








PERFORMANCE FRAMEWORK: ANNUAL REPORT

JUNE 2024

BE WHAT THE WORLD NEEDS

OVERVIEW

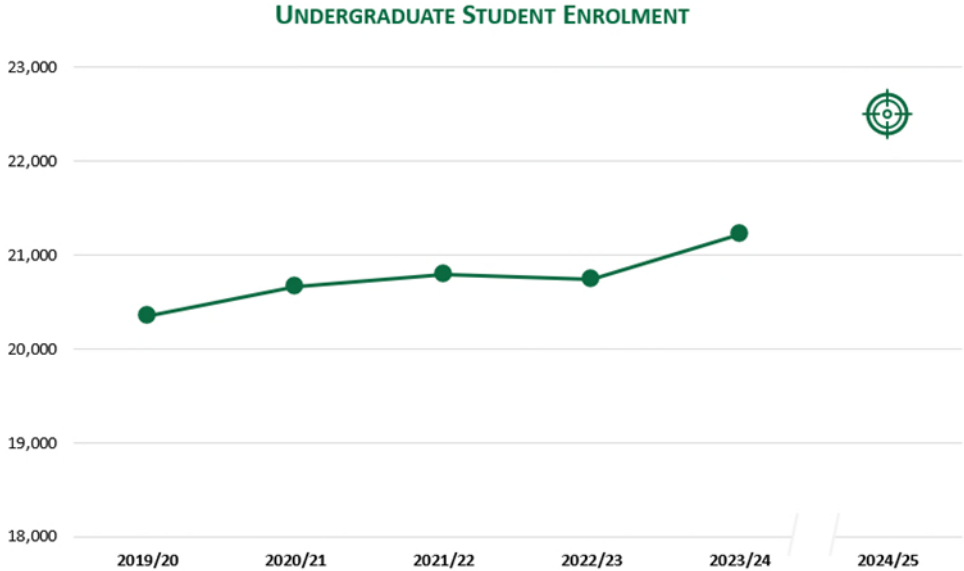
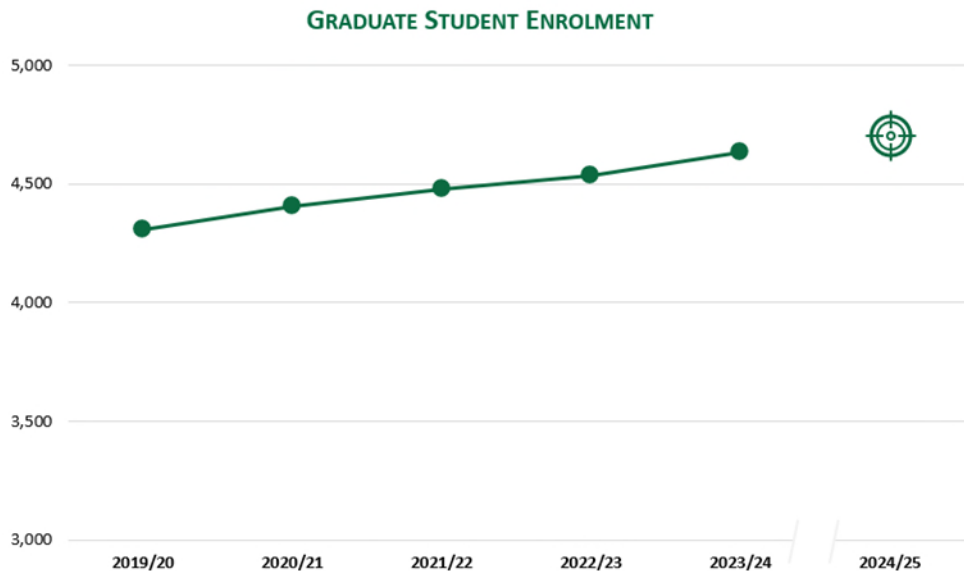
The University of Saskatchewan's (USask's) 2024 Performance Framework report consists of 11 indicators situated within the Ministry of Advanced Education's five post-secondary sector expectations. These indicators have a direct connection and impact on the Government of Saskatchewan's Growth Plan and to the aspirations specified within USask's University Plan 2025. The report aims to draw these connections while attempting to highlight the progress, achievement, and continued work in areas of priority that are represented by the indicators.

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

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

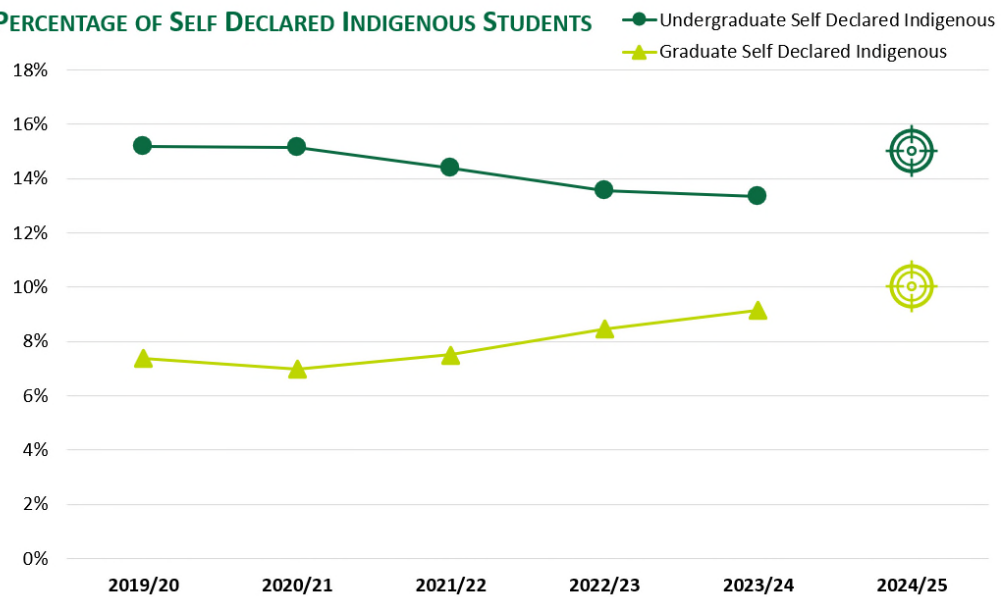
2. the indicator title is a link to the section of the report containing the details of that indicator.

The 2024 report continues the work from 2023 to provide targets that have been or are in progress of being defined for certain indicators. The university continues to work towards developing "SMART" goals for many of our key performance 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. In addition to our work to report on targets, we continue to explore the potential of adding indicators that pertain to areas such as graduate outcomes/employment, flexible learning initiatives, and USask [Signature Areas of Research](#). With this, careful consideration must be given to how new indicators are defined, how progress will be measured, and how future targets could be established.

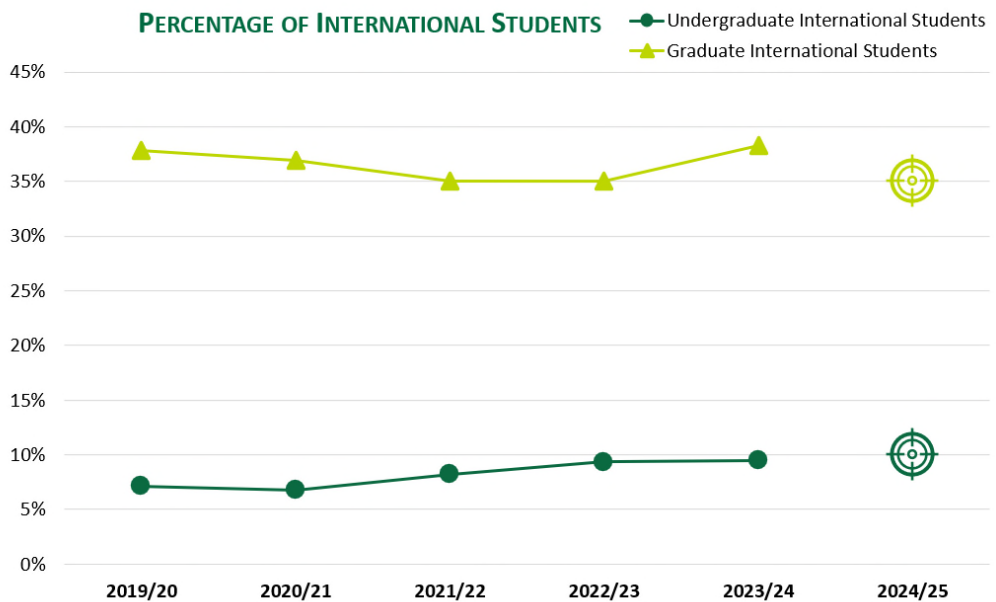
Accessible	Our Diverse Student Community																												
Definition:	Insight on student enrolments based on counts of graduate and undergraduate students as well as percentages of Indigenous, international, and out-of-province students.																												
Source:	USask Data Warehouse																												
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>UNDERGRADUATE STUDENT ENROLMENT</p>  <table border="1"> <caption>Undergraduate Student Enrolment Data</caption> <thead> <tr> <th>Year</th> <th>Enrolment</th> </tr> </thead> <tbody> <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>20,700</td> </tr> <tr> <td>2023/24</td> <td>21,300</td> </tr> <tr> <td>2024/25 (Target)</td> <td>22,500</td> </tr> </tbody> </table> <p>GRADUATE STUDENT ENROLMENT</p>  <table border="1"> <caption>Graduate Student Enrolment Data</caption> <thead> <tr> <th>Year</th> <th>Enrolment</th> </tr> </thead> <tbody> <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>4,500</td> </tr> <tr> <td>2023/24</td> <td>4,600</td> </tr> <tr> <td>2024/25 (Target)</td> <td>4,700</td> </tr> </tbody> </table> </div>	Year	Enrolment	2019/20	20,400	2020/21	20,700	2021/22	20,800	2022/23	20,700	2023/24	21,300	2024/25 (Target)	22,500	Year	Enrolment	2019/20	4,300	2020/21	4,400	2021/22	4,450	2022/23	4,500	2023/24	4,600	2024/25 (Target)	4,700
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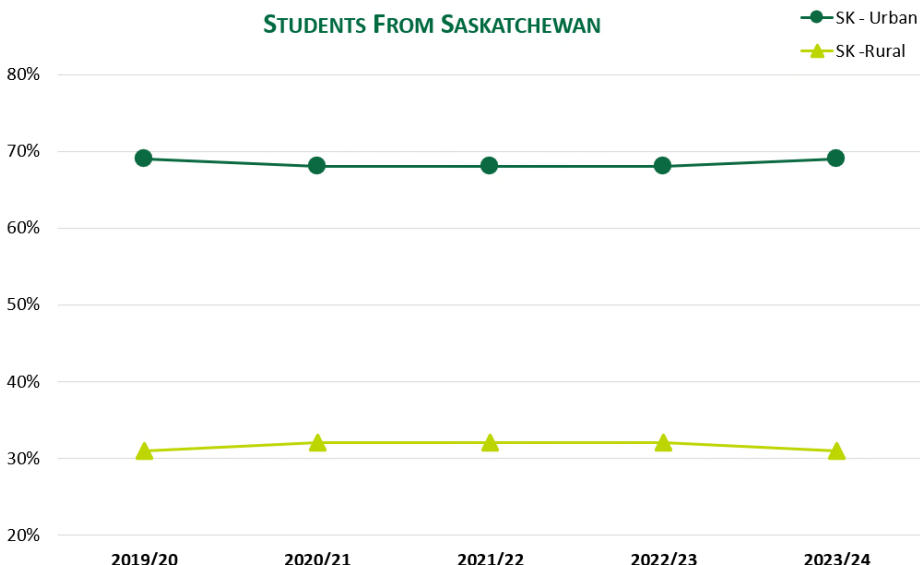


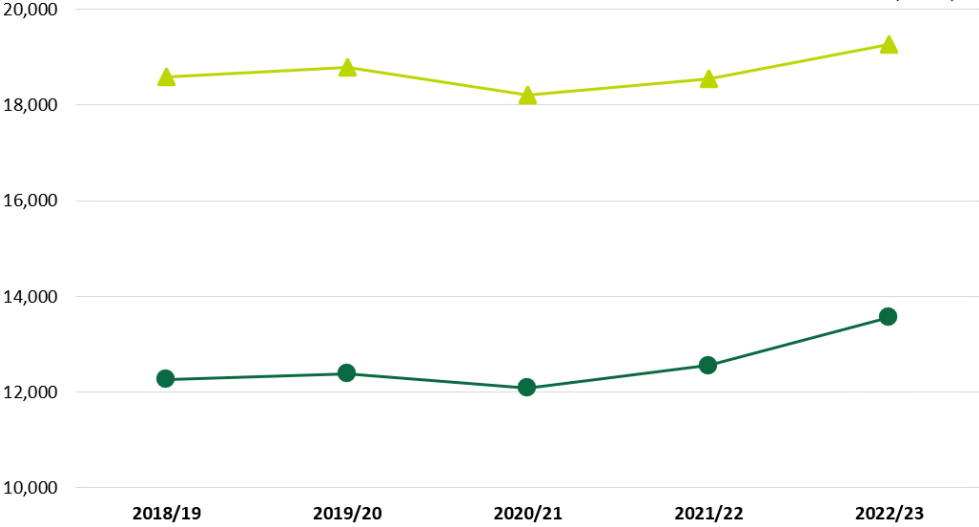
PERCENTAGE OF SELF DECLARED INDIGENOUS STUDENTS



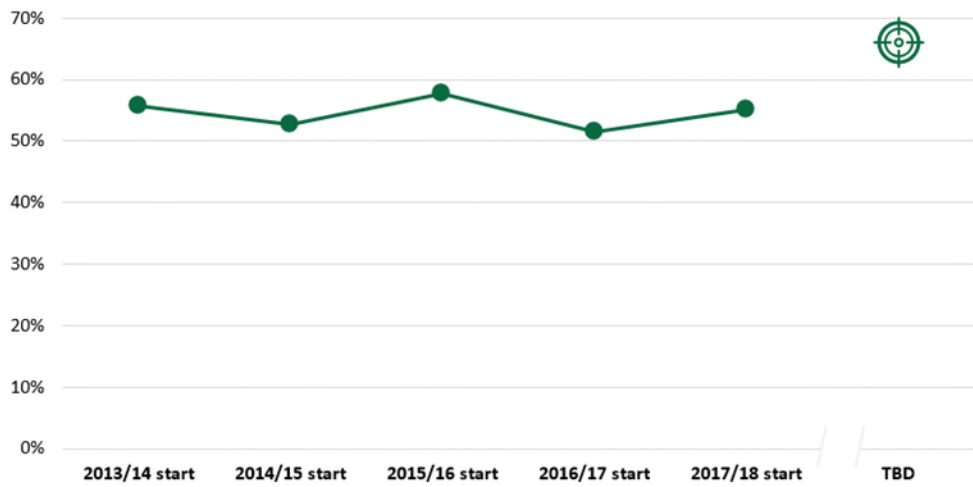
PERCENTAGE OF INTERNATIONAL STUDENTS

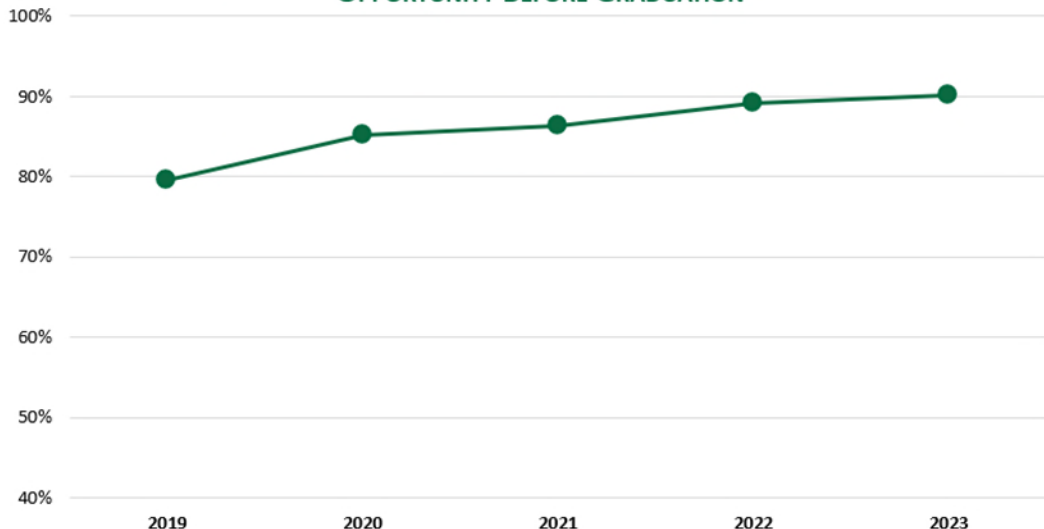


	<div><div>STUDENTS FROM SASKATCHEWAN</div><div><div><div><div><div></div><div>SK - Urban</div></div><div><div></div><div>SK - Rural</div></div></div><table><caption>Students from Saskatchewan Data</caption><thead><tr><th>Year</th><th>SK - Urban (%)</th><th>SK - Rural (%)</th></tr></thead><tbody><tr><td>2019/20</td><td>69%</td><td>31%</td></tr><tr><td>2020/21</td><td>68%</td><td>32%</td></tr><tr><td>2021/22</td><td>68%</td><td>32%</td></tr><tr><td>2022/23</td><td>68%</td><td>32%</td></tr><tr><td>2023/24</td><td>69%</td><td>31%</td></tr></tbody></table></div></div></div>							Year	SK - Urban (%)	SK - Rural (%)	2019/20	69%	31%	2020/21	68%	32%	2021/22	68%	32%	2022/23	68%	32%	2023/24	69%	31%																																																											
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Targets:	<p>Undergraduate Students = 22,500 (15% Indigenous, 10% international)</p> <p>Graduate Students = 4,700 (10% Indigenous, 35% international)</p> <p>Our enrolment targets and projections are in the process of being revised with a horizon out to 2027/28 as part of our Strategic Enrolment Management (SEM) initiative. Revised enrolment targets will be included in future Performance Framework reporting.</p>																																																																																			
Assessment:	<div><div><div></div><div></div><div></div></div><p>Enrolment has continued to increase over the past number of years, even though the COVID-19 pandemic, and we are planning for enrolment growth to continue moving forward. Through our SEM work, we are analyzing factors such as provincial/municipal population projections, high school enrolment trends, the impact of international student caps, and new flexible learning opportunities to determine what the magnitude and diversity of our future enrolment could be. We continue to be encouraged by the demand for many of our programs and the opportunity to serve a growing number of students originating from all areas of Saskatchewan, other parts of Canada, and around the world.</p></div>																																																																																			

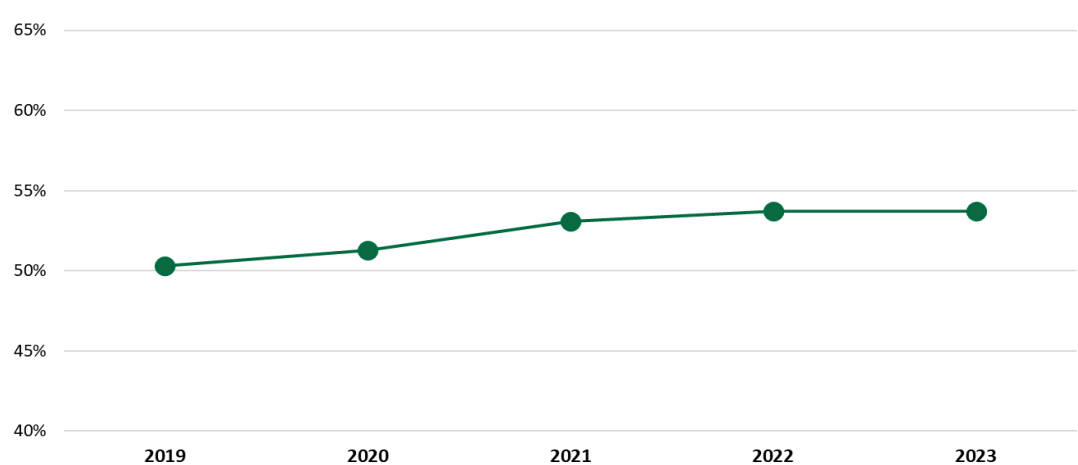
Accessible	Investing in Tomorrow's Leaders																								
Definition:	Average dollar amount of financial support provided to research-based graduate students by the university in the form of scholarships, bursaries, awards, and employment income from teaching and research assistantships.																								
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>AVERAGE ANNUAL STUDENT FINANCIAL AID PROVIDED</p><table><thead><tr><th></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>Ph.D.</td><td>\$18,579</td><td>\$18,782</td><td>\$18,207</td><td>\$18,545</td><td>\$19,265</td></tr><tr><td>Master's (Thesis)</td><td>\$12,254</td><td>\$12,390</td><td>\$12,083</td><td>\$12,552</td><td>\$13,550</td></tr></tbody></table></div>								2018/19	2019/20	2020/21	2021/22	2022/23	Ph.D.	\$18,579	\$18,782	\$18,207	\$18,545	\$19,265	Master's (Thesis)	\$12,254	\$12,390	\$12,083	\$12,552	\$13,550
	2018/19	2019/20	2020/21	2021/22	2022/23																				
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Data:		2018/19	2019/20	2020/21	2021/22	2022/23																			
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	Ph.D.	\$18,579	\$18,782	\$18,207	\$18,545	\$19,265																			
	(2023/2024 data not yet available)																								
Target:	Target is not available for this indicator as of June 2024.																								
Assessment:	<div><div><div></div><div></div><div></div></div><p>USask remains committed to funding and supporting our graduate students to promote their success, both in their academic program and their research endeavours. Funding scholarships and bursaries for students is a key objective of our Be What the World Needs campaign and is central to the recruitment and retention of high performing graduate students. We continue to assess aspects such as cost-of-living increases, competition for graduate students from other universities, and stable funding levels as we work to ensure that our students have support and experiences required to build the skills they need to contribute to and grow Saskatchewan's economy.</p></div>																								

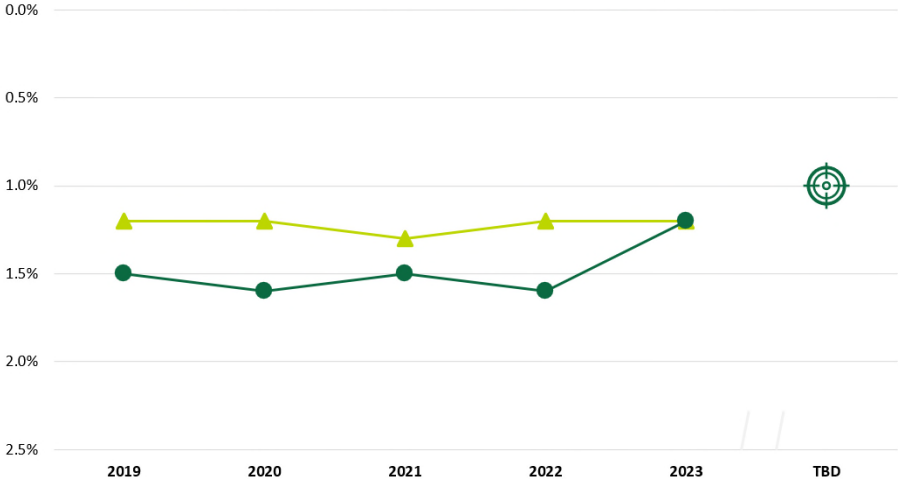


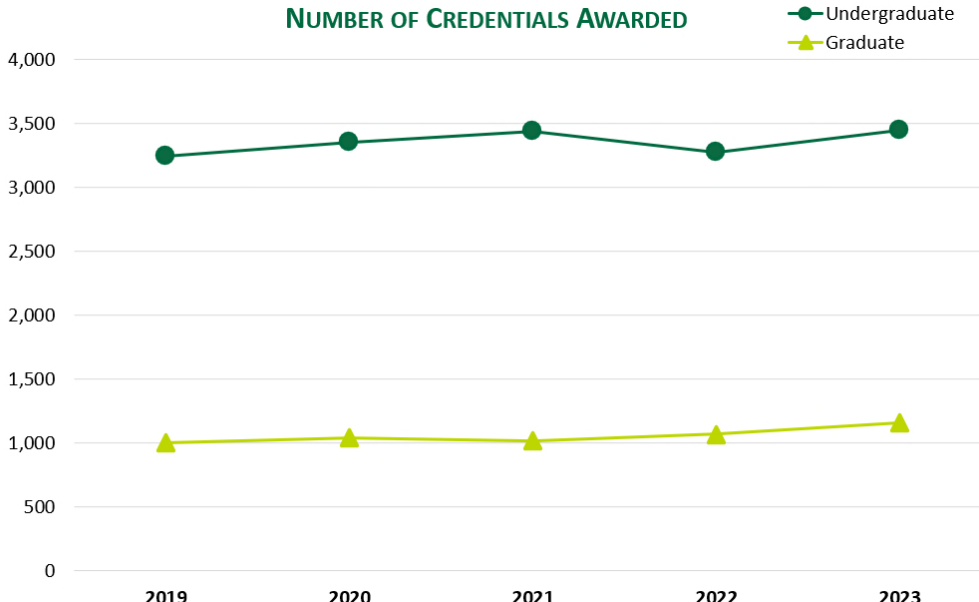
Responsive	Closing the Education Achievement Gap Experienced by Indigenous Students																				
Definition:	Completion rates of first time, full time Indigenous students that have entered into a direct entry (4-year) program at USask and completed within a six year timeframe.																				
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><p>INDIGENOUS STUDENT COMPLETION RATE WITHIN 6 YEARS OF STARTING YEAR (FIRST TIME, FULLTIME, DIRECT ENTRY 4 YR PROGRAMS)</p><table><thead><tr><th>Starting Year</th><th>Completion Rate</th></tr></thead><tbody><tr><td>2013/14 start</td><td>56%</td></tr><tr><td>2014/15 start</td><td>53%</td></tr><tr><td>2015/16 start</td><td>57%</td></tr><tr><td>2016/17 start</td><td>51%</td></tr><tr><td>2017/18 start</td><td>55%</td></tr><tr><td>TBD</td><td>66%</td></tr></tbody></table></div>							Starting Year	Completion Rate	2013/14 start	56%	2014/15 start	53%	2015/16 start	57%	2016/17 start	51%	2017/18 start	55%	TBD	66%
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2013/14	2014/15	2015/16	2016/17	2017/18	Target																
56%	53%	57%	51%	55%	66%																
Target:	66% completion rate (based on the 2017/18 non-Indigenous student cohort completion rate). Target attainment date has not been confirmed at this time.																				
Assessment:	<div><div><div></div><div></div><div></div></div><p>USask continues to track completion rates of all students which allows for analysis of trends and factors that might contribute to student success. Our objective is to ensure that our Indigenous students have the tools and supports in place to complete their studies in a timeframe consistent with non-Indigenous students. Interestingly, the gap has closed for the 2017/18 cohort with both an increase of Indigenous student completions to 55% and a drop in non-Indigenous student completions (from 70% to 66%) resulting in a difference of roughly 20 student completions. The small drop in non-Indigenous completion rate is largely due to the pandemic with more students extending the time to complete their programs beyond six years. While the gap has been reduced, further work is required to support all of our students and promote their success.</p></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>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th></tr></thead><tbody><tr><td>Percent</td><td>79%</td><td>85%</td><td>86%</td><td>89%</td><td>90%</td></tr></tbody></table></div>						Year	2019	2020	2021	2022	2023	Percent	79%	85%	86%	89%	90%
Year	2019	2020	2021	2022	2023													
Percent	79%	85%	86%	89%	90%													
Data:	2019		2020		2021		2022		2023									
	79%		85%		86%		89%		90%									
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><p>The university continues to focus on improving student experience and enhanced learning opportunities. Supporting USask students’ competency development through provision of enhanced and authentic experiential learning is a key strategy. With this, progress continues to implement USask’s experiential learning framework that identifies and tracks experiential learning in the class (physical or virtual), in the lab, field, or studio, and in a work or community setting thus allowing our students to develop required competencies. We continue 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:	Quacquarelli Symonds (QS) Rankings, ShanghaiRanking Consultancy (Shanghai) Rankings, and Times Higher Education (THE) 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:	Top 100 Worldwide			
	Water Resources: 17 th (Shanghai) Veterinary Sciences: 51-75 (Shanghai) and 51-70 (QS)			
	Top 10 in Canada			
	Water Resources: 1 st (Shanghai) Veterinary Sciences: 3 rd (Shanghai) Agricultural Sciences: 4 th (Shanghai) Biomedical Engineering: 4 th (Shanghai) Biotechnology: 4 th (Shanghai) Energy Science and Engineering: 4 th (Shanghai) Materials Science and Engineering: 4 th (Shanghai) Nanoscience and Nanotechnology: 4 th (Shanghai) Chemistry: 5 th (Shanghai) Veterinary Science: 5 th (QS) Agriculture and Forestry: 6 th (QS) Atmospheric Science: 6 th (Shanghai) Dentistry and Oral Sciences: 6 th (Shanghai)		Earth Sciences: 6 th (Shanghai) Environmental Sci. and Engineering: 6 th (Shanghai) Environmental Sciences: 6 th (QS) Chemical Engineering: 7 th (Shanghai) Food Science and Technology: 7 th (Shanghai) Physical Sciences: 7 th (THE) Earth and Marine Sciences: 9 th (QS) Geology: 9 th (QS) Geophysics: 9 th (QS) Ecology: 10 th (Shanghai) Education: 10 th (THE) Engineering: 10 th (THE) Pharmacy and Pharmacology: 10 th (QS)	
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:	<div><div><div></div><div></div><div></div></div><div>Global rankings and their various methodologies are typically most impacted by research productivity and reputation. <i>Subject-specific rankings can provide a deeper insight into the quality of specific programs or fields of study and can greatly influence the recruitment of quality students and researchers.</i> 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.</div></div>			

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>PERCENTAGE OF PUBLICATIONS WITH INTERNATIONAL CO-AUTHORSHIP</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Percentage</td> <td>50%</td> <td>51%</td> <td>53%</td> <td>54%</td> <td>54%</td> </tr> </tbody> </table>					Year	2019	2020	2021	2022	2023	Percentage	50%	51%	53%	54%	54%
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Percentage	50%	51%	53%	54%	54%												
Data:	2019	2020	2021	2022	2023												
	50%	51%	53%	54%	54%												
	<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. <i>It has been observed that publications resulting from international collaboration tend to achieve greater scientific impact than those from domestic collaborations.</i> USask continues to be positioned close to the median of the U15 in 2023 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 2025 contributes to the positive assessment of this indicator.</p> <div> ○ ○ ● </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 ShanghaiRanking Consultancy’s (Shanghai) Academic Ranking of World Universities and Quacquarelli Symonds (QS) World University Rankings.																												
Source:	Shanghai Academic Ranking of World Universities, 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>Shanghai 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>1.6%</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>1.2%</td><td>1.2%</td></tr><tr><td>Target</td><td>1.0%</td><td>1.0%</td></tr></tbody></table></div>								Year	Shanghai Rankings (%)	QS Rankings (%)	2019	1.2%	1.5%	2020	1.2%	1.6%	2021	1.3%	1.5%	2022	1.2%	1.6%	2023	1.2%	1.2%	Target	1.0%	1.0%
Year	Shanghai Rankings (%)	QS Rankings (%)																											
2019	1.2%	1.5%																											
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2022	1.2%	1.6%																											
2023	1.2%	1.2%																											
Target	1.0%	1.0%																											
Data:	Ranking	2019	2020	2021	2022	2023	Target																						
	Shanghai	1.2%	1.2%	1.3%	1.2%	1.2%	1.0%																						
	QS	1.5%	1.6%	1.5%	1.6%	1.2%																							
Target:	Top 1% in the world (or top 300 universities out of estimated 30,000). Target attainment date has not been confirmed at this time.																												
Assessment:	<div><div><div></div><div></div><div></div></div><p>University rankings can influence the profile and overall perception of a university and can play a significant role in the promotion and attraction of students, faculty, partnerships with other universities, and funding from organizations, donors, and alumni. We consider the placement of our university within the top 2% in the world to be significant. 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 the case of the QS rankings, USask improved by over 100 positions from the prior year to reach a global position of 345. <i>This resulted in QS awarding USask with the ‘Most Improved – Canada’ award for improving the most within Canada over the last 5-year period.</i> However, rankings remain 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 reputation.</p></div>																												

Accountable	Preparing Students for the Labour Force																								
Definition:	Count of distinct graduate and undergraduate credentials (degrees, certificates, and diplomas) 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><table><caption>Number of Credentials Awarded (2019-2023)</caption><thead><tr><th>Year</th><th>Undergraduate</th><th>Graduate</th></tr></thead><tbody><tr><td>2019</td><td>3,244</td><td>1,002</td></tr><tr><td>2020</td><td>3,354</td><td>1,041</td></tr><tr><td>2021</td><td>3,439</td><td>1,018</td></tr><tr><td>2022</td><td>3,276</td><td>1,068</td></tr><tr><td>2023</td><td>3,447</td><td>1,160</td></tr></tbody></table></div>							Year	Undergraduate	Graduate	2019	3,244	1,002	2020	3,354	1,041	2021	3,439	1,018	2022	3,276	1,068	2023	3,447	1,160
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Data:		2019	2020	2021	2022	2023																			
	Undergraduate	3,244	3,354	3,439	3,276	3,447																			
	Graduate	1,002	1,041	1,018	1,068	1,160																			
Target:	Not defined.																								
Assessment:	<div><div><div></div><div></div><div></div></div><div>The granting of graduate and undergraduate credentials continues to remain consistent year after year. Moving forward, we anticipate continued annual growth in the number of students graduating from USask based on historical enrolment trends and expected graduation rates. As part of our SEM initiative, we are continuing to study graduates entering the labour market in terms of the profession they enter, the sector their career path is in, and the employment rates and compensation associated with entry into the workforce to get a better understanding of the outcomes and impact of our graduates.</div></div>																								

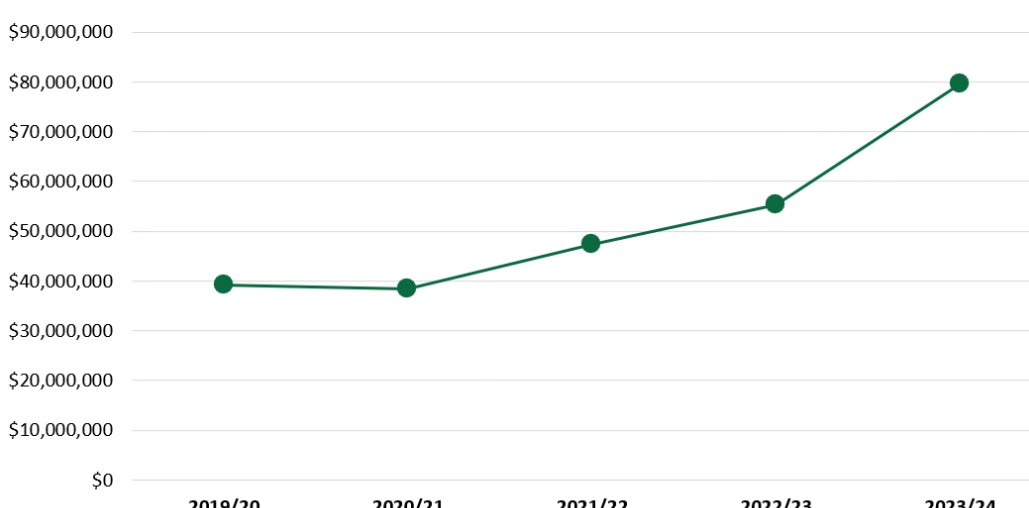
Accountable	Delivering High Quality Credentials
Definition:	Insight on reviews and accreditation of USask academic programs/units.
Source:	Internal USask tracking processes
Provincial Alignment:	Connects to the Accountable Sector Expectation by focusing on academic programming that is achieving expected outcomes. Supports Saskatchewan's Growth Plan priorities relating to <u>a skilled labour force and growing Saskatchewan's population</u> .
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 2023/24.</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 have been completed for programs within the Colleges of Agriculture and Bioresources (five separate department-level reviews), Arts & Science (Departments of Art & Art History, Drama, and Music), Education, Law, and Graduate and Postdoctoral Studies.</p> <p> Units undergoing program reviews in the current year include the Departments of Chemistry, Computer Science, English, Geological Sciences, History, Mathematics and Statistics, Philosophy, Physics and Engineering Physics, and the Johnson Shoyama Graduate School of Public Policy.</p>
Target:	All graduate and undergraduate programs to be reviewed over a 10-year period. (Note: discussions are underway to potentially shorten the cyclical time period for reviews from 10-years to 8-years)
Assessment:	<p>Regular assessment of USask academic programs continues to be part of USask 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. Information on our APR process is available on the APR webpage.</p> <p>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 remains positive.</p>



Sustainable	Investment in Research																																										
Definition:	<div>This indicators consists of two graphs:</div> <ul style="list-style-type: none">The percentage of funding received in support of research activity from federal, provincial, and other external sources.Research revenue received by USask annually and with a 5-year rolling average.																																										
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><div><div>INVESTMENTS IN OUR RESEARCH</div><div><div><div><div>% from Federal Government</div><div>% from Provincial Government</div><div>% from Other Sources</div></div></div><div><div><div>72%</div><div>64%</div><div>56%</div><div>48%</div><div>40%</div><div>32%</div><div>24%</div><div>16%</div><div>8%</div><div>0%</div></div><div><div>2019/20</div><div>2020/21</div><div>2021/22</div><div>2022/23</div><div>2023/24</div></div></div></div><table><thead><tr><th>Fiscal Year</th><th>% from Federal Government</th><th>% from Provincial Government</th><th>% from Other Sources</th></tr></thead><tbody><tr><td>2019/20</td><td>40%</td><td>16%</td><td>40%</td></tr><tr><td>2020/21</td><td>48%</td><td>10%</td><td>36%</td></tr><tr><td>2021/22</td><td>42%</td><td>12%</td><td>40%</td></tr><tr><td>2022/23</td><td>40%</td><td>14%</td><td>40%</td></tr><tr><td>2023/24</td><td>24%</td><td>10%</td><td>64%</td></tr></tbody></table></div><div><div>RESEARCH REVENUE</div><div><div><div>Research Revenue - Annual</div><div>Research Revenue - 5 Year Rolling Average</div></div><div><div><div>\$350</div><div>\$300</div><div>\$250</div><div>\$200</div><div>\$150</div><div>\$100</div><div>\$50</div><div>\$0</div></div><div><div>2019/20</div><div>2020/21</div><div>2021/22</div><div>2022/23</div><div>2023/24</div></div></div></div><table><thead><tr><th>Fiscal Year</th><th>Research Revenue - Annual (Millions)</th><th>Research Revenue - 5 Year Rolling Average (Millions)</th></tr></thead><tbody><tr><td>2019/20</td><td>\$225</td><td>\$210</td></tr><tr><td>2020/21</td><td>\$310</td><td>\$225</td></tr><tr><td>2021/22</td><td>\$240</td><td>\$240</td></tr><tr><td>2022/23</td><td>\$240</td><td>\$250</td></tr><tr><td>2023/24</td><td>\$325</td><td>\$265</td></tr></tbody></table></div></div>	Fiscal Year	% from Federal Government	% from Provincial Government	% from Other Sources	2019/20	40%	16%	40%	2020/21	48%	10%	36%	2021/22	42%	12%	40%	2022/23	40%	14%	40%	2023/24	24%	10%	64%	Fiscal Year	Research Revenue - Annual (Millions)	Research Revenue - 5 Year Rolling Average (Millions)	2019/20	\$225	\$210	2020/21	\$310	\$225	2021/22	\$240	\$240	2022/23	\$240	\$250	2023/24	\$325	\$265
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Data:	Source	2019/20	2020/21	2021/22	2022/23	2023/24
	Federal	40%	50%	44%	40%	25%
	Provincial	17%	11%	15%	17%	11%
	Other*	43%	39%	41%	43%	64%
	Revenue					
	Annual	\$224,797,611	\$308,801,802	\$242,328,392	\$238,388,679	\$323,802,276
	5-year Average	\$209,232,474	\$227,774,371	\$239,106,452	\$251,583,100	\$267,623,752
*Other sources include funding from the Canadian Foundation for Innovation (CFI), donation, investments, and industry						
Target:	A definite target is not yet confirmed but work continues, led by our Vice-President Research, to establish a target for institutional research revenue for USask by a future date that is expected to be around the \$400 million mark. Confirmed target and future date of expected attainment will be reported in the next Performance Framework Report.					
Assessment:	<div> <div></div> <div></div> <div></div> </div> <p>Research revenue remains a volatile metric in the assessment of research output. The percentage breakdown between the three primary source categories identified had been relatively stable in the past with the exception of 2020/21 where shifts occurred due to significant federal funding received to support vaccine research and pandemic support. <i>There has been another significant positive change in the most recent year, largely due to enhanced CFI success, including awards to large national facilities such as the CLS and VIDO. As such, USask reached a record annual revenue in 2023/24 of close to \$324 million (unaudited).</i> There is always an inherent risk with this indicator due to new/changing federal programs or global events that can have an impact on funding streams. However, the assessment for this indicator is positive as USask continues to make strides in trending upwards and the outlook for increasing research funding is promising.</p>					

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 a diversified revenue stream that does not replace or supplement government operating funds, but rather, funds research, teaching, student support, and capital projects that help in the pursuit of excellence and innovation that extends the impact of our research and teaching mission. 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>2019/20</td><td>\$39,150,828</td></tr><tr><td>2020/21</td><td>\$38,312,250</td></tr><tr><td>2021/22</td><td>\$47,281,808</td></tr><tr><td>2022/23</td><td>\$55,393,699</td></tr><tr><td>2023/24</td><td>\$79,556,337</td></tr></tbody></table></div>						Year	Philanthropic Support (\$)	2019/20	\$39,150,828	2020/21	\$38,312,250	2021/22	\$47,281,808	2022/23	\$55,393,699	2023/24	\$79,556,337
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Data: (Annual activity)	2019/20	2020/21	2021/22	2022/23	2023/24													
	\$39,150828	\$38,312,250	47,281,808	\$55,393,699	\$79,556,337													
Target:	\$500 million campaign total by 2025 (USask’s Be What the World Needs Campaign: 2015-2025)																	
Assessment: <div><div></div><div></div><div></div></div>	As part of the Be What the World Needs campaign, USask has committed to lead critical research, support Indigenous achievement, inspire students to succeed, and create visionary spaces through shared vision, shared leadership, and shared investment. As the campaign enters its final year, we are well on our way to achieving our \$500 million goal. The funding, profile and philanthropic culture built during the campaign will have a positive and lasting impact on faculty, students, staff, and the community for decades into the future. The priority of this initiative, support from leadership, and progress towards the campaign goal to date (\$421.9 million of the \$500 million goal) has resulted in a positive assessment of this indicator.																	