completion rates between our Indigenous and non-Indigenous students. For the 2015/16 cohort, there is about a 14% gap in the completion rates that translates into 41 of 72 first-time, full-time Indigenous students in our direct entry programs (or 56.9%) completing in six years suggesting that about 10 more Indigenous students from that cohort would have needed to graduate in order to reach the 71% Non-Indigenous student completion rate. Understanding the gap helps us to prepare for the work ahead.</p>																							

Responsive	Embedding Experience-Based Learning																	
Data Definition:	Percent of undergraduate students who have had experience-based learning opportunities by the time they graduate.																	
Data Source:	USask Data Warehouse																	
Provincial Alignment:	Connects to the Responsive Sector Expectation because of the direct connection to the priority on enhanced learning opportunities for students in post-secondary institutions in Saskatchewan. Supports Saskatchewan’s Growth Plan priorities relating to <u>a skilled labour force</u> .																	
USask Aspiration:	Distinguished Learners																	
Trend:	 <table border="1" style="margin-top: 10px;"> <caption>Embedding Experience-Based Learning for Undergraduate Students</caption> <thead> <tr> <th>Year</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Percentage</td> <td>70%</td> <td>79%</td> <td>85%</td> <td>86%</td> <td>89%</td> </tr> </tbody> </table>						Year	2018	2019	2020	2021	2022	Percentage	70%	79%	85%	86%	89%
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Percentage	70%	79%	85%	86%	89%													
Data:	2018	2019	2020	2021	2022													
	70%	79%	85%	86%	89%													
Commentary:	Monitoring the number of undergraduate students that have had at least one curriculum based experiential learning opportunity is one of many ways that experiential learning activity can be tracked. As reported in our January 2022 report, we have been working to develop a new experiential learning framework for USask that will be more inclusive and consist of methods and metrics to assess the quantity and effectiveness of experiential learning opportunities in developing students’ key competencies. This work will result in revisions to this indicator in the June 2023 annual report.																	
Target:	Not available for June 2022 reporting.																	
Assessment:	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;"> </div> <div> <p>Supporting competency development through provision of enhanced and authentic experiential learning opportunities for our students is a key strategy in our University Plan and Learning, Teaching, and Student Experience (LTSE) Plan. As such, there is continued focus on developing and tracking experiential learning initiatives. The positive trend for our undergraduate students coupled with our institutional focus on supports and processes underpinning experiential learning offerings for our students, contributes to the positive assessment for this indicator.</p> </div> </div>																	

Responsive	Our Innovation Impact																								
Disclaimer:	<i>This indicator is under review and will potentially be revised or replaced with an indicator pertaining to research commercialization and outcomes from our entrepreneur and startup incubator.</i>																								
Data Definition:	Percentage of research expenditures related to industry, business, and community partnerships and sources.																								
Data Source:	Association of University Technology Managers (AUTM) and USask Financial System																								
Provincial Alignment:	Loosely connects to the Responsive Sector Expectation based on the association of our research activities with community partners. Supports Saskatchewan’s Growth Plan priorities relating to a competitive economy.																								
USask Aspiration:	Productive Collaboration																								
Trend:	<p style="text-align: center;">Percentage of Research Expenditures from Industry Sources</p> <table border="1" style="display: none;"> <caption>Percentage of Research Expenditures from Industry Sources</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <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> <tr> <td>2020/21</td> <td>6.1%</td> </tr> <tr> <td>2021/22</td> <td>7.4%</td> </tr> </tbody> </table>	Year	Percentage	2017/18	7.5%	2018/19	6.4%	2019/20	6.1%	2020/21	6.1%	2021/22	7.4%												
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% Industry	7.5%	6.4%	6.1%	6.1%	7.4%																				
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%.																								
Target:	Not available for June 2022 reporting.																								
Assessment:	<p>This indicator is currently focused on industry related expenditures, and in the context of comparing results to what limited U15 data is available (not all U15 schools submit to AUTM and AUTM submissions trail in time by a few years), USask is positioned below the median and closer to the lower end. Considering the variation in geographic presence of sector specific industry partners across the country, the assessment of this is not straightforward. With the recent review and addition of three new institutional signature areas, it is hoped a refreshed focus and the continued existence of funding programs that can be leveraged with industry, will help move this forward.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> ○ ● ○ </div>																								




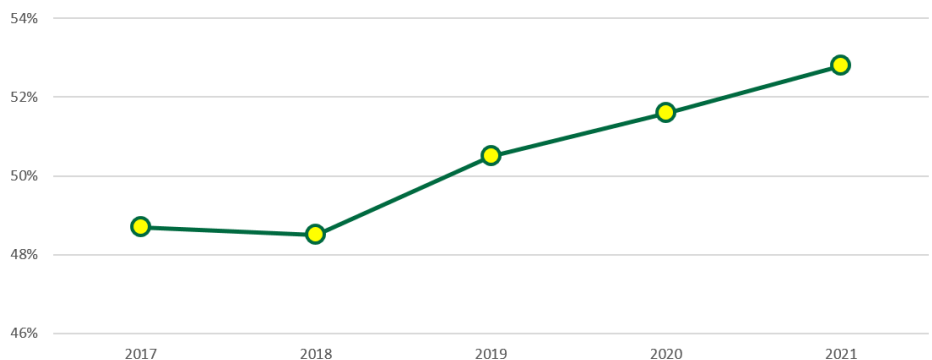
HIGH QUALITY

The two indicators initially proposed by USask in this area related to external perceptions and confidence in our academic programming and research activity. With this, we monitor which USask disciplines are considered to be highly ranked both globally and nationally as well as tracking collaborations of USask researchers with international partners on important research initiatives. These indicators have been updated in this report.

One of the five aspirations in our University Plan pertains to Global Recognition. With this aspiration, an area of focus pertains to our placement in the world according to USask’s overall ranking among universities worldwide. Given our University Plan’s objective to “Be What the World Needs” and the correlation to the High Quality sector expectation, we have added this indicator to our report so that this section offers perspective on our overall ranking and on the ranking of many of our disciplines.

<i>Indicator/Metric</i>	<i>Status</i>
World Class For Saskatchewan, From Saskatchewan (disciplinary rankings that are top 10 in Canada or top 100 worldwide)	No change: same as previously reported.
Impact of Research Collaboration (publications with international partnerships)	No change: same as previously reported.
Our Placement in the World (overall placement of USask among the universities in the world)	New indicator for June 2022.

High Quality	World Class for Saskatchewan, from Saskatchewan																																		
Data Definition:	Disciplinary strength that is ranked in the top 100 in the world and/or top 10 in Canada.																																		
Data Source:	Academic Ranking of World Universities (ARWU), Quacquarelli Symonds (QS) Rankings																																		
Provincial Alignment:	Connects to the High Quality Sector Expectation in that favourable third-party rankings of our programming suggests high degrees of confidence and quality in those programming areas. Supports Saskatchewan’s Growth Plan priorities relating to a skilled labour force.																																		
USask Aspiration:	Global Recognition																																		
Data:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Top 100 Worldwide</th> </tr> </thead> <tbody> <tr> <td colspan="2">Water Resources: 15th (ARWU)</td> </tr> <tr> <td colspan="2">Agriculture and Forestry: 71st (QS)</td> </tr> <tr> <td colspan="2">Veterinary Sciences: top 75 (ARWU) and 51-60 (QS)</td> </tr> <tr> <td colspan="2">Environmental Science & Engineering: top 75 (ARWU) and 99th (QS – Environmental Sciences)</td> </tr> <tr> <td colspan="2">Agricultural Sciences: top 100 (ARWU)</td> </tr> <tr> <th colspan="2" style="background-color: #cccccc;">Top 10 in Canada</th> </tr> <tr> <td style="width: 50%;">Water Resources: 1st (ARWU)</td> <td style="width: 50%;">Earth Sciences: 6th (ARWU)</td> </tr> <tr> <td>Agriculture and Forestry: 3rd (QS)</td> <td>Nanoscience & Nanotechnology: 6th (ARWU)</td> </tr> <tr> <td>Materials Science & Engineering: 3rd (ARWU)</td> <td>Chemistry: 7th (ARWU)</td> </tr> <tr> <td>Public Administration: 3rd (ARWU)</td> <td>Food Science & Technology: 8th (ARWU)</td> </tr> <tr> <td>Agricultural Sciences: 4th (ARWU)</td> <td>Biotechnology: 9th (ARWU)</td> </tr> <tr> <td>Chemical Engineering: 4th (ARWU)</td> <td>Atmospheric Science: 10th (ARWU)</td> </tr> <tr> <td>Energy Science & Engineering: 4th (ARWU)</td> <td>Geology: 10th (QS)</td> </tr> <tr> <td>Environmental Science & Engineering: 4th (ARWU)</td> <td>Geophysics: 10th (QS)</td> </tr> <tr> <td>Veterinary Sciences: 4th (ARWU and QS)</td> <td>Medical Technology: 10th (ARWU)</td> </tr> <tr> <td>Environmental Sciences: 5th (QS)</td> <td>Pharmacy & Pharmacology: 10th (QS)</td> </tr> </tbody> </table>	Top 100 Worldwide		Water Resources: 15th (ARWU)		Agriculture and Forestry: 71st (QS)		Veterinary Sciences: top 75 (ARWU) and 51-60 (QS)		Environmental Science & Engineering: top 75 (ARWU) and 99th (QS – Environmental Sciences)		Agricultural Sciences: top 100 (ARWU)		Top 10 in Canada		Water Resources: 1st (ARWU)	Earth Sciences: 6th (ARWU)	Agriculture and Forestry: 3rd (QS)	Nanoscience & Nanotechnology: 6th (ARWU)	Materials Science & Engineering: 3rd (ARWU)	Chemistry: 7th (ARWU)	Public Administration: 3rd (ARWU)	Food Science & Technology: 8th (ARWU)	Agricultural Sciences: 4th (ARWU)	Biotechnology: 9th (ARWU)	Chemical Engineering: 4th (ARWU)	Atmospheric Science: 10th (ARWU)	Energy Science & Engineering: 4th (ARWU)	Geology: 10th (QS)	Environmental Science & Engineering: 4th (ARWU)	Geophysics: 10th (QS)	Veterinary Sciences: 4th (ARWU and QS)	Medical Technology: 10th (ARWU)	Environmental Sciences: 5th (QS)	Pharmacy & Pharmacology: 10th (QS)
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Commentary:	Third-party ranking agencies provide an objective lens into our performance and impact in specific subject areas. ARWU and QS are two of the more established and recognized agencies and each provide annual assessments of more than 50 subject areas. Based on the most recent results, the strongest outcomes have commonly occurred in the areas of Water Resources, Agriculture, Environmental Sciences, and Veterinary Sciences. Top 10 finishes within Canada have been numerous including #1 in Canada in Water Resources, and very strong national outcomes in Agriculture, Materials Science & Engineering, and Public Administration. There is also a strong connection between these results and many of our signature areas of research.																																		
Target:	Not available for June 2022 reporting.																																		
Assessment:	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Global rankings and their various methodologies are typically most impacted by research and reputation. This is often focused on research productivity and the impact of that research along with reputation closely tied to an institution’s research and academic programming. Recently, there have been many outstanding results at the subject level, especially considering the ongoing efforts to support the breadth and quality of programs offered. However, risks are inherent with the possibility of unexpected events that occur having a less desirable impact on the university’s profile, nationally and globally.</p> </div> </div>																																		

High Quality	Impact of Research Collaboration																	
Data Definition:	Percentage of USask affiliated publications and reports that include international co-authorship.																	
Data Source:	Scopus Abstract and Citation Database																	
Provincial Alignment:	Connects to the High Quality Sector Expectation by illustrating how the research activity of our faculty and graduate students is known internationally. Supports Saskatchewan’s Growth Plan priorities relating to <u>a skilled labour force</u> .																	
USask Aspiration:	Productive Collaboration																	
Trend:	<p style="text-align: center;">Percentage of Publications with International Co-Authorship</p>  <table border="1" style="margin: 10px auto; width: 80%;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>48.7%</td> </tr> <tr> <td>2018</td> <td>48.5%</td> </tr> <tr> <td>2019</td> <td>50.5%</td> </tr> <tr> <td>2020</td> <td>51.6%</td> </tr> <tr> <td>2021</td> <td>52.8%</td> </tr> </tbody> </table>						Year	Percentage	2017	48.7%	2018	48.5%	2019	50.5%	2020	51.6%	2021	52.8%
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Data:	2017	2018	2019	2020	2021													
	48.7%	48.5%	50.5%	51.6%	52.8%													
	<i>(data is based on calendar year rather than fiscal year)</i>																	
Commentary:	Engaging in research collaborations with international partners is a primary focus of our strategic plan aspiration relating to “Productive Collaboration”. Over the past few years, we have increased our connections with international partners (as the trend indicates) to advance research that is important to Saskatchewan.																	
Target:	Not available for June 2022 reporting.																	
Assessment:	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;"> </div> <div> <p>Scholarly output is a valuable measure of research productivity and evaluating the breadth and diversity of authorship provides a lens on the collaborative aspect of that research. For the most recent year of data presented, USask’s percentage of international co-authorship was positioned above the U15 median for this metric. Considering this, the positive 5-year trend shown, and the importance of collaboration and internationalization in our University Plan, the current assessment of this indicator is very positive.</p> </div> </div>																	

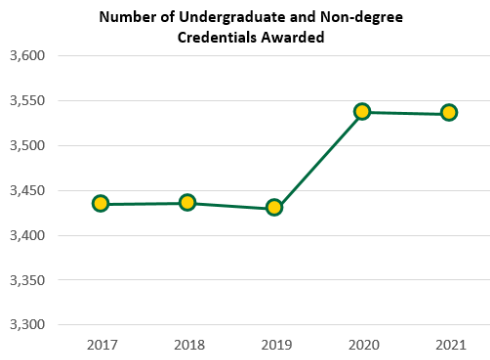
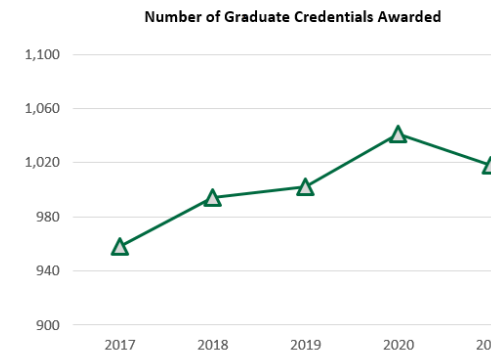
High Quality	Our Placement in the World																
Data Definition:	USask’s global ranking as a percentage of the ~26,000 universities in the world based on the Academic Ranking of World Universities.																
Data Source:	Academic Rankings of World Universities (ARWU)																
Provincial Alignment:	Connects to the High Quality Sector Expectation in that our global ranking suggests a level of confidence, prestige, and quality in Saskatchewan’s largest university. Supports Saskatchewan’s Growth Plan priorities relating to <u>a skilled labour force</u> .																
USask Aspiration:	Global Recognition																
Trend:	<table border="1" style="margin-top: 10px;"> <caption>USask Global Position Relative to Universities Worldwide</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>1.33%</td> </tr> <tr> <td>2018</td> <td>1.28%</td> </tr> <tr> <td>2019</td> <td>1.36%</td> </tr> <tr> <td>2020</td> <td>1.36%</td> </tr> <tr> <td>2021</td> <td>1.35%</td> </tr> </tbody> </table>					Year	Percentage	2017	1.33%	2018	1.28%	2019	1.36%	2020	1.36%	2021	1.35%
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Data:	2017	2018	2019	2020	2021												
	1.33%	1.28%	1.36%	1.36%	1.35%												
Commentary:	The representation of our global ranking based on a percentage (e.g. top 2% in the world) is a common technique for universities to report on their ranking. This approach provides perspective on our global standing among universities worldwide. There is considered to be well over 26,000 universities in the world of which ARWU chooses to evaluate over 2,000 of them (based on their criteria). If we want to “Be What the World Needs”, it makes sense to look at our current placement as a percentage of the top universities in the world so we use the standard denominator of 26,000 universities for this calculation.																
Target:	Not available for June 2022 reporting.																
Assessment:	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;"> </div> <div> <p>We consider the placement of our university in the top 2% in the world to be significant for many reasons. Positive rankings worldwide enhances our profile, validates our areas of success, and contributes to our ability to attract and retain outstanding students, faculty, and staff. However, rankings can be unpredictable and, as mentioned above, there are risks associated with our placement in the world due to changes in ranking methodologies or unexpected events that could have a negative impact on the university’s profile.</p> </div> </div>																




ACCOUNTABLE

The accountable expectation emphasizes the achievement of outcomes and transparency of institutional activity. With this, the three indicators we proposed focused on students graduating from our university, quality of academic programming, and USask governance structures. Given our planned work in the future to establish targets for our performance indicators, we will continue to evaluate the definitions and metrics used for our indicators in this section. We anticipate revisions that will allow us to demonstrate the impact of the quality of our programs on areas of student achievement, outcomes, and transition into the workforce. Because of this, we have continued to report on the indicators pertaining to students graduating from USask and assessment of our academic programs but have removed the indicator relating to effective governance structures as it is difficult to quantify, does not directly correspond to any of our University Plan aspirations, and is not amenable to the development of an applicable target for this area.

Indicator/Metric	Status
Preparing Students for the Labour Force (degrees, diplomas, and certificates awarded to students)	No change: same as previously reported.
Delivering High Quality Credentials (overview of accreditation and program review activity)	No change: same as previously reported. (Note: this indicator will potentially be removed or revised to better reflect the quality of academic programming and/or relationship to student outcomes)
Effective Governance (no data previously reported)	Removed from the set of USask indicators.

Accountable	Preparing Students for the Labour Force					
Data Definition:	Count of distinct degrees, diplomas, and certificates awarded to students at convocation.					
Data Source:	USask Data Warehouse					
Provincial Alignment:	Connects to the Accountable Sector Expectation by achieving expectations to produce high quality graduates ready for the labour force. Supports Saskatchewan’s Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing Saskatchewan’s population</u> .					
USask Aspiration:	Distinguished Learners					
Trend:	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Number of Undergraduate and Non-degree Credentials Awarded</p>  </div> <div style="text-align: center;"> <p>Number of Graduate Credentials Awarded</p>  </div> </div>					
Data:		2017	2018	2019	2020	2021
	Undergraduate	3,245	3,299	3,244	3,354	3,438
	Non-Degree	189	137	185	183	97
	Graduate	958	994	1,002	1,041	1,018
Commentary:	This indicator currently focuses on counting the distinct degrees, diplomas, and certificates awarded to students at convocation. This is a foundational indicator in our Strategic Enrolment Management activities but has potential to be revised to include line of sight into completion rates and graduate transitions into the labour force. Further analysis on the options for this will continue in 2022/23.					
Target:	Not available for June 2022 reporting.					
Assessment:	Certificate programing was significantly impacted by the pandemic in 2020 leading to reduced credentials awarded in 2021, but with encouraging enrolment trends in 2021/22 we can expect this indicator to return to pre-pandemic levels. During the last two academic years a slight decrease in average student class load was noticed and will likely lead to lengthened completion times for some student cohorts. This event will play out over the coming convocation cycles, but with relatively small counts involved its influence should be minimal. <div style="margin-top: 10px;"> ○ ● ○ </div>					

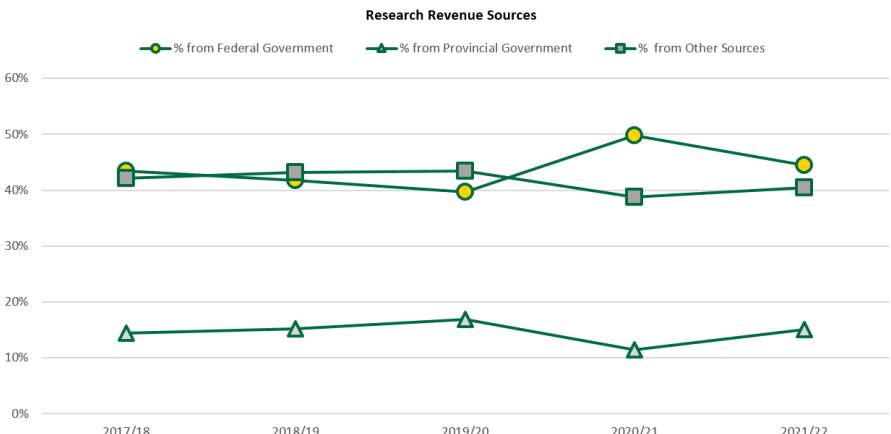

Accountable	Delivering High Quality Credentials
Disclaimer:	<i>This indicator is under review and will potentially be removed or revised to better reflect the quality of academic programming and/or relationship to student outcomes.</i>
Data Definition:	Insight on academic unit/program reviews and accreditation.
Data Source:	Internal USask tracking processes
Provincial Alignment:	Connects to the Accountable Sector Expectation by focusing on academic programming that is achieving expected outcomes. Supports Saskatchewan's Growth Plan priorities relating to <u>a skilled labour force and growing Saskatchewan's population.</u>
USask Aspiration:	Distinguished Learners
Trend:	Relevant quantitative data not available at this time.
Data:	Relevant quantitative data not available at this time.
Commentary:	<p>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. The intent is to ensure that programs are objectively reviewed to determine if they meet stated criteria (based on the requirements of the review).</p> <p>With respect to program accreditation, 100% of USask programs eligible for accreditation have achieved that standing as of 2021/22. In addition, the USask Academic Program Review (APR) process is in place to ensure that USask students are provided with the best possible learning experience in a robust learning environment. These reviews provide opportunity for critical reflection of program strengths and weaknesses that can inform program revision, renewal, and strategic planning decisions. In 2021/22 programs within the College of Education and College of Graduate and Postdoctoral Studies were reviewed.</p>
Target:	Not available for June 2022 reporting.
Assessment: 	The rigors of program accreditation coupled with our internal APR processes provides assurance that the quality and effectiveness of our programming is monitored sufficiently. For this reason, the assessment of this indicator is positive. Moving forward, the potential integration of student outcomes and definition of appropriate/applicable targets will provide greater insight for assessing the impact of the quality of our programming.

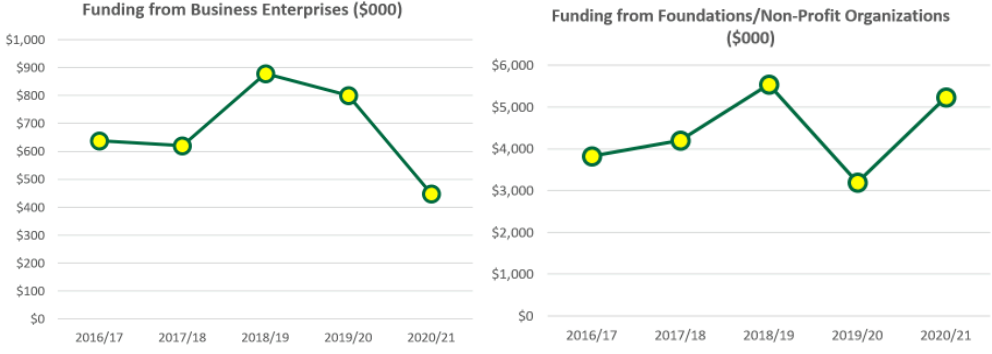
SUSTAINABLE

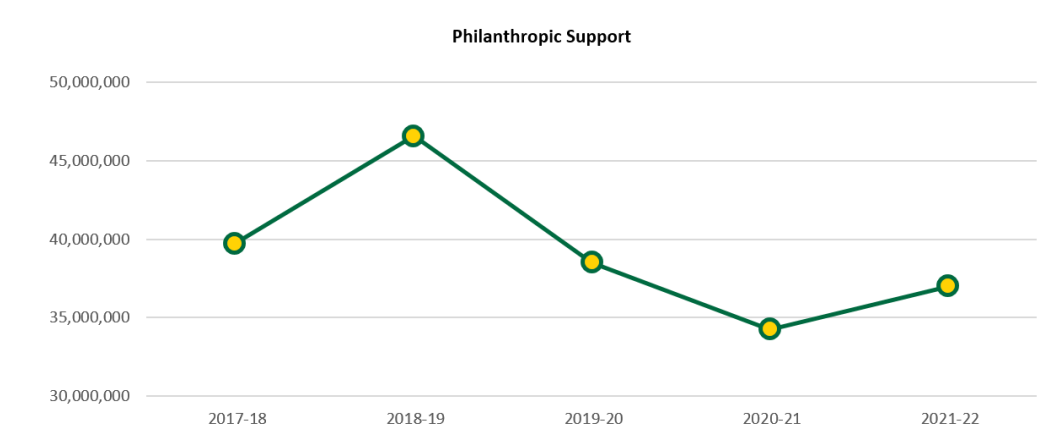
USask currently tracks three indicators under this sector expectation. Collectively, the indicators provide insight into the revenue/funding that our university receives from various sources. Given that this expectation is financially focused, it makes sense for USask to report on the diversity of our funding. When we review options for indicators and reporting in this area, we have identified an opportunity to potentially revise our “Diversified Revenue” and “Energizing Champions” indicators by combining them to show all non-government funding as part of a single indicator. This would provide opportunities to create visualizations that show the diversity of our funding arrangements that are not government related. More work is planned on this but for now, we have reported on the two indicators in accordance with our previous reporting.

Another area of interest under this sector expectation relates to infrastructure. The performance framework documentation proposes a government interest in “ensuring infrastructure supports the needs of the sector”. With this, we are reviewing options for the inclusion of an indicator that can provide insight on how our infrastructure supports the teaching and research requirements of our students and faculty. An update on our work in this area will be provided in a future report.

Indicator/Metric	Status
Investment in Research (percent of funding from government and other sources)	No change: same as previously reported.
Diversified Revenue (income received from non-government sources)	No change: same as previously reported. (Note: reviewing options to combine with “Energizing Champions” indicator to illustrate all sources of income from non-government entities)
Energizing Champions (philanthropic support revenue)	No change: same as previously reported. (Note: reviewing options to combine with “Diversified Revenue” indicator to illustrate all sources of income from non-government entities)

Sustainable	Investment in Research					
Data Definition:	The percentage of funding received in support of research activity from federal, provincial, and other external sources.					
Data Source:	Canadian Association of University Business Officers (CAUBO) Annual Report and USask Financial System					
Provincial Alignment:	Connects to the Sustainable Sector Expectation by tracking funding provided by government and non-government entities and monitoring the distribution of funding from alternative funding sources. Supports Saskatchewan’s Growth Plan priorities relating to <u>keeping Saskatchewan’s finances strong</u> .					
USask Aspiration:	Productive Collaboration					
Trend:						
Data:		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
	Federal	43.4%	41.7%	39.6%	49.7%	44.4%
	Provincial	14.4%	15.2%	16.9%	11.5%	15.1%
	Other	42.2%	43.1%	43.5%	38.8%	40.5%
Commentary:	We rely on reporting provided by the Canadian Association of University Business Officers (CAUBO) for this indicator as it provides an opportunity to benchmark research funding with other universities in Canada. For this indicator, federal funding includes funding from Tri-Agency while “Other” includes funding to support our research from the Canadian Foundation for Innovation, donations, investments, and non-government agencies such as industry.					
Target:	Not available for June 2022 reporting.					
Assessment:	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Although research revenue can be a volatile metric in the assessment of research output, the percentage breakdown between these three primary source categories has been fairly stable over each of the last 5 years. New federal programs can have significant impact on funding streams, as can global events such as the pandemic (2020/21). The university has continued to make strides in trending upwards in Tri-Agency funding, strategically pursuing success in new or expanded program offerings. Overall, the direction and outlook appear positive, but risks including the economic outlook and the start/stop nature of funding programs must always be acknowledged.</p> </div> </div>					

Sustainable	Diversified Revenue																		
Data Definition:	Funding received from non-government sources to support our mission of outstanding research, scholarly and artistic work, exceptional teaching and meaningful engagement.																		
Data Source:	CAUBO Annual Report and USask Financial System																		
Provincial Alignment:	Connects to the Sustainable Sector Expectation by focusing on an alternative (and non-government) funding sources for our university. Supports Saskatchewan's Growth Plan priorities relating to <u>keeping Saskatchewan's finances strong</u> .																		
USask Aspiration:	Productive Collaboration																		
Trend:																			
Data:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>2016/2017</th> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020</th> <th>2020/2021</th> </tr> </thead> <tbody> <tr> <td>Business Enterprises</td> <td>\$638</td> <td>\$620</td> <td>\$878</td> <td>\$800</td> <td>\$448</td> </tr> <tr> <td>Foundations /Non-Profit</td> <td>\$3,832</td> <td>\$4,200</td> <td>\$5,540</td> <td>\$3,200</td> <td>\$5,234</td> </tr> </tbody> </table> <p><i>(represented in thousands of dollars, 2021/2022 data not available at this time)</i></p>		2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	Business Enterprises	\$638	\$620	\$878	\$800	\$448	Foundations /Non-Profit	\$3,832	\$4,200	\$5,540	\$3,200	\$5,234
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021														
Business Enterprises	\$638	\$620	\$878	\$800	\$448														
Foundations /Non-Profit	\$3,832	\$4,200	\$5,540	\$3,200	\$5,234														
Commentary:	We rely on reporting provided by CAUBO for this indicator as it provides an opportunity to benchmark revenues from businesses or foundations with other universities in Canada. The trend lines presented reflect revenues received into the general operating fund of the university. CAUBO data for this indicator are only available up to 2019/2020 so the trend line has been augmented with data from the USask financial system (for 2020/2021 only as 2021/2022 not yet available).																		
Target:	Not available for June 2022 reporting.																		
Assessment:	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; margin-right: 10px;"> </div> <div> <p>Securing funding for operating support from other important partners within business and the foundation/non-profit sectors often signifies a critical connectedness between the university and its stakeholders in the community. Annual funding levels over the recent five-year period have ranged between \$0.5M - \$0.9M from business sources, while foundation/non-profit support has been stronger at \$3M - \$5.5M. Comparing this to support received by U15 peers, the business support is above the median, while the foundation/non-profit support is typically near the top tier. However, there appears to be significant variation in amounts reported to CAUBO by other universities so we have assessed this indicator with some risk and flagged it for further review as we explore the possibility of creating a single indicator pertaining to non-government funding for USask.</p> </div> </div>																		

Sustainable	Energizing Champions				
Data Definition:	Philanthropic support received by USask to support our mission, vision and values.				
Data Source:	USask Alumni and Donor Database				
Provincial Alignment:	Connects to the Sustainable Sector Expectation by focusing on an alternative, but very important funding source for our university. Supports Saskatchewan’s Growth Plan priorities relating to <u>keeping Saskatchewan’s finances strong</u> .				
USask Aspiration:	Productive Collaboration				
Trend:	<div style="text-align: center;"> <p>Philanthropic Support</p>  <p>(represented in thousands of dollars)</p> </div>				
Data:	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
	\$39,717,735	\$46,610,718	\$38,470,877	\$34,239,427	\$36,970,028
Commentary:	As reported in our June 2022 Multi-Year Funding Accountability Report, we are continuing preparations for an official launch of our comprehensive campaign that will allow the institution to tell a unified story about the direction, achievements and aspirations of our university, while providing ample space for our colleges and schools to tell their own stories under the larger campaign umbrella. Through this, we expect the trend in our annual philanthropic support to continue to increase over the next few years back to levels experienced before the pandemic occurred.				
Target:	Not available for June 2022 reporting.				
Assessment:	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;"> </div> <div> <p>The comprehensive campaign is an institutional priority that is fully supported through shared vision, shared leadership, and shared investment at our university. Strategic funding has been allocated to support campaign-specific programming over the next two years. This campaign has the potential to re-position USask among its peers, build support and advocacy, and have a positive impact on faculty, students, and staff for decades into the future. The priority of this initiative, support from leadership, and mobilization of efforts to date has resulted in our optimistic assessment of this indicator.</p> </div> </div>				