ORGANIZATIONAL PROFILE

THE UNIVERSITY OF REGINA

The University of Regina is situated on Treaty 4 lands with a presence in Treaty 6. These are the territories of the nêhiyawak, Anihšināpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. Today, these lands continue to be the shared Territory of many diverse peoples from near and far.

Located next to idyllic Wascana Lake, the University of Regina is a vibrant institution, with an established reputation for excellence and innovative programming. With more than 2,500 faculty and staff, including almost 500 tenure-track faculty, and close to 16,500 full-time and part-time undergraduate and graduate students, in 10 faculties and 24 academic departments, the University community is devoted to research, teaching, scholarship, and social responsibility. The 10 faculties at the University are: Faculty of Arts, Faculty of Business Administration, Faculty of Education, Faculty of Engineering and Applied Science, Faculty of Graduate Studies and Research, Faculty of Kinesiology and Health Studies, Faculty of Media, Art, and Performance, Faculty of Nursing, Faculty of Science, and Faculty of Social Work. Within these faculties as well as 3 academic units (Johnson Shoyama Graduate School of Public Policy, La Cité universitaire francophone, and a dynamic Centre for Continuing Education), the University offers specialized programs that support and enhance the University’s commitment to innovative learning, community engagement, and critical thought. The University boasts a growing number of experiential and international learning opportunities, further preparing graduates for life beyond academia in an ever-changing world. In addition, the University includes three federated colleges that are an important part of the University of Regina community: Campion College, First Nations University of Canada, and Luther College.

The University of Regina fosters close ties with First Nations and Métis communities and supports the success of Indigenous students through ta-tawâw Student Centre and the Indigenous Advisory Circle. From 2014 to 2019, the number of self-declared Indigenous students at the University grew by 39%, and now comprises 13% of the student population. Also, over that time, international student enrolments grew by 73%, to comprise 19% of all students, further enhancing the rich cultural fabric of the student population and the institution as a whole. Total enrolments at the University grew by 19% during the same period. Improvements to infrastructure and services, such as a new residence building and childcare centre, ensure that the student experience at the University of Regina remains of the highest calibre.

Over 78,000 University of Regina alumni make an indelible imprint in their fields, and contribute not only to the province of Saskatchewan, but on a national and global scale. University of Regina alumni have made great strides in a diversity of arenas, such as politics, business, sports, science, journalism, health care, and the arts, and continue to be global ambassadors for this thriving institution.

For more information on the University of Regina, please visit www.uregina.ca.
Beginning in the Fall of 2019, the University embarked on a strategic planning process to help create a new five-year Strategic Plan for the future. After a great deal of consultation with internal and external stakeholders, the University has now launched its 2020-2025 strategic plan, All Our Relations: kahkiyaw kiwâhkômâkaninawak.

The title of the 2020-2025 Strategic Plan, All Our Relations, is the English equivalent of a phrase familiar to most North American First Nations Peoples often used to formally acknowledge the interconnectedness of family and all their relations including those that walk on two feet, those that walk on four feet, those that swim in the great waters, those that fly in the sky and those that crawl on their bellies. All Our Relations signifies a strong sense of mutuality and interdependence embodying respect for each other in thought, word, or deed. In this spirit, the University of Regina believes that its strength lies in its relationships and interconnectedness and that together we are stronger. The University believes in the power of community and by acknowledging All Our Relations it can honour who we are, where we are, where we have been, and where we are going.

**Vision Statement**

The University of Regina seeks to reflect the world in which we want to live – a world that values empowered citizens, generates high-impact scholarship, and embraces Canada’s diversity.

**Mission Statement**

The University of Regina’s vocation is to explore unanswered questions. We provide high-quality and accessible education, influential research, creative endeavours, and meaningful scholarly experiences in pursuit of local and global contributions to knowledge. Investigation of and reflection upon varied intellectual pursuits is fundamental and we engage our students in these pursuits, seeking to instill in them a lifelong quest for knowledge and understanding.
Values

• Mutual Respect, Integrity, and Honesty.
  Our treatment of each other is principled, open, transparent, and respectful. We are a safe, healthy, and supportive community that prioritizes the well-being of our students, faculty, staff, and community partners.

• Equity, Diversity, and Inclusion.
  We are committed to creating and promoting equitable systems that foster diversity and inclusion for students, faculty, and staff. Through our adoption of a mainstreaming approach to equity, diversity, and inclusion (EDI), all people - including women, Indigenous peoples, persons with disabilities, visible minority groups, and members of LGBTQ2S+ communities - are integral members of our community.

• Indigenous Ways of Knowing and Being.
  We are committed to Truth and Reconciliation. We aspire to walk together in a good way and strengthen our relationships which are based on mutual respect and accountability. Ongoing and emerging activities will be accountable to the future generations.

• Communities and Social Responsibility.
  We employ our expertise to serve each other, the environment, and society. We nurture our reciprocal relationships with our communities by being committed to vibrancy, inclusivity, and demonstrating social, environmental, and economic responsibility.

5 Areas of Focus

• Discovery
  Goal: All students will participate in experiential learning opportunities.

• Truth and Reconciliation
  Goal: Take significant action on the Truth and Reconciliation Commission’s (TRC) Calls to Action relevant to post-secondary education.

• Well-being & Belonging
  Goal: Assess, adopt, implement, and improve student thriving metrics.

• Environment & Climate Action
  Goal: 25% reduction in our ecological footprint.

• Impact & Identity
  Goal: Measure and improve recognized comprehensive impact of University of Regina activities.

For more information about the 2020-2025 Strategic Plan, please visit: www.uregina.ca/strategic-plan/
University of Regina faculty members are dedicated researchers and scholars. They care deeply about their students, their community, and the impact of their research. As the University’s culture of research has continued to mature over the last several years, its researchers and scholars are becoming more widely recognized. There is a deep desire on campus to continue on this trajectory, with both increased support for the research enterprise, and increased profile for the University as a centre of excellence in research.

The University is committed to the following research objectives:

- Continued and enhanced support for students and researchers to deliver high impact outcomes
- Advance the profile and awareness of research successes locally, provincially, nationally and internationally
- Increase research partnerships and projects with First Nations and Métis people, communities and organizations, including the First Nations University of Canada
- Develop and implement processes, procedures and tools to help ensure the University’s strategic research plan is actualized
- Increase research revenues and sustain/increase Tri-Agency and contract funding
- Facilitate and support high quality research with dissemination practices including public engagement

The University of Regina has emerged as a centre of excellence on a number of research fronts. Based upon research impact, critical mass of highly qualified personnel, distinctiveness, and commitment to partners in the community and the Province of Saskatchewan for high impact research, the University has identified six thematic areas of research priority, which represent clusters of researchers:

- Anxiety, stress & pain
- Digital future
- Integrated human health: Equity, disease & prevention
- Social justice & community safety
- Water, environment & clean energy
- Living Heritage: Identities, Communities, Environments
The University of Regina is home to Canada Research Chairs in the following areas:

- Energy and Environmental Informatics (Tier 1)
- Truth and Reconciliation Education (Tier 2)
- Biopsychosocial Determinants of Women's Mental Health (Tier 2)
- Energy and Environment (Tier 1)
- Climate Change, Energy and Sustainability Policy (Tier 1)
- Environmental Change and Society (Tier 1)
- Computational Learning Theory (Tier 2)
- Chemogenomics and Antimicrobial Research (Tier 2)

In addition, the University of Regina has a number of thriving research centres and institutes.

- Canadian Institute of Public Safety Research and Treatment (CIPSRT)
- Centre on Aging and Health (CAH)
- Child Trauma Research Centre (CTRC)
- Clean Energy Technology Research Institute (CETRI)
- Collaborative Centre for Justice and Safety (CCJS)
- Humanities Research Institute (HRI)
- Institute for Energy, Environment and Sustainable Communities (IEESC)
- Prairie Adaptation Research Collaborative (PARC)
- Saskatchewan Population Health and Evaluation Research Unit (SPHERU)
- University of Regina Press

The University also sustains the following faculty-based research centres which report directly to the Dean/Director of each Faculty they are apart of:

- Centre de recherche sur les francophonies en milieu minoritaire (CRFM) (La Cité universitaire francophone)
- Indigenous Peoples' Health Research Centre (IPHRC) (Johnson Shoyama Graduate School of Public Policy)
- Institute for Environmental Change and Society (Faculty of Science)
- Community Research Unit (Faculty of Arts)
- Centre for Educational Research, Collaboration, and Development (CERCD) (Faculty of Education)
- Social Policy Research Centre (Faculty of Social Work)
- Centre for the Study of Science and Innovation Policy (CSIP) (Johnson Shoyama Graduate School of Public Policy)
- Regina Improvisation Studies Centre (Faculty of Media, Art, and Performance)
- Institute for Microbial Systems and Society (Faculty of Science)
THE ROLE OF THE PRESIDENT AND VICE-CHANCELLOR

Accountable to the Board of Governors of the University of Regina, the President and Vice-Chancellor (See: The University of Regina Act) is responsible to engage the University community and lead with a collaborative and consensus-based approach to develop and implement the strategy of the University in keeping with its articulated vision. The President will lead execution of the All Our Relations strategic plan and ensure the vision, goals and objectives are enacted as espoused. The President will also ensure academic and administrative policies and guidelines are in place and implemented to support the vision and strategy.

As leader of the University, the President will bring innovation, collaboration, and financial acumen to execute the University’s strategy. In the current financially challenging environment, the President will work with the University’s senior leadership team and the Board to ensure the University secures and maintains the financial resources necessary to grow and execute its strategy.

The President will engage and inspire a talented, motivated, and diverse University community. With an open heart and open mind, the President will be someone who leads with empathy, compassion, and respect for all members of the University community. The President will be able to communicate effectively with students, faculty, staff, alumni, donors, government, and other university constituents, and will promote the University, locally, provincially, nationally, and internationally. It will be important for the President to demonstrate progress while building on multiple strategic partnerships and alliances. As a key contributor to the vibrant and supportive city of Regina and Province of Saskatchewan, the President will ensure the University continues to build on its vital role in the broader community.

As outlined in the 2020-2025 Strategic Plan, All Our Relations, the President will demonstrate and provide inclusive leadership to the University’s strategic commitment to take significant action on the Truth and Reconciliation Commission’s (TRC) Calls to Action relevant to post-secondary education. The President will work to improve supports for all Indigenous students, faculty, and staff, provide educational opportunities and experiences across all of Saskatchewan through its connection with communities throughout the province, and work to incorporate Indigenous ways of knowing into teaching and research.

In addition to providing leadership on Indigenous engagement, the President will also maintain and enhance the University’s focus on Equity, Diversity, and Inclusion (EDI). The University of Regina is committed to cultivating an equitable, diverse, and inclusive environment by providing opportunities for all students, faculty, and staff to develop skills that will enable effective interactions with people across cultures and underrepresented populations. It is a priority for the University to review and renew its policies to ensure the use of inclusive language and also develop comprehensive recruitment and retention plans for achieving and sustaining parity of underrepresented groups on campus.
The President and Vice-Chancellor’s responsibilities will include the following:

**Student Success**

- Ensure the best possible learning environment in which all students can flourish, advance academic developments, protect academic autonomy and respect and support academic processes.

- Build on existing plans, and with involvement from students, faculty, staff, and administrative leaders, develop, articulate, and implement a strategic enrolment and recruitment plan for the University. A focus should be placed on increasing Indigenous and graduate student enrolments. Such a plan must demonstrate awareness of Saskatchewan’s demographics, including a growing Indigenous youth population and decrease in overall provincial population of youth and young adults.

- Play a lead role in ensuring that the University of Regina is seen as the University of choice for all students, known for the quality of education it delivers, and that its programs are developed and promoted with a view to attracting the best students to each available program.

- Ensure student services, student life and academic programming is truly student-centred, and that equity, diversity, and inclusion is promoted and supported.

- Show a personal interest in student activities and develop sound relationships with student organizations, developing and demonstrating mutual respect and open and regular communication.

- Ensure that student experience and satisfaction is measured and modified as part of a continual improvement plan.

**Inspiring and Motivating the University Community**

- Focus the internal and external image of the University, engendering a sense of pride by being an available, approachable, and visible supporter of the University of Regina’s academic enterprise, and by providing public recognition for achievements in all areas.

- Lead by example, modelling positive working relationships and a collaborative, consultative approach to decision-making. Demonstrate through personal example the University’s commitment to maintaining a consultative environment among senior administrators, faculty and staff, ensuring effective mechanisms are in place for collegial decision-making.
• Put in place progressive programs to ensure continued recruitment and retention of high quality faculty, senior academic administrators and staff, and to support their leadership development on an ongoing basis.

• Demonstrate a transparent, principled approach to university administration; involving key constituent groups in major decisions and taking steps to build on trust and to ensure inclusiveness.

• Work closely with the University’s senior leadership team, delegating as appropriate, assessing risks and opportunities jointly, and ensuring engagement and accountability.

• Stimulate and support excellence in teaching, research and scholarship, and service while fostering a climate that inspires faculty, staff, and students to perform at their best.

Positioning the University for the Future

• Recognizing the competitive environment for funding, research, faculty, staff, and students, ensure the University is well positioned to succeed, and is working collaboratively with other post-secondary institutions and other partners wherever appropriate.

• Engage the community in articulating the strategic vision, mission, and goals of the University of Regina.

• Better position the University to attract students highlighting the unique nature of the education and experiences offered at the University of Regina, and build on the University’s strengths, traditions, culture, academic values, and excellence in teaching.

• Further increase research activity at the University, both that which responds to the needs of society and that driven by intellectual curiosity, while continuing to build innovative and interdisciplinary programs at undergraduate and graduate levels that demonstrate academic rigour.

• Responding to the current challenges post-secondary institutions are facing regarding the global pandemic and the “new-normal” moving forward will be vital. The President’s approach to leadership will need to be nimble, adaptive, and look to leverage new innovations and opportunities such as digital-technologies that may help transform the way Universities operate.

Community Engagement

• Communicate the University’s unique values and culture in a way that generates enthusiasm, passion, and support from members of the University and its broader community.

• Capitalize on connections among people, ideas, and opportunities, and inspire and engage others to do the same.

• Build genuine and deep partnerships with Indigenous representation from First Nations University of Canada and the Gabriel Dumont Institute, but also incorporate the ideology worldviews of these institutions into the University of Regina faculties and academic units to become more self-sustainable in Indigenous academia.
• Have an understanding of, and appreciation for community-driven research methods and collaboration with First Nations and Métis communities in the province.

• Through personal and professional outreach and community ‘presence’, build strong relationships and innovative partnerships and capacity-building initiatives with diverse constituent groups, such as those in government, business and the higher education community nationally and internationally.

• Engage community partners to ensure the University’s vision is shared and well understood in the broader community; engender a sense of mutual accomplishment in successes at the University and in the community at large and work to engage as many people as possible in the mission of the University.

• Specific priorities include increasing the profile of teaching and research excellence at the University of Regina, the enhancement of its relationships with all levels of government and with the wider community, including alumni, enhancement of its relationships with First Nations and Métis communities throughout the province, and the development of innovative initiatives to further engage the business community.

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Financial Administration

• Practice sound financial leadership, through the University Leadership Team, to ensure the University’s goals are met and to ensure affordability for students.

• Provide appropriate, adequate and timely information to the Board on any issues that could have a material impact on the University’s operations or reputation while also reporting regularly on progress as to the defined expectations of the Board.

• Demonstrate innovative and progressive thinking in the development of revenues from new and existing sources of support; engage the broader community as partners in fund development.

• Establish an ongoing fund development plan, establishing the right model and structure to ensure that all fundraising initiatives are considered as part of a long-term strategy; ensure that targets established by the Board can be met in a sustainable fashion.

• Continue to enhance operational infrastructure, especially to secure additional research infrastructure and to address ongoing needs for associated operating costs and space requirements.
CANDIDATE PROFILE

As a collaborative leader who demonstrates a consensus-based approach to decision making, the ideal candidate for the next President of the University of Regina will have proven leadership experience in post-secondary education. They will have the ability to foster a positive, open, collegial, cooperative, and inclusive approach in a comprehensive University that is focused on engagement, teaching, learning, research, and community participation.

While no one candidate will meet all of the desired criteria in equal measure, the Committee is seeking a person who has a mix of the following competencies, qualifications, and characteristics:

CREDENTIALS
A combination of education and experience that would command respect from all constituents in the University community would typically suggest:

- The candidate preferably will have obtained an earned doctorate or highest credential in their discipline along with an outstanding record of achievement in teaching, research/scholarly activity, university service, and student interaction.
- Candidates should be leaders with an established national presence, with a comprehensive understanding of universities, their cultures and processes, and their role in society.
- A successful track record in a significant leadership role is expected, in addition to academic accomplishments and reputation the candidate may bring forward.

SKILLS AND EXPERIENCE

Academic Leadership
- Strong record as an academic leader in a setting where successful changes were introduced to:
  - Enhance the learning experience of students
  - Promote and encourage research of all types including pure/basic, applied, creative, Indigenous, and community-driven
  - Foster constructive decision-making processes
  - Establish linkages and partnerships, locally, nationally and internationally
  - Develop facilities and provide innovative solutions, such as digital-technologies that support distance learning to help address space allocation challenges
• An articulate understanding of Indigenous cultures and histories, and ideas for taking Indigenous concepts and practices seriously as potential contributions to academic practices and disciplines.

• An understanding of, and appreciation for the importance of community-driven research, specifically with the First Nations and Métis communities in the province.

**Student-Centred Leadership**

• Appreciation for how student support services can enhance the University’s competitive advantage when delivered in ways that address student needs.

• Understanding of the importance of seeking out student input; knowledgeable about and sensitive to student issues, such as tuition, debt, scholarships, accessibility, program needs, and employment opportunities.

• Familiarity with student recruitment and retention; ideally experienced with developing targeted enrolment strategies to address demographic and competitive concerns within the province.

• Experience with equity, diversity, and inclusion issues; demonstrating sensitivity and leadership for equity seeking groups of students to help create a more diverse and inclusive University community.

**Administrative Leadership**

• Demonstrated record in strategic leadership and strategic decision making; able to effectively translate a ‘vision’ into ‘strategy’, communicating effectively throughout the process.

• Experience building and working with an active and effective leadership group; ensuring the lines of communication are open and all members are engaged and encouraged to contribute to the decision-making process and whose members bring relevant skills to implement strategies and deliver measurable results.

• Experience in working with a Board or other governing bodies and evidence of having helped them work within a complex organization to define overall strategic direction.

• Demonstrated ability to attract and retain top level and diverse talent, with an understanding of the challenges faculty and staff may face in a competitive environment.

• Track record of success in leading and engaging people effectively; demonstrating and encouraging consultation and a fair and transparent management style in others throughout the organization.
• Familiarity with employee relations in a unionized setting; able to create a positive work culture with a goal of being an ‘employer of choice’.

• Familiarity with progressive and innovative practices in universities and experience putting ‘best practices’ into effect for positive results.

**Relationship Building**

• Experience developing and maintaining a personal and institutional presence in the broader community. Aware of the critical importance of good relationships beyond the campus boundaries.

• Ability to foster engagement and purposeful relationships with the Federated Colleges associated with the University of Regina.

• Ability to foster University engagement in and with the broader community and assist those in the academic environment to work collaboratively with those in the wider community.

• Experience with and a commitment to meaningful engagement with First Nations and Métis communities throughout the province.

• An understanding of the value and importance of alumni relationships, beyond their fund raising potential; ability to work with development staff, volunteers, and faculty to help foster good relations with alumni and potential donors.

• Ability to be an ambassador for the University with the skills to build and maintain relationships with local, national, and international communities.

**Characteristics and Interpersonal Skills**

• Demonstrates commitment to collegial decision-making processes.

• Ability to lead with an open heart and open mind.

• Must have respect for everyone in the University community and lead with compassion and empathy.

• High emotional intelligence – authentic and respectful leadership.

• Courage to do the right thing.
- Works effectively with others to achieve consensus on a vision and the ability to communicate and convey this vision effectively.
- Unites people through listening, synthesizing ideas and helping them reach the best decisions.
- Can bring together diverse constituents, both internally and externally, and can influence and inspire influential people to become champions for the University.
- Enjoys sharing success and credit and is generous in the celebration of achievement of others.
- Exceptional communicator who demonstrates excellent listening, verbal, and written communication skills.
- Presents well and deals effectively with the media.
- Is able to negotiate effectively.
- Is able to delegate effectively and appropriately.
- Shows a keen interest and willingness to learn and seek advice from others, while demonstrating the capacity to make the final decision when required; recognizes the importance of communicating ‘how’ and ‘why’ decisions were made, as well as the outcome of the decision.
- Possesses a welcoming manner that is transparent and conducive to cooperative interaction, listening to the concerns of all groups and developing a positive environment for the campus community.
- Demonstrates a knowledge of change management, the importance of working through the process while handling issues that arise sensitively.
- Ethical, honest, and committed to equity, diversity, and inclusion.
- Goal-oriented, organized and analytical with the ability to set priorities and see them implemented.
Regina is located on Treaty 4 land and within the traditional territory of the Métis.

Indigenous people have lived in this region through many thousands of years. This area was one of the important places where Indigenous people would come to hunt the roaming herds of bison. They began to stack the long bison bones into large piles in an effort to honour the animals’ spirit as the bison herds were becoming depleted due to overhunting by non-Indigenous hunters. The nêhiyawak originally referred to Regina as oskana kā-asastēki which literally means “The place where bones are piled up.”

Regina became a city in 1903. Two years later, Saskatchewan became a province and chose Regina as its capital. Today, this diverse and vibrant community is one of Canada’s fastest growing major cities and has evolved into an urban community with a robust economy. It has an abundance of parks, sports and recreational facilities, bicycle pathways, family attractions and an exceptional quality of life. Today, Saskatchewan’s capital has a population of approximately 230,000 and serves a larger metropolitan area that is still growing. According to the 2016 census, Regina is the 16th largest city in Canada.

Regina’s economy is primarily resource-based, with companies such as EVRAZ, a vertically integrated steel, mining and vanadium business; and Viterra, a leading grain and oilseeds marketer and handler, calling Regina home. The City also boasts the headquarters of provincial Crown corporations SaskEnergy, SaskPower, SaskTel, and Saskatchewan Government Insurance.

In recent years, one of Regina’s economic strengths has been the increasing diversification into sectors such as banking and finance, computer and information technology, manufacturing and telecommunications. Combined, they all play a part in having created one of Canada’s strongest economies over the last number of years, featuring strong growth in gross domestic product, low unemployment and rising personal income levels.

Regina has year-round events that are family-friendly, exciting and unique including a variety of arts and craft shows and festivals throughout the year. Regina is also home to one of North America’s largest urban parks, Wascana Centre where you can have a picnic, paddle board, canoe, or ride your bike along the city’s path system which stretches over 60 km across the city.

The University of Regina is committed to an inclusive workplace that reflects the richness of the community that we serve. The University welcomes applications from all qualified individuals, including individuals within the University’s employment equity categories of women, persons with disabilities, members of visible minorities, Indigenous persons, individuals of diverse gender and sexual orientation and all groups protected by the Human Rights Code. While we encourage all qualified applicants to apply, preference will be given to Canadian citizens and permanent residents of Canada.

The new President and Vice-Chancellor is expected to take office in the summer of 2021, or as mutually agreed. The Search Committee will begin consideration of candidates in Fall 2020 and will continue until the position is filled.

To explore this exciting opportunity further, please contact Boyden’s Calgary office at 403-410-6700 or forward your CV and related materials to uofrpresident@boyden.com.

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CONFIDENTIALITY

Boyden respects the privacy and confidentiality of personal information provided by candidates in our search assignments. In accordance with The Local Authority Freedom of Information and Protection of Privacy Act. A copy of our Privacy Policy is available for your review on our website at: www.boyden.ca/canada/privacy-policy

By providing us with a copy of your resume and any subsequent personal information directly or from third parties on your behalf such as references, you understand that it has been furnished with your consent for the purpose of possible disclosure to our client, who has agreed to comply with our Privacy Policy. We will not disclose your personal information to other clients without your prior knowledge and consent.