

The *University of Saskatchewan Act, 1995* established a representative Council for the University of Saskatchewan, conferring Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2022/23 academic year marks the 28<sup>th</sup> year of the representative Council.

### Meeting Modality and Protocols Instructions

Council will resume meeting **in-person** in the Neatby-Timlin Theatre (Arts 241) as of October 2022-23 (pending any alternative action required due to the Pandemic). The Governance Office will be testing and evaluating potential hybrid meeting modality and rules of order for hybrid meetings (of this size) over the course of the semester. The Governance Office will work with the Council Executive Committee to implement improvements as they are available.

- **Attendance and quorum** will be determined by the list of participants in-person and in the virtual Zoom meeting.
- **Online viewers who registered** (will have interactive participation):
  - The Zoom link is at the bottom of this agenda. The virtual meeting will have access to both video and audio with everyone’s microphones automatically muted. Video will be enabled for the presenters of the Council meeting use only. Please turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.
  - When you enter the meeting, please ensure that your participant’s name is your **first name and last name**.
  - **Motions:** Only voting members can move or second a motion. Please use the ‘Chat’ function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.
  - **Questions or Comments:** If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. **Please do not type your question or comment** directly into the chat dialogue box.

### Land Acknowledgment

As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

niyanān onikānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

### AGENDA – updated October 19, 2022

#### 1. Call to Order

#### 2. Tributes

- 2.1 Tribute to Professor Ha Hoang Nguyen from the Department of Electrical and Computer Engineering presented by Professor Robert Johanson

3. **Adoption of the agenda**
4. **Council Meeting Modality and Protocols** – verbal update from Julian Demkiw, University Secretary & Chief Governance Officer
5. **Chair's Opening Remarks** – Dr. Susan Detmer, Department of Veterinary Pathology, WCVU
6. **Approval of Minutes of the meeting of September 29, 2022**
7. **Report of the President** – presented by President Peter Stoicheff
8. **Report of the Provost** – presented by Dr. Airini, Provost and Vice President, Academic
9. **Student Societies**
  - 9.1 Report from the USSU – presented by Abhineet Goswami, USSU President
  - 9.2 Report from the GSA – presented by Mostofa Kamal, GSA President
10. **Nominations Committee**
  - 10.1 Request for Decision: Council and Collective Agreement Committee Vacancies

*As recommended by the Nominations Committee of Council, that the nominations to committee vacancies be approved, as attached, effective immediately.*
  - 10.2 Request for Decision: Senior Leader Searches

*As recommended by the Nominations Committee of Council, that the senior leadership search committee nominations be approved, as attached, effective immediately.*
11. **Governance Committee**
  - 11.1 Notice of Motion: Academic Programs Committee Terms of Reference

*It is recommended that Council approve the changes to University Council bylaws to create the standing subcommittee (as attached) of APC to coordinate academic programs approval processes, effective immediately.*
  - 11.2 Report for Information: Policy Oversight Committee: Annual Report 2021-22
12. **Planning and Priorities Committee**
  - 12.1 Report for information: USask Performance Framework: Annual Report – presented by Dr. Airini, Provost and Vice-President Academic and Troy Harkot, Senior Director, Assessment and Analytics, IPA Office.
13. **Other business**
14. **Question period**
15. **Adjournment**

*Next Council meeting is November 17, 2022 – Please send regrets to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca).  
Deadline for submission of motions to the Executive Committee: November 4, 2022.*

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Join Zoom Meeting:

<https://usask-ca.zoom.us/j/91077982550?pwd=dXRoTWZhZbE1JeFVHaTJ3Nzc4Qk5EUT09>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/91077982550>

Join by Video Conferencing Device (SIP):

91077982550@zoomcrc.com

Meeting ID: 910 7798 2550

Passcode: 32417977

Telephone Passcode: 32417977



UNIVERSITY COUNCIL  
Thursday, September 29, 2022  
2:30-4:30pm  
Neatby-Timlin, Arts 241

## MINUTES

### 1. Call to Order

The meeting was called to order at 2:30 pm when quorum was reached.

Dr. Dirk de Boer, Council Vice Chair, chaired in the absence of Dr. Susan Detmer, Council Chair. Dr. de Boer summarized the meeting protocols.

Dr. de Boer acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another. He also noted the importance of Truth and Reconciliation Day on September 30<sup>th</sup>, and thanked Council members for demonstrating their support for decolonization and reconciliation by wearing orange shirts.

The Chair introduced Julian Demkiw, University Secretary & Chief Governance Officer, whose appointment to the role began July 1, 2022.

No members of the media identified themselves.

### 2. Tributes

None.

### 3. Adoption of the agenda

(Augusta/Mousseau): *That the agenda be approved as circulated.*

CARRIED.

### 4. Council Meeting Modality and Protocols

Julian Demkiw provided further details regarding hybrid meeting options for University Council. He relayed that the Governance Office would be testing and evaluating platforms and rules of order over the course of the semester. His office will work with the Council Executive Committee to implement improvements as they are available. He welcomed feedback as changes are made. He further explained that the September 29<sup>th</sup> Council meeting was available for live viewing on Zoom, but that those connecting would not be counted in the quorum, and that interactive participation would not be available.

### 5. Chair's Opening remarks

The Chair welcomed Council members to the first meeting of the 2022-23 academic year, the first in-person Council meeting since February 2020, and the 28<sup>th</sup> year of the representative University Council. The Chair introduced all the chairs of Council committees, and of the Governance Office. He welcomed the newly acclaimed members of Council, Kyle Anderson and Meena Sakharkar. He reported that the Council chairs had the opportunity to meet with the President's Executive Committee (PEC) on September 15<sup>th</sup>, where they were able to discuss the plans for Council in the coming year.

## **6. Approval of Minutes of the meeting of June 16, 2022**

(Walker/Mamun): *That the minutes be approved.*

CARRIED.

## **7. Business Arising**

None.

## **8. Report of the President**

The President's written report was provided in the agenda package. Video remarks were submitted by the President and played at the Council meeting [President's University Council Remarks](#).

Before and after the Provost's Report, Council members requested that Dr. Airini, Provost and Vice President Academic, convey questions to the President for response at the next Council meeting on October 20, 2022.

A letter to the President on USask's current COVID-19 policies was submitted and received by the Provost. The Council member asked that the President respond to the letter at Council, and commit to the call-for-action with regard to the COVID-19 pandemic response and recovery. In particular, regarding the masking recommendation.

An update was requested on the "Innovate Canmore Centre", which was approved in February 2021. The Council member recalled that the Centre was supposed to be formed in 2022/23, and requested an update. Further clarity about the nature and purpose of the centre was also requested, especially regarding academic contributions.

Another Council member asked that the President convey his plans to advocate for increased Tri-Agency graduate scholarship funding rates across Canada given his new leadership role with the U15. He suggested that these scholarships should be tied to inflation.

Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies, added that she is president of Western Deans Association of Graduate Studies, which is also going to advocate on this issue.

## **9. Report of the Provost**

Dr. Airini, Provost and Vice President Academic, provided a summary of the Provost's Report.

The Provost remarked that it is a pleasure to be meeting in person with Council. She reiterated the President's sentiment from his video regarding the tragedy at the James Smith Cree Nation, and the Chair's comments about Truth and Reconciliation Day. She added sympathy for loved ones, friends, and family of those on the East Coast of Canada facing the hurricane. She further expressed compassion for the Iranian community, and Iranian students at USask, given the recent tragic death of Mahsa Amini.

[Questions for the President received by the Provost are noted under the President's Report in the minutes above, agenda item 8.0.]

## **10. Pandemic Response and Recovery Team (PRT) Verbal Report**

Dr. Darcy Marciniuk, PRT Chair, provided an update on the University's response to the COVID-19 pandemic. He reported that the PRT had recommended pausing the mask mandate as of July 1, 2022, and had since determined that this would continue for the fall of 2022.

There were questions and comments about: COVID-19 case reporting, privacy, and technological options, with the current system potentially encouraging latency in reporting, and placing the burden for reporting on faculty; and mask recommendations vs. mandates in the College of Nursing where students have clinical rotations in the hospitals.

## **11. Student Societies**

### **11.1 Report from the USSU**

Abhineet Goswami, USSU President, presented the report as provided in the materials.

### **11.2 Report from the GSA**

Mostafa Kamal, President of the GSA, presented the report of the GSA as provided in the materials.

## **12. Nominations Committee**

Dr. Angela Bedard-Haughn, Dean of the College of Agriculture presented the request for decision.

### **12.1 Request for Decision: Jarislowski Enhancement Chair in Regenerative Agriculture**

(Bedard-Haughn/Willenborg): *As recommended by the Joint Committee on Chairs and Professorships, that Council approve the Jarislowsky Chair in Regenerative Agriculture, pending the approval of the Board of Governors.*

CARRIED.

## **13. Academic Programs Committee**

Dr. Carolyn Augusta, Chair of APC, presented the report as provided in the materials.

### **13.1 Report for information: Change – Academic Calendar 2022-23**

There was a question about whether Nursing students in the January intake would still get breaks during their program. Dr. Solina Richter, Dean of the College of Nursing, responded that yes, they will get breaks but noted that it is a condensed program.

## **14. Governance Committee**

Dr. Roy Dobson, Chair of Governance, presented the item.

### **14.1 Report for Information: Animals on Campus Policy**

## **15. Planning and Priorities Committee**

### **15.1 Report for information: University Plan 2025**

Dr. Airini, Provost and Vice-President Academic, gave a presentation as provided in the agenda materials. She indicated that this report is looking back to the 2021-22 year, and that a subsequent report looking forward would be presented to Council later in the fall.

A member of Council requested information on which colleges have had the increases in Indigenous learners, and for information specific to Indigenous learners in STEM programs. Data and information were requested about how to engage on a project to “close the gap”. There was another question about which geographical regions USask’s Indigenous students are from.

There was a comment that USask just moved from a position in the top 400-500 universities globally to a 500-600 position, according to Times Higher Education. Dr. Airini responded that PEC is aware and has invested in a rankings project. She offered that the question be directed to PPC, to consider whether for example USask should have bold ambition to be in the top 10 in Maclean's.

There was a comment about only using select indicators when reporting on the Sustainable Development Goals.

There was another statement that the University should reflect on policies that cause overwork and undue taxation on faculty, e.g., ICT policies which are having very negative effect on researchers.

**16. Other business**

None.

**15. Question period**

None.

**16. Adjournment**

(Urquhart): The meeting was properly adjourned at 4:01pm.

**Attachments**

**1. Listing of members in attendance**

## COUNCIL ATTENDANCE 2022-2023

### Attendance Summary - Voting Participants

[illegible]



[illegible]

## COUNCIL ATTENDANCE 2022-2023

### Attendance Summary - Non-voting participants

[illegible]



# PRESIDENT'S REPORT TO COUNCIL

## October 2022

### Response to Open Letter to the President

During the September Council meeting, Provost Airini received a letter on my behalf regarding concern for USask's current approach to the pandemic. The letter outlines a list of actions to be taken by the university to modify our current approach, including:

- A return to mandatory masking in all indoor spaces
- A sharing of information regarding whether the actions of university administration is constrained by specific direction
- An expansion of K95 and/or N95 masks to all who seek them
- Normalize the use of masks on campus/adoption of sensitive messaging

At this time, USask continues to encourage preferred masking and does not see the need to elevate to mandatory masking for the following reasons:

- Saskatoon CoVID wastewater levels have stabilized
- CoVID cases on campus were down to 119 this past week, reduced from 125 the week prior, and 134 the week before that. 134 is the 11<sup>th</sup> highest week level we have reported in 2022, representing 45% of the highest reported total for a week in 2022.
- While we are seeing an effect of CoVID on campus, there is not nor has there been significant or persistent disruption of teaching, research, service or other activities including athletics. This is an important composite indicator. Similarly, my understanding is that healthcare system utilization ie. patients being assessed, admitted or treated for CoVID in healthcare facilities are far fewer in number than in the past, particularly in the Critical Care Units. While the system is 'stretched', it is not stretched due to CoVID – vastly different from earlier this year. This is also an important marker.

We continue to abide by all Public Health Directives. We have been in contact with our Health Region Public Health Officer who is aware, and supportive, of our current mask mandate pause and other practices. While the provincial Medical Health Officer advised more people to mask, he has not implemented a mandate – it remains a choice. Also, the Federal Government has removed border vaccine

rules, mandatory use of the ArriveCAN app, and discontinuing mask mandates on planes, trains, and airports.

Masking on campus remains mandatory in certain settings and programs, including those that touch or relate to clinical care in Nursing, Dentistry and Medicine and others. These settings were evaluated prior to the start of the fall term and deemed potentially elevated risk, and as such, masking remains mandatory in these areas.

Masks are available to students, staff and faculty. Students, who have an important voice and represent the largest number of individuals on our campus, are not significantly drawing on our supply of N95 masks - ~4 masks/day and this draw has remained stable. Student leadership, both under- and post-graduate, has signalled support for our current practices, but like all of us, remain attentive. We are also in contact with sector institutions in the province and both the UofR and SaskPoly have indicated they are continuing with masking-preferred measures at this time.

We continue to evaluate our current and ongoing practices, as well as risks and consequences. There is no undo influence or constraint on senior leadership regarding our decision-making: it is guided and informed by evidence. The lack of significant disruption is a strong signal regarding the effectiveness of current measures. This speaks to the composite effectiveness of other efforts including testing recommendations and availability of RAT kits, our transparent reporting of cases (which continue to be posted on the CoVID website), advising those with CoVID who are not well to stay home until they are better, messaging and enabling CoVID vaccination and boosters, and the availability of N95 masks for those who wish enhanced level of protection. Vaccinations and boosters remain some of the most effective interventions to decrease transmission, serious infection and the consequences of CoVID.

**We will continue to regularly assess and reassess these endpoints, and if necessary, mandatory masking and/or other measures as necessary may be recommended.** Campus messaging clearly outlines and supports the recommendations made by PRT and endorsed by the PEC now, just as it did when mask and vaccine mandates were in effect at our university. We are not taking this lightly and will continue to work hard to ensure the overall well-being of the university community, and the communities we serve, and that includes being transparent in sharing the data we have that informs decisions and making masks available to all members of the campus community who request them.

I thank the PRT, which continues to provide regular updates on the website, meets monthly with Council Chairs and student executives, and keeps PEC apprised of developments on a regular basis.

## Discovering the Amatis

I call your attention to a new concert series showcasing its historic collection of Amati string instruments, called *Discovering the Amatis*.

The instruments made by the Amati family in the 1500s remain some of the finest anywhere in the world. USask holds a quartet of these instruments, the only collection of its kind in Canada, thanks to the generosity and vision of Saskatchewan farmer Stephen Kolbinson.

Expertly crafted, the Amati instruments hold the rich history of many generations, with memories of war, peace, love, and the music of concert halls around the world. This year, Dr. Véronique Mathieu, associate professor of violin and the David L. Kaplan Chair in Music, has curated a new series featuring these beloved instruments in four concert collaborations with some of Canada's best players.

The next concert in the *Discovering the Amatis* series will take place on Sunday, October 23 at 3:00 pm. In Convocation Hall. The concert will feature works by Beethoven and Wijeratne, and the Amati instruments will be played by the Cross Route String Quartet, comprised of the principal string players of the Regina Symphony Orchestra. For more information, please visit the [USask Amati website](#).

## **GIFS at USask receives \$2.5M in federal funds to modernize biomanufacturing in Canada**

With a dramatic increase in global food insecurity caused by a number of different factors, the Government of Canada is committed to strengthening Canada's leadership role in food production and innovation. The government is supporting agri-food, biotechnology and biomanufacturing innovations that are needed to help meet increasing demands for safe healthy food.

To support this critical economic sector, the Honourable Dan Vandal, Minister for PrairiesCan, announced funding of \$2.5 million for the Global Institute for Food Security (GIFS) at USask to help build Canada's only biomanufacturing facility dedicated to advancing sustainable agriculture and innovative food ingredients.

Saskatchewan is an agricultural powerhouse containing 44% of Canada's arable farmland and home to one of the world's strongest agri-science ecosystems. It is in a unique position to help meet market needs for agri-food and biotechnology products, and to be a leader in feeding Canadians and the world. This investment, provided through PrairiesCan's Regional Innovation Ecosystems (RIE) program, creates an agri-food hub within an emerging Canadian network of biomanufacturing centres in Quebec, Ontario, British Columbia, and now Saskatchewan that are bringing this technology to health care, materials science, and environment markets. This new infrastructure will help Canadian researchers and processors better compete in agri-food industries, increase the pace of research into sustainable agriculture, attract foreign investment to Canada, and supply training in this growing field of research, while creating high-quality jobs in Saskatchewan.

GIFS plays a critical role in the discovery, development, and delivery of innovative agri-food and biotechnology products that meet market demand efficiently and sustainably. This expansion will combine genomics, machine learning, and automated biology to create proteins, peptides, and metabolites. These building-block technologies can help food last longer, make plants more resistant to disease, reduce allergens, or improve nutrition in food products.

This investment will help GIFS produce these technologies quickly, decreasing the time researchers need to test theories, and creating exponential opportunities for innovation in agriculture, agri-food and biomanufacturing. It will also improve Canada's biomanufacturing capacity for other stakeholders in the agriculture and biotechnology sectors as the federal government expands Canada's domestic biomanufacturing sector.

## **Saskatchewan and Manitoba increase funding to educate veterinarians at USask**

Saskatchewan and Manitoba are addressing Western Canada's urgent need for more veterinarians by increasing their funding to educate more students in the Western College of Veterinary Medicine's (WCVN) Doctor of Veterinary Medicine (DVM) program at the University of Saskatchewan.

During a news event at the WCVN on Sept. 29, Saskatchewan's Advanced Education Minister Gordon Wyant (KC) and Agriculture Minister David Marit announced that Saskatchewan will increase its annual quota from 20 to 25 seats for the 2023/24 academic year.

On the same morning, Manitoba's Advanced Education, Skills and Immigration Minister Jon Reyes and Agriculture Minister Derek Johnson also announced plans to add five seats to Manitoba's annual quota for a total of 20 seats (fall 2023 entry).

The WCVN accepts 88 veterinary students to its DVM program each year. Through the veterinary college's Interprovincial Agreement (IPA) with Saskatchewan, Manitoba and British Columbia, each province has an annual quota of seats in the DVM program based on a cost-sharing formula.

Several factors—including a rapid increase in pet ownership, a rise in veterinary professionals reaching retirement age, and a limited number of graduates each year—have led to a shortage of veterinarians and registered veterinary technologists (RVTs) across Canada. In Saskatchewan and Manitoba, the shortage is especially apparent in rural communities where veterinary clinics provide essential services for livestock producers and the agriculture industry.

## **USask VP Research named to Advisory Panel on Federal Research Support System**

I am pleased to announce that Dr. Baljit Singh, VP Research, was recently selected to serve on a seven-member national panel to explore the future of Canada's research support system and recommend enhancements that will position Canadian researchers for success. The members of the panel were selected by the Minister of Innovation, Science and Industry, and Minister of Health. The panel will provide independent, policy advice on the structure, governance and management of the federal system and focus on the relationships of federal research granting agencies, including NSERC, SSHRC and CIHR. Please join me in congratulating Baljit.

BE WHAT THE WORLD NEEDS

## Provost's Report to Council

### October 2022

Hello Council Chair, members, and visitors. Bonjour.  
tānisi. hǎn. ǎdłanet'e? taanishi. aniin  
[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

### GENERAL REMARKS

The Board of Governors met on Monday 3 October. Reports included the following items from Council (September 2022): Jarislowsky Chair in Regenerative Agriculture was approved, and the senior academic appointments report was received.

### Fall convocation 2022

Congratulations to all students and academic community members as we look ahead to fall convocation on November 9. Convocation ceremonies throughout the year are a tremendous celebration, supported by a full stage from our USask academic community - to witness graduation, and represent colleges, schools and programs. Participation in convocation is a vitally important academic service activity that creates lasting memories for graduands, families and friends. Thank you to members of Council for your support. Fall convocation planning details are available [here](#), and specifically:

- **November 9, 9:00am:** Agriculture and Bioresources, Education, Engineering, Dentistry Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, School of Rehabilitation Science, School of Public Health and Veterinary Medicine
- **November 9, 2:00pm:** Arts and Science, Office of the Provost, Edwards School of Business, School of Public Policy and School of Environment and Sustainability

### Strategic enrolment management: Fall 2022 Census Enrolment Update:

There has been an annual enrolment presentation to University Council in the spring of each year, providing preliminary annual numbers for an academic year ahead of finalization at the end of June. This year, we are seeing some changes to enrolment patterns. When we meet on October 20, there will be an infographic handout made available showing enrolment numbers obtained on Fall Census day in October. This builds on the snapshot made available from the first date of classes in September ([here](#)).

The enrolment plan for USask can be found in Appendix A, [here](#).

### This month's appreciation:

Thank you to the IT team at USask, for the services provided across the campus to faculty, students, staff, and university visitors. The [Technology Plan](#) supporting our [USask Plan 2025](#) describes how as strategic partners and leaders, USask-IT is focused on translating strategic goals into action enabled by technology and supporting the university's 2025 aspirations through empowering innovation, expanding boundaries and supporting success.

## UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

### nīkānītān manāchitowinihk / ni manachihitoonaan



### Meaningful impact

**Edwards School of Business:** The Edwards School of Business celebrated the 15th anniversary of the Co-operative Education Program in early September 2022. Throughout the past 15 years, over 1,200 students have enrolled in the co-op program and worked in a variety of industries across 300+ organizations. In 2021, 98.2% of B.Comm. graduates who participated in the Co-op program acquired full-time employment, compared to 93.5% of non-participants.

**Arts & Science:** In late September the Arts & Science Student Hub, a space dedicated to serving students in the college, was opened. The Student Hub is located on the first floor of the Arts Building at the bottom of the ramp in the former Canada Post and Shop USask tuck shop space. The Hub will serve as a front desk for student services where our students can drop by with questions about student resources. The Student Hub is also home of the college's study abroad programs where our students can learn about opportunities to study abroad including award and scholarship opportunities for study abroad.

### Productive collaboration

**Edwards School of Business:** Comm 447 (Entrepreneurship & Venture Development) has been a very inspiring course among Edwards students. One of the many successful businesses to come out of this class is Cubbi, a food delivery service that offers short-term storage. Recently, Cubbi announced a new subsidiary company known as LunchLocker, which has storage systems on campus in the Moeller Resource Room. The Edwards School of Business is excited to watch the growth of this new company.

This fall, Edwards took their annual Dean's Speaker Series on the road for the first time to the USask Calgary Hub. Andrew Chau (B.Comm. 2009) was the featured guest and his name is synonymous with co-founding Skip The Dishes. Today, Andrew is the co-founder of Neo Financial along with business partners Chris Simair, Jeff Adamson, and Kris Read. In a fireside style chat, Chau spoke about the premise that "Canadians have been underserved in their finances for far too long." Neo Financial received unicorn status in May 2022 after a \$185M Series C fundraiser and a \$1B+ valuation, making them one of the fastest Canadian companies to reach this valuation.

### Distinguished learners

#### **College of Education: Webinar – supporting displaced Ukrainian students**

On Tuesday, September 27, the College of Education hosted a webinar for educators titled *"Supporting displaced refugee students from Ukraine in our schools and communities"*. Nadia Prokopchuk, English as an Additional Language specialist in the Department of Curriculum Studies was joined by Maryam



Karimi, Prairie and NWT Settlement Workers in Schools program coordinator for SAISIA (Saskatchewan Association for Immigrant Settlement and Integration Agencies) to discuss how educators may support new refugee students in their classrooms. Over 75 people registered for the event.

### Transformative decolonisation leading to reconciliation

#### College of Education: Fall Round Dance

The campus community was welcomed back to the first Round Dance held since February 2020 in the Education Gym. The event was hosted by St. Thomas More College in partnership with the Indian Teacher Education Program (ITEP), Muskeg Lake Cree Nation, SaskCulture and the Saskatoon Tribal Council.

Transformative decolonization leading to reconciliation	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
Productive collaboration	A university in which research and innovation are inspired by and accountable to community partners.
Meaningful impact	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
Distinguished Learners	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
Global recognition	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

### REVIEWS, SEARCHES, APPOINTMENTS

#### Appointment:

- Dean Walter Siqueira, College of Dentistry (September 2022 – August 2027)

#### Reviews:

- Dean Suzanne Kresta, College of Engineering (fall 2022)

#### Searches:

- Dean, College of Arts and Science (completion fall 2022)
- Dean, College of Education (completion fall 2022)
- Vice-Provost, Teaching, Learning and Student Experience (completion fall 2022)
- Vice-Provost Indigenous Engagement (winter 2023)
- Executive Director, School of Public Health (winter 2023)
- Dean, College of Kinesiology (winter 2023)
- Vice-Provost, Faculty Relations (winter 2023)

thank you

māši / pidamaya / pināmaya miigwetch / marsee / hiy hiy

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## **USSU Report to University Council**

October 2022

Respected members of the University Council, the USSU had a great start to the year with everyone back on campus with beautiful fall colours across our campus. This month's Council report includes USSU advocacy priorities on the federal & provincial levels, events, and campaigns organized in September.

For updated information, videos and pictures, I encourage everyone to visit the USSU Instagram [ussuexec](#) and the [USSU website](#).

**National Day for Truth and Reconciliation-** “Remembering and honouring residential school survivors and their families.”

USSU supports the USask's ohpahotân | oohpaahotaan let's fly up together Indigenous Strategy and always looks forward to collaboration. During the week of Truth and Reconciliation, the USSU collaborated with the office of the Vice-Provost of Indigenous Engagement to screen Home from School: The Children of Carlisle (2021). The film follows the story of a delegation of Northern Arapaho tribal members who traveled from Wyoming to Pennsylvania in 2017 to retrieve the remains of three children who died at Carlisle Indian Industrial school in the 1880s. The film is a journey into the troubled history of Indian boarding schools and a quest to heal generational wounds. Additionally, USSU executives participated in various events across the campus during this week.

President Goswami also welcomed USSU Knowledge Keeper Joseph Naytowhow and Elder Sharon O'Keewehow to University Students' Council during the first USC meeting of the year. They shared their knowledge, and their stories with us. Joseph also helped the USC to understand the meaning of a land acknowledgment and its significance. With this guidance, the USSU wrote its land acknowledgment to reflect the truth and history of the land we are located.

*“The USSU acknowledges that we gather on treaty 6 territory, the homeland of the Cree, Saulteaux, Blackfoot, Métis, Dene, and Dakota people. We recognize the harm colonial institutions, such as the University of Saskatchewan, have done. We remember that there were centuries of governance and education on this land before the settlers arrived and that these forms of education and governance are continuing today. We honour and reaffirm our relationships with one another and the land we are on as we work to dismantle the systematic barriers to education that First Nations, Métis, Inuit, and other marginalized people face.”*

### **Undergraduates of Canadian Research-Intensive Universities**

USSU is an active member of the Undergraduates of Canadian Research-Intensive Universities (UCRU). President Abhineet Goswami and VP Operation and Finance Lia Storey-Gamble are the members representing the USSU in UCRU. UCRU is an informal coalition of student associations whose mandate is to advocate to the Canadian Federal Government for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research. We collectively represent over 225,000 university students across Canada. This year UCRU is putting forward four priorities to develop a federal lobbying campaign that will be conducted between November 24 to December 2 in Ottawa. All UCRU members are looking forward to meeting with Members of Parliament to support UCRU's advocacy goals.

#### **Priorities:**

- 1. Financial Aid,**
- 2. Mental Health,**
- 3. Indigenous Student Education,**
- 4. and Employment**

We will bring forward the recommendations to the council in upcoming reports.

### **Student Union Development Summit (SUDS)**

USSU executives went to the Student Union Development Summit (SUDS), which is organized annually by the Alma Matter Society of the University of British Columbia. SUDS's mission is to share student leaders' experiences, ideas, and best practices for running a successful student-oriented organization. This year's summit had great keynote speakers including, the Deputy Minister of Crown-Indigenous Relations and Northern Affairs and the Honourable Wally Oppal. There were also sessions on Anti-Racist Approach to Media Literacy, Negotiations, Advocacy, Government Relations, Equity, Diversity & Inclusion, Campaign development and Culture of Violence & Resistance. The summit created a great platform for our executives to build a network and create discussions on various student issues. Through this summit, USSU executives are working with other student unions and associations to address

different issues, creating unique ways to enhance student engagement on campus. Additionally, this summit creates great collaborations among student leaders across the country.

## **Provincial Advocacy**

President Goswami is working to bring forward the student leaders of other student unions and associations across Saskatchewan to create a unified lobbying campaign. So far, he has met the President of First Nations University (Saskatoon and Regina Campus), University of Regina, and Saskatchewan Polytechnic (Saskatoon, Moose Jaw, Prince Albert, and Regina). This year student leaders are collaborating to advocate for student support and wellness across the province with the federal government.

USSU executives have met with Minister Wyant, Minister of Advance Education, Carla Beck, leader of the opposition, Aleana Young, Immigration and Career Training, Innovation Saskatchewan Critic, Vicki Mowat Health Critic, Jennifer Bowes Advance Education Critic. Through our meeting, we discussed the current challenges our students are facing on campus. We also discussed how the government can support students in mental health, better job opportunities and better wages in the province.

This year we are putting forward advocacy policies to help students and support our province's growth plan.

### **Priorities:**

- 1. Career Development**
- 2. Financial Support**
- 3. Student Wellness**

These three advocacy points are interconnected and ultimately support our student's future and our province's future. We will bring forward the recommendations on each lobby point in the following council report.

USSU executives also meet with Mayor Charlie Clark. During the meeting, we discussed the Student and the City of Saskatoon Connection Committee and how the city and students can collaborate on employment opportunities, mental health support and engagement. The USSU and the Mayor's office are also looking to collaborate on events.

## **Support for Students**

The USSU's mission is to support the undergraduates of USask through continuous collaboration, conversations, and advocacy. During the fall, the USSU heard many student concerns regarding student support and services. To address the concerns, USSU reached out to the Provost's office, the President's executive team, and the Vice-Provost TLSE to strengthen the pre-existing support. Delays in services in Student Central, academic advising, and the Finance office were the foremost concerns.

International Students were continuously facing challenges in visa processing through IRCC. But to support the international student USSU reached out to Minister Wyant's office, Minister of Advance Education, and requested they speak to the federal government regarding the issue. USSU also wrote a support letter to the federal government regarding this issue in collaboration with the UCRU. Through these continuous advocacy efforts, the USSU is looking to support our students.

## Events

The USSU organized many events throughout the campus to enhance the campus experience for students and increase student engagement.

- **Campus Group Week:** We held CGW from September 12th to 16th. USSU ratified Campus Groups tabled in the arts and science tunnel to showcase the diverse range of options available for students to engage with. There was also a campus group networking social in Louis' Loft, where we provided engagement and inter-group collaboration opportunities for our campus groups.
- **Academic Awareness Week-** We held our AAW from September 19 to 23rd. AAW is organized annually to raise awareness about their rights and responsibilities and help them learn about various academic resources available on campus. During the week, we provide students with an academic handbook highlighting the roles and responsibilities of different academic appeal committees. We also conducted our first-ever Deans fair, where students and the associate dean, dean, and academic advisors had the opportunity to engage with one another and ask questions about the academics.
- **Sexual Violence Awareness Week-** We held our SVA week from September 26th to September 29th. During the week the Women's Centre organized various events around sexual violence prevention. What is Sexual violence? With Morgan Price from Saskatoon Sexual Assault and Information Centre, Bystander

training with Nicole White, Flight, Flight or Free: HowtoUnlock the Stress Cycle, Self Defence Class, and Movie night.

- **Accessibility Week**- During the week of October 3rd to October 7th we held our Accessibility Week. We shared online resources regarding accessibility - Access and Equity Services, USSU Help Centre, USSSU Women's Centre, USSU Pride Centre, and other support and services across campus. We also welcomed therapy dogs in the Place Riel Student Centre.
- **De-Stress Scavenger Hunt**- Students are stressed throughout the year and the USSU will be offering destressing initiatives for students to help take a break from their hectic workload and relax. The USSU organized a scavenger hunt as an initiative for the De-Stress Events that will occur throughout our year.

### **University Students Council (USC)**

The University Students' Council (USC) started their meeting for the term on September 2nd, 2022. This year we had great speakers including President Stoicheff, who talked about leadership, the importance of leadership across our province and the USask, and how USC can contribute to the USask's leadership mission. President Stoicheff also shared his wisdom and stories about USask's leadership journey.

We also welcome Provost and Vice President Academics, Dr. Airini, and Deputy Provost Patti McDougall to facilitate a discussion with USC about academic success.

1. What are the top three "things" that support your academic success at university?
2. What can you do through your student leadership position this year to support the progress of the students you represent?
3. As a student, what can you foresee as bold ambitions for USask to become the university the world needs?
4. What can you do through your student leadership position this year to advance the five aspirations described within the University Plan?

Through these great discussions with USC, USSU and the Provost office were able to work on some action items.

USC also conducted the appointment of Student at Large (SAL) and Councillors on different committees. The USSU has 13 committees under USC that support the mission, vision and values of the USSU.

## **Association of Presidency of Constituency (AOCP)**

We had our second AOCP meeting, where we discussed a range of topics with our constituency presidents:

1. How to engage students around campus
2. Student well, student central, AES, Academic Advising and Finance Office support
3. Townhall to get the feedback of students across the colleges
4. Inter-college activities
5. Budget presentation to the Provost's Office
6. Provincial and federal Advocacy
7. Support letters

We also welcome Provost and Vice President Academics, Dr. Airini, and Deputy Provost Patti McDougall to facilitate a discussion with AOCP to talk about the priorities of the President's and the Provost's Office. And we also discuss how this discussion can make a budgetary impact.

## **USSU Fresh Market**

The USSU Food Centre offers a fresh food market in Place Riel, as a convenient option for students looking to grab healthy snacks or groceries. This program provides fresh fruit and vegetable options at extremely low prices to accommodate students' health needs.

You can find the Fresh Market set up on the main level of Place Riel, near the USSU, from Tuesday to Friday 10:30 am – 4:30 pm.

The Food Centre continues to run the uFood emergency hamper program for students. Students can order non-perishable goods online from our website for pick up at our office.

Sincere thank you from the USSU team. Kindly reach out to Abhineet Goswami at [president@ussu.ca](mailto:president@ussu.ca) or (306) 966-6965 for any questions or suggestions.

With respect,

Abhineet Goswami, President  
Sharon Jacob, VP Academic Affairs

Lia Storey-Gamble, VP Operations and Finance  
Punya Miglani, VP Student Affairs





## **University of Saskatchewan Graduate Students' Association**

### **GSA's Report to the University Council, October 2022**

Dear Members of the University Council,

In this report, we present some initiatives that the Executives have completed or been working on, which include:

#### **1. Fall Term Need-Based Bursary Application**

The GSA has started accepting applications for the 2022 Fall Term need-based bursaries from Wednesday, October 12, 2022, at 9:00 AM. The closing date of application is Friday, October 28, 2022, at 11:59 PM. The GSA is grateful to the College of Graduate and Postdoctoral Studies (CGPS) for its continuing financial support for the need-based bursary.

#### **2. GSA Standing Committees**

The GSA standing committees plays significant role to organize GSA events and regular activities. Each committee consists of regular student member, academic council members and at elected GSA executive. A call for GSA standing committee members were advertised among all graduate students. The due date of application is Wednesday, October 28, 2022, @ 5:00 PM. Please visit [HERE](#) for more information about the GSA Standing Committees and Terms of Reference for each committee.

#### **3. Registration of Academic Councils and GSA Councillors**

The GSA encourages graduate student of all department to participate in its governance by becoming a GSA Councillor. The GSA Council consists of representatives from Academic Councils, each of which generally represents students from a department or a college. Academic Councils must register every academic year, even if a Academic Council was

registered the previous year. More details about the GSA Council can be found on the GSA website.

#### **4. GSA statement in support of Iranian Student Community**

The University of Saskatchewan Graduate Student Association (GSA) sends thoughts and prayers to the family of late Mahsa Amini, her family and friends, and the entire Iranian in Saskatchewan and beyond. The GSA released a statement to stand beside the Iranian student community and their families in solidarity with their call for normalizing situation across Iran. The GSA statement can be found [HERE](#).

#### **5. 24-hour/7-days Mental Health Support for Graduate Students**

The GSA encourage all graduate student to take care of their mental health. Graduate student can contact the GSA's 24-hour/7-days mental health support service "Empower Me" (<https://gsa.usask.ca/services/empower-me.php>) covered under its Health and Dental Plan.

**Mostofa Kamal**

**President, Graduate Students' Association (GSA)**

University of Saskatchewan

Saskatoon, SK, CANADA

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Facebook: [UsaskGSA](#) | Twitter: [GSA\\_USask](#) | Instagram: [GSA\\_Usask](#)

Address: 1337 College Dr, Saskatoon, SK S7N 0W6

*I acknowledge that I live and work on Treaty 6 Territory and the homeland of the Métis. I pay my respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.*

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Scott Bell, Vice Chair, Nominations Committee of Council

**DATE OF MEETING:** October 20, 2022

**SUBJECT:** Council and Collective Agreement Committee vacancies

**DECISION REQUESTED:**

*As recommended by the Nominations Committee of Council, that the nominations to committee vacancies be approved (per below) effective immediately.*

**SUMMARY:**

Vacancies have arisen since the omnibus population of Council committees and USFA Collective Agreement committees in the spring of 2022. The Nominations Committee met on October 14, 2022, to identify nominees to these positions.

The committee recommends the following appointments:

- Sessional Lecturers on Council Committees (terms from October 20, 2022, to June 30, 2023)
  - Pearson Ahiahonu, Chemistry – Academic Programs Committee
  - Raha Moazed, Graham School of Professional Development – Teaching, Learning and Academic Resources Committee
  - Nataliia Zakharchuk, Educational Administration – Planning & Priorities Committee
- University Review Committee (URC)
  - Ralph Deters, Computer Science (term from October 20, 2022, to June 30, 2025 (to replace Nurul Chowdhury)
  - TBD (term from October 20, 2022, to June 30, 2023 (to replace Jim Handy for a sabbatical)

Nominees for the one-year term vacancy on URC are still being sought. There will also be three positions on the Promotion Appeals Panel, and one on the Renewal and Tenure Appeals Committee. Faculty are asked to consider volunteering for these important collective agreement committees.

The slate of potential nominees was determined by considering the specific vacancies, reviewing the list of GAA and Council members (depending on the vacancy), examining the list of previous volunteers to committees, as well as the representation of disciplines, areas of expertise, workload, and EDI. Then the Nominations Committee discusses and explores who may be interested and willing to serve.

**REFERENCES:**

Council Committee Membership:

<https://governance.usask.ca/documents/council/council-committee-membership-2022-23-september-2-2022.pdf>

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Scott Bell, Vice Chair, Nominations Committee of Council

**DATE OF MEETING:** October 20, 2022

**SUBJECT:** Senior Leader Searches

**DECISION REQUESTED:**

*As recommended by the Nominations Committee of Council, that the senior leadership search committee nominations (below) be approved effective immediately.*

**SUMMARY:**

The Board-approved *Search and Review Procedures* specify that Council will appoint the following members to search committees:

- Deans and Executive Directors
  - One senior leader who is a member of the GAA selected by Council
- Vice provosts
  - One senior leader who is also a member of Council
  - Four GAA members selected by Council

The Nominations Committee met on October 14, 2022 to identify nominees for these searches. The committee recommends the following individuals:

- Executive Director, School of Public Health
  - Teresa Paslawski, Associate Dean, School of Rehabilitation Sciences
- Vice Provost, Faculty Relations
  - Jane Alcorn, Dean, College of Pharmacy & Nutrition
  - Paul Newton, Department of Educational Administration (GAA member)
  - Rainer Dick, Department of Physics & Engineering Physics (GAA member)

Two more GAA nominees are being sought for the Vice Provost Faculty Relations Search.

The slate of potential nominees was determined by considering the specific vacancies, reviewing the list of senior administrators who are also University Council members, reviewing the list of GAA and Council members (depending on the vacancy), examining the list of previous volunteers to committees, as well as the representation of disciplines, areas of expertise, workload, and EDI. Then the Nominations Committee discusses and explores who may be interested and willing to serve.

**REFERENCES:**

The Search and Review Procedures for Senior Administrators are available here:

<https://leadership.usask.ca/provost/searches-reviews.php>.

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** October 20, 2022

**SUBJECT:** Academic Programs Committee Terms of Reference

**Notice of Motion:** *It is recommended that Council approve the changes to University Council bylaws to create the standing subcommittee (as attached) of APC to coordinate academic programs approval processes, effective immediately.*

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**SUMMARY:**

The Academic Programs Committee is responsible for: “Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.”

Considering the enduring need for timely, expert, and coordinated administrative supports for academic program innovations, a sustainable mechanism is required to ensure that efficient and effective resources are available to program proponents (in colleges and schools), and to USask’s governing bodies and committees.

In 2021-22, the Governance Office spearheaded the implementation of recommended governance changes to USask’s approval processes for new academic programs and changes to existing programs. These changes included removing redundancies, reducing the number of steps, and shortening timelines through delegation. The governance changes (with Council, Board, and Senate) have been operational since October 2021. Accompanying administrative supports have been adapting since then, and enhancements to workflows between administrative offices have been implemented.

Significant institutional coordination is required between USask’s governing bodies to approve academic programs, as well as systems requirements, resources, and personnel supports to implement approved programs. This necessitates considerable collaboration between administrative offices, and with colleges and schools. To reflect the resources needed to

support these governance processes, the means by which this occurs (and the responsibility for ongoing process improvements) should be embedded in the Council Bylaws, as a standing subcommittee of APC.

However, this does not represent yet another process, structure, administrative hurdle or procedural step for new academic program proposals or major changes to existing programs to get approval. Rather, it entrenches the ongoing organizational requirements to support academic innovation and the rigorous review of academic program proposals, in support of colleges, schools, program proponents, and USask's governing bodies, particularly through APC. The supports have continually been available, but will be much more efficient and better coordinated through the proposed "Program Approvals Support Team – Academic." The support team will be a resource to the governing bodies, and will not have approval authority.

On September 15, 2022, the Academic Programs Committee (APC) voted to recommend to the Governance Committee that the support and coordination of governance and administrative supports for new academic programs and major changes to existing programs be embedded in APC's Terms of Reference (Council Bylaws, 2022, p. 14-15).

On October 13, 2022, the Governance Committee voted to recommend these changes to University Council, per APC's advice. The recommended changes are outlined in the attachments.

**Attachments**

- A. Program Approvals Support Team, Academic – Terms of Reference
- B. Council Bylaws Excerpt (with tracked changes)

## **PROGRAM APPROVAL SUPPORT TEAM, ACADEMIC TERMS OF REFERENCE (ToR) AND MEMBERSHIP**

### **Program Approval Support Team, Academic Mandate** [statement to be added to the Bylaws]

The Program Approval Support Team, Academic, supports USask's governance and administrative processes for new academic programs and major changes to existing programs by serving as a resource for the Academic Programs Committee of Council, and for college and school program proponents. The Program Approval Support Team, Academic is a standing subcommittee to APC. The support team has a stewardship mandate, but no approval authority.

The team is responsible for:

- Coordinating academic program approval processes through the University's governing bodies, including Council (academics), Senate (admissions qualifications changes), and Board of Governors (tuition and financial sustainability);
- Stewarding program proposals recommended by faculty councils through the governance processes;
- Ensuring administrative requirements for implementation and program offering are met;
- Leading ongoing process improvements to ensure timely and rigorous review of academic programs.

Membership on the support team is drawn from the Governance Office (chair), the College of Graduate and Postdoctoral Studies (CGPS), Office of the Registrar, Institutional Planning and Assessment (IPA), college representatives, and APC is represented through the APC vice chair.

### **Membership 2022-23**

\*This will be updated annually – it will not be included in the Council Bylaws

- Governance Office (coordinates the committee)
  - Director, Academic Governance (chair)
  - Academic Governance and Hearings Advisor
- APC
  - Vice-Chair
  - APC Committee Coordinator
- Registrarial Services
  - University Registrar
  - Associate Registrar and Manager
  - Senior Editor and Coordinator, Catalogue and Academic Programs
  - Manager, Admissions & Transfer Credit
- CGPS
  - Associate Dean, Policy and Programming Innovation
  - Academic Affairs Specialist
- IPA
  - Senior Director, Resource Allocation & Planning
  - Analyst, Resource Allocation & Planning
- College/School representation (two representatives of two colleges, rotating)
  - Associate Dean Academic
  - Programs Specialist

## PART TWO

### COUNCIL COMMITTEES

#### I. ACADEMIC PROGRAMS COMMITTEE

##### **Membership**

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.

One Sessional Lecturer

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

##### *Ex Officio*

Vice-Provost, Teaching, Learning, and Student Experience

University Registrar

Vice-President, Finance & Resources or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

Assistant Vice-Provost, Strategic Enrolment Management

Associate Provost, Institutional Planning and Assessment

Associate Registrar, Academic

##### *Committee Coordination*

Governance Office

##### **The Academic Programs Committee is responsible for:**

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.



- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, and forwarding recommendations to the planning and priorities committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

#### **PROGRAM APPROVAL SUPPORT TEAM, ACADEMIC**

The Program Approval Support Team, Academic is a standing subcommittee of the Academic Programs Committee. The Program Approval Support Team, Academic supports USask's approval processes for new academic programs and major changes

to existing programs by serving as a coordinating administrative resource for the Academic Programs Committee of Council, and for college and school program proponents. The Program Approval Support Team, Academic is a standing subcommittee to APC. The support team has a stewardship mandate, but no approval authority.

The team is responsible for:

- Coordinating academic program approval processes through the University's governing bodies, including Council (academics), Senate (admissions qualifications changes), and Board of Governors (tuition and financial sustainability);
- Stewarding program proposals recommended by faculty councils through the governance processes;
- Ensuring administrative requirements for implementation and program offering are met;
- Leading ongoing process improvements to ensure timely and rigorous review of academic programs.

Membership on the support team is drawn from the Governance Office (chairs the subcommittee), the College of Graduate and Postdoctoral Studies (CGPS), Office of the Registrar, Institutional Planning and Assessment (IPA), college representatives, and APC is represented through the APC vice chair.

UNIVERSITY COUNCIL  
**GOVERNANCE COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** October 20, 2022

**SUBJECT:** **Policy Oversight Committee: Annual Report 2021-22**

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**SUMMARY**

The purpose of this document is to present the annual report of the Policy Oversight Committee to University Council for 2021-22. Under the authority of the Board of Governors, the university's [Policy on the Development, Approval and Administration of University Policies](#) defines a coordinated and consistent process for identification, development, approval and administration of all university policies. The Governance Committee reviews and recommends to University Council policies that are under the academic purview of Council.

In 2021-22 the Policy Oversight Committee met twice: on February 23, 2021, and May 18, 2022. Due to the COVID-19 pandemic, other policy revisions were instead considered electronically. In summary, in 2021-22 the following was considered by the committee:

New Policies

1. deybwewin | taapwaywin | tapwewin: Indigenous Truth

Amended policies

2. Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning
3. Duty to Accommodate
4. Health & Safety Policy
5. Peer Review of Teaching Practices
6. Student Academic Misconduct Regulations

Policies under review:

7. Procurement Policy

Policies in development:

8. Professor Emeritus Policy

**NEXT STEPS AND TIMELINE:**

The committee will continue to meet as needed in the 2022-23 academic year and will report back on its work to University Council in October 2023.

**ATTACHMENTS OR RELATED REFERENCE MATERIALS:**

- A. Annual Report of the Policy Oversight Committee 2021-22

## University of Saskatchewan Policy Oversight Committee

### Annual Report

September 22, 2022

The university's [Policy on the Development, Approval and Administration of University Policies](#) defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a [Policy Oversight Committee \(POC\)](#). Membership includes the vice-presidents, vice-provosts, associate vice-presidents, two representatives from University Council, the internal auditor, and one representative from Deans' Council. [Terms of Reference](#) for the Committee establish that it is as an advisory committee to the University Secretary and Chief Governance Officer, with a mandate to coordinate university-level policies.

The committee considers cases made for new policies, reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation, and communication of new policies, and undertakes periodic reviews of existing policies for possible changes or deletion.

The Policy Oversight Committee generally meets four times a year. In the past year, due to the COVID-19 pandemic the committee only met in February and May, and other feedback on policy revisions were considered electronically as needed.

This report summarizes new policies approved, and existing policies amended between October 1, 2021, to September 30, 2022. Links to the full policies are also provided below.

### Approved New and Amended Policies

#### [Academic Courses Policy](#)

*Approved by Council June 16, 2022*

The Academic Courses Policy governs the delivery of academic courses and examinations at USask. The significant amendment was regarding changes to course syllabi. There was temporary language during the COVID-19 pandemic to allow instructors to alter syllabi with the review and approval by the department head or the dean/executive director. The Academic Programs Committee of Council reviewed this temporary language at the start of each term since January 2021 and most recently, in April 2022. The amendment allowed for changes to the syllabi in ways that impact the method, modes, or timing of class work to address emergency circumstances that impact academic programs. Such changes will be permitted only if approved by the Office of the Dean/Executive Director of the college of instruction and the reasons for the change must be communicated to the students.

## [deybwewin | taapwaywin | tapwewin: Indigenous Truth](#)

*Approved by the Board July 8, 2022*

Under the auspices of the Provost & Vice President Academic, led by the Vice Provost, Indigenous engagement an Indigenous Membership/Citizenship Verification Task Force was established. The Terms of Reference of the Task Force Stated “National and international conversation regarding verification of Indigenous membership with documentation is simultaneously occurring at universities and government agencies across Canada. The concerns around fraudulent claims of Indigenous membership, as well as membership in/of other marginalized groups, has been occurring across countries, including the United States, New Zealand and Australia.” The purpose of the deybwewin (Saulteaux) | taapwaywin (Michif) | tapwewin (Cree) Taskforce and Advisory Circle was “to create a policy, procedures, and an implementation plan for Indigenous membership verification with documentation at the University of Saskatchewan.”

Furthermore, “The conversation, and way forward, regarding Indigenous membership verification with documentation must be led by Indigenous peoples. We have the responsibility to act on and respond to the [Truth and Reconciliation Commission Calls to Action](#), our own [Indigenous Strategy: ohpahotân | oohpaahotaan](#) and the University of Saskatchewan [Truth Telling Report of 2021](#) with regards to Indigenous membership verification with documentation. We look to these guiding documents as well as the MOUs the University has signed with Indigenous organizations and governments, created with and for Indigenous people, to steer us in creating a safe and professionally transparent environment for Indigenous students, staff, and faculty at the University of Saskatchewan.”

## [Duty to Accommodate](#)

*Approved by the Board of Governors December 14, 2022; Communicated to University Council on December 16, 2021*

The University of Saskatchewan is receiving increased student requests for accommodation from prohibited ground categories under the Saskatchewan Human Right’s Code. Access and Equity Services revised the “Students with Disabilities: Academic Accommodation and Access” policy and renamed it the “Duty to Accommodate” policy to reflect the duty to accommodate for students who request academic and nonacademic accommodations on the basis of all prohibited ground(s). The focus only on disability no longer appropriately identifies all the prohibited ground(s) and areas students can request accommodation. The revisions ensure the University is meeting the legal duty to accommodate for all prohibited ground(s), such as family status and religious accommodation.

## [Health & Safety Policy](#)

*Approved by Board August 27, 2021*

The Health and Safety Policy was amended to include a section on non-compliance, with specifics for students and employees based on the University Act 1995, Regulations on Student

Academic Misconduct, and the Saskatchewan Employment Act and respective collective agreements where applicable. Procedures relating to COVID-19 safety measures and mandates where also added to the Health and Safety section of the USask policies website.

#### [Peer Review of Teaching Practices](#)

*Approved by Council on June 16, 2022*

The Policy will enhance alignment of peer review practices with university standards and consistency across the institution (in 2016 there were over 30 review process in use). It provides an evidence-informed framework which will improve usefulness of peer review for collegial processes. It will also improve transparency and equity.

The policy and templates were developed in line with the recently revised category 2 (Teaching Ability and Performance) of the University of Saskatchewan standards for promotion and tenure. They are available for use by departments and colleges to facilitate peer teaching review. It is anticipated that versions suitable for other teaching approaches (e.g., team teaching, experiential learning) will be made available by TLARC as the policy is implemented.

#### [Student Academic Misconduct Regulations](#)

*Approved by University Council November 18, 2021 (effective January 1, 2022)*

Revisions were needed to ensure that definitions of academic misconduct adequately addressed the current academic environment, delegations of responsibility, and to address concerns about obligations to academic partners, and professional and regulatory bodies. A summary of additions and changes included: gender inclusive language; definitions of misconduct; additional language to allow for limited disclosure of misconduct allegations/findings to regulatory bodies, professional bodies, and/or partner educational institutions; clarification of the application of Responsible Conduct of Research Policy for allegations of misconduct involving research<sup>5</sup>; and guidelines for hearings involving multiple students.

#### **Other Policies in Progress**

Policies in development include: the Professor Emeritus Policy. Policies actively undergoing revision include: the Procurement Policy, Flag Policy, and Discrimination and Harassment Prevention Policy. Approximately 20 other policies that require review, minor amendments, or more fulsome updates have also been identified, and are being tracked by the Governance Office and reported to the Policy Oversight Committee on a regular basis. Policy owners (members of the President's Executive Committee) are responsible for prioritizing these policy reviews and/or developments.

UNIVERSITY COUNCIL  
**PLANNING & PRIORITIES COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Darrell Mousseau, Vice Chair, Planning and Priorities Committee

**DATE OF MEETING:** October 20, 2022

**SUBJECT:** **USask Performance Framework: Annual Report**

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**SUMMARY:**

On October 4, 2022, the Planning and Priorities Committee (PPC) received the *USask Performance Framework: Annual Report* (June 30, 2022). Dr. Airini, Provost & Vice President Academic, and Troy Harkot, Senior Director, Assessment and Analytics presented the report to the committee.

At the meeting of PPC, Dr. Airini emphasized that the Performance Framework concerns USask's bold ambitions, but that the indicators are not connecting to funding from the Province of Saskatchewan. The framework also assists in reporting on the *University Plan: 2025*.

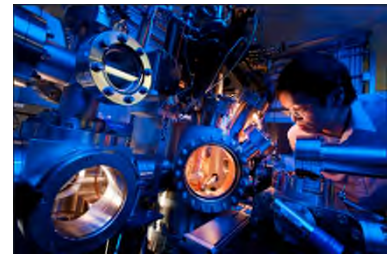
There were questions and comments at PPC concerning: USask's reliance on the provincial operating grant; relevance of the indicators for the *Saskatchewan Growth Plan*; government relations strategy; and net out-of-province migration for students who cannot access their preferred programs in Saskatchewan.

Dr. Airini and Troy Harkot will present highlights of the report at the Council meeting on October 20, 2022, and will be available for questions.

**ATTACHMENTS:**

1. USask Performance Framework: Annual Report





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# Performance Framework: Annual Report

June 30, 2022

BE WHAT THE WORLD NEEDS

## INTRODUCTION

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

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

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

## CONTEXT

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

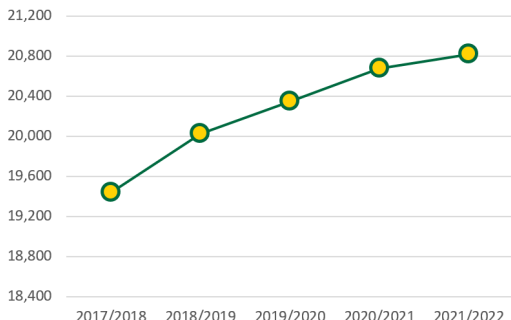
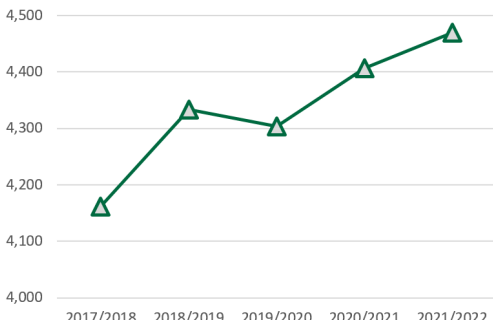
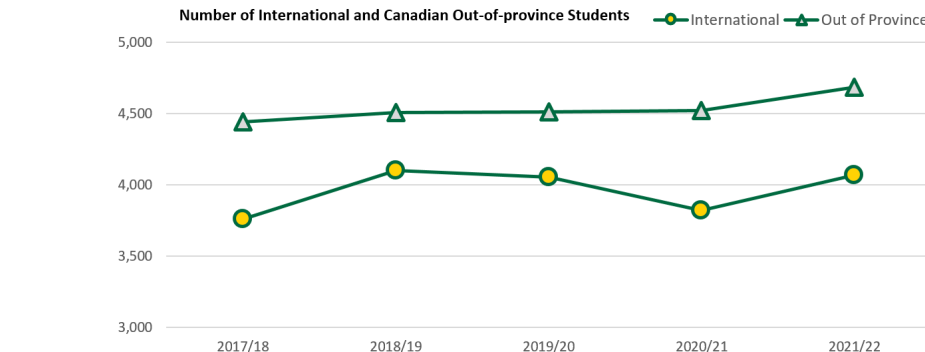
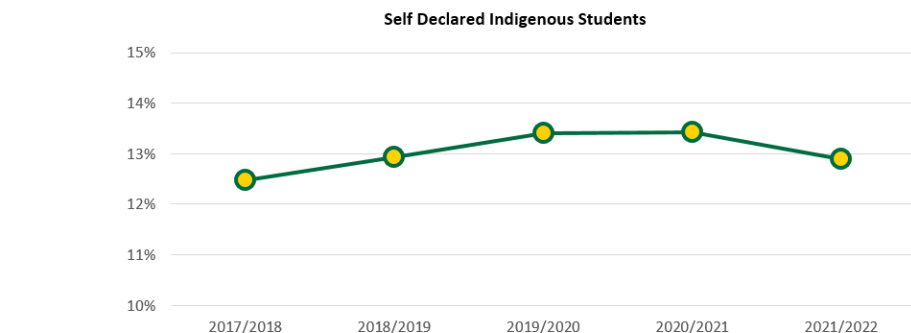
## ACCESSIBLE

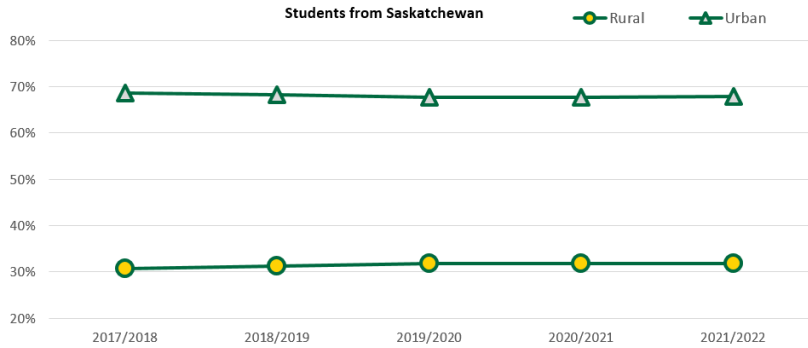
USask initially proposed four indicators related to this sector expectation that pertained to enrolment of students from outside of Saskatchewan, graduate student funding, access to support services, and insight on the gap in outcomes between our Indigenous and non-Indigenous students. Our continued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

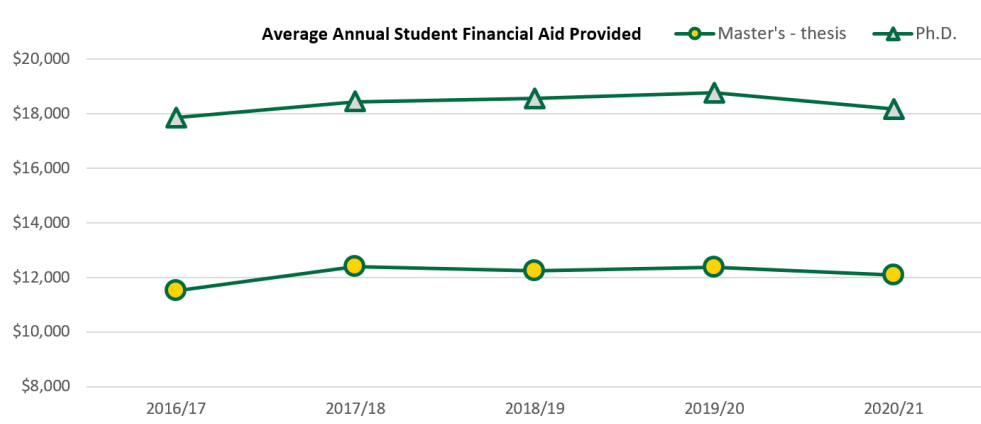
Our indicator pertaining to student funding is applicable to this section and remains an important priority for USask to ensure graduate students are funded at appropriate levels while the indicator pertaining to the use of student supports is an area for further analysis to determine how best to report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

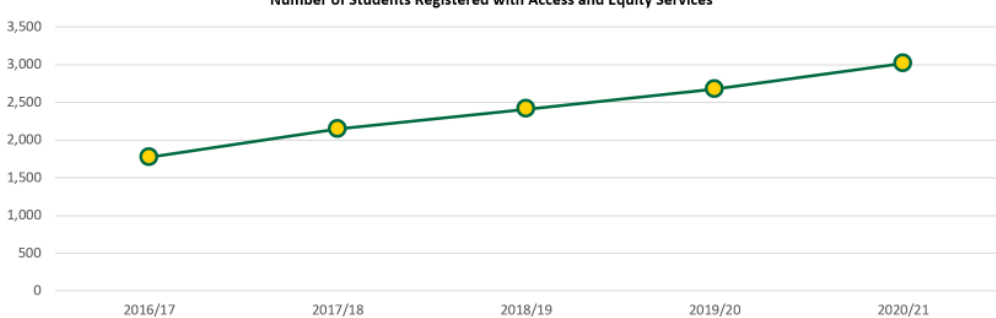
Finally, the indicator that relates to the gap in outcomes between our Indigenous and non-Indigenous students is important to continue to monitor and report, but the alignment of this indicator is more suited to the Responsive category as it pertains to how responsive USask is to the needs and supports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

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

Accessible	Our Diverse Student Community																																																						
Data Definition:	Insight on total number of graduate, undergraduate, international, and out-of-province students along with percentage of Indigenous students and rural/urban students from Saskatchewan.																																																						
Data Source:	USask Data Warehouse																																																						
Provincial Alignment:	Connects to the Accessible Sector Expectation by highlighting the number and diversity of students registering into USask programs. Supports Saskatchewan’s Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing Saskatchewan’s population</u> .																																																						
USask Aspiration:	Distinguished Learners																																																						
Trends:	<div><div><div><h3>Undergraduate Students</h3><table><tr><th>Year</th><th>Undergraduate Students</th></tr><tr><td>2017/2018</td><td>19,400</td></tr><tr><td>2018/2019</td><td>20,000</td></tr><tr><td>2019/2020</td><td>20,300</td></tr><tr><td>2020/2021</td><td>20,600</td></tr><tr><td>2021/2022</td><td>20,800</td></tr></table></div><div><h3>Graduate Students</h3><table><tr><th>Year</th><th>Graduate Students</th></tr><tr><td>2017/2018</td><td>4,150</td></tr><tr><td>2018/2019</td><td>4,350</td></tr><tr><td>2019/2020</td><td>4,300</td></tr><tr><td>2020/2021</td><td>4,400</td></tr><tr><td>2021/2022</td><td>4,450</td></tr></table></div></div><div><h3>Number of International and Canadian Out-of-province Students</h3><table><tr><th>Year</th><th>International</th><th>Out of Province</th></tr><tr><td>2017/18</td><td>3,750</td><td>4,450</td></tr><tr><td>2018/19</td><td>4,100</td><td>4,500</td></tr><tr><td>2019/20</td><td>4,050</td><td>4,500</td></tr><tr><td>2020/21</td><td>3,850</td><td>4,500</td></tr><tr><td>2021/22</td><td>4,050</td><td>4,650</td></tr></table></div><div><h3>Self Declared Indigenous Students</h3><table><tr><th>Year</th><th>Self Declared Indigenous Students (%)</th></tr><tr><td>2017/2018</td><td>12.5%</td></tr><tr><td>2018/2019</td><td>13.0%</td></tr><tr><td>2019/2020</td><td>13.5%</td></tr><tr><td>2020/2021</td><td>13.5%</td></tr><tr><td>2021/2022</td><td>13.0%</td></tr></table></div></div>	Year	Undergraduate Students	2017/2018	19,400	2018/2019	20,000	2019/2020	20,300	2020/2021	20,600	2021/2022	20,800	Year	Graduate Students	2017/2018	4,150	2018/2019	4,350	2019/2020	4,300	2020/2021	4,400	2021/2022	4,450	Year	International	Out of Province	2017/18	3,750	4,450	2018/19	4,100	4,500	2019/20	4,050	4,500	2020/21	3,850	4,500	2021/22	4,050	4,650	Year	Self Declared Indigenous Students (%)	2017/2018	12.5%	2018/2019	13.0%	2019/2020	13.5%	2020/2021	13.5%	2021/2022	13.0%
Year	Undergraduate Students																																																						
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	<div><p>Students from Saskatchewan</p><table><thead><tr><th>Year</th><th>Rural (%)</th><th>Urban (%)</th></tr></thead><tbody><tr><td>2017/2018</td><td>31%</td><td>69%</td></tr><tr><td>2018/2019</td><td>31%</td><td>69%</td></tr><tr><td>2019/2020</td><td>32%</td><td>68%</td></tr><tr><td>2020/2021</td><td>32%</td><td>68%</td></tr><tr><td>2021/2022</td><td>32%</td><td>68%</td></tr></tbody></table></div>						Year	Rural (%)	Urban (%)	2017/2018	31%	69%	2018/2019	31%	69%	2019/2020	32%	68%	2020/2021	32%	68%	2021/2022	32%	68%
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2021/2022	32%	68%																						
Data:		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022																		
	Undergraduate	19,437	20,026	20,349	20,677	20,820																		
	Graduate	4,162	4,333	4,304	4,407	4,470																		
	International	3,758	4,100	4,054	3,821	4,067																		
	Out-of-Prov.	4,441	4,509	4,512	4,521	4,684																		
	Indigenous	12.5%	12.9%	13.4%	13.4%	12.9%																		
	SK – Urban	69%	69%	68%	68%	68%																		
	SK - Rural	31%	31%	32%	32%	32%																		
Commentary:	The set of metrics included here offer a perspective on the diversity and make-up of our student body. The data and definitions are in alignment to our SEM processes and many will eventually have targets declared as analysis and strategies pertaining to our student enrolment plans continue to be formed. This work forms part of the set of metrics relating to the student life cycle that we will continue to refine (for perspective on student recruitment, admissions, retention, completion rates, graduations, and entry into the workforce) and potentially embed within the indicators presented in this performance framework report.																							
Target:	Not available for June 2022 reporting.																							
Assessment:	Continuing to grow and manage the size and diversity of our student body is an integral part of our University Plan and SEM initiative. With encouraging 2021/2022 enrolment trends and the easing of COVID-19 restrictions in Canada and abroad, the assessment of this indicator is favorable.																							

Accessible	Investing in Tomorrow's Leaders																							
Data Definition:	Average dollar amount of financial support provided by the university and faculty research funds to doctoral and masters thesis students annually.																							
Data Source:	USask Data Warehouse																							
Provincial Alignment:	Connects to the area of government interest relating to the range of financial supports for students within the Accessible Sector Expectation by providing insight into the financial support received by thesis-based graduate students while in their academic programs. Supports Saskatchewan's Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing Saskatchewan's population</u> (based on the ability to attract and retain graduate students to USask with funding).																							
USask Aspiration:	Distinguished Learners																							
Trend:	<div><p>Average Annual Student Financial Aid Provided</p><table><thead><tr><th>Academic Year</th><th>Master's - thesis</th><th>Ph.D.</th></tr></thead><tbody><tr><td>2016/17</td><td>\$11,526</td><td>\$17,876</td></tr><tr><td>2017/18</td><td>\$12,410</td><td>\$18,451</td></tr><tr><td>2018/19</td><td>\$12,254</td><td>\$18,579</td></tr><tr><td>2019/20</td><td>\$12,381</td><td>\$18,782</td></tr><tr><td>2020/21</td><td>\$12,083</td><td>\$18,177</td></tr></tbody></table></div>						Academic Year	Master's - thesis	Ph.D.	2016/17	\$11,526	\$17,876	2017/18	\$12,410	\$18,451	2018/19	\$12,254	\$18,579	2019/20	\$12,381	\$18,782	2020/21	\$12,083	\$18,177
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	Master's	\$11,526	\$12,410	\$12,254	\$12,381	\$12,083																		
	Ph.D.	\$17,876	\$18,451	\$18,579	\$18,782	\$18,177																		
	(2021/2022 data not yet available)																							
Commentary:	Investment in our students' success is a priority for USask, and we reinvest a portion of tuition revenue into scholarships and student aid. Financial supports reduce barriers for students, ensuring that bright minds have access and support to build the skills they need to contribute to and grow Saskatchewan's economy. Moving forward, we plan to explore options for reporting on this indicator within the context of our U15 peers to provide better insight and ability to assess our performance in this area.																							
Target:	Not available for June 2022 reporting.																							
Assessment:	Student financial support is central to the recruitment and retention of high performing graduate students. Our assessment of this indicator takes into account risks such as cost-of-living increases, competition for graduate students from other universities, or stable funding levels; any and all of which could negatively affect future performance.																							

Accessible	Services and Resources are Available to Support Student Success and Well-Being																
<b>Disclaimer:</b>	<b><i>This indicator is under review and will potentially be removed with the objective of identifying a replacement indicator depicting how student supports affect outcomes.</i></b>																
Data Definition:	Count of the number of students that have registered with Access and Equity Services for supports that can assist them in completing their academic programs.																
Data Source:	USask Student Affairs and Services Tracking System																
Provincial Alignment:	Connects to the Accessible Sector Expectation by providing students with a diverse range of backgrounds to have access to specialized learning supports and/or accommodations that meet individual needs. Supports Saskatchewan's Growth Plan priorities relating to <u>a skilled labour force</u> and <u>growing Saskatchewan's population</u> .																
USask Aspiration:	Distinguished Learners																
Trend:	<p style="text-align: center;">Number of Students Registered with Access and Equity Services</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> <th>2019/20</th> <th>2020/21</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>1,774</td> <td>2,148</td> <td>2,412</td> <td>2,678</td> <td>2,999</td> </tr> </tbody> </table>					Year	2016/17	2017/18	2018/19	2019/20	2020/21	Count	1,774	2,148	2,412	2,678	2,999
Year	2016/17	2017/18	2018/19	2019/20	2020/21												
Count	1,774	2,148	2,412	2,678	2,999												
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	1,774	2,148	2,412	2,678	2,999												
	<i>*data for 2021/2022 not yet available</i>																
Commentary:	This indicator provides insight into the trends associated with students that access supports and accommodations offered by USask. However, we are reevaluating this indicator because it is measuring a service that is potentially enabling student success rather than measuring student success itself. With our Strategic Enrolment Management work, we are beginning to focus on student completion rates and time to completion which will translate well into a revised indicator in this section regarding the impact of supports on student success. In its current state, this indicator is not amenable to targets because it measures both the escalation of a need within society as a whole at the same time as it measures the provision of a support service.																
Target:	Not available for June 2022 reporting.																
Assessment:	<div> <span>○</span> <span style="background-color: yellow;">●</span> <span>○</span> </div> <p>The assessment for this indicator has been assigned to yellow status because while the trend line is increasing (suggesting a larger number of students needing supports), there is risk involved in determining if/how these supports are contributing to student outcomes. The planned revisions to this indicator will result in a better alignment to our strategic goals and better ability to be assessed based on the assessment criteria provided.</p>																



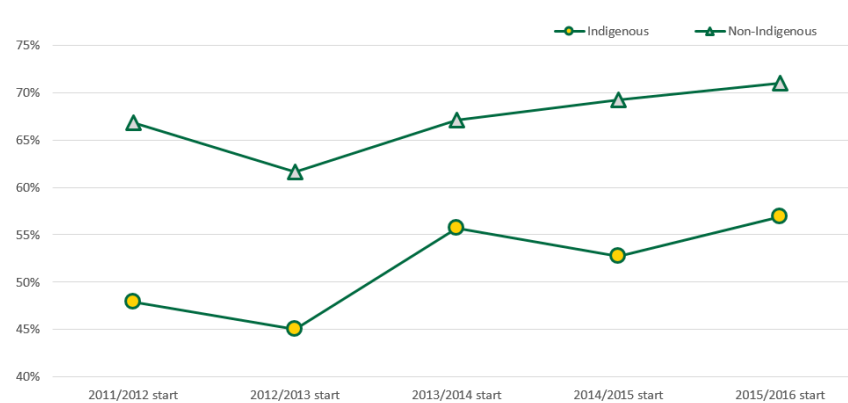
## RESPONSIVE

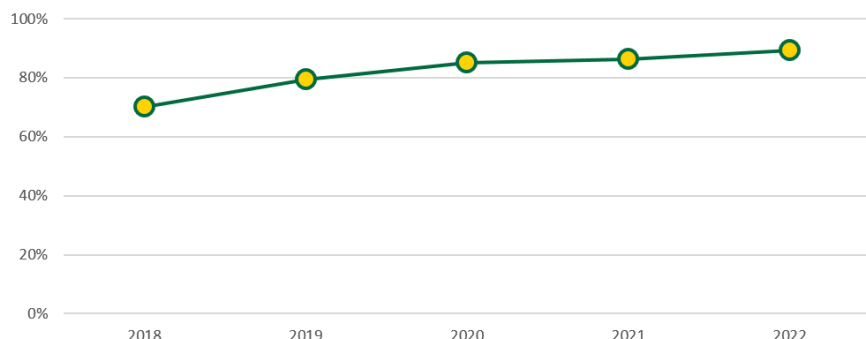
The responsive expectation focuses on the education and experiences students have to prepare them for the labour market and the practical, applied, and scholarly research that contributes to new ideas, inventions, and discoveries. The four indicators initially presented by USask were derived to provide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

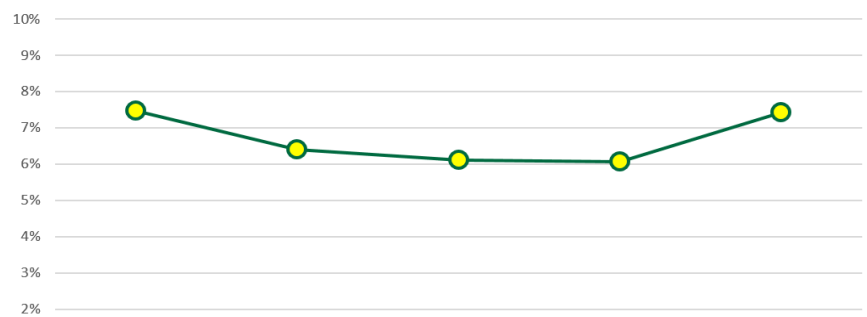
To date, we have not reported on our impact on the provincial economy because of lack of data in this area. The recent work led by the MAE on the 2019 Graduate Outcome Survey and post-secondary economic impact analysis could potentially provide new ways to analyze and understand the impact of our university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

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



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

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

Responsive	Our Innovation Impact																	
Disclaimer:	<b><i>This indicator is under review and will potentially be revised or replaced with an indicator pertaining to research commercialization and outcomes from our entrepreneur and startup incubator.</i></b>																	
Data Definition:	Percentage of research expenditures related to industry, business, and community partnerships and sources.																	
Data Source:	Association of University Technology Managers (AUTM) and USask Financial System																	
Provincial Alignment:	Loosely connects to the Responsive Sector Expectation based on the association of our research activities with community partners. Supports Saskatchewan’s Growth Plan priorities relating to <u>a competitive economy</u> .																	
USask Aspiration:	Productive Collaboration																	
Trend:	<div><p>Percentage of Research Expenditures from Industry Sources</p><table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2017/18</td><td>7.5%</td></tr><tr><td>2018/19</td><td>6.4%</td></tr><tr><td>2019/20</td><td>6.1%</td></tr><tr><td>2020/21</td><td>6.1%</td></tr><tr><td>2021/22</td><td>7.4%</td></tr></tbody></table></div>						Year	Percentage	2017/18	7.5%	2018/19	6.4%	2019/20	6.1%	2020/21	6.1%	2021/22	7.4%
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2018/19	6.4%																	
2019/20	6.1%																	
2020/21	6.1%																	
2021/22	7.4%																	
Data:		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022												
	Total	\$203,430,358	\$205,228,490	\$213,510,845	\$249,301,809	\$247,873,949												
	Industry	\$15,198,779	\$13,169,586	\$13,040,910	\$15,133,806	\$18,434,098												
	% Industry	7.5%	6.4%	6.1%	6.1%	7.4%												
Commentary:	Although revenue can appear volatile with funding attributable to the timing of special programs and/or initiatives, expenditures can be a better measure to assess overall research activity from year-to-year. Observing expenditure data in relation to activity specifically supported by certain stakeholders/partners can provide greater insight into our connection with industry. Over the most recent 5-year period, associating innovation primarily with industry support, expenditures in the industry category have remained in the range of 5.5-7.5%.																	
Target:	Not available for June 2022 reporting.																	
Assessment:	<div><div><div></div><div></div><div></div></div><p>This indicator is currently focused on industry related expenditures, and in the context of comparing results to what limited U15 data is available (not all U15 schools submit to AUTM and AUTM submissions trail in time by a few years), USask is positioned below the median and closer to the lower end. Considering the variation in geographic presence of sector specific industry partners across the country, the assessment of this is not straightforward. With the recent review and addition of three new institutional signature areas, it is hoped a refreshed focus and the continued existence of funding programs that can be leveraged with industry, will help move this forward.</p></div>																	

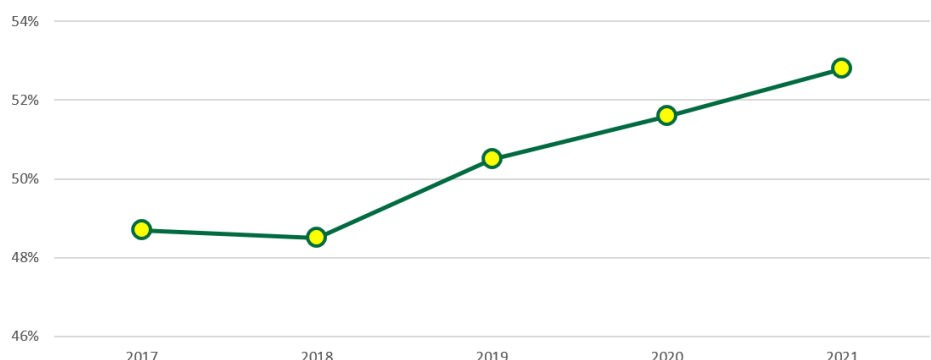
## HIGH QUALITY

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

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

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

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

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



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



## ACCOUNTABLE

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

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





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

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



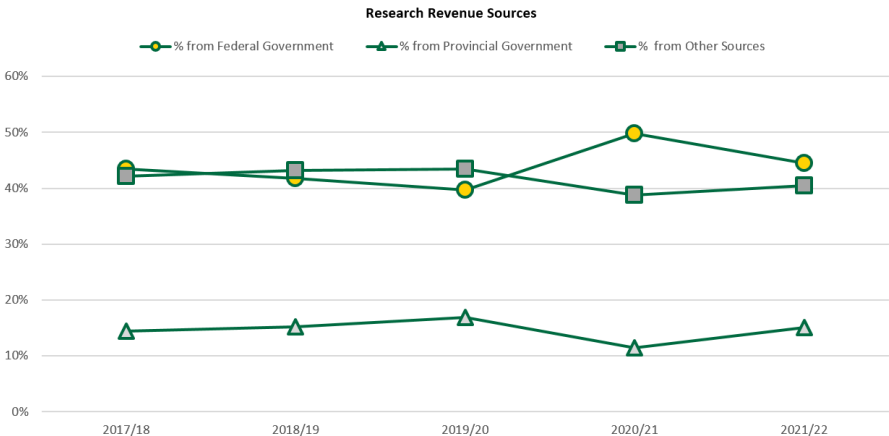


## SUSTAINABLE

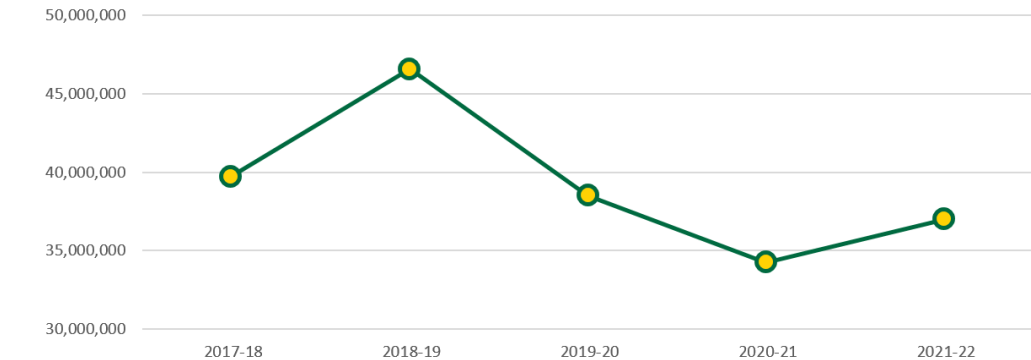
USask currently tracks three indicators under this sector expectation. Collectively, the indicators provide insight into the revenue/funding that our university receives from various sources. Given that this expectation is financially focused, it makes sense for USask to report on the diversity of our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

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

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

Sustainable	Investment in Research																													
Data Definition:	The percentage of funding received in support of research activity from federal, provincial, and other external sources.																													
Data Source:	Canadian Association of University Business Officers (CAUBO) Annual Report and USask Financial System																													
Provincial Alignment:	Connects to the Sustainable Sector Expectation by tracking funding provided by government and non-government entities and monitoring the distribution of funding from alternative funding sources. Supports Saskatchewan’s Growth Plan priorities relating to <u>keeping Saskatchewan’s finances strong</u> .																													
USask Aspiration:	Productive Collaboration																													
Trend:	<div><p>Research Revenue Sources</p><table border="1"><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>% from Federal Government</td><td>43.4%</td><td>41.7%</td><td>39.6%</td><td>49.7%</td><td>44.4%</td></tr><tr><td>% from Provincial Government</td><td>14.4%</td><td>15.2%</td><td>16.9%</td><td>11.5%</td><td>15.1%</td></tr><tr><td>% from Other Sources</td><td>42.2%</td><td>43.1%</td><td>43.5%</td><td>38.8%</td><td>40.5%</td></tr></tbody></table></div>							2017/18	2018/19	2019/20	2020/21	2021/22	% from Federal Government	43.4%	41.7%	39.6%	49.7%	44.4%	% from Provincial Government	14.4%	15.2%	16.9%	11.5%	15.1%	% from Other Sources	42.2%	43.1%	43.5%	38.8%	40.5%
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Data:		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022																								
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	Other	42.2%	43.1%	43.5%	38.8%	40.5%																								
Commentary:	We rely on reporting provided by the Canadian Association of University Business Officers (CAUBO) for this indicator as it provides an opportunity to benchmark research funding with other universities in Canada. For this indicator, federal funding includes funding from Tri-Agency while “Other” includes funding to support our research from the Canadian Foundation for Innovation, donations, investments, and non-government agencies such as industry.																													
Target:	Not available for June 2022 reporting.																													
Assessment:	<div><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 has been fairly stable over each of the last 5 years. New federal programs can have significant impact on funding streams, as can global events such as the pandemic (2020/21). The university has continued to make strides in trending upwards in Tri-Agency funding, strategically pursuing success in new or expanded program offerings. Overall, the direction and outlook appear positive, but risks including the economic outlook and the start/stop nature of funding programs must always be acknowledged.</p></div>																													

Sustainable	Diversified Revenue					
Data Definition:	Funding received from non-government sources to support our mission of outstanding research, scholarly and artistic work, exceptional teaching and meaningful engagement.					
Data Source:	CAUBO Annual Report and USask Financial System					
Provincial Alignment:	Connects to the Sustainable Sector Expectation by focusing on an alternative (and non-government) funding sources for our university. Supports Saskatchewan’s Growth Plan priorities relating to keeping Saskatchewan’s finances strong.					
USask Aspiration:	Productive Collaboration					
Trend:	<div><div><p>Funding from Business Enterprises (\$000)</p></div><div><p>Funding from Foundations/Non-Profit Organizations (\$000)</p></div></div>					
Data:		2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
	Business Enterprises	\$638	\$620	\$878	\$800	\$448
	Foundations /Non-Profit	\$3,832	\$4,200	\$5,540	\$3,200	\$5,234
	(represented in thousands of dollars, 2021/2022 data not available at this time)					
Commentary:	We rely on reporting provided by CAUBO for this indicator as it provides an opportunity to benchmark revenues from businesses or foundations with other universities in Canada. The trend lines presented reflect revenues received into the general operating fund of the university. CAUBO data for this indicator are only available up to 2019/2020 so the trend line has been augmented with data from the USask financial system (for 2020/2021 only as 2021/2022 not yet available).					
Target:	Not available for June 2022 reporting.					
Assessment:	<div><div><div><div></div><div>●</div><div></div></div></div><div>Securing funding for operating support from other important partners within business and the foundation/non-profit sectors often signifies a critical connectedness between the university and its stakeholders in the community. Annual funding levels over the recent five-year period have ranged between \$0.5M - \$0.9M from business sources, while foundation/non-profit support has been stronger at \$3M - \$5.5M. Comparing this to support received by U15 peers, the business support is above the median, while the foundation/non-profit support is typically near the top tier. However, there appears to be significant variation in amounts reported to CAUBO by other universities so we have assessed this indicator with some risk and flagged it for further review as we explore the possibility of creating a single indicator pertaining to non-government funding for USask.</div></div>					

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