



STANDING COMMITTEE ON HUMAN SERVICES

Hansard Verbatim Report

No. 10 – June 27, 2016



Legislative Assembly of Saskatchewan

Twenty-Eighth Legislature

STANDING COMMITTEE ON HUMAN SERVICES

Mr. Greg Lawrence, Chair
Moose Jaw Wakamow

Ms. Nicole Rancourt, Deputy Chair
Prince Albert Northcote

Ms. Tina Beaudry-Mellor
Regina University

Mr. Dan D'Autremont
Cannington

Mr. Muhammad Fiaz
Regina Pasqua

Mr. Roger Parent
Saskatoon Meewasin

Hon. Nadine Wilson
Saskatchewan Rivers

[The committee met at 18:58.]

Ms. Drake: — Good evening, committee members. This committee has a Chair and a Deputy Chair, but since neither of them are able to be here this evening, as the Committee Clerk it's my duty to preside over the election of an Acting Chair. I will first ask for nominations. Once there are no further nominations, I will ask a member to move that the Acting Chair be appointed for this evening's meeting. I will now call for nominations for the position of Acting Chair. Ms. Wilson.

Hon. Ms. Wilson: — I nominate Roger Parent.

Ms. Drake: — Ms. Wilson has nominated Mr. Roger Parent. Are there any further nominations? Seeing none, I would ask a member to move that motion. Ms. Wilson.

Hon. Ms. Wilson: — I so move.

Ms. Drake: — Ms. Wilson moves that Mr. Parent be appointed to the position of Acting Chair for this evening's meeting. I'd now invite Mr. Parent to take the Chair.

The Acting Chair (Mr. Parent): — Welcome to the Standing Committee on Human Services. I am Roger Parent, and I'll be chairing this meeting today. Sitting in for Greg Lawrence is Lori Carr, Ms. Beaudry-Mellor, Mr. D'Autremont, Mr. Fiaz, and sitting in for Ms. Rancourt is — what's your name again? — Mr. McCall and Ms. Wilson.

**General Revenue Fund
Advanced Education
Vote 37**

Subvote (AE01)

The Acting Chair (Mr. Parent): — We will now begin our consideration of estimates for the Ministry of Advanced Education. It is vote 37, Advanced Education, central management and services, subvote (AE01). Minister Moe is here with his officials. Minister, please introduce your officials and make your opening comments. Also I would ask officials to please identify themselves first when they speak. Thank you.

Hon. Mr. Moe: — Well thank you very much, Mr. Chair, and I thank you for the opportunity to speak to you and the committee here this evening about our budget in the Ministry of Advanced Education for the 2016-17 year. I want to open just by thanking each of the committee members on the government side, and Mr. McCall, for allowing us the opportunity here tonight to have this important discussion in exchange on the events pertinent to Advanced Education and all of the sectors within the sector, if you will, across the province of Saskatchewan.

I would just take a minute here at the outset to introduce the officials that we have with us here this evening, and then they could mention their name the first time that they speak as well. But to my right we have Dr. Louise Greenberg, who is the deputy minister of Advanced Education. To my left we have Tammy Bloor Cavers, the assistant deputy minister in charge of sector relations and student services. And just behind her is Mr. David Boehm, the assistant deputy minister of corporate

services and accountability. And we have Scott Giroux, the executive director for corporate finance; Ann Lorenzen, the executive director for the universities and private vocational schools branch; as well as Mike Pestill, the executive director for the technical and trades branch; and Rikki Boté, the executive director for student services and program development branch; and Todd Godfrey, the director of capital within the Ministry of Advanced Education. And as well I believe directly behind me is my chief of staff, Mr. Gary Hutchings, and if these and any other ministry officials will mention their name the first time they respond.

So with respect to some opening comments, Mr. Chair — to the committee, to you yourself and the committee — this year's budget for Advanced Education will continue to keep our province of Saskatchewan strong. In light of a challenging fiscal environment here in the province and beyond, we have maintained our investments to our post-secondary institutions and maintained our investments on behalf of our students in the province.

We have a great story to tell here in Saskatchewan. Over the past nine years, we've invested now in \$7.3 billion into our post-secondary education system. We're a province that relies on many of our resources, and we talk about our natural resources, but without a doubt, our greatest resource has always been our people. This government continues to invest in those people through post-secondary education and training, and we've accomplished just that over the last number of years without raising taxes in the province.

The ministry budget of over \$760 million provides key investments in post-secondary education while recognizing the fiscal challenges that we face. And I'll now take you through just a couple, or some of our key priorities in the Ministry of Advanced Education and in our sector. First we have student supports, Mr. Speaker. And for the past nine years — or Mr. Chair, pardon me — for the past nine years, this government has always demonstrated a strong commitment to our students. This continues in this budget. The ministry supports our students right from their cradle to their career, if you will. We offer a suite of programs that ensure post-secondary education is not only affordable, but it's accessible across the province, and it starts the moment that our students are born. It starts as we . . . Our ministry will invest six and a half million dollars this year in the Saskatchewan advantage grant for education program, or the SAGES program. This program provides a 10 per cent grant to top up education savings, and families can receive up to \$250 per child per year to help save for that child's education. Since the program was launched more three years ago, it has already helped more than 43,000 students pay for their post-secondary education.

Our support for students continues when they enter the post-secondary education system, upon their graduation from grade 12 or an adult basic education class. And this month 14,000 of our young people are putting on caps and gowns as they graduate from high schools. Each of them is entitled to receive the Saskatchewan Advantage Scholarship or SAS, if you will. And this is a made-in-Saskatchewan program that reduces tuition for every one of those young people who enrol in post-secondary education in the province. They're eligible to

receive \$500 per year for up to four years, directly invested through our institution in their tuition. Students do not have to apply for this scholarship. It is automatically put towards their tuition.

We will invest \$9 million in the Saskatchewan Advantage Scholarship in this 2016-17 budget year alone. Advanced Education is also investing an extra \$5.3 million in other scholarships. That does not include the dollars present for the graduate retention program.

Mr. Chair, we also recognize that some of our students may require a bit more than scholarships and savings to go to school, and that's why our government helps them with loans that are interest free while they study. And we'll invest this year thirty-two and a half million dollars in student loans, in bursaries, and in grants for those students. More than half of that money is in the form of just grants, which never have to be repaid.

After graduation we can continue to support our students with our graduate retention program. Our graduate retention program provides tax relief of up to \$20,000 after graduation. Through the first home plan, individuals in the graduate retention program can access an interest-free loan of up to \$10,000 to use towards the down payment on the first home they purchase in the province of Saskatchewan. Individuals are eligible for the first home plan if they are a resident of Saskatchewan, if they have GRP [graduate retention program] tax credits that are available to them, and if they are a first-time home buyer, and finally, if they purchase a single family house, a semi-detached house, a townhouse, a mobile home, or a condominium unit as their primary residence here in the province of Saskatchewan on or after May 1st, 2016.

The GRP, or the graduate retention program, will invest nearly \$80 million this year, attracting and keeping our graduates, our best and brightest, right here in our communities in the province of Saskatchewan. Over the past nine years, this unique program has paid out \$290 million to 63,000 post-secondary graduates. And that means that thousands of highly trained professionals are establishing their lives and careers right here in our communities in the best province of Canada.

Mr. Chair, post-secondary institutions will receive \$686 million in operating and in capital and in program dollars in this budget year. And despite fiscal challenges, operating grants to our post-secondary institutions remain consistent. Since we've chosen to serve nine years ago, we've increased funding to our universities by some 53 per cent. That is well in excess of the 17 per cent increase in the CPI [consumer price index] that we've seen since 2007. Our funding increases to our institutions also exceed increases in enrolment and the cost of living for our students. And this is the government's record, and I'm proud of the work that we've done in the sector of advanced education.

Our strong support for post-secondary education means that we're also paying attention to the places where students learn. Our capital budget this year is \$26 million. We'll invest \$2.2 million to complete the renewal of the Weyburn campus at Southeast College. We've maintained the preventative maintenance and renewal budget at \$23.6 million, and those dollars will ensure that institutions can continue to meet the

needs of students by replacing equipment and making the necessary repairs.

Mr. Chair, I do need to point out that capital spending this year is down by about \$21 million, and the Ministry of Advanced Education's reduced capital investments is the main reason that we have a lower overall spending of about 2.9 per cent. And that makes sense in a tight fiscal climate such as we're facing today. All ministries must do their part to get their budget back on the road to balance. And when we look at ways that we could trim expenses, we were very, very careful, and we chose areas that would have minimal impact on students, and I think it's worth looking at that as an overall trend.

I also believe that it's important to mention that out of the nearly \$21 million reduction in Advanced Education, \$20.8 million is a reduction in key capital investments because these projects are at or nearing completion. These are projects such as the Parkland Regional Trades and Technology Centre, of which I was at their grand opening this past year. It also includes a decrease in funding to the Southeast Regional College in Weyburn, the campus expansion that they have in that community, a grand opening that I hope to attend in the near future. Since taking office, this government has invested nearly half a billion dollars in capital projects at post-secondary institutions. It's \$494 million that has been invested. We'll continue to work with our institutions on their capital needs as we go forward and ensure that our post-secondary system is meeting the students' needs across the province.

Mr. Chair, I mentioned earlier the greatest resource in Saskatchewan are our people, and that's why I'm proud to say that the Ministry of Advanced Education is directly investing almost \$20 million — \$19.4 million — in post-secondary education for First Nations and Métis students. There are now nearly 16,000 First Nation and Métis people enrolled at post-secondary institutions in the province of Saskatchewan, and this is a 29 per cent increase over just nine short years ago. During that time, 4,600 First Nations and Métis graduates have joined the labour force after receiving a post-secondary certificate, diploma, or degree. And I was witness to some of this just two weeks ago at the graduation of SIIT [Saskatchewan Indian Institute of Technologies] in Saskatoon.

Saskatchewan succeeds most definitely when each of our students succeed. And that's why it's critical that we increase educational attainment among our First Nations and Métis people. When our ministry's investment is combined with supports provided by the Ministry of the Economy, direct investments in training, institutions, and programs for First Nation and Métis people exceed \$50 million. That's the kind of investment that will keep our communities across this province strong.

Mr. Chair, budgets are always about values, and they're about choices. And with the fiscal challenges that we are facing, it's important to think hard about what really matters to the people of our province. And that's why I'm proud to present this year's budget from the Ministry of Advanced Education.

We reduced spending on capital projects where it made sense. We have all done our part to get our finances back on the road to balance, and we did not make reductions in the area that

reflect our values and the values of Saskatchewan students. We maintained our investments in our students, and we maintained our investments in our post-secondary institutions. We maintained our commitment to preventative maintenance for renewal, so institutions can continue to make the needed repairs and replace equipment. And we maintained our investment in First Nation and Métis students in our post-secondary education system. And we continue to invest in what I consider, and I think we'd all agree on, is our greatest resource is our people so that they can continue to live, to study, and to work in the best province in the nation.

I thank you all for this opportunity, and I look forward to a good discussion here this evening.

The Acting Chair (Mr. Parent): — Thank you, Mr. Moe. Anybody have any questions? Mr. McCall.

Mr. McCall: — Thanks, Mr. Chair. I certainly do. First off welcome to the minister and officials to the consideration of the estimates for Advanced Education for the 2016-17 budget. And I guess the first place I'd like to start is with the whole question of transformational change and if we could go at that.

As the minister had alluded, certainly there are sectors within the sector. So I guess if we could start, universities, what does transformational change mean for the universities?

Hon. Mr. Moe: — Great. I'll maybe just bring that up a little bit higher and then we can get into the sectors within the post-secondary or the advanced education sector to begin with. But I think the transformational change or a common-sense approach to what we're doing in the province of Saskatchewan is something that has been ongoing. And I think in light of fiscal, of tough financial or fiscal times that we're faced with now and into the foreseeable short-term future, it gives us the opportunity to sit down and have discussions that we might not otherwise have as it pertains to certain topics.

The framework that we've set out for transformational change for all of our institutions is really centred around five points, the first being that of accessibility. And sitting down with a collaborative conversation with each of our post-secondary partners, whether they be a regional college, whether they be a polytechnic or SIIT, whether they be one of our universities in the province. And to talk about what we're doing in the way of accessibility, how we can improve on that. Are there things that we're doing well in one area of our post-secondary education system and can those be transferred into other areas?

[19:15]

Are we doing our students justice when it comes from the person that might be my age, for instance, that takes an adult basic education program in rural or remote Saskatchewan and is successful in that program? And then how do they flow from a regional college or out of an adult basic education program into a technical college like SIIT, into a Sask Polytech, or into one of our universities? And can we do better at that flow? Can we look at that from the student's perspective? Are there things that we're doing that we shouldn't be doing?

So the first point that we will talk about is accessibility, first of

all into any program and second of all in amongst, as you further your education throughout the opportunities that we have in the province.

The second would be to ask questions and sit down again with our post-secondary education partners and talk about the responsiveness of our institutions. The responsiveness to the communities of the province, you know, the responsiveness to the people of Saskatchewan, the economy of Saskatchewan, but also the responsiveness to students that are attending the institutions as well.

And you know, I can use an example of where there has been, where our post-secondary education and the Government of Saskatchewan have stepped up and responded to challenges that we may have had in communities across the province of Saskatchewan, and that is with the increase in the nursing seats that we have. You know, there was a definite need for additional nurses in the community where I live, for example, as well as many others across the province of Saskatchewan, and we were able to increase those training seats by 300 training seats. I believe we're at 690, is the nurse training seats now. And we've greatly increased the accessibility with the nurse training seats across the province with, I believe, now we have training seats in Ile-a-la-Crosse and La Ronge, and Prince Albert, Saskatoon, Regina, Swift Current, and Yorkton would be the others.

So we have not only increased the number of seats, we've increased the accessibility for people to attend that training, that type of training. And in turn those graduates now, through programs like the graduate retention program, are able to set up and continue with their lives in communities across the province of Saskatchewan. As well as, we have provided a number — and we can get into the details — a number of scholarships, if you will, relocation allowances and whatnot, into rural and remote areas that were having troubles recruiting medical professionals, whether they be nurses or doctors.

The third point we are having, we'll continue to have discussions with each of our partners, is around sustainability. We have a great post-secondary education system, whether it be our universities, technical colleges, regional colleges, but we need to ensure that we continue to have discussions to do the things that are providing benefit and providing the best return to the students, to the research community, to the province of Saskatchewan and beyond, not only now but into the future. And who better to have those discussions with than our post-secondary partners?

Accountability — accountability of the programs that we offer, I guess, one, to the people of Saskatchewan that invest and invest heavily in our post-secondary education system. Are we accountable to that investment? Are we providing the best education in the most cost-effective method on behalf of the people of Saskatchewan? But also accountability to those that are investing in their own education, through whether it be tuition costs or if they've accessed scholarships or other types of funding to attend. But there's also a responsibility to be accountable in providing the best return on investment for those that invest in their own education as well as others that invest in our post-secondary education system, whether it be through the trades, trades programs that we have, and partnerships that we

have with people that are, companies that are participating in the economy in the province of Saskatchewan.

And lastly but not leastly is the quality of education that we offer here in the province. While we're looking at each of the other points — you know, the sustainability, the responsiveness, the accountability, and the accessibility — we most definitely want to ensure that we retain the quality of education that we have here in the province of Saskatchewan. Again on behalf of the people in the communities across the province, but also on behalf of those that are attending and investing in their own education.

So with respect to the universities that we have here, particularly the University of Regina and the University of Saskatchewan, we'll be sitting down with them in short order to have some discussion on precisely what, you know, where we are, what we're offering, how we're offering that in the way of course offerings, where we're offering them, and if there's opportunities for us to do better.

There's obviously been different . . . There's been changes made over the past number of years and a little while ago. I think of Johnson-Shoyama and the model that was there. You know, not to preclude where we would land on things, but I most definitely am looking forward to sitting down. And these are discussions that do occur, but they will occur more frequently now and probably on somewhat more aggressive terms with respect to the topics of discussion on, you know, how we can work even more closely together between those two universities and maybe quite likely even between universities outside of the province as well.

You know, we want to continue to look at the suite of financial supports that we offer at each of the universities, ensure that they are providing what they're intended to provide. We want to look at . . . You know, there was some message, some questions asked on budget day by the Finance minister on different programs and whether we need to have two faculties of Engineering, I think was the question that was offered there.

Well I would go back to our College of Nursing example and increasing the seats at the College of Nursing by some 300 to 690. Do you have the list of the other, the nurse practitioners and everything as well? We'll get to that. All of which have been increases in the last short while, and we've greatly increased the accessibility. As I said, we're offering now classes in Ile-a-la-Crosse which were not there before. We're offering classes in La Ronge, which I was through that facility at Northlands College there, and it's a great facility. And we're offering classes in Swift Current and Yorkton as well as Saskatoon and Regina.

So now I think it's fair to sit down with all of those institutions involved and say, you know, we have great quality; we have what we would consider great accessibility. Can we ensure . . . Do we have the conversation to ensure that we are providing the best return on investment for those students that are attending, for the Saskatchewan people that are investing in those institutions in a large way? All three of those institutions, Sask Poly would be involved in that as well as they offer some of the nursing classes as well. Do you have the nurse practitioners? I just want to indicate the increases.

So just to compare, there's now . . . not compare, but what we're offering now in the way of health care, in particular in the field of nursing. We now have 690 registered nurse training seats, very much due to the responsiveness of providing nurses to communities across the province. We have 52 registered psychiatric nursing training seats. We have 40 nurse practitioner training seats. We have 100 undergraduate medical — we get into the physicians as well — that was increased as well from 60 to 100 medical training seats, and from 60 to 100 post-graduate medical training seats.

So there's been great increase in the access to those training seats as an example. And that may be a point where we sit down with our post-secondary institutions, our universities in particular, Sask Poly as well in that case, and have the discussion about, are we delivering it in the most cost-efficient manner, in the best manner that we can? Maybe we are; maybe there's ways that we can improve it.

Mr. McCall: — I thank the minister for the answer. And certainly I guess the way the transformational change discussion got under way . . . And it's certainly right in there, right there in the Minister of Finance's statements on budget day where it was more about consolidation, more about cost-cutting than it was about increasing access. In terms of the different, the distributed model that the minister's talked about around nursing education, I think is a fine one and I think has served the province well and is one of the things that this government has done well, and happily say that to, you know, a lot of different places.

But that wasn't the manner in which the whole question of transformational change and that conversation got started for the post-secondary education sector. It was very much in the spirit of consolidating existing offerings and not about better credit articulation or credit transfer agreements or the things that . . . or increased training seats or increased points of access around the province. Again it was cited around, to use the example of the two faculties of Engineering, two programs that are very well subscribed at the University of Saskatchewan and the University of Regina, two programs that have a significant amount of differentiation in terms of the offerings of those programs.

So how does the minister explain the gap between what you've just outlined in terms of how you see transformational change? And something on the question of access unfolding versus the way that the discussion got launched by the Minister of Finance, which was very much in the vein of consolidation of offerings between the two universities in Saskatchewan, a subject that is almost as old as the institutions themselves.

Hon. Mr. Moe: — Yes, with respect to the question and some of the comments that have been made and we've . . . These are conversations that happen with our post-secondary institutions all the time, and they've been happening irrespective of who is in this chair, who is in government. I would think that everyone is always having conversations with their post-secondary partners on how we can do things better.

In the light of a \$968 million natural resource revenue shortfall, it opens up those conversations in somewhat of a different manner where all questions are on the table. And you've heard

the reference that everything is on the table as we move forward. And we very much — I think, at least in the near term — are in a different fiscal environment than we were just not that long ago as a government proper here in the province of Saskatchewan. So there are no questions that shouldn't be asked of any of our partners in government.

But it very much needs to be, I think, a collaborative conversation on where we arrive on things with our partners, you know. And a \$968 million natural resource revenue hole in the Government of Saskatchewan this year and we were able to maintain funding to our post-secondary partners. We were able to maintain our investment in our student supports in this sector, and we're quite proud of that.

As we move forward, we most definitely want to ask all of the questions alongside our post-secondary institutions: are there opportunities where we can offer programming more efficiently to the people of Saskatchewan, the same quality and access of program to the people of the province more efficiently? Because if this is the new norm from a revenue perspective within the Government of Saskatchewan, we are going to have to be able to offer those programs through our regional colleges, our technical institutes, our universities, and other partners that we work with through the Ministry of Advanced Education, Innovation, and Economy to offer them in a more efficient manner.

[19:30]

So those are conversations that we've started already in the case of our regional colleges and will be continuing over the next days, weeks, and months with all of our partners as we move forward. You know, these are conversations that have always occurred. They will, as I said, occur with increasing intensity to ensure that our quality and accessibility of our post-secondary education system is sustainable now and into the future.

Mr. McCall: — Thanks for that, Mr. Minister. Again I guess that answer is more in line, if you'll spare the observation, that's more in line with what the Minister of Finance had to say on budget day certainly. So at least there's that.

I guess a lot of these things didn't — and the minister's right, you know — didn't arrive overnight, and it didn't just sort of, you know . . . The different way that the institutions have evolved hasn't happened by accident. But I guess everything on the table is a pretty broad brush. So everything on the table: are we talking about returning to one university and Regina going back to being a campus of the University of Saskatchewan? Is that something that's on the table?

Hon. Mr. Moe: — As I said, when we have the conversations with our post-secondary partners, everything is on the table. And I've had conversations to date with both institutions in the room and, you know, we'll continue with that. We'll continue — speaking of universities in particular — you know we'll continue to have conversations of all sorts, you know, the different student suites that we're offering. The transferability between institutions for example is something that we need to continue discussing with both institutions, you know, credit transferring not only between our institutions here in the province but with institutions outside the province as well. And

when you look at it from a student's perspective, you know that's a very valuable thing that maybe seems easy from time to time but isn't always.

And that is an example of conversations that, although don't possibly have huge monetary consequences to the institutions or to the government, they may to the student as they would have to take additional classes and whatnot if some of the classes that they have are not transferable for some reason, and some of the reasons are more than valid. But the conversations that we're going to have, there is no boundaries to them, but we'll very much, you know, work with our partners in the sector.

You had mentioned that we are where we are. It's not an accident. I mean you know it's through funding that has been provided by governments over the years. It's through relationships that have been built between governments and post-secondary partners and students and others that participate. But you know as we move forward, I would say this. There would be no questions that are off the table, and there would be no discussion that is off the table. But that's what it would be. It would be a discussion with our post-secondary education partners.

Dr. Greenberg has something to add.

Ms. Greenberg: — Louise Greenberg, deputy minister. To give you an idea of some of the discussions that happened, three years ago I started an action team on growth and sustainability, so it's the president from U of S [University of Saskatchewan], from U of R [University of Regina], and from Sask Poly, and it includes their provosts and some of their other VPs [vice-president] at the table. So we identified four areas where we could find some collaboration and work.

The four areas were, one were library cards. So students from — it doesn't matter if you go to Sask Poly, U of R, U of S — you've got access to each other's library system. So if you're going to U of R and your parents live in Saskatoon and you are visiting them, you could go to the U of S library and gain access to material there with your U of R card. That's come through.

The three institutions are working on joint procurement. They've set up a variety of things that they're looking at from, well all the different kinds of purchasing power that they may have working as three institutions, and they've identified some short-, medium-, and long-term areas that they can access for procurement.

We have a working group set up for credit transfer between the three of them. And they're working of course across Western Canada as part of a larger consortium on credit transfer. And we have a group here. We've written up terms of reference in order to make it easier to transfer credits especially between U of S and U of R.

And the last we've done is course collaboration. So where you might have a physics 301 or some specialized math course where you may only have four students from U of S and three from U of R, instead of trying to find faculty members to teach the courses individually, they are now teaching them jointly. And the numbers aren't large; we're not talking about thousands of students. But it is a way to ensure that a student

who needs a specific physics or math course in their third or fourth year can get this course offered through joint teaching from the U of R and U of S.

So we're going to work on other projects. So this is, you know, in some ways it's transformation because we've been working on it for a number of years and looking how we can increase our collaboration.

Mr. McCall: — I guess, you know, if you'll forgive me, that kind of agenda makes sense to me. I think that's a common sense agenda. I think that's figuring out where it makes sense to co-operate. And so I'll have a later question about the possible involvement of Saskatchewan with the Midwestern Higher Education Compact which we've discussed at this committee before, let alone the state of procurement in the province of Saskatchewan and where these things would make sense.

I guess that's great as a parameter. But are we seriously into an era where we're discussing whether or not there'll be a University of Regina or whether or not there'll be one University of Saskatchewan? We'll turn back the clock to 1973 where Regina becomes a campus of the University of Saskatchewan? Is that seriously on the table?

Hon. Mr. Moe: — You know, I'll maybe walk through our five points again just in a little bit of detail on precisely what we're going to centre our questions around. What we have here in the province of Saskatchewan, what we may find as we go through these discussions even more so, is we have the two universities, one being a medical doctorate institution and one being a comprehensive university. They in many ways perform different functions, if you will.

We look at the University of Saskatchewan. They have the College of Medicine that's up there, that I referenced some of the increases that we have had made in some of the seats that are available there. And we have some professional colleges as well, like the College of Veterinarian Medicine, the College of Law. And then we have at both universities, then there is some programs where there would be different faculties if you will, College of Education. Each has a College of Engineering although I think they are offering somewhat different course offerings, if you would, or somewhat different focuses of those colleges. So there is much work, I think, in collaboration that may — well not may — is already occurring in that way. But I think it's important to remember too that the two institutions are different institutions, one being a medical doctorate, a research-based institution, and one being a comprehensive university. And that's important for us to remember that.

As we go through the five points that I had mentioned, one of the discussions that we want to have, for example, around accessibility . . . And some of our institutions do a great job of this, and I think the accessibility of our regional colleges, just by their geography and nature . . . We have a regional college that I was talking to that is operating at 26 different locations. That's tremendous accessibility for people to enter in and gain the first steps into even a farther education at one of our . . . Well they could take pre-employment training or adult basic education or even now some CCA, continuing care assistant, to further their careers and whatnot.

The discussions that we're going to have around responsiveness are really to meet the needs of the students, the community, and the economy. And we want to ensure — and in many cases our institutions may be doing this — but we want to have the conversations to ensure that they have processes in place, that not only are they providing the programs that meet those goals socially, economically, and the community needs, but have processes in place to ensure that they continue to meet those needs now and into the future. And we want to be able to have, you know, data available that we can analyze to make those good decisions. And in many cases, we may have that. In some cases, we may not. And we want to have the conversations with our post-secondary partners to ensure that we do so that they can remain responsive now and into the future.

That doesn't mean amalgamation of universities in any way. That means to have the conversations to ensure that we're offering the appropriate suite of programs to the people in Saskatchewan, wherever that may be, through the institution that is best suited to do it.

With respect to sustainability, which is probably one of the more important . . . well they're all important but very much important to be sustainable. Our institutions and our post-secondary education that we have, now and into the future, you know, we want to continue to engage our institutions in things like multi-year forecasting, multi-year capital planning. We want them to involve business models that align with fiscal realities that the Government of Saskatchewan — and our institutions receive a portion of their funding from the Government of Saskatchewan — will be able to work within.

We want to work together, work . . . Each of our post-secondary institutions, we want to encourage them more and more to work together with other post-secondary educational institutions, whether it be a university, a polytechnic, or an institution even outside the province, whether that be in program selection of the suite of programs that they're offering, whether it be in the computer systems that they set up for admittance so that they are able to communicate with other institutions both in and outside the province, and to have processes in place that regularly review some of these programs and some of the contents and some of the decisions that we'll be able to make as we go along, and to engage in these reviews in a repeatable fashion.

With respect to accountability, we want to ensure that we are able to undertake planned activities and disclose the results of those activities in a timely and transparent way, whether that be an institution, a grouping of institutions, or all our institutions together to identify the targets and to demonstrate progress towards each of those targets that they may have, again as an institution or, just as importantly, as two institutions working together.

This is you know, as we work through this process, it'll be about great communication and collaboration between our institutions and what each institution can do and do well. And the conversation at times will be between the institutions themselves and may not be so much with the Government of Saskatchewan, on what they can collaborate. Some of that happens now, and we want to continue and encourage more and more of it as we go forward.

Mr. McCall: — Maybe to ask the question a different way because, again, I appreciate everything's on the table, but surely there would be some things that, you know, are beyond the pale. And dramatically scaling back the autonomy of the University of Regina into some kind of campus scheme and again turning the clock back decades in terms of the way that the sector has evolved is not just transformational change. It's drastic change. And arguably . . . I'm not sure how to characterize it accurately, but certainly you know the minister's put that on the table. Is he certain of that? Is this something that's being seriously looked at by the government in terms of the fact of two universities in Saskatchewan possibly winding up with one and again returning to some kind of campus system or regions? Can the minister clarify that?

Hon. Mr. Moe: — What this minister's interested in doing is having a collaborative discussion with our two universities, all of our technical institutes, our regional colleges on how we can ensure that the investment that we provide — and it's a large investment on behalf of the people of Saskatchewan — is an investment that those that attend the institutions themselves, the students, invest in their own education.

[19:45]

We want to ensure that they can be confident that they will continue — not only today now, into the future — to receive the very best quality education that they can and the very best return on their investment to the students that attend, to the communities in the province of Saskatchewan, to the economy of Saskatchewan, to the research community of Saskatchewan. And we want to intensify and increase those conversations with each of our partners. Wherever that leads us in a collaborative conversation with our partners is where it will lead us. And I am not going to preclude where that'll be.

Mr. McCall: — Just to be clear, so one big university for Saskatchewan's on the table?

Hon. Mr. Moe: — Your words, not mine.

Mr. McCall: — Is that an accurate characterization of what the minister is saying, in terms of everything being on the table and, you know, not wanting to rule out, not once, not twice, but three times in terms of, you know, the autonomy of something like the University of Regina?

The Acting Chair (Mr. Parent): — Mr. McCall, I think we can move on. You've asked that question repeatedly, and he's answered it repeatedly. So can we move on to the next question? Thank you.

Mr. McCall: — So I guess we start with the universities because of course the relationship of the government to those institutions in particular involves a significant degree of autonomy on the part of those bodies. And there's a bit of a scale that . . . You know, regional colleges are much more instrumental in terms of the relationship between the government and the institution. Sask Polytechnic of course has its own legislation and, you know, still kind of instrumental in terms of the agenda of the government and the way that direction is carried out. But the universities are very much autonomous institutions. And certainly there is a connection

between funding that is provided on a yearly basis, but there is autonomy in those institutions which is very jealously guarded. And again it's not because of something that happened yesterday.

In terms of this wide-ranging conversation where everything's on the table, is the minister looking at opening up the respective legislation, pieces of legislation for those institutions, and what plans are being entertained around the governance of those institutions?

Hon. Mr. Moe: — So I think what the member is alluding to is the difference in board structure at our universities as opposed to, let's say, our Saskatchewan Polytechnics, regional colleges in the province of Saskatchewan. Maybe I'll make some comparisons to other institutions in Western Canada as well.

And in the case of the regional colleges, the government appoints each of the board members in the case of Saskatchewan Polytechnic with the exception of some agreements, I suppose you will, whether they be official or non-official with some of the . . . some representation by institutions like the Apprenticeship and Trades Certification Commission that sit on our Saskatchewan Polytechnic board. And when it pertains to the universities, University of Regina and University of Saskatchewan, in our province, the government appoints a minority number of board members to those institutions.

Academic autonomy is something quite separate from that, where the institutions, wherever they may lie . . . you decide on the programming that they offer and then fit that programming into the funding that's available.

The two are quite separate, and I would just indicate that there are universities across Western Canada where the governments do appoint all of the board members. And I think those universities, as well as other institutions in those provinces as well, exercise, you know, a great deal of academic autonomy even though in those cases the government does appoint the majority — if not all, in some cases — of the board members to those institutions.

So in Saskatchewan, we have a different situation, if you will, or a different relationship if you will, when it comes to appointing board members to our two universities here in the province of Saskatchewan — unique, if you will, when you compare it to our other academic institutions in the province and unique, if you will, when you compare it to other academic institutions including universities in other Western Canadian provinces. But this is, you know, how it's been in the province of Saskatchewan.

Our focus moving forward is to have all sorts of discussions with our institutions, you know, whatever that may be. But I assure you they're going to be collaborative discussions on ensuring that all of those that invest in our post-secondary institutions here in the province are getting the full or the maximum return to the community — to the students that attend, with all of the student supports that can be made available within the fiscal situation that we've been faced with and how we can do that better, now and into the future, and to the sustainability of that quality of education that we have.

That's what we're after. I'm not here to preclude where we might land on any of these topics, but these are all different discussions that we look forward to having in a collaborative nature with each of our institutions across the province.

Mr. McCall: — So again I thank the minister for the answer. But to be clear, fully government-appointed boards for the two universities in the province, that's something that's on the table? Am I understanding that correctly?

Hon. Mr. Moe: — As I mentioned before, the focus of the conversations that we want to have, not just with our universities but including our universities, are around the five points that I mentioned, you know, around . . . And really, you know, a student-focused . . . well around those five points, you know, around the accessibility for our students to attend and to further their education, around the responsiveness of our institutions to . . . again the community, the economy, the students that choose to attend them. They're around the sustainability now and into the future, the accountability of our institutions, again, to all of those involved and ultimately in retaining the quality.

We're not precluding where we would land on any such item, but we are, you know, we are in the process of intensifying the conversations that we always have with our institutions and talking about, you know, a number of different things. And they may bring some things to light as well through those conversations as I may bring some things up, and I look forward to it. So to preclude what we're going to talk about or where we're going to land on anything that we talk about, you know, wouldn't be prudent of any minister sitting in this table or in this chair. And you know, but I very much look forward to those conversations based around these five points. I think we can make the post-secondary education system stronger, you know, for all of those that choose to attend across the province.

Mr. McCall: — That's all well and good, Mr. Minister, but in terms of . . . Again is the minister telling the committee that it's under active and vital consideration that the government will appoint all of the board members of the universities of Regina and Saskatchewan?

Hon. Mr. Moe: — I think what you're asking for me to do is to preclude where we're going to land on some of the questions that we want to have and some of the conversations that we want to have with our post-secondary institutions out there, and you've narrowed in on our universities.

I'm not going to preclude any place that we're going to land with any of our post-secondary partners. We were up just last week and had a conversation with our board Chairs from the regional colleges, and it was a great conversation. And there was places that it went that I maybe wouldn't have imagined. And I think as we sit down with each of the sectors and then some of the sectors together, we're going to have, you know, some pretty good opportunities to talk about things that we might not otherwise talk about. You know, we'll see what those are when we get into them, but we are going to sit down and ask a number of questions. But I'm not here to preclude where we would land on any of the conversations that we may have.

But I am confident . . . What I am confident is, and from what I

saw last week talking with our board Chairs of the regional colleges, is that when we want answers and to blue-sky and to have discussions about doing things better in the post-secondary education sector, the board Chairs, the CEOs [chief executive officer], and all of those involved, those are the right people to have in the room. And that was reaffirmed to me last week. And I look forward to the conversations, whether it's myself or whoever is in this chair as we move forward. It'll be an exciting time and I think we'll, you know, continue the good effort that we've had in the post-secondary sector in an even better way.

Mr. McCall: — Okay. So am I understanding correctly that government appointing all of the board members for the University of Regina and the University of Saskatchewan is under consideration? That's not a mischaracterization of something that's on the table?

I guess the question I'd have further to this is, you know, how does the whole conversation go? Where does this wind up? Will it have the same minister at the end of it as it does right now? Will this impact the legislative agenda in the fall or the budget? Or when does this all come to fruition?

[20:00]

Hon. Mr. Moe: — So with respect to the length of discussion, I don't think that's been determined yet and it may vary a little bit depending on what the initiative or what we arrive at for a goal, for instance with the University of Saskatchewan, University of Regina. If we arrive at a collaborative goal that we want to achieve through transformational change that may achieve, you know, a better student experience, it may achieve actual savings for all three involved. It may achieve savings in the short term and sustained savings throughout the long term for all of those involved. It may just be through, you know, joint procurement on some items.

And, you know, I'm just blue-skying right now, but those . . . The time to implement agreements that we come to may be different depending on what the goal is. With the regional colleges, the goals might be quite different than they are with the universities. I would expect that they will be. And with our technical institutes, they may be different again. So the, you know, some of the yardsticks may be quite immediate and low-hanging fruit to some degree, if you will, and the way to achieve some of that sometimes is to have, you know, a more out-of-the-box discussion, if you will, than you traditionally have had.

Some of the other goals may be more, you know, require quite a bit more work, quite a bit more time, if you will, maybe possibly quite a bit more consultation in many cases that stretch outside of the, you know, the institutions themselves many times. So I don't think you can lay down a specific timeline on when the yardsticks would be moved or would be achieved for each of the goals that will arrive, in particular, when we're in a situation right now where we haven't had . . . where we're, you know, still trying to figure out where those yardsticks are. And we're going to be doing that over the next period of weeks and months with our institutions and others.

So when you don't know precisely what those yardsticks are, it would be difficult for anyone to sit here and say, well we'll

achieve those measures by this point in time. So this is, you know, it's an opportunity for the conversation and to set some of the goals with our partners, and I look forward to doing that.

Mr. McCall: — As the minister's pointed out, there's already a tremendous amount of interaction between the ministry and the partners in this sector. So again you've got the five points but, you know, the only thing that seems to be new about this is that it's come forward in a cost-cutting budget with another, bigger cost-cutting budget yet to come.

So the minister will appreciate he's got an opportunity tonight to set some minds at rest in terms of what the, you know, even in terms of what the deadline on the plan to make plans with the sector, what that looks like. When can the people of Saskatchewan expect to find out when the go-forward for how this transformational change is going to unfold on their . . . throughout the post-secondary education sector? When does the initial plan for the go-forward, when can we expect it, Mr. Minister?

Hon. Mr. Moe: — As I said in the last question, you know, in some cases, we'll come up with some initiatives whether that be with the universities . . . As I said, we're talking to regional colleges last week and there's some initiatives there that will take some time just to think about as opposed to actually putting a process in place to ever enacting on them. And I would expect, you know, some of those conversations that we have in this case with the universities would be, you know, very, very large conversations that potentially could take years, some of them, to get to a finish line not precluding what they would be. But others may be much shorter.

So to answer your question on what the time frames will be, they've started already and they'll be ongoing. As far as finishing, you know, any transformational change or, you know, really common-sense approach to, you know, any changes that may or may not happen in the post-secondary education sector, I don't think we can preclude any of that. I don't think we can even preclude the conversations.

Mr. McCall: — Well let's talk some more about what's going to take place in the conversations. Have you . . . You've met with the universities. And again we're trying to go through this sector by sector because, as we'd established earlier on, the relationship between the government and the different parts of the sector is markedly different when it comes to the governance of those institutions. You know, the government's got a sliding scale of control and power when it comes to the different institutions.

So with the universities, has the ministry or the government met specifically with those institutions on the question of transformational change in the five points as articulated by the minister to date?

Hon. Mr. Moe: — So I would just reference the conversations that have happened since the budget, particularly with the universities. And we are getting through, the sectors have happened through the ministry officials and those individuals at our two institutions. The direct communication that I have had has been through our budget letter to all institutions, which I walked through the five points of our . . . walked through their

funding envelopes as well as the five points of focus as we move forward with respect to transformational change. And we're in the process to continue on that conversation as we go forward.

With respect to your comments with the control, if you will, which is probably not the word that I would use when it comes to our post-secondary partners in the advanced education sector across the province of Saskatchewan, it's more about investment, if you will. And you know it's been this government that has invested on behalf of the people of Saskatchewan and invested heavily in the post-secondary education sector, with \$7.3 billion now invested in that sector in the last 10 years. And almost half a billion dollars of that has been in capital projects across the province, at our institutions across the province of Saskatchewan.

I think most notably of the Academic Health Sciences Building. We got the international vaccine centre. We got rooftop renewals at the U of S, of 17 different buildings up there. There's a Weyburn campus that's coming to fruition here. The Trades and Technology Centre out at Yorkton, I mentioned I was at the grand opening just last year.

Mr. Chair, and to members of the committee, there's been an incredible amount of capital investment, \$494 million over that time period. All told in the education sector, in the post-secondary education sector, there's been a 59 per cent increase in our investment in our students, in our capital, and in our operating capital at the institutions across the province.

In the case of universities, that's been a 53 per cent increase in their operational capital to our universities here in the province, which is a very large amount — outpaces the CPI; outpaces the student growth at those institutions. And I think it speaks to the commitment of funding the capital infrastructure at those institutions as well as the operational needs at those institutions.

In addition to the operational funds that have been provided to those institutions — which do include a portion for plant and maintenance at those institutions — there's been preventative maintenance dollars that have been provided to all institutions across the province. And this past year that was maintained, in a tight fiscal year, that was maintained at \$23.6 million for institutions to utilize to keep their buildings in proper form.

In the case of the University of Saskatchewan, since 2007, with preventative maintenance and renewal dollars that have been provided to that institution, in addition to their operational funding which I said does include plant and maintenance dollars, has been \$95.36 million just to the University of Saskatchewan.

The University of Regina has been just under 38 million, \$37.99 million preventative maintenance renewal capital dollars provided in addition to the operational funding, which I said does include plant and maintenance dollars, and Sask Poly at 12.87.

Again part of that 7.3 billion that has been provided is just under \$20 million from Advanced Education to First Nations and Métis successes, of which we're experiencing much in the province of Saskatchewan; more work to do but we are moving

in the right direction.

In addition to that in this tight budget year, we're able to maintain our suite of student supports, which is unlike anywhere in the nation of Canada. Starts with the Saskatchewan advantage grant for education savings, as I mentioned. It continues through with the Saskatchewan Advantage Scholarship that provides each student \$500 in their first four years of undergrad, and it continues after for those that choose to live and work in the province of Saskatchewan with the graduate retention program, which is a \$20,000 refundable tax credit . . . or non-refundable tax credit, pardon me, to those individuals. It's been further enhanced recently with the first home program that is available to those students. There's been great interest and uptake in that as we move forward, and we look forward to communicating some of that in the future days.

[20:15]

To just talk a little bit about what that type of investment of 53 per cent increase in investment provides for universities . . . And I think it's important to keep it in context with respect to the five points that we have, in particular around responsiveness. And I mentioned this earlier with the registered nurse training seats — it's 690, an increase of 300 — the 52 psychiatric nurse training seats, and the 40 nurse practitioner training seats, all spread throughout the province and very, very accessible, a tremendous increase and starting to really serve the needs of Saskatchewan communities well.

On the note of medical professionals, of which I live in a community that has been short in the last number of years, increasing the number of undergrad seats at the College of Medicine from 60 to 100, very much in response to the needs of the communities across the province of Saskatchewan. And there is unfortunate that it was ever at the level of 60 and we had the reliance on bringing physicians from all around the world, in many cases to communities like the one that I live in. Increasing the number of post-graduate medical training seats at the University of Saskatchewan from 100 to, pardon me, from 60 to 120, again in response to those communities across the province of Saskatchewan.

The investment in the Global Institute for Food Security, you know, ensuring that the research that we have here, the good research that we've had historically at one of our university institutes here in the province of Saskatchewan, will continue now and into the future. I think of some of the historic research and how it's changed agriculture in this province, some of the research done by Al Slinkard where he's formed an entire pulse industry where we just didn't have one before. I think of some of the ground-breaking research that's occurred in industries such as canola, some of the wheat research that's happening right now, as we speak, at the Crop Development Centre. And this is where a 53 per cent increase in our university operational funding supports the additional funding that we have when it comes to things like the Global Institute for Food Security.

I was up at an announcement last Friday to do with the Fedoruk centre, again an investment made by this government directly in our institutions in the province of Saskatchewan. These are the things that investment in our institutions, in our post-secondary sector does. They do it to support the students that attend. They

do it to support the research community that is there. They do it to support the responsiveness to communities across the province to ensure that we provide the appropriate careers and trades that our communities and individuals need. And this is why we've made that investment and this is why we're pleased, in light of these challenging fiscal times in the province of Saskatchewan, that we're able to maintain all of those investments.

Mr. McCall: — Thanks for that, Mr. Minister. Again in terms of how transformational change works its way through the two university campuses, is this government, does it have under active consideration the elimination or overall consolidation of the federated colleges of the University of Regina, the University of Saskatchewan?

To take the . . . I guess to expand on it a bit, to take the University of Regina, for example, the federated colleges being Luther, Campion, First Nations University of Canada, is that under active consideration that these federated colleges that have long been a part of the University of Regina's ecosystem, is the government looking at encouraging or promoting the elimination of those colleges in favour of one big university campus? Is that part of the consideration of this government?

Hon. Mr. Moe: — With respect to the federated colleges, Campion, Luther, FNU [First Nations University], and St. Thomas More at the University of Saskatchewan, I guess I'm a little bit perplexed as to what . . . You know, each of those colleges is set up for a very distinct reason, I guess you would say, with those that would be proponents of the day of setting up that institution. So I'm just not sure what you're suggesting they would amalgamate with.

Mr. McCall: — In terms of the broader university offering through, say for example the Faculty of Arts, as different from Campion Arts. Again the minister has said that everything is on the table. He's not taken the opportunity to rule out ending the autonomy of the University of Regina and turning back the clock, you know, more than 40 years in terms of the evolution of the two universities. The minister isn't ruling out the government completely appointing all of the board members at the two universities. So I guess I'm asking, if everything is on the table, how does that impact the federated college system on the two university campuses?

Hon. Mr. Moe: — You know, I think if things are to be brought up, and I'm not suggesting that you're bringing up that discussion, but if things were to be brought up for discussion, you know, we're open to discuss with all of our partners anything that they feel is pertinent to their institution, whether that be to improve it or to broaden its scope or to broaden the opportunities they may have. So if things are to be brought up, we'll entertain discussions with each and every one of our partners.

In the case of the federated colleges, we appoint no board members to those institutions. But you know, at the broader scope, if universities, technical colleges, regional colleges, any of our partners, you know, bring up something, some suggestions that they may have for having discussion on how we move forward, we're more than open to discuss with them what they feel would be, you know, better ideas on how to do

things or whatever that might be. We're open to discuss whatever they may suggest.

I'm not suggesting that you're suggesting that, but we'll discuss whatever institutions want to discuss with us. We're open to that.

Mr. McCall: — But a move to amalgamate or consolidate the federated colleges or to bring to an end the federated colleges, if it would come up, it wouldn't come up from this government. Is that what the minister's saying? Just so I understand that clearly.

Hon. Mr. Moe: — No. With respect to, you know, the conversations that we might have, you know, everything's on the table. But to preclude, you know, discussions that we're going to bring up or more in particularly where we would ever land in those, the conversations that we'll have, you know, I wouldn't preclude what they'll be. I definitely wouldn't preclude where we would ever land. But we're open to have any discussions.

Mr. McCall: — Thanks for that. In terms of the question of the reserve funds that are associated with the different universities, that came in for discussion from the Minister of Finance. Can the minister identify for the record the different reserve funds attached to the two universities and provide a bit more information in terms of how those reserve funds figure into the calculations of the government?

Hon. Mr. Moe: — We'll just do the universities. So with respect to the University of Saskatchewan, the total unrestricted and internally restricted operating fund balances, and this excludes things like endowment funds and such, going back to 2004-2005, 133.83 million; in '09-10, 183.608 million; in '14-15, 360.045 million.

The University of Regina in '04-05, again unrestricted and internally restricted fund balances excluding endowment funds, was 14.036 million in '04-05; in '09-10, 10.549 million; and in '14-15 was 27.363 million.

In the case of Saskatchewan Polytechnic, '11-12 is 3.437 million; '12-13, 8.618 million; '13-14, 9.179 million; and '14-15, \$6.062 million.

In the case of reserves at our institutions, it's not part of the funding formula that we have with the university institutions, the amount of reserves that they have in their funds. And I think it was indicated by Dr. Stoicheff that the reserves, at his institution anyway, are utilized and built and then for opportunities that they may have to leverage such things as research initiatives when they may arrive.

They have opportunities to leverage any capital opportunities that they may have from time to time. They are used for things such as scholarship funds, any other special projects that they may have from time to time, different professional development funds that they have for faculty there as well. Or they can be used to offset fiscal challenges that institutions may have during challenging financial times. And that was indicated not this long ago. According to that, that's what reserves are used for at their institutions, but they're not part of the funding formula.

Mr. McCall: — In the discussions going forward under the heading of transformational change, does the minister anticipate reserves becoming . . . What consideration will be made of reserve funds, and how will that be incorporated into the government's thinking as regards funding?

[20:30]

Hon. Mr. Moe: — In the case of reserves, I'm not sure how it would really tie into any transformational, you know, discussion with the Government of Saskatchewan. You know, it's often the case with reserves that are available at institutions, and there's regional colleges as well that have a degree of reserves across the province of Saskatchewan. And essentially for the most part, those reserves are gained in a way through public input, if you will, public money — whether that be through donations, individual donations of whatever financial resources that may be, to an institution; whether it be through, you know, accumulation of some research capital from the public or private I suppose, in that case, but ultimately from individuals or corporations or governments or other societies, other associations, that may invest in a specified manner.

But much of the reserves are restricted to a certain use. They're built up, and then they're utilized as that use comes along. I guess the concern that any government may have at some point in time is that the reserves are used in, you know, an accountable and sustainable way, understanding that for the most part those reserves would come from public sources of some type.

But again there's opportunities for institutions to use those reserves as they see for . . . you know, whether that be to leverage capital infrastructure when they have opportunities with other levels or institutions or levels of government institutions or the private sector, where they have opportunities to leverage research dollars with, I mean, the private sector often, as in the case with the agriculture industry. There's probably much opportunity in the College of Medicine for research dollars as we move forward. But also to utilize, you know, a portion of those reserves in challenging fiscal times and those are the prerogative of the institution in the case of the universities, to utilize those reserves in a responsible and efficient manner and for what they accumulated them for.

With respect to the government, I'm not sure how they would tie into transformational change of the government.

Mr. McCall: — Well I guess you know, (a) the minister has stated repeatedly tonight . . . Again this is in keeping with the Minister of Finance and his comments on this, the Deputy Premier's comments in terms of everything being on the table. So if everything's on the table, the minister will understand I'm asking about reserves because of course this would be the second budget in a row where the University of Saskatchewan's reserves in particular became part of the discourse around what happened with the budget.

Can the minister state, for the record, what role the University of Saskatchewan's reserves played in the funding arrangement between the University of Saskatchewan and the Ministry of Advanced Education in the budget before last? And then we can get into the Minister of Finance saying that, instead of looking

to a tuition increase, that the University of Saskatchewan should instead be looking to its reserves in this past year.

So again if it's not part of the transformational change discussion, you know, again we're trying to get some clarity in terms of what's been ruled in and what's been ruled out for the minister as regards the sector and transformational change. But certainly reserves have been a pretty hot topic when it comes to the actions and the public statements by this government over not just this past budget but certainly the one previous. So can the minister clarify that for the committee?

Hon. Mr. Moe: — So in the case of last year's budget with the University of Saskatchewan, there was a one-time holdback to that institution which was reinstated in this year's budget to the general operating fund of the University of Saskatchewan. Over the course of years with the University of Saskatchewan . . . Reserves, you know, at the end of the day you can refer to them as public money, but what they do represent is a difference between what the revenues are of an institution and what the expenses are of an institution. And if they have more, then they're able to accumulate reserves, and they may be restricted or unrestricted or, you know, set aside for individual specified uses, and that is the prerogative often of the institution.

But back to the case of the University of Saskatchewan, over the last eight years the operational funding — just the operational funding — of that institution has increased by 56 per cent over those years. That is a large increase over not that many years to that institution, and that includes some increases to some different colleges at the University of Saskatchewan, but it also includes a general operating increase of large proportions.

And I think it's potentially part of the reason in the case of both of our universities, but the University of Saskatchewan now finds itself in a financially stable position. They've made what I would categorize as some very fiscally prudent decisions over the last number of years, and they have accumulated — as I read out the surpluses — they have accumulated higher surpluses than they have in past years. So it's due to strong funding by the Government of Saskatchewan and fiscally prudent decisions of the institutions themselves that we're even here discussing reserves at those institutions.

Mr. McCall: — Well thank you for that answer. Certainly though it's sort of interesting, you know, trying to draw a bead on the answer here. As the minister certainly pointed out, you know, the good work of the University of Saskatchewan in this particular regard and certainly the discussions with Dr. Stoicheff about — President Stoicheff — as to why those reserves are in place. But when it comes to the province directing use of those reserves or making pretty strong public statements about what those reserves should be allocated towards, it's sort of on the other side of the coin.

So again we're trying to get some clarity here in terms of what the government's approach is going forward. There have been two budgets now where the reserves of the University of Saskatchewan in particular have come under question by this government. So what is the plan going forward for the reserves? Is the minister going to dictate to the institution what is the appropriate amount of reserve or what are the plans for the

ministry as regards to the questions of reserves broadly, and then in particular as regards the University of Saskatchewan?

Hon. Mr. Moe: — So again you know, there'll be a few reasons why we're even able to have a conversation about reserves and increased reserves over the last number of years. And one has been the solid funding from the Government of Saskatchewan over the last number of years, 59 per cent increase to the sector. In the case of the University of Saskatchewan, a 56 per cent increase to their operational budget over those eight years.

The second piece would be some of the decisions that have been made at the institution level with respect to — good decisions, I might add, prudent financial decisions — on how they operate with the funds that are made available to them.

With respect to the reserves at that institution, at the University of Saskatchewan and some of the policies surrounding how those reserves are utilized, I'm going to turn it over to Louise Greenberg, the deputy minister. She has some information specific to the University of Saskatchewan and how they operate within their financial reserves policy.

Ms. Greenberg: — Thank you. In May 2015, the board passed a policy dealing with financial reserves. And this outlines a policy, and it's for fund reserves across all the different faculties and colleges. And the purpose of the policy is really to ensure long-term financial sustainability of the university through the effective use of financial resources.

So they've developed some principles. Their principles for dealing with reserves are based on stewardship and accountability, sustainability and autonomy, transparency and practicality. They've set up a number of definitions in their reserve policy dealing with or classified as general funds, financial reserves, designated funds. They also have designated in their policy, they describe how year-end surplus or deficits can be carried forward, how they're available for academic and administrative units.

They also provide target ranges for their risk reserves and academic opportunity reserves, and they give guidelines of between 1.5 per cent and 6 per cent for risk reserves and academic reserves. They've given some other targets that I won't get into. But in this policy, they do go into the responsibilities for academic and administrative unit managers. They also talk about compliance and procedures in this policy. It's quite a lengthy document.

The whole point of this is really to show about how the university manages its reserves and some of the stewardship it's put into place in terms of how reserves are used and the different kinds of reserves that it has. And this document is available on U of S's website.

Mr. McCall: — Well thank you for that, Dr. Greenberg. But certainly I guess the question is, does the government think that that's appropriate? There were two instances in the last two budget discussions where the level of reserves have come in for direct action on the part of the ministry, and certainly in terms of the Minister of Finance, no less, suggesting what the university should do with its reserves. So it still begs the

question. There are obviously policies in place for these dollars. But on two separate occasions, (1) again in terms of real dollars being reallocated or held back from the operational funding afforded to the institution, and (2) in terms of the minister strongly stating what the university should do with its reserves.

Again there are policies for these things, and they're not there by accident. But the government has got different sort of ideas about what the university should be doing with those reserves. So I guess I'm trying to gain a better understanding, particularly in this time of transformational change where everything is on the table, what the policy is, going forward, for the Ministry of Advanced Education and this government.

[20:45]

Hon. Mr. Moe: — Again I think, you know, it's conversations around what's an appropriate level of reserves and what an institution should or shouldn't be carrying with respect to reserves. You know, that's a conversation where I think it's prudent to take advice from the institutions. And in the case of our province I just, you know . . . I'd read in some comments that were made by President Stoicheff at the University of Saskatchewan. And you know, to quote, "We are not sitting idly on a pile of savings . . . You need savings to buffer the inevitable fluctuations and respond to opportunities that [may] arise."

I referenced opportunities in the research area, opportunities on the capital side that institutions may have. And he goes on to say, and again I quote, "All reputable universities maintain reserves of six to 10 per cent." And I think when he's saying that, I would suspect he's referring to the U15 medical doctorate universities across Canada.

My understanding . . . I haven't had conversations with what an appropriate level of reserves is from the institution standpoint, from the boards or from the president of those institutions. And you know, possibly after this evening that may be a conversation that we may have and then I, you know, I look forward to having it with those individuals and as to what they may feel an appropriate level of reserves is for an institution such as they have, such as in the university, the case of the University of Regina, comprehensive universities across the nation, U of S being a medical doctorate institution. But also with our polytechnic on what's an appropriate amount of reserves to have to buffer, you know, fiscal challenges that may arise, to have some money available to leverage some applied research opportunities that they're looking at now and into the future, as well as in the case of our regional colleges.

In the case of our regional colleges, there actually is a policy around reserves where unrestricted reserves would not exceed 3 per cent of their . . . That would be their total revenue, I presume, their total operational revenue for the year. So the regional colleges do have a policy in place. Dr. Greenberg talked a little bit to the policy that the University of Saskatchewan has in place. The president has made some other comments about what would be considered normal reserve levels in a like institution across the nation of Canada. Again that's an area where, you know, where conversation is needed.

Mr. McCall: — Can the minister describe for the committee

what President Stoicheff, in what context he made those remarks. What was he responding to?

Hon. Mr. Moe: — He was responding in an article with *The StarPhoenix*. Yes, he was responding to comments made by the Minister of Finance with respect to reserves at our institutions, which is a fair conversation that we'll have had and we'll continue to have with each of our institutions, whether it be regional colleges across the province, institutes, our technical institute of Sask Polytech, or our two universities.

Mr. McCall: — Thanks for that. In terms of multi-year capital funding, as regards, you know, the minister's opening comments . . . And I think the record will show I've been looking for the multi-year capital funding plan for a number of years. And this is one that gets talked about from time to time and, you know, certainly back to I remember some forceful comments on the record not too long after the 2007 election. And I guess accompanying the force of those comments has not been an actual multi-year capital plan with the sector. So how's that coming along, and when can we see that coming forward?

Hon. Mr. Moe: — So with respect to some of the conversations that we'll have with our post-secondary institutions around multi-year forecasting on the operational side as well as multi-year capital plan, that doesn't necessarily mean that it would be, you know, a publicly ranked institution. You know, this institution would have this project, would be ranked number one, and I don't think it would . . . There's a difference between having a publicly released capital plan across the sector as opposed to having a multi-year capital plan within institutions as they move forward. And there's reasons for that. There's different opportunities that may arise. And to Dr. Stoicheff's point about having some degree of fiscal capacity available to capitalize on those leveraging opportunities as they arise, the Government of Saskatchewan is of like mind when the opportunities arise. We want to work with all of those partners to capitalize on those opportunities.

There's also changes in the economic environment, the training environment, and the needs that we have in communities that may change some of those capital needs as we move along. And I, you know, most notably look at some of the pressures that are changing in our province over the course of the last number of months with a swing in the oil sector and the price of oil and how ultimately that has a shift in the jobs that are available and the training opportunities that are available.

So each of these are reasons that, you know, a publicly released multi-province-wide capital plan might change and vary, and it would create a number of questions as to why that may be changing. But we definitely want to work with our institutions so that they can develop their multi-year capital plan and look at the sources that they have to fund those capital plans as we move forward, keeping in mind that the capital investment over the last number years in the province has been really quite unprecedented at institutions, at our regional colleges, at our universities, with \$494 million invested at campuses across the province. So a multi-year capital plan doesn't mean it would be a publicly ranked capital plan province wide.

Mr. McCall: — Would it be accessible under the freedom of information legislation of the province?

Hon. Mr. Moe: — So I think what you're looking for is a provincial multi-year capital plan and what we're referring to is institutions' multi-year capital plan.

Mr. McCall: — So to get that clear, and again I heard some pretty powerful words about the virtues of the then K to 12 [kindergarten to grade 12] capital plan and how that model might be imported into the post-secondary education sector. And then I've just waited in vain thereafter. So is the minister . . . You're talking about a multi-year plan, institution by institution. So how many institutions are we talking about, and what will the criteria be utilized for the ranking of those projects?

[21:00]

Hon. Mr. Moe: — So with respect to the capital plans that come from the institutions across the province — and again that's, you know, from the regional colleges, universities, and polytechnic campuses — those are all submitted, and they're unranked within the Ministry of Advanced Education. We submit those projects to SaskBuilds so that they're aware of the capital plans of the institutions across the province. But those projects are not ranked within the Ministry of Advanced Education. So when we refer to multi-year capital planning, we're looking at the individual institutions to develop multi-year capital planning within their institutions as they are with multi-year operational forecasting.

Mr. McCall: — Thanks for that. I guess certainly recognizing that time's going and wanting to talk about other parts of the sector, does the minister have any forecasting for what's going to happen with tuition for the universities in the years to come?

Hon. Mr. Moe: — With respect to tuition at our institutions . . . And I'll maybe talk just briefly about U of S, U of R, and Saskatchewan Polytechnic. Saskatchewan Polytechnic, I believe, has not released their tuition for this upcoming year. University of Saskatchewan has released their tuition increase of 2.5 per cent. And the U of R has not released their tuition amounts for this coming year.

With respect to that, costs are going up, whether you're building highways or schools or delivering post-secondary education. The costs of that continue to increase at a level for a number of different reasons. And the level of funding has also went up over the last eight to ten years here in the province. With respect to tuition, we do support, you know, moderate and affordable fee changes that reflect the cost increases that we have in life and involved with the delivery of our post-secondary education across the province. In the case of the universities, they have a board and a process that they go through for approving their tuition rates, whatever they may be. In the case of Saskatchewan Polytechnic, they also have a process that they go through to come up with the tuition rates that they will charge for their various programs that they offer, and ultimately those are approved by the minister.

Just for a comparison case with the University of Regina and University of Saskatchewan, we'll just take a first-year Arts program at Canadian universities across the nation, the average tuition being \$5,649. The tuition at the University of Saskatchewan is \$5,636. The like tuition at the University of

Regina is \$5,970 — so in the range of the average or slightly above. And it's important to remember that off of each of those numbers would be the \$500 Saskatchewan Advantage Scholarship, which would put both of those numbers under the Canadian average for tuition rates for the first-year Arts program at our two universities here in the province of Saskatchewan.

Mr. McCall: — Moving right along in terms of the minister talked about the quality agenda. And certainly the mix of, you know, who's doing the educating and what sort of component they represent of the overall faculty at a given university in terms of, you know, an ongoing and increasing reliance on sessionals for the provision of instruction and what that does, or the increased size of a class, particularly in those lower years, is that on the . . . If they're going to be pursuing quality as it goes through the transformational change agenda, is that anywhere on the minister's radar in terms of the way that sessionals provide more and more of the education and do it on relatively precarious terms as regards tenured faculty?

Hon. Mr. Moe: — So with respect to class size of different classes . . . And I suspect you're probably referring to one if not both of our university institutions and some of the early years classes that may be present there. And it's totally under the purview of the educational institution on, you know, what they deem as an appropriate class size without sacrificing quality to the students that enrol in that class.

I've been to a number of other of our institutions across the province, you know. Some of our Saskatchewan Polytechnic classes are quite the opposite with 15 and 24 individuals in the class. I've been to some of our regional colleges and maybe have 20 to 30 students in the class, whatever the program may be. You know, and I was through Northlands College in La Ronge through their nursing training area that they have there, and it's a much smaller class size than the many other areas as well as in Prince Albert. And I have a neighbour, a couple of them, that are entering into their second year — first year nursing I suppose it would be — second year nursing and are looking at the opportunities that they have. And the class sizes that are offered in places like Prince Albert are somewhat advantageous to them, just part of their decision-making process.

So there may be some classes that are larger in nature at some institutions. That would be the purview of the institution to have that class size at an appropriate level. There's class sizes at many other institutions that are quite the opposite. They're quite small in nature and don't have a lot of students in them.

Mr. McCall: — So again the minister is . . . One of the five points of the transformational change agenda is pursuing the questions of quality. And ever larger reliance on the use of sessional instructors and what that means for the security of the employment of sessional instructors on the one hand and the pay differential . . . or, you know, pick your indicator where they're in a more precarious state than, certainly, tenured faculty. And then on the other hand, any concerns that might prompt in terms of the quality of instruction that students are getting.

On either of those scores, is this anywhere on the minister's

agenda as they set about pursuing a transformational change agenda where everything is on the table?

Hon. Mr. Moe: — So I guess I would ask the question, with respect to sessional lecturers versus something else that might be available: is that something you're suggesting is inferior when you bring someone in that has some other, you know, experiences outside of the institution to come in and lecture to individuals? Because maybe a mix is actually where that is. Who knows? And maybe that's a question that should be asked of transformational change if everything is on the table, and now that you've suggested it.

And you know, I guess I would ask to further clarify, are you suggesting that a sessional lecturer in some way, shape, or form is of lesser quality than the other options that might be available?

Mr. McCall: — I guess what I'm suggesting is, picking up on a question that both of us were asked at a forum put on before the provincial election by a sessional lecturer that works at the University of Regina and the concerns that that individual raised about the precarious nature of her workplace, about the pay differential, and the concerns that she has in terms of trying to get steady employment going forward. So again if you could, you're pursuing a quality change agenda with the sector. How does that impact or improve the situation as regards that individual that we both spoke to at the forum at the University of Regina just before the provincial election was called?

Hon. Mr. Moe: — So with respect to the pay differential and some of the challenges that were brought up with respect to that particular individual, I'm trying to remember if quality was one of them. I know there's a number of sessional lecturers that, consequently, the pay that they receive is part of a collective bargaining agreement with the institution and things can be addressed through that process.

But you know, the presence of sessional lecturers, I would hope, are not reducing the quality of education that the students are receiving in the classroom. And possibly in many cases, sessional lecturers are bringing a different point of view, if you will, for those students to ensure they see all facets or all angles, if you will, of instruction, which ultimately is what our institutions are about, is opening minds and being broad based in your thoughts. So I'm not sure if quality was actually referred to at that. And I'm not sure that bringing in sessional lecturers or utilizing sessional lecturers affects quality in the classroom.

[21:15]

Mr. McCall: — Well I guess I asked for the minister's clarification, and that's what's going to have to suffice. But again I'd invite the minister to cast his mind back. And I cite this individual as one example of . . . You know, the minister is a thoughtful guy. He's out around the sector. And in terms of the situation of sessional lecturers versus everyone else in the system, they have a number of challenges in terms of the kind of work that they do and the kind of increasing reliance that the institutions place upon them.

So again if we're going to be looking at . . . Surely to goodness,

you know, the quality question arises in terms of the valuable work that they do but that they're not paid for on any kind of par throughout the rest of the sector. And this is for a number of individuals, some that are, you know, with their Ph.D., but all with certainly credentials that enable them to stand in front of a classroom and teach, but that can't get on that tenure track.

And this, you know . . . So I'm wondering if someone's in that precarious situation, or less-than-stable situation, I guess the minister is saying that that doesn't pose any sort of notions of lesser quality in terms of those people being able to perform optimally and instruct optimally. That's not a problem for the minister. That's not on the minister's radar.

Hon. Mr. Moe: — So what you're suggesting is to impose the government's will or opinions on a collective bargaining agreement at one of our university institutions, which would require a change to the Act, which would require taking control of the board at the institution. That's what that would require to weigh in on a collective bargaining arrangement. So I'm not sure what the intentions of other parties would do given the opportunity but at present that is not there.

It's there in other provinces in Western Canada where they do appoint the board and do do the collective bargaining in many cases, and I can read off the provinces that do that if you like. But right now what we have in the province of Saskatchewan is something quite different where that collective bargaining arrangement is between the individual and the representative association and the institution in the case of the University of Saskatchewan and the University of Regina.

With respect to the quality of education that's offered in the classroom, whether it's a sessional lecturer or a tenured lecturer or whoever that may be — a guest lecturer from time to time — I have faith in our University of Saskatchewan, University of Regina that they offer a high-quality education. And I think some of the conversations that we will have going into the future are to collaboratively ensure that we can offer that quality of education in a sustainable fashion as we go along for my children and my children's children.

Mr. McCall: — Well thanks for that, Mr. Minister. Certainly I'm looking for clarification as to how the transformational change agenda is going to unfold. And if this is something that the minister is looking to rule out, I welcome that clarification. Certainly you know that everything was on the table when it came to taking over the boards of the universities with government appointees being under active consideration on the part of the government. That the minister doesn't want to rule that out, that's fair ball. But when he wants to respect the collective bargaining agreements, you know, that's fair ball as well.

In terms of the question around what international students are going to be charged in the years to come and certainly the greater numbers of international students that are on the campus, and again — and this is the importance of international students to the revenue mix of our institutions — there's an argument to be made that it's all the more critical. And certainly this is something you hear from international students themselves. Now I for one am very glad that we have vibrant and sizable international student contingents on our campus. I

think that makes for a better education and a better exposure to the broader horizons that we need our students to have if we're going to succeed as a province.

But as regards international students as a profit centre, does the minister have anything to say in terms of what's going to happen with the fees being charged to international students in the year to come?

Hon. Mr. Moe: — So again with respect to international students and the importance of the international student complement that we have at each of our institutions . . . And I think it's reflective of our communities across the province and not just our urban centres, but also our towns in rural Saskatchewan as well, as many of the communities that I represent now are in many ways starting to reflect the international population that we have in the province of Saskatchewan and in Canada, and how small our world really is these days. So I think the international student content that we have at our post-secondary institutions in many ways is just reflective of our communities that we have in the province. And it's important to our communities for reasons that you mentioned, but also for economic reasons.

And you know, it's no secret what we do here in Saskatchewan. You know, we export just over \$30 billion worth of products to countries all over the world. That's what we do. And the source of much of the revenue that we generate to the economy and to the communities and to the individuals in the province of Saskatchewan, 1.14 million people roughly export in excess of \$30 million worth of product.

And the international engagement for each of us in those, in that type of an economic world are important. They're important for us as individuals and I think they're also important for those that travel from other countries to experience the culture and the education that we have here in the province of Saskatchewan. And I think it does us a great justice on the social fronts, on the community fronts, but also on the economic and export fronts.

In the case of . . . With Saskatchewan Polytechnic in 2014, they had 265 international students. About a three and a half per cent content of their student population was international. University of Regina in 2014 as 2,162 students comprising 18.3 per cent of their student population, which seems high.

Anyway, top countries to the University of Regina include countries such as China, Nigeria, Saudi Arabia, India, and Pakistan. And I remember, last fall, being at the orientation at the University of Regina in the gymnasium there, and you may have been there as well, Mr. McCall. But one whole section of the bleachers was full of the international students, as they were sitting in one area to I think display the importance of the international student population to that institution and to the province.

In the case of the University of Regina, 2,462 students of international, or international students in 2014, comprising 11.7 per cent of the student population at the University of Saskatchewan. And I'm just going to double check our numbers on the percentage at the University of Regina. I didn't think it was 18 per cent. But it is 2,162 students.

Mr. McCall: — Certainly there's a differential between what international students pay and what Saskatchewan students pay. Is that going to be going up in the year to come?

Hon. Mr. Moe: — Currently an international student would pay 2.5 times what a Saskatchewan student would pay. Where that goes in future years would be under the purview of a similar process as their tuition rates take at the relevant institution. So it would go through a process and present it to the board, and the board would make a decision.

Mr. McCall: — Thank you for that. Returning back around to the Midwestern Higher Education Compact, certainly something that we as a member province in the Midwestern Legislative Conference . . . I believe it's 12 US [United States] states that are part of that organization. We've raised it in committee previously with the minister and the minister's predecessor as a possible avenue of inquiry for savings around procurement and bulk buying. Certainly Dr. Greenberg had referenced one of the exciting opportunities there for the action team in terms of better procurement and joint procurement strategy throughout the post-secondary sector in Saskatchewan. So how is that coming, both within Saskatchewan and . . . Has there been any sort of inquiry seriously made at the Midwestern Higher Education Compact and possibilities therein for the province of Saskatchewan?

Ms. Greenberg: — I've had the opportunity to speak to some of the staff that are associated with the association and we talked about whether there was opportunities for procurement or not. And based on some of the way it's set up and some of their legislation and our legislation, the opportunities for procurement didn't seem feasible. But we did remain committed to stay in touch and also share best practices amongst ourselves and also have an opportunity whenever we can to see if there was anything that we could collaborate on or not. But there didn't seem to be any opportunities on the procurement side.

Mr. McCall: — Just as a point of clarification, what were the legislative barriers identified for us and them?

Ms. Greenberg: — Some of it, if I remember, was some of the way they had to do some of their purchasing, that . . . And I was dealing with some of the states in the Midwest. I think some of it was based on their . . . I have to check my notes, but it was on some of their purchasing rules they had to follow and some of the rules that we had to follow. And then we also started to get into a little bit about, we're part of the New West Partnership, and some of the procurement rules that we had to watch across Canada. So that was the difficult part.

We also inquired whether it was feasible to become a member of that, but we actually would have to go in and we'd have to enact legislation to do it on our side. It's legislative on their side of who becomes a member. So we didn't, there wasn't also . . . I don't think there's an opportunity, if memory serves me correct, to be an associate member.

So because of the challenges that were there, we said we could talk to each other and use each other however we can without having to change legislation or figure out a way to make it work because of the way they had their governance set up.

Mr. McCall: — So in terms of the need to use legislative tools or go back to the New West Partnership, that has been deemed as not worth the bother. Am I understanding that correctly?

[21:30]

Ms. Greenberg: — That's right. And I think on the side of procurement, there may be opportunities that we've had through this action team on growth and sustainability we were talking about, some of the work that 3s [Health Shared Services Saskatchewan], the organization 3s that Saskatchewan has access to, and whether or not we can look at some of the opportunities that 3s affords for the universities or Sask Poly because of the rate that they're getting on from paper to a variety of things.

The other things that are difficult sometimes when you run into procurement is when you set up some of the contracts which you may have through computers or through other things, and some of these contracts you just can't break at a certain time. You have to give notice or you have to be closer to when the contract is ending. So the opportunities sometimes have to be identified on an individual basis for certain items because of the contracts that a university may hold with a certain company.

Mr. McCall: — So there's no real possibility for savings that's been identified in terms of joint procurement within the post-secondary education sector in Saskatchewan. Am I understanding that correctly?

Ms. Greenberg: — Not with the higher education at this point.

Mr. McCall: — Okay, thanks for that. I guess one other one that sort of fits with the universities and, you know, certainly coming along with this transformative budget as regards the future of urban parks, there's an argument that gets made quite similar to what the minister has stated tonight in terms of, you know, demonstrates support for the sector. So different incidences of off-loading or cuts or, you know, fee increases shouldn't be that much of a problem, given the past support that's been on offer.

Certainly as regards both the Meewasin Valley Authority and the Wascana Centre Authority and those two entities having been put on notice against the backdrop of the cuts that were made to the five other urban parks in the province, up to and including the legislative changes that were made to the Wakamow Valley Authority, there are dollars that are involved in terms of the provincial contribution to those two remaining entities.

And of course, the other partners in those arrangements, in the case of Saskatoon, one of the partners is the University of Saskatchewan, and in the case of Wascana Centre Authority, one of those partners is the University of Regina. So how does transformational change work its way through the ministry's take on the universities' involvement with the Wascana Centre Authority and the Meewasin Valley Authority?

Hon. Mr. Moe: — So with respect to the park in Wascana here in Regina, the Wascana authority, the Ministry of Advanced Education provides \$270,000 in flow-through through the University of Regina to the Wascana Centre Authority. In the

case of the Meewasin Valley in the city of Saskatoon there's \$681,300 that's provided to the University of Saskatchewan for their contribution to the Meewasin Valley Authority in Saskatoon.

It's my understanding that there's a review that currently is under way through the Ministry of Parks, Culture, and Sport as to those parks and the funding of those parks as you move forward from the provincial government's perspective. And we'll, you know, look for the results of that review to guide the government's hand should they, you know, change in any way the financial relationship that they have with those two parks and Advanced Education as well, those two institutions.

Mr. McCall: — Does the Minister have any idea as to (a) what the timeline is for that review, and (b) what opportunities will be afforded to the universities of Regina and Saskatchewan by way of comment and certainly the significant alumni associations that are part both of those organizations?

Hon. Mr. Moe: — As I said, the Parks, Culture, and Sport, I'm not sure if they've been in committee as of yet. But the question would be best — with respect to the review and input of these institutions with respect to the review of the Meewasin Valley Authority and the Wascana valley authority and the universities' flow-through dollars — that's a question that would be best asked of the Minister of Parks, Culture, and Sport or the Ministry of Parks, Culture, and Sport as to what stage of that review and what involvement these institutions have with it, as they are one of the three partners to date that have been involved with those parks.

Mr. McCall: — Well, given that they're under review and given that . . . And, again, these are things that were not foreshadowed, not campaigned on in the recent provincial election, not foreshadowed in any way but come as a certain shock for the affected municipalities and certainly for the folks that are contemplating what additional financial pressure will come with the continued support or not of the provincial government as regards the Wascana Centre Authority and the Meewasin Valley Authority in terms of, you know, immediate risks on the horizon in terms of financial pressures coming.

These are institutions that will be directly affected by what this government decides or does not. And again, as the ministry that has representation with those institutions, there's got to be some kind of recognition made as to what this means for requests for increased funding to be made whole on the part of those institutions coming to the province. So if it's not part of the work of the year ahead, I would urge the minister to make it so because again these are two — between the Wascana Centre Authority and Meewasin Valley Authority — these are tremendous assets, not just for the cities but for the respective universities. And again, the provincial government reviewing its involvement and commitment to them has a direct impact on the financial pressures that come to bear on the University of Saskatchewan and the University of Regina. So there's got to be some kind of recognition of that in the year ahead on the part of the minister.

Hon. Mr. Moe: — Yes, with respect to the two parks, Meewasin Valley Authority and the Wascana Authority, it's my understanding that there has not been a retraction of funds, that

they've been placed . . . There's been a review that is being performed to ask a number of questions around the, from the provincial perspective, the funding of those parks, and we look forward to, you know, the outcome of that review. But it is my understanding that they did not lose funding in this current year.

And you know, with respect to municipalities, and I travel as a Member of the Legislative Assembly, I travel and represent a number of municipalities. I'm in the constituency of Rosthern-Shellbrook. I think if I'm not mistaken, it's 16 RMs [rural municipality], 5 towns, 12 villages, 5 First Nations communities. And we worked closely on a number of items.

But in the case of the municipalities, over the last number of years . . . And when I referenced the consumer price index in my opening comments of going up 17 per cent, the municipal revenue sharing to municipalities has increased far in excess of that. I believe it's 113 per cent, is in excess of 100 per cent in the case of many municipalities. And I know I have some that are 145, 165, 118, just going off memory. They've received increases over the number of years in their municipal revenue sharing, and none of those municipalities receive dollars for parks in their municipality. They fund them themselves. So it's my understanding in the case of these particular parks that their funding has not been decreased. There's a review that's being conducted, and we look forward to the results of that review.

Mr. McCall: — So again though, I'm asking this because this comes forward in the wake of transformational change being pronounced, you know, certainly not in the election, and certainly at a time when budgets are flatlined or facing reduction and with the promise of more to come. So in terms of the relationship between the ministry, the provincial government, and the two universities, surely the minister would recognize that this poses a financial risk for those institutions in terms of off-loading from the provincial government. Is that not at least on the minister's radar?

And as those transformational change discussions are taking place, are they going to be taking place, you know, with the involvement of the Ministry of Advanced Education, or is it going to be simply something visited upon the universities by a different part of government?

Hon. Mr. Moe: — So you know, once again as I said, that Meewasin Valley Authority, the Wascana Authority both receive money from the respective institutions which is flow-through money from the provincial government. Both are part of a review process that is occurring, and we look forward to the results of that review process, you know, as we move forward.

With regards to general funding of the institutions, and I talked a little bit at the outset of the \$7.3 billion that has been invested in the post-secondary education sector as a whole and the increases that have come to our universities over the same period of time that I referenced to our municipalities, you know, of 53 per cent increase in operational funding to our universities.

It's put our universities in good financial shape as we enter into these next number of years. And in the case of the University of Saskatchewan on 2013-14 numbers, which are the recent

numbers I have, most recent numbers I have in front of me, they are funded — their provincial operating revenue that they receive as a percentage of the total operating revenue — second when you compare them among their peers across the nation of Canada. Sixty-two per cent of their provincial funding, of their operational funding comes from the province of Saskatchewan, and as I said, that ranks them second. University of Regina is also second in their level of provincial funding in 2013-14 with a level of 56 per cent of their operating revenue coming from the provincial . . . The percentage of operating revenue coming from the province was 56 per cent in that year.

How that references into the tuition piece, which was asked earlier as well, when compared to medical doctoral colleges across the nation, the University of Saskatchewan is third last in the amount of tuition revenue as a portion of their operating revenue. Twenty per cent of their operating revenue actually comes from tuition. In the case of the University of Regina, they are ranked the best as well. University of Saskatchewan is third best. University of Regina, when compared to their peers, is ranked the best as 32 per cent of their tuition income is a percentage of their total operating revenue.

[21:45]

The funding, when ranked amongst their peers across the nation, the funding of our institutions has been strong, and the fundings to our municipalities over the same period of time has been strong. And you know, as I said, with relation specifically to the two parks that you have brought up, they are under review, and we look forward to the results of the review.

Mr. McCall: — Okay. You know, I don't know if the minister's trying to bait me or what the deal is here, but certainly I know that the ministry and certain predecessors of the minister have got a problem with the Statistics Canada study that goes into tuition every year and certainly demonstrates on average Saskatchewan's got the second highest level of last fall tuition in the country. And again it brings to mind the old "lies, damn lies and statistics" quotation in terms of the way these things go. But certainly it's interesting that that Statistics Canada study used to be quite meaningful to members from the Saskatchewan Party government when they were in opposition, but certainly after they became government the methodology was suspect and on and on and on.

But Statistics Canada keeps putting that report out, you know, every fall. And there Saskatchewan is, you know, up in the higher ranks in terms of the average level of tuition. So you know, put that against the other remarks that the minister has made in terms of support since 2007 and the way that that gets eroded in terms of the cost that students are facing. So the minister can save me the line about questioning the methodology and all of that because time's a wasting and we ain't got much more time, but perhaps we can take it as an exchange in terms of what the minister had to say about tuition earlier and where we're at.

But in terms of Saskatchewan Polytechnic and the valuable work that that institution does for the province, and again as we go forward in the transformational change immediate future, I've been watching what happens with different questions of layoffs at that institution with certain interest over the past —

the immediate past this year and last. And it's been raised with me by a front-line worker there that there's a dynamic to be observed in terms of upper management being on the increase and front-line workers being on the decrease. And when it comes time for questions of layoff or, you know, meeting the flatlined budgets that have been on offer of late from the provincial government or when, you know, the provincial government goes back around mid-year to take back part of the increase, that in terms of where they see the staff complement increasing, it's on the administration side at Sask Polytechnic. And when it comes to the decrease and making up budget shortfalls, that gets made up on the backs of the front-line workers.

Is that on the minister's radar as regards to the transformational change agenda going forward or, you know, just the functioning of Sask Polytechnic?

Hon. Mr. Moe: — I appreciate the question, and I appreciate the input from the member. I as well had the opportunity, brought about by possibly the same reason for the conversation, as a relative of mine was one of the individuals that was a part of the staffing adjustment here this past spring. And we had a conversation about just that, but not so much about the management versus front-line teaching relativity.

But you know, in fairness I think the answer to the question is yes. I mean that's precisely the conversations that we want to have with our boards and our management, you know, presidents and other management at our institutions is, are we providing the most cost-effective return to the students that are investing in their own education through their tuition, through the people of Saskatchewan that are also investing and investing heavily? And we talk about that frequently. But those are precisely the conversations that we want to have and maybe do some comparisons across the nation as to what an appropriate complement is of management staff to front-line staff. And if it's, you know, starting to run one way or the other, those are precisely the type of adjustments that we need to correct, if they are factual, and then ensure that we have processes in place and models in place that ensure that it's sustainable into the future. So if that is the case, those are precisely the discussions we would like to have with each of our institutions across the sector.

Mr. McCall: — I guess the question is then, Mr. Minister, like, how is that not part of the ongoing work of the ministry, like, as it is?

Hon. Mr. Moe: — Sorry, I didn't hear you.

Mr. McCall: — The seeking of value for, you know, the students' dollar, the seeking of value for the public investment that we make in these important institutions, the seeking of effective, efficient delivery of public service, you know — why does it take the transformational change agenda to come along to somehow light that up as a going concern for the government? Why is that not part of the year-to-year work of the ministry?

Hon. Mr. Moe: — To just back up a bit, you're assuming that things are out of line and, you know, I'm not 100 per cent certain that they are. Maybe I'll actually ask Dr. Greenberg to

provide you some numbers in a minute.

But you're making the assumption that things are out of line. And earlier in our conversation, you'd made the same statement, that the things are the way they are in our post-secondary institutions for a reason, you know, whatever that might be. So it can't be both ways. You know, things are either there for a reason, or they're out of line.

These are conversations that we continually have, and there has been structural changes in a number of different institutions, Sask Poly being one of them with how they structure their management. I actually have had a specific conversation with a couple of board members from time to time with respect to topics just like this. The specific area that we were discussing, they were confident in the structure that had been put in place. I mean, if the board members and the management are confident in that specific area, you know, they're the ones that are doing the work there.

So you know, you're assuming that there's an issue. But these are conversations that do happen, and they'll continue to happen with increasing intensity as you move forward . . . and questions that I'll ask and others will ask as well. But in many ways too, things are the way they are for some reason, so there is both sides to that, I suppose.

Mr. McCall: — Yes. I guess if I could though, in terms of, you know, saying things are the way they are in terms of the differentiation we have between the regional college sector, the Sask Polytechnic, and two universities and, you know, how things have evolved to that point or the differentiation that exists between the Engineering faculties of the two universities . . . That's a bit different from, you know, we need to have the transformational change agenda be proclaimed before we can look at the appropriate ratio of management to front-line workers in something like Saskatchewan Polytechnic, over which the province exerts a great deal of influence.

So you know, I'd beg to disagree with the minister on that point. But I don't know if the deputy minister has something to add to that.

Ms. Greenberg: — I was just going to provide some data that we have, just to identify the out-of-scope academic and professional staff. I'll give you, so you have for the record, this is for 2014-15. So across all the four campuses, there's 1,715 full-time equivalents working at Sask Poly. Out of scope, it's 101 full-time equivalents. Professional services is just about 499, and there's 1,114 academic staff. So your out-of-scopes would be probably about 8 per cent of the total full-time equivalents in terms of their proportion to professional and academic. And of course most of their full-time equivalents are academics.

Mr. McCall: — Thanks for that. I guess one last question and then . . . you know, it's such a fascinating sector and such an important part of the provincial economy, the educational system. And we could talk for a long, long time about the varied and many things going on in the sector.

The minister had referenced this in his opening remarks. And certainly we've seen leadership on the part of different of our

institutions as it regards the question of bringing First Nations and Métis people into a position of success and realizing potential as regards the economy, as regards education. And certainly educational institutions have been in the vanguard of reconciliation, and in terms of the absolutely critical work there is to be done for reconciliation, for making sure that prosperity in Saskatchewan has an equal share in it for First Nations and Métis people. I guess given the great work that is done by different of the institutions, what is the ministry doing to back up and support that whole quest for reconciliation? Indigenization is certainly one of the moving forces on campus.

[22:00]

Hon. Mr. Moe: — So I'm going to just maybe read off a number of initiatives that are part of Advanced Education — in one way, shape, or form — that address some of the calls to action of the truth and reconciliation committee. And I'll mention a few. And then I'll mention maybe just a couple of broader strokes of the importance of, as you stated, the importance of inclusion and support of First Nations and Métis at all of our post-secondary institutions in the province, ultimately with the goal of achieving the outcomes of those individuals and furthering their opportunities that their family will have.

But I will just go through a few here: support to the Saskatoon Industry Education Council for the SaskCareers project, a one-stop shop for career development information and supports for students, teachers, parents on and off reserve. Saskatchewan provides funding to institutions and programs designed to accommodate First Nations and Métis learners including the Saskatchewan Indian Institute of Technologies, Gabriel Dumont Institute, Dumont Technical Institute, First Nations University of Canada, the northern teachers education program or NORTEP, the Northern Professional Access College or NORPAC. The Saskatchewan colleges and universities have adopted principles through the Colleges and Institutes Canada's Indigenous Education Protocol, and the Universities Canada to improve educational experiences and outcomes for First Nations and Métis learners.

The province is working to bring more employment opportunities and career services to the First Nations and Métis people, for example, by supporting SIIT's mobile career service and Aboriginal business match, a large-scale networking event to connect First Nations and Métis businesses with potential business partners. And the province also supports partnerships with employers to prepare First Nations and Métis careers in in-demand occupations. For example, Northern Career Quest has provided 1,500 First Nations and Métis people with classroom, on-site work experience in the mining industry since 2003.

I've some personal visits that I've had . . . the First Nations on-reserve educational institutes and First Nations individuals attending off-reserve educational institutes as well and with successes. And I think it's important to measure the successes in individuals as opposed to sometimes the statistics that we all too often look at. And I see that in my community and communities that I represent, and I see it also here in the community of our capital city.

With respect to our two universities, the University of Regina and the University of Saskatchewan, the First Nations and Métis self-identified students at the University of Regina is about 11 per cent of the total student body there, has been increasing most of the years of late. In the University of Saskatchewan they're at 10 per cent. I believe they're over 10 per cent. I believe the U of R might even be over 11 per cent actually when you get into the minutia of it, of the student body is of self-declared First Nations and Métis heritage. There's been strides made, and there's always more to do, but I think it's also important to remember the efforts that have been made and the supports that are provided to the institutions and to the individuals.

And in addition to all of the supports, you know, that I had mentioned — student supports which are up 350 per cent in the last number of years, but the graduate retention program, the Saskatchewan Advantage Scholarship are available to all students including First Nations and Métis students — but there's also been a 93 per cent increase in the funding that has been available through Economy and Advanced Education to those First Nations and Métis post-secondary education and training opportunities in the province. Together it's just over \$50 million that has been provided through the two ministries this particular year. And it is starting to show results, and this is what is important. The money is one conversation, but the results are what matters. And there's now over 16,000 Aboriginal learners that were enrolled in '14-15, which is the results, I think irrespective of governments, that we're looking for — that and more into the future. That represents a 29 per cent increase. It's in the right direction. There's more to do, and I think there's more that's being done.

And you look at the indigenization of our two university institutions, the work at First Nations University. I think of the round table that occurred at the University of Saskatchewan just not that long ago under the direction of Dr. Stoicheff where they were leading a very national discussion on the truth and reconciliation and how universities can help with the calls to action and what calls to action that they can have an impact on. And the agreement that was signed at that, there was 24. The executive heads of all 24 Saskatchewan post-secondary institutions made a commitment to work together on closing the education gap for Aboriginal people, a gap . . . and it was across Canada too. Wasn't there a number that signed?

A Member: — No.

Hon. Mr. Moe: — Okay Saskatchewan, all 24 post-secondary institutions have made that commitment. And so as I said, there is more work to do when it comes to First Nations and Métis engagement in our education sector, with the ultimate goal of engaging them in whatever they may choose as far as a career goes and bettering their opportunities.

And I, as you know and I'm sure have attended, the opportunity to attend a number of different convocations and graduations, and one of the most impactful graduations that I've had the opportunity to attend, and not one in particular, but our adult basic education graduations at many of our regional colleges. And as I've mentioned, you see someone come off the stage that's my age with a child or two and maybe a grandchild, and you get to chat with them as to why they are finishing now as

opposed to when they were 17 or 18. And the challenges that they were faced were not the challenges that many others face.

And what is very, very encouraging is when you get to the point about what you're going to do now, and they're going to go on and they're going to continue with their education so that they can get this particular career that they are aiming for.

And the commitment that they display in completing that adult basic education at that point in their life and the commitment they are displaying in furthering their career is a reminder for everyone why we do what we do as legislators and representatives on their behalf of the people of Saskatchewan so that they're able to better not just their outcome for themselves but their outcome for their family, and ultimately their outcome for their children and the opportunities that their children will have into the future. So that's why we're here.

The Acting Chair (Mr. Parent): — We are now at the end of our considerations of estimates for Advanced Education. So we'll now move into voting them off. Vote 37, Advanced Education, central management and services, subvote (AE01) in the amount of 15,241,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Post-secondary education, subvote (AE02) in the amount of 688,614,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Student supports, subvote (AE03) in the amount of 56,455,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Non-appropriated expense adjustment in the amount of 139,000. Non-appropriated expense adjustments are non-cash adjustment presented for informational purposes only. No amount is to be voted.

Advanced Education, vote 37, 760,310,000, I will now ask a member to move the following resolution:

Resolved that there be granted to Her Majesty for the 12 months ending March 31st, 2017, the following sums for Advanced Education, in the amount of 760,310,000.

Somebody move?

Mr. D'Autremont: — I so move.

The Acting Chair (Mr. Parent): — Mr. D'Autremont. Is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried.

General Revenue Fund Lending and Investing Activities

Advanced Education Vote 169

The Acting Chair (Mr. Parent): — Vote 169, Advanced Education, loans to student aid fund, subvote (AE01) in the amount of \$60,000,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Advanced Education, vote 169, 60,000,000, I will now ask a member to move the following resolution:

Resolved that there be granted to Her Majesty for the 12 months ending March 31st, 2017, the following sums for Advanced Education in the amount of \$60 million.

Mr. D'Autremont: — So move.

The Acting Chair (Mr. Parent): — Mr. D'Autremont. Is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Any final comments, Minister Moe?

Hon. Mr. Moe: — Yes, if I could, I'd just like to thank you, Mr. Chair, and all members of the committee for the opportunity to be received here this evening and for the exchange of information that we're able to have here. And I want to thank Mr. McCall. As he mentioned we had the opportunity to participate in a few debates in the lead-up to the provincial election and the opportunity to serve on a Public Accounts Committee together as well a number of years ago.

But with respect to the subject matter here this evening, I've found Mr. McCall to be extremely well versed on the matter. He's very well read on the institutions across the province. He asks incredibly intelligent questions on behalf of the people of the province of Saskatchewan, and he cares about the institutions, Mr. Speaker, and the students that attend them. And I do want to thank him for that and his questions here this evening and the relationship that we have otherwise. So I appreciate that. Thank you again, Mr. Chair, and thanks to the committee.

The Acting Chair (Mr. Parent): — Thank you, Minister Moe. Mr. McCall.

Mr. McCall: — Well thanks very much, Mr. Chair. I'd just like to certainly thank the minister and officials. It's hugely important work that the ministry does. When you're talking about the grandmother and the son, that was my grandma and my dad, and that was the difference that post-secondary education made in our family. And I never forget that. So I want to say we'll have our disagreements certainly, but I know that the minister brings a lot of commitment and a lot of heartfelt thoughtfulness to the work. And I know that that's kind of what it's like for his family, too. And anyway, just to say thank you to the minister, to officials, and certainly committee members and to you, Mr. Acting Chair.

The Acting Chair (Mr. Parent): — Thank you, Mr. McCall. Minister Moe?

Hon. Mr. Moe: — I need to excuse my very selfish behaviour. I did not thank all of the officials that meet with me on a weekly if not daily basis and were present here this evening, both in this building and others. And I do want to thank them for all of the effort they give to keep me on the straight and narrow but also all the effort that they give on behalf of the people of Saskatchewan to ensure, you know, as we had discussion tonight . . . but to ensure that we have the quality and accessibility in the institutions that we have across the province. This is part of that team. So I do want to thank them for their effort that they make tonight and every other day.

The Acting Chair (Mr. Parent): — Thank you, Minister Moe. Thank you for your time here today. We will now move into voting off the remaining estimates so, minister and officials, you're excused. Thank you.

[22:15]

**General Revenue Fund
Education
Vote 5**

The Acting Chair (Mr. Parent): — We will now consider the remaining committee resolutions and vote on the estimates and March Supplementary Estimates. Vote 5, Education, central management and services, subvote (ED01) in the amount of 15,084,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. K-12 education, subvote (ED03) in the amount of 1,663,945,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Early years, subvote (ED08) in the amount of 76,854,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Literacy, subvote (ED17) in the amount of 1,958,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Provincial Library, subvote (ED15) in the amount of 12,768,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Teachers' pensions and benefits, subvote (ED04) in the amount of 34,543,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Non-appropriated expense adjustment in the amount of 548,000.

Non-appropriated expense adjustments are non-cash adjustments presented for informational purposes only. No amount is to be voted on.

Education, vote 5, 1,805,152,000. I will now ask a member to move the following resolution:

Resolved that there be granted to Her Majesty for the 12 months ending March 31st, 2017, the following sums for Education in the amount of 1,805,152,000.

Mr. Fiaz: — I so move.

The Acting Chair (Mr. Parent): — Mr. Fiaz. Is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried.

**General Revenue Fund
Health
Vote 32**

The Acting Chair (Mr. Parent): — Vote 32, Health, central management and services, subvote (HE01) in the amount of 11,223,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Provincial health services, subvote (HE04) in the amount of 211,369,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Regional health services, subvote (HE03) in the amount of 3,648,878,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Medical services and medical education programs, subvote (HE06) in the amount of 908,297,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent) — Carried. Provincial infrastructure projects, subvote (HE05) in the amount of 184,225,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Drug plan and extended benefits, subvote (HE08) in the amount of 386,840,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Non-appropriated expense adjustments in the amount of 842,000. Non-appropriated expense adjustments are non-cash adjustments presented for informational purposes only. No

amount is to be voted.

Health, vote 32, 5,350,832,000. I will now ask a member to move the following resolution:

Resolved that there be granted to Her Majesty for the 12 months ending March 31st, 2017, the following sums for Health in the amount of 5,350,832,000.

Mr. Fiaz: — I so move.

The Acting Chair (Mr. Parent): — Mr. Fiaz. Is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried.

**General Revenue Fund
Labour Relations and Workplace Safety
Vote 20**

The Acting Chair (Mr. Parent): — Vote 20, Labour Relations and Workplace Safety, central management and services, subvote (LR01) in the amount of 4,592,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Occupational health and safety, subvote (LR02) in the amount of 8,482,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Employment standards, subvote (LR03) in the amount of 2,869,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Labour Relations Board, subvote (LR04) in the amount of 1,076,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Labour relations and mediation, subvote (LR05) in the amount of 742,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Workers' advocate, subvote (LR06) in the amount of 840,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Non-Appropriated expense adjustment in the amount of 42,000. Non-appropriated expense adjustments are non-cash adjustments presented for informational purposes only. No amount is to be voted.

Labour Relations and Workplace Safety, vote 20, 18,601,000. I will now ask a member to move the following resolution:

Resolved that there be granted to Her Majesty for the 12 months ending March 31st, 2017, the following sums for Labour Relations and Workplace Safety in the amount of 18,601,000.

Mr. Fiaz: — I so move.

The Acting Chair (Mr. Parent): — Mr. Fiaz. Is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried.

**General Revenue Fund
Social Services
Vote 36**

The Acting Chair (Mr. Parent): — Vote 36, Social Services, central management and services, subvote (SS01) in the amount of 49,298,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Child and family services, subvote (SS04) in the amount of 242,911,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Income assistance and disability services, subvote (SS03) in the amount of 726,200,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Client support, subvote (SS05) in the amount of 12,193,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Housing, subvote (SS12) in the amount of 18,771,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Non-appropriated expense adjustment in the amount of 6,343,000. Non-appropriated expense adjustments are non-cash adjustment presented for informational purposes only. No amount is to be voted.

Social Services, vote 36, 1,049,373,000. I will now ask a member to move the following resolution:

Resolved that there be granted to Her Majesty for the 12 months ending March 31st, 2017, the following sums for Social Services, in the amount of 1,049,373,000.

Mr. Fiaz: — I so move.

The Acting Chair (Mr. Parent): — Mr. Fiaz. Is that agreed?

Some Hon. Members: — Agreed.

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Now I'll get a motion to resolve the committee, to adjourn the committee . . . could be resolves. All agreed?

The Acting Chair (Mr. Parent): — Carried.

**General Revenue Fund
Supplementary Estimates — March
Social Services
Vote 36**

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Okay.

[The committee adjourned at 22:27.]

The Acting Chair (Mr. Parent): — Vote 36, Social Services, central management and services, subvote (SS01) in the amount of 12,000,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Income assistance and disability services, subvote (SS03) in the amount of 17,000,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Child and family services, subvote (SS04) in the amount of 19,000,000, is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried. Social Services, vote 36, 48,000,000. I will now ask a member to move the following resolution:

Resolved that there be granted to Her Majesty for the 12 months ending March 31st, 2016, the following sums for Social Services, in the amount of 48,000,000.

Ms. Wilson.

Hon. Ms. Wilson: — I so move.

The Acting Chair (Mr. Parent): — Is that agreed?

Some Hon. Members: — Agreed.

The Acting Chair (Mr. Parent): — Carried.

Committee members, you have before you a draft of the first report of the Standing Committee on Human Services. We require a member to move the following motion:

That the first report of the Standing Committee on Human Services be adopted and presented to the Assembly.

Ms. Beaudry-Mellor: — I so move.

The Acting Chair (Mr. Parent): — Ms. Beaudry-Mellor:

That the first report on Standing Committee on Human Services be adopted and presented to the Assembly.

Is that agreed?