








# PERFORMANCE FRAMEWORK: ANNUAL REPORT

JUNE 2023

BE WHAT THE WORLD NEEDS

## OVERVIEW

The intent of this report is to provide insight on the University of Saskatchewan's (USask's) key performance indicators that relate to the five post-secondary sector expectations and provincial priorities established by the Government of Saskatchewan and to the five aspirations of our University Plan 2025. The development of this report continues to evolve each year as the university enhances how to define, track, assess, and set targets for our indicators. There are 11 indicators in total presented in this report (carrying through on the changes identified from the 2022 report that had 14 indicators). With this, the report presents indicators that originate from USask's core set of key performance indicators (KPIs) while demonstrating progress, achievement, and continued work in areas of priority to our university.

| Sector Expectation <sup>1</sup>   | Indicator <sup>2</sup>   | Description  |
|---|--|--|
|  <b>ACCESSIBLE</b>     | <a href="#">Our Diverse Student Community</a>  | Insight on USask student population based on indicators used in our Strategic Enrolment Management activities. |
|   | <a href="#">Investing in Tomorrow's Leaders</a>  | Financial support provided to PhD and Masters Thesis students through various funding sources.                 |
|  <b>RESPONSIVE</b>     | <a href="#">Closing the Education Achievement Gap Experienced by Indigenous Students</a> | Completion rates of Indigenous students at USask, within a six-year timeframe.                                 |
|   | <a href="#">Embedding Experience-Based Learning</a>                                      | Experience-based learning opportunities provided to undergraduate students.                                    |
|  <b>HIGH QUALITY</b> | <a href="#">World Class for Saskatchewan, from Saskatchewan</a>                          | Disciplinary strength that is ranked in the top 100 in the world and/or top 10 in Canada.                      |
|   | <a href="#">Impact of Research Collaboration</a>   | USask research activity with international partners.   |
|   | <a href="#">Our Placement in the World</a>   | USask's global position among the roughly 30,000 universities in the world.                                    |
|  <b>ACCOUNTABLE</b>  | <a href="#">Preparing Students for the Labour Force</a>                                  | Graduate and undergraduate degrees awarded to USask students.  |
|   | <a href="#">Delivering High Quality Credentials</a>                                      | Insight on reviews and accreditation of USask academic activities.   |
|  <b>SUSTAINABLE</b>  | <a href="#">Investment in Research</a>   | Funding received in support of research from federal, provincial, and other external sources.                  |
|   | <a href="#">Energizing Champions</a>   | Philanthropic support received to support USask's vision, mission, and values.                                 |

1. sector expectation graphics courtesy of the Ministry of Advanced Education.

2. the indicator title is a link to the section of the report containing the details of that indicator.

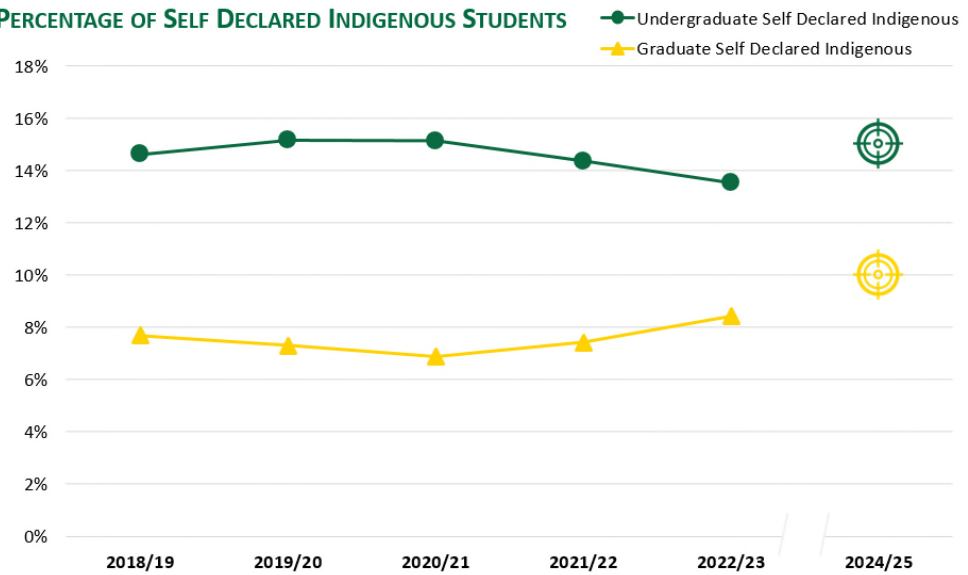
The 2023 report marks the first year that targets are reported where they are defined (or in progress) for certain indicators. The university continues to work towards developing "SMART" goals for USask indicators (with targets that are **s**pecific, **m**easurable, **a**greed on, **r**ealistic, and **t**ime-based) that enables us to assess progress towards stated objectives in an accurate and transparent manner. Moving forward, further analysis and dialogue is planned with USask leadership that will potentially increase the number of indicators in the university's report and create opportunity to showcase USask's activity and impact to the province of Saskatchewan in areas such as (and not limited to) distributed learning, signature areas of research, graduate outcomes, and environmental sustainability.



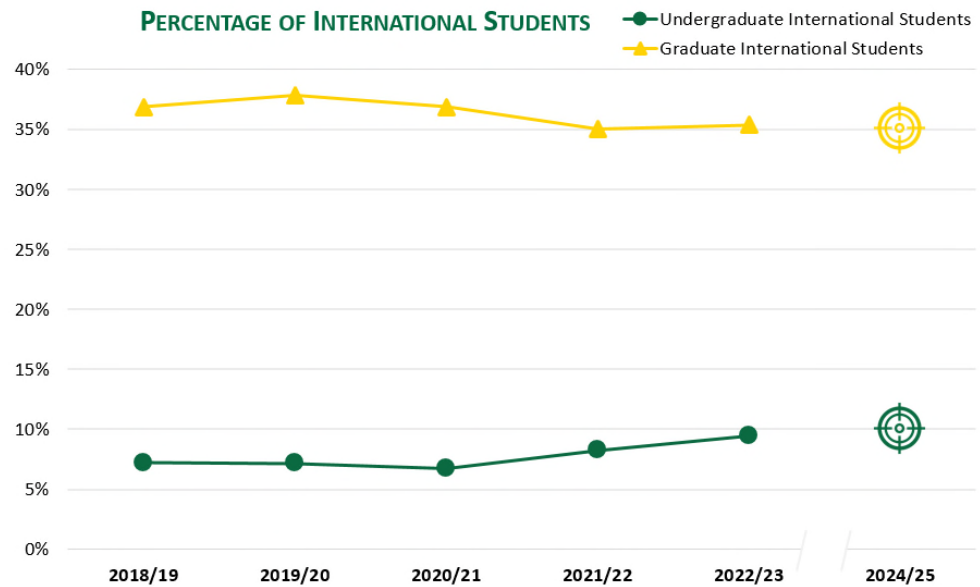
| Accessible            | Our Diverse Student Community  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
|-----------------------|--|------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|-----------------|------|-----------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|----------------|
| Definition:           | Insight on student enrolments based on counts of graduate and undergraduate students as well as percentages of Indigenous, international, and out-of-province students.  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 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><p><b>UNDERGRADUATE STUDENT ENROLMENT</b></p><table border="1"><thead><tr><th>Year</th><th>Enrolment</th></tr></thead><tbody><tr><td>2018/19</td><td>20,000</td></tr><tr><td>2019/20</td><td>20,400</td></tr><tr><td>2020/21</td><td>20,700</td></tr><tr><td>2021/22</td><td>20,800</td></tr><tr><td>2022/23</td><td>20,800</td></tr><tr><td>2024/25</td><td>22,500 (Target)</td></tr></tbody></table><p><b>GRADUATE STUDENT ENROLMENT</b></p><table border="1"><thead><tr><th>Year</th><th>Enrolment</th></tr></thead><tbody><tr><td>2018/19</td><td>4,350</td></tr><tr><td>2019/20</td><td>4,300</td></tr><tr><td>2020/21</td><td>4,400</td></tr><tr><td>2021/22</td><td>4,450</td></tr><tr><td>2022/23</td><td>4,550</td></tr><tr><td>2024/25</td><td>4,750 (Target)</td></tr></tbody></table></div> | Year | Enrolment | 2018/19 | 20,000 | 2019/20 | 20,400 | 2020/21 | 20,700 | 2021/22 | 20,800 | 2022/23 | 20,800 | 2024/25 | 22,500 (Target) | Year | Enrolment | 2018/19 | 4,350 | 2019/20 | 4,300 | 2020/21 | 4,400 | 2021/22 | 4,450 | 2022/23 | 4,550 | 2024/25 | 4,750 (Target) |
| Year                  | Enrolment  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2018/19               | 20,000   |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2019/20               | 20,400   |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2020/21               | 20,700   |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2021/22               | 20,800   |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2022/23               | 20,800   |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2024/25               | 22,500 (Target)  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| Year                  | Enrolment  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2018/19               | 4,350  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2019/20               | 4,300  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2020/21               | 4,400  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2021/22               | 4,450  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2022/23               | 4,550  |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |
| 2024/25               | 4,750 (Target)   |      |           |         |        |         |        |         |        |         |        |         |        |         |                 |      |           |         |       |         |       |         |       |         |       |         |       |         |                |



### PERCENTAGE OF SELF DECLARED INDIGENOUS STUDENTS

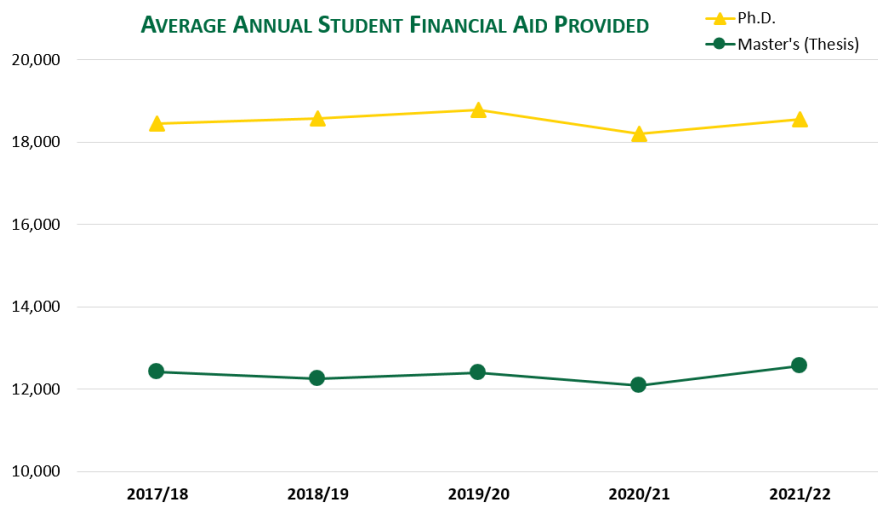


### PERCENTAGE OF INTERNATIONAL STUDENTS

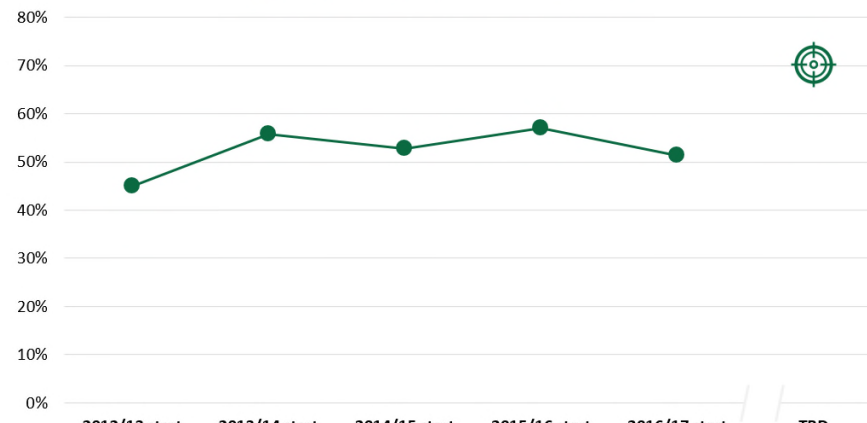




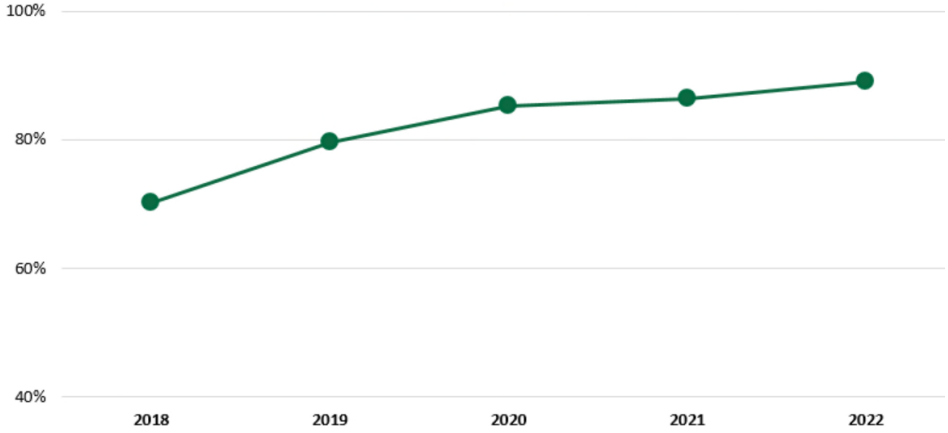
|               |   |         |         |         |         |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
|---------------|---|---------|---------|---------|---------|---------|---------|--------|---------------|--|--|--|--|--|--|-------|--------|--------|--------|--------|--------|--------|------------|-------|-------|-------|-------|-------|-------|---------------|------|------|------|------|------|-------|----------|--|--|--|--|--|--|-------|-------|-------|-------|-------|-------|-------|------------|------|------|------|------|------|-------|---------------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|--|------------|-------|-------|-------|-------|-------|--|
|               | <div><div>STUDENTS FROM SASKATCHEWAN</div><div><div><div><div><div></div><div>SK - Urban</div></div><div><div></div><div>SK - Rural</div></div></div><div><div><div><div>80%</div><div>70%</div><div>60%</div><div>50%</div><div>40%</div><div>30%</div><div>20%</div></div><div><div><div><div>2018/19</div><div>2019/20</div><div>2020/21</div><div>2021/22</div><div>2022/23</div></div></div></div></div></div></div></div></div>   |         |         |         |         |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Data:         | <table><tr><td>Cohort</td><td>2018/19</td><td>2019/20</td><td>2020/21</td><td>2021/22</td><td>2022/23</td><td>Target</td></tr><tr><td colspan="7">Undergraduate</td></tr><tr><td>Total</td><td>20,025</td><td>20,347</td><td>20,672</td><td>20,806</td><td>20,770</td><td>22,500</td></tr><tr><td>Indigenous</td><td>14.6%</td><td>15.2%</td><td>15.1%</td><td>14.4%</td><td>13.5%</td><td>15.0%</td></tr><tr><td>International</td><td>7.2%</td><td>7.2%</td><td>6.7%</td><td>8.2%</td><td>9.5%</td><td>10.0%</td></tr><tr><td colspan="7">Graduate</td></tr><tr><td>Total</td><td>4,333</td><td>4,304</td><td>4,407</td><td>4,476</td><td>4,526</td><td>4,700</td></tr><tr><td>Indigenous</td><td>7.7%</td><td>7.3%</td><td>6.9%</td><td>7.4%</td><td>8.4%</td><td>10.0%</td></tr><tr><td>International</td><td>36.9%</td><td>37.9%</td><td>36.9%</td><td>35.0%</td><td>35.4%</td><td>35.0%</td></tr><tr><td>SK – Urban</td><td>68.0%</td><td>68.0%</td><td>68.0%</td><td>68.0%</td><td>68.0%</td><td></td></tr><tr><td>SK - Rural</td><td>31.0%</td><td>32.0%</td><td>32.0%</td><td>32.0%</td><td>31.0%</td><td></td></tr></table> | Cohort  | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Target | Undergraduate |  |  |  |  |  |  | Total | 20,025 | 20,347 | 20,672 | 20,806 | 20,770 | 22,500 | Indigenous | 14.6% | 15.2% | 15.1% | 14.4% | 13.5% | 15.0% | International | 7.2% | 7.2% | 6.7% | 8.2% | 9.5% | 10.0% | Graduate |  |  |  |  |  |  | Total | 4,333 | 4,304 | 4,407 | 4,476 | 4,526 | 4,700 | Indigenous | 7.7% | 7.3% | 6.9% | 7.4% | 8.4% | 10.0% | International | 36.9% | 37.9% | 36.9% | 35.0% | 35.4% | 35.0% | SK – Urban | 68.0% | 68.0% | 68.0% | 68.0% | 68.0% |  | SK - Rural | 31.0% | 32.0% | 32.0% | 32.0% | 31.0% |  |
| Cohort        | 2018/19   | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Target  |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Undergraduate |   |         |         |         |         |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Total         | 20,025  | 20,347  | 20,672  | 20,806  | 20,770  | 22,500  |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Indigenous    | 14.6%   | 15.2%   | 15.1%   | 14.4%   | 13.5%   | 15.0%   |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| International | 7.2%  | 7.2%    | 6.7%    | 8.2%    | 9.5%    | 10.0%   |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Graduate      |   |         |         |         |         |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Total         | 4,333   | 4,304   | 4,407   | 4,476   | 4,526   | 4,700   |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Indigenous    | 7.7%  | 7.3%    | 6.9%    | 7.4%    | 8.4%    | 10.0%   |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| International | 36.9%   | 37.9%   | 36.9%   | 35.0%   | 35.4%   | 35.0%   |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| SK – Urban    | 68.0%   | 68.0%   | 68.0%   | 68.0%   | 68.0%   |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| SK - Rural    | 31.0%   | 32.0%   | 32.0%   | 32.0%   | 31.0%   |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Targets:      | <div>All projections are based 2023 analysis and consultations for results expected in 2024/25.</div> <div>Undergraduate Students = 22,500</div> <div>Undergraduate Indigenous Student Proportion = 15%</div> <div>Undergraduate International Student Proportion = 10%</div> <div>Graduate Students = 4,700</div> <div>Graduate Indigenous Student Proportion = 10%</div> <div>Graduate International Student Proportion = 35%</div>   |         |         |         |         |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |
| Assessment:   | <div><div><div><div></div><div></div><div></div></div></div><div>Continuing to grow and manage the size and diversity of our student body is an integral part of the University Plan and Strategic Enrolment Management (SEM) initiative. Through the COVID-19 pandemic, USask was able to maintain enrolment numbers and in some cases, increase enrolments (e.g. graduate students, international students, etc.). Our analysis of high school enrolments, recruitment initiatives, incoming applications, and strategies under consideration in our SEM work, we are encouraged about the potential to attain many of the targets established in this area. Therefore, the assessment of this indicator is favorable.</div></div>  |         |         |         |         |         |         |        |               |  |  |  |  |  |  |       |        |        |        |        |        |        |            |       |       |       |       |       |       |               |      |      |      |      |      |       |          |  |  |  |  |  |  |       |       |       |       |       |       |       |            |      |      |      |      |      |       |               |       |       |       |       |       |       |            |       |       |       |       |       |  |            |       |       |       |       |       |  |

| Accessible            | Investing in Tomorrow's Leaders   |          |          |          |          |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
|-----------------------|---|----------|----------|----------|----------|----------|--|---------|---------|---------|---------|---------|-------|----------|----------|----------|----------|----------|-------------------|----------|----------|----------|----------|----------|
| Definition:           | Average dollar amount of financial support provided to research-based graduate students by the university in the form of scholarships, bursaries, awards, and employment income from teaching and research assistantships.  |          |          |          |          |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
| 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:                | <div><p><b>AVERAGE ANNUAL STUDENT FINANCIAL AID PROVIDED</b></p><table><thead><tr><th></th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th><th>2021/22</th></tr></thead><tbody><tr><td>Ph.D.</td><td>\$18,451</td><td>\$18,579</td><td>\$18,782</td><td>\$18,192</td><td>\$18,545</td></tr><tr><td>Master's (Thesis)</td><td>\$12,410</td><td>\$12,254</td><td>\$12,390</td><td>\$12,083</td><td>\$12,552</td></tr></tbody></table></div>  |          |          |          |          |          |  | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | Ph.D. | \$18,451 | \$18,579 | \$18,782 | \$18,192 | \$18,545 | Master's (Thesis) | \$12,410 | \$12,254 | \$12,390 | \$12,083 | \$12,552 |
|                       | 2017/18   | 2018/19  | 2019/20  | 2020/21  | 2021/22  |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
| Ph.D.                 | \$18,451  | \$18,579 | \$18,782 | \$18,192 | \$18,545 |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
| Master's (Thesis)     | \$12,410  | \$12,254 | \$12,390 | \$12,083 | \$12,552 |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
| Data:                 |   | 2017/18  | 2018/19  | 2019/20  | 2020/21  | 2021/22  |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
|                       | Master's  | \$12,410 | \$12,254 | \$12,390 | \$12,083 | \$12,552 |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
|                       | Ph.D.   | \$18,451 | \$18,579 | \$18,782 | \$18,192 | \$18,545 |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
|                       | (2022/2023 data not yet available)  |          |          |          |          |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
| Target:               | Not available for June 2023 reporting but we are considering how our support compares to peer institutions within the U15 group of universities to potentially develop a target based on a U15 benchmark.   |          |          |          |          |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |
| Assessment:           | <div><div><div><div></div><div></div><div></div></div></div><div>Student financial support is central to the recruitment and retention of high performing graduate students. The 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. There is continued focus in understanding the relationship between the tuition paid by graduate students and the financial support received. USask's tuition strategy also involves consideration for opportunities to increase scholarships and bursaries for students to ensure that they have support to build the skills they need to contribute to and grow Saskatchewan's economy.</div></div> |          |          |          |          |          |  |         |         |         |         |         |       |          |          |          |          |          |                   |          |          |          |          |          |



| Responsive            | Closing the Education Achievement Gap Experienced by Indigenous Students   |               |               |               |               |        |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
|-----------------------|--|---------------|---------------|---------------|---------------|--------|--|--|---------------|---------------|---------------|---------------|---------------|-----|-----------------|-----|-----|-----|-----|-----|-----|
| Definition:           | Completion rates 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.   |               |               |               |               |        |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
| 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:                | <div><div>INDIGENOUS STUDENT COMPLETION RATE WITHIN 6 YEARS OF STARTING YEAR<br/>(FIRST TIME, FULLTIME, DIRECT ENTRY 4 YR PROGRAMS)</div><table><tr><th></th><th>2012/13 start</th><th>2013/14 start</th><th>2014/15 start</th><th>2015/16 start</th><th>2016/17 start</th><th>TBD</th></tr><tr><td>Completion Rate</td><td>45%</td><td>56%</td><td>53%</td><td>57%</td><td>51%</td><td>70%</td></tr></table></div>   |               |               |               |               |        |  |  | 2012/13 start | 2013/14 start | 2014/15 start | 2015/16 start | 2016/17 start | TBD | Completion Rate | 45% | 56% | 53% | 57% | 51% | 70% |
|                       | 2012/13 start  | 2013/14 start | 2014/15 start | 2015/16 start | 2016/17 start | TBD    |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
| Completion Rate       | 45%  | 56%           | 53%           | 57%           | 51%           | 70%    |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
| Data:                 | 2012/13  | 2013/14       | 2014/15       | 2015/16       | 2016/17       | Target |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
|                       | 45%  | 56%           | 53%           | 57%           | 51%           | 70%    |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
|                       | (Note: year listed represents the <u>starting year</u> of the student cohort. For example, “2016/17 start” represents the percentage of students that entered into their studies at USask in 2016/17 and graduated within a six year timeframe)  |               |               |               |               |        |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
| Target:               | 70% completion rate (equivalent to the non-Indigenous student completion rate).<br>Target attainment date has not been confirmed at this time.   |               |               |               |               |        |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |
| Assessment:           | <div><div><div><div></div><div></div><div></div></div></div><div>USask continues to track completion rates of all students which allows for analysis of trends and factors that might contribute to student success. With this indicator, the tracking of completion rates for our Indigenous undergraduate students in full time programs is closely compared to similar cohorts of non-Indigenous students to determine where changes/enhancements to supports and services for Indigenous students may contribute to program completion. The target of 70% completion rate and nearly 20 percentage point gap suggests that there is much more to do in this area. However, the magnitude of change required to attain the target would be for roughly 40-50 more Indigenous students to complete their studies. The number of students involved, priority of this initiative, and support of USask leaders are all promising which places the assessment of this indicator to yellow status.</div></div> |               |               |               |               |        |  |  |               |               |               |               |               |     |                 |     |     |     |     |     |     |

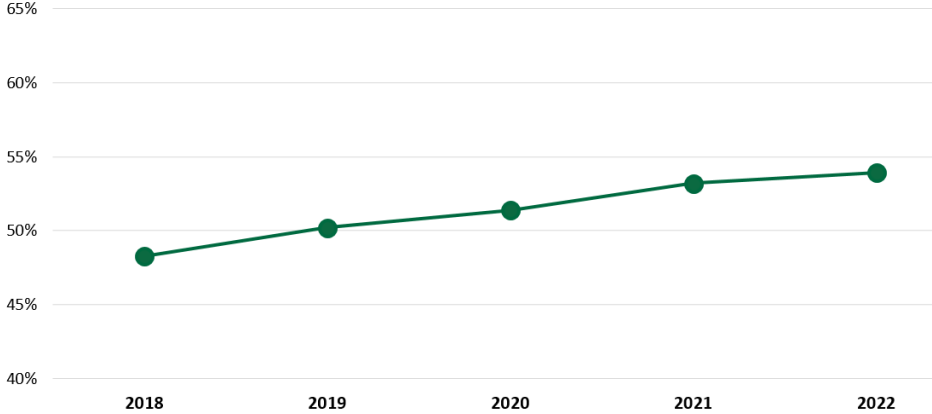


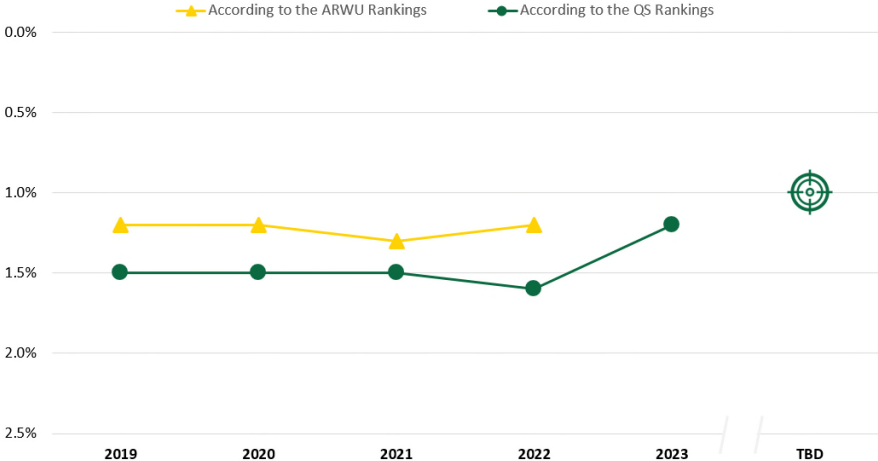
| Responsive            | Embedding Experience-Based Learning  |      |      |      |      |  |      |      |      |      |      |      |            |     |     |     |     |     |
|-----------------------|--|------|------|------|------|--|------|------|------|------|------|------|------------|-----|-----|-----|-----|-----|
| Definition:           | Percent of undergraduate students who have had one or more experience-based learning opportunities by the time they graduate.  |      |      |      |      |  |      |      |      |      |      |      |            |     |     |     |     |     |
| 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:                | <div><p>PERCENT OF UNDERGRADUATE STUDENTS WITH EXPERIENTIAL LEARNING OPPORTUNITY BEFORE GRADUATION</p><table><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></div>  |      |      |      |      |  | Year | 2018 | 2019 | 2020 | 2021 | 2022 | Percentage | 70% | 79% | 85% | 86% | 89% |
| Year                  | 2018   | 2019 | 2020 | 2021 | 2022 |  |      |      |      |      |      |      |            |     |     |     |     |     |
| Percentage            | 70%  | 79%  | 85%  | 86%  | 89%  |  |      |      |      |      |      |      |            |     |     |     |     |     |
| Data:                 | 2018   | 2019 | 2020 | 2021 | 2022 |  |      |      |      |      |      |      |            |     |     |     |     |     |
|                       | 70%  | 79%  | 85%  | 86%  | 89%  |  |      |      |      |      |      |      |            |     |     |     |     |     |
| Target:               | A target has not been finalized for this indicator but consideration is being given to the potential to offer 100% of our undergraduate students at least one experiential learning opportunity as part of their learning experience.  |      |      |      |      |  |      |      |      |      |      |      |            |     |     |     |     |     |
| Assessment:           | <div><div><div><div></div><div></div><div></div></div></div><p>The university is continuing important work that focuses on the student experience and enhanced learning opportunities. Supporting USask students’ competency development through provision of enhanced and authentic experiential learning is a key strategy at USask. With this, progress continues to implement our new experiential learning framework that identifies and tracks learning in the class (physical or virtual), in the lab (or field or studio), and in a work setting (professional practice or cultural context) thus allowing our students to develop essential competencies while also providing USask with the ability to monitor the effectiveness of experiences such as study abroad opportunities, internships, or research based learning on student outcomes. The positive trend for USask undergraduate students coupled with our institutional focus on supports and processes that enable experiential learning for students is reflected in the positive assessment for this indicator.</p></div> |      |      |      |      |  |      |      |      |      |      |      |            |     |     |     |     |     |



| High Quality  | World Class for Saskatchewan, from Saskatchewan  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
|---|--|--|-------------------|--|--|--|--|--|---|--|--|--|------------------|--|---|--|---|---|--|---|---|---|--|---|--|--|--|-----------------------------------|--|--------------------------------------|---|--|---|--|--|--|
| Definition:   | Disciplinary strength that is ranked in the top 100 in the world and/or top 10 in Canada.  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| 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 <u>a skilled labour force</u> .  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| USask Aspiration:   | Global Recognition   |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Trend:  | Multi-year trend not provided for this indicator.  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Data:   | <table><tr><th colspan="2">Top 100 Worldwide</th></tr><tr><td colspan="2">Water Resources: <b>23<sup>rd</sup></b> (ARWU)</td></tr><tr><td colspan="2">Veterinary Sciences: <b>51-75</b> (ARWU) and <b>51-70</b> (QS)</td></tr><tr><td colspan="2">Agriculture and Forestry: <b>80<sup>th</sup></b> (QS)</td></tr><tr><td colspan="2">Environmental Science and Engineering: <b>top 100</b> (ARWU)</td></tr><tr><th colspan="2">Top 10 in Canada</th></tr><tr><td>Water Resources: <b>1<sup>st</sup></b> (ARWU)</td><td>Nanoscience &amp; Nanotechnology: <b>8<sup>th</sup></b> (ARWU)</td></tr><tr><td>Agricultural Sciences: <b>4<sup>th</sup></b> (ARWU)</td><td>Chemistry: <b>8<sup>th</sup></b> (ARWU)</td></tr><tr><td>Energy Science &amp; Engineering: <b>4<sup>th</sup></b> (ARWU)</td><td>Food Science &amp; Technology: <b>8<sup>th</sup></b> (ARWU)</td></tr><tr><td>Materials Science &amp; Engineering: <b>4<sup>th</sup></b> (ARWU)</td><td>Biotechnology: <b>9<sup>th</sup></b> (ARWU)</td></tr><tr><td>Veterinary Sciences: <b>4<sup>th</sup></b> (ARWU and QS)</td><td>Atmospheric Science: <b>9<sup>th</sup></b> (ARWU)</td></tr><tr><td>Agriculture and Forestry: <b>5<sup>th</sup></b> (QS)</td><td>Ecology: <b>10<sup>th</sup></b> (ARWU)</td></tr><tr><td>Environmental Sciences: <b>5<sup>th</sup></b> (QS)</td><td>Law: <b>9<sup>th</sup></b> (ARWU)</td></tr><tr><td>Chemical Engineering: <b>6<sup>th</sup></b> (ARWU)</td><td>Geology: <b>10<sup>th</sup></b> (QS)</td></tr><tr><td>Environmental Science &amp; Engineering: <b>6<sup>th</sup></b> (ARWU)</td><td>Earth &amp; Marine Sciences: <b>10<sup>th</sup></b> (QS)</td></tr><tr><td>Pharmacy &amp; Pharmacology: <b>6<sup>th</sup></b> (QS)</td><td>Nursing: <b>10<sup>th</sup></b> (ARWU)</td></tr><tr><td>Earth Sciences: <b>7<sup>th</sup></b> (ARWU)</td><td></td></tr></table> |  | Top 100 Worldwide |  | Water Resources: <b>23<sup>rd</sup></b> (ARWU) |  | Veterinary Sciences: <b>51-75</b> (ARWU) and <b>51-70</b> (QS) |  | Agriculture and Forestry: <b>80<sup>th</sup></b> (QS) |  | Environmental Science and Engineering: <b>top 100</b> (ARWU) |  | Top 10 in Canada |  | Water Resources: <b>1<sup>st</sup></b> (ARWU) | Nanoscience & Nanotechnology: <b>8<sup>th</sup></b> (ARWU) | Agricultural Sciences: <b>4<sup>th</sup></b> (ARWU) | Chemistry: <b>8<sup>th</sup></b> (ARWU) | Energy Science & Engineering: <b>4<sup>th</sup></b> (ARWU) | Food Science & Technology: <b>8<sup>th</sup></b> (ARWU) | Materials Science & Engineering: <b>4<sup>th</sup></b> (ARWU) | Biotechnology: <b>9<sup>th</sup></b> (ARWU) | Veterinary Sciences: <b>4<sup>th</sup></b> (ARWU and QS) | Atmospheric Science: <b>9<sup>th</sup></b> (ARWU) | Agriculture and Forestry: <b>5<sup>th</sup></b> (QS) | Ecology: <b>10<sup>th</sup></b> (ARWU) | Environmental Sciences: <b>5<sup>th</sup></b> (QS) | Law: <b>9<sup>th</sup></b> (ARWU) | Chemical Engineering: <b>6<sup>th</sup></b> (ARWU) | Geology: <b>10<sup>th</sup></b> (QS) | Environmental Science & Engineering: <b>6<sup>th</sup></b> (ARWU) | Earth & Marine Sciences: <b>10<sup>th</sup></b> (QS) | Pharmacy & Pharmacology: <b>6<sup>th</sup></b> (QS) | Nursing: <b>10<sup>th</sup></b> (ARWU) | Earth Sciences: <b>7<sup>th</sup></b> (ARWU) |  |
| Top 100 Worldwide   |  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Water Resources: <b>23<sup>rd</sup></b> (ARWU)                    |  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Veterinary Sciences: <b>51-75</b> (ARWU) and <b>51-70</b> (QS)    |  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Agriculture and Forestry: <b>80<sup>th</sup></b> (QS)             |  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Environmental Science and Engineering: <b>top 100</b> (ARWU)      |  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Top 10 in Canada  |  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Water Resources: <b>1<sup>st</sup></b> (ARWU)                     | Nanoscience & Nanotechnology: <b>8<sup>th</sup></b> (ARWU)   |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Agricultural Sciences: <b>4<sup>th</sup></b> (ARWU)               | Chemistry: <b>8<sup>th</sup></b> (ARWU)  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Energy Science & Engineering: <b>4<sup>th</sup></b> (ARWU)        | Food Science & Technology: <b>8<sup>th</sup></b> (ARWU)  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Materials Science & Engineering: <b>4<sup>th</sup></b> (ARWU)     | Biotechnology: <b>9<sup>th</sup></b> (ARWU)  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Veterinary Sciences: <b>4<sup>th</sup></b> (ARWU and QS)          | Atmospheric Science: <b>9<sup>th</sup></b> (ARWU)  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Agriculture and Forestry: <b>5<sup>th</sup></b> (QS)              | Ecology: <b>10<sup>th</sup></b> (ARWU)   |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Environmental Sciences: <b>5<sup>th</sup></b> (QS)                | Law: <b>9<sup>th</sup></b> (ARWU)  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Chemical Engineering: <b>6<sup>th</sup></b> (ARWU)                | Geology: <b>10<sup>th</sup></b> (QS)   |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Environmental Science & Engineering: <b>6<sup>th</sup></b> (ARWU) | Earth & Marine Sciences: <b>10<sup>th</sup></b> (QS)   |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Pharmacy & Pharmacology: <b>6<sup>th</sup></b> (QS)               | Nursing: <b>10<sup>th</sup></b> (ARWU)   |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Earth Sciences: <b>7<sup>th</sup></b> (ARWU)                      |  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Target:   | No specific target is applicable here, rather an overarching objective is to continue to add to the number of programming areas that are ranked as top 10 in Canada and/or top 100 worldwide.  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |
| Assessment:<br><div><div></div><div></div><div></div></div>       | 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. USask continues to achieve many outstanding results at the subject level, with a number of these placements connected to our Signature Areas of Research. 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 (which is reflected in the assessment of this indicator).  |  |                   |  |  |  |  |  |   |  |  |  |                  |  |   |  |   |   |  |   |   |   |  |   |  |  |  |                                   |  |                                      |   |  |   |  |  |  |








| High Quality          | Impact of Research Collaboration  |       |       |       |       |      |      |      |      |      |      |            |       |       |       |       |       |
|-----------------------|---|-------|-------|-------|-------|------|------|------|------|------|------|------------|-------|-------|-------|-------|-------|
| Definition:           | Percentage of USask affiliated publications and reports that include co-authorship with international partners.   |       |       |       |       |      |      |      |      |      |      |            |       |       |       |       |       |
| Source:               | Scopus Abstract and Citation Database   |       |       |       |       |      |      |      |      |      |      |            |       |       |       |       |       |
| Provincial Alignment: | Connects to the High Quality Sector Expectation by illustrating how the research activity of USask 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><b>PERCENTAGE OF PUBLICATIONS WITH INTERNATIONAL CO-AUTHORSHIP</b></p>  <table border="1"> <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>48.3%</td> <td>50.2%</td> <td>51.4%</td> <td>53.1%</td> <td>53.8%</td> </tr> </tbody> </table>  |       |       |       |       | Year | 2018 | 2019 | 2020 | 2021 | 2022 | Percentage | 48.3% | 50.2% | 51.4% | 53.1% | 53.8% |
| Year                  | 2018  | 2019  | 2020  | 2021  | 2022  |      |      |      |      |      |      |            |       |       |       |       |       |
| Percentage            | 48.3%   | 50.2% | 51.4% | 53.1% | 53.8% |      |      |      |      |      |      |            |       |       |       |       |       |
| Data:                 | 2018  | 2019  | 2020  | 2021  | 2022  |      |      |      |      |      |      |            |       |       |       |       |       |
|                       | 48.3%   | 50.2% | 51.4% | 53.1% | 53.8% |      |      |      |      |      |      |            |       |       |       |       |       |
|                       | <i>(data is based on calendar year rather than fiscal year)</i>   |       |       |       |       |      |      |      |      |      |      |            |       |       |       |       |       |
| Target:               | Not defined.  |       |       |       |       |      |      |      |      |      |      |            |       |       |       |       |       |
| Assessment:           | <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. Similar to 2021, USask' continues to be positioned at the median of the U15 in 2022 in terms of university outputs with international partners. This benchmark along with the positive 5-year trend and the importance of collaboration and internationalization in the University Plan contributes to the positive assessment of this indicator.</p> <div> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> </div> |       |       |       |       |      |      |      |      |      |      |            |       |       |       |       |       |

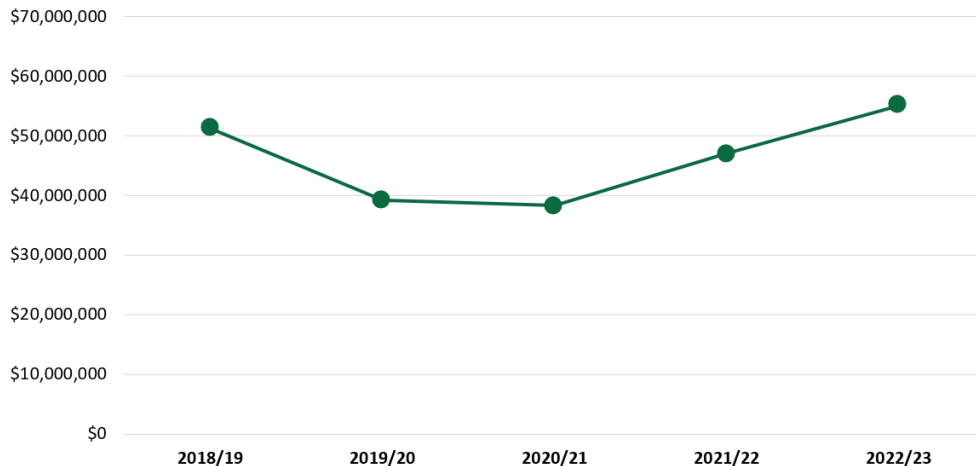
| High Quality   | Our Placement in the World   |                 |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
|--|--|-----------------|------|------|------|--------|------|--------|-------------------|-----------------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|------|--------|------|------|
| Definition:  | USask’s global ranking as a percentage of the ~30,000 universities in the world based on the Academic Ranking of World Universities (ARWU) and Quacquarelli Symonds (QS) World University Rankings.  |                 |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| Source:  | ARWU, QS World University Rankings, Webometrics (reference for the total number of universities in the world)  |                 |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| 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:   | <div><p>USASK GLOBAL POSITION RELATIVE TO UNIVERSITIES WORLDWIDE</p><table><thead><tr><th>Year</th><th>ARWU Rankings (%)</th><th>QS Rankings (%)</th></tr></thead><tbody><tr><td>2019</td><td>1.2%</td><td>1.5%</td></tr><tr><td>2020</td><td>1.2%</td><td>1.5%</td></tr><tr><td>2021</td><td>1.3%</td><td>1.5%</td></tr><tr><td>2022</td><td>1.2%</td><td>1.6%</td></tr><tr><td>2023</td><td>N/A</td><td>1.2%</td></tr><tr><td>Target</td><td>1.0%</td><td>1.0%</td></tr></tbody></table></div>  |                 |      |      |      |        |      | Year   | ARWU Rankings (%) | QS Rankings (%) | 2019 | 1.2% | 1.5% | 2020 | 1.2% | 1.5% | 2021 | 1.3% | 1.5% | 2022 | 1.2% | 1.6% | 2023 | N/A | 1.2% | Target | 1.0% | 1.0% |
| Year   | ARWU Rankings (%)  | QS Rankings (%) |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| 2019   | 1.2%   | 1.5%            |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| 2020   | 1.2%   | 1.5%            |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| 2021   | 1.3%   | 1.5%            |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| 2022   | 1.2%   | 1.6%            |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| 2023   | N/A  | 1.2%            |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| Target   | 1.0%   | 1.0%            |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| Data:  | <table><tr><td>Ranking</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>Target</td></tr><tr><td>ARWU</td><td>1.2%</td><td>1.2%</td><td>1.3%</td><td>1.2%</td><td>N/A</td><td rowspan="2">1.0%</td></tr><tr><td>QS</td><td>1.5%</td><td>1.5%</td><td>1.5%</td><td>1.6%</td><td>1.2%</td></tr></table>   | Ranking         | 2019 | 2020 | 2021 | 2022   | 2023 | Target | ARWU              | 1.2%            | 1.2% | 1.3% | 1.2% | N/A  | 1.0% | QS   | 1.5% | 1.5% | 1.5% | 1.6% | 1.2% |      |      |     |      |        |      |      |
| Ranking  | 2019   | 2020            | 2021 | 2022 | 2023 | Target |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| ARWU   | 1.2%   | 1.2%            | 1.3% | 1.2% | N/A  | 1.0%   |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| QS   | 1.5%   | 1.5%            | 1.5% | 1.6% | 1.2% |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| Note: Year stated is release year of the ranking results. ARWU 2023 release not available until August, 2023 |  |                 |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| Target:  | Top 1% in the world (or top 300 universities out of estimated 30,000).<br>Target attainment date has not been confirmed at this time.  |                 |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |
| Assessment:  | <div><div></div><div></div><div></div></div> <div>The representation of USask’s global ranking based on a percentage is a common technique for universities to report on their global position. We consider the placement of our university in the top 2% in the world to be significant as it enhances our profile, validates our areas of success, and contributes to our ability to attract and retain outstanding students, faculty, and staff. Work continues to identify areas of USask strategic plans and priorities that will enhance our ranking with the intent of becoming part of the top 1% of universities in the world. In QS’s 2023 release, USask improved by over 100 positions from the previous year so the trend is positive. However, rankings can be unpredictable and there are risks associated with maintaining our placement due to changes in ranking methodologies or unexpected events that could have a negative impact on the university’s profile.</div> |                 |      |      |      |        |      |        |                   |                 |      |      |      |      |      |      |      |      |      |      |      |      |      |     |      |        |      |      |



| Accountable           | Preparing Students for the Labour Force   |       |       |       |       |       |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
|-----------------------|---|-------|-------|-------|-------|-------|--|------|------|------|------|------|---------------|-------|-------|-------|-------|-------|----------|-----|-------|-------|-------|-------|
| Definition:           | Count of distinct graduate and undergraduate degrees awarded to students each year during spring and fall convocation.  |       |       |       |       |       |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
| 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><div>NUMBER OF CREDENTIALS AWARDED</div><div><div><div></div><div>Undergraduate</div></div><div><div></div><div>Graduate</div></div></div><table><thead><tr><th></th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td>Undergraduate</td><td>3,299</td><td>3,244</td><td>3,354</td><td>3,439</td><td>3,276</td></tr><tr><td>Graduate</td><td>993</td><td>1,002</td><td>1,041</td><td>1,018</td><td>1,068</td></tr></tbody></table></div>  |       |       |       |       |       |  | 2018 | 2019 | 2020 | 2021 | 2022 | Undergraduate | 3,299 | 3,244 | 3,354 | 3,439 | 3,276 | Graduate | 993 | 1,002 | 1,041 | 1,018 | 1,068 |
|                       | 2018  | 2019  | 2020  | 2021  | 2022  |       |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
| Undergraduate         | 3,299   | 3,244 | 3,354 | 3,439 | 3,276 |       |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
| Graduate              | 993   | 1,002 | 1,041 | 1,018 | 1,068 |       |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
| Data:                 |   | 2018  | 2019  | 2020  | 2021  | 2022  |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
|                       | Undergraduate   | 3,299 | 3,244 | 3,354 | 3,439 | 3,276 |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
|                       | Graduate  | 993   | 1,002 | 1,041 | 1,018 | 1,068 |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
| Target:               | Not defined.  |       |       |       |       |       |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |
| Assessment:           | <div><div><div></div><div></div><div></div></div><p>The granting of graduate and undergraduate credentials continues to remain consistent year after year. In 2022, the number of students receiving graduate degrees was the highest ever in the history of USask. The number of undergraduate degrees granted in 2022 deviated from the previous four year upward trend and was down roughly 4.7% from previous year. USask believes that the pandemic has had a lingering effect on undergraduate degrees granted but given that our applications and enrolments were level since 2020, we do not anticipate the risk to be substantial and the negative trend to continue moving forward.</p></div> |       |       |       |       |       |  |      |      |      |      |      |               |       |       |       |       |       |          |     |       |       |       |       |

| <i>Accountable</i>    | <i>Delivering High Quality Credentials</i>  |
|-----------------------|---|
| Definition:           | Insight on reviews and accreditation of USask academic programs/units.  |
| 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 a skilled labour force and growing Saskatchewan's population.  |
| USask Aspiration:     | Distinguished Learners  |
| Trend:                | Multi-year trend not provided for this indicator.   |
| Data:                 | <p><u>USask Program Accreditation:</u></p> <p> 100% of programs eligible for external accreditation have achieved accredited status as of 2022/23.</p> <p><u>USask Academic Program Review (APR) Process:</u></p> <p> All graduate and undergraduate programs at USask will go through review over a 10-year period.</p> <p>Since APR inception in 2020, reviews completed for programs within:</p> <ul style="list-style-type: none"> <li>• College of Agriculture and Bioresources</li> <li>• College of Arts &amp; Science (Art &amp; Art History, Drama, and Music)</li> <li>• College of Education</li> <li>• College of Graduate and Postdoctoral Studies</li> <li>• College of Law</li> </ul> <p></p> <p> Humanities programs within the College of Arts &amp; Science scheduled for review in 2023/24.</p> |
| Target:               | All graduate and undergraduate programs to be reviewed over a 10-year period.   |
| Assessment:           | <p> Regular assessment of USask 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) and to provide opportunities for critical reflection of program strengths and weaknesses that can inform program revision, renewal, and strategic planning decisions. 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.</p>   |

| Sustainable           | Investment in Research   |         |         |         |         |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
|-----------------------|--|---------|---------|---------|---------|--|--------|---------|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|-------|
| Definition:           | The percentage of funding received in support of research activity from federal, provincial, and other external sources.   |         |         |         |         |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Source:               | USask Annual Financial Report  |         |         |         |         |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| 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:                | <div>INVESTMENTS IN OUR RESEARCH</div> <table><thead><tr><th>Source</th><th>2018/19</th><th>2019/20</th><th>2020/21</th><th>2021/22</th><th>2022/23</th></tr></thead><tbody><tr><td>Federal</td><td>41.7%</td><td>39.6%</td><td>49.7%</td><td>44.4%</td><td>40.0%</td></tr><tr><td>Provincial</td><td>15.2%</td><td>16.9%</td><td>11.5%</td><td>15.1%</td><td>16.8%</td></tr><tr><td>Other*</td><td>43.1%</td><td>43.5%</td><td>38.8%</td><td>40.5%</td><td>43.2%</td></tr></tbody></table>  |         |         |         |         |  | Source | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Federal | 41.7% | 39.6% | 49.7% | 44.4% | 40.0% | Provincial | 15.2% | 16.9% | 11.5% | 15.1% | 16.8% | Other* | 43.1% | 43.5% | 38.8% | 40.5% | 43.2% |
| Source                | 2018/19  | 2019/20 | 2020/21 | 2021/22 | 2022/23 |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Federal               | 41.7%  | 39.6%   | 49.7%   | 44.4%   | 40.0%   |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Provincial            | 15.2%  | 16.9%   | 11.5%   | 15.1%   | 16.8%   |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Other*                | 43.1%  | 43.5%   | 38.8%   | 40.5%   | 43.2%   |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Data:                 | <table><thead><tr><th>Source</th><th>2018/19</th><th>2019/20</th><th>2020/21</th><th>2021/22</th><th>2022/23</th></tr></thead><tbody><tr><td>Federal</td><td>41.7%</td><td>39.6%</td><td>49.7%</td><td>44.4%</td><td>40.0%</td></tr><tr><td>Provincial</td><td>15.2%</td><td>16.9%</td><td>11.5%</td><td>15.1%</td><td>16.8%</td></tr><tr><td>Other*</td><td>43.1%</td><td>43.5%</td><td>38.8%</td><td>40.5%</td><td>43.2%</td></tr></tbody></table> <p><i>*Other sources include funding from the Canadian Foundation for Innovation, donation, investments, and industry partners</i></p>  |         |         |         |         |  | Source | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Federal | 41.7% | 39.6% | 49.7% | 44.4% | 40.0% | Provincial | 15.2% | 16.9% | 11.5% | 15.1% | 16.8% | Other* | 43.1% | 43.5% | 38.8% | 40.5% | 43.2% |
| Source                | 2018/19  | 2019/20 | 2020/21 | 2021/22 | 2022/23 |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Federal               | 41.7%  | 39.6%   | 49.7%   | 44.4%   | 40.0%   |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Provincial            | 15.2%  | 16.9%   | 11.5%   | 15.1%   | 16.8%   |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Other*                | 43.1%  | 43.5%   | 38.8%   | 40.5%   | 43.2%   |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Target:               | Not defined (but discussions underway at USask led by the Vice-President Research to confirm a future research revenue target for our university).   |         |         |         |         |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |
| Assessment:           | <div><div><div></div><div></div><div></div></div><p>Although research revenue can be a volatile metric in the assessment of research output, the percentage breakdown between these three primary source categories continues to be stable over each of the last five years with the exception of 2020/21 where the percentages were shifted due to significant federal funding received to support vaccine research and pandemic support. There is always an inherent risk with this indicator due to new/changing federal programs or global events (such as the pandemic) that can have an impact on funding streams. However, the university has continued to make strides in trending upwards in Tri-Agency funding and by strategically pursuing new or expanded program offerings suggests that the outlook for increasing research funding (and establishing an institutional target in this area) is promising.</p></div> |         |         |         |         |  |        |         |         |         |         |         |         |       |       |       |       |       |            |       |       |       |       |       |        |       |       |       |       |       |

| Sustainable           | Energizing Champions  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
|-----------------------|---|--------------|--------------|--------------|--------------|--|------|----------------------------|---------|--------------|---------|--------------|---------|--------------|---------|--------------|---------|--------------|
| Definition:           | Philanthropic support received by USask to support our mission, vision and values.  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| 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:     | Meaningful Impact   |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| Trend:                | <div><p>PHILANTHROPIC SUPPORT</p><table><thead><tr><th>Year</th><th>Philanthropic Support (\$)</th></tr></thead><tbody><tr><td>2018/19</td><td>\$51,298,685</td></tr><tr><td>2019/20</td><td>\$39,184,590</td></tr><tr><td>2020/21</td><td>\$38,299,750</td></tr><tr><td>2021/22</td><td>\$47,039,385</td></tr><tr><td>2022/23</td><td>\$55,136,230</td></tr></tbody></table></div>  |              |              |              |              |  | Year | Philanthropic Support (\$) | 2018/19 | \$51,298,685 | 2019/20 | \$39,184,590 | 2020/21 | \$38,299,750 | 2021/22 | \$47,039,385 | 2022/23 | \$55,136,230 |
| Year                  | Philanthropic Support (\$)  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| 2018/19               | \$51,298,685  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| 2019/20               | \$39,184,590  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| 2020/21               | \$38,299,750  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| 2021/22               | \$47,039,385  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| 2022/23               | \$55,136,230  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| Data:                 | 2018/19   | 2019/20      | 2020/21      | 2021/22      | 2022/23      |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| (Annual activity)     | \$51,298,685  | \$39,184,590 | \$38,299,750 | \$47,039,385 | \$55,136,230 |  |      |                            |         |              |         |              |         |              |         |              |         |              |
|                       | Note: previous year numbers have been restated based on a policy change to tracking fundraising dollars.  |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| Target:               | \$500 million campaign total by 2025<br>(USask’s Be What the World Needs Campaign: 2015-2025)   |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |
| Assessment:           | <div><div><div><input type="radio"/></div><div><input type="radio"/></div><div><input checked="" type="radio"/></div></div></div> <p>USask’s Be What the World Needs campaign is an institutional priority that is fully supported through shared vision, shared leadership, and shared investment at our university. Campaign goals pertaining to Leading Critical Research, Supporting Indigenous Achievement, Inspiring Students to Succeed, and Designing Visionary Spaces have 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 progress towards the campaign goal to date (\$340.3 million of the \$500 million goal) has resulted in a positive assessment of this indicator.</p> |              |              |              |              |  |      |                            |         |              |         |              |         |              |         |              |         |              |