

AGENDA

University Council

Date: September 25, 2025

Time: 2:30-4:30 pm

Location: Convocation Hall (PMB 120)

CALL TO ORDER

1. Agenda

- 1.1. Adoption of the Agenda
- 1.2. Council Motions

2. Chair's Opening Remarks- Dr. Vicki Squires, Council Chair, College of Education

3. Minutes

- 3.1. Approval of Minutes – June 12, 2025

4. Council Welcome and Governance Refresher- Dr. Julian Demkiw, University Secretary and Chief Governance Officer

5. Business Arising

- 5.1 CASPer Testing Update
- 5.2 Eligibility to Apply for, Hold and Administer Research Funding Policy Changes

6. Reports

- 6.1 President
- 6.2 Acting Provost and Vice-President Academic
- 6.3 Graduate Students Association (GSA)
- 6.4 University of Saskatchewan Student's Union (USSU)

7. Academic Programs Committee

- 7.1 Request for Decision: Masters Admission Category for Doctor of Dental Medicine (D.M.D) Program

8. Planning and Priorities Committee

- 8.1 Request for Decision: Business Research Integration and Development Group (BRIDGE) Knowledge Centre
- 8.2 Item for Information: Provisional Centre for Entrepreneurship
- 8.3 Item for Information: Disestablishment of the Centre for the Study of Science and Innovation Policy

9. Governance Committee

- 9.1 Notice of Motion: College of Medicine Faculty Bylaws

10. Nominations Committee

- 10.1 Request for Decision: Council Committee Vacancies
- 10.2 Request for Decision: Search Committee for Global Institute for Food Security Executive Director

11. Joint Committee on Chairs and Professorships

11.1. Item for Information: Joint Committee on Chairs and Professorships (JCCP) Annual Report 2024-2025

12. Other Business

13. Question Period

In addition to bringing forward questions during the course of a meeting, council members are encouraged to submit questions on agenda items or matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office (vicki.squires@usask.ca; governance.office@usask.ca). Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their questions during the course of the meeting. Questions from the floor are also welcomed and encouraged.

14. Adjournment

Next Council meeting is on October 23, 2025- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the October meeting is October 2, 2025. A full list of submission deadlines can be found [online](#).

ZOOM LINK:

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/91049054619?pwd=Oh4X3XP2DxkZiHRJQXmV3HAjVRsxbp.1>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/91049054619>

Join by Video Conferencing Device (SIP):

91049054619@zoomcrc.com

Meeting ID: 910 4905 4619

Passcode: 96435699

Telephone Passcode: 96435699

UNIVERSITY COUNCIL AGENDA MOTIONS

Date: September 25, 2025

ACADEMIC PROGRAMS COMMITTEE

7.1 Request for Decision: Masters Admission Category for Doctor of Dental Medicine (D.M.D) Program

Motion: It is recommended by the Academic Programs Committee that Council approve the master's degree admission category for the D.M.D program, effective for the 2027-2028 application cycle.

PLANNING AND PRIORITIES COMMITTEE

8.1 Request for Decision: Business Research Integration and Development Group (BRIDGE) Knowledge Centre

Motion: It is recommended by the Planning and Priorities Committee that Council approve the establishment of the Business Research Integration and Development Group (BRIDGE) Knowledge Centre effective immediately.

GOVERNANCE COMMITTEE

9.1 Notice of Motion: College of Medicine Faculty Bylaws

Motion: It is recommended by the Governance Committee that Council approve the changes to the College of Medicine Faculty Council Bylaws, effective immediately.

NOMINATIONS COMMITTEE

10.1 Request for Decision: Council Committee Vacancies

Motion: That Council approve the nominations described in the attached report, effective September 25, 2025

10.2 Request for Decision: Search Committee for Global Institute for Food Security Executive Director

Motion: It is recommended by the Nominations Committee that Council approve the nomination for the following senior administrator to serve on the Search Committee for the Executive Director, Global Institute for Food Security, effective September 2025.

USask University Council Meeting Minutes**Thursday June 12, 2025****2:30-4:30pm****Convocation Hall and Zoom****Call to Order**

The meeting was called to order at 2:34 pm.

The Chair, Dr. Christian Willenborg, began by explaining to members that both the Chair and Vice-Chair are away today; therefore, the Governance Committee appointed him as Chair for today's meeting. He then continued with a Land Acknowledgement.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1. Tribute

Dr. Sasha Koustov, Professor in the Department of Physics and Engineering Physics, provided a tribute to Professor Emeritus Don McEwen.

Prior to agenda approval, the Chair noted to members that committee year end reports were circulated with the agenda and questions on the reports will be taken during question period.

2. Adoption of the agenda**2.1 Adoption of the Agenda**

Motion: (Deters/Jones): *That the agenda be approved as circulated.*

CARRIED

3. Chair's Opening Remarks

Chair Willenborg welcomed members to the final Council meeting of the 2024-2025 noting that it has been an exciting year. The Chair provided members with a recap on the year, including three elections, IRCC decisions, tariffs and budget challenges.

The Chair mentioned Convocation which took place last week and thanked members of Council as well as all of those who served on committees.

Chair Willenborg expressed his gratitude for the Governance team and all of their support of Council throughout the year.

4. Minutes

Motion: (Lamb/Lieverse): *That the minutes of May 15, 2025 be approved as circulated.*

CARRIED

Abstention: Vandenberg

5. Business Arising

There was no business arising.

6. Executive Committee of Council

6.1 Item for Information: 2024/25 Executive Committee Annual Report

Information is in the agenda package. Questions will be taken during question period.

7. Academic Programs Committee

Carolyn Augusta, Chair of APC presented the committee's items as outlined in the agenda package.

7.1 Request for Decision: Termination of Project Based Master of Mathematics

Information is in the agenda package. There were no questions.

Motion (Augusta/Okoko): *It is recommended by the Academic Programs Committee that Council approve the termination of the Master of Math (M.Math) Project Based Program effective May 2026.*

CARRIED

7.2 Item for Information: Academic and Curricular Approval Chart Revisions

Information is in the agenda package. There were no questions.

7.3 Item for Information: 2024/25 APC Annual Report

Information is in the agenda package. Questions will be taken during question period.

8. Planning and Priorities Committee

Dr. Angela Lieveise, Vice-Chair of the PPC Committee, introduced Dr. Jerome Cranston to present the 2024-2025 Enrolment Report.

8.1 Item for Information: 2024/2025 Enrolment Report

Slides are attached.

Dr. Jerome Cranston presented the report to members. Highlights of the presentation included:

- Final numbers are not confirmed until the middle of June.
- Numbers and plans continue to shift given the changes taking place in the world.
- Enrolment has stabilized- have seen domestic enrolment growth and a large decrease in graduate students.

- Continue to see an increase in students who graduate.
- Increase in teaching activity- students are taking more classes.

There were no questions.

8.2 Item for Information: 2024/25 PPC Annual Report

Information is in the agenda package. Questions will be taken during question period.

9. Governance Committee

Dr. Roy Dobson, Chair of the Governance Committee presented the committee's item.

9.1 Request for Decision: Academic Courses Policy Changes

Information is in the agenda package.

Question: Much of the changed/new material employs the term "educator", but much of the old material uses the previous terms "instructor" and "instructor of record". Are these terms distinct? If they are, I look forward to understanding the difference.

There is no definition in nomenclature between instructor and educator. Dr. Turner noted that this has been a shift in language coming from the Learning Charter. These definitions will become clearer in the revamped policy coming forward next year.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve the changes to Academic Courses Policy, effective September 1, 2025.*

CARRIED
1 opposed online

9.2 Request for Decision: Changes to Nominations Committee Terms of Reference

Information is in the agenda package. There were no questions.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve the changes to the Council Bylaws regarding membership of and quorum for the Nominations Committee of Council.*

CARRIED

9.3 Request for Decision: Nominations to the Nominations Committee of Council

Information is in the agenda package. There were no questions. There were no nominations from the floor.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve the slate of nominations, effective July 1, 2025.*

CARRIED

9.4 Request for Decision: Nomination for Chair of the Nominations Committee

Information is in the agenda package. There were no questions. There were no nominations from the floor.

Motion (Dobson/Augusta): *It is recommended by the Governance Committee that Council approve Reza Fotouhi as Chair of the Nominations Committee, effective July 1, 2025.*

CARRIED

9.5 Item for Information: Editorial Changes to Council Bylaws

Information is in the agenda package. There were no questions.

9.6 Item for Information: Student Appeal and Misconduct Report 2024-2025

Information is in the agenda package. There were no questions.

9.7 Item for Information: Editorial Changes to College of Graduate and Postdoctoral Studies Faculty Council Bylaws

Information is in the agenda package. There were no questions.

9.8 Item for Information: 2024/25 Governance Annual Report

Information is in the agenda package. Questions will be taken during question period.

10. Nominations Committee

Scott Bell, Chair of the Nominations Committee presented the committees items.

10.1 Request for Decision: Omnibus Council Committee Selections

Information is in the agenda package. There were no questions.

Motion (Bell/Dawson): *It is recommended by the Nominations Committee that Council approve the slate of nominations to the committees as noted below effective July 1, 2025.*

CARRIED

Singh Abstention

10.2 Request for Decision: Omnibus Council Committee Selections

Information is in the agenda package. There were no questions.

Motion (Bell/Dawson): *It is recommended by the Nominations Committee that Council approve the attached nominations of Council Committee Chairs effective July 1, 2025.*

CARRIED

Jones Abstention

10.3 Request for Decision: Executive Director, Johnson Shoyama Graduate School of Public Policy Search

Information is in the agenda package. There were no questions.

Motion (Bell/Dawson): *It is recommended by the Nominations Committee that Council approve the nomination for the Executive Director, Johnson Shoyama Graduate School of Public Policy Search, effective July 1, 2025.*

10.4 Item for Information: 2024/25 Nominations Annual Report

Information is in the agenda package. Questions will be taken during question period.

11. Scholarships and Awards Committee

11.1 Item for Information: 2024/25 Scholarships and Awards Annual Report

Information is in the agenda package. Questions will be taken during question period.

12. Research, Scholarly and Artistic Work Committee

Eric Lamb, Chair of the RSAW committee introduced the items.

12.1 Item for Information: Vice President Research Annual Report

Chair Lamb invited Dr. Baljit Singh to provide highlights on the year-end RSAW report. The full report is in the agenda package.

12.2 Item for Information: College of Graduate and Postdoctoral Studies Annual Report

Information is in the agenda package. There were no questions.

12.3 Item for information: 2024/25 RSAW Annual Report

Information is in the agenda package. Questions will be taken during question period.

13. Teaching, Learning and Academic Resources Committee

13.1 Item for Information: 2024/25 TLARC Annual Report

Information is in the agenda package. Questions will be taken during question period.

14. Joint Committee on Chairs and Professorships

Dr. Scott Walsworth presented one item for decision.

14.1 Request for Decision: Buckwold/Milani Scholar in Commercial Law

Dr. Walsworth explained that this gift was awarded to an existing faculty member which will be spread out over five years. It was also noted that some JCCP members continue to have concerns about the lack of safeguards on faculty bias when it comes to how money is donated for chairs and scholarships

Motion (Walsworth/Walleen): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Buckwold/Milani Scholar in Commercial Law in the College of Law.*

15. Reports

15.1 Report of the President

President Stoicheff was away travelling. The full report is in the agenda package.

15.2 Report of the Acting Provost

Acting Provost Vince Bruni-Bossio acknowledged the communities affected by fires and invited Greg Fowler to speak to the work USask is doing to help these communities.

Mr. Fowler explained to members that his unit is working close with the red cross. USask began to take evacuees and red cross volunteers and are currently hosting 215 people. Mr. Fowler expressed his gratitude to the USask community for their support. The evacuation notice has been lifted for the groups that we are currently hosting; therefore, we will now be hosting those who are living in hotels to move to campus.

Dr. Bruni-Bossio mentioned the 'Think Tank' project designed to engage in discussions to be creative and brainstorm ideas to help USask's financial situation over the next 18 months. He noted that there are small things that we can do better, for example, how we use power on campus and looking at power optimizing space. Larger projects include looking at programs is beyond the scope of this project, but do encourage programming review in the Colleges. Dr. Bruni-Bossio was very clear to members that this project is not connected directly with any reorganization changes ongoing right now.

There were no questions.

15.3 Report of the GSA President

There was no report from the GSA.

15.4 Report of the USSU President

The full report is in the agenda package.

President Emma Wintermute presented a thorough review of the USSU report as well as pointing out upcoming events.

There were no questions.

16. Other business

There was none.

17. Question period

Pre-submitted question :

There has been discussions in various colleges and at APC regarding the use of the CASPer test for admissions decisions. APC has observed a recent increase in the number of new programs seeking to use a situational judgement test (e.g., CASPer) in their admissions process. CBC News questions this practice (https://youtu.be/mkxXnb-ml_I?si). Some academic journal articles have concluded that CASPer scores are biased due to racial factors (e.g., [1-2]). There is also a cost to writing the CASPer test: \$50 CAD + \$18 per school to which results are sent [3], and this may adversely impact the ability of otherwise-strong potential applicants to submit their candidacy for admission. This test intends to "measure aspects of social intelligence and professionalism like ethics, empathy, problem-solving and collaboration" [4], and is reputed to be a test that "you cannot study for" [5]. However, preparation has been shown to increase test scores (e.g., [6]), and preparatory courses may be prohibitively expensive for some applicants (e.g., [7]), which may again deepen the divide between potential applicants who have significant access to resources and those who do not.

Given the potential for adverse effects on the applicant pool in Saskatchewan, APC requests that each college that uses Casper in their admissions process undertake a study to examine the validity of Casper as a predictor of future success in their discipline. We also ask that the results be shared to Council, to enable a full understanding and discussion across the university.

References

- [1] V. Rosales, C. Conley, and M.C. Norris, "Racial and Ethnic Disparities in Situational Judgment Testing Among Applicants to an Anesthesiology Residency Program," *J Grad Med Educ*, vol. 16, no. 2, pp. 140-145 Apr. 2024. Accessed: May 29, 2025. doi: <https://doi.org/10.4300/JGME-D-23-00360.1>. [Online] Available: <https://pmc.ncbi.nlm.nih.gov/articles/PMC11234310/>
- [2] C.E. Gustafson, C.J. Johnson, G.L.B. Dallaghan, O.J. Knight, K.M. Malloy, K.R. Nichols, and L. Rahangdale, "Evaluating situational judgment test use and diversity in admissions at a southern US medical school", *PLoS One*, vol. 18, no. 2, pp. e0280205 Feb. 2023. Accessed: May 29, 2025. doi: <https://doi.org/10.1371/journal.pone.0280205>. [Online] Available: <https://pmc.ncbi.nlm.nih.gov/articles/PMC9925012/>
- [3] University of Saskatchewan College of Pharmacy and Nutrition, "Admissions Information", <https://pharmacy-nutrition.usask.ca/students/undergraduate-programs/admissions-information.php> (accessed May 29, 2025).
- [4] Acuity Insights, "Take CASPer", <https://acuityinsights.app/> (accessed May 30, 2025).
- [5] R. Katta and J. Li-Wang, "How to Prepare for the Casper Test: Tips and Strategies", <https://www.thesuccessfulmatch.com/post/how-to-prepare-for-the-casper-test-tips-and-strategies#:~:text=Although%20Altus%20Suite%20markets%20Casper,a%20few%20very%20important%20point%20s.> (accessed May 29, 2025).
- [6] F. Lievens, T. Buyse, P.R. Sackett, and B.S. Connelly, "The Effects of Coaching on Situational Judgement Tests in High-stakes Selection", *International Journal of Selection and Assessment*, vol. 20, no. 3, pp. 272 - 282 Sept. 2012. Accessed: May 30 2025. [Online] Available: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2389.2012.00599.x>

[7] Astroff Consultants, "Get Ready to Write CASPer", <https://www.casptest.com/> (accessed May 30, 2025).

Dr. Bruni-Bossio noted that the Provost Office is dedicated to the validity of these tests and committed to bringing back some more analysis.

Dr. Sarah Forgie, Dean of the College of Medicine, noted that CASPer has been an ongoing discussion for many years and introduced her colleague Dr. Adeyemi Laosebikan who noted that discussions are ongoing to start an ad hoc committee. Dr. Laosebikan explained that there is no definitive answer from the company who run CASPer tests on why some students are disadvantaged.

It was noted that CASPer plays a minimal role in admissions processes and is used to assess personal qualities in a candidate to help predict professional issues. In addition to CASPer, there are multiple interview processes to assess admission.

Dr. Laosebikan noted that the College of Medicine is in communication with company to address the concerns and will also work with other Colleges using this test as well.

Chair Augusta thanked the College of Medicine for this information and looks forward to more detail and hearing from other colleges on their data in the Fall.

18. Adjournment

(Jones): The meeting was properly adjourned at 4:03 pm.

University Council Enrolment Report

Academic Year 2024/2025

Enrolment goals

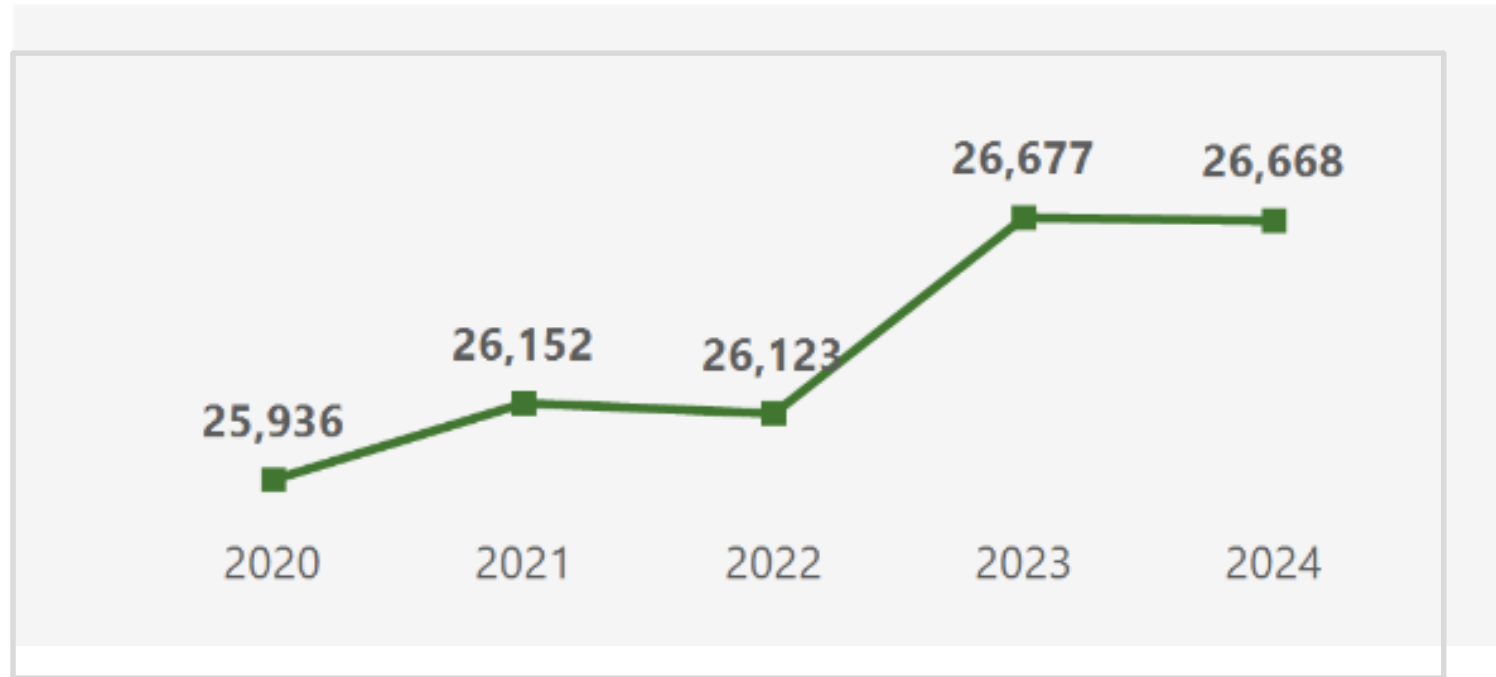
USASK's enrolment goals within the LTSE plan 2019-2025 ended in 2024-25

Goals by 2024-25

- Overall number of students (29,316 by 2025)
 - Undergraduate 78-79%
 - Graduate 16-17%
 - Non-degree and medical residents (the remainder)
- Diversity of students
 - Self-declared Indigenous (15% of UG, 10% of Grad)
 - International (10% of UG, 35% at the graduate level)

Future enrolment goals are under development as part of SEM and will be brought forward in Fall 2025

2024-2025 Total Academic Year Enrolment

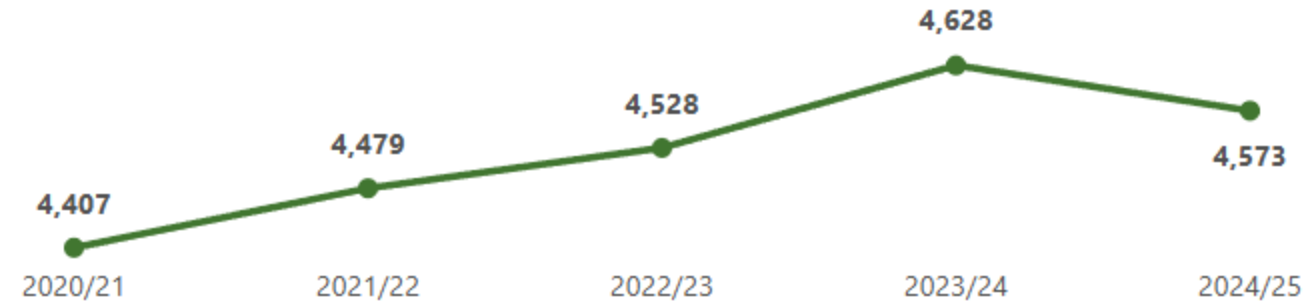


Undergrad	21,283	↑ 78	Grad Students	4,573	↓ 55
Non-degree	199	↓ 17	Med Residents	613	↓ 15

Graduate & Undergraduate Enrolment

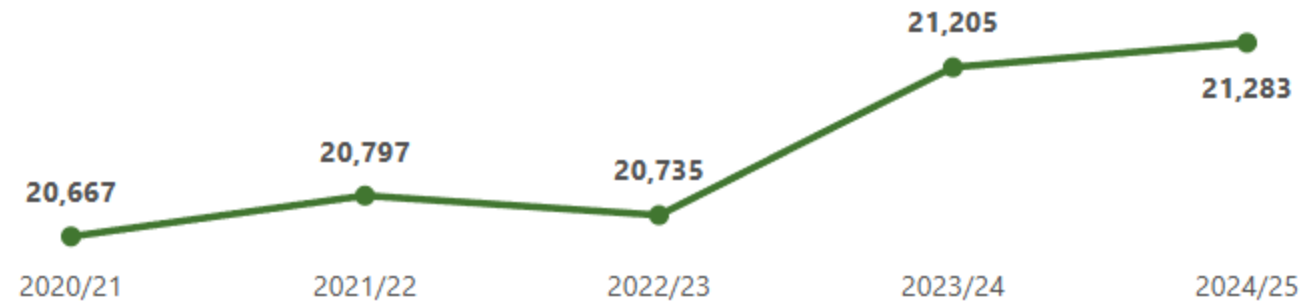
Graduate Studies

4,573 ↓ 1.2%



Undergraduate

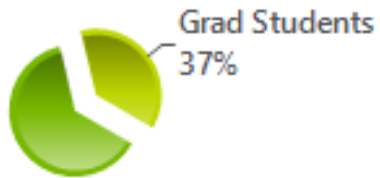
21,283 ↑ 0.4%



International Student Enrolment

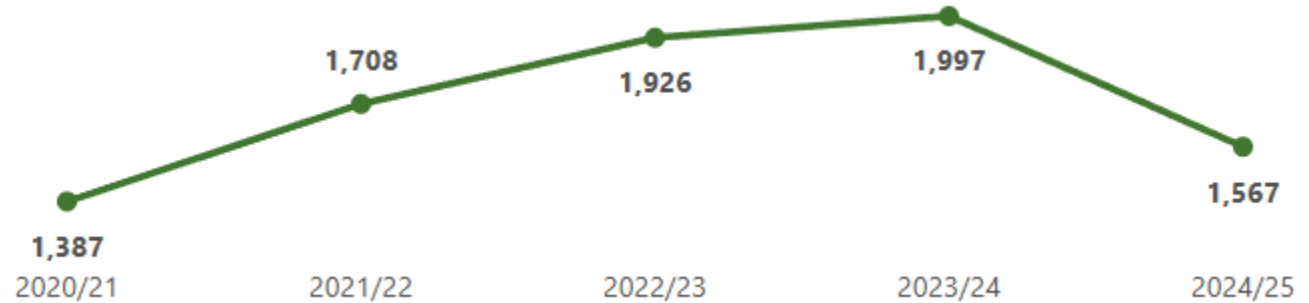
Graduate Studies

1,699 ↓ 3.4%



Undergraduate

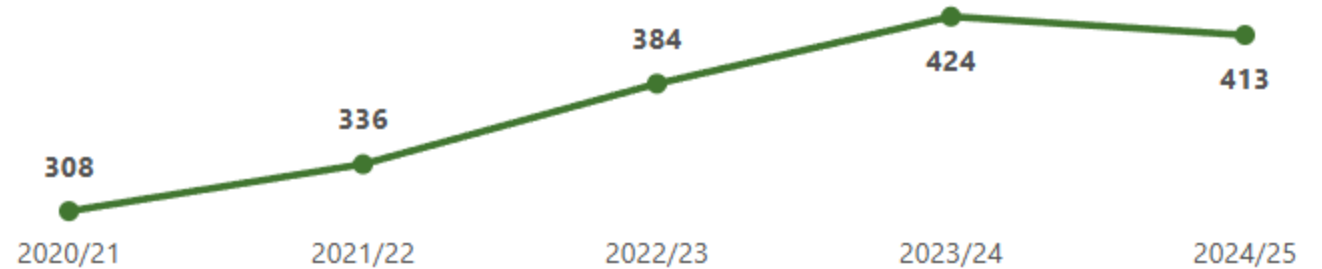
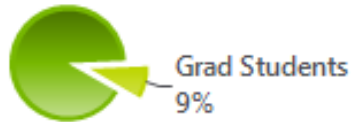
1,567 ↓ 21.5%



Self-declared Indigenous Student Enrolment

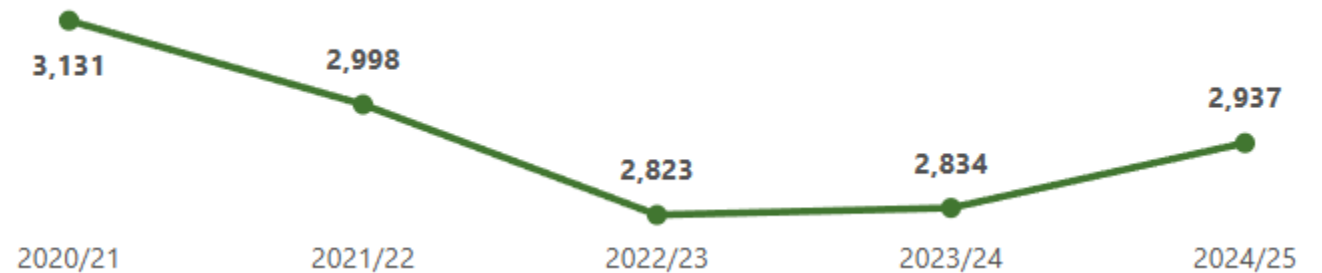
Graduate Studies

413 ↓ 2.6%

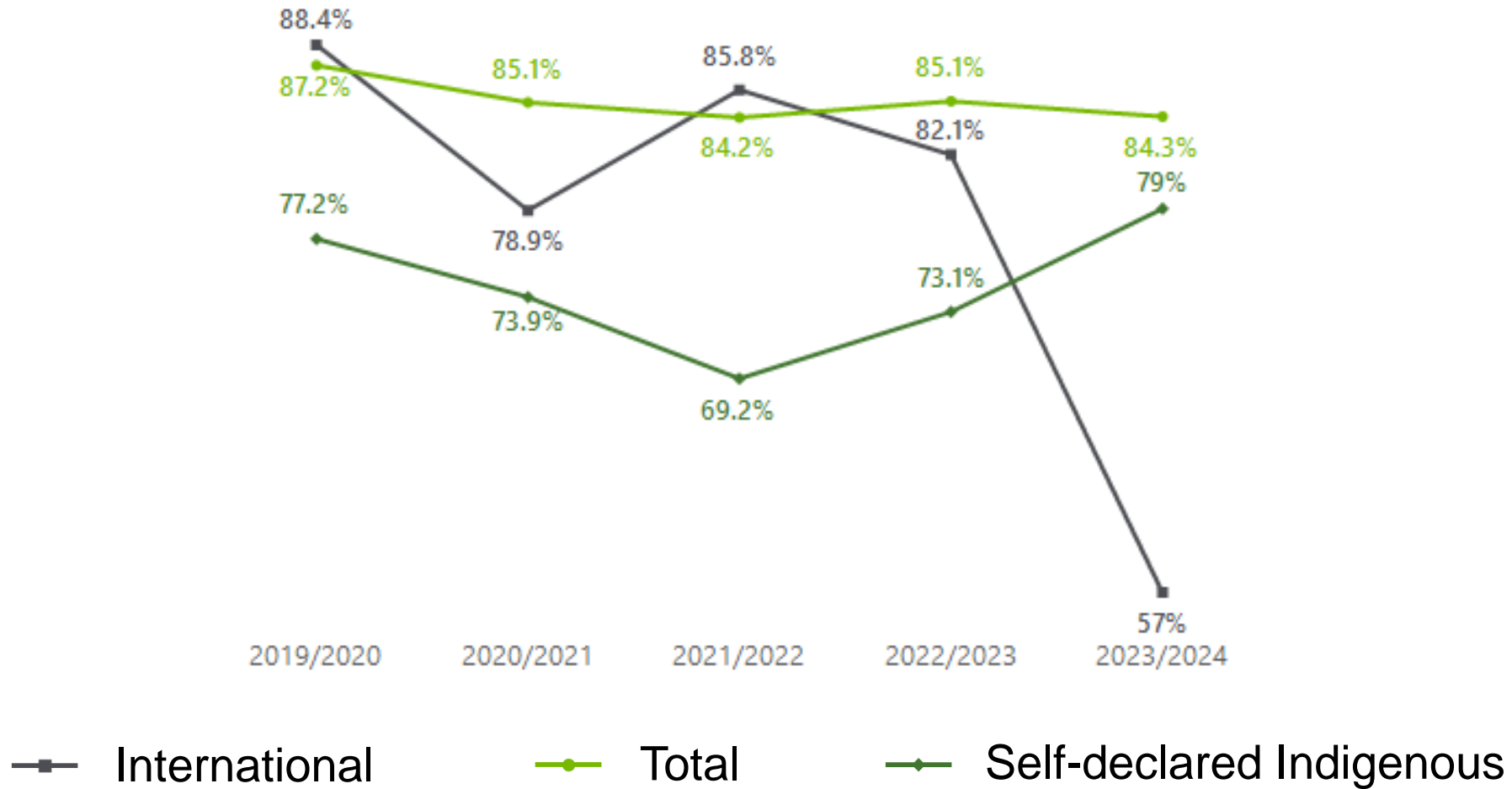


Undergraduate

2,937 ↑ 3.6%



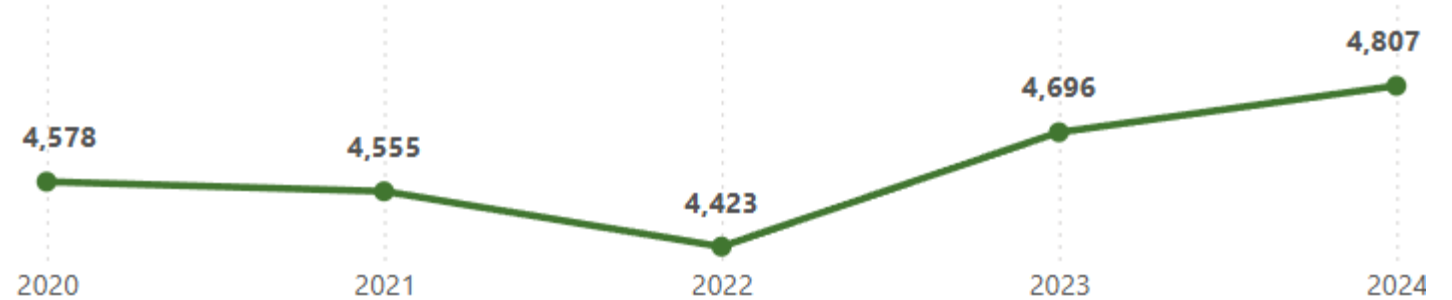
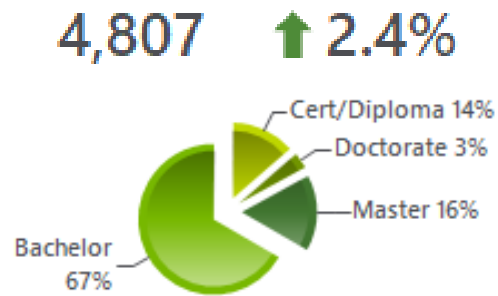
Retention – Direct Entry Undergraduate Programs



Graduation

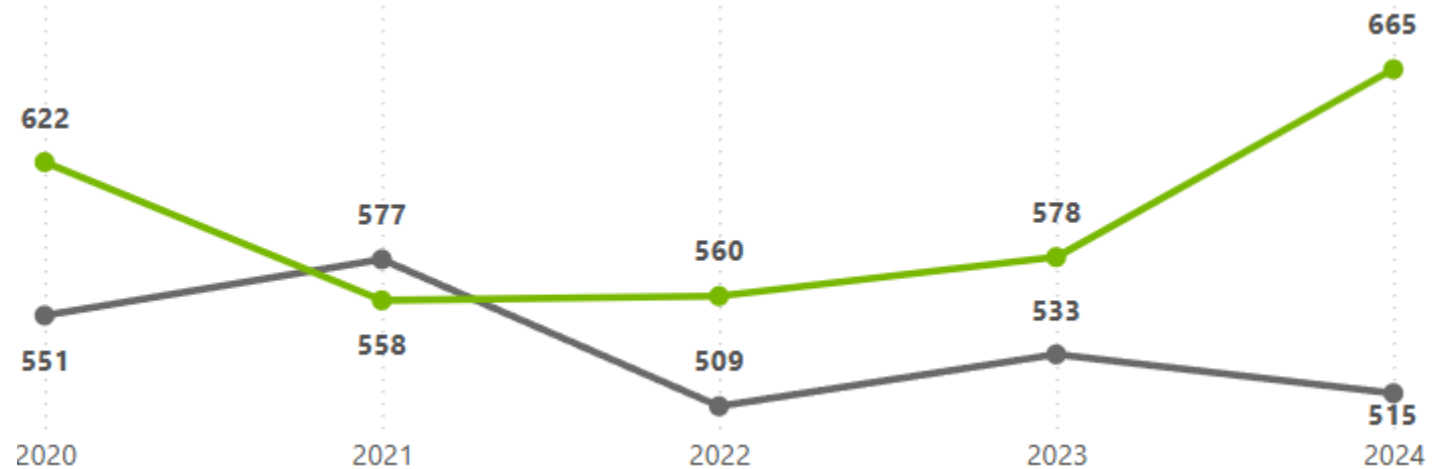
Fall and Spring 2024 Convocation

Total



International

665 ↑ 15.1%



Self-declared Indigenous

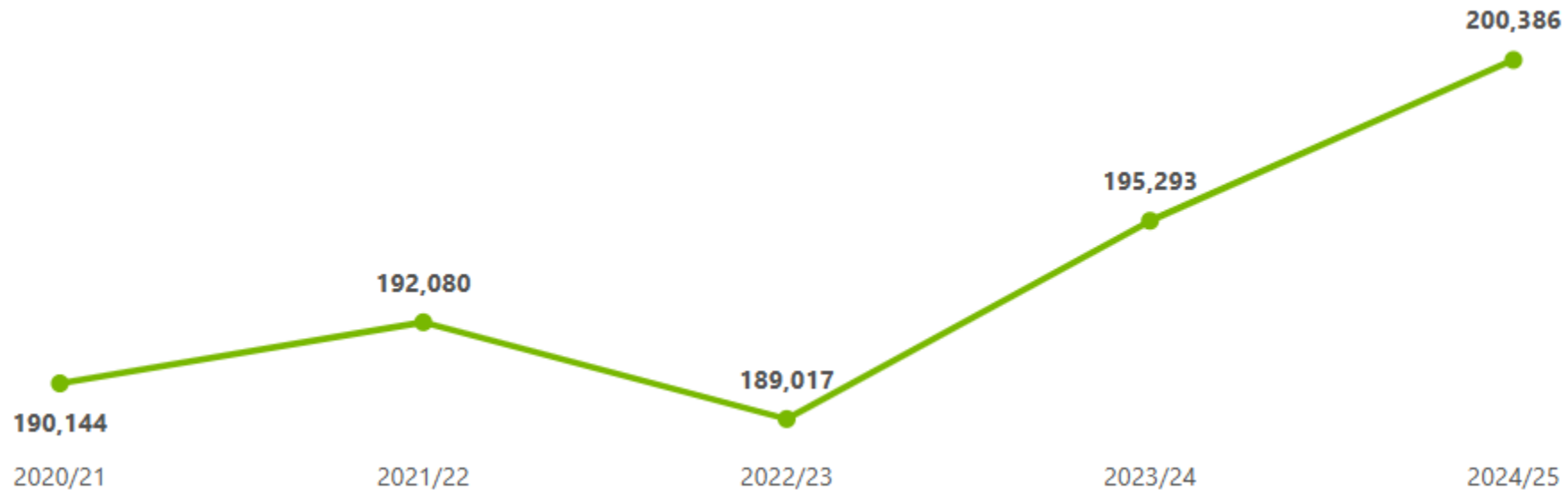
515 ↓ 3.4%



Three Credit Unit Activity

Total

200,386 ↑ 2.6%



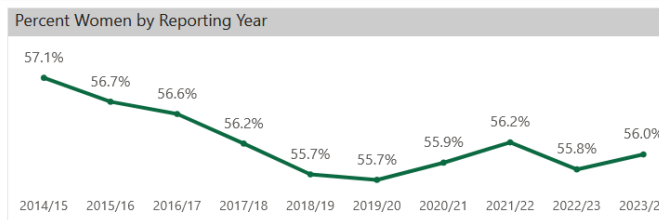
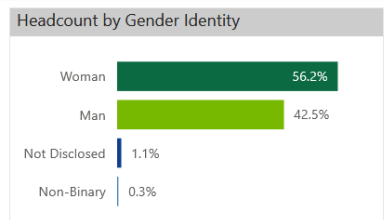
Student Demographics Dashboard

Academic Year Student Enrolment Demographics for 2023/2024 Reporting Year



Women

14,954
(+368 +2.5%)

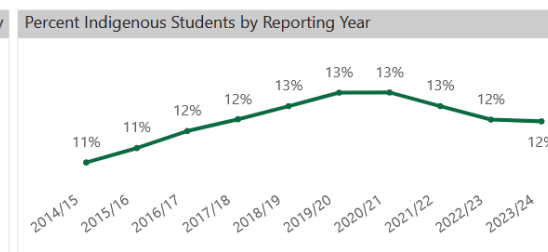
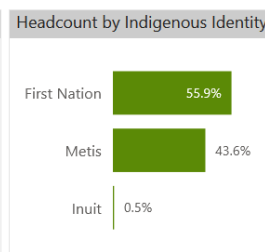
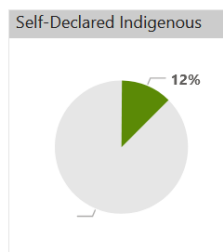


Percent Women by College

College	Women
Nursing	84%
Pharmacy and Nutrition	73%
School of Public Health	71%
Western College of Vet Med	71%
Education	71%
Dentistry	69%
JSG School of Public Policy	65%
Agriculture and Bioresources	63%
Kinesiology	58%
Law	57%
Arts and Science	56%
Medicine	54%
School of Environ and Sustain	52%
Graduate and Postdoc Studies	51%
Office of the Provost	47%
Edwards School of Business	43%
Engineering	21%

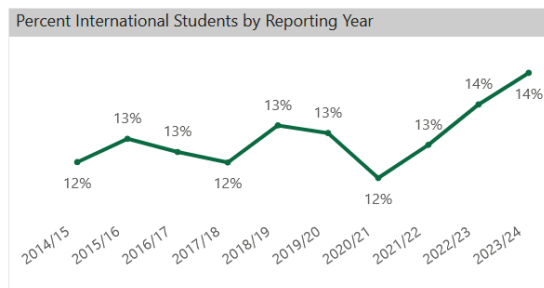
Indigenous

3,307
(+53 +1.6%)



International

3,848
(+274 +7.7%)



Filters

Academic Year

Reporting Level Summary

☐ Graduate Studies

☐ Undergraduate/Non-Degree/PGCL

[Go to Notes & Definitions](#)

BE WHAT THE WORLD NEEDS

Information and Communications Technology - Reporting and Data Systems. University Data Warehouse, as of date: Jun 20, 2024.

<https://leadership.usask.ca/priorities/reports/enrolment.php>



Thank You.

Questions?

INFORMATION

University Council

Date: September 25, 2025

Subject: CASPer Situational Judgment Test Update

Agenda Item: 5.1

SUMMARY

During the Council meeting held on June 12, 2025, a member raised a question surrounding USask's use of the CASPer situational judgement test for admission decisions and requested the following:

Given the potential for adverse effects on the applicant pool in Saskatchewan, APC requests that each college that uses Casper in their admissions process undertake a study to examine the validity of Casper as a predictor of future success in their discipline. We also ask that the results be shared to Council, to enable a full understanding and discussion across the university.

The Provost's Office has formed a temporary working group with representatives from the Colleges currently using CASPer—Nursing, Medicine, and Pharmacy and Nutrition. The group will explore key issues and share their findings with the Academic Programs Committee (APC) where the discussion originated, which will help determine whether and how this item would need to come back to Council.

INFORMATION

University Council

Date: September 25, 2025

Subject: Eligibility to Apply for, Hold and Administer Research Funding Policy Changes

Agenda Item: 5.2

SUMMARY

In April 2025, the Executive Committee of University Council passed a motion requesting a review of the following Board approved policy: **Eligibility to Apply for, Hold and Administer Research Funding**. As it stands, the policy makes a wide variety of faculty positions eligible, including professorial ranks, adjuncts, research scientists, senior leaders, but excludes term and without term lecturers and instructors. The request from the Executive Committee of University Council proposed an amendment to make the excluded faculty eligible.

As part of the review process, the Vice-Provost Faculty Relations consulted with the leadership teams for both the Provost and Vice-President Academic and Vice-President Research. Discussions were held with Deans' Council, the Executive Committee of University Council, and a town hall was organized for faculty concerned with the role of lecturers and instructors. Both the risks and benefits of changing the policy were considered and variability in opinions was noted.

The Interim Provost and Vice-President Academic (iPVPA) and the Vice-President Research (VPR) took a recommendation to the Board on September 4th, 2025 to modify the policy and add the word "normally" so that those positions currently listed as eligible remain intact, while also opening up the possibility for exceptions to be considered. This change will enable those not normally eligible to make a case for applying for and holding research funds.

IMPLEMENTATION STEPS AND TIMELINE

A working group of members from the portfolios of the iPVPA and VPR will implement this change by developing the process for considering exceptions. This policy change was approved by the Board with the view to using this as a three-year pilot. Introducing a pilot affords the opportunity to explore whether the creation of a mechanism to consider and to action exceptions achieves the positive benefits that are sought without leading to identified challenges. The change to policy will need to be put in place immediately, in order for colleagues to benefit from the current grant application cycle. Implementation steps will include:

At regular intervals over the three-year period, the Provost and Vice-President Academic and the Vice-President Research will work together to monitor the number of exceptions being granted and the viability of continuing this practice. At the end of the three-year pilot, USask might make further revisions to the eligibility language within the policy and will assess if it is still needed.

The Board of Governors approved the changes to the policy noted below on September 4, 2025.

ATTACHMENTS

1. Relevant Sections of the Policy

Underlined text signals an addition to the policy.

2.0 Eligibility to Apply

2.1 Members of the university are deemed eligible to apply for Research funding based on their position, assigned duties and the requirements dictated by the Funder.

3.0 Eligibility to Hold and Administer

3.1 In order to hold and administer a Research Fund, those with responsibility to conduct independent Research must have a letter of appointment that clearly states that he/she is they are allowed/required to conduct independent Research for the department/college/school/unit/institute/center. Faculty cannot issue letters of appointment that state hires within their Research program are allowed to conduct independent research.

3.2 An individual shall have, at the time of application for Research funding, a permanent or term appointment spanning the period of funding or a signed commitment for a term of employment spanning the period of funding (unless eligibility criteria of the Funder dictate otherwise) from the department head/dean/director.

3.3 The following outlines the positions normally eligible to hold and administer a Research Fund:

- University of Saskatchewan Faculty Member
 - Professor
 - Associate Professor
 - Assistant Professor
 - Special Lecturer
- Full-Time University of Saskatchewan Librarian
- Full-Time University of Saskatchewan Archivist
- Academic Appointments
 - Adjunct
 - Professor Emeritus
 - Physicians Appointed in Clinical Departments
- Physicians Appointed in Clinical Departments• Research Personnel appointed by Department Head, Dean, Director
 - Research Associate
 - Research Scientist
 - Senior Research Scientist
- Deans, Executive Directors, Vice-Deans, Associate Deans, Assistant Deans, Department Heads, Academic Directors
- President, Provost, Vice-Presidents, Vice-Provosts, Associate Vice-Presidents
- Administrative Directors
 - May hold grants related to the function of their unit

3.4 Additional positions may be considered eligible provided that the requirements of 3.1 and 3.2 are met. Decisions regarding the eligibility of a member whose position is not listed under 3.3 will be made by the Provost and Vice-President Academic and the Vice-President Research following a case-by-case assessment based on the circumstances of the position and the needs of the academic unit.

PRESIDENT'S REPORT TO COUNCIL

September 2025

ROYAL SOCIETY OF CANADA

Four University of Saskatchewan researchers have been recognized with one of Canada's highest academic honours for invaluable contributions in their fields. The Royal Society of Canada (RSC) is considered the most prestigious collection of Canadian scholars, artists and researchers across a vast interdisciplinary field. The RSC fosters intellectual leadership for Canada and for the world. Dr. Dwight Newman (DPhil) and Dr. Leon Kochian (PhD) have been named RSC Fellows, and Dr. Steven Rayan (PhD) and Dr. Allyson Stevenson (PhD) have both been named College Members of the RSC. I want to extend my congratulations to each of the four researchers honoured this year. The RSC will be celebrating new fellows, college members and award recipients at the 2025 Celebration of Excellence and Engagement on Nov. 15.

Justice Rosalie Silberman Abella Prize

Each year, the RSC also awards the Justice Rosalie Silberman Abella Prize to a graduating student from each of the 24 law schools in Canada. The Abella Prize is presented annually to the student who, upon graduation, is most likely to positively influence equity and social justice in Canada. **Fatima Ahmed** from the USask College of Law was honoured with the 2025 prize. She has completed degrees in law, peace studies, education, disaster management, educational leadership, project management, and computer science. Fatima came to law school as a mature student after careers in community development and teaching. During law school, she completed the CLASSIC clinical law intensive and Osgoode's Intensive Program in Indigenous Lands, Resources & Governments, completed an academic exchange in Finland, and mooted in the Bowman Tax Moot competition. Fatima was recently awarded the American Society of International Law Helton Fellowship, for which she intends to undertake field research on the ongoing genocide of Rohingya Muslims. Congratulations to Fatima on this well-deserved honour.

CAMPAIGN CELEBRATION

The Be What the World Needs comprehensive campaign came to an end in June with the announcement that USask surpassed its initial fundraising goal of \$500 million, to reach a total of \$570,739,155. From individual donations to large corporate gifts from organizations such as **Nutrien** and **Cameco**, the campaign saw thousands of USask community members, alumni and supporters from around the globe come together to advance four major areas: critical research, Indigenous achievement, student success, and the creation of visionary spaces for innovative research, teaching and learning.

In total, more than 100,000 gifts were made to the decade-long campaign from more than 27,000 companies, foundations, and individuals. There were more than 30,000 gifts to enhance the student experience through scholarships, bursaries, and mental and physical health supports. Significantly, 23 new research chairs have been funded in vitally important areas as diverse as critical minerals, neurological surgery, Indigenous health, multiple sclerosis, and sustainable and digital agriculture. Over \$90 million is invested in new and enhanced learning environments, state-of-the-art athletic facilities such as a renovated football clubhouse supported by USask's largest donors Ron and Jane Graham, and new spaces to enhance student collaboration. Complementing major multi-million-dollar gifts from corporate donors and USask's most generous alumni supporters were smaller individual contributions from tens of thousands of graduates of the university, with one out of every nine alumni donating to the campaign.

1,000 supporters gathered in Merlis Belsher for the June 18 campaign wind-up celebration as the university officially announced it had surpassed its half-a-billion dollar fundraising target by more than \$70 million. The campaign is already transforming our university, and its impact will be felt for generations to come.

GIVING DAY 2025

USask's Giving Day took place on September 10 and marked a day of generosity and support for the university community as we plan for our future after the extraordinary conclusion of the comprehensive campaign. Thanks to the generosity of alumni, donors, faculty, staff, students and friends, this year's one-day giving initiative raised \$284,821 from 570 donors in support of 95 initiatives across the university.

8TH ANNUAL MĀMOWI ĀSOHTĒTĀN INTERNAL TRUTH AND RECONCILIATION FORUM

Sponsored by the Office of the Vice-Provost Indigenous Engagement and facilitated by the [**Mistatimōk Committee**](#), this annual event is a response to the Truth and Reconciliation Commission of Canada: Calls to Action and provides an opportunity to gather and to constructively and respectfully dialogue and plan for the university environment we need and want. Join us as you are able on Friday, Sept. 26 to learn about the Decade of Indigenous Languages and Reflect back on 10 years since the Truth and Reconciliation Commission was released.

NATIONAL DAY FOR TRUTH AND RECONCILIATION AND WEEK OF REFLECTION

September 30 is the National Day for Truth and Reconciliation and Orange Shirt Day, a day that opens the door to global conversation on all aspects of Residential Schools. Leading up to September 30, from September 22-26, the USask community is encouraged to participate in a week of reflection on Truth and Reconciliation.

I encourage all members of the university community to take this opportunity to create meaningful discussion about the effects of Residential Schools and the legacy they have left behind. Take a moment to read the orange banners in the Bowl that reflect the Truth and Reconciliation Commission of Canada's Calls to Action that pertain to the post-secondary education sector, access the resources and learning materials available through the University Library and take part in USask events led by students, staff, faculty and alumni. Many community events also take place around Saskatoon and throughout the province to mark the Week of Reflection and the National Day for Truth and Reconciliation/Orange Shirt Day, and are open to all to attend. The university will remain closed on September 30 so all can take part in this important day. Resources and information are available online through the [**Office of the Vice-Provost Indigenous Engagement website**](#).

USASK AND MUSKEG LAKE CREE NATION MOU

The University of Saskatchewan and Muskeg Lake Cree Nation came together in May to sign a memorandum of understanding (MOU). The partnership is designed to advance shared priorities including post-secondary education, research, health and wellness, as well as youth mentorship, community engagement and economic development. Following the signing of the MOU, a working group will be established with members from the Muskeg

Lake Cree Nation community and key staff from various colleges at USask. The Office of the Vice-Provost, Indigenous Engagement will care for the MOU and manage the working group, ensuring a plan is built specifically to meet the needs of Muskeg Lake Cree Nation.

HOMECOMING 2025

It was wonderful to connect with students, staff, faculty and alumni at this year's Homecoming events and opening football game that took place Sept. 5. The Huskies took on the University of British Columbia Thunderbirds, with a 51-14 victory to kick off the 2025-26 academic year. The event hosted almost 9,551 fans. Thank you to everyone who came out to support the Huskies and to re-connect with classmates, friends and colleagues.

ALUMNI ACHIEVEMENT AWARDS

USask recently announced the 2025 recipients of the Alumni Achievement Awards, one of the university's highest honours. Alumni Achievement Awards are presented each year to outstanding USask alumni who have made an impact on their communities and around the globe. Congratulations to this year's outstanding recipients, who exemplify this university's mission to be what the world needs. Full biographies of the Alumni Achievement Award winners can be viewed online at alumni.usask.ca. This year's recipients will be honoured at the [annual awards gala](#) on Monday, Oct. 20, 2025, at Rемаi Modern.

Alumni Lifetime Achievement Award

Barbara Gibson (BA'71)

As a highly regarded career diplomat, Barbara Gibson served Canada in influential positions around the globe for more than three decades. Through her expertise on the world stage, Gibson advanced the crucial role that diplomacy plays in the pursuit of Canada's national interests and in building global consensus for a rules-based international order.

Carolyn Tastad (BComm'83)

As an inspiring executive at the global corporation Procter & Gamble (P&G), Carolyn Tastad made an international impact through her passionate advocacy of gender and intersectional equity within the workplace and the world. Tastad is known as a transformative leader inside and outside of P&G, delivering breakthrough business results and changing organizational capabilities and culture.

Scott Thon (BE'85)

As a distinguished executive in the global energy industry, Scott Thon leads a diverse group of businesses in the United States, Canada, and Great Britain and has driven major energy infrastructure projects in Canada and around the world. In addition to his impact as president and CEO of Berkshire Hathaway Energy, Thon is a leader in his community through his remarkable philanthropic and volunteer efforts.

Outstanding Impact Alumni Achievement Award

Brad Berg (BComm'91, LLB'92) and Brian Rolfes (LLB'91)

The professional achievements and personal commitment of Brad Berg and Brian Rolfes have significantly advanced 2SLGBTQQA+ rights and inclusivity in Canada and around the world. Their work includes the campaign for equal marriage in Canada and deep contributions to charities and educational organizations.

One to Watch Alumni Achievement Award

Joshua Letendre (MPAcc'20)

Joshua Letendre is a proud Métis accounting professional, university instructor, and non-profit leader who uplifts Indigenous voices and strengthens the social, cultural, and economic wellbeing of his community. Through his grassroots leadership, cultural pride, and commitment to economic reconciliation, he is sparking transformative change in Alberta and beyond.

Keely Shaw (BSKI'16, MSc'20, PhD'24)

Dr. Keely Shaw (PhD) is a scientist and elite Para athlete who has demonstrated excellence in her academic and athletic pursuits. She has inspired others through her journey as an award-winning Paralympian and six-time World Championship medalist, and through her interdisciplinary research that has the potential to significantly impact human health.

RESEARCH HIGHLIGHTS

\$3.4 million to support two new USask facilities

Canada's Minister of Agriculture and Agri-Food Heath MacDonald and Saskatchewan Agriculture Minister Daryl Harrison have announced \$3.4 million over four years to support

the development of two new facilities at the University. This includes the Omics Resource Centre at the Western College of Veterinary Medicine and Beef Reprotech facilities at the Livestock and Forage Centre of Excellence (LFCE). The investment will be delivered through the Sustainable Canadian Agricultural Partnership as part of the governments' commitment to support partnerships with strategic agricultural research organizations. USask, the WCVI and the LFCE are world-class research, teaching and knowledge-transfer facilities that connect innovation across the livestock production chain.

Partnership extension with the International Vaccine Institute

The Vaccine and Infectious Disease Organization (VIDO) at the University of Saskatchewan and the International Vaccine Institute have extended their long-standing partnership to strengthen global collaboration on infectious disease research and vaccine development, reinforcing Saskatchewan's role as a leader in science and innovation. The International Vaccine Institute is based in South Korea, and the partnership with VIDO focuses on post-pandemic global health. Minister of Trade and Export Development and Minister Responsible for Innovation Saskatchewan Warren Kaeding witnessed the signing as part of his trade mission to South Korea.

VIDO researcher named Emerging Leader in Health Sciences

USask and VIDO researcher Dr. Arinjay Banerjee (PhD) is one of five Canadian researchers elected by the Canadian Academy of Health Sciences (CAHS) for its inaugural Emerging Leaders cohort. CAHS is an elite organization that brings the country's top scientists and scholars together to tackle top-of-mind health concerns impacting Canadians. Over the next five years, Banerjee will have the opportunity to work closely with active members of CAHS, receiving mentorship and recognition for his dedication to One Health research—a discipline which integrates human, animal and environmental health.

USask research uses virtual reality for Indigenous health education

Dr. Soo Kim (PhD) and Dr. Stacey Lovo (PhD) with the School of Rehabilitation Science in USask's College of Medicine have received \$250,000 from the New Frontiers in Research Fund to develop new virtual reality (VR) resources to enhance health science education for Indigenous communities. In partnership with community members in Whitecap Dakota First Nation, the research team led by Kim and Lovo will co-create multiple VR resources with Indigenous youths. In discussion with communities, Lovo and Kim noted gaps in the way health science education is provided in Indigenous communities – including a lack of traditional cultural knowledge as part of the curriculum and access for remote

communities. The pair identified VR as a modern technology avenue to connect school-aged kids with health science education.

USask researcher uses laser technology to simulate meteorite impacts

An assistant professor in the Department of Geological Sciences of the College of Arts and Science, Dr. Tianqi Xie (PhD) is exploring meteorite impact craters and the changes in the rocks resulting from the impact events. The research involves using ultra-advanced synchrotron X-ray and lasers to simulate the conditions of impact events and study how the impact brings changes to feldspar, one of the most common minerals not only in the Earth's crust but also seen on the moon and Mars. Through these experiments, it can be made possible to better understand meteorite impact events and their effects throughout the solar system.



Provost's Report to Council

September 2025

GENERAL REMARKS AND CURRENT ISSUES

As announced on August 12, I am humbled and honoured to step into the role of president and vice-chancellor of the University of Saskatchewan, for a five-year term beginning January 1, 2026. I am privileged to be a part of a community of scholars, researchers, educators, students and staff who will work together to build on USask's outstanding accomplishments and reputation. With this announcement, I will be stepping away from the interim provost role to prepare for this transition.

As President Stoicheff announced on August 27, Dr. Patti McDougall (PhD) will step in as interim provost and vice-president academic beginning October 1, 2025, until a successful search for the Provost and Vice-President position is completed and the successful candidate is appointed. She currently holds the role of deputy provost, a position she has held since 2021. Prior to that role, Dr. McDougall served as USask's vice-provost, Teaching, Learning and Students for nine years. I would like to thank Dr. McDougall for her continued commitment to serving our university and her willingness to step into this role.

USASK UPDATES

ACADEMIC HEALTH SCIENCES UPDATE

On Aug. 6, 2025, the University of Saskatchewan formally approved a new governance model for the Academic Health Sciences. This evolution introduces the Joint Governance Council of the Academic Health Sciences (JGCAHS), a collaborative body co-chaired by the provost and vice-president academic, and the vice-president research.

The JGCAHS replaces the former Health Sciences Deans Committee and will guide shared priorities across the health sciences, including space and building operations, simulation-based learning, collaborative research, interprofessional education, Indigenous engagement, and equity, diversity, and inclusion.

This change reflects a strategic shift toward stronger collaboration and clearer accountability across health science colleges and units. It strengthens coordination of shared initiatives while maintaining the autonomy of individual colleges and schools.

A new director of academic health sciences role has also been created to support council operations and staff within the Health Sciences unit. Committee structures and mandates will be reviewed in the coming months to ensure alignment with JGCAHS goals.

TEACHING AWARDS

The University of Saskatchewan recognized 18 faculty and staff members with 19 awards for excellence and innovation in teaching at the June 2025 USask Faculty and Staff Awards event. These awards are facilitated through the Office of the Provost and Vice-President Academic, and are presented each year to faculty and staff members from across colleges, schools and units who exemplify USask's commitment to be the university the world needs through their teaching and leadership activities. Congratulations to all of the past academic year's award recipients, and thank you for your extraordinary contributions to the university's teaching and learning missions.

COLLEGE UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones for USask's college and school community are shared below.

VANIER SCHOLARS

The Vanier Canada Graduate Scholarships are among the most prestigious awards for doctoral students in Canada, offering \$150,000 over three years to support world-class research, academic excellence and leadership. Three USask students have been selected to receive funding in recognition of their academic excellence, leadership skills, and innovative research potential. The students include Arianna Gibson, a Métis doctoral student studying clinical psychology at the College of Arts and Science, Jeremy Irvine, a doctoral student studying at the College of Agriculture and Bioresources, and Jinnath Rehana Ritu, from the USask College of Arts and Science Department of Biology.

SCHULICH LEADERS

Anastasiia Finovska and Lucas Sulewski have been named the University of Saskatchewan 2025 recipients of the prestigious Schulich Leadership Scholarship. Through The Schulich Foundation, entrance scholarships are awarded annually to 100 high school graduates enrolled in a science, technology, engineering, or mathematics (STEM) undergraduate

program at partner universities in Canada, including USask. Finovska is a recipient of the \$120,000 Schulich Leader Scholarship. A graduate of Campbell Collegiate in Regina, Anastasiia will be entering USask's College of Engineering this fall. Lucas is the recipient of the \$100,000 Schulich Leader Scholarship, is a graduate of Greenall High School in White City, and will be joining USask's College of Arts and Science this fall to complete his first year remotely.

DR. MARJORIE DELBAERE APPOINTED INTERIM VICE-PROVOST, STUDENTS AND LEARNING

On September 1, 2025, Dr. Marjorie Delbaere (PhD) stepped into the role of Interim Vice-Provost, Students and Learning. Delbaere is a professor of marketing, and has previously served as Associate Dean, Research, Graduate Programs and Faculty Relations within the Edwards School of Business, as chair of University Council, and as chair of the Research, Scholarly and Artistic Works Committee. During the 2024/25 academic year, Delbaere also led the Edwards School of Business as acting dean. Some of Delbaere's contributions across USask include leading an active research program focused on communication and persuasion about complex and controversial topics in pharmaceutical products and health care, launching two new graduate programs at Edwards, and hosting the inaugural Prairie Business Summit in May 2025 that celebrated innovation, collaboration, and the future of AI-driven business transformation. She has received multiple accolades for her exceptional teaching and focus on enhancing student experience.

EDWARDS SCHOOL OF BUSINESS UPDATE

Shelly Lowe, a former Vice President at IBM and a respected global transformation executive, has been named executive-in-residence at the Edwards School of Business. With over 30 years of leadership experience across the corporate landscape, Lowe returns to her alma mater to inspire students, mentor emerging leaders, and share her real-world insights. As the first female executive-in-residence at Edwards, she brings a powerful voice and perspective to the role. Her leadership and experience are an incredible asset to students, faculty, and the wider business community. Lowe joins a prestigious group that includes Marvin Romanow, former CEO of Nexen, and Scott McCreath, former Senior Investment Advisor at BMO Nesbitt Burns. [Read more about Shelly Lowe's appointment.](#)

The [inaugural Prairie Business Summit](#), held in May 2025 and powered by the Edwards School of Business and the BRIDGE Knowledge Centre, brought together 360 attendees to explore the transformative role of AI in Saskatchewan's economy. Over two days, the event featured keynotes, panels, and workshops focused on AI strategy, ethical deployment, and workforce innovation, with insights from industry leaders, faculty, and tech pioneers like

Adam Cheyer, Katie King and Ross Pambrun. The summit also honoured Indigenous voices and community collaboration, reinforcing the importance of relationship-building alongside technological advancement. With strong support from donor Wayne Brownlee and partners, the summit positioned Saskatchewan as a rising leader in AI-driven business growth.

USASK LIBRARY WELCOMES NEW DEAN

The USask Library is entering a new chapter with the arrival of Dr. Lori Birrell (EdD) as its new University Librarian and Dean. A passionate advocate for curiosity, scholarship, and community engagement, Birrell brings a wealth of experience and a deep commitment to research and learning. With advanced degrees in feminist studies, history, library science, and higher education leadership, she has held key roles at the University of Arkansas and the University of Delaware, where she oversaw rare collections, museum operations, and contributed to shaping organizational strategy. Her collaborative fundraising efforts have secured over \$1.6 million, and her research on library leadership and workplace evolution continues to shape the field.

DIGITAL SKILLS HELP CENTRE AT USASK LIBRARY

To support students in developing essential digital literacy skills, the University Library has [opened a Digital Skills Help Centre](#) in the Murray Library with support from the office of the Associate Provost, Teaching Innovation and Strategic Initiatives. The centre will help students navigate digital platforms and critically evaluate digital information and AI-generated content to ensure that they are using digital tools ethically and effectively through free drop-in and online support from trained tutors, one-on-one appointments, workshops, and programming throughout the year.

COLLEGE OF ENGINEERING FIRST-YEAR ENROLLMENT UPDATE

As of September 4, the First Year Engineering Program (Re-Engineered) has 564 students enrolled, a record number for our College of Engineering. Even in the face of a drop in international students due to the new Federal rules, this is a testament to the reputational strength of the College of Engineering. Our domestic recruitment is stronger than ever, with new students coming in greater numbers from all over Saskatchewan, Alberta, and Manitoba, as well as other provinces.

COLLEGE OF ARTS AND SCIENCE DEAN'S EXECUTIVE COMMITTEE UPDATE

The dean's office in the College of Arts and Science is pleased to announce two recent appointments to the Dean's Executive Committee. Dr. Jennifer Lang has been appointed Vice Dean Academic for a five-year term that began on July 1, 2025. Dr. Steven Rayan has been appointed as Interim Vice Dean Research, Scholarly, and Artistic Work for a one-year term that began on July 1, 2025. We are also pleased to welcome Dr. Pamela Downe back to her role as Interim Vice Dean Faculty Relations and Dr. Darrin Oehlerking to his role as Associate Dean Student Affairs. Both returned to their roles on July 1, 2025, following sabbatical and administrative leaves, respectively. We look forward to their contributions and leadership in the college. The dean's office extends its sincere thanks to outgoing Acting Associate Dean Student Affairs, Laura Wright and Interim Vice Dean Faculty Relations, Angela Lieverse for their service to the College.

JSGS MOU RENEWAL

Leaders from both University of Saskatchewan and University of Regina came together to celebrate the renewal of their unique collaborative partnership for the Johnson Shoyama Graduate School of Public Policy (JSGS). The signing ceremony marked a meaningful milestone, highlighting a shared commitment towards academic excellence through experiential learning, leading-edge research, and policy innovation. Joined by provincial partners and campus community leaders, the renewal agreement strengthens the continued collaborative spirit that helps shape the next generation of policy leaders for Saskatchewan and beyond.

JSGS ONLINE MPA PROGRAM GAINS NATIONAL RECOGNITION

This summer, the Online Master of Public Administration program offered by JSGS at USask was recognized with a Bronze Program Excellence Award by the Canadian Association for University Continuing Education. The recognition highlights the program's innovative approach to advancing high-quality education and learning practices that promotes lifelong learning across Canada.

BUILDING THE FUTURE PHYSICIAN ASSISTANT WORKFORCE

Saskatchewan is taking another step forward in strengthening its health care workforce with the launch of a new training program for Physician Assistants (PAs). Twenty new students have joined the College of Medicine in the first cohort of the new Master of Physician Assistant Studies program. This milestone is a bold step in Saskatchewan's Health Human Resources plan to train and recruit PAs right here at home. PAs are health

professionals who have taken advanced training to practise medicine under the supervision of a licensed physician, often within a multidisciplinary health team.

RECENT APPOINTMENTS

Dr. Andrew Ireson has been appointed as acting Assistant Director, Academic Internal, School of Environment and Sustainability (SENS) for a term of up to one year, effective July 1, 2025 and up to June 30, 2026.

Dr. David Kraichy has been appointed as acting Department Head, Human Resources and Organizational Behavior, Edwards School of Business for a term of up to one year, effective July 1, 2025 and up to June 30, 2026.

Dr. Ibironke Odumosu-Ayanu has been appointed as Associate Dean, Research and Graduate Studies, College of Law, for a term of up to five years, beginning July 1, 2025 and up to June 30, 2030.

Doug Surtees has been appointed as acting Associate Dean, Academic, College of Law, for a term of up to six months, beginning July 1, 2025 and up to December 31, 2025.

Dr. Craig Wilson has been extended as acting Associate Dean, Research, Graduate Programs and Faculty Relations, Edwards School of Business, for a term of up to one year, beginning July 1, 2025 and up to June 30, 2026.

Dr. Shan Wang has been appointed as acting Department Head, Finance and Management Science, Edwards School of Business for a term of up to one year, effective July 1, 2025 and up to June 30, 2026.

Dr. Jennifer Lang has been appointed as Vice-Dean, Academic, College of Arts and Science for a term of up to five years, effective July 1, 2025 and up to June 30, 2030.

Dr. Catherine Niu has been appointed as acting Associate Dean, Research and Partnerships, College of Engineering for a term of six months, effective July 1, 2025 and up to December 31, 2025.

Dr. Sven Achenbach was extended as interim Associate Dean, Faculty Relations, College of Engineering, for a term of up to two months, beginning July 1, 2025 and up to August 31, 2025.

Dr. Seok-Bum Ko has been appointed as Department Head, Electrical and Computer Engineering, College of Engineering, for a term of up to five years, effective July 1, 2025 and up to June 30, 2030.

Dr. Lori Birrell has been appointed as Dean, University Library, for a term of up to five years, beginning September 1, 2025, and up to August 31, 2030.

Dr. Amrinderbir Singh has been appointed as acting/interim Associate Dean, Academic, College of Dentistry, for a period of up to one year, beginning September 1, 2025 and up to August 31, 2026.

Dr. Marnie Kramer has been appointed as Associate Dean, Academic, College of Nursing, for a term of up to five years, beginning November 15, 2025 and up to November 14, 2030.

Heather Heavin has been appointed as Associate Dean, Academic, College of Law, for a term of up to three years, beginning January 1, 2026 and up to December 31, 2028.

Active Searches & Reviews

We are in the early stages of the following searches and reviews (no committees confirmed):

Searches:

- Executive Director, Johnson Shoyama
- Dean, College Pharmacy and Nutrition
- Dean, College of Law

Reviews:

- Dean, College of Nursing
- Dean, Western College of Veterinary Medicine

Please see [here](#) for information on searches and reviews.



COUNCIL REPORT

SEPTEMBER 2025

Although September is a time here at the University of Saskatchewan when we welcome many students back to campus, as well as thousands of students for the very first time, September is first and foremost a month where we are called upon to actively remember and engage in Truth and Reconciliation. We look to our Elders and Wise Ones to learn about Truth, and as non-Indigenous Peoples, it is our responsibility to continue to work and actively undertake commitments to Reconciliation. Education and community are two powerful tools necessary to continue to learn about colonialism and the importance of Indigenous achievement, agency, Indigenization, and decolonization. Following the National Day for Truth and Reconciliation, the USSU will be hosting an Indigenous Makers Market in the Arts Tunnel from October 1-3 to highlight just some of the many unique and beautiful creations made by Indigenous folks in our community. Remembering and honouring Truth and Reconciliation is not just a one-day initiative; it is our responsibility to continue actively engaging in this work every day.

In September, the USSU welcomed USask Students back to campus through an array of Welcome Week festivities, from tabling opportunities to learn about campus supports, student clubs, and USask resources, to a movie night in the Bowl, as well as through activities like speed friending. All of these activities were intended to help students meet new people and find community. Based on feedback from students and by the sheer number of student survival calendars handed out, a student-friendly resource to all things campus-life, the USSU believes that Welcome Week 2025 was a success! The week finished off with energy, fireworks, and stadium lights at the annual Homecoming Huskie Football Game, where students past and present packed the stands to support our Huskie Athletes. Demonstrating the strong connection that students have to USask and to campus, the community inevitably remains a powerful force.

Throughout July and August, the University of Saskatchewan Students' Union continued to meet, collaborate, and organize for student support and success. Over the course of the summer, our team also focused on event planning and organizing Campus Group supports and resources to enhance student engagement. We gathered with various stakeholders of student life and processes, such as Mayor Block's Chief of Staff, several Deans, and Vice-Dean Academics, the Minister and Shadow Minister of Advanced Education, as well as members of the University Community who work to foster student engagement. Additionally, the USSU and USSU Pride Centre offered interviews and statements regarding the implications of Bill 137 on students and the future of the kinds of education and spaces created in classrooms across educational levels. Furthermore, the USSU and USSU Women's Centre have been working collaboratively with Saskatoon Sexual Assault and Information Centre to make accessible various supports and educational resources available to students in hopes of proactively responding to a culture that continues to enable sexual and gender-based violence here on campus. On Monday, September 22 at 5:00 pm, the USSU hosted a presentation by SSAIC titled "Redefining Consent: Leadership, Allyship, and Campus Safety." This talk was intended to provide staff and faculty of

the university with additional tools for demonstrating allyship from a leadership standpoint and creating a safe environment on campus that does not tolerate sexual and gender-based violence. The USSU intends to be clear that any form of hate, oppression, and violence, whether perpetrated through racism, ableism, transphobia and queerphobia, misogyny, or otherwise, will not be tolerated in the eyes of students here at the University of Saskatchewan.

In August, the USSU executive team travelled to Vancouver to meet with University student executive teams across Canada. Here, we shared insight, engaged in problem solving, heard from various leaders, innovators, builders, and advocates, and had opportunities to develop our skills within our respective portfolios. It was a powerful experience to meet like minded individuals and committed student leaders across the country.

At the beginning of September, our University Students' Council reconvened for the year. Every year, we welcome up to 26 Members of Student Council (MSC) composed of students from various colleges. Additionally, this year we also hope to welcome an MSC from Prince Albert Campus, which would be the first time we have had student representation on council from PA students. We are grateful for the opportunity to meet with so many student leaders across campus and beyond as we explore issues, priorities, and various levels of student affairs for the year ahead.

On behalf of the USSU and University of Saskatchewan students, we are grateful to share with the University Council our priorities, initiatives, and reflections.



President

Students continue to be among the most active and engaged advocates, collaborators, and community builders, strengthening their commitments to holistic and intersectional approaches for equity, diversity, inclusion, justice, and belonging. Driving meaningful and student-led change, increasing Indigenous students' autonomy and opportunities to foster various initiatives to strengthen community for Indigenous Students on campus is important to ongoing commitments to reconciliation and engagement for all students, Indigenous and non-Indigenous. Over the summer, I have been in regular communication with the Indigenous Students' Union to collaboratively develop a pathway forward. Remaining in regular contact with Dr. Angela Jaime and her team from the Office of the Vice Provost for Indigenous Engagement, as well as with staff from Gordon Oakes Red Bear Students' Centre, I am grateful for collaborative dialogue and support. The USSU will continue to work towards supporting student commitments to Truth and Reconciliation and Indigenous achievement, as well as advocating for opportunities that increase agency for Indigenous students and provide educational spaces for all students to learn about the significance of Indigenization and decolonization across USask.

The cost of tuition remains a front of mind concern for students. In June, the USSU met with the Minister for Advanced Education to discuss our priorities as they relate to the Minister's portfolio. In addition to calling for predictable tuition frameworks and the removal of interest from Student Loans, the USSU is also committed to supporting various wrap-around mechanisms to aid in tackling the student affordability crisis. It is necessary that students are aware of the evolving landscapes that frequently inform the cost of tuition in order for university spaces to remain accessible and affordable to all students. Diversity of student perspectives is extremely valuable and essential to continuing to be the kind of university that produces world-class thinkers, innovators, community collaborators, and researchers.

Additionally, the USSU is aware that tuition is not the only uncertainty in the lives of many students. Presently, I am collecting insight from other U15 University Student Unions on their knowledge of student wages and approaches to undergraduate student employment. This information will result in the culmination of a report on student wages and will be supported by a student wages forum hosted by the USSU on October 1st entitled *Pay it Forward*. The intention of this engagement with students is to learn more about how undergraduate student wages are impacting students and the various experiences students have had in understanding and navigating undergraduate student wages. The USSU is interested in exploring the possibilities of developing a more comprehensive and transparent matrix or explanation of qualifiers for determining undergraduate student wages and the ways in which undergraduate student wages are anticipated to change within the course of a student's time as an employee, and are potentially different across various departments and faculties. In defining this salary band change, this will support undergraduate employees' awareness of their compensation and support

more accurate predictions and planning of student budgets. This is particularly timely, as the minimum wage in the Province of Saskatchewan will change on October 1st from \$15.00 to \$15.35. Inevitably, gathering USask undergraduate student employees to learn more about their experiences will ensure that the USSU is aware of various ways in which students are navigating the university community to ensure that they are supported.

Amplifying the work of the USSU Food Centre, which delivers thousands of hampers to all USask students, the USSU has also begun to have conversations with Prince Albert Campus regarding food insecurity and ways in which students who are food precarious can be supported through a more robust hamper or gift card system. The USSU continues to meet with leaders from the Prince Albert Campus to foster a greater connection and relationship, encouraging cross-campus student engagement. This includes connecting with Prince Albert Campus Peer Health Program and student leaders. Supporting greater engagement and connection to Prince Albert Campus students is important as it strengthens the diversity of our student community and communication. In addition to cross-campus engagement regarding increased dialogue with Prince Albert Campus, the USSU is also working to reignite our Association of Constituency Presidents. This working group provides a forum in which student college and constituency presidents from across the USask community can come together to share insights and solve various student issues. Providing many ways for students to connect across disciplines and faculties is important to the USSU, as this increases the strength of our student community and knowledge of student supports and priorities.

Topics of community orientated and integrated engagements with Equity, Diversity, and Inclusion (EDI) continue to be top of mind. I have been working closely with Dr. Patti McDougal and Dr. Vince Bruni-Bossio to discuss various ways in which more active frameworks of EDI can be strategically explored for students. These conversations have been impactful and support positive directions forward. Revitalizing the scope of the EDI Framework to reflect the complex and important landscapes that students are currently facing would best support opportunities to make meaningful strides in advancing shared knowledge and values about the importance of student awareness of advancements in community engagement. Supporting the development of a framework of shared values, the USSU recognizes the importance of bringing together all students to help advance EDI commitments at the University of Saskatchewan. The USSU will continue to meet with senior leadership to advance these priorities. Additionally, the USSU is supporting the planning and programming of an Anti-Racism Symposium that will take place on November 19, 2025. It is our hope that this initiative will support a space for deeper discussions regarding pathways forward for students to work to dismantle institutional barriers.

Over the summer, the USSU worked to engage in deeper conversations of sexual violence awareness and prevention across campus. Both Emily Hubick, VP Student Affairs and I, as well as Alandra Flynn-James, USSU Women's Centre Coordinator, have connected with

Saskatoon Sexual Assault and Information Centre (SSAIC) to discuss various opportunities for educational and community initiatives. Specifically, Morgan Price, Educational and Outreach Coordinator for SSAIC, and I have been working on a collaborative initiative to support student volunteer experiences and community engagement regarding sexual and gender-based violence. We recently launched Demanding Change, Uniting Community, a collaborative pilot project and coalition against sexual and gender-based violence. Applications closed on September 18th, 2025, and our first meeting with students will take place on September 29th, 2025. Demanding Change, Uniting Community is a two-term, community-based initiative led by SSAIC and the USSU through a Coalition Against Sexual Violence.

This collaborative project brings together students, community members, and campus leaders to address sexual and gender-based violence through advocacy, education, action, and community outreach. In the Fall Term, participants will volunteer directly with SSAIC to learn and support community outreach initiatives around Saskatoon. This may include attending presentations, information fairs, and community outreach activities that support SSAIC. Students will learn about sexualized violence, child sexual abuse, consent education, trauma-informed care, and how to teach about sexualized violence. Throughout the term, there will be checkpoints with the USSU's advocacy committee to report on both experiences and insights. In the Winter Term, volunteers will work alongside the USSU and SSAIC to develop and present recommendations to the USSU Advocacy Committee based on community outreach initiatives on campus and through meetings with student groups and individuals. This work is aimed at strengthening sexual violence prevention and response on campus. Additionally, it is the intent of this term for students to be able to focus on cultivating staff and faculty awareness and commitment to advancing conversations that bring attention to sexual and gender-based violence prevention on campus. By applying the insights gained in the fall, students will be better equipped to tackle university issues and landscapes of sexual violence awareness. This project is a volunteer position that will support community engagement as well as the creation of a recommendations report discussing the experiences had in both the community and campus environment, and suggestions for framing a campus response to sexual and gender-based violence that is also accountable to the intersections of our Saskatoon community. Ultimately, supporting student advocacy through an intersectional and community-oriented framework will remain a priority throughout the year.

Respectfully submitted,



Emma Wintermute

President

University of Saskatchewan Students' Union

Vice-President Operations & Finance

Campus Groups

Throughout the summer months, I was very busy with the burgeoning activity of our campus groups. Much of my work was dedicated to reviewing ratification applications. By the end of summer, and our entry into Welcome Week, the USSU had ratified just over sixty campus groups. As of mid-September, there are over ninety fully ratified groups, with many more pending review.

Additionally, the USSU is proud to have approved over \$6,000 in grants for our campus groups. We've provided funds for EDI projects, grad celebrations, charity events, and more. Through our businesses, XL Print & Design and Louis', we've aided campus groups in building communities and encouraging students to pursue extracurricular activities. These sponsorships, in support of group projects, initiatives, and events, are a cornerstone of the services we offer to our members. We look forward to supporting groups throughout the academic year as students work tirelessly to build a strong, connected campus.

You can find a full list of ratified groups on our [USSUHub](#) system. I encourage you to view this list to get acquainted with the creativity, school spirit, and dedication of our members, as well as to seek potential partnerships and collaborations with the students we're all here to help succeed.

Transit

Part of my role is to liaise with Saskatoon Transit to ensure that student concerns are addressed by the City when bus routes are updated or redesigned. I am happy to report that, over the summer, I met with the Transit Services Team to discuss updates to several routes across the city, and particularly entering our main campus.

Transit has been working hard to procure more buses, adjust routes to increase frequency, and gather feedback from riders. The overwhelming majority of respondents to a recent student survey on bus routes expressed support for updates to routes 4, 10, 16, 17, and the 40s, all of which serve the area around campus. These routes run at increased frequency, with articulated buses and longer service hours.

With construction on the Link system approaching, I will continue to meet with Saskatoon Transit to discuss how changes will affect our campus community.

USSU Policies

With increased time on my hands, I completed numerous updates to USSU policies during the summer. These changes, focused primarily on financial and campus group policies, aim to enhance the USSU's transparency efforts, ensuring that our members feel represented and that we are held accountable. The changes also removed redundancies and outdated practices from the processes of campus groups, simplifying the ratification and funding processes.

These updates addressed the following policies:

- Anti-Racism, Anti-Oppression Funding Policy
- Association of Constituency Presidents Policy
- Executive Protocol Policy
- Executive Sponsorship Policy
- Process for Approval Policy
- Campus Groups Administration Policy
- Campus Groups Conduct Policy
- Campus Groups Grants Policy
- Campus Groups Insurance Policy
- Campus Groups Operations Policy
- Investment Policy
- Space Booking Rental Policy

Respectfully submitted,



Owen Deis

Vice-President (Operations & Finance)

University of Saskatchewan Students' Union

Vice-President Academic Affairs

The summer months of my term as Vice-President Academic Affairs were defined by steady progress on academic policy, student advocacy, and relationship-building across the university and beyond. These three months provided both the space to advance long-term projects and the urgency to prepare for the academic year ahead. Now, with the fall term underway, I am reminded of why this work matters most: the return of students has transformed our campus with energy, ambition, and renewed commitment to learning. Throughout this period, my central aim has been to ensure that student voices remain at the heart of decision-making while advancing principled changes that strengthen transparency, consistency, and equity across the institution.

One of the most consistent features of my portfolio is direct student advocacy. Across July, August, and September, I worked with a significant number of students, the majority through appeals processes related to promotion, academic standing, or Required to Discontinue (RTD) cases. These appeals revealed familiar challenges: difficulty navigating policy, confusion around procedures, and lack of awareness of available supports. Too often, students approach these processes at moments of crisis, when timelines are short and stakes are high. My goal has been to shift this dynamic, orienting students toward resources earlier and ensuring that lines of communication with colleges remain open and responsive.

The cumulative insights from these cases demonstrate how appeals sit at the intersection of policy, pedagogy, and people. Delays in decisions leave students uncertain about finances, housing, or future plans. Inconsistencies in sanctions across colleges undermine perceptions of fairness. And policies written in inaccessible language can leave students feeling alienated from the very systems meant to support them. Each individual case is meaningful in its own right, but taken together, they point to the systemic reforms I have been pursuing in hearings, sanctions, and assessments.

The work to establish a more efficient and fair academic hearing system has matured considerably over the summer. The objective is structural efficiency, procedural fairness, and clarity at every stage. Work is being done to advance a system that provides students with clearer pathways and reduces the inconsistencies that currently exist between colleges.

In parallel, conversations regarding sanctions have advanced. It is evident that outcomes for similar offences can differ markedly depending on the college, the composition of a hearing board, or the interpretation of aggravating and mitigating factors. This variability undermines confidence in academic integrity systems and contributes to student distrust. International students are particularly vulnerable, as sanctions such as suspension can carry disproportionate consequences for their immigration status.

The culture of assessment has been another area of sustained focus. Students consistently describe uncertainty in grading criteria, limited feedback, and reliance on high-stakes exams that often test recall rather than understanding. These practices invite misconduct while failing to capture deeper learning. Over the summer, I engaged faculty and staff in discussions about assessment practices that emphasize transparency, constructive feedback, and alignment with outcomes.

This work is also attentive to inclusivity. Neurodivergent students, international students, and those facing structural barriers often find that rigid or opaque assessment practices create disproportionate obstacles. By encouraging assessment that values growth, applied knowledge, and clarity, we can build systems that uphold rigour while supporting diverse learners.

Policy only serves students if it is understandable. Throughout the summer, I focused on translating complex regulations into student-facing resources that are clear, accessible, and respectful of students. This includes new materials clarifying acceptable use of digital tools, such as grammar tools and generative AI. The goal is not to police or promote these tools, but to provide clarity: what is permitted, what requires instructor guidance, and what constitutes misconduct.

Complementing this, the revised USSU Academic Handbook was completed and distributed over the summer. It is already proving to be a valuable navigational aid, providing students with direct access to information on policies, appeals, and support. I continue to track feedback on its use to refine future editions.

The summer also saw the formalization of the Academic Integrity Forum, a university-wide body co-chaired with Susan Bens. After months of preparatory work on composition and scope, the Forum held its inaugural meeting in September. Its agenda connects the tiered hearing system, sanctions guide, and emerging issues around AI and assessment design. The Forum's importance lies in its mission and method. It convenes student advocates, governance staff, and Associate Deans Academic to move beyond siloed responses and toward shared standards. It is a space to address immediate concerns, but equally to think upstream about how incentives, workloads, and course design can either foster or undermine integrity.

Expanding and promoting undergraduate research has been one of my major priorities. Across the summer, I engaged faculty to map current practices and identify barriers. Research opportunities remain too dependent on informal networks: students with strong connections to faculty or graduate mentors often succeed, while others, equally capable, struggle to access opportunities. Supervisors, meanwhile, face significant barriers in time, recognition, and funding.

Two frameworks are guiding my approach. The first is strengthening graduate-undergraduate mentorship, with clear expectations and recognition for both parties. The second is embedding inquiry-driven research into courses, so that students experience research as part of their academic journey rather than only through extracurricular programs or grants. Both approaches expand access and normalize research as a core element of learning.

In August, I had the privilege of delivering remarks at the SURE Undergraduate Research, Scholarly, and Artistic Works (uRSAW) Symposium. This event showcased the creativity and dedication of students across disciplines. My remarks emphasized the transformative potential of undergraduate research, not only for individual development but for the culture of inquiry at USask. Seeing the enthusiasm of students and the quality of their work reaffirmed why this area of advocacy is so essential.

Another initiative that has gained momentum is the promotion of Open Educational Resources (OERs). Rising textbook costs remain a barrier to accessibility, and OERs provide a sustainable alternative that supports both affordability and pedagogical innovation. Over the summer, I engaged with faculty and library staff to explore how adoption can be expanded, and I will continue to advocate for institutional support to incentivize faculty adoption and development of OERs.

Across all areas of my work, equity remains a guiding principle. Conversations with colleagues in the Gwenna Moss Centre and elsewhere have underscored how inclusive design, respectful communication, and flexible assessment benefit not only marginalized students but the entire learning community. Small but intentional changes, such as clearer rubrics, respectful pronoun use, and inclusive course outlines, create classrooms where students feel valued and capable of success.

I have also maintained dialogue with the Office of the Vice Provost for Indigenous Engagement, as well as the Gordon Oakes Red Bear Student Centre, to ensure that academic initiatives align with broader commitments to Indigenization and reconciliation. Supporting Indigenous students' autonomy and opportunities within academic structures is essential, and I remain committed to advancing that work.

In addition to internal policy and advocacy, the USSU executive engaged externally on behalf of students. This included meetings with both the Minister of Advanced Education, the Honourable Ken Cheveldayoff, and the Shadow Minister of Advanced Education, Dr. Tajinder Grewal. These meetings provided valuable opportunities to highlight student concerns around financial aid, affordability, access to education, and the potential impacts of federal policies on international students.

By engaging with both government and opposition, the USSU ensures that student priorities are heard across the political spectrum. This bipartisan approach strengthens the credibility of our advocacy and underscores that support for students is not—and should not be—a partisan issue.

Looking ahead, preparations are underway for this year's Teaching Excellence Awards. These awards celebrate the dedication of faculty who model inclusive, transparent, and inspiring pedagogy. Recognizing teaching excellence is not symbolic alone; it sets a standard for the institution and highlights practices that align with our collective vision for student success.

The return of students in September has reaffirmed the importance of this work. Systems exist to serve students, and their effectiveness is measured by whether they empower students to learn, grow, and succeed.

July through September has been a season of both preparation and renewal. The groundwork laid over the summer is now translating into tangible benefits as the year begins. I am grateful for the collaboration of faculty, staff, administrators, and, above all, students, whose commitment to learning continues to inspire and guide this work.

Respectfully submitted,

A handwritten signature in black ink, reading "Norah Jacob". The script is fluid and cursive, with the first name "Norah" and last name "Jacob" clearly distinguishable.

Norah Jacob
Vice-President (Academic Affairs)
University of Saskatchewan Students' Union

Dear University Council Members,

On behalf of the Graduate Students' Association, I am pleased to share highlights of recent activities, advocacy efforts, and upcoming initiatives for September 2025.

REINSTATEMENT OF NON-PROFIT STATUS

The Graduate Students' Association has successfully regained its non-profit status with Information Services Corporation as of September 1. The status had lapsed in 2022 due to missed filings, creating a barrier to fundraising and financial growth. Restoring it required completion of the FY23 and FY24 audits and extensive organizational effort. With this reinstatement, the GSA is once again eligible to pursue grant applications, fundraising initiatives, and new revenue opportunities. I would also like to acknowledge the important contributions of our Vice-President Finance, Lindsay, whose persistence across two terms was instrumental in this achievement.

GSA FALL ORIENTATION 2025

On September 10, the GSA hosted its annual Fall Orientation to welcome new and returning graduate students. The event featured information booths, community partners, and opportunities for students to connect with campus services. Although I was attending an international conference, I shared a recorded welcome message, and the Orientation was successfully delivered under the leadership of our Vice-President Academic, Mandela, with support from the executive team.

GRADUATE VOICES INITIATIVE

The GSA has launched Graduate Voices, a new storytelling project designed to celebrate the unique journeys of graduate students at USask. This initiative will highlight diverse experiences, from groundbreaking research to resilience through challenges, providing a platform for graduate students to share their stories with the university and broader community. Graduate Voices will strengthen connection, visibility, and pride in our graduate community.

ANTI-RACISM SYMPOSIUM

In partnership with the USSU and Student Health and Wellbeing, the GSA is organizing an Anti-Racism Symposium on November 19 at the GSA Commons. The symposium will feature student-led discussions, research presentations, and interactive workshops to equip students with tools to recognize and address racism on campus. Feedback will also help inform the development of a Memorandum of Understanding between the University, the GSA, and the USSU to advance equity and anti-racism.

ADVOCACY AND STUDENT WELLBEING

The GSA continues to engage in advocacy on behalf of graduate students. Recent discussions with provincial representatives have focused on tuition, childcare, and transit safety. We are also preparing to renegotiate the GSA Transit U-Pass contract, including discussions on opt-out criteria and the potential for spring and summer passes. These efforts are essential to ensuring graduate students have affordable access to education, safe and reliable transportation, and adequate supports during their studies.

LOOKING AHEAD

The GSA remains committed to strengthening graduate student life through advocacy, collaboration, and inclusive programming. This fall's work lays the foundation for stronger financial stability, greater emphasis on equity, diversity, and inclusion (EDI), and more innovative events shaped by graduate student feedback. Our goal is to ensure that all graduate students see themselves reflected in the GSA's work and feel connected to the wider USask community.

I look forward to working together with the Council as we continue strengthening the graduate student experience, and I welcome your feedback as we move ahead.

Respectfully submitted,

Palash R. Roy

President, Graduate Students' Association (GSA)

ITEM FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: September 25, 2025

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Masters Admission Category for Doctor of Dental Medicine (D.M.D)

MOTION

It is recommended by the Academic Programs Committee that Council approve the master's degree admission category for the D.M.D program, effective for the 2027-2028 application cycle.

CONTEXT AND BACKGROUND

The College of Dentistry is proposing an additional admission category into the Doctor of Dental Medicine program. This new category will allow students holding a masters degree in a dental-related field to be eligible for the D.M.D program.

Candidates cannot be considered for admission within multiple admission categories within the same application cycle. Applicants will be required to identify the admission category they are applying for at the time of application.

This admission category is available to Saskatchewan residents who are Canadian citizens or permanent residents of Canada and who currently hold a Master's degree in a dental related field (i.e Master of Science in Precision Oral and Systemic Health, Master of Science in Dentistry, Master of Science in Oral Biology, Master's of Dental Science or equivalent) from a recognized institute in Canada.

CONSULTATION

The College of Dentistry submitted a proposal to the Academic Programs Committee (APC) on September 17, 2025. The Academic Programs Committee reviewed the proposal and voted in favour of this pathway.

ATTACHMENTS

- 1. D.M.D Masters Admission Pathway Proposal**

Purpose: To provide an alternate admission categories for students who wish to pursue the Doctor of Dental Medicine (D.M.D) program in the College of Dentistry at the University of Saskatchewan.

Candidates cannot be considered for admission within multiple admission categories within the same application cycle. Applicants will be required to identify the admission category they are applying for at the time of application.

MSc

This admission category is available to Saskatchewan residents who are Canadian citizens or permanent residents of Canada and who currently hold a Master's degree in a dental related field (i.e Master of Science in Precision Oral and Systemic Health, Master of Science in Dentistry, Master of Science in Oral Biology, Master's of Dental Science or equivalent) from a recognized institute in Canada.

Eligibility requirements

1. Academic Requirements

1. Successful completion of the following pre-dentistry courses.
 - a. 6 credit units of General Biology
 - b. 3 credit units of General Chemistry
 - c. 3 credit units of Organic Chemistry
 - d. 3 credit units of General Physics
 - e. 3 credit units of Biomolecules Biochemistry
 - f. 3 credit units of Metabolism Biochemistry
 - g. 6 credit units of Human Physiology
 - h. 3 credit units of Microbiology
 - i. 3 credit units of Basic Nutrition
 - j. 6 credit units of Social Science/Humanities
2. Successful completion of a master's degree in a dental related field (i.e. Master of Science in Precision Oral and Systemic Health, Master of Science in Dentistry, Master of Science in Oral Biology, Masters of Dental Science, or equivalent), from a recognized institute in Canada which must be completed at the time of application. Applicants have a maximum of two admission cycles to apply to the DMD program following their graduation in the dental related master's program.
3. Minimum of one peer reviewed publication from a dental related M.Sc program thesis.

2. Dental Aptitude Test

All applicants are required to take the Dental Aptitude Test (DAT) administered by the Canadian Dental Association.

- Results are valid for a period of three (3) years up to November of the year of application.
- If an applicant has taken the DAT more than once, the single best overall score will be used.

Applicants must achieve the following in their best DAT score:

- A minimum Academic Average score of 15 and
- A minimum Perceptual Ability score of 14 and
- A minimum Reading Comprehension score of 14

3. Interview

All eligible applicants seeking admission are required to interview as part of the selection process. A maximum of three applicants within this admission category will be invited for an interview, two of which have completed their Master of Science in Precision Oral and Systemic Health program at the University of Saskatchewan and one who has completed their dental related Master's program outside of the University of Saskatchewan. Interviews for this admission category are granted based on the applicant's cumulative weighted average of all coursework within the dental related master's program and the best overall DAT score.

The interview is conducted using the multiple mini interview (MMI) format. The MMI exposes applicants to a series of stations each 10 minutes in length. Applicants are provided with a question at each station and given two minutes to read the question and prepare an answer. After two minutes, the applicant discusses their response with the interviewer for eight minutes before moving on to the next station.

4. English Language Proficiency

Applicants whose primary language is not English must present evidence of proficiency in English.

5. Saskatchewan Residency

To be eligible as a Saskatchewan resident, applicants must have resided in Saskatchewan for at least four years immediately prior to September 1 of the year admission is being sought. Applicants who have left the province, but previously lived in Saskatchewan for an accumulated period of 15 year (permanent residency), will be considered residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four-year requirement will receive credit of one year toward the four-year requirement for every four years of residency in the province. There are NO EXCEPTIONS to the four-year Saskatchewan residency rule.

In order to support a claim as a resident of Saskatchewan, the following proof and circumstances will be taken into account:

- **Date of issue** of your Saskatchewan Health Card¹ **and** either the date of issue of your Saskatchewan Drivers' License² **or** Saskatchewan Income Tax Forms confirming taxes paid in Saskatchewan.
 - Applicants who have completed four years of full-time study at a Saskatchewan post-secondary institution immediately prior to the year admission is being sought are considered Saskatchewan residents. Official transcripts must be submitted by the document deadline to support this claim.
 - Reasons for any break in continuity of residence, which includes attendance at an out-of-province educational institution, summer employment where applicable and any other reason deemed to be relevant
 - Saskatchewan high school transcript (if you are NOT currently registered at the University of Saskatchewan) or
 - Resident of the Yukon, Northwest or Nunavut Territories.
1. If the date of issue of your Saskatchewan Health Card is newer than the original date of issue, a letter from Saskatchewan Health confirming the date of issue is required.
 2. If the date of issue of your Saskatchewan Drivers' License is newer than the original date of issue, a Drivers Abstract is required.

6. Criminal Record Check

Self declaration of an adult criminal record is required of all applicants on the application form. Applicants accepted into the program are required to complete and submit a Criminal Record Check with Vulnerable Sector Screening after the date of offer and no later than the orientation date.

7. Immunizations

Successful applicants must comply with the University of Saskatchewan policy on immunization, which states that all students attending a Health Science College must provide documented proof of immunization. Immunization records for accepted applicants must be received by the date stated in the letter of offer.

Selection

It is the duty of the Admissions Committee to select applicants that have the ability to succeed in the program. The Admissions Committee reserves the right to review the applicant's entire application submission, including all written/verbal communication with the College of Dentistry, and to deny entry to applicants whose academic background or history indicate unsuitability for a career in Dentistry. Common reasons for the Admissions Committee to invalidate an application include evidence of inability to understand and utilize instruction received in written and oral format, academic misconduct, misrepresentation on the application, prior criminal behavior, and

unprofessional comments and/or behavior during the applicant's attendance at the MMI or elsewhere. If one or more issues is found in an applicant's file, the Admissions Committee retains the right to actively seek further relevant information about the applicant, including but not limited to, information from educational institutions attended related to academic or non-academic misconduct resulting in disciplinary action. By submitting an application, applicants consent to the collection of any such supplemental information.

Applicants must meet the Eligibility Requirements listed above.

1. Academic Average (65% Overall Weighting)

The full weighting of 65% is given to the cumulative weighted average based on all course work completed within the dental related master's program.

2. Dental Aptitude Test (15% Overall Weighting)

The applicable scores from the DAT will be earned on:

- Reading Comprehension – 1/3
- Perceptual Ability – 1/3
- Academic Average – 1/3

Applicants will not be considered if they have not met the minimum DAT requirements stated in the Eligibility Requirements listed above.

3. Interview (20% Overall Weighting)

A personal interview is required of all competitive applicants annually. Interview selection is based on academic average and the single best overall DAT score.

Applicants offered interviews should note that interviews are scheduled only once per year. Rescheduling, regardless of the reason cannot be accommodated.

Interview scores will not be released to the applicants and specific feedback will not be provided.

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Master's Degree Admission Category for Doctor of Dental Medicine (D.M.D.) Degree Program

General Description: The College of Dentistry proposes a new admission category for the Doctor of Dental Medicine (D.M.D.) degree program. This new category will allow students holding a Master's degree in a dental-related field to be eligible to be admitted to the D.M.D. program.

College Approval: College of Dentistry Faculty Council approved, May 14, 2025

Effective Term: 2027-28 application cycle

Course implications

- N/A

Registration and classes

- N/A

Convocation

- N/A

Financial and Budget

- Provost's Office endorses the proposal and approves proceeding through the approval process.

Student Mobility

- N/A

REQUEST FOR DECISION

Committee Name: Planning and Priorities Committee, University Council

Date: September 25, 2025

Presented by: Christian Willenborg, Chair, Planning and Priorities Committee

Subject: Business Research Integration and Development Group (BRIDGE) Knowledge Centre

MOTION

It is recommended by the Planning and Priorities Committee that Council approve the establishment of the Business Research Integration and Development Group (BRIDGE) Knowledge Centre effective immediately.

CONTEXT AND BACKGROUND

Dr. Keith Willoughby, Dean of the Edwards School of Business, Craig Wilson, Acting Associate Dean of Research, Graduate Programs, and Faculty Relations and Joelena Leader, Managing Director of BRIDGE Knowledge Centre joined the Planning and Priorities Committee (PPC) on September 10, 2025 to revisit the BRIDGE Centre proposal.

BRIDGE plays a key role in formalizing and strengthening connections between the university and the business community, acting as a connector that complements the work of existing centres. Its structured governance provides credibility and continuity, which resonates well with stakeholders. The centre also serves as a platform to support the development of a potential doctoral program by linking students directly with industry partners. With a growing demand for community engagement, the centre has hosted initiatives like the first Prairie Business Summit and facilitated numerous interactions with external partners. Its flagship programming offers unique value to USask, and it continues to evolve by incorporating community voices, such as the recent decision to include a member from community living on its Advisory Council.

CONSULTATION

BRIDGE received provisional status from PPC in June of 2023 with the request from the PPC Centres Subcommittee to identify the need for a formal centre conducting this work, value-add with existing research centres and administrative units as well as clarification on the focus of the centre (local, provincial, national, etc.). On May 29th, 2025, the proposal for BRIDGE to receive full centre status was reviewed. The Subcommittee felt that their initial questions were addressed. On June 11, 2025, the BRIDGE proposal came forward to PPC requesting:

- A detailed comparison of BRIDGE and the Centre for Entrepreneurship. This comparison should clearly outline the unique and overlapping functions of each centre, as well as the distinct roles they will play.
- A comprehensive budget and funding plan for the proposed centre, demonstrating a clear commitment to financial support in accordance with the Centres Policy
- How this centre connects to the work with Opus.

A revised BRIDGE proposal was reviewed by PPC on September 10, 2025, where members voted in favour of the formal establishment of the BRIDGE Centre.

ATTACHMENTS

1. **BRIDGE Centre Proposal**

BRIDGE KNOWLEDGE CENTRE

Full Centre Proposal

Full centre proposal prepared for the Planning and Priorities
Committee (PPC)

Prepared by Dr. Joelena Leader, Assistant Professor of Management and Managing Director
of the BRIDGE Knowledge Centre, Edwards School of Business

September 2025 PPC Meeting

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APPLICATION FOR THE ESTABLISHMENT OF A FULL CENTRE

Executive Summary

The **BRIDGE Knowledge Centre** (Business Research Integration and Development Group at Edwards) at the University of Saskatchewan (USask) is seeking full centre status following its successful provisional phase. Housed in the Edwards School of Business, BRIDGE serves as a campus-wide hub for **applied business research, knowledge translation, and industry-community-academic engagement**.

With its mission to **strengthen connections**, BRIDGE fills a critical gap at USask by providing a formal structure dedicated to connecting academic research with business and community practice. Core to its mission is to strengthen partnerships that translate academic insights into real-world impact. Its vision is to become a nationally and internationally **recognized leader in responsible and impactful business research**.

Key activities include:

- A **Research Knowledge Portal** to connect researchers and external partners and showcase translated research.
- The **Prairie Business Summit**, a biennial flagship event convening over 350 stakeholders.
- The **BRIDGE Exchange Series**, smaller events sustaining momentum between summits.
- **Graduate and postdoctoral research opportunities**, including targeted postdoc funding.
- **Industry-partnered research projects** aligned with real-world needs.
- **Knowledge translation tools** such as reports, toolkits, and briefs.

The Centre has demonstrated demand and value through consultations with business leaders, academic units, and community partners. It complements, and avoids duplicating, other centres like OPUS and the Centre for Entrepreneurship, focusing instead on applied research engagement, knowledge translation and project development rather than commercialization or student startups.

BRIDGE operates with lean staffing and strong governance through a Managing Committee and Advisory Council. It is supported by a blended revenue model including institutional funding, donor contributions, grants, event revenue, and fee-for-service activities. A detailed five-year budget plan (Appendix B) demonstrates confirmed support from the Dean and the Brownlee Family Foundation alongside projected revenues from events, sponsorships, and grants, ensuring both sustainability and growth. Early success includes postdoc funding from the Dean and donor support for core personnel and events.

Full centre status will enable BRIDGE to expand its role in:

- Developing strategic partnerships
- Attracting and managing external funding
- Delivering high-impact, interdisciplinary research and outreach
- Advancing USask's commitments to Indigenization, EDI, and sustainability

By bridging research and practice, BRIDGE will position USask and Edwards as leaders in **responsible business innovation**—regionally, nationally, and globally.

1. Overview of the Centre

1.1. Name of the proposed centre

The Edwards School of Business proposes the formal establishment of the ***Business Research Integration and Development Group at Edwards (BRIDGE) Knowledge Centre*** at the University of Saskatchewan (USask).

BRIDGE Knowledge Centre received provisional centre status in June 2023 and serves as a dedicated hub for collaborative business research, industry engagement, and knowledge mobilization.

1.2. Mission and Vision

Mission Statement:

The mission of the BRIDGE Knowledge Centre is to ***strengthen connections*** between researchers, industries, businesses, and community partners by connecting academic research with business practice. The Centre advances applied research, knowledge translation, and research-informed business solutions, ensuring that academic insights lead to tangible, real-world impact.

To achieve this, BRIDGE focuses on **5 core pillars**:

- Conducting business research that bridges theory and practice
- Fostering impactful and socially responsible research and knowledge co-creation
- Hosting knowledge exchange events, such as the Prairie Business Summit, to ensure research is relevant to business and aligned with USask's and Edwards' Signature Areas;
- Supporting interdisciplinary partnerships and applied research opportunities
- Strengthening industry-academic collaboration through strategic partnerships and meaningful engagement

We envision that this mission will require achieving a balance between basic and applied research, while expanding efforts to translate, synthesize, and communicate the relevance of research results and findings for practitioners, communities, and stakeholder groups.

Vision Statement:

The BRIDGE Knowledge Centre aspires to be a nationally and internationally recognized leader in socially responsible and impactful business research, connecting researchers, businesses, and communities.

Key Activities:

- Hosting Strategic Events and Summits (e.g., Prairie Business Summit)
- Facilitating Partnered Research and Innovation (e.g., academic-industry projects)
- Translating Knowledge for Impact (e.g., research into actionable reports for partners)
- Enabling Digital Collaboration and Access (e.g., Research Knowledge Portal)
- Supporting Talent Development and Research Capacity (e.g., graduate and Postdoc opportunities)

By formalizing BRIDGE's status as a full centre, the USask will solidify its role as a key contributor to business research and industry engagement in Saskatchewan, Canada, and beyond.

2. Rationale for the Centre

2.1. Unique Niche Addressed by the Centre

The BRIDGE Knowledge Centre represents a strategic opportunity to enhance USask's capacity to address pressing business and societal challenges through research collaboration and knowledge mobilization. The Centre serves as a structured hub that facilitates engagement between academia, industry and community partners, ensuring that business research is not only theoretically robust but also practically relevant.

Currently, Edwards and USask lack a dedicated research and knowledge translation entity that systematically fosters industry-academic partnerships at the scale required to maximize engagement with businesses, industries, governments and communities. The BRIDGE Knowledge Centre addresses this gap by providing a formal structure to support:

- Applied research initiatives aligned with business needs and industry challenges
- Interdisciplinary collaborations spanning disciplines across USask's campus (e.g., business, engineering, public policy, health, agriculture, education and many others) and mobilizing opportunities via USask centres and incubators such as OPUS, Co-Labs, and Collider
- Knowledge translation efforts that transform academic findings into actionable business strategies

Since receiving provisional status, BRIDGE has demonstrated its value through extensive consultations with business leaders, our Dean's Advisory Council, academic partners, and industry associations. These engagements have confirmed the demand for a centre that fosters collaboration and translates academic insights into practical, real-world solutions.

The existing support systems at Edwards—including our alumni/donor relations and communications teams as well as our college Research Facilitator and Associate Dean Research, Graduate Programs and Faculty Relations—are essential to the college's success. BRIDGE complements these resources by offering a unique support system for event management, partnership and project development, and knowledge translation. This additional capacity enhances coordination and outreach, maximizing engagement with businesses, industries, governments, and community members. The BRIDGE Knowledge Centre fills critical gaps by providing a formal structure for applied research, partnerships, and interdisciplinary collaborations. It aligns with the school's recognized [research expertise](#) in Accounting and Taxation, Entrepreneurship, Finance, Human Resources, Organizational Studies and Leadership, Marketing and Advertising, Operations Management and Information Systems, and Strategic Management and Innovation while also strengthening USask's [Signature Areas](#), particularly in Communities and Sustainability.

2.2. Why Full Centre Status?

The formal structure of a centre is essential for delivering sustained, high-impact, partner-engaged business research and outreach that cannot be effectively managed through existing units within Edwards or other centres at USask. The centre structure provides continuity, coordination capacity, and credibility necessary for:

- Long-term, multi-stakeholder partnerships
- Post-award project management
- Knowledge mobilization
- Strategic donor stewardship
- Attracting external partnered research funding towards USask's \$400 million research goal
- Supporting programmatic expansion (e.g., applied MSc, DBA)

A formalized centre structure can deliver the governance, strategic oversight, and multi-stakeholder engagement capacity required to develop and sustain large-scale, interdisciplinary research initiatives. Centres act as trusted institutional platforms with the administrative, academic, and community linkages necessary to secure donor and partner investment and to deliver long-term, programmatic initiatives aligned with USask's mission. A centre structure also offers the potential to play a significant role in developing a future professional doctorate with applied outcomes for partners from business, industry and community.

Institutional Value Added: BRIDGE enhances USask's and Edwards' capacity by:

- Serving as a connector between academic research and external needs
- Supporting applied, interdisciplinary projects across colleges
- Translating knowledge into usable outputs (briefs, toolkits, community presentations)

By leveraging Edwards' core research strengths in *sustainable and accountable business, business innovation, entrepreneurship, and business education*, BRIDGE will position itself as a leader in responsible and impactful business research, ensuring USask remains a hub for cutting-edge business innovation and engagement. The niche addressed by the centre not only helps to solidify our position as a U15 university among Canadian business schools, but to be the University the world needs.

2.3. Comparison: BRIDGE and the Centre for Entrepreneurship

As requested by the Planning and Priorities Committee, a detailed comparative analysis of BRIDGE and the Centre for Entrepreneurship is provided in **Appendix A**. This analysis highlights both overlapping and distinct functions, clearly demonstrating the complementary nature of the two centres. In summary, while both centres support innovation and external engagement, BRIDGE serves as the applied research and knowledge mobilization hub connecting faculty, industry, and community, whereas the Centre for Entrepreneurship is the student- and venture-focused hub cultivating entrepreneurial mindsets and skills. Their mandates are complementary, and both contribute to Edwards' broader strategic goals.

2.4. Relationship with OPUS

Opus is USask's deep tech incubator, created in 2022 by Innovation Mobilization and Partnerships within the Office of the Vice-President Research. Its focus is on mobilizing innovation by supporting faculty, students, and staff who wish to explore entrepreneurship, build business ideas, and take university-generated intellectual property and research discoveries to market. Opus specializes in **lab-to-market commercialization, patenting, and venture incubation**, providing entrepreneurial training, mentorship, and incubation support for startup founders.

BRIDGE and Opus operate at different points on the research-to-impact continuum. **Opus focuses on commercialization of research-based inventions**, while **BRIDGE focuses on knowledge mobilization and applied business research** from a variety of disciplinary backgrounds that strengthens partnerships between academia, industry, and communities. Where Opus supports deep tech and startup ventures, BRIDGE provides platforms like the Prairie Business Summit and BRIDGE Exchange Series to convene stakeholders, co-develop applied projects, and translate research into actionable insights for organizations.

The two units are complementary:

- **Distinct Roles:**
 - **Opus** → Venture incubation, IP commercialization, entrepreneurial training.
 - **BRIDGE** → Applied research, knowledge translation, industry/community engagement.
- **Collaboration Opportunities:**
 - Joint events or training pathways linking research translation with commercialization.
 - Shared student training (e.g., entrepreneurship courses feeding into applied research projects).
 - Coordinated engagement with industry partners to ensure both startup and non-startup pathways are supported.

A more detailed analysis of the relationship and opportunities for coordination between BRIDGE and Opus is provided in **Appendix C**.

2.3. Campus Contributions and Benefits

The BRIDGE Knowledge Centre will serve as a catalyst for interdisciplinary collaboration across the Edwards School of Business and the broader University of Saskatchewan campus. BRIDGE provides a structured framework for research integration, facilitating meaningful engagement between academic experts, industry leaders, and community organizations and partners. This collaborative ecosystem will foster innovative solutions to complex business challenges, bridging the gap between theoretical knowledge and practical application.

Key Contributions to the Campus Ecosystem:

- **Interdisciplinary Collaboration:** BRIDGE connects researchers from diverse fields—including and not limited to: Agriculture, Arts and Science (including Computer Science), Engineering, Law, Health Sciences, and Public Policy—to *create cross-disciplinary solutions to business challenges*.
- **Industry Research Partnerships:** The Centre *streamlines industry-academic collaboration* through structured matchmaking, proposal development assistance, and project management.
- **Graduate Student and Postdoctoral Opportunities:** Students benefit from *mentorship, applied research funding, and direct engagement with businesses*, strengthening academic and professional development.

These strategic collaborations will catalyze innovative research initiatives and attract external funding, bolstering the university's overall research profile and impact.

2.4. Centre Membership

BRIDGE uses centre membership as a mechanism to identify individuals willing to engage in partnerships, their specific areas of expertise, and the kinds of partnership projects they wish to be involved in. This membership list is more of a tool to create matches and connections between academic researchers and the specific needs of the business community. Becoming a member of the BRIDGE Knowledge Centre offers a wide range of benefits designed to strengthen connections between researchers and the business community in building

meaningful partnerships and advance research activities and outcomes. BRIDGE will prioritize creating a seamless and supportive experience for all members, both internal and external. By providing a tailored support system – including access to resources, knowledge translation, project development, and advancing proposals to fund opportunities while working closely with existing research supports – we foster collaboration and drive innovation.

Membership Eligibility and Responsibilities: Centre member eligibility includes anyone who is part of the USask community, who is engaging in business research or interdisciplinary collaborations with business researchers, and those within the business ecosystem who align with the centre’s mission. BRIDGE will serve as a hub to engage the USask community in partnership opportunities, recognizing that business challenges often require inter-, multi-, trans-, and cross-disciplinary collaborations. Membership responsibilities are intentionally minimal to reduce burden, however we do ask that centre members be willing to participate as Managing Committee Members as needed, acknowledge BRIDGE supports in their academic outputs, be featured on the BRIDGE website and social media, and be willing to discuss potential research collaborations with partners looking for research that matches their expertise should their goals align.

Benefits of Centre Membership include:

- ***Streamlining the Research Process for Collaboration:*** BRIDGE removes common barriers to research and industry partnerships by streamlining coordination, managing partnerships and collaborations, and supporting project development from inception to funding applications. We establish clear expectations for both researchers and industry partners, ensuring research insights translate into actionable outcomes that foster lasting, high impact relationships. For our community and business partners, we cultivate projects by identifying the best fit within our centre membership at Edwards and the USask community to facilitate meaningful connections with research faculty and students. As a central hub, BRIDGE simplifies the process, providing access to cutting-edge research opportunities and strategic partnerships that drive success.
- ***Data and Knowledge Management:*** BRIDGE will establish a secure data repository to enhance research engagement and facilitate evidence-based business solutions. Modeled after the USask-City of Saskatoon data licensing agreement, this repository will ensure secure access to industry-partnered research datasets, increasing research impact and collaboration. As we develop partnerships and expand our collaborations, datasets collected through business and industry engagements will be securely stored and made accessible to all BRIDGE members. This repository will support relevant, informed, and impactful research while maintaining rigorous data security protocols. To ensure proper governance and accessibility, we plan to model the BRIDGE data repository system after the established USask-City of Saskatoon agreement. Our goal is to collaborate with the library to create a secure, centralized repository exclusively available to BRIDGE members. This service will be facilitated by Data and GIS Librarians, ensuring expert oversight and seamless access for researchers.
- ***Funding Opportunities:*** Centre members eligible to hold grant funds can apply for one of two postdoctoral funding awards of up to \$25,000 annually, providing significant financial support for research projects. Members can also leverage mentorship opportunities, particularly through student-engaged partner projects, and benefit from assistance with industry focused funding applications such as Mitacs or SSHRC Partnership Engage Grants.
- ***Knowledge Translation:*** BRIDGE’s dedicated knowledge translation supports help transform research findings into actionable insights tailored to specific audiences and knowledge users, enhancing the visibility and impact of researchers’ work. As part of our planned BRIDGE Pulse Survey, members can

contribute to survey questions and access valuable trend data, enriching their research with real-world insights.

- **Strengthening Connections:** Centre members receive priority access to networking events and summits that enhance collaboration between academia and industry. These opportunities, paired with strategic relationship management and project support, help members advance individual and collaborative research initiatives. At the core of these efforts is the [Prairie Business Summit](#), a biennial flagship event led by the [BRIDGE Knowledge Centre](#) and the Edwards School of Business. More than just a gathering, the Summit serves as a catalyst for innovation, partnerships, and actionable insights for businesses, policymakers, and researchers across the Prairie region. BRIDGE plays a key role in planning, organization, and following up post-summit follow to ensure that discussions lead to real outcomes. The inaugural Summit, taking place May 5-6, 2025, at Prairieland Park in Saskatoon, will focus on the transformative potential of AI for Saskatchewan businesses, exploring how emerging technologies can enhance competitiveness, productivity, and economic growth. The event is generously supported by the [Brownlee Family Foundation's gift](#) to Edwards and USask, underscoring a shared commitment to advancing business innovation across the Prairies.

2.5. Centre's Role in National and International Research Environments

The BRIDGE Knowledge Centre is uniquely positioned to serve as a national and international leader in responsible business research, with a clear focus on bridging academic insights and practical business applications. By championing knowledge translation through targeted industry forums, workshops, and strategic events, the Centre will build stronger ties between theoretical research and real-world business practice. Through partnerships with national and international academic institutions, businesses, and community organizations, BRIDGE will foster collaborative initiatives that generate actionable solutions to complex business and societal challenges. The Centre will also facilitate the potential to integrate fee-for-service research, project management services, and the development of applied research projects, expanding its capacity to engage with external partners across various sectors.

By engaging in forums, community events, and tailored project collaborations, BRIDGE will contribute to national dialogues on business innovation and responsible industry practices, while also influencing international best practices in business research.

Benchmarking and Differentiation: Within Canada, BRIDGE aligns itself with institutions such as Queen's [Centre for Entrepreneurship, Innovation & Social Impact](#), Wilfrid Laurier University's [Lazaridis Institute](#), and the Rotman School of Management's [Creative Destruction Lab](#), all of which have made significant strides in fostering entrepreneurship and innovation. Internationally, it shares common ground with centres like MIT's [Initiative on the Digital Economy](#) and [INSEAD's Blue Ocean Strategy Institute](#), which emphasize interdisciplinary and applied research in emerging business fields responding to modern challenges like digital transformation and globalization.

Where BRIDGE distinguishes itself is through its regional commitment to Saskatchewan and prairie businesses. It uniquely integrates responsible business leadership and community-based engagement into its research agenda. Unlike centres focused solely on venture scaling or digital economy strategies, BRIDGE addresses the intersection of business innovation and community impact, placing an emphasis on Indigenous partnerships, rural economic development, and sustainable business practices.

2.6. BRIDGE's Unique Value Proposition:

- **Local Impact, Global Relevance:** Leveraging its prairie-centred expertise, BRIDGE crafts solutions relevant to regional businesses and shares knowledge with wider national and international communities.
- **Theory-to-Practice Integration:** BRIDGE is explicitly designed to close the gap between academic research and business application through actionable knowledge translation.
- **Interdisciplinary Collaboration:** The Centre engages a diverse range of fields, from business and engineering to public policy and computer science, creating *multifaceted solutions* to today's business challenges.
- **Responsible Business Research:** Beyond corporate social responsibility, BRIDGE embeds principles of *ethical leadership* and *sustainability* across all projects, contributing to socially impactful research outcomes.

By creating spaces for dialogue, fostering partnerships, and producing insights that matter to both practitioners and policymakers, BRIDGE will actively shape Canada's role in global business research and innovation ecosystems. These unique features position BRIDGE as a valuable addition to the business research landscape at USask, offering perspectives and approaches that complement existing USask centres while filling important gaps in current research and practice.

“The BRIDGE Knowledge Centre is uniquely positioned to serve as a national and international leader in responsible business research, with a clear focus on bridging academic insights and practical business applications”

3. Research and Academic Goals

The BRIDGE Knowledge Centre's research and academic priorities focus on fostering collaboration, knowledge exchange, and sustainable growth within Saskatchewan and the prairie region. We aim to strengthen research integration by providing resources for applied research, facilitating interdisciplinary partnerships across the University of Saskatchewan, and connecting researchers with industry and community partners.

Knowledge translation is central to our efforts, ensuring that academic research is transformed into actionable insights through industry forums, workshops, and tailored publications. We are committed to building academic-industry partnerships by prioritizing research that aligns with industry needs and measuring the impact of collaborative projects on both academic outcomes and business practices. Additionally, we offer robust research support, including project management assistance, access to a business data repository, and funding opportunities such as postdoctoral awards.

Our focus on mentorship and training ensures that graduate students and postdoctoral researchers are engaged in meaningful, partner-led projects. Finally, we prioritize sustainable business practices and local industry development, addressing the unique challenges and opportunities faced by prairie businesses. BRIDGE will contribute to USask's research culture by integrating community impact into research design, providing robust support for research partnerships, and positioning Edwards as a hub for relevant, responsible, and innovative business scholarship.

3.1. Key Centre Activities

- **Strategic Networking and Knowledge Exchange Events:** We recently hosted our flagship biennial [Prairie Business Summit](#) in May 2025, which engaged over 350 participants from industry and business, academia, government and the broader community with local, national and international speakers. This first event is one of many upcoming events hosted in 2025-2026, with our next event planned for October 2025 to bring participants and wider community together on specific topics to continue discussions and momentum from the May Summit.
- **Business Community-Academic Partnered Research Projects:** Focused on solving real-world business challenges through applied research and enhancing social responsibility and sustainability, BRIDGE creates opportunities for partnered research. Through follow-up to the centre hosted events, our team will support researchers and business community members in building strong relationships and engage in project planning and development. Through our growing centre membership, we can assist with matchmaking between partner needs and academic expertise. Through BRIDGE as a key connector and our Edwards research supports, including Associate Dean of Research and Research Facilitator, we can support the development of robust partner research funding and leverage funds to best support projects.
- **Knowledge Translation:** BRIDGE serves as a key resource for translating academic research into actionable insights for partners from business and community. There is a distinct need for and unique value proposition for translating academic research into a format that is translatable and usable for businesses, organizations and communities that can benefit from these insights. We purposely translate business focused research at USask for the broader community in the way of reports, infographics, factsheets and interactive toolkits.

- **Research Knowledge Portal:** In addition to a variety of events connecting USask with the business community, one-to-one project development and knowledge translation, we will be launching an online research hub. The portal will serve as a hub for connecting academic researchers, students and business/industry members and serve as a platform to facilitate collaborations and knowledge exchange for continued conversations post event and as a showcase of translated research. Without an online space connecting people across Saskatchewan and beyond, we may miss important opportunities to foster partnered research and collaborative projects.
- **Graduate and Postdoctoral Research Opportunities:** Enhancing student engagement and industry-relevant research, we will work with teams to support graduate students and postdoctoral fellows. Specifically, Edwards has committed to providing partial funding for two postdoctoral fellows per year over the next five years, with the long-term goal of sustaining this support through dedicated donor contributions.

4. Contribution to USask commitments

4.1. Indigenization

The BRIDGE Knowledge Centre will actively support USask's commitments through targeted initiatives across its operations and research focus. With respect to Indigenization, the centre will foster respectful and collaborative partnerships with organizations such as the Indigenous Chamber of Commerce Saskatchewan, Saskatchewan Indigenous Economic Development Network (SIEDN), Canadian Council for Indigenous Business (CCIB), Indigenomics Institute, National Indigenous Economic Development Board (NIEDB), Indigenous Works and the Luminary Initiative, Indigenous Innovation Initiative, Indigenous Resource Network (IRN), and the National Indigenous Economic Prosperity Institute. The centre will also prioritize engaging in meaningful collaboration with Indigenous communities and perspectives, ensuring their voices, knowledge systems, and priorities guide our work through meaningful representation on our Advisory Council. Our centre is dedicated to fostering reconciliation and supporting Indigenous self-determination by meaningfully engaging with UNDRIP, the TRC Calls to Action, the National Indigenous Economic Strategy for Canada, and the First Nations Principles of OCAP in all aspects of our work.

4.2. Equity, Diversity & Inclusion

EDI efforts will include ensuring diverse representation in leadership and research teams, prioritizing EDI-focused research projects, and creating inclusive networking events.

4.3. Sustainability

Sustainability will be addressed through a dedicated stream of research on sustainable business practices, collaborations with USask's School of Environment and Sustainability, and by aligning research with the UN Sustainable Development Goals.

To formalize these commitments, the centre has established a dedicated oversight Managing Committee and is working to develop specific performance indicators for each area. We also plan to include a dedicated section in its Annual Report and implement a regular review process. By integrating these approaches, the BRIDGE Knowledge Centre will not only align with USask's core commitments but also enhance the relevance and impact of its research in both local and global contexts.

5. Assessment

To evaluate the BRIDGE Knowledge Centre's performance and growth, we have identified five Key Performance Indicator (KPI) categories. Each KPI includes a focused set of core measures that are both impactful and easy to capture, ensuring efficient and meaningful assessment of activities and outcomes.

KPI Category	Objective	Measures
1. Partnerships & Collaborations¹	Track the quality and diversity of partnerships and collaborative project outcomes	<ul style="list-style-type: none">• Number of new and ongoing partnerships (industry, community, academic)• Partner satisfaction score (annual survey)• Number of completed collaborative projects with measurable outcomes
2. Membership Engagement & Satisfaction	Measure member participation and satisfaction with BRIDGE initiatives	<ul style="list-style-type: none">• Number of active members (internal and external)• Participation rates in events and projects• Member satisfaction score (annual survey)• Number of funding proposals supported
3. Knowledge Translation & Impact	Evaluate the production and application of knowledge mobilization efforts	<ul style="list-style-type: none">• Number of knowledge translation outputs (e.g., briefs, toolkits, reports)• Number of public/industry-facing events held• Usage/applicability based on member/partner feedback
4. Research Support & Collaboration	Track research support activities and student/postdoc engagement in projects	<ul style="list-style-type: none">• Number of researchers supported (e.g., project facilitation, funding apps)• Number of graduate students and postdocs engaged• Student/postdoc satisfaction (feedback survey)• Number of postdoc awards granted annually
5. Visibility & Recognition	Track BRIDGE's external visibility and presence in the research and business communities	<ul style="list-style-type: none">• Website traffic and social media engagement• Number and tone of media mentions• Engagement at flagship events (e.g., Prairie Business Summit)• Number of collaborations resulting from events

6. List of Proposed Members

6.1. Centre Team Structure

Managing Director (appointed, existing faculty member):

Joelena Leader
leader@edwards.usask.ca
306-966-5297

Research and Events Coordinator:

Kristan Embrett

BRIDGE Managing Committee:

- Craig Wilson, Associate Dean of Research, Faculty Relations and Graduate Programs
- Joelena Leader, BRIDGE Managing Director
- Kenneth Fox, Chair of Accounting Centre
- Dana Carriere, Strategic Advisor Indigenous Initiatives

- Norman Sheehan, Faculty, Accounting
- Joe Schmidt, Faculty, Human Resources and Organizational Behaviour
- Shan Wang, Faculty, Finance and Management Science
- Kristan Embrett, Research & Events Coordinator (non-voting)

Current BRIDGE Knowledge Centre Members:

We currently have 18 members at USask including 17 Edwards faculty members and 1 USask faculty member from another college.

Advisory Council Members:

The following are confirmed external Advisory Council members for the BRIDGE Knowledge Centre. We aim to secure 6 – 12 industry and community representatives including Chambers of Commerce, professional associations and business leaders. We have 11 confirmed Advisory Council members with the first meeting to be held Fall 2025:

Confirmed:

Name and Position	Affiliation
Jason Aebig, CEO	Saskatoon Chamber of Commerce
Milton Tootoosis, Chief Economic Reconciliation Officer and Founder and Chair	Saskatoon Regional Economic Development Authority (SREDA) and Saskatchewan Indigenous Economic Development Network (SIEDN)
John Desjarlais, Executive Director and Chief Impact Officer	Indigenous Resource Network and Kihew Consulting and Research
Keith Moen, Executive Director	North Saskatoon Business Association (NSBA)
Kamila Wyszomirski, Vice President	Saskatchewan Professional Marketing Association (SPMA)
Ashlee Langlois, CEO	Chartered Professionals in Human Resources (CPHR) Saskatchewan
Paul Lepage, Partner, Private Enterprise	KPMG International Limited
Karen Churchill, CEO	AgWestBio
Martin McInnis, Executive Director	Co-operative Superannuation Society Pension Plan Member of Chartered Financial Analyst (CFA) Society of Saskatchewan
Donnalyne Thorsteinson, CEO and Executive Director	Supply Chain Canada, Saskatchewan Institute
Monique Simair, VP Science and Innovation	Integrated Sustainability

Internal members include the Managing Director (Chair), Associate Dean of Research, Director of Advancement, and Research and Events Coordinator (support). An additional 2-3 USask representatives outside of Edwards will be invited to sit on the Advisory Council to promote cross-disciplinarity and relevance

¹ Partnerships in our context refer to a formal or long-term commitment and relationship, often tied to a project, while collaborations may be more flexible forms of partnered projects, with informal agreements over a defined period of time or completed after achieving a particular goal.

across USask. These members will be drawn from a pool of existing Centre Directors whose research overlaps with BRIDGE goals and will be invited upon full centre approval.

7. Governance

The BRIDGE Knowledge Centre appointed the Managing Director Dr. Joelena Leader, who holds a faculty appointment at the Edwards School of Business, in January 2024. The Managing Director reports to the Dean of the Edwards School of Business and works closely with the Associate Dean, Research, Graduate Programs and Faculty Relations. The Centre also has formed a Managing Committee and an Advisory Council.

The Managing Director is responsible for managing the operations of the centre, including overseeing the research centre's operations and managing its budget; supervising staff members; managing the research plan effectively and efficiently, ensuring that accepted standards of research ethics are met; managing the space needs of the centre; establishing working groups or committees to provide appropriate guidance and advice in support of their responsibilities; and preparing an Annual Report for the Dean. The management of the centre is a part of the appointed duties for the Managing Director and their teaching load is reduced accordingly (2 course release), approved by their respective Department Head and the Dean. The Managing Director is an appointed role by the Dean, normally for a term of five years.

The Managing Committee was established in March 2024 with Terms of Reference. This committee guides decision-making around key functions and core activities of the centre including research areas, technology support, and development, knowledge transfer, events and communications, centre membership and project and funding proposal requests. The managing committee comprises the following members:

- ▶ three faculty members;
- ▶ the chair of the Accounting Centre;
- ▶ the Managing Director;
- ▶ the Associate Dean of Research at Edwards;
- ▶ Strategic Advisor Indigenous Initiatives;
- ▶ Research and Events Coordinator (non-voting);
- ▶ Research Facilitator (non-voting).

The chair of the Accounting Centre will coordinate communication with accounting firms and the accounting profession.

The Advisory Council represents our external partners and provides guidance on research focus areas and themes that are of benefit to the external USask community. The Council will be comprised of between 5 and 10 industry and community partners. Members are drawn from regional business associations, industry associations, Indigenous organizations, professional associations, and community associations. To promote cross-disciplinarity and continuity, the Advisory Council will also consist of 2-3 USask representatives outside of Edwards, drawn from existing Centre Directors whose research overlaps with BRIDGE.

Once granted full centre status, a review of the governance structure will be examined to determine whether adequate oversight and support are in place. For example, the managing committee will review the proposed governance structure to ensure it is adequate in terms of quality control and relationship management. Should any gaps present themselves, the Managing Committee will review the structure for additional support.

8. Finances and Resources

The BRIDGE Knowledge Centre is supported by a blended revenue model that combines operational funding from the Edwards School of Business and targeted donor contributions, event revenue, research grants and project funding, and fee-for-service consulting activities. This diversified approach ensures long-term sustainability and aligns with Section 5.0 of the USask Centres Policy.

BRIDGE is strategically positioned within Edwards School of Business to draw on and complement existing research support services and to amplify engagement with external partners through dedicated project management, knowledge translation, and interdisciplinary research support.

8.1. Five-Year Financial Commitment and Sustainability

BRIDGE's financial model meets the policy requirements through:

- **Confirmed base support** from the Dean of the Edwards School of Business, including:
 - Two-course teaching release for existing faculty member (salary coverage) who is appointed as the Managing Director. This leadership role is not a centre expense and reflects the Dean's long-term commitment to the Centre.
 - Annual postdoctoral fellowship funding (\$50,000 per year for 2025–2030) with potential donor discussions in the work to cover this cost.
- **Donor contributions**, including confirmed support from the Brownlee Family Foundation for staffing to support the Research and Events Coordinator, Prairie Business Summit (PBS) delivery, and related events and knowledge mobilization activities.
- **Targeted grants** (e.g., SSHRC, Mitacs) to support partnered research, student training and KM activities.
- **Revenue-generating activities**, including ticketed events (PBS and BRIDGE Exchange Series), corporate sponsorships, overhead administrative fees for funded projects, and fee-for-service consulting and knowledge translation.
- **Close coordination with the Edwards Advancement Office** and the University's fundraising strategy to align future donor outreach with institutional priorities.
- **Secured funding**
 - The Dean has committed two Postdoctoral Fellowship awards for \$25,000 each over the next 5 years.
 - Donor funding provided for the following with coverage for the next 5 years:
 - ▶ Staff: Research and Events Coordinator (core personnel for BRIDGE)
 - ▶ Events: Prairie Business Summit – a biennial flagship event, BRIDGE Exchange Series and similar events
- **Anticipated funding**
 - We anticipate receiving additional donor funds to assist with various aspects of the centre, these include but are not limited to:
 - ▶ Expanded team structure (new funded staff positions)
 - ▶ Graduate students working in casual appointments or internships
 - ▶ Faculty chair positions
 - ▶ Visiting professorships
 - ▶ Named conferences, lectures, and speaker events
 - ▶ Research projects

- **Fee-for-Service:** The BRIDGE Knowledge Centre is actively developing a fee-for-service stream to provide consulting, project management, and knowledge translation services. Planning is underway to launch this model following full centre approval, with revenues earmarked to support graduate students engaged in BRIDGE projects.
- **External & Tri-Agency Grants:** We anticipate leveraging partner cash and in-kind contributions for external and Tri-Agency grants that would also aim to support student mentorship.
- **Event revenue**
 - Leverage ticket revenue to support future BRIDGE projects. This includes ticket sales from the Prairie Business Summit and other events, particularly targeting external audiences and large corporations interested in attending and engaging with BRIDGE initiatives.
 - Offer discounted virtual participation tickets for Prairie Business Summit keynote sessions, making them more accessible and expanding audience reach while generating additional revenue
- **Corporate Sponsorship**
 - Offer a Prairie Business Summit sponsorship package to corporate partners, providing an opportunity to sponsor future BRIDGE projects. In return, sponsors receive prominent advertising in post-summit reports, showcasing their support and engagement with impactful initiatives.

Sustainability Strategy:

- Maintain donor base and expand sponsorships for events
- Leverage SSHRC Partnership and Mitacs funding for applied research
- Explore opportunities for cost-recovery through applied services and toolkits

Five-Year Budget Overview

The BRIDGE Knowledge Centre's five-year budget demonstrates a sustainable and diversified financial model that blends confirmed support from college and donor contributions, event revenues, research grants, and fee-for-service activities. Confirmed commitments include annual postdoctoral funding from the Dean and multi-year donor support from the Brownlee Family Foundation for staffing and flagship events. Projected revenues build on these foundations through Prairie Business Summit ticket sales, partner sponsorships, Tri-Council and Mitacs funding, and overhead recovery on research projects. On the expense side, the budget prioritizes core personnel, general operations, knowledge mobilization supports, and major events such as the biennial Prairie Business Summit and the BRIDGE Exchange Series. Together, these resources position BRIDGE for financial sustainability while scaling its impact across research, partnerships, and community engagement. Detailed figures are provided in **Appendix B – Five-Year Budget Plan**.

9. Consultation

Summary of Consultations

As part of our ongoing efforts to foster strategic partnerships and gather critical insights, we conducted a series of high-level consultations with key stakeholders across various sectors between January and December of 2024. These consultations aimed to gain feedback on the Prairie Business Summit (PBS), an inaugural biennial signature event hosted by the BRIDGE Knowledge Centre at the Edwards School of Business. We consulted on

the topic of AI and its relevance for Saskatchewan businesses. Continued discussions will explore opportunities for collaboration, and future PBS topics on innovation, and growth within the region and beyond.

Organizations and Individuals Consulted to Date:

We engaged with several organizations and influential business and community leaders, including:

- Wayne Brownlee, Former CFO, Nutrien and Philanthropist
- Prabha Ramaswamy, Saskatchewan Chamber of Commerce,
- Andrew and John Williams, CanWest Commercial & Land Corp.,
- Dale Bruce Hopkins, Vendasta
- Grant Isaac and Dylan Bryngelson, Cameco,
- Tony Zuck, Zu
- Kari Harvey and Dani Wawryk, Innovation Saskatchewan
- David Belof, Deloitte
- David Dube, Concorde Group
- Murad Al-Katib and Omer Al-Katib, AGT Foods
- Roman Coba and Heather Ryan, Federated Co-operatives Limited
- Micheal Nederhoff, WilRo Consulting
- Joe Gill, McKercher LLP
- George Reddekopp, Redde Properties Inc.
- Scott Verity, KPMG
- Lorne Wright, Wright Construction,
- Alain Gaucher, MLT Aikins,
- Vaughn Wyant, Wyant Group
- Jeret Bode, IA Private Wealth Inc.,
- Cliff Wiegers, Wiegers Financial & Benefits
- Gavin Conacher, World Trade Centre (WTC) Saskatoon and Advisory Committee

10. Endorsement Letter

Letter of Endorsement from the Dean of the Edwards School of Business is included on the following page.

11. Appendices

- Appendix A – Comparative Analysis – BRIDGE vs. Centre for Entrepreneurship
- Appendix B – Five-Year Budget Plan
- Appendix C – Relationship Between BRIDGE and Opus
- Appendix D – Earlier Response to Centres Subcommittee



Centres Subcommittee
Planning and Priorities Committee
University Council
University of Saskatchewan

September 2, 2025

Dear Members of the Centres Subcommittee,

On behalf of the Edwards School of Business at the University of Saskatchewan (USask), I am pleased to provide my strong endorsement for the formal establishment of the Business Research Integration and Development Group at Edwards (BRIDGE) Knowledge Centre. The Centre has already demonstrated significant value through its provisional status, and its formalization as a full research centre aligns directly with USask's research mandate and strategic priorities. The Edwards School of Business guarantees financial and administrative support to enable the development of BRIDGE.

The BRIDGE Knowledge Centre represents an important initiative to advance USask's commitment to fostering impactful, interdisciplinary research that bridges academic knowledge with industry and community needs. With a mission centered on applied research, knowledge mobilization, and industry-academic collaboration, BRIDGE will play a critical role in strengthening USask's engagement with business communities at local, national, and international levels. Through research, collaborations with businesses, and partnerships across academic disciplines, business schools create and share knowledge and insights at the speed of business serving as catalysts that have the power to transform companies – and the world¹. This aligns with USask's strategic plan by enhancing innovation, building meaningful partnerships, and fostering an ecosystem of research excellence.

Key contributions of the BRIDGE Knowledge Centre include:

1. **Alignment with USask's Research Priorities:** BRIDGE's research mandate supports USask's Signature Areas of Research, particularly in Communities and Sustainability, and integrates interdisciplinary collaboration across fields such as business, public policy, agriculture, and health sciences.
2. **Industry and Community Engagement:** The Centre's role in fostering knowledge translation through events like the Prairie Business Summit and strategic networking initiatives ensures that academic research has tangible, practical impact.
3. **Student and Faculty Research Opportunities:** BRIDGE provides unique opportunities for graduate students, postdoctoral fellows, and faculty to engage in industry-partnered research projects, fostering the next generation of business scholars and practitioners.
4. **Commitment to Indigenization, Equity, Diversity, and Inclusion:** The Centre is committed to fostering partnerships with Indigenous communities and organizations, aligning its initiatives with the principles of reconciliation and inclusive economic development.

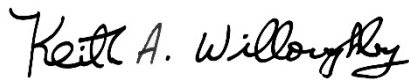
¹AACSB [Let's Lead Boldly: Elevating the Value of Business Schools](#)

5. **Sustainability and Long-Term Viability:** With a blended funding model that includes institutional support, donor contributions, and external research grants, BRIDGE is well-positioned for long-term sustainability and growth. In particular, I am pleased to confirm ongoing support for two \$25,000 postdoctoral awards annually over the next five years. Donor funding will be deployed for this postdoctoral support.

The establishment of BRIDGE as a full centre will not only enhance the Edwards School of Business's reputation within the U15 business school landscape but will also contribute to USask's broader mission of addressing pressing societal challenges through collaborative and impactful research.

I strongly encourage the Centres Subcommittee to approve this proposal, as BRIDGE embodies the spirit of innovation, engagement, and excellence that defines USask's research goals. I am confident that the Centre will play a transformative role in advancing socially responsible and impactful business research for years to come.

Best regards,



Keith A. Willoughby, Ph.D.
Dean
Professor, Department of Finance and Management Science
Edwards School of Business, University of Saskatchewan
Saskatoon, SK S7N 5A7
Phone: (306) 966-2128
E-mail: willoughby@edwards.usask.ca

APPENDIX A - Comparative Analysis – BRIDGE vs. Centre for Entrepreneurship

The **BRIDGE Knowledge Centre** and the **Centre for Entrepreneurship** are intentionally complementary within Edwards and USask’s ecosystem. While both contribute to fostering innovation and business engagement, their **core functions and stakeholders differ**:

- **BRIDGE** is primarily an *applied research and knowledge mobilization hub*, serving faculty, students, businesses, and community partners. Its flagship initiatives, such as the Prairie Business Summit and BRIDGE Exchange series, create large-scale platforms for interdisciplinary collaboration, applied research translation, and regional and national visibility. BRIDGE addresses the gap between academic research and business practice, ensuring that insights move beyond scholarly outputs into actionable impact.
- The **Centre for Entrepreneurship**, by contrast, is a *student- and venture-focused hub*. It nurtures entrepreneurial mindsets and skills, offers experiential learning opportunities, and connects students with entrepreneurship supports across the provincial ecosystem. Its programming spans creativity workshops, mentorship, micro-financing, and curriculum development (entrepreneurship major/minor), positioning it as the “front door” for entrepreneurship at USask.

In short:

- **BRIDGE** = *Research-to-practice pipeline*
- **Centre for Entrepreneurship** = *Idea-to-venture pipeline*

Their partnership potential lies in co-hosted events, joint training pathways, and mutual reinforcement of innovation culture. This clear delineation ensures both centres avoid duplication and collectively strengthen Edwards’ role as a leader in business innovation.

Table: Side-by-Side Comparison

Dimension	BRIDGE Knowledge Centre	Centre for Entrepreneurship
Core Mandate	Applied research, knowledge mobilization, industry and community partnerships, interdisciplinary projects.	Inspire, ignite, and enable entrepreneurship through student/community programming, creativity, community, and knowledge.
Primary Stakeholders	Faculty researchers, students, postdocs, business and industry leaders, community organizations.	Students, student entrepreneurs, staff, faculty across campus, entrepreneurial ecosystem partners.
Focus	Translating academic research into practical solutions; strengthening university–industry/community linkages; convening dialogues (Prairie Business Summit, BRIDGE Exchange) and partnered projects.	Fostering entrepreneurial mindsets/skillsets; supporting venture creation; linking students/staff with entrepreneurial opportunities within and across campus.
Signature Activities	Prairie Business Summit (360+ participants), BRIDGE Exchange series, Research Knowledge Portal, knowledge translation, postdoc funding, applied research matchmaking, toolkits/reports.	Pitch competitions, creativity workshops, entrepreneurship learning lab, student venture coaching, micro-financing, mentorship programs, entrepreneurship major/minor, student-managed venture capital fund.
Revenue Model	Diversified: donor support (Brownlee Foundation), Dean’s commitment (postdoc awards), grants to support projects, administrative overhead costs and	Donor and alumni prospects, grants and sponsorships, revenue from executive education and entrepreneurship programming/services.

	matching funds (SSHRC/Mitacs), event revenues, fee-for-service consulting.	
Governance	Managing Committee (faculty + staff), Advisory Council (industry/community partners), reporting to Dean.	Interim Director, proposed team including start-up coach, marketing/communications, Indigenous advisor, Entrepreneur in Residence.
Geographic/Community Role	Prairie-focused with expanding national and international reach, linking research to local businesses, rural/Indigenous economic development, sustainability.	Province-wide entrepreneurship hub, linking into Indigenous, newcomer, and broader entrepreneurial communities.
Overlap	Both support and connect USask with external stakeholders.	Both engage with Indigenous and diverse communities.
Distinct Roles	BRIDGE Knowledge Centre → Connects <i>research to practice</i> ; emphasizes knowledge translation, applied business research, and multi-stakeholder engagement.	Centre for Entrepreneurship → Builds <i>entrepreneurial capacity</i> ; emphasizes student/venture creation, coaching, and entrepreneurship education.

APPENDIX B – Five-Year Budget Plan

BRIDGE Knowledge Centre 5 Year Budget Plan - Revenue Sources

Source	Year 0 (2024-25) (Provisional)	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)	Year 4 (2028-29)	Year 5 (2029-30)	5-Year Total + Provisional	Notes
Dean's Commitment	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$300,000	Postdoc funding secured by the Dean's commitment of 2 x \$25,000 Postdoc Awards over 5 years with the goal of having this donor funded in year 3 onward.
Donor Contributions	\$630,000	\$150,000	\$500,000	\$120,000	\$500,000.00	\$100,000.00	\$2,000,000	Brownley Family Foundation \$2,000,000 gift. Gift installments to 2027-28, extension to 2029-30 anticipated (carry over). We have split how the gift will be allocated by year to cover large scale events (Prairie Business Summit) and staff salary.
Ticket Sales (PBS/Events)	\$68,914	\$8,000	\$100,000	\$12,000	\$125,000	\$16,000	\$329,914	PBS year 1 revenue from ticket sales and projected sales during gap year and future PBS
Partner Sponsorships	\$15,000	\$18,000	\$45,000	\$22,000	\$60,000	\$26,000	\$186,000	Innovation Saskatchewan Sponsorship in Provisional Year, exploring future partnerships for PBS and smaller scale events in gaps years
Postdoc and Student Training Co-funding (e.g., SSHRC, Mitacs)	~	\$15,000	\$16,500	\$18,000	\$19,000	\$20,000	\$88,500	Planned approach to leverage co-funding model with partners for postdocs and student training through SSHRC and Mitacs
BRIDGE Projects (overhead fees)	~	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000	\$100,000	Research projects with associated overhead recovery fees for administration
Research Grants (Tri-Council)	\$87,095	\$95,000	\$100,000	\$105,000	\$110,000	\$115,000	\$612,095	Externally held research projects (PI-administered) linked to BRIDGE through in-kind contributions or through Centre-based knowledge mobilization services, including student engagement
Fee for Service - Contracted consulting for applied projects	~	\$6,000	\$12,000	\$16,000	\$20,000	\$25,000	\$79,000	We are finalizing fee for service structure in 2025-26 and will plan for late fall to promote this with the business community.
TOTAL REVENUE	\$851,009	\$352,000	\$838,500	\$363,000	\$909,000	\$382,000	\$3,695,509	Breakdown: Confirmed Funds: \$2,471,009 Projected/Anticipated Funds: \$1,224,500

Note: **Green** = Confirmed funding, **Blue** = Projected funding/anticipated, **Dark Green** = Anticipated donor funded over time

BRIDGE Knowledge Centre 5 Year Budget Plan - Expenses

Category	Year 0 (2024-25) - Provisional	Year 1 (2025- 26)	Year 2 (2026-27)	Year 3 (2027- 28)	Year 4 (2028-29)	Year 5 (2029- 30)	5-Year Total + Provisional	Notes
EXPENSES								
1. Personnel (Salaries & Benefits)	\$155,000	\$177,000	\$159,100	\$161,300	\$163,500	\$165,800	\$981,700	
Managing Director (faculty)	0	0	0	0	0	0	0	Existing faculty member appointment with 2 course release contributed by ESB
Research & Events Coordinator	\$105,000	\$107,000	\$109,100	\$111,300	\$113,500	\$115,800	\$661,700	Starting base salary of \$83,000 + benefits (approx. \$105,000 total compensation), costs scaling based on a 2%/1.5% increase
Communications Intern (Co-op)	0	\$20,000	\$0	\$0	\$0	\$0	\$20,000	\$20k for shared intern (2025–26); full-time Marketing & Communications Coordinator anticipated by 2027 (donor funded)
Postdoc Award	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$300,000	Dean confirmed two \$25,000 matching postdoc awards
2. General Operating Costs	\$11,000	\$29,824	\$25,500	\$26,000	\$27,000	\$27,500	\$146,824	
Office Supplies & Software	\$5,000	\$5,000	\$5,500	\$5,500	\$6,000	\$6,000	\$33,000	General operating costs (supplies, printing, software, productivity tools, etc.)
BRIDGE Portal/IT Maintenance	~	\$18,824	\$14,000	\$14,500	\$15,000	\$15,500	\$77,824	Higher Logic Platform: \$18,824 (Yr 1), \$14,000 annually + \$500/yr inflation thereafter.
Travel (research & outreach)	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$36,000	\$6,000 per year travel funding for outreach and travel related to research projects supported.
3. Events & KT	\$650,000	\$61,000	\$431,000	\$61,000	\$431,000	\$61,000	\$1,695,000	
Prairie Business Summit	\$630,000	0	\$400,000	0	\$400,000	\$0	\$1,430,000	Major events (PBS): \$400K (400–450 attendees; lower in future years)
Exchange Events Series	\$15,000	\$45,000	\$15,000	\$45,000	\$15,000	\$45,000	\$180,000	Exchange events: 3 per gap year @ \$15K each (150 attendees); 1 event in PBS years
Pulse Survey	\$0	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000	Survey to identify business community needs and priorities, inform collaborations, and support research data requests
Reports, Policy Briefs, Media	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$55,000	Supports design, content, and research student assistance.
TOTAL EXPENSES	\$816,000	\$267,824	\$615,600	\$248,300	\$621,500	\$254,300	\$2,823,524	

APPENDIX C – Relationship Between BRIDGE and Opus

Overview of Opus

Opus is the University of Saskatchewan's startup incubator, established in 2022 within Innovation Mobilization and Partnerships in the Office of the Vice-President Research. Its mandate is to mobilize innovation by helping faculty, students, and staff transform research discoveries and intellectual property into commercial ventures. Opus focuses on **entrepreneurial training, mentorship, and venture incubation** for innovators who want to build businesses and bring university-generated technologies to market.

Distinct Roles of BRIDGE and Opus

While both Opus and BRIDGE support innovation at USask, they are **complementary rather than duplicative**:

- **Opus:**
 - Focuses on *deep tech incubation, venture creation, and commercialization*.
 - Supports intellectual property (IP) development, patenting, and lab-to-market pathways.
 - Primary stakeholders: inventors, researchers with IP, and startup founders.
- **BRIDGE:**
 - Focuses on *applied business research, knowledge mobilization, and industry/community engagement*.
 - Provides platforms such as the **Prairie Business Summit** and **BRIDGE Exchange Series** to convene stakeholders and translate academic research into actionable insights.
 - Primary stakeholders: faculty researchers, students/postdocs, industry, business, and community partners.

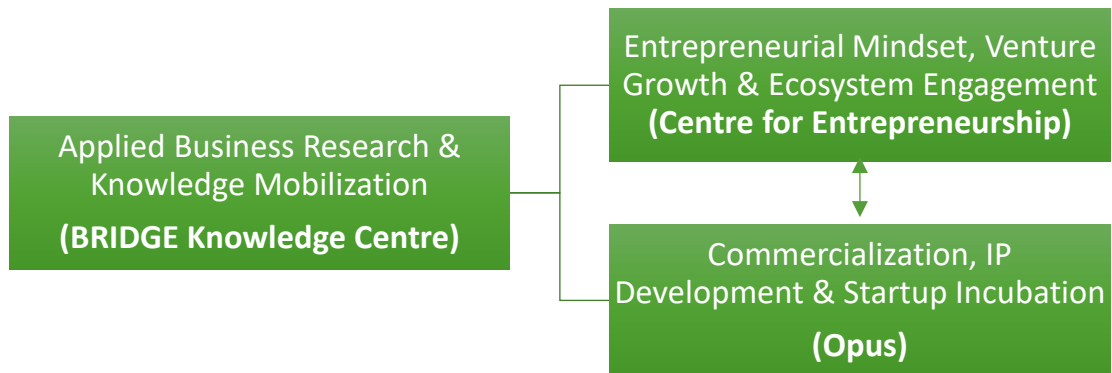
Together, these two distinct units cover the **full spectrum of research-to-impact pathways** at USask.

Points of Complementarity and Collaboration

- **Distinct but Connected Pathways:**
 - BRIDGE helps generate insights, frameworks, and applied research outputs that inform business and community practices.
 - Opus translates research discoveries into ventures and startups that can commercialize innovations.
- **Collaboration Opportunities:**
 - **Joint events and programming** that showcase both applied research and startup ventures.
 - **Student pathways:** students engaged in entrepreneurship programming at Opus can also participate in BRIDGE's applied research projects, and vice versa.
 - **Grant co-applications:** collaborative external funding proposals (e.g., SSHRC, Mitacs) that include both knowledge mobilization (BRIDGE) and commercialization (Opus) components.
 - **Cross-centre/unit coordination:** biannual strategy meetings between BRIDGE, Opus, and the Centre for Entrepreneurship to ensure alignment and synergy.

The below continuum highlights how BRIDGE, Opus, and the Centre for Entrepreneurship each address different but connected stages in the innovation journey, collectively strengthening USask's innovation ecosystem.

USask Business Research & Innovation Ecosystem



The connection between BRIDGE and Opus is strategic and complementary. BRIDGE ensures that academic research informs practice across industries and communities, while Opus enables commercialization and startup development. Together, they ensure that USask innovations can travel the full pathway from research insight to societal and economic impact.

APPENDIX D – Earlier Response to Centres Subcommittee

May 17, 2025

Prepared by:

Dr. Joelena Leader, Assistant Professor of Management and Managing Director for the BRIDGE Knowledge Centre

Dr. Craig Wilson, Professor of Finance, and Acting Associate Dean, Research, Graduate Programs and Faculty Relations

Tara Hackl, Executive Assistant to the Associate Deans

1) Why is the formal structure of a centre necessary for this work to occur?

What value does a centre specifically add to this research and outreach work that cannot be done through the Edwards School of Business or some other existing structure?

The formal structure of a centre is essential to deliver high-impact, interdisciplinary, and partner-engaged research and outreach that cannot be effectively managed through existing structures within the Edwards School of Business or other existing units. BRIDGE provides the **credibility**, **continuity**, and specialized **capacity** required to:

- Sustain long-term, multi-stakeholder partnerships
- Coordination and management of projects
- Translate academic research into actionable, real-world solutions
- Build and steward external relationships across sectors and regions
- Support new applied programming (e.g., a professional doctorate or project-based MSc)

Unique Value Added by a Centre Structure

Function	Existing Units	BRIDGE Centre Value Add
Project Management, Partner Engagement and Knowledge Transfer	Communications, Donor Relations, Research Facilitator	BRIDGE offers a centralized platform for applied project coordination and management (post-award), industry relationship management, knowledge mobilization, and community engagement that builds on existing college-level supports
Strategic Continuity	Individual faculty or department-level efforts (limited capacity)	BRIDGE provides long-term stability and visibility for external partners across academic cycles where individual faculty and department capacity is limited

Programmatic Expansion	Grad programs and co-op support (limited capacity)	BRIDGE enables growth of applied, partner-driven research programs (e.g., professional doctorate) requiring dedicated infrastructure
Research Knowledge Translation	Individual faculty and research staff (limited capacity)	BRIDGE translates research into practical toolkits, research briefs, business reports, and community-facing outputs
Fundraising & Investment Readiness	College-based advancement efforts	BRIDGE supports donor stewardship and project-based investment and reporting (e.g., Prairie Business Summit donor funding and post-summit deliverables)

Examples of Successes Tied to Centre Structure

Since receiving provisional status, the BRIDGE Knowledge Centre has achieved key high-impact outcomes that would not have been possible without the dedicated structure, coordination capacity, and external-facing platform that the centre provides. These successes highlight BRIDGE’s critical role in advancing applied research, fostering strategic partnerships, and extending the reach of Edwards and USask into the broader community.

1. Strategic Donor Investment and the Prairie Business Summit

- The ***Brownlee Foundation gift*** was secured in large part due to the credibility, continuity, and accountability that BRIDGE’s formal centre structure provides. This funding supported the hiring of BRIDGE’s Research and Events Coordinator and served as seed investment for our ***inaugural Prairie Business Summit (PBS)***—a signature, multi-stakeholder event designed and delivered by BRIDGE at the Edwards School of Business.
- PBS convened over 50 local, national, and international speakers and more than 300 attendees across business, government, and academia. BRIDGE led all aspects of content development, logistics, relationship-building, and community engagement, and continues to manage follow-up, post-summit reporting, and partnership activation. This level of coordination and impact would not have been possible without a centre dedicated to sustaining long-term, strategic engagement.

2. Strengthening Applied Research Capacity

- BRIDGE has launched and now manages a ***Postdoctoral Fellowship Program***, connecting emerging scholars to real-world research priorities through industry and community partnerships.
- It has also facilitated experiential learning opportunities for students, including research matchmaking with external organizations through course-based projects.

3. Building Strategic Partnerships Across Sectors

Through its dedicated structure, BRIDGE has played a key role in initiating and sustaining new partnerships across the city, province, and beyond. This includes:

- Ongoing research collaborations with the City of Saskatoon, and partnering with organizations, chambers of commerce, and industry partners.
- Establishing an ***external Advisory Council*** to guide research priorities and improve relevance.

- Co-developing grant proposals with other USask centres (e.g., [CUI SR](#), on a SSHRC-CMHC Partnership Grant “*People, Places, Policies, and Prospects: Affordable Rental Housing for Those in Greatest Need.*”) and with external universities (e.g., a SSHRC Partnership Grant with the newly created *Transforming Research for Social Impact Hub*, University of Alberta).

4. Providing a Central Access Point for External Stakeholders

BRIDGE serves as a **hub for external engagement** specifically with non-academic partners to navigate and engage with USask business research. BRIDGE fields and triages requests from businesses, alumni, and public sector organizations seeking connections to faculty expertise, collaborative research, student engagement, and consulting or speaking opportunities. Notable examples include:

- Course-based projects such as a marketing research engagement with LutherCare Communities and an upcoming partnership with the Canadian Primary Care Sentinel Surveillance Network (CPCSSN-SK) and the College of Medicine.
- Supporting interdisciplinary research projects, such as:
 - A SHRF-funded study on workplace mental wellbeing with Ethical Digital.
 - A Research Junction initiative on ethical AI in public service delivery, in collaboration with the City of Saskatoon.
- Helps identify faculty and research capacity for emerging opportunities: BRIDGE acts quickly to connect external partners with appropriate researchers—both within and beyond the Edwards School of Business. For example, when the Saskatoon Police Service submitted a request outside the scope of Edwards faculty expertise, BRIDGE served as a **campus-wide connector**, brokering potential collaborators across colleges and centres. This highlights BRIDGE’s unique role as a responsive hub for facilitating interdisciplinary partnerships and ensuring community and industry requests are matched with the right expertise at USask.

These activities extend the institutional capacity of Edwards and USask by providing **ongoing relationship management, knowledge mobilization, and coordination services** that complement, rather than duplicate, existing communications, advancement, or research supports.

Without a formal structure, these achievements would not have been possible due to the need for centralized coordination, governance, and relationship stewardship beyond what individual researchers or departments can sustain.

2) How will duplication be minimized with other centres and administrative units?

BRIDGE recognizes the importance of complementarity and actively works to minimize duplication through strategic alignment, communication, and collaboration (outlined in).

Differentiation from Other USask Units

USask Unit	Core Mandate	BRIDGE’s Distinction	Opportunities to Collaborate
Canadian Centre for the Study of Co-	Research and education focused on co-operative development,	BRIDGE is sector-agnostic, working across industries and	Collaborative project development, grants

operatives (CCSC)	governance, policy, business research	focused on applied research but not specifically co-operatives	and learning opportunities
OPUS	Incubation of deep tech ventures by faculty and students	BRIDGE supports applied business research in broader sectors (HR, marketing, operations) with no commercialization/IP mandate	Opportunities to work together in the entrepreneurship space, classroom engagement, and collaborative events
Innovation Mobilization & Partnerships (OVPR)	Commercialization, IP, industry partnerships	BRIDGE supports non-commercial research impact and community-engaged knowledge mobilization	Partnership coordination (reduce duplication of efforts)
Edwards School of Business	Faculty research, academic programs, co-op program, alumni and donor relations	BRIDGE adds capacity for partnership development, project coordination and management, and outreach that is external-facing and strategically sustained	Collaborate across internal units and support to build capacity for research, programs, and sustaining partnerships

Measures to Minimize Duplication and Maximize Institutional Value

BRIDGE is committed to working collaboratively across USask to align efforts, avoid duplication, and enhance the university's ability to meet its ambitious research goals—particularly the aspiration to reach \$400 million in annual research funding. As a nimble, externally-facing platform focused on applied business research and knowledge mobilization, BRIDGE complements existing centres and research units while also unlocking new opportunities that are often left untapped. . Our goal is to ensure we support our community working in the business research space and knowledge transfer space (and beyond), including working closely with other centres in meaningful ways that enable collaboration and coordination of resources.

Key mechanisms include:

- Fostering Innovative, Cross-Disciplinary Collaborations**
 BRIDGE is uniquely positioned to facilitate unconventional research partnerships—particularly those that bring together business scholars with researchers in social sciences, humanities, and fine arts. These collaborations often fall outside traditional funding patterns but have significant potential to attract SSHRC, NFRF, and community-engaged funding streams. By providing a dedicated entity to cultivate these relationships, BRIDGE helps extend USask's reach into new, high-impact research domains.
- Exploring Collaborative Grant and Outreach Initiatives**
 We actively seek opportunities to co-develop research proposals, co-host seminars or event, and align outreach efforts with other centres and units. This ensures BRIDGE's programming and partnerships add value to the existing research ecosystem and build synergies rather than overlap.
- Emphasizing Complementary Focus**
 Unlike tech-transfer units or discipline-specific centres, BRIDGE focuses on research-to-practice translation and multi-sector knowledge mobilization. We are not positioned to commercialize

intellectual property or incubate ventures, but rather to build lasting research partnerships that create applied societal and economic value.

- **Ensuring Regular Coordination**

We will establish biannual coordination meetings with other centres and administrative units to review programming, funding plans, and partnership activities, ensuring transparent alignment and joint strategic planning.

- **Clarifying Our Distinctive Scope and Value**

BRIDGE supports applied, interdisciplinary business research across sectors—addressing real-world problems through community and industry collaboration. Other centres typically focus on specific disciplines, while BRIDGE operates across sectors, serving as a connector and mobilizer of research that is otherwise difficult to activate under traditional structures.

Please see below under **Appendix D-1: BRIDGE Alignment and Collaboration Plan: Strengthening Partnerships Across USask** for additional details on how we operationalize coordination, alignment, and collaboration across USask.

3) Will the centre focus on local and provincial work, or will it be national and international in scope?

BRIDGE is rooted in Saskatchewan, but its structure and programming are intentionally designed to scale across local, national, and international contexts. Our work reflects a place-based commitment to regional priorities, while contributing to broader systems of research, education, and innovation.

- **Local and Provincial Impact:**

With a growing network of partners—including the City of Saskatoon, Indigenous economic development organizations, and regional industry and business associations—BRIDGE is positioned to respond directly to Prairie-based challenges. Our Advisory Council and ongoing consultations ensure alignment with local needs and priorities.

- **National and International Reach:**

BRIDGE actively contributes to national and global research through SSHRC-funded collaborations, cross-sector partnerships, and projects with international relevance. Our knowledge mobilization models are designed for transferability, enabling other jurisdictions to learn from and adapt Saskatchewan-based insights and for Saskatchewan to gain global insights and best practices.

Our goal is clear: while impact must begin locally, the knowledge, relationships, and research we develop through BRIDGE are meant to inform broader systems. In this way, BRIDGE serves as a regional hub with national relevance and global insight, advancing USask's reputation as a leader in applied, community-engaged business research.

Summary of BRIDGE's Unique Contribution

- **Mandate Differentiation:** Focused on applied business research and knowledge mobilization—not commercialization, IP, or discipline or model-specific research.
- **Interdisciplinary Infrastructure:** Provides coordination, matchmaking, and project development capacity that extends beyond what departments or faculty can manage alone.

- **Audience and Impact Orientation:** Engages non-academic audiences with accessible and action-oriented outputs and structured and sustained engagement.
- **Flagship Programming:** Leads initiatives like the Prairie Business Summit that do not exist elsewhere on campus and are designed to connect research to real-world priorities.
- **Collaborative and Complementary Approach:** Operates as a broker and connector across Edwards and USask—not in competition for resources, but to activate shared research goals.

The formal centre structure is essential for BRIDGE to scale its applied research mission, deepen external partnerships, and serve as a responsive, credible hub for responsible and relevant business scholarship. In doing so, BRIDGE enhances USask’s institutional capacity for impact—locally, nationally, and globally—while supporting faculty, students, and community partners in meaningful ways and open the door for collaboration across centres and units on campus.

Appendix D-1: BRIDGE Alignment and Collaboration Plan: Strengthening Partnerships Across USask

Purpose

To ensure that the BRIDGE Knowledge Centre aligns with existing centres, administrative units, and research platforms at the University of Saskatchewan, this plan outlines a proactive strategy to:

- Minimize duplication of effort
- Leverage shared infrastructure and expertise
- Build strong, mutually beneficial relationships
- Support a cohesive university-wide research and engagement ecosystem

1. Guiding Principles

- **Complementarity, Not Competition**
BRIDGE will focus on identifying synergies for collaboration and areas of shared interest while clarifying where our focus and activities differ from those of other units (e.g., commercialization, deep tech, co-operative-specific business research).
- **Transparency and Relationship Stewardship**
Our engagement will prioritize open communication, respect for existing mandates, and sustained relationship-building—not just project-based coordination.
- **Mutual Value and Shared Impact**
Collaborative efforts will aim to support both BRIDGE’s mission and the priorities of our campus partners, with joint benefits for research, teaching, and community impact.

2. Identify and Prioritize Units for Engagement

To reduce duplication and enhance alignment with institutional priorities, BRIDGE will proactively engage a broad set of campus partners. These engagements will focus on identifying areas of synergy, supporting collaborative initiatives, and ensuring that applied business research can contribute to emerging university-wide strategies.

a. USask Research Centres & Innovation Ecosystem Partners

These centres and incubators offer opportunities for interdisciplinary research, regional engagement, and innovation-focused collaboration. Examples include:

- Centre for the Study of Co-operatives (Co-operative business models)
- OPUS (deep tech incubator)
- The Community-University Institute for Social Research (CUSIR)
- Global Institute for Water Security (for cross-sector systems thinking)
- Co.Labs, Collider, and Innovation Saskatchewan (innovation ecosystem partners)
- kihci-okāwīmāw askiy Knowledge Centre (resource for Indigenous communities and organizations seeking information, training, and research partnerships).

BRIDGE will explore ways to jointly support industry- and community-engaged projects, cross-promote programming, and coordinate outreach where appropriate.

b. University Administrative and Research Support Units

Engagement with these units ensures alignment with major institutional strategies and leverages shared resources for research development, funding, and international collaboration.

Examples include:

- **Research Acceleration and Strategic Initiatives (RASI):**
BRIDGE will coordinate with RASI to explore how applied business research and community partnerships can support major institutional funding applications (e.g., CFREF, CERC, joint CRCs). While not all initiatives will require business participation, BRIDGE can help identify where such partnerships could add value—and ensure business researchers are considered in early-stage concept development.
- **Innovation Mobilization and Partnerships (IMP):**
Coordination with IMP will ensure BRIDGE complements efforts around commercialization, while offering a pathway for non-IP, socially focused research engagement.
- **International Office:**
Opportunities to collaborate on European or global funding (e.g., Horizon Europe, EU-Canada partnerships) may be underleveraged. BRIDGE will explore how to better align with international grant strategies, particularly where interdisciplinary business-social science connections are relevant.
- **Edwards Research, Advancement, and Career Teams:**
Continued collaboration with internal research facilitation, communications, alumni/donor relations, and the co-operative education team to strengthen student, faculty, and partner support.

c. Academic Colleges, Schools and Departments

BRIDGE will engage with academic units across campus to facilitate interdisciplinary collaborations, research matchmaking, and student engagement. While some connections will align with traditional business partnerships, others may open innovative, non-traditional collaborations where business faculty play a co-applicant or applied research role. Examples include:

- Johnson Shoyama Graduate School of Public Policy (JSGS) for integrating business research and policy

- Colleges of Engineering, Law, Agriculture & Bioresources, and Arts & Science
BRIDGE will take a deliberately open and inclusive approach to partnership development—seeking to foster innovative, interdisciplinary projects that may not fall within conventional research patterns but are well-suited to Tri-Council and collaborative funding streams.

3. Engagement Approach & Activities

Initial Engagement Phase (Fall 2025)

- **Host Introductory One-on-One Meetings**

Request 30–60-minute meetings with directors, unit leads or ADRs (including a request to present at the ADR Forum) to:

- Share BRIDGE’s mandate, strategic priorities, and programming (e.g., Prairie Business Summit, postdoc awards, KM supports)
- Explore alignment or areas of distinction in mandate and programming
- Identify current or future collaboration opportunities, including co-developed research projects, interdisciplinary grant applications, and cross-centre knowledge mobilization initiatives

- **Develop a BRIDGE Partner Briefing Kit**

A short, customizable package for meetings and follow-ups, including:

- One-page overview of BRIDGE’s mission, mandate and services
- Summary of key initiatives (e.g., PBS, data repository initiative, postdoc awards)
- Potential collaboration models (e.g., joint grant proposals, co-supervised students, co-hosted events, shared access to datasets, resources, or partner networks events)

Ongoing Coordination and Collaboration Development

- **Dedicated Relationship Brokerage and Research Matchmaking**

BRIDGE will devote time and resources to actively connect researchers with community, industry, and public sector partners. This includes:

- Facilitating early-stage conversations and co-development of research ideas
- Helping to identify appropriate collaborators across colleges and disciplines
- Supporting teams through project development and management, partnership agreements, and knowledge mobilization planning

This kind of hands-on, cross-campus coordination is aimed at advancing USask research support goals that BRIDGE is uniquely positioned to provide.

- **Create a Shared Calendar of Events and Funding Opportunities**

Coordinate with other centres to avoid duplication, promote joint opportunities, and improve visibility of key research funding deadlines and events campus-wide.

- **Offer Co-Sponsorship and Joint Programming**

Where mandates align, BRIDGE can co-host or co-develop public events, research panels, applied forums, or mobilization-focused activities (e.g., with Co-operatives Centre, CUISR, or OPUS).

- **Initiate Biannual BRIDGE Cross-Centre Roundtable**

Host twice-yearly strategic meetings with representatives from key centres and administrative units to:

- Share strategic plans and programming timelines
- Identify collaboration mechanisms and alignment opportunities
- Explore shared resources (e.g., data platforms, communications, training modules)

4. Collaboration Opportunities to Explore

BRIDGE's long-term vision includes serving as a USask resource to support collaborative applied business research and experiential learning opportunities. While our capacity is still growing, even in its current phase BRIDGE offers the structure, relationships, and coordination needed to initiate partnerships that may otherwise fall through institutional gaps. The following opportunities outline both short-term goals and areas for longer-term strategic growth:

- **Professional Doctorate and Project-Based MSc Models**

Explore collaborative program models with units such as JSJS and the Centre for the Study of Co-operatives to support community- and industry-partnered projects. These programs would extend—but not duplicate—existing graduate or co-op offerings by enabling sustained, applied research experiences tied directly to real-world challenges. BRIDGE can serve as a hub to help coordinate project opportunities, broker relationships, and connect students and faculty with external stakeholders.

- **Knowledge Mobilization Strategy Sharing**

Work with campus centres and the OVPR to align BRIDGE's KM tools and activities with university-wide frameworks (e.g., research impact metrics, research briefs, co-developed knowledge products, open-access toolkits). BRIDGE brings specialized expertise in business and community-facing KM practices that complement institution-wide efforts.

- **Joint Grant Applications and Emerging Research Clusters**

While still scaling, BRIDGE offers a platform to support early-stage idea development, partner engagement, and applied research collaboration—particularly for large-scale or interdisciplinary funding opportunities (e.g., SSHRC Partnership Grants, Mitacs, joint Tri-Council programs). This work will be conducted in close coordination with the Associate Dean Research and Edwards Research Facilitator, who provide critical expertise in grant strategy, facilitation, and application support.

BRIDGE complements their work by:

- **Focusing on external relationship-building**, especially with community, business, and public sector partners
- **Identifying applied research opportunities** where business faculty can play a co-investigator or collaborator role across colleges
- **Acting as a connector and catalyst** for non-traditional, cross-disciplinary clusters that align with institutional goals but may fall outside conventional funding streams

As the centre grows, BRIDGE will play a more formalized role in brokering collaborative proposals and supporting the early formation of applied research teams—while continuing to align closely with Edwards and USask's internal research supports.

In the short term, BRIDGE will identify and pursue high-potential opportunities on a case-by-case basis; in the long term, the centre aims to establish dedicated staff support for co-developing and managing collaborative proposals.

- **Cross-Promotion of Postdoctoral and Student Opportunities**

Collaborate with other centres and academic units to jointly promote and support interdisciplinary postdoctoral training, student research placements, and co-supervised graduate work. BRIDGE's postdoctoral award program offers a model for shared mentoring and applied, partner-driven research training.

5. Evaluation and Accountability

BRIDGE is committed to evidence-informed growth and transparent reporting of its contributions to the Edwards School of Business and the University of Saskatchewan's research ecosystem. As USask pursues an ambitious goal of \$400 million in annual research funding, BRIDGE will play a growing role in supporting this objective through collaborative, community- and industry-engaged research. Key evaluation activities will include:

- **Track Engagements and Activities**

Maintain an internal log of all partnership development efforts, including:

- Meetings with academic and administrative units
- External partner interactions
- Action items, follow-up outcomes, and relationship status

- **Monitor Research Outcomes and Growth in Funding Contributions**

On an annual basis, assess:

- Number and nature of collaborative initiatives launched or supported
- Research proposals submitted with BRIDGE involvement (as lead or co-developer)
- External research funding brought into Edwards and USask with support from BRIDGE (tracked year-over-year to demonstrate growth toward institutional funding goals)
- Uptake of knowledge mobilization supports (e.g., co-developed outputs, event attendance, toolkit downloads)

- **Collect Feedback and Refine Approaches**

Solicit feedback from internal and external partners to assess:

- Perceived value of BRIDGE supports
- Effectiveness of coordination and communication
- Opportunities to enhance collaborative capacity and reduce friction in research engagement processes

- **Report Back and Communicate Impact**

Share outcomes and lessons learned annually through the BRIDGE Annual Report, including metrics tied to:

- Institutional alignment with USask research priorities and signature areas
- Contributions to research funding growth
- Strategic engagement with underrepresented or emerging research areas
- Visibility and reach of applied business research outputs

While BRIDGE is still in an early growth phase, these evaluation mechanisms will ensure progress is measured, impact is demonstrated, and the Centre continues to make a meaningful contribution to USask's broader research strategy and funding success.



MEMORANDUM

TO: Craig Wilson, Acting Associate Dean of Research, Graduate Programs, and Faculty Relations and Joelena Leader, Managing Director of BRIDGE Knowledge Centre

FROM: Christian Willenborg, Chair, Planning & Priorities Committee (PPC)

DATE: June 12, 2025

RE: **Proposal for the Business Research Integration and Development Group (BRIDGE) Knowledge Centre**

Thank you for attending the Planning and Priorities Committee (PPC) meeting on June 11, 2025 to present your proposal for full centre status of BRIDGE. The committee appreciated the responses provided to their questions and engaged in a thorough and constructive discussion. However, members raised concerns regarding the submission of two centre proposals from the same college, particularly noting the potential overlap and similarities between BRIDGE and the Centre for Entrepreneurship. As a result, the committee decided to defer its decision until the Fall, passing the following motion.

Motion: That the decision for the BRIDGE Centre be deferred to Fall 2025.

PPC has requested that this proposal be resubmitted for a September PPC meeting, including the following:

- A detailed comparison of BRIDGE and the Centre for Entrepreneurship. This comparison should clearly outline the unique and overlapping functions of each centre, as well as the distinct roles they will play.
- A comprehensive budget and funding plan for the proposed centre, demonstrating a clear commitment to financial support in accordance with Section 5.0 of the [Centres Policy](#).
- How this centre connects to the work with Opus.

Additionally, members have requested the Dean of Edwards to take part in this next visit to gain a college level perspective on these centres.

Thank you for your important work for the province and the University of Saskatchewan. PPC looks forward to revisiting your proposal in the Fall.

Cc: Baljit Singh, Vice President Research
Angela Lieverse, Chair, PPC Centres Subcommittee
Jordan Sherbino, Governance Officer

ITEM FOR INFORMATION

Committee Name: Planning and Priorities Committee, University Council

Date: September 25, 2025

Presented by: Christian Willenborg, Chair, Planning and Priorities Committee

Subject: Provisional Centre for Entrepreneurship

MOTION

At its meeting on June 11, 2025, the Planning and Priorities committee passed the following motion: That the Centre for Entrepreneurship be established as a provisional centre effective June 11, 2025.

CONTEXT AND BACKGROUND

Dr. Marjorie Delbaere, Acting Dean of the Edwards School of Business submitted a proposal to the Planning and Priorities Committee (PPC) for a Provisional Centre for Entrepreneurship on June 11, 2025.

The intent of the centre is to support the USask community by promoting entrepreneurial thinking and practice. With input from over 35 interviews, the centre is envisioned as a cross-disciplinary hub, not tied to a single college, to foster collaboration and innovation. Edwards is well-positioned to lead this initiative given its strong expertise in entrepreneurship. Interest from potential donors supports the push for provisional status, which would help formalize the centre and attract funding. The centre would complement existing programs by serving as a central connector for various entrepreneurship initiatives.

CONSULTATION

The proposal for the Provisional Centre for Entrepreneurship was brought to the PPC Centres Subcommittee on May 29, 2025, followed by a presentation at PPC on June 11, 2025. The subcommittee saw the potential value in this type of centre for the university more broadly. PPC was supportive of the concept; however, it did inquire about potential duplication with Opus. Ultimately, the committee decided that provisional status was nonetheless warranted and therefore voted in favour of the proposal.

As per item 4.3 in the [Centres Policy](#), a progress report must be submitted to the Centres Subcommittee in June 2026 with a full proposal to be submitted and approved by June 2027.

ATTACHMENTS

1. **Centre for Entrepreneurship Proposal**



MEMORANDUM

TO: Marjorie Delbaere, Dean, Edwards School of Business

FROM: Christian Willenborg, Chair, Planning & Priorities Committee (PPC)

DATE: June 12, 2025

RE: **Proposal for a Provisional Centre for Entrepreneurship**

Thank you for attending the Planning and Priorities Committee meeting on June 11, 2025 to present your proposal for the Provisional Centre for Entrepreneurship. The committee participated in a fulsome discussion whereby the following motion was carried:

Motion: That the establishment of the Provisional Centre for Entrepreneurship be approved for 2 years effective June 11, 2025.

The approval of this provisional centre will be reported by PPC to University Council for information on September 25, 2025.

As per item 4.3 in the [Centres Policy](#), a progress report must be submitted to the Centres Subcommittee in June 2026.

If you decide to move forward with the center, full approval will need to be obtained by June 2027.

Thank you for your important work for the province and the University of Saskatchewan.

Cc: Baljit Singh, Vice President Research
Angela Lieverse, Chair, PPC Centres Subcommittee
Jordan Sherbino, Governance Officer

FOR DECISION

DATE OF MEETING: June 11, 2025

SUBJECT: Establishment of the Centre for Entrepreneurship as a Provisional Centre

DECISION REQUESTED: That the Centre for Entrepreneurship be established as a provisional centre, reporting to the Dean of the Edwards School of Business

BACKGROUND AND SUMMARY:

At its meeting on May 29, 2025, the Centres Subcommittee passed the following motion:

That the Centres Subcommittee recommends to the Planning and Priorities Committee that the USask Centre for Entrepreneurship be established as a provisional centre, reporting to the Dean of the Edwards School of Business, pending additional information provided by the proponent on a plan for how to engage and collaborate with Indigenous and newcomer communities.

At this meeting, the subcommittee heard a presentation from Dr. Marjorie Delbaere, Acting Dean of the Edwards School of Business. The subcommittee found that the presentation and answers to questions helped to differentiate the distinctiveness of *entrepreneurship* education from *business* education, the potential value in this sort of centre for the university more broadly, and the lessons learned from similar endeavours both at USask and at other universities across the country.

The subcommittee requested that further information be provided to the Planning and Priorities Committee on the plan for engaging and collaborating with Indigenous and newcomer communities, as these constituencies form a significant and important part of the demography and culture of our province.

The decision before the Planning and Priorities Committee is to establish the Centre for Entrepreneurship as a provisional centre reporting to the Dean of the Edwards School of Business. The [Guidelines for the Establishment of a Provisional Centre](#) state that: “The Planning and Priorities Committee has the authority to approval establishment of a provisional centre. The decision will reported to Council for information.” As such, this is the final approval stage for this decision.

ATTACHMENT:

- Centre for Entrepreneurship Proposal
- Centre for Entrepreneurship Presentation



EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

Provisional Proposal: USask Centre for Entrepreneurship

Last updated: April 22, 2025

Executive Summary

The Edwards School of Business is proposing to develop a new entrepreneurship centre at the University of Saskatchewan, focused on enabling and supporting entrepreneurship and innovation. This document details the proposal for this new Centre, which was created using a thorough methodology designed to derive a clear understanding of the value proposition that this centre needs to bring. The methodology included an environmental scan of entrepreneurship centres across Canadian universities, 35 stakeholder interviews (both internal and external), analysis of key themes from the interviews, and finally the development and testing of the provisional proposal.

As the school of business, Edwards has a long history of supporting small and medium business enterprises in Saskatchewan and is a natural hub and connector for entrepreneurship initiatives within and around the USask community. Edwards is already a source of entrepreneurship and business expertise, education, and programming at USask; and has particular capabilities in the areas of cultivating projects and coaching entrepreneurs, enabling a competitive advantage for this Centre within the current entrepreneurial ecosystem.

This ecosystem ranges from initiatives with a narrow scope (startup incubators and accelerators), to initiatives with a broader scope (startup institutes and cultivators) and includes initiatives both internal and external to USask. Therefore, the goal of this centre is to position itself where it is not duplicating existing efforts but rather connecting the various initiatives, enabling student flow between initiatives, and providing its own unique value to ultimately contribute within the ecosystem as a whole.

The USask Centre for Entrepreneurship would be a central research-informed hub, and its focus would be on “Inspiring, Igniting, and Enabling Entrepreneurship” through three strategic and interconnected objectives: Creativity, Community, and Knowledge. Its vision would be to “build the future of entrepreneurship in Saskatchewan and beyond”, and its mission would be to inspire and enable all forms of entrepreneurial initiatives at the University of Saskatchewan through a central hub where entrepreneurial efforts, opportunities, and mindsets can be created and cultivated. The Centre will link USask students, staff and faculty from all colleges and units across campus, including potential students, and partners both internally and externally.

The document will finish by providing information on preliminary memberships of this new Centre, external partnerships, the proposed team, the anticipated and secured financial/other resources, and the proposed timeline associated with its creation.

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1. Proposed Centre Name

- USask Centre for Entrepreneurship

2. Name of Interim Director

- Dr. Marjorie Delbaere

4. Methodology

The proposal for a new centre of entrepreneurship at USask was created using a detailed and thorough methodology designed to derive a clear understanding of the value proposition that this centre needs to bring. The methodology included an environmental scan of entrepreneurship centres across Canadian universities, 35 stakeholder interviews (both internal and external), analysis of key themes from the interviews, and finally the development and testing of the provisional proposal.

5. Introduction

The Edwards School of Business is proposing to develop a new entrepreneurship centre at the University of Saskatchewan, focused on enabling and supporting entrepreneurship and innovation at USask. As the first business school in the province, Edwards has a long history of supporting small and medium business enterprises in Saskatchewan through education and mentorship and is well positioned to create and lead this centre. Edwards would build on its past experiences in this domain to create a centre that would capitalize on established strengths and add innovative new features, for example, a student managed new venture capital fund and an entrepreneurship learning lab.

The Usask Centre for Entrepreneurship would be a central research-informed hub, connecting and uniting the different entrepreneurial initiatives at USask and within the Saskatchewan entrepreneurial ecosystem. Its focus would be on “Inspiring, Igniting, and Enabling Entrepreneurship” through three strategic and interconnected objectives: Creativity, Community, and Knowledge.

6. Context

In 2007, the Edwards School of Business created the [W. Brett Wilson Centre for Entrepreneurial Excellence](#) (later the Edwards School of Business Wilson Centre) with a vision of being Canada's entrepreneurial hub. Its original objectives included becoming a centre of excellence in teaching, research, and outreach of commercialization strategies for entrepreneurial ventures in Saskatchewan, Canada and the world. By 2011 the vision had shifted to focus on "inspiring entrepreneurs" with efforts focusing on entrepreneurship celebration, competitions, mentorship, networking, and raising the profile and opportunities available to aspiring entrepreneurs.

Some key activities undertaken to achieve the mandate of the Wilson Centre included entrepreneurial research by Wilson Scholars, the promotion of entrepreneurship minors, experiential learning opportunities for students, a new venture creation competition, Saskatchewan's largest networking event "Pitch Party", outreach to high schools and K-8, workshops and seminars for graduate students, and mentorship opportunities for aspiring entrepreneurs in the community. After changes in mission, mandate, and location, the centre closed in 2017.

Now, in 2025, the time is ripe for the establishment of a new centre of entrepreneurship at USask.

7. Definition, Vision, Mission, Tagline

7.1 Definition of Entrepreneurship

- At USask, we define Entrepreneurship as the mindset, opportunities and outcomes that result in new ventures, businesses, jobs, and social impact.

7.2 Vision

A vision outlines what an organization would look like without any obstacles in the way of achieving the mission:



Building the future of entrepreneurship in Saskatchewan and beyond.

Figure 1: USask Centre for Entrepreneurship Vision

7.3 Mission

The mission of an organization outlines its purpose or the reason for its existence:

To inspire and enable all forms of entrepreneurial initiatives at the University of Saskatchewan through a central hub where entrepreneurial efforts, opportunities, and mindsets can be created and cultivated. The Centre will engage USask students, staff and faculty from all colleges and units across campus, including potential sponsors and partners both internally and externally.

Figure 2: USask Centre for Entrepreneurship Mission

7.4 Tagline

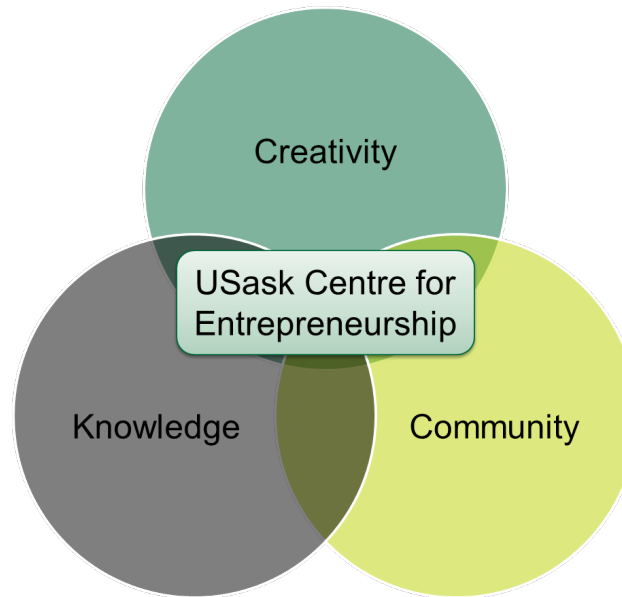
The following tagline was created for marketing purposes in succinctly describing the core value proposition of the Centre:

*Inspiring, Igniting, and Enabling Entrepreneurship through
Creativity, Community, and Knowledge.*

Figure 3: USask Centre for Entrepreneurship Tagline

8. Objectives and Goals of the USask Centre for Entrepreneurship

As the “front door” to entrepreneurship on campus, the USask Centre for Entrepreneurship will be a research-informed central hub within the Saskatchewan entrepreneurial ecosystem, linking and supporting all entrepreneurial initiatives and “Inspiring, Igniting, and Enabling Entrepreneurship” through three strategic and interconnected objectives: Creativity, Community, and Knowledge.



8.1 Creativity

A major objective of the Centre will be to inspire and foster creativity in entrepreneurship at USask. Based on the premise that creativity is a core foundation of entrepreneurship, a key goal of the Centre will be to help create and support entrepreneurial ideas through a creative process ranging from idea generation and creative collaboration, to problem-solving and idea realization. Programs that will support this goal will include:

- Formation of a creative thinking space that can facilitate an entrepreneurial, problem-solving environment, with one objective being to fill the gap between business plans and business realization
- Events that foster creativity (e.g., competitions, pitch parties, speaker opportunities)

- Creative collisions – a program to foster creative thinking and problem-solving in entrepreneurship and allow entrepreneurs and those interested in entrepreneurship to connect with each other
- Micro financing to support student entrepreneurial ventures
- Provision of a full-time coach that is available to support creativity in entrepreneurship for all students across campus

8.2 Community

We will create a space and place for entrepreneurship at USask. A key objective of the Centre will be to create an entrepreneurial community with the goal of providing a supportive network for entrepreneurs and those interested in entrepreneurship, and through this, fostering and enhancing the entrepreneurial mindset at USask.

Programs to support this goal will include:

- Mentorship between students and entrepreneurs/businesses
- Peer mentorship and coaching between students at Edwards
- Peer mentorship and coaching between students at Edwards and students from other colleges
- Creative collisions - a creative thinking space/problem-solving environment, allowing entrepreneurs to connect with each other
- Location – the environmental scan and stakeholder interviews indicated the clear value of a dedicated space for an entrepreneurship community
- Support for specific groups from an EDI lens

The USask Centre for Entrepreneurship will connect into all initiatives within the entrepreneurial ecosystem, with the goal of increasing accessibility to entrepreneurship support and resources for all students, non-students, and internal and external partners with each other and with the Centre itself. Diversity drives innovation, and so the Centre will focus on offering programs that attract and serve a wide range of backgrounds and perspectives.

Achieving this goal will involve forming connections with and between different entrepreneurial initiatives both internally at USask and externally with the Saskatchewan business community and industry. The USask Centre for Entrepreneurship will support all colleges across the university and provide specific programs to increase connection and through this, accessibility to entrepreneurship support and resources. Programs to support connection will include:

- Networking programs (for events, pitch parties, speaker opportunities)
- Opportunities for collaboration (regular and ongoing communication with other entrepreneurial initiatives e.g., Opus, Sigma, interdisciplinary collaboration across colleges)
- Opportunities to increase accessibility to entrepreneurship (communication of programs for students from other colleges, Entrepreneurship Week)

8.3 Knowledge

The Centre will serve to make knowledge around entrepreneurship available, accessible and implementable through conducting entrepreneurship research, providing educational resources, and delivering high-value programming. The goal in this area will ultimately be to increase research and provide educational programs and resources for entrepreneurship and in doing so, enable and support entrepreneurship in its various forms.

Programs to support this goal will include:

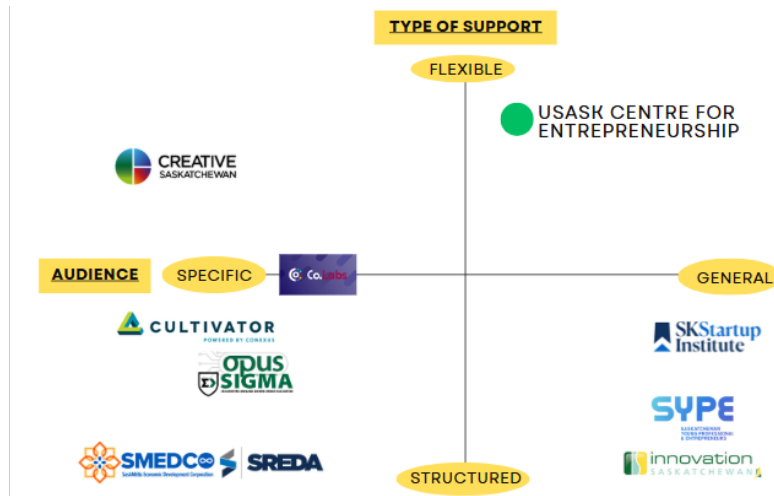
- Appointment of a Tier II Canadian Research Chair (CRC) who will utilize a methodology of field experiments embedded within entrepreneurial training programs to generate rigorous research outputs while simultaneously benefiting participants
- Support for research on the state and scope of entrepreneurship in Saskatchewan, the role of entrepreneurship in facilitating social change, and models of entrepreneurial organizations and institutions
- Development of pedagogical tools that serve entrepreneurs provincially and enhance classroom instruction at Edwards School, while creating valuable research opportunities for Master and PhD students
- An entrepreneurship major and minor at Edwards
- New entrepreneurship courses at Edwards (social entrepreneurship, indigenous entrepreneurship, lean startup, family enterprises), with options for supporting students from other colleges to engage in these courses alongside business students
- Programs for integrative learning and connection of external industry projects into classes (e.g., co-op placements)
- Programming and workshops through Edwards Executive Education unit (revenue generating)
- Entrepreneurship Learning Lab: Resources and micro-credentials for students and non-students (e.g., pitch support)
- Program facilitating the regular integration of entrepreneur guest lecturers

- Student-managed new venture capital fund to support student entrepreneurial ventures

9. Rationale for Seeking Provisional Status

Potential Donor: There is an alumnus who has expressed interest in learning more about a potential centre for entrepreneurship at USask and who has the capacity to make a generous donation to fund a future centre. The VP University Relations along with the Acting Dean at the Edwards School of Business will be meeting with the alumnus this spring. Obtaining provisional centre status would allow us to move forward with these discussions and provide the potential donor with a structure for the centre that has received initial support from USask.

The current entrepreneurial ecosystem in Saskatchewan ranges from initiatives with a narrow scope (startup incubators and accelerators), to initiatives with a broader scope (startup institutes and cultivators). Initiatives exist both internally and externally to USask. Therefore, the goal of the Centre would be to position itself where it is not duplicating existing efforts but rather connecting the various initiatives and, in this way, contributing unique value within the ecosystem as a whole. This Centre is needed within the ecosystem to bring all initiatives together, enable student flow between initiatives, and provide its own value centering around connection, community, and education (see Figure 1: Positioning Map).



As the school of business, Edwards is a natural hub and connector for entrepreneurship initiatives within the USask community. Edwards is already a source of entrepreneurship and business expertise, education, and programming at USask; as such it is also able to recruit for a CRC tier 2 in community-based entrepreneurship and innovation. Edwards has strong relationships internally and externally to USask and as per the methodology of building this proposal, has sought guidance from 35 internal and external stakeholders (see Appendix 1.1, 1.2) in order to inform the structure of the Centre from a stakeholder perspective and create a collaborative focus for this Center from the onset. Edwards also has particular capabilities in the areas of cultivating projects and coaching entrepreneurs which would be foundational to this Centre being able to create value and a competitive advantage within the ecosystem.

10. Preliminary Memberships

- Students across campus
- Staff across campus
- Faculty across campus
- [OPUS](#) - would continue to play a key role in supporting lab-to-market ventures for USask faculty, students; they would be partners in entrepreneurship programming and training
- [SIGMA](#) – have expressed keen interest in collaborating for mutual benefit to both initiatives
- College of Agriculture and Bioresources

11. External Partners

- [Co.Labs](#) – Technology incubator funded by Innovation Saskatchewan at Innovation Place
- [Global Agri-Food Advancement Partnership \(GAAP\)](#) – Ag-West Bio business incubator at Innovation Place
- [Saskatchewan Startup Institute](#) – Supports entrepreneurs
- [Ideas Inc.](#) – Non-Profit business incubator in downtown Saskatoon
- [Cultivator](#) – Conexus Credit Union incubator located in Regina

- [Valhalla Capital](#) – Angel Investors’ Network
- [Startup TNT](#)
- [IRAP Program](#)

12. Proposed Team

- Centre Director
- Start-up Coach
- Marketing and Communications Coordinator
- Office Administrator
- Academic Director (existing faculty member)
- Research Director (existing faculty member)
- Entrepreneur in Residence

(For more details, see Appendix 2.1).

13. Anticipated and Secured Financial and Other Resources

- Centre creation - \$25.0K
- Micro-financing for new ventures
- Centre annual operations - \$309.2K
- *Ongoing* Centre costs - \$337.8K (plus salary inflation in future years)

14. Proposed Timeline

- The provisional proposal will be brought to the [Centres Sub-Committee](#) and the [Planning and Priorities Committee of Council](#) in May 2025
- Centre to be *created* in fiscal 2025/26

- Centre to be *operational* in fiscal 2026/27
- The creation/establishment of the Centre may be deferred to future years; however, the timing of the manager and faculty hire must align (same fiscal period)

Appendix

1. Interviewees

1.1 Internal:

- Peter Stoicheff – USask President
- Cheryl Hamelin – VP University Relations
- Baljit Singh – VP Research
- Angela Jaime – Vice Dean Indigenous
- Vince Bruni-Bossio – Acting Provost and Vice-President Academic
- Alix Hayden – Director of Innovation, Mobilization and Partnerships
- USask Deans (Society, Health and Planet)
- Jenelyn Santos-Ong – Manager, Opus Innovation Mobilization and Partnerships
- Tate Cao - Assistant Professor, La Borde Chair in Engineering Entrepreneurship
- USask Sustainability Faculty Fellow
- Lee Swanson – Associate Professor Management and Marketing
- Brooke Klassen – Assistant Professor Management and Marketing, USask Sustainability Faculty Fellow
- Devan Mescall – Professor (Accounting)
- Maureen Bourassa – Associate Professor, Associate Dean Academic
- Tyler Case – Associate Professor (Management and Marketing)

Students:

- Emma Baker – Edwards 447 Student / EBSS VP Community Outreach
- Andres Carillo – Entrepreneurship Co-op Student
- Brayden Arnott - Edwards 447 Student / President of Accounting Club
- Sarah Stener - Edwards 447 Student / Co. Labs Intern
- Meadow Coates – EBSS President
- Alex Lafond – Board member of Dembrowski Student Managed Portfolio
- Krunal Chavda – President of USSU
- Moses Ahiabu – VP of Operations and Finance at USSU
- Zoey Schneider – New Alumna (Graduated 2023) / Founder of Future Forward Agency

1.2 External

- Jonathan Lipoth – Executive Director of Co. Labs
- Karen Stewart – Edwards alumna, Founder of Fairway Divorce Solutions
- Marco Donadeo – Edwards alum, Venture Capitalist
- Maureen and Gord Haddock – Edwards alumni and USask donors, Serial Entrepreneurs and founders of the Get a Bigger Wagon program
- Greg Yuel – USask alum, President and CEO – PIC Investment Group
- Dani Nicholls – Edwards alumna, Lawyer at MLT Aikins LLP
- Bryon McCrea – Edwards alum, Founder of 3twenty Modular
- Debra Jonasson-Young – Executive Director at the Stu Clark Centre for Entrepreneurship at the University of Manitoba

2. Critical Factors for Success

The following factors were highlighted as critical for success through the stakeholder interviews:

- Leadership
- Marketing/Communications
- Measurement/Metrics

2.1 Leadership

Director recommendations:

- Worked with entrepreneurs and deeply understands models of entrepreneurship
- Experience in the business world
- Deep understanding of centre value proposition
- Credibility/seniority
- High networking ability and connections, “charisma”
- Described as “make or break” for the centre

Faculty Member:

- Strong entrepreneurship research background

2.2 Marketing/Communications

- Hire a strong marketing/communications officer
- Use success stories/high profile entrepreneurs (320 Solutions has offered support)
- Marketing to students (career fair, The Latest (Edwards Emails), class presentations across colleges and through USSU)
- Deliberate and conscientious framing of history/ending of old centre: “Old centre didn’t align with strategy of college, didn’t focus on integrating across campus → We are creating something that is aligned with the strategy of the college, we are getting more researchers, and focusing across campus, not just as a centre, but as a connecting hub”.
- Location is important
- Communication of early/small wins: see Appendix 4.2 (Short-Term Opportunities)

2.3 Metrics

- Must have strong alignment with definition and mission
- Measurement of mindset: analysis of culture or mindset of students before/after involvement with centre,
- Measurement of opportunities: how many courses, variety of students taking courses, numbers engaged in centre, number of internships, mentorship program/individual mentorships
- Measurement of outcomes: number of businesses, students, how many new Opus technologies, entrepreneurial research, research impact, number of student projects, look long term as well as short term, measure individual projects and their impacts

3. Collaboration Opportunities

- Co.Labs
- Opus
- SIGMA

- Summer entrepreneurship camp
- Get a Bigger Wagon
- Enactus
- Executive Education team (e.g., Mount Royal University Growth Catalyst program)
- Micro-credentials
- External entities: Cultivator, GAAP, Ideas Inc., Startup Institute

4. General Opportunities

4.1 Short-Term Opportunities

- Saleable collection or inventory of business plans: online salable (or free) business plan collection populated from our 100+ annual COMM 447 and MBA 992 business plans. The aim of this service would be to help accelerate time to market for prospective entrepreneurs by purchasing a comprehensive business plan that could be tailored to meet the needs of their own venture. Funds could be reinvested into student programming or scholarships. Informal surveys with COMM 447 students were supportive of this idea
- Visual map of ecosystem – available to entrepreneurs: Create an interactive, visual online “map” of the entrepreneurial services/organizations in our ecosystem (ex. research, finance, mentorship, marketing etc.) to be hosted on Edwards website as a service to prospective entrepreneurs, create industry relationships, drive web traffic and place Edwards at the heart of entrepreneurship in the region
- “Campus Innovators” award – student/faculty/staff

4.2 Medium-Term Opportunities

- Internships
- Small business program – support students to practice running small businesses
- Resources to support continuation of business ideas or plans
- Vendor expos – insurance brokers, construction companies – services that students might need in building a business (InVenture)
- Ideation/Pitch/Business Plan competitions

- Fund or incentivize guest speakers who can share entrepreneurial stories

4.3 Long-Term Opportunities

- Student managed venture capital fund to invest in ventures out of COMM 447 – profile of companies that students could manage. Students could manage the fund and invest in business plans and then manage a portfolio of companies over time
- Stipend for entrepreneur instructors: incentive for these instructors to incorporate entrepreneurship into their courses
- “Local” research fund – incentivize research on issues that are proximal to USask (ex. family farms, Indigenous economic development, resource sector, local case studies)

Proposal for a Centre for Entrepreneurship

Sponsor: Marjorie Delbaere, Acting Dean Edwards School of
Business

Context

- The Edwards School of Business is proposing to develop a new entrepreneurship centre at USask, focused on enabling and supporting entrepreneurship across the USask community.
- The proposal was created using a detailed and thorough methodology designed to derive a clear understanding of the value proposition that this centre needs to bring.
 - a) An environmental scan of the many entrepreneurship centres across Canadian and North American universities
 - b) 35+ stakeholder interviews (both internal and external)

Definition, Vision, and Mission



Definition

Entrepreneurship is the mindset, opportunities and outcomes that result in new ventures, businesses, jobs, and social impact.



Vision

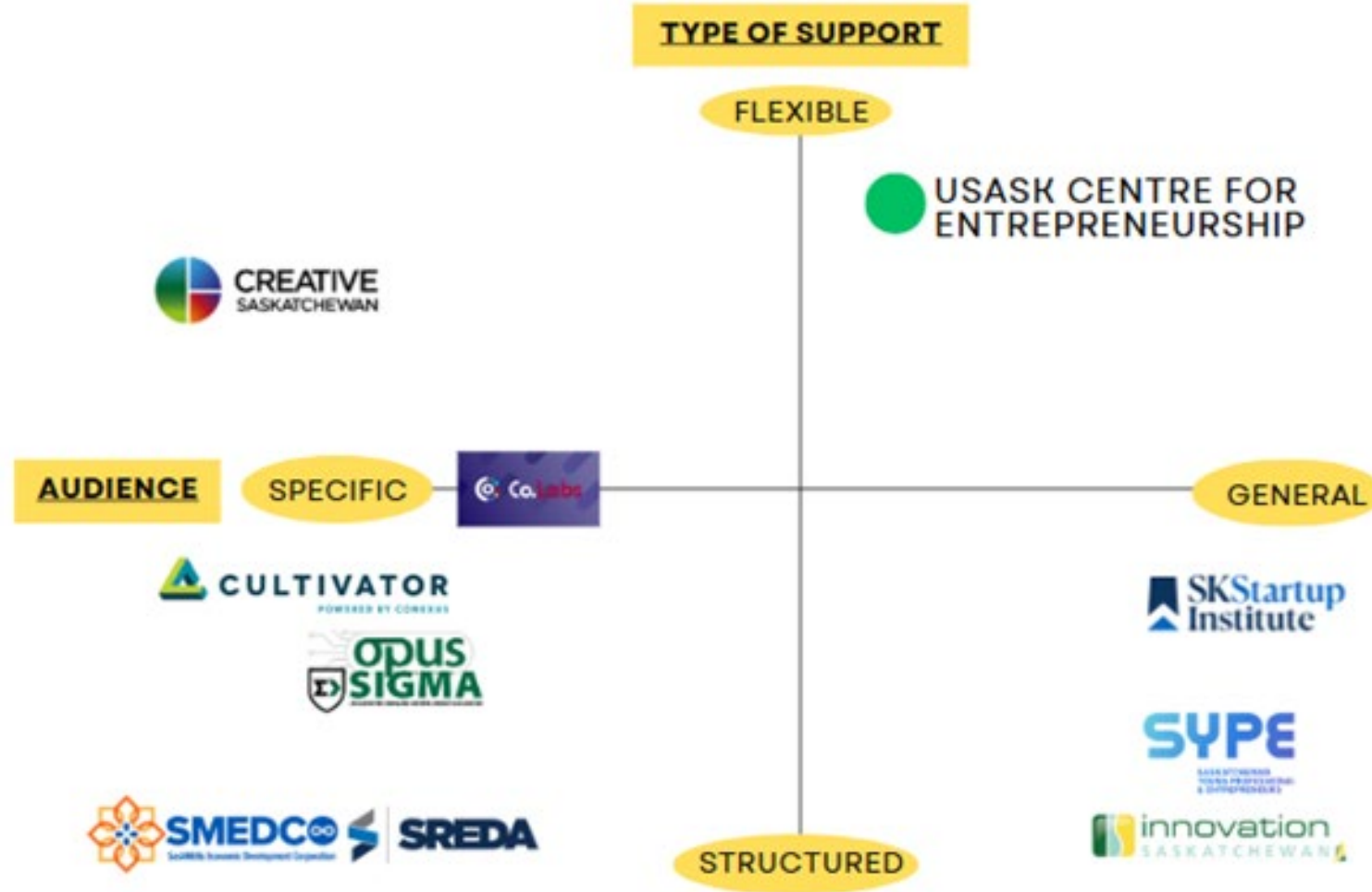
Building the future of entrepreneurship in Saskatchewan and beyond.



Mission

To inspire and enable all forms of entrepreneurial initiatives at USask through a central hub where entrepreneurial efforts, opportunities, and mindsets can be created and cultivated

Positioning



Entrepreneurship Centre vs. Business School

▪ Entrepreneurship Centre

- a) Focused on promoting entrepreneurial thinking and action
- b) Offers workshops, coaching, mentorship, bootcamps, micro financing for people from all academic backgrounds
- c) Success metrics include number of startups and initiatives launched, community engagement

▪ Business School

- a) Management education, organizational leadership, business theory
- b) Offers structured degree and for-credit certificate programs with specializations
- c) Success metrics include number of graduating students, employment rates, research impact and academic rankings

Entrepreneurship vs. Business Research

- Entrepreneurship Centre

- a) Focused on promoting entrepreneurial thinking and action
- b) Audience: students, aspiring entrepreneurs, alumni, entrepreneurial community
- c) Output: Skill development, startups and initiatives launched, community engagement

- Business Research

- a) Dedicated to advancing academic knowledge in specific areas of business, e.g., finance, marketing, organizational behaviour
- b) Audience: Faculty, grad students, postdocs, policy makers and industry professionals
- c) Output: White papers, case studies, journal articles, theoretical and empirical insights, grant applications

Impact

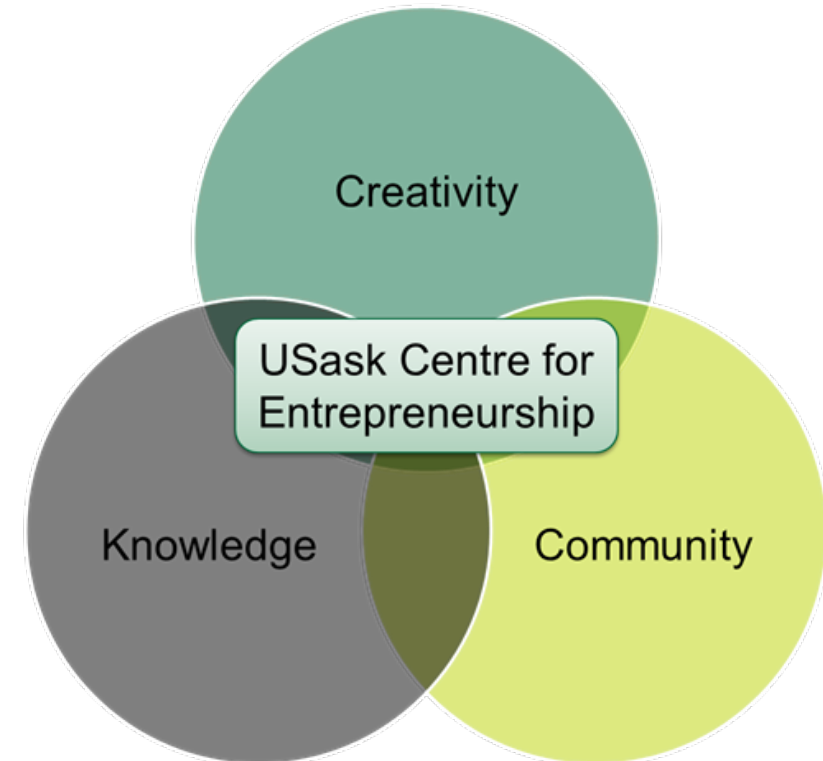
- By broadening its scope and aiming to support the development of entrepreneurial mindsets and skillsets, this centre is able to transcend a single-output focus.
- This allows the centre to go beyond building businesses or creating entrepreneurs, and to be able to support entrepreneurial mindsets and skillsets that can have impact and value across all colleges and disciplines at USask, as well as in the more general community (i.e., in areas that may be unrelated to business). This allows the centre to have impact both in the field of business, but also in other fields, and to have value both internally at USask and also externally across the entire province of Saskatchewan.

Why a Centre?

- The centre model is very useful for interdisciplinary initiatives as the structure is distinct from a department or school but is still established within the University.
- Entrepreneurship is by nature interdisciplinary; it integrates knowledge, skills and perspectives from multiple fields to identify opportunities, solve problems, and create value.
- The Centre would draw on the expertise of Edwards faculty in business education, but it would be open to students and faculty from all academic backgrounds.
- **There are multiple potential donors interested in this initiative – provisional status would allow the development of a concrete model to present to the donors to further discussions.**

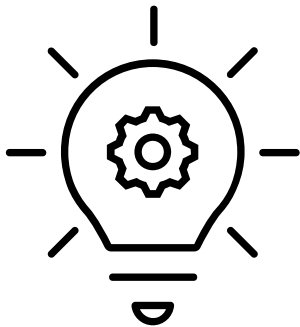
Inspiring, Igniting, Enabling Entrepreneurship

A central research-informed hub, connecting and uniting the different entrepreneurial initiatives at USask through three strategic and interconnected objectives: creativity, community, and knowledge.



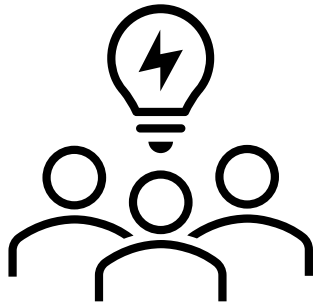
Creativity

- Goal to create and support entrepreneurial ideas through a creative process ranging from idea generation and creative collaboration, to problem-solving and idea realization
- A creative thinking space that can facilitate an entrepreneurial, problem-solving environment
- Events that foster creativity (e.g., competitions, pitch parties, speaker opportunities)
- Creative collisions – a program to foster creative thinking and problem-solving in entrepreneurship
- A full-time coach available to support creativity in entrepreneurship for all students across campus



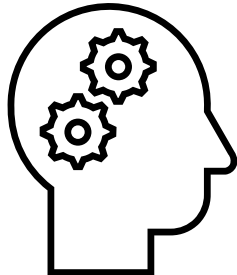
Community

- Goal to provide a supportive network for entrepreneurs and those interested in entrepreneurship, and through this, foster and enhance the entrepreneurial mindset at USask.
- Mentorship programs
- Support for specific groups from an EDI lens
- Networking programs (events, speaker opportunities)
- Regular and ongoing communication with other entrepreneurial initiatives e.g., Opus, Sigma, interdisciplinary collaboration across colleges)



Knowledge

- Goal to increase research and provide educational programs and resources to entrepreneurship and in doing so, enable and support entrepreneurship in its various forms.



- New entrepreneurship courses at Edwards (social entrepreneurship, indigenous entrepreneurship, lean startup, family enterprises), available to students across colleges
- Programs for integrative learning and connection of external industry projects into classes
- Non-degree programming and workshops, including Executive Education

ITEM FOR INFORMATION

Committee Name: Planning and Priorities Committee, University Council

Date: September 25, 2025

Presented by: Christian Willenborg, Chair, Planning and Priorities Committee

Subject: Disestablishment of the Centre for the Study of Science and Innovation Policy (CSIP)

MOTION

At its meeting on June 11, 2025, the Planning and Priorities committee passed the following motion: That the Centre for the Study of Science and Innovation Policy be formally disestablished, effective immediately.

CONTEXT AND BACKGROUND

CSIP was established in 2016 as a unique platform to bridge the gap between scientific research and innovation as well as policy and governance. The Centre's mission was to bring together researchers, experts, and stakeholders from diverse sectors – public, private, and civil society – to advance their understanding of the policy dimensions surrounding science and innovation.

The co-proponent and founding Director of CSIP, Dr. Peter Phillips, retired in 2023. JSGS's academic capacity to lead CSIP significantly diminished when Dr. Phillips and other recently retired colleagues were replaced with junior faculty at JSGS's USask campus. CSIP was approved as a centre across both of JSGS's campuses. Through a discussion with all JSGS faculty at both campuses, it was confirmed that there was no one willing to take on the leadership role. The JSGS Joint Faculty Council voted unanimously to close the Centre.

CONSULTATION

The proposal for the Disestablishment of CSIP was brought to the PPC Centres Subcommittee on May 29, 2025, by Dr. Loleen Berdahl, Executive Director of the Johnson Shoyama Graduate School of Public Policy. PPC reviewed the proposal on June 11, 2025, and voted in favour of the requested closure of the centre.

ATTACHMENTS

1. Disestablishment of the Centre for the Study of Science and Innovation Policy Proposal

FOR DECISION

DATE OF MEETING: June 11, 2025

SUBJECT: Disestablishment of the Centre for the Study and Science and Innovation Policy

DECISION REQUESTED: That the Centre for the Study of Science and Innovation Policy be formally disestablished, effective immediately.

BACKGROUND AND SUMMARY:

At its meeting on May 29, 2025, the Centres Subcommittee passed the following motion:

That the Centres Subcommittee recommends to the Planning and Priorities Committee that the Centre for the Study of Science and Innovation Policy be formally disestablished as a centre, effective immediately.

At this meeting, the Subcommittee received correspondence from Dr. Loleen Berdahl, Executive Director of the Johnson Shoyama Graduate School of Public Policy, requesting the formal disestablishment of this centre. This correspondence is appended to this report for the committee's information.

The decision before the Planning and Priorities Committee is to formally disestablish the Centre for the Study of Science and Innovation Policy as a centre of the University of Saskatchewan. The centre reports to the Executive Director of the Johnson Shoyama Graduate School of Public Policy, and as such the administrative recommendation was initiated through this office.

Note that the USask [Centres Policy](#) states that "The decision to close a centre will be reported to Council, or as appropriate the Board, for information only" (section 10.4). As such, the decision of the Planning and Priorities Committee is the ultimate decision maker on this matter and the results of the committee's decision will be reported for information as necessary.

ATTACHMENT:

- Memorandum from the Executive Director of the Johnson Shoyama Graduate School of Public Policy

MEMO

To: Planning and Priorities Committee
University Council

From: Dr. Loleen Berdahl, Executive Director
Johnson Shoyama Graduate School of Public Policy

Date: May 20, 2025

Subject: Closure of the Centre for the Study of Science and Innovation Policy

I am writing to request that the Centre for the Study of Science and Innovation Policy (CSIP), a type A centre within the Johnson Shoyama Graduate School of Public Policy, be closed.

Date of Closure

The activities within CSIP concluded June 30, 2023. As such, it is recommended that the Centre be closed effective immediately.

Rationale for Closure

CSIP was established in 2016 as a unique platform to bridge the gap between scientific research and innovation on one hand and policy and governance considerations on the other. The Centre's mission was to bring together researchers, experts, and stakeholders from diverse sectors – public, private, and civil society – to advance our understanding of the policy dimensions surrounding science and innovation.

The co-proponent and founding Director of CSIP, Dr. Peter Phillips, retired in 2023. We recognized that JSGS's academic capacity to lead CSIP significantly diminished when Dr. Phillips and other recently retired colleagues were replaced with junior faculty at JSGS's USask campus. CSIP was approved as a centre across both of JSGS's campuses. Through a discussion with all JSGS faculty at both campuses, it was confirmed that there was no one willing to take on the leadership role. The JSGS Joint Faculty Council voted unanimously to close the Centre.

CSIP is in the process of being closed at the JSGS-University of Regina campus.

Additionally and most importantly, CSIP had met the objectives of grants from its two primary funders, and it was confirmed that there were no additional funds forthcoming. If CSIP were to continue, grant applications would need to be developed and/or a fundraising campaign launched; without dedicated academic leadership, this would not be possible.

Team Overseeing Closure Activities

- Loleen Berdahl, Executive Director, JSGS
- Jim Farney, Director, JSGS-U of R campus
- Amber McCuaig, Executive Officer, JSGS
- Charvee Sharma, Communications and Marketing Specialist, JSGS

Finances

CSIP received some funding initially from the University of Saskatchewan Office of the Vice-President Research. Its primary sources of operating and grant funding were from the Global Institute for Food Security (GIFS) and the Sylvia Fedoruk Canadian Centre for Nuclear Innovation. CSIP also received donor funding from the late Dr. Bev Robertson. All funds were spent, funds closed, and reporting requirements met. No financial liabilities remain.

Human Resources

CSIP employed one staff member and one professional research associate. Both incumbents resigned prior to the wind-up of the Centre's activities. Faculty associated with CSIP, including the Centre's Associate Director, were JSGS faculty members, and their employment is not affected. The Director was also a JSGS faculty member who received an administrative stipend; this payment ceased at the time of Dr. Phillips' retirement.

Space and Physical Resources

CSIP did not have dedicated physical space; members of the Centre used offices at JSGS. The only physical resources owned by the Centre were computers, and they were redeployed within JSGS.

Communications and Stakeholder Relations

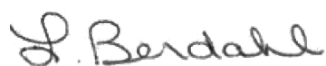
Internal stakeholders include JSGS faculty and staff at both campuses and other USask faculty with whom the Centre worked. No formal communication has been sent to these groups.

A key external stakeholder is the CSIP Advisory Board. Members were aware that the Centre's activities may be paused due to the wrap up of partnership funding from GIFS and the Fedoruk Centre. The two other external stakeholders are GIFS and the Fedoruk Centre; each organization received a full report on the use of their funds and impacts of their investment.

Once this request to close CSIP is approved by the Planning and Priorities Committee and University Council, a communication from Dr. Loleen Berdahl will be issued to all stakeholders informing them of the decision and highlighting some of CSIP's accomplishments and impacts. The Centre's website will also be updated to reflect its closure but retain information that may be helpful on an ongoing basis.

Thank you for considering this request. I would be pleased to provide additional information if required and to answer any questions.

Sincerely,



Loleen Berdahl, PhD

c: Amber McCuaig, Executive Officer, JSGS

NOTICE OF MOTION

Committee Name: Governance Committee, University Council

Date: September 25, 2025

Presented by: Susan Detmer, Chair, Governance Committee

Subject: College of Medicine Faculty Council Bylaws Revisions

MOTION

It is recommended by the Governance Committee that Council approve the changes to the College of Medicine Faculty Council Bylaws, effective immediately.

CONTEXT AND BACKGROUND

Revisions to faculty council bylaws for a college or school require approval by University Council at the recommendation of the Governance Committee of Council. This is a notice of motion to Council to approve revisions to College of Medicine Faculty Council Bylaws in accordance with the requirement for a 30-day notice period for any bylaw amendments. As such, the request for decision on the proposed revisions to these bylaws will be presented to Council on October 23, 2025.

The revised bylaws can be found in Attachment 1. The College of Medicine indicated a desire to change their bylaws due to three different reasons:

1. *Adoption of the 'One Faculty' Model:* The current/old bylaws do not incorporate the One Faculty model adopted by the College of Medicine, and instead have distinctions between university employees and medical faculty members (formerly community faculty members).
2. *Accreditation Requirements:* Certain changes were required to align with the latest Canadian Colleges of Medicine accreditation standards and regulations.
3. *General Governance Improvements:* Certain modifications were made to the organizational structure to improve governance and decision-making processes.

Changes to these bylaws were endorsed by the College of Medicine Faculty Council at their meeting on May 28, 2025.

Proposed revised bylaws were presented to the Governance Committee at its meeting on September 16, 2025. The committee heard a presentation from the college, had the opportunity to ask questions, and then had a discussion amongst themselves. During this meeting, the Governance Committee made four minor recommendations for changes to the bylaws, all of which have been incorporated into the document presented to Council. The changes proposed by the Governance Committee were as follows:

1. Addition of a definition of 'faculty' in the definition section.
2. Fully incorporate gender-neutral language.
3. Create clarity that the reporting on student academic misconduct maintains anonymity.
4. Adding sections that describe the roles of the chair, vice-chair, and secretary.

ATTACHMENTS

1. Revised – College of Medicine Faculty Council Bylaws

College of Medicine

Faculty Council for Academic Programs

Rules, Regulations & Bylaws

Approved by Faculty Council, May 28, 2025



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

PART I

1. Short Title

These By-Laws and Regulations may be cited as ‘The By-Laws of the Faculty Council of the College of Medicine, 2025’.

2. Definitions

In these By-Laws and Regulations:

“College” means the College of Medicine, University of Saskatchewan;

“Council” means the College of Medicine Faculty Council;

“CPSS” means the College of Physicians and Surgeons of Saskatchewan;

“Dean” means the Dean of the College of Medicine, University of Saskatchewan;

“Department” means a department of the College of Medicine;

“Division” means a division of the College of Medicine;

“PGME” means the College of Medicine’s Postgraduate Medical Education;

“RDoS” means the Resident Doctors of Saskatchewan;

“Rural” means a community with a population of under 20,000;

“School” means the School of Rehabilitation Science;

“SHA” means the Saskatchewan Health Authority;

“SMA” means the Saskatchewan Medical Association;

“SMSS” means the College of Medicine’s Student Medical Society of Saskatchewan;

“UGME” means the College of Medicine’s Undergraduate Medical Education;

“University” means the University of Saskatchewan;

“University faculty member” means a person who is employed by the University, or an affiliated or federated college, and who serves as a professor, associate professor, assistant professor, lecturer, full time special lecturer, full time instructor, or librarian or extension specialist in the College;

“Medical Faculty member” means medical faculty, or medical faculty appointees, who are licensed Saskatchewan physicians (MD or equivalent) or Clinical PhDs, holding clinical appointments within the Saskatchewan Health Authority (SHA) as well as academic appointments* in departments or divisions within the College of Medicine, University of Saskatchewan

**Academic appointment does not imply being a university faculty member or employment by the university.*

“Faculty” refers to either a university faculty member or a medical faculty member, as defined above.

“Elected member of Council” refers to both university and medical faculty members elected by their department or by Council;

“Chair” means the elected chair of the Council;

“Secretary” means the elected secretary of the Council.

“By-Laws” means the By-Laws and Regulations of the Council

“Year” means the academic year of the University.

PART II

3. College

It is recognized that the College is subject to The University of Saskatchewan Act, 1995 and to all rules, regulations, policies, and procedures that are prescribed from time to time by the Board of Governors, Senate and Council of the University of Saskatchewan with respect to the provision of post-secondary instruction and research in the College of Medicine.

4. Council

In this section:

4.1 “member of a department” means a University or Medical faculty member whose primary University responsibilities are within a Department

4.2 “student member of the College” means a student registered in the College

PART III

5. Membership

5.1. The membership of Council is as directed by the By-Laws and Regulations of the University Council (Part Three, Section V.1.A and V.1.B) In general, Faculty Council should include members of the University of Saskatchewan and the University of Regina as well as members from College distributed sites and campuses across the province. Council is composed of the following persons: (**denotes non-voting members*):

- a) The President of the University*
- b) The Provost and Vice-President Academic *
- c) The Vice-President Research*
- d) The Vice-President Finance and Resources*
- e) The Vice-President University Relations*
- f) The Vice-Provost Students and Learning*
- g) The Vice-Provost Indigenous Engagement*
- h) The Vice-Provost Faculty Relations*
- i) The Associate Provost Health*
- j) Chief Information Officer and Associate Vice-president Information and Communications Technology*
- k) The Dean, College of Graduate and Postdoctoral Studies*
- l) The Dean, University Library or designate*
- m) The University Secretary or designate*
- n) The University Registrar or designate*
- o) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity

- p) Such other persons as the Council may, from time to time, appoint in a non-voting capacity*
- q) The Dean of the College
- r) Vice-Deans of the College
- s) Associate Deans of the College
- t) Assistant Deans of the college,
- u) Directors of academic programs in the college (including: Master of Physician Assistant Program (MPAS), Undergraduate Medical Education (UGME), Faculty & Learning Environment, Quality & Accreditation, Admissions, Student Services, Faculty Development, Northern Medical Services (NMS))
- v) All Department Heads of academic departments, the Director of the School and the Provincial Department Heads of clinical Departments or their respective designates.
- w) A faculty representative from each department and a faculty representative from the School.
- x) Ten elected faculty members at large.
- y) One undergraduate medical and one biomedical sciences student; one student member from the rehabilitation science program; one postgraduate medical student; and one graduate student or post doctorate fellow from the College.
- z) Other members of the College and the public are welcome to attend as observers.

6. Officers of Faculty Council

The officers of the Faculty Council are the Chair, Vice-Chair and the Secretary.

6.1 Chair

- a) The Chair shall preside at all meetings of Faculty Council, preserve order and decorum, and, subject to appeal, decide all questions of order and other questions as provided in these bylaws.

- b) In consultation with the Dean and Secretary, prepare a draft agenda for each meeting of Faculty Council and present it for approval.
- c) In accordance with the University Council bylaws, transmit to University Council for consideration and review all matters which belong to the care of University Council or which, by their nature, concern more than one college or school.
- d) Ensure that an archive of Faculty Council proceedings, including all approved minutes, is maintained. The Dean shall provide administrative support for this task.
- e) Act as the spokesperson for Faculty Council and explain its decisions, activities, and procedures.
- f) Encourage and facilitate broad participation of Council members in the business of Faculty Council.
- g) Monitor the work of Faculty Council committees and ensure that decisions are made in accordance with Faculty Council bylaws and procedures.
- h) Seek the guidance and assistance of the Dean, and the University Secretary, or the Bylaws Committee with respect to matters of Faculty Council procedure.

6.2 Vice-Chair

- a) Chair the Bylaws Committee.
- b) The Vice-Chair shall perform the duties of the Chair when the Chair is absent, unavailable, or declares a conflict of interest.
- c) Serve until the Chair resumes duties or until an election or appointment is made in accordance with these bylaws.

6.3 Secretary

- a) The Secretary shall represent the University Secretary and keep Faculty Council informed of policies and procedures as set out in University Council bylaws.
- b) Serve as parliamentarian for Faculty Council meetings.

- c) Facilitate the election of the Chair and the members of the Nominations and Bylaws Committees.
- d) Oversee the election of Faculty Council members as described in Section 5 - v, w, x.
- e) Facilitate the appointment of Faculty Council members in accordance with these bylaws.

7. Appointment and Election of Members

7.1 *It is important that members of the Council and each Standing Committee reflect whenever possible the diversity of the College, not only in roles, geography, disciplines, and academic ranks, but also in line with the four federally-defined equity-seeking groups (women, racialized people, Indigenous persons, and persons with a disability), as well as those who may experience disadvantages under the prohibited grounds of the Saskatchewan Human Rights Code (including religion, creed, marital status, family status [including parent-child relationship and pregnancy], sex, sexual orientation, physical or mental disability, age [18 or more], colour, ancestry, nationality, place of origin, race or perceived race, receipt of public assistance, and gender identity). The College of Medicine believes equity, diversity, inclusion, and a sense of belonging strengthen the community and enhance excellence, innovation, and creativity in all domains.*

7.2 Secretary

The Council will elect one of their members as Secretary for a term of three years. The Chair will inform University Council that this person is the assigned deputy referred to in the University Council By-Laws (Part Three, Section V.1.C).

7.3 Chair

- a) The Chair will be elected from among members of Council for a term of 2 years as hereinafter provided.

- b) An election will be held no later than May 31st of the year that the incumbent chair's term expires. Term of office will begin July 1st of the year of the member's election.
- c) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose. The nomination form will request a brief description of the nominee stating the nominee's qualifications for the position of Chair.
- d) A Council member is nominated for the position of Chair when the nomination form referred to in (c) containing the consent of the nominee, is endorsed by three members of the Council and returned to the Secretary on or before the date specified by the Secretary
- e) Ten working days prior to the date of the election, the Secretary will provide to all members of the Council an electronic ballot setting out the names of the nominees and a brief description of each nominee referred to in (d). Information accompanying the ballot will indicate that the ballot is to be completed electronically on or before the specified date.
- f) All ballots received by the Secretary on or before the date referred to in (e) will be counted and reported by the Secretary to the next meeting of the Council. The Chair of the Nominations Committee will adjudicate any election irregularities. The decision of the Chair of the Nominations Committee will be final.
- g) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee will select the Chair by lot.
- h) The Chair will normally hold office for a period of 2 years unless removed by a vote of 2/3 of the members of the Council.

- i) If the Chair is absent or is incapable of acting for any reason, the Vice-Chair will perform the duties of the Chairperson. The Vice-Chair will also chair the Governance Committee.
- j) The Chair of Council will be a non-voting, ex officio member of all Standing Committees of Council.

7.4 Vice-Chair

- a) The Vice-Chair will be elected from among members of Council for a term of 2 years as hereinafter provided.
- b) An election will be held by May 31st. Term of office will begin July 1st of the year of the member's election.
- c) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Vice-Chair are being requested and will provide a nomination form for this purpose. The nomination form will request a brief description of the nominee stating the nominee's qualifications for the position of Vice-Chair.
- d) A Council member is nominated for the position of Vice-Chair when the nomination form referred to in (c) containing the consent of the nominee, is endorsed by three members of the Council and returned to the Secretary on or before the date specified by the Secretary.
- e) Ten working days prior to the date of the election, the Secretary will provide to all members of the Council an electronic ballot setting out the names of the nominees and a brief description of each nominee referred to in (d). Information accompanying the ballot will indicate that the ballot is to be completed electronically on or before the specified date.
- f) All ballots received by the Secretary on or before the date referred to in (e) will be counted and reported by the Secretary to the next meeting of the Council. The Chair of the Nominations Committee will adjudicate any election irregularities. The decision of the Chair of the Nominations Committee will be final.

- g) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee will select the Vice-Chair by lot.
- h) The Vice-Chair will normally hold office for a period of 2 years unless removed by a vote of 2/3 of the members of the Council.

Elections

- 7.5** The Secretary shall oversee the election of members of the Council.
- 7.6** Nominations will be made using the electronic form provided by the Secretary, who will confirm the eligibility and willingness of the nominee to stand for election.
- 7.7** Once the deadline for nominations has passed, the Secretary will conduct elections by making voting available to all eligible voters of Council.
- 7.8** The election of student and post-doctoral Council members will be overseen by the relevant student association (s) designate.
- 7.9** If insufficient numbers of nominations are received to fill the vacant positions, those nominated by the deadline will be considered elected by acclamation, and a second call for nominations will be sent out for any remaining vacant positions.

8. Term of Office

- 8.1** Elected Council members who are faculty will hold office for a term of three years (36 months).
- 8.2** Elected Council members who are students, graduate students or post-doctoral fellows will hold office for a term of one year (12 months).

9. Vacancies

- 9.1** If a vacancy occurs among the elected faculty members of Council, on or before the end of the 27th month following the month of election, the body that elected the member shall elect another person to fill the vacancy.
- 9.2** If a vacancy occurs due to an approved leave (e.g., sabbatical), the body that elected the member shall elect another person to fill the vacancy for the duration of the leave.
- 9.3** If a vacancy occurs among student members of Council on or before the end of 90 days following the date of election, the body that elected the member shall elect another person to fill the vacancy.
- 9.4** An election pursuant to this section must be held within 90 days of the vacancy.
- 9.5** A person elected to fill the vacancy of a member, holds office for the remainder of the term of the member who vacated their office.

MEETINGS OF THE COUNCIL

10. Quorum

- 10.1.** The quorum of Council shall be 30% of the voting members of the Council as identified in Section 5. In calculating this number, only voting members will be counted.
- 10.2.** If quorum is not reached at a properly constituted (bi-monthly) meeting, the meeting shall be rescheduled for the same time, one week hence. At that meeting the quorum shall be the number of members attending.

- 10.3.** In selecting dates for Council meetings, the Secretary will ensure that 10.2. can be followed.

11. Meetings

- 11.1** Council shall meet at least five times during the academic year (September-June). Meetings are usually held on the last Wednesday of September, November, January, March, and May. The Chair may call meetings at other times.
- 11.2** Council meetings shall be open to the public except when Council decides to restrict the meeting to only members of council.
- 11.3** Special meetings of Council can be called by the Chair or by petition of 30% of the membership of Council. The meeting should be held within 3 weeks.
- 11.4** The meetings of Council shall be conducted in accordance with the following rules:
- 11.4.1** Rules of order to be used at meetings of Council and of all committees of Council, shall be those contained in *Procedures for Meetings and Organizations*. (Third Edition by Kerr and King).
- 11.4.2** Except as hereinafter provided, the powers and duties of the Chair are those expressly or implicitly contained in the rules referred to in 11.4.1.
- 11.4.3** The Chair shall set the agenda for each meeting of Council and shall present the draft agenda to the meeting for approval.
- 11.4.4** The Chair shall preside over all meetings of the Council. The Chair's duty is to preserve order and decorum and, subject to appeal, to decide all questions of order. The chair reserves the right to limit discussions in a reasonable matter.
- 11.4.5** The Chair has no vote except when there has been an equality of votes.

11.5. Conflict of Interest

A conflict of interest exists for a member of Council or a member of a Council committee when, with respect to a matter being considered by Council or the committee:

The decision being made is such that the member could not reasonably be expected to exercise independent judgment because of the effect the decision would have, or would be likely to have, on the member or a person closely related to or closely associated with the member; or as a result of occupying a position or holding an office in an organization, the person is legally obligated to subordinate the interests of the University to the interests of the organization when dealing with the matter

11.6. The following conflict of interest rules shall apply to members of the Council and members of committees of the Council:

11.6.1 Conflict of interest at Faculty Council Level:

- a) Members of Council will exercise independent judgment and may not act as agents of any person or organization. A member of Council will conduct themselves so as to avoid a conflict of interest or the appearance of a conflict of interest.
- b) There are no restrictions on the rights of a council member to participate in a debate on any matter that comes before council. However, a Council member who has a conflict of interest will disclose the conflict when speaking on the matter in council proceedings. A member with a conflict of interest shall abstain from voting.

11.6.2 Conflict of interest at Standing Committee Level:

- a) The Committee chair or a member of a committee is entitled to address concerns regarding a perceived conflict of interest of any member who serves on the committee.

- b) The Committee chair or a member of a committee is entitled to ask another member who has or is perceived to have a conflict of interest to withdraw from the deliberations of the committee or to refrain from voting on a matter before the committee.
- c) A standing committee member will abstain from voting on matters which they have a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter.

If a request referred to in (b) to withdraw from the deliberations of the committee or to refrain from voting on a matter before the committee is denied by the member to whom the request is directed, the fact that the request was made and was denied will be recorded in that portion of the committee's report relating to the matter.

RESPONSIBILITIES AND POWERS OF THE COUNCIL

12. Responsibilities of the Council

As indicated in the University Council By-Laws and Regulations (March 2012) Part 3 Section V. 2. A., the Faculty Council of the College of Medicine, subject to the provisions of the University Act of 1995, the Bylaws of the University Council, and the general control of the University Council, shall have charge of matters of research, scholarship and discipline within the College.

13. Powers of the Council:

13.1 Among other duties delegated by the University Council to Faculty Council are the following:

- a) To make recommendations to the University Council concerning the requirements for admission to programs offered by the College or the School;

- b) To establish and report to the University Council the number of students who may be admitted to the College or program of study, and to report to the University Council the number of students admitted each year;
- c) To make recommendations to the University Council concerning the addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- e) Subject to the University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the College or the School;
- f) To make decisions concerning the progression of students, and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the Council, and to hear appeals of such decisions;
- g) To approve candidates for degrees, diplomas and certificates;
- h) To approve candidates for scholarships, prizes, other awards and honors;
- i) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under the University Council's regulations governing academic misconduct;
- j) To consider appeals from students in accordance with the University Council's regulations governing student appeals in academic matters.

Any of the above duties may be delegated by Council to the appropriate standing committee.

13.2 The Chair or the Secretary shall transmit to the University Council for consideration and review all matters which belong to the care of the University Council or which from their nature concern more than one college or school.

- 13.3** The Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by the University Council to the Council, either in accordance with the University Council Bylaws or through policies approved by University Council, may not be further delegated without the permission of the University Council.
- 13.4** The Council shall keep a record of its proceedings, and this record shall be open to any member of the faculty of the College. A copy of the proceedings shall, upon request, be furnished by the Secretary to the Chair of the University Council and/or to the President.

14. Decisions of the Council

- 14.1** Within 10 working days of every meeting of Council, the Secretary shall provide to the Council, by the means normally used by Council to distribute information to its members, an electronic copy of the minutes of that meeting.
- 14.2** At the same time, an electronic copy of the minutes will be made available to all student and faculty members of the College by the means normally used by the College to distribute information.
- 14.3** Notwithstanding any other provision of these By-Laws and Regulations, the following decisions of Council are not to be implemented until they are approved by University Council or until 12 months have passed following the end of the University fiscal year in which the decision was made:
- 14.3.1** a decision to change academic and other qualifications required for admission as a student in the College;
 - 14.3.2** a decision to change the number of undergraduate students who may be admitted to a program of study in the College;
 - 14.3.3** a decision concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;

- 14.3.4** a decision to authorize the establishment of any department, school, division, chair, institute or endowed chair;
- 14.3.5** a decision to authorize the disestablishment of any department, school, division, chair, institute or endowed chair;
- 14.3.6** a decision to authorize any educational affiliation or federation; and a decision to authorize the dissolution of any educational affiliation or federation.

PART IV

Standing Committees of Council

15. General Rules

The following general rules will apply to all standing committees of Council:

- 15.1.** Council has the power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council members. All voting faculty members of Council committees must be Faculty in the College of Medicine. Faculty Council Standing Committees ideally should have broad representation from College distributed sites and campuses. All voting student members of Council and/or Council committees must be students of the College of Medicine or the College of Graduate Studies.
- 15.2.** The committees specified in this section of the Bylaws are created as standing committees.
- 15.3.** The Governance Committee will nominate to Council the members and the chair of the Nominations Committee.
- 15.4.** The Nominations Committee will nominate the members and the chairs of Council committees as part of their annual list of appointments, with the exception of those committees where the incumbent of a specific office is

assigned the chair position. The term of a committee chair nominated by the nominations committee is up to two years, renewable once.

- 15.5.** The Nominations Committee will present its nominations to the Council at the May meeting and otherwise as required when vacancies occur, as per the terms of reference of the Nominations Committee.
- 15.6.** The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The Chair of Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor, an election will be held within two weeks for only those committees that have received nominations exceeding the available positions. A ballot will be prepared and distributed by the Secretary. The ballots will include the names of the slate presented by the Nominations Committee and of the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected.
- 15.7.** Resource personnel and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting. Each committee has the power to recruit non-voting resource members as deemed necessary.
- 15.8.** Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee.
- 15.9.** The term of office on a standing committee is normally three years for faculty members and two years for undergraduate, postgraduate, and graduate students. Generally, faculty members may be reappointed but cannot serve more than two consecutive terms. Student members may serve one term only except where indicated. No faculty or student should normally be on more than two standing committees. Student members must be in current good academic

standing in their program. The college considers a student to be in good academic standing if they:

1. are registered in a University program;
2. are not experiencing academic difficulty in their course work; and
3. have not had any major professionalism or academic misconduct concerns.

15.10. Administrative officers (i.e., the Dean, vice deans, associate deans, assistant deans and directors) will remain on standing committees where their membership is required while they hold office.

15.11. Unless otherwise specified, meetings of standing committees of Council shall be held at the call of the Committee chair as often as required to conduct the business of the committee during each academic year.

15.12. Standing committees should meet at least twice per year unless otherwise specified.

15.13. Unless otherwise stated the quorum for standing committee meetings is a majority of the voting members (50% + 1). The quorum for Bylaws and Nominations Committee is two-thirds of the voting members.

15.14. The procedural guidelines for meetings of a standing committee shall be identical to those for Council meetings unless otherwise specified in the committee's terms of reference.

15.15 All committees of Council must report to Council through their chairs on the recommendations and outcomes of committee decisions, at least once per year.

15.16 Members of standing committees are expected to commit to attend meetings to ensure that the work of the committee can proceed and that quorum requirements are met. Members who miss three consecutive meetings may be requested to resign by the Chair of the committee after consultation with the Chair of Council.

15.17 Proxy votes or alternate members are not allowed on any committee or sub-committee of council.

15.18 Sub-Committees may be created with the understanding that membership must include at least two committee members.

STANDING COMMITTEES TERMS OF REFERENCE

16. Undergraduate Academic Appeals Committee

The purpose of the Academic Appeals Committee is to hear and decide upon biomedical or medical undergraduate student appeals concerning all academic matters.

16.1 Membership

- Committee chair
- One faculty member from the College.
- One student member from the same program (Medical or Biomedical), who shall be in a higher year than the student appealing, except in the case of a final year student, where the student member shall be from a different year or program.

16.1.1. Other than the Committee chair, the two members will be appointed on an ad-hoc basis by the Dean or designate.

The appellant will be notified of the membership of the committee and may inform the Dean of any member believed to be in conflict.

16.1.2. The following shall be excluded from committee membership:

- Members of the Student Academic Management Committee;
- Members of the Phase Committee appropriate to the appellant's student year;

- The Dean, or any Vice, Associate, Assistant Dean or Director of the College; and
- The course chair, instructor, coordinator, or department head whose evaluation is under appeal.

16.2. Terms of Reference

- 16.2.1.** The Academic Appeals Committee shall hear and decide upon biomedical or medical undergraduate student appeals concerning all academic matters.
- 16.2.2.** The chair of the Student Academic Management Committee or Undergraduate Biomedical Sciences Committee as appropriate, shall provide the chair of the Academic Appeals Committee and the appellant student with a written summary of the reasons for the unfavorable recommendation.
- 16.2.3.** Appeal action shall be initiated within 30 days from the date that a final decision by the Student Academic Management Committee or Undergraduate Biomedical Sciences Committee as appropriate, has been communicated to the student.
- 16.2.4.** Members of the Academic Appeals Committee shall be guided by the University document ‘Procedures for Student Appeals in Academic Matters’ and also make that document available to all appellants.
- 16.2.5.** In reaching its decision, the Academic Appeals Committee shall limit itself to consideration of the information available at the time of the decision under appeal. However, should new information, which the Academic Appeals Committee deems relevant, emerge during the course of the appeal, the Academic Appeals Committee may recommend that the Student Academic Management Committee or Undergraduate Biomedical Sciences Committee as appropriate, reconsider the matter.

- 16.2.6.** Recommendations by the Academic Appeals Committee shall be of the same nature as those made by the Student Academic Management Committee or Undergraduate Biomedical Sciences Committee as appropriate, ranging from unconditional promotion to dismissal and including the requirement to pursue remedial study. If remedial study is recommended, then such study should be administered through the Student Academic Management Committee or Undergraduate Biomedical Sciences Committee as appropriate, unless otherwise stated.
- 16.2.7.** In recognition that the timing of decisions may be a consideration, the Academic Appeals Committee shall make reasonable effort to accommodate the University and College schedule, but not to the detriment of a fair judgment.
- 16.2.8.** Decisions shall be by a simple majority vote.
- 16.2.9.** The Academic Appeals Committee shall report its findings to the appellant, the Dean, and the chair of the Student Academic Management Committee or Undergraduate Biomedical Sciences Committee as appropriate, in writing.
- 16.2.10.** The Academic Appeals Committee will note the number of appeals and their outcomes in their annual report to Faculty Council, ensuring that student anonymity is maintained.

17. Admissions Committee

The purpose of the Admissions Committee (AC) is to oversee all aspects of, and to recommend policies and procedures regarding, the admission of students to the Undergraduate Medical Education (UGME) program, leading to the Medical Doctor (MD) degree in the College of Medicine.

17.1 Membership

a) Voting members:

- Committee chair, Director of Admissions
- The Dean or designate
- Director of Northern Medical Services
- Site Director from a Distributed Campus
- Rural Physician Representative
- Seven College of Medicine Faculty (including at least one from Regina)
- University of Regina Faculty of Science Representative
- Senior Lead, Indigenous Initiatives and Programming
- Three undergraduate medical students
- Saskatchewan Associate of Rural Municipalities (SARM) Director
- Saskatchewan Urban Municipalities (SUMA) Director

b) Ex-Officio/Non-Voting Members:

- UGME Manager
- Student Enrolment Services Division Designate
- Admissions Coordinator
- The Chairperson may invite non-AC members (staff, student, faculty, community, expert) to address specific issues, or act as a resource as required.

17.2 Terms of Reference

- 17.2.1.** The AC is responsible to develop criteria for student selection and to develop and implement effective policies and procedures, and make decisions about medical student application, selection and admission.

- 17.2.2.** Using the admission requirements and selection criteria approved by the Faculty Council of the College, the AC will independently select students to offer admission to the MD program.
- 17.2.3.** The AC will regularly evaluate the admission process and outcomes for students in the program to ensure success and to eliminate real and potential barriers to the admission process, to ensure that the strategic goals of the College, USask and the needs of the diverse resident population of the province of Saskatchewan are being addressed.
- 17.2.4.** The AC is responsible to make informed and data driven recommendations for admission requirements to Faculty Council of the College.
- 17.2.5.** Final approval of any policy changes concerning admission requirements is the responsibility of Faculty Council.
- 17.2.6.** The AC will perform an annual review and update of the Applicant Information document (*Admission Policy*) and present to the Faculty Council of the College for approval prior to July 1st of each year.

18. Budget, Planning, and Priorities Committee

The purpose of this committee is to coordinate recommendations referred to it from committees of Council, taking into account academic, fiscal, and other factors in forming recommendations to Council.

18.1 Membership

a) Voting members:

- Committee chair – An elected University Faculty member of Council
- The Dean (or designate)
- Three University Faculty Members of the College, at least 2 of whom shall be elected members of Council

- Three Medical Faculty Members
- One Undergraduate Student (Medical or Biomedical Sciences)
- One Graduate Student or Postdoctoral fellow
- One Post-Graduate resident trainee (PGME trainee)

b) Ex-Officio/Non-Voting Members:

- Others at the discretion of the Committee chair

18.2. Terms of Reference

18.2.1. To consider the main elements of the operating budget and to make recommendations to the Dean and inform Council, on budgetary policies and decisions.

18.2.2. To consider long-term budgetary matters and to advise the Dean and inform Council, on measures to ensure the long-term fiscal integrity of the College.

18.2.3. To consider long-term budgetary matters and to advise the Dean and inform Council, on measures to ensure the long-term fiscal integrity of the College.

18.2.4. To make recommendations to the Dean regarding the priorities of the College and to inform Council of those recommendations.

18.2.5. To make recommendations to the Dean for College-wide planning activities and studies and to inform Council of those recommendations.

18.2.6. To integrate recommendations referred to it from other Council committees, taking into account academic, fiscal, and other factors in forming recommendations to Council.

18.2.7. This committee shall meet at least four times per year.

19. Governance Committee

The purpose of the Governance Committee is to review the Bylaws of Council and to

provide recommendations to Council of revisions to the Bylaws and other governance issues/aspects.

19.1 Membership

a) Voting members:

- Committee Chair – (Vice Chair of Council)
- Five members of the College, of whom at least, one will be an elected member of Council: two members from biomedical sciences: and at least one medical faculty member of the College.

19.2 Terms of Reference

19.2.1. To review the Bylaws of Council and recommend to Council revisions to the Bylaws and other governance aspects within the College; to review the membership, powers and duties of committees of Council and to recommend to Council revisions to the membership, powers and duties of committees.

19.2.2. To ensure the activities of Council and its committees are in accord with its Bylaws, and in accord with its responsibilities and powers under the University Council Bylaws and Regulations and under the University of Saskatchewan Act 1995.

19.2.3. To nominate members of the Nominations Committee.

20. Continuing Medical Education Committee

The purpose of this committee is to provide advice to the Associate Dean, Continuing Medical Education for program planning, delivery and evaluation of the Continuing Medical Education Program

20.1 Membership

a) Voting members:

- Committee chair (Associate Dean, Continuing Medical Education)
- The Dean (or designate)
- Continuing Education Lead, Rehabilitation Sciences
- Three faculty members

b) Ex-Officio/Non-Voting Members:

- Patient Family Partner
- Indigenous Representative

20.2 Terms of Reference

20.2.1. To advise the Associate Dean of Continuing Medical Education with respect to the needs of Saskatchewan physicians relative to Continuing Professional Learning.

20.2.2. To provide guidelines to the Associate Dean of Continuing Medical Education for program planning, delivery and evaluation.

21. Curriculum Committee

The purpose of the Curriculum Committee is to oversee the medical education program as a whole and to be responsible for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.

21.1 Membership

a) Voting Members:

- Committee chair (Assistant Dean, Curriculum)
- The Dean (or designate)
- Associate Dean, Undergraduate Medical Education

- Director, Academic UGME
- Chairs of the UGME Years 1 and 2 Committees (One voting member per year)
- Co-Chairs of Clerkship Committees (Year 3 and Year 4/5 Chairs; one voting member each)
- The Senior Vice-President Academic, Student Medical Society of Saskatchewan
- The Junior Vice-President Academic, Student Medical Society of Saskatchewan
- One (1) student representative appointed by the Student Curriculum Review Committee

Members-at-large: Up to 7 additional faculty members to ensure the curriculum committee voting membership includes: 1 member each of generalist, medical and surgical disciplines; and 1 member from the biomedical sciences faculty; 2 members from Regina; and, one 1 representative from another distributed site

b) Elected Members:

- A Curriculum Committee Vice-Chair and a Secretary will be elected by majority vote of the committee membership, for a two-year term, renewable once.

c) Ex-Officio/Non-Voting Members:

- ICT Manager, College of Medicine Information Systems
- Clinical Medicine Liaison, Health Sciences Library Manager, Undergraduate Medical Education
- Assessment Specialist(s)
- Curriculum Specialist(s)
- Academic Support Specialist
- Representative, Indigenous Health Committee
- Representative from the Academic Support Team

- Other identified administrative support personnel as determined by consensuses of the committee

21.2 Terms of Reference

This committee will provide reports and/or advice related to the UGME Curriculum to Faculty Council. This Committee's functions and responsibilities are to:

- 21.2.1.** Ensure that the UGME curriculum uses formally adopted medical education program objectives to guide the selection of curriculum content, to review and revise the curriculum, and to establish the basis for evaluating programmatic effectiveness. The learning objectives of each required course and clerkship are linked to medical education program objectives;
- 21.2.2.** Be responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality;
- 21.2.3.** Provide ongoing monitoring, review and revision of the program objectives, learning objectives, content, and instructional and assessment methods to ensure that the curriculum functions effectively as a whole to achieve medical education program objectives;
- 21.2.4.** Use a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance

medical education program quality. These data are collected during program enrolment and after program completion;

21.2.5. Monitor and ensure completion by all medical students of required clinical experiences in the medical education program and identify remedies for any existing shortcomings; and

21.2.6. Ensure that the medical curriculum includes comparable educational experiences and equivalent methods of assessment across all locations within a given course and clerkship to ensure that all medical students achieve the same medical education program objectives.

21.2.7. In conjunction with the College administration and leadership, ensure the development and implementation of effective policies and procedures regarding the amount of time medical students spend in required activities, including the total number of hours medical students are required to spend in clinical and educational activities during clerkships.

22. Nominations Committee

The purpose of the Nominations Committee is to make recommendations to Faculty Council for the members and the chairs of all standing committees of Council and committees of the Dean.

22.1 Membership

a) Voting Members:

- Committee chair (Normally the past chair of Faculty Council)
- Seven Faculty Members to be appointed by the Governance Committee

22.2 Terms of Reference

22.2.1 To make recommendations to Faculty Council for the members and the chairs of all standing committees of Council and members of

committees of the Dean at the last Council meeting in each academic year.

22.2.2 In those standing committees where student/trainee representation is indicated, the selection shall be made on the following basis:

22.2.2.1. Where more than one trainee is indicated, they are to be from different programs unless otherwise noted in the committee's membership.

22.2.2.2 Candidates are normally suggested to the Nominations Committee by their respective student/trainee society/association.

23. Postgraduate Medical Education Committee

The purpose of the Postgraduate Medical Education (PGME) Committee is to support the Postgraduate Associate Dean and PGME office in planning, organizing, and evaluating all aspects of residency education to meet accreditation standards and continuous quality improvement, as per the national accreditation standards for PGME (Std 1.3.2)

23.1 Membership

(a) Voting Members

- Committee chair (Associate Dean, PGME)
- Dean (or designate)
- All Program Directors, but at least one designated Director from each of the following groups, ideally chosen to have representation from across the province
- Medical Specialties (Internal Medicine, General Internal Medicine, Nephrology, Rheumatology, Respiriology, Cardiology and Medical Oncology)

- Surgical Specialties (General Surgery, Neurosurgery, Orthopedic Surgery and Surgical Foundations)
- Family Medicine overall program director (or one of the Site representatives)
- Psychiatry Subspecialties (Psychiatry, Child & Adolescent Psychiatry and Forensic Psychiatry)
- Any other 5 program directors
- Anesthesiology, Clinician Investigator Program, Dermatology, Diagnostic Radiology, Emergency Medicine, Obstetrics & Gynecology, Ophthalmology, Neurology, Diagnostic & Clinical Pathology, Pediatrics, Physical Medicine and Rehabilitation, Public Health and Preventative Medicine and Area of focused Competence Program Director(s)
- Residents (two RDoS representatives)

b) Ex-Officio/Non-Voting Members:

- Associate Dean, Continuing Medical Education
- SMSS Representative (Normally the President of SMSS)
- Regina Faculty Member
- SMA representative
- Ministry of Health representative
- CPSS Registrar or Delegate
- SMA representative eg. Ministry of Health (x2)
- Public Member
- Program Administrator
- Resource Personnel
- HR Manager, College of Medicine
- Director, Administration and Finance or Delegate
- Administrative support

23.3 Terms of Reference

The terms of reference for this committee will be subject to the accreditation policies and criteria of the Royal College of Physicians and Surgeons of Canada, and of the College of Family Physicians of Canada. Consequently, the terms of reference for this committee are subject to the general requirements issued from time to time by the respective accreditation bodies.

- 23.3.1** To maintain, review and promulgate, where necessary, the requirements of the Royal College of Physicians and Surgeons of Canada, and the administrative guidelines and rules for the operation of postgraduate medical training programs introduced by the College of Family Physicians of Canada.
- 23.3.2** To advise the PGME Office on the allocation of training positions to the approved PGME programs.
- 23.3.3** To facilitate appropriate agreements between the USask and the appropriate district health boards.
- 23.3.4** To assist in the accreditation process for the approved PGME programs.
- 23.3.5** To deal with other postgraduate medical education matters that arise from time to time which are related to the College.
- 23.3.6** To facilitate licensure and practice opportunities for graduates of our postgraduate medical programs.

24. Postgraduate Appeals Adjudication Committee (PAAC)`

The Associated Dean PGME will establish a standing larger pool (Appeal Adjudication Pool; AAP) of PGME Program Directors, Faculty and Residents from which can be drawn 4-person PGME Appeals Adjudication Boards (AAB), each selected as needed to hear appeals launched by aggrieved individuals within the College's PGME programs.

24.1 Membership:

- Two (2) Co-Chairs: The Associate Dean PGME will appoint two University faculty members of the College as Co-Chairs to the PAAC. One Co-Chair must be a Family Medicine faculty member and the other a Royal College faculty member.

24.2 Appeal Adjudication Pool (AAP) Membership:

- All current PGME Program Directors
- 5 College of Medicine Faculty members. Term of three years.
- 5 Residents representing Resident Doctors of Saskatchewan (RDoS) from different programs will be selected by RDoS. Minimum one-year term, maximum of three years.
- An AAP member may only serve on one AAB per year

24.3 Appeals Adjudication Board (AAB) Membership:

- Committee chair (non-voting): One of the two Co-Chairs of the PAAC, selected by the Associate Dean PGME as having no conflict of interest with respect to the appeal.
- Two (2) faculty members: including one of whom is a program director and one who is not.
- One (1) resident
- To avoid conflict of interest, members selected to serve on an AAB may not be based in the same residency training program as the appellant.

24.4 Terms of Reference

24.4.1 Upon receipt of the notice of appeal, the PGME Office will notify the Co-Chairs of the PAAC of the notice of appeal.

24.4.2 The Co-Chair of the PAAC selected to hear the appeal shall independently constitute the AAB for each appeal to avoid a conflict of interest.

24.4.3 Postgraduate appeals will be heard by the AAB.

24.4.4 Members of the PAAC and all convened AABs shall be guided by the PGME policy, 'Resident Appeals'.

25. Research Committee

The purpose of this committee is to provide council with input into the strategic research plans and priorities of the college.

25.1 Membership

a) Voting members:

- Committee chair
- The Dean (or designate)
- Assistant Dean Graduate Studies
- Six faculty members of the College, at least 3 of whom shall be University Faculty
- One graduate student
- One postdoctoral fellow
- One UGME program student representative
- One PGME program representative

b) Ex-Officio/Non-Voting Members:

- Others at the discretion of the Committee chair

25.2 Terms of Reference

25.2.1 To work in coordination with the Office of the Vice Dean Research (OVDR) to generate a strategic and integrated plan for developing research programs and priorities for the College.

25.2.2 To recommend resource allocation for designated research needs to Faculty Council and the Budget Planning and Priorities Committee of Council.

25.2.3 To recommend communication strategies for research initiatives within and outside the College.

25.2.4 To examine proposals for the establishment of any research institute or core facility, or similar unit, in the College, and to make appropriate recommendations to Faculty Council and the Budget, Planning and Priorities Committee of Council.

26. Graduate and Postdoctoral Studies Committee

The purpose of this committee is to review and make recommendations on processes related to graduate and postdoctoral matters within the College of Medicine.

26.1 Membership

a) Voting Members:

- Committee chair (Assistant Dean, Graduate Studies)
- Chairs (or where appropriate a representative) of all Graduate Programs
- One postdoctoral fellow
- Two graduate students

b) Ex-Officio/Non-Voting Members:

- Grad Program Coordinator

26.2 Terms of Reference

- 26.2.1** Devise a graduate education and postdoctoral strategy to guide the College in expanding graduate education and postdoctoral productivity.
- 26.2.2** Align the College's graduate education and postdoctoral strategy policies and procedures with USask policies for graduate and postdoctoral studies.
- 26.2.3** Develop graduate education and postdoctoral studies processes that contribute to the mandate of the College.
- 26.2.4** Review and approve recommendations for internal College graduate awards and scholarships.
- 26.2.5** Ensure timely and robust graduate education and postdoctoral communications (activities and impacts) – internally with the College and externally with various College stakeholders.
- 26.2.6** Advise College Senior Leadership regarding the resource needs of the College's Graduate Education and Postdoctoral portfolio.

27 Social Accountability Committee

The purpose of this committee is to assist the College in addressing health disparities among underserved and disadvantaged groups and advising the College in directing educational, research and service activities toward priority health concerns of individuals, communities, and regions.

27.1 Membership

a) Voting members:

- Committee chair
- The Dean (or designate)
- Department Head, Community Health and Epidemiology
- Division of Social Accountability Designate (Relevant Physician Lead or other representative)

- At least three faculty members
 - At least one student member
 - At least one resident member
- b) Ex-Officio/Non-Voting Members:
- Additional members-at-large representing specific relevant College subcommittees
 - OVDIH Administrative Coordinator
 - One to three Division of Social Accountability Staff Members

27.2. Terms of Reference

27.2.1. To advocate for and promote social accountability within the College of Medicine.

27.2.2 To advise on and support the development of social accountability curricula for undergraduate, graduate, and postgraduate students and continuing professional learners.

27.2.3 To support and encourage students and faculty in understanding and applying social accountability principles and practice in their education, research, and service undertakings.

27.2.4 To support and advocate for the participation and engagement of communities in the initiatives of the College in a manner that is respectful and mutually beneficial.

27.2.5. To promote strategies to ensure equitable access to the educational programs of the College, and to direct the College's education, research and service activities towards unmet health concerns.

27.2.6. To share information and to obtain feedback about the College's social accountability initiatives through communication with key stakeholders.

27.2.7 Participate in the development and endorsement of a social accountability strategic plan.

27.2.8 Help in meeting accreditation requirements of the College related to social accountability.

27.2.9 Monitor and report on social accountability metrics within the College.

28 Student Academic Management Committee

The purpose of this committee is to make decisions on UGME student progress, promotions, supplementary examinations, and graduation within the MD program; on non-curricular program policies; and on student awards.

28.1 Membership

a) Voting Members:

- Committee chair (Director, Academic UGME)
- Associate Dean, UGME
- Chairs, UGME Years 1 – 4
- Site Coordinators, UGME Years 1-4
- Director, Student Services
- Assistant Dean, Curriculum
- Vice President Academic, Student Medical Society of Saskatchewan (SMSS)
- One student appointed by the SMSS in Year 1 for a 2-year term
- One student appointed by the SMSS in Year 3 for a 2-year term
- Up to three faculty members of the College, normally chosen to ensure geographic representation of major program sites.

b) Ex-Officio/Non-Voting Members:

- Manager, Undergraduate Medical Education
- Assessment Specialist
- Others at the discretion of the Committee chair
- One representative from the College of Dentistry (typically the Associate Dean, College of Dentistry)

28.2 Terms of Reference

- 28.2.1** To make decisions on student promotions, supplementary examinations, and graduation within the MD program, in accordance with the promotion standards of the undergraduate program, and to provide information on student promotion and graduation to the University via the Teaching, Learning and Student Experience
- 28.2.2** To make decisions on requests for leave of absence and withdrawal from the MD program, and decisions related to re-entry to the MD program for students who have been on leave or away from the program after withdrawal or any other reason.
- 28.2.3** In the context of urgent need(s), to avoid unnecessary delays in a student's academic program, the Committee grants the Academic Director, in consultation with the appropriate Year Chair/Site Coordinator and the Associate Dean UGME, the authority to approve student leaves, withdrawals, and student requests for re-entry into the program after brief absences or leaves.
- 28.2.4** To approve program policies directly related to management and operation of the undergraduate program. Policies which may impact curricular content or processes would need to be approved by the Curriculum Committee.
- 28.2.5** When uncertainty exists regarding whether a policy should be approved by the Student Academic Management Committee or the Curriculum Committee, the Associate Dean, UGME shall determine the appropriate Committee to approve the policy.
- 28.2.6** To award scholarships. Unless otherwise directed by the Committee, decisions on awarding scholarships will be delegated to the Undergraduate Awards Committee which will report to the Student Academic Management Committee.

28.2.7 To make decisions about applications from students for advanced standing.

28.2.8 To review and put forward the Technical Standards for the MD Program

29. Biomedical Sciences Committee

To report updates regarding undergraduate courses and programs offered by the Biomedical Sciences through the College of Arts and Sciences.

29.1. Membership

a) Voting Members:

- Committee chair (A faculty member from one of the biomedical sciences departments)
- Dean (or designate)
- Department Head, Department of Biochemistry, Microbiology and Immunology
- Department Head, Department of Anatomy, Physiology and Pharmacology
- Undergraduate Chair, Department of Biochemistry, Microbiology and Immunology
- Undergraduate Chair, Department of Anatomy, Physiology and Pharmacology
- One faculty member from each of the biomedical science departments

29.2 Terms of Reference

29.2.1 To report new, and revisions to, undergraduate course offerings and programs offered by the Biomedical Sciences through the College of Arts and Sciences.

30. Professional Conduct Committee

The Professional Conduct Committee shall provide advice to the Associate Dean

UGME and the Director, School of Rehabilitation Sciences, regarding concerns with medical or School of Rehabilitation Sciences student professional behavior.

30.1. Membership

a) Voting members:

- Two physician faculty, ideally with at least one having experience in the assessment of professionalism through prior or current participation in relevant activities of the College of Physicians and Surgeons of Saskatchewan or similar regulatory bodies or through educational program leadership.
- One Biomedical Science faculty member and Director (or designate) Master of Physician Assistant Program (MPAS) from the College of Medicine.
- Two representatives from the School of Rehabilitation Sciences ()
- The chair shall be selected from among the Committee membership with input from the Associate Dean UGME and the Director (or designate), School of Rehabilitation Sciences.

30.2. Terms of Reference

30.2.1. The Professional Conduct Committee shall provide advice and recommendations to the Associate Dean UGME and the Director School of Rehabilitation Sciences, regarding concerns with medical or School of Rehabilitation Sciences students professional behavior.

30.2.2. The Professional Conduct Committee functions and responsibilities shall be to:

30.2.2.1 Review instances of alleged unprofessional behavior by medical students as described in the *Procedures for Concerns with Medical Student Professional Behavior* and by School of Rehabilitation Science students as described in the Procedure

for Concerns with Rehabilitation Sciences Student Professional Behaviour.

30.2.2.2 Determine whether a formal hearing of the Professional Conduct Committee is required when there are allegations of unprofessional behavior by a student.

30.2.2.3 Where required convene a formal Professionalism Hearing Board to adjudicate concerns of alleged unprofessional behavior by medical or School of Rehabilitation Science students and recommend remediation if unprofessional behavior is determined.

30.2.2.4 In cases where a critical incident of academic misconduct is reported, the Professional Conduct Committee shall serve as the College's Professionalism Hearing Board as designated by the Dean.

PART V

Non-Council College Committees with Council Participation

The Nominations Committee will nominate individuals for memberships on Non-Council College Committees.

31. Faculty and Staff Award Nomination Committee

The Committee considers all matters related to the nomination of faculty and staff awards.

31.1 Membership

(a) Voting Members:

- Committee chair (Dean or designate)

- Five to seven members of the College with faculty that shall represent a distribution of rank and discipline.

(b) Ex-Officio/Non-Voting:

- Others at the discretion of the Committee chair

31.2 Terms of Reference

The Committee considers all matters related to the nomination of faculty and staff for awards including those of College, University, provincial, national and international scope.

32. College Review Committee

To consider all matters related to faculty tenure, promotion, merit awards and other matters specifically assigned to this committee as outlined within the University of Saskatchewan Faculty Association (USFA) Collective Agreement

31.1 Membership

- Committee chair: Dean (or designate)
- A minimum of six and a maximum of twelve tenured University faculty with current appointments in the College: The faculty shall represent a distribution of rank and discipline.

31.2 Term of Office

Faculty will serve a maximum of a three-year term, with an understanding that faculty may serve again after a three-year absence.

31.3 Terms of Reference

Terms of reference and of quorum are identified in the current Collective Agreement between USask and USFA, in the article entitled 'Tenure'.

REQUEST FOR DECISION

Committee Name: Nominations Committee, University Council

Date: September 25, 2025

Presented by: Reza Fotouhi, Chair, Nominations Committee

Subject: Council Committee Vacancies

MOTION

That Council approve the nominations described in the attached report, effective September 25, 2025

CONTEXT AND BACKGROUND

The Nominations Committee is tasked with putting forward nominations for Council's approval to fill vacancies that arise throughout the year on Council committees and for vacancies in the position of chair on Council committees. The terms of reference (as articulated in the *Council Bylaws*) for these committees set forth various requirements for membership, such as having a certain number of Council members on a committee.

The Nominations Committee has reviewed the membership of Council Committees and is submitting a list of nominees to Council for approval to fill the various vacancies.

Through the Governance Office, the Nomination Committee issued a call-for-interest to the General Academic Assembly, inviting volunteers to serve on these committees. Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across the university, and prioritizes equity, diversity, and inclusion in representation. This prioritization is in line with the terms of reference for the Nominations Committee as set out in the *Council Bylaws*.

ATTACHMENTS

List of Council Committees and Nominees (with new nominees highlighted in yellow)

List of Council Committees and Nominees

Governance Committee

Three elected members of Council, one of whom will be chair, a GAA member of Council appointed by the President, Chair of Council, Chair of APC and Chair of PPC

Voting Members of the Committee

Rachel Sarjeant-Jenkins	Library	
Susan Detmer (Chair)	WCVM	
Scott Bell	Arts and Science	Until June 30, 2026
Dani Brittain	President Designate	
Paul Jones	Chair of APC	
Christian Willenborg	Chair of PPC	
Vicki Squires	Chair, University Council	

Non-Voting members:

Julian Demkiw	<i>ex officio</i>
Emma Wintermute	Student appointee
Palash Roy	Student appointee

Planning and Priorities Committee

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. One sessional lecturer. One dean appointed by Council.

Voting Members of the Committee

General Academic Assembly Members

David Williams

Edwards School of Business

Until June 30, 2028

Kerry Mansell

Pharmacy and Nutrition

Volker Gerdts

WCVN/ VIDO

Stella Spriet

Arts and
Science

Venkatesh Meda

Engineering

Council Members

Claire Card

WCVN

Rainer Dick

Arts and Science

Jay Kalra

Medicine

Angela Lieverse (Vice-Chair)

Arts and Science

Jaswant Singh

WCVN

Christian Willenborg (Chair)

Agriculture and Bioresources

Ex Officio and other members

Brooke Milne

Arts & Science

Vacant

Sessional Lecturer

Vince Bruni-Bossio

Acting Provost and Vice-President Academic

Terry Fonstad

Designate for VP Research

Greg Fowler

Vice-President, Administration & Chief Operating Officer

Angela Jaime

Vice-Provost, Indigenous Engagement

Owen Deis

GSA (VP Finance & Operations)

Lindsay Carlson

USSU (VP Operations & Finance)

Scholarships and Awards Committee

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

Voting Members of the Committee

General Academic Assembly Members

Ratna Dhaliwal

Amanda Lalonde

Kerry Mansell

Carmen Gillies

FangXiang Wu

Library

Arts and Science

Pharmacy and Nutrition

Education

Engineering

Until June 30, 2026

Council Members

Jason Perepelkin (Chair)

Kyle Anderson

Lori Bradford

Veronika Makarova

Pharmacy and Nutrition

Medicine

Engineering

Arts and Science

Ex Officio and other members

Amaranta Sokol Como

Leah Johnson

Pirita Mattola

Marjorie Delbaere

Norah Jacob

Biraj Saha

Senior Strategic Officer, Indigenous Engagement
Designate for Dean, College of Graduate and
Postdoctoral Studies

Designate for Vice-Provost, Students & Learning

Designate for Provost and Vice-President Academic

USSU (VP Academic Affairs)

GSA (VP Finance & Operations)

REQUEST FOR DECISION

Committee Name: Nominations Committee, University Council

Date: September 25, 2025

Presented by: Reza Fotouhi, Chair, Nominations Committee

Subject: Executive Director, Global Institute for Food Security Search

MOTION

It is recommended by the Nominations Committee that Council approve the nomination for the following senior administrator to serve on the Search Committee for the Executive Director, Global Institute for Food Security, effective September 2025.

CONTEXT AND BACKGROUND

The *Procedures for Search and Review for Senior Administrators* require that Deans and Executive Directors of schools search committees have "*One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University.*" The Nominations Committee is tasked with putting forward this name for consideration by Council.

The Nominations Committee deliberated and is recommending the following senior administrator to serve on this committee:

- Ibironke Odumosu-Ayanu, College of Law

Joint Committee on Chairs and Professorships Committee 2024- 2025 Annual Report for Information

Presented by: Drs. Dawn Wallin and Scott Walsworth
Date of meeting: September 25, 2025

SUMMARY

The University of Saskatchewan Act, 1995, Section 61.1 states that Council may "... where it considers it appropriate on academic grounds, authorize the Board to provide for (i) the establishment of any college, school, department, chair, endowed chair or institute." As the establishment of a Chair or Professorship has a financial consequence, the board's role in approving the establishment of a Chair is required. The Joint Committee on Chairs and Professorships (JCCP) between the Board/Council was established to bring both approving bodies to the table, thus ensuring that academic and financial concerns are considered in conjunction with one another.

The Joint Committee on Chairs and Professorships (JCCP) met on 3 occasions throughout 2024-25.

MEMBERSHIP

EIGHT MEMBERS OF COMMITTEE. CO-CHAIRS ARE DESIGNATED FROM THE PROOSTS OFFICE AND FROM THE VICE-PRESIDENT, RESEARCH OFFICE. AT LEAST ONE MEMBER OF COUNCIL AND ONE MEMBER OF THE BOARD OF GOVERNORS. AT LEAST ONE MEMBER OF RSAW. AT LEAST ONE MEMBER EACH FROM UNIVERSITY SECRETARY, VICE-PRESIDENT, UNIVERSITY RELATIONS, AND VICE-PRESIDENT, ADMINISTRATION

Committee Members

Scott Walsworth	Vice-Provost, Faculty Relations
Dawn Wallin	Associate Vice-President, Research
Lori Bradford	Member of Council
Grant Devine	Member of the Board of Governors
Steve Milosavljevic	Member of RSAW
Julian Demkiw	University Secretary
Shandi Thompson	Manager, Donations and Trusts, University Relations
Trevor Batters	Controller and Director, Financial Operations

NEW CHAIRS:

Four new Chairs were recommended for approval:

- Chair in Swine Welfare – Western College of Veterinary Medicine;

- Saskatchewan Wheat Development Commission Applied Genomics and Pre-Breeding Cereals Chair – College of Agriculture and Bioresources;
- Chair in Beef Cattle - Western College of Veterinary Medicine; and
- Buckwold Milani Chair in Commercial Law – College of Law

RENEWALS:

No renewals took place in the 2024-2025 year.

APPOINTMENTS:

- Dr. Flavia van Cleet - Beef Industry Integrated Forage Management and Utilization Chair – College of Agriculture and Bioresources – appointed March 1, 2025 for a 5 year term;
- Professor Dino Kritsiotis - Ariel Sallows Chair in Human Rights – College of Law – appointed January 1, 2025 for a 6 month term;
- Professor Kerri Froc - Law Foundation of Saskatchewan H. Robert Arscott Chair – College of Law – appointed January 1, 2025 for a 1 year term;
- Dr. Camille Partin - Shklanka Chair in Precambrian Critical Mineral Systems – College of Arts and Science – appointed January 1, 2025 for a 5 year term;
- Dr. Yalonde Seddon - Chair in Swine Welfare – Western College of Veterinary Medicine – appointed November 1, 2024 for a 5 year term;
- Dr. Kaidi Wang - Agricultural Microbiology and Bioproducts – College of Agriculture and Bioresources – appointed September 1, 2024 for a 5 year term;
- Dr. Regan Schmidt - Chartered Professional Accountants (CPA) Chair in Accounting – Edwards School of Business – appointed July 1, 2024 for a 3 year term; and
- Dr. Craig Wilson - Sutherland Scholar in International Business - Edwards School of Business – appointed July 1, 2024 for a 3 year term

COMPLETED TERMS:

- Dr. Stuart Smyth - Agri-Food Innovation and Sustainability Enhancement Chair – College of Agriculture and Bioresources – term ended April 30, 2025;
- Dr. David Blackburn - Chair in Patient Adherence to Drug Therapy – College of Pharmacy and Nutrition – term ended April 15, 2025;
- Dr. Virginia Torrie - Estey Chair in Business Law – College of Law – term ended December 31, 2024;

- Dr. Aaron White - Jarislowsky Chair in Biotechnology Management – VIDO – term ended December 30, 2024;
- Dr. Ron Geyer – Nutrien Chair in Clinical Research – College of Medicine – term ended September 30, 2024; and
- Professor Glen Gardener - Law Foundation of Saskatchewan H. Robert Arscott Chair – College of Law – term ended August 31, 2024;

DISTINGUISHED PROFESSORS:

- Dr. Nazeem Muhajarine – College of Medicine;
- Dr. Julita Vassileva – College of Arts and Science;
- Dr. Valerie Verge – College of Medicine;
- Dr. Lorne Babiuk (Emeritus) – Western College of Veterinary Medicine; and
- Dr. Verna St. Denis (Emeritus) – College of Education

EFFORTS TO IMPROVE THE JCCP PROCESSES:

- Having set meetings throughout the year for the JCCP Committee
 - This allows for University Relations to be better able to plan drafts and for the Committee to better plan
 - Held the meetings based around the UC and BoG meetings.
- Communications to Chair, Dean's, and ADR's six months prior to the end of the term
 - This helps to ensure the Chair and Management Committees can meet and discuss renewal, if possible, or having a final report done for the end of the term of the Chair
- Continuation of the use of the shared digital space for research chairs records
 - This has been integral in ensuring we have all the documentation
- Creation of a shared email address specific to research chairs – research.chairs@usask.ca

FOCUS FOR 2025-2026:

- Continued communication between internal units to ensure timelines can be met with a realistic sense of time of working through all unit needs;
- Continued communication to research chairs, unit leaders and Management Committee chairs;

- Improve submission of reports to JCCP.
- Work with governance office on appropriate processes for creation of honorary chairs.
- Working on reviewing and updating the terms of reference to ensure alignment with the collective agreement and chairholder and funder expectations.

ACKNOWLEDGMENTS

Members of the Joint Committee on Chairs and Professorships included Scott Walsworth, Dawn Wallin, Lori Bradford, Steve Milosavljevic, Shandi Boser, Trevor Batters, Julian Demkiw and Grant Devine. Appreciation is noted for the critical reviews of documents, and for attending to committee requests in a timely and detailed manner.

Respectfully submitted,

Dawn Wallin and Scott Walsworth