Equity, Diversity and Inclusion Framework for Action

A ROADMAP FOR USASK

Status Update

June 2026

UNIVERSITY OF SASKATCHEWAN

BE WHAT THE WORLD NEEDS

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Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

The EDI Framework for Action contains the voices, experiences and expectations of many equity-deserving groups. It is an expression of hope and courage – one that must be met by the courage and determination of a university community committed to becoming what the world needs.

OVERVIEW



This report represents the University of Saskatchewan's second Equity, Diversity and Inclusion (EDI) Status Update, providing **selected examples** of progress in advancing EDI values. The first update provided examples of central unit contributions, while this second update provides examples from our colleges and schools. Together, the two updates reflect an institution-wide effort to assess how we are moving forward as one university. The updates are not intended to serve as a comprehensive list of activities, but rather to showcase a diverse range of initiatives. Indigenous-focused examples are reported separately through ohpahotân | oohpaahotaan.

The information presented in this report is organized around the six strategic priorities outlined in the University of Saskatchewan's EDI Framework for Action. The six strategic priorities include: student experience, teaching and learning, research, scholarly, and artistic work, employee experience, systems, and physical space. Each strategic priority is advanced by goals that guide our efforts.

STRATEGIC PRIORITY 1:

STUDENT EXPERIENCE

Enrich the student experience by increasing the diversity of our student body, appreciating this diversity, and creating environments that foster belonging for all

STRATEGIC PRIORITY 1 : STUDENT EXPERIENCE

GOAL 1:

Enrich the student experience with a diversity of perspectives and worldviews among our student body

College of Agriculture and Bioresources

- In March 2026, the College hosted EDI week, which included daily activities to identify barriers and promote self-reflections on EDI.

College of Dentistry

- The College supports student-led events and cultural celebrations, such as Eid Lunch and other inclusive gatherings, which promote cross-cultural awareness and community building among students, faculty, and staff.
- The College offers international experiences, such as visiting student programs, which expose learners to different health systems, cultures, and approaches to care. This year marks the second year hosting students from the University of São Paulo, Brazil, who joined the DMD Year 3 and 4 students for lectures and clinical activities over a six-week period. In addition, two students will attend the University of São Paulo Dental College for a four-week visiting student program.

College of Engineering

- The College's School of Professional Development introduced the USask Women and Allies in Engineering group.
- The College held Women in Engineering gatherings in 2022.

College of Graduate and Postdoctoral Studies

- The College supports the recruitment of a diverse student body through the development and implementation of a coherent and layered recruitment and enrolment management strategy specific to graduate programs at USask. The College introduced the holistic admission policy in May 2025 that increased flexibility for academic units when reviewing admission files and

recommending applicants. This policy is particularly important from an EDI context to recruit a diverse body of graduate students that have substantive work experience but may lack the traditional academic qualifications for graduate admission.

College of Kinesiology

- The College offers events such as a drop-in adapted sport session in conjunction with a community partner (Saskatchewan Wheelchair Sport IDEA Consultant) and volunteer opportunities such as Physical Activity for Active Living where students can interact with individuals with intellectual disabilities.
- The College has begun exploring a new Canadian Society for Exercise Physiology EDI module that, once released, could be implemented into undergraduate curriculum for all Kinesiology students and would explore concepts related to equity, anti-racism, and inclusive practice in their future careers.

College of Law

- The College aims to have a diverse student body via our admissions process as evidenced by the demographic information in our annual student survey.

College of Medicine

- The College is undergoing significant growth as it strives to meet the needs of Saskatchewan communities. Admissions to many programs have a focus on EDIA, including the Master of Physician Assistant program considering diversity and Indigenous background, and the undergraduate medical doctor (MD) program featuring a Black Student Application Pathway, Indigenous Admissions Pathway, and Diversity and Social Accountability Admissions Program.
- Assessors in the admissions process for the MD program undergo unconscious bias training to ensure applicants receive fair assessments throughout the interview process.

College of Nursing

- The College supports diverse student perspectives through culturally informed student support services, student representation on the Anti-

Racism and Anti-Oppression Advisory Committee, and student-led groups such as the Anti-Racism student group, Canadian Black Nurses Alliance, and Queers in Health Sciences. These groups and structures create opportunities for students from diverse backgrounds to share experiences, build community, and contribute to College decision-making.

Edwards School of Business

- The School provides access to prayer space and dedicated student supports.
- The School supports student identity and belonging through: Edwards Queer Students' Society, Indigenous Business Students' Society, and Young Women in Business events and galas.

School of Public Health

- The School has developed courses to address emerging social justice as a public health issue, as well as courses that bring a social justice focus to public health with specific communities. This includes the development of a Social Justice course, a course focused on harm reduction principles, and the unique health and social challenges faced by rural and remote communities.
- For the Substance Use and Health certificate program and a Reproductive Justice in Public Health certificate program under development, lived experience is considered an additional asset in the admissions process.

University Library

- In March 2025, all Library locations displayed inclusive collection titles. A QR code for the Request a Purchase form was included in the printed, branch display posters.

Western College of Veterinary Medicine

- A group of students founded WCVM DIVERSE - a student-led group devoted to Equity, Diversity and Inclusion in veterinary medicine. This group is ongoing and receives support from University of Saskatchewan Students' Union for funding, as well as faculty support from Dr. Jordan Woodsworth. They host cultural celebration days/weeks, special topic gatherings (i.e., NeuroDIVERSE night), and an annual drag show. Additionally, the students who lead this group annually receive an award in recognition of their time and dedication to enriching EDI at the WCVM and beyond.

GOAL 2:

Support and enhance academic and social programming, services, extracurricular activities and events that build inclusion and meet the unique needs of our students

College of Education

- College-led EDI and anti-racism efforts involve active student membership, with participation in working groups and consultation processes. For example, recent consultations with 2SLGBTQQIA+ students informed the "Queering the Student Lounge" project, centering student voices in shaping inclusive spaces and practices.
- Field orientation includes anti-racist/anti-oppressive training and professional development.

College of Engineering

- The College piloted ADHD support groups in response to growing demand for neurodiversity-informed support.
- The College developed and delivered Ethics in Action: Wellness in Mind, integrating ethical decision-making with student well-being in an engineering context.
- The College worked on food security for students through the student food cupboard and, partnering with Peer Health to provide eggs to graduate students—an initiative that consistently saw immediate demand, with up to 150 eggs distributed during outreach.

College of Graduate and Postdoctoral Studies

- The College introduced the Parental Leave fund in January 2024, which allows for continued financial support to graduate students who hold a major scholarship.

College of Kinesiology

- The Student Support Hub includes a student support coordinator with a social work background. This coordinator works one-on-one with students and instructors to navigate complex student circumstances.

College of Law

- The College funded student attendance at several national conferences including the PRISME Conference (2SLGBTQQIA+ lawyers), the Black Lawyers Association Conference, the Indigenous Bar Association Conference, and the Federation of Asian Canadian Lawyers Conference. It is vital that students are able to meet with their peers and to meet with lawyers from similar backgrounds.

College of Medicine

- The Office of Student Services sponsors and manages a range of mentorship programs wherein learners can identify elements of their identity they would like in a mentor (e.g., being first generation in medicine, of the same race or ethnicity, or a person living with disability).
- The Division of Social Accountability supports student-led initiatives like the Trans Health Bootcamp and Global Health & Anti-Racism Conference, which are collaborative, interprofessional learning opportunities for students to develop peer-to-peer relationships and advocacy skills.

College of Nursing

- The Student Support and Outreach Coordinator provides culturally informed mental health support, resource navigation, and guidance for students experiencing challenging situations, including those related to discrimination.

Edwards School of Business

- The School delivers programming through Graduate Certificate in Leadership and Dean's Circle-supported initiatives. Topics include: What is EDI? Why does it matter to me?; Women in the Workplace; Accessibility in the Workplace (partnered with Inclusion Saskatchewan); Gender and Sexuality; Lego Exercise: Power & Privilege; Bias in the Workplace; and Allyship and Intersectionality.

Johnson Shoyama Graduate School of Public Policy

- The School created an EDI Discussion Series with speakers focusing on a range of topics including diversity and leadership, empowering Black, Indigenous and People of Colour voices in the public sector, 2SLGBTQQIA+ employees in the public sector, and building a neuro-inclusive public service.

School of Environment and Sustainability

- The School places a strong emphasis on fostering a vibrant and inclusive student experience and has provided funding to the SENS Student Association to support events that celebrate diversity, recognize a range of cultural backgrounds, and encourage meaningful social engagement.

School of Public Health

- The School actively supports the Student Association through participation in and promotion of inclusive and equity-focused initiatives. Key activities include Black History Month programming, Rock Your Roots for Reconciliation events, Overdose Awareness Day, and Reproductive and Menstrual Justice initiatives.

University Library

- The Library has actively participated in Pride programming for a number of years. This participation has included hosting a drag queen story time, having a presence at Pride festival events, and displays, guides, and reading lists highlighting 2SLGBTQQIA+ resources in the Library and archives.
- In February 2026, for Black History Month, the Library delivered programming (film, virtual scavenger hunt, trivia event) to celebrate Black heritage and increase awareness of Black history and culture, especially in Western Canada.

Western College of Veterinary Medicine

- Students now receive six hours of content in the Professional Foundations course in year two devoted to topics related to EDI (social determinants of animal health, access to care, contextual care, and truth and reconciliation in veterinary medicine).

GOAL 3:

Engage with our student body to understand their diversity and address barriers to learning and participating meaningfully in all aspects of campus life

College of Agriculture and Bioresources

- The EDI Committee is always seeking input from students, and two of the members are students.

College of Dentistry

- The student class reps meet monthly with the College leadership to address any questions or concerns. These channels help identify barriers related to workload, financial pressures, and accessibility in clinical learning, allowing the college to adapt supports accordingly.

College of Engineering

- The College hosted an EDI panel discussion for Year 2 students.
- The College created Women's History Month features involving engineering students.
- The College introduced an EDI section in monthly student newsletter with commemorative dates and events related to diverse cultures.

College of Kinesiology

- Student voice is captured by building opportunities for engagement and feedback into assignments (e.g., KIN 423 includes a community accessibility audit assignment with one of the locations being the Physical Activity Complex).

College of Medicine

- The Division of Social Accountability staff attends an annual EDI roundtable hosted by the Student Medical Society of Saskatchewan, which is an opportunity for collaboration and to identify new advocacy initiatives.
- The College created an EDI Strategy Working Group where student members collaborated with the Office of the Vice-Dean Indigenous Health to provide valuable input on the creation of a college-wide EDI strategy.

Edwards School of Business

- The School provides targeted supports such as the Dean's Circle Tutor Fund Supports for equity-deserving students (e.g., neurodivergent learners).
- The School encourages student-led initiatives (e.g., ENACTUS Recolour Project).

Johnson Shoyama Graduate School of Public Policy

- The School engages students and alumni to better understand the diversity of its student body and address barriers to meaningful participation by inviting them to serve on School Committees, including the EDI Committee. Their participation provides critical insights into lived experiences and helps inform decision making, identify systemic barriers, and strengthen inclusion and engagement across academic, social, and community life.
- The School conducted a Student Survey in 2026 with sections on "Inclusivity and Cultural Safety in Programs" and "Indigenous Cultural Learning Opportunities."

School of Public Health

- The School of Public Health Student Association hosted drop-in support sessions aimed at assisting students who are new to the region. These sessions were designed to support students' academic and personal pathways by connecting them with appropriate campus and community resources. The Graduate Chair also participated in these sessions, reinforcing institutional support and accessibility for students. Ongoing promotion of these supports emphasizes the program's commitment to assisting students in any way possible and fostering a welcoming and inclusive learning environment. Orientation activities may further benefit from a focused introduction to common challenges and available support for students

arriving from international locations or those unfamiliar with Saskatchewan. This includes sharing practical information about features of campus life that may not be immediately obvious, such as the campus tunnel system and regional norms.

University Library

- The Library opened a low sensory study room in the Murray Library in 2024 aimed at supporting students who experience challenges around regulating external stimuli, such as sound, light and smells. Choosing the right furniture was an important component of this project, and it was essential to have students directly involved in the process. A selection of furniture was made available for students to try out. Through an online survey, more than 120 students shared their feedback on what furniture they felt best supported their low-sensory study needs. Ultimately, this feedback was the deciding factor in choosing the right furniture for the space. In addition, students registered with Access and Equity Services selected the colour palette for the space.
- In 2025, the majority of seating on the main floor of the Health Sciences Library was replaced with a variety of individual study seating. This was in direct response to feedback from students requesting quiet focused study spaces.

Western College of Veterinary Medicine

- Dr. Jordan Woodsworth, in collaboration with DVM student Yas Ranjbar, conducted a small study exploring the experiences of applicants to the DVM program related to their social identities and family backgrounds. The aim of the study is to identify opportunities to improve the equity and accessibility of the application and admissions processes. Related to this study (data analysis and interpretation ongoing), Dr. Woodsworth has also worked with the Admissions Committee to update and modify the admissions interview guide to address long-standing bias. Those participating in the interview panels also receive an EDI orientation to support recognition and challenging of bias in the process.

STRATEGIC PRIORITY 2:

TEACHING AND LEARNING

Embed EDI concepts into our teaching and learning programming, services and activities and **evolve our learning environments** to be inclusive, accessible and supportive

STRATEGIC PRIORITY 2 : TEACHING AND LEARNING

GOAL 1:

Ensure we implement the commitments and goals of our Learning Charter (2018) to create and foster inclusive learning

College of Education

- The College introduced an inclusive syllabus template, reviewed by the college EDI/Anti-Racism committee.

College of Graduate and Postdoctoral Studies

- EDI Policy Revisions: In early 2022, the College began a project to address EDI issues in our policies and procedures. Graduate students participated in focus groups, interviews, and surveys to identify EDI issues within College policies, procedures, and practices. The project was led by a combination of graduate students, administration and leadership. The project ultimately resulted in the creation of the EDI Framework and EDI statement (Spring 2023), and revisions to dozens of College policies, including leaves of absence and academic accommodations. While this EDI project is formally completed, the College continues to review and update policy to improve equitability and access.

College of Kinesiology

- An afternoon session on “Embedding EDI in our Teaching Practices” was the focus of the August 2023 faculty retreat.
- Guidance from the Associate Dean Academic’s office was provided to assist instructors in including a diversity and inclusion statement in their course syllabus.

College of Law

- The College runs a Professionalism and Perspectives Week in Term 1 which is mandatory for all 1L students and examines many issues including Anti-Racism and Anti-Oppression, Sexual Harassment Prevention and other key issues.

College of Medicine

- The Division of Social Accountability leads biennial consultation with community members and community-based organizations and synthesizes the data collected into a document that outlines prioritized social challenges that have the greatest relevance to the people of Saskatchewan, ensuring College programs train providers who have respect for diverse perspectives, worldviews, and communities.
- The College established an advisory Social Justice Community Council comprised of eight individuals from various walks of life that reflect the diversity of the population of Saskatchewan. The Council advises the College on matters related to the span of work of the Office of the Vice Dean, Indigenous Health and the Division of Social Accountability and on EDI matters impacting the College.

College of Nursing

- The College embeds EDI within teaching and learning through its curriculum framework, program-level outcomes, and pedagogical alignment strategies. The curriculum includes explicit outcomes related to social justice, advocacy, diversity, equity, inclusion, anti-racism, and wahkohtowin, supporting students to progress from recognizing barriers to care to applying culturally safe, anti-racist, and equity-oriented nursing practice.

Edwards School of Business

- The School's professionalism expectations are aligned with inclusion.

Johnson Shoyama Graduate School of Public Policy

- The School's Student Commitment to Professional Practice integrates key principles from the USask Learning Charter and aligns with the Competency Framework, ensuring that inclusivity, accessibility, learner centred design, and respect for diverse ways of learning are embedded across programs and practices. The School has paid particular attention to the needs of a diverse and highly international student population.
- The School provides holistic advising, where program managers meet individually with students to listen to their experiences; understand intersecting academic, cultural, religious, and immigration-related needs; and respond with tailored supports.

School of Public Health

- The program integrates guest speakers with expertise in social justice and equity, Indigenous engagement, and community health, further strengthening applied and experiential learning opportunities.

University Library

- The Library hired a term Learning Specialist in 2024 to support English language learners of all ethnic and cultural backgrounds, including both international and domestic students where English is not their first language. Along with English language support, the programming provided includes opportunities for cultural connections, relationship building, and social support that allows for students with diverse backgrounds to feel like they belong.

Western College of Veterinary Medicine

- The College Executive participated in anti-racism and anti-oppression education (8 modules) in 2022.
- Anti-racism principles will be embedded in the WCVM's mission, vision and values that is in development.
- Individuals working in the teaching hospital have had opportunities to engage in conversations about racism and other forms of oppression encountered in the hospital, and we are working to develop and implement an anti-racism and anti-oppression policy in the hospital that will benefit all learners as well as faculty, staff and clients in the College.

GOAL 2:

Review and evolve teaching and learning programming, services and activities to reflect cross-cultural knowledges and experiences and foster inclusivity and intercultural understandings

College of Dentistry

- Curriculum development incorporates cross-cultural competencies, particularly in areas such as Indigenous oral health, culturally safe care, and communication with diverse patient populations. This ensures graduates are prepared to serve a broad and diverse public.

College of Graduate and Postdoctoral Studies

- The College enriches the student experience in the areas of diversity, equity and inclusion by providing a professional skills development module titled 'Intercultural Engagement.' This resource is available to all faculty across USask to adapt for their seminar or other courses for grad students. Graduate faculty members are then able to deliver multiple lessons in this module to support graduate students' experience and foster inclusivity.

College of Kinesiology

- The Associate Dean Academic's office sends a reminder and document to all teaching staff with Proposed Accommodations for Students Observing Ramadan.
- Universal design for learning has been integrated into many courses (e.g., multiple modes assessment to allow students to reflect learning and outcomes in ways most authentic to their experience).

College of Medicine

- The Division of Social Accountability developed an EDI/Social Accountability tool for curricular review that is circulated to the curriculum team to measure for potential impact, feedback from students, and narrative examples of

effectiveness/ineffectiveness with regards to key areas of focus within EDI and social accountability. These areas of focus were established from the priority health concerns identified above and consultation within the Division of Social Accountability team and interest holders.

- The College has a number of professional development opportunities available to faculty, including Faculty Development's Equity, Diversity, and Inclusion Modules, an online course which aims to equip staff and faculty with the knowledge and skills to incorporate inclusive practices in their professional interactions and support ongoing anti-racist initiatives, and Continuing Medical Education's Anti-Racism Training, which is an accredited asynchronous online course teaches key anti-racist concepts and equips physicians and healthcare professionals to strengthen an anti-racist practice.

College of Pharmacy and Nutrition

- The College's orientation courses contain at least one session/workshop focused on anti-racism/anti-discrimination: PHAR 190 – Anti-racism and anti-oppressive healthcare workshop delivered with Nutrition students, PHAR 290 – Trauma-informed care, and PHAR 390 – Queer and Trans-affirming Healthcare.
- PHAR 110 contains a module on cultural competency that addresses cultural safety and humility, and PHAR 359 introduces transgender medicine and includes a discussion from a patient with lived experience.
- The College's Pharmacy Program Advisory Committee has engaged in conversations related to integrating more sexual and gender minority content into curriculum, and we have recently formed a working group to continue moving this forward.

School of Environment and Sustainability

- The School fosters strong, meaningful connections between students, staff and faculty through both formal and informal engagement. Students contribute to the School's governance through representation on standing committees, course evaluations, and independent, peer-resourced course and program reviews. These formal mechanisms are complemented by ongoing dialogue and close day-to-day interactions between students and staff in particular, enabling a deeper understanding of diverse experiences and emerging barriers. Feedback from these conversations has enabled the School to provide dedicated support to the student body, including clothing drives and potluck meals to alleviate financial burdens.

School of Public Health

- PUBH 804 was recently revised to incorporate updated content and an expanded roster of guest speakers, ensuring the inclusion of diverse perspectives informed by varied backgrounds, cultures, and lived experiences. These revisions reflect a deliberate effort to broaden viewpoints rather than center instruction on a single authoritative voice, thereby enhancing critical engagement and inclusive learning. The course redesign represents a substantial revamp of previous content, aligning instruction with evolving Public Health Agency of Canada competencies, which have undergone significant changes in recent years.
- Ongoing accreditation requirements further necessitate close attention to principles of social justice and health equity, and these priorities are deliberately embedded across curriculum development and instructional practices.

University Library

- The Library's research and help guides are key resources in many instructional and reference services. The guides do not currently meet minimum web accessibility standards. In addition, these resources are not easily discovered, impacting access to important information sources for students and instructors. An update to dramatically improve the usability and accessibility is currently underway, with a completion date of mid-August.

GOAL 3:

Create learning environments that are inclusive, accessible and supportive for our educators and learners

College of Agriculture and Bioresources

- The College organized various seminars on various EDI topics for the community, including faculty, staff and students.

College of Dentistry

- With the recent renovation of the College, there is enhanced accessibility infrastructure for patients through improved reception areas, accessible clinical spaces, and dental chairs designed to better support patients with mobility and accessibility needs. These improvements not only enhance patient care, but also allow students to learn accessibility, inclusion, and patient-centred care through direct clinical experience and daily practice.

College of Engineering

- The College held the Activating Allies workshop engaging students, staff and faculty in 2022 and 2023.

College of Kinesiology

- Academic integrity has been a topic that has often been explored with an equity lens at faculty retreats or meetings.
- Undergraduate lab protocols have been recently adapted to reflect gender diversity.
- Guest speakers have been invited to challenge stereotypes (e.g., female Olympic lifting coach, Paralympian).

College of Medicine

- The MD program has undertaken the review of curricular content from a Universal Design for Learning lens, which is an approach to teaching that recognizes the needs and abilities of all students and seeks to reduce or eliminate unnecessary barriers.
- By request, the Division of Social Accountability is available to provide professional development to departments and units across the College, on topics such as EDI Strategies, Exploring Bias, and Power, Privilege, and Positionality.
- The Division of Social Accountability employs a Social Accountability & EDI Physician Lead and EDI Specialist. These positions lead activities and initiatives to integrate and embed anti-racism, anti-oppression, equity, and social accountability principles and practices across all aspects of the College in alignment with the organization's, vision, mission, and values.

College of Pharmacy and Nutrition

- The College has an active Equity, Diversity, Inclusion, Accessibility, and Wellness Committee. One joint initiative of this committee is the College Equity Library that is available to all students, staff, and faculty.
- The Senior Leadership and several faculty and staff of the College participated in a year-long Anti-Racism Education program (June 2024 – March 2025).
- Both the Black Pharmacy Professionals of Canada (BPPC) and the Indigenous Pharmacy Professionals of Canada (IPPC) contributed to the 2025 White Coat Ceremony as Dressers.

Johnson Shoyama Graduate School of Public Policy

- For online programs, the School emphasizes use of universal design principles to ensure equitable access to course content and learning activities. This includes providing flexible modes of engagement, accessible course materials, clear expectations, and multiple ways for students to demonstrate learning. These actions help reduce barriers, support diverse learning needs and contexts, and promote meaningful participation for all learners.

School of Environment and Sustainability

- The Master of Sustainability degree has taken steps to ensure that students from equity seeking groups feel welcome and included in courses. The Regenerative Sustainability stream is popular with international students, and this program has adopted simplified and transparent application processes and a hybrid approach to teaching to ensure students feel welcome and connected, especially those who are not able to participate in courses in person.

School of Public Health

- The program is committed to inclusiveness in education and learner success through the adoption of flexible, innovative learning models. In particular, hybrid learning models are employed across the School to enhance accessibility and flexibility, allowing students to engage with course content through a combination of in-person and online formats both synchronously and asynchronously.

University Library

- EDI was a major focus of the Library Educators Action Forum (LEAF) during the 2023–2024 academic year. A central component of this work was the establishment of an EDI Community of Practice in Canvas, where LEAF members engaged in monthly reflective exercises guided by prompts that integrated themes from LEAF sessions with the foundational competencies of intercultural teaching (Dimitrov & Haque). Participants were invited to reflect on and share how they applied these principles in their practice, developing self-awareness, recognizing and valuing difference, and modelling intercultural attitudes in their teaching.

Western College of Veterinary Medicine

- Leadership in the teaching hospital, as well as some hospital staff, participated in a Diversity Awareness workshop.

STRATEGIC PRIORITY 3:

RESEARCH, SCHOLARLY, AND ARTISTIC WORK

Enhance our research excellence by **incorporating EDI concepts** into research programs, activities and environments and encouraging those with diverse perspectives, worldviews and contributions

GOAL 1:

Enrich our research community with diverse perspectives and worldviews among our researchers and research teams

College of Education

- The College demonstrates a strong commitment to EDI in research through dedicated leadership and integrated practices. A specialized role focused on EDI in research supports the review of research funding applications and project proposals, ensuring that EDI principles are meaningfully embedded across all stages of the research lifecycle: from literature review and team composition and hiring, to data collection, analysis, and knowledge mobilization.
- College leadership, faculty, and staff demonstrate a strong commitment to EDI through active collaboration across and beyond campus. The College partners with other USask units, with school divisions, community organizations, and provincial stakeholders, as well as leadership and mentorship across Saskatchewan's postsecondary and research communities, helping to strengthen inclusive and responsible practices in order to advance anti-racist and decolonizing scholarship, support inclusive and interdisciplinary approaches, and amplify Indigenous, critical race, disability, and international perspectives.
- College has research programs critically interrogates dominant academic paradigms, for example imperialist view in academia for its rigid gatekeeping and overreliance on prestige-driven metrics/practices, which often marginalize innovative and interdisciplinary work.

College of Graduate and Postdoctoral Studies

- Under the best practices in graduate student supervision series, the College offered a workshop on Modeling Emotional Intelligence and Leadership in April 2025. In this workshop, over 30 faculty members were trained in understanding and managing trainees and their own emotions to be effective leaders, supervisors and researchers.

College of Kinesiology

- At a recent College Research Showcase, the invited Don Bailey Lecture Series guest spoke specifically on the topic of EDI. Further, the research showcase included a variety of disciplinary areas and included work demonstrating a wide breadth of research perspectives and worldviews.
- Faculty are supported in research that might address topics related to disability or involve participatory community engagement, whether it is locally or abroad, as these fit well within the College of Kinesiology research themes of Indigenous wellness, child and youth health and development, and healthy aging and management of chronic conditions.

College of Medicine

- In the process of developing a draft EDI strategy, a special meeting was called with 15 faculty members in research. These individuals were all recognized to have significant contributions in research from an EDI lens, including anti-racism and Indigenous health and were provided with the opportunity to review the draft strategy and make suggestions/revisions with a research lens in mind.
- The College's Anatomy, Physiology, Pharmacology-Biochemistry, Microbiology and Immunology EDI Committee is formalizing transparent hiring processes, including access to EDI-informed hiring rubrics and related tools previously developed by the committee and drafting EDI-embedded components for a more standardized hiring standard operating procedure.

College of Nursing

- The College of Nursing integrates EDI principles into faculty recruitment and research team development, including efforts to recruit faculty from equity-deserving groups locally, nationally, and internationally.
- Faculty research across the College's three signature areas applies EDI and anti-racist principles to address social determinants of health and their intersections with gender, race, social class, health care experiences, and wellness among local and global populations.

Edwards School of Business

- The School supports community-engaged and interdisciplinary research (e.g., Business Research Integration and Development Group at Edwards).

- The School encourages research on EDI, reconciliation, ethics, labour markets, and community impact.

Johnson Shoyama Graduate School of Public Policy

- Faculty have enriched the school's community with diverse perspectives through their research and publications. Dr. Daniel Dickson's research focusses on policymaking related to people with intellectual and developmental disabilities, and Dr. Haizhen Mou's current research project studies universal childcare and immigrant women's labour outcomes.

School of Environment and Sustainability

- The School enriches its research community by fostering interdisciplinary teams that bring together scholars from diverse disciplinary, cultural, and professional backgrounds to address complex sustainability challenges.

School of Public Health

- The School fosters inclusive research environments by supporting trainee participation, mentorship across career stages, and research activities that foreground equity and social justice. Seminars, workshops, and research clusters further promote critical dialogue and inclusive scholarships. Collectively, these efforts foster the embeddedness and uptake of EDI principles in how research is conducted, whose knowledge is valued, and who participates in research.

University Library

- In May 2023, the Library's Inclusive Collections Working Group submitted a report with recommendations to make the University Library collections more inclusive. As a result of the report, dedicated funding was established for inclusive collections.
- In March 2026, the Library Research Collective hosted a hybrid workshop about community-engaged research methods led by Maggie Coupland from CHASR. This workshop was attended by 24 Library employees (faculty and staff) and focused on ethically engaging community, building research relationships, and common challenges within community-engaged research.

GOAL 2:

Create and foster research environments and opportunities that are inclusive, accessible, supportive and responsive to the diverse needs of educators and learners

College of Dentistry

- Research environments are supported through mentorship, equitable access to research opportunities, and alignment with institutional supports such as grants and ethics processes that consider diverse populations.
- The College participates in Mitacs summer research program. Mitacs is a national not-for-profit organization that designs and delivers research and training programs in Canada. Applications are accepted from all over the world.

College of Education

- The College hosts an annual Celebration of Research event that highlights the diverse and impactful work of students. Central to this event is a strong commitment to EDI, including community-based research, Indigenization, and internationalization. Students showcase projects grounded in respectful community partnerships, ethical engagement, and reciprocal knowledge-sharing, reflecting the importance of relationship-building and accountability in research.
- The College's EDI committee revised and provided recommendations for tenure and promotion standards, inclusive internal grants and mentorships.
- The Saskatchewan Educational Leadership Unit has led many research projects that investigate and evaluated K - 12 special education and student support structures in school systems.

College of Kinesiology

- A student support coordinator provided a seminar on the topic of "Mental health and Wellness".

- Graduate students and faculty met for multiple sessions to discuss dismantling systemic racism.

College of Medicine

- The College's Anatomy, Physiology, Pharmacology-Biochemistry, Microbiology and Immunology EDI Committee is advocating at the college and university level for more formalized EDI-focused professional development expectations for new hires, alongside gradual capacity-building pathways for existing faculty and staff.
- The College's Office of the Vice-Dean Research conducted a review of the start-up funding program, where it was found that women faculty members systematically received less start-up funding than men, with women requesting and negotiating substantially smaller funding requests. In response, the program was updated to include a calculation by research area to provide a field-normalized funding target/limits with the goal of reducing the discretionary nature of start-up funding requests and fostering a more equitable and transparent distribution of research funding among new faculty.

College of Nursing

- The College is working to address structural inequities in research and graduate programs by increasing representation of diverse learners and improving access to graduate education. Through faculty hiring, culturally safe research environments, open dialogue, and safe communication spaces, the College aims to support faculty, research staff, and graduate students from diverse backgrounds.

School of Environment and Sustainability

- The School fosters accessible and supportive research environments through co-supervision across disciplines as well as community-engaged research that recognizes diverse methodological and cultural approaches.
- Faculty members have taken actions within their individual training environments that include creating a lab group EDI 'charter,' giving priority access to analytical instruments to those with family responsibilities, requiring that trainees take anti-racism training, and ensuring that trainees are aware of appropriate campus mental health supports and reporting mechanisms for harassment and assault.

School of Public Health

- The School has fostered research and learning environments that are accessible, supportive, and responsive to diverse educator and learner needs through flexible program design and inclusive research practices.
- Hybrid approaches to teaching and supervision, alongside full time, part time, and distance learning degree options, have expanded access to research training for learners balancing employment, caregiving responsibilities, geographic distance, or community-based commitments. These flexible delivery models are integrated with inclusive mentorship and research team structures that support participation across career stages and lived contexts.
- Seminars, workshops, and research clusters are offered in hybrid formats and foreground social justice, equity and decolonizing practices. Collectively, these efforts mitigate structural barriers to broaden participation in research and create supportive environments that reflect the diverse realities of educators and learners in public health.

GOAL 3:

Integrate EDI concepts into research structures, systems, policies, procedures and processes

College of Dentistry

- EDI principles are integrated into research through ethics review processes, community engagement practices, and consideration of equity in participant recruitment and study design.

College of Education

- The College's internal grant programs embed EDI priorities by explicitly supporting Indigenization, inclusive and interdisciplinary scholarship, and community-engaged research, alongside structured peer-review processes designed to promote fairness, transparency, and reduce bias in funding decisions. These grants also advance EDI through capacity-building opportunities such as student and graduate research support, staff projects as well as an emphasis on collaboration and knowledge mobilization that broadens participation and strengthens diverse research perspectives.
- The College advances EDI through integrated research–practice systems (e.g., centres and community-facing services and training environments) that embed student learning, accessibility, and community partnerships directly into research activity, supporting participation from diverse groups and strengthening reciprocal knowledge exchange.

College of Kinesiology

- One of guiding principles of the college's current strategic research plan is "Fostering Community - to work shoulder to shoulder with Indigenous and other communities". Strategic Goal 2 includes sub-goals like "enhance two-way research collaborations" and "generate research questions with community". Strategic Goal 3 is to "enhance research support".
- The Graduate Chair worked with the College of Graduate Studies and Research to add more EDI questions on the graduate school application,

allowing the College's Graduate Program Committee to identify applicants from equity deserving groups and consider awarding of EDI focused funding.
- Faculty are supported in taking on leadership roles as they relate to EDI concepts in governance nationally.

College of Medicine

- The College of Medicine integrated social accountability into research and scholarship by adding a Socially Accountable Research Questionnaire to applications for the Dean's Summer Research Projects, interdisciplinary research projects, College of Medicine Graduate Student Awards, and College of Medicine Research Awards.

College of Nursing

- Through the Office of the Associate Dean, Research and Graduate Studies, the College has developed Undergraduate Summer Research Fellowships to increase research experiences among Indigenous, Métis, and racialized undergraduate students and support pathways into graduate studies. In 2026, seven fellowships of $6,000 each were awarded to equity-deserving undergraduate students.

School of Environment and Sustainability

- The School's Research Services Specialist, who supports faculty research funding applications, maintains current knowledge of EDI wise practices and supports faculty in embedding the same into their research design, practice, and training environments.

School of Public Health

- The school prioritizes community-based research and meaningful collaboration with community partners. Research initiatives are grounded in reciprocal relationships that value community knowledge, lived experience, and local expertise. This collaborative approach promotes ethical engagement, fosters trust, and supports research outcomes that are both impactful and mutually beneficial.

Western College of Veterinary Medicine

- Dr. John Harding's NSERC-funded project brings internationally trained swine veterinarians to Canada and provide a tailored graduate program to support them in becoming board certified in Swine Practice. This bypasses the national examining board's criteria for internationally trained veterinarians and supports an influx of trained and credentialed practitioners in an area of the profession that is facing critical shortages. The program includes a 3-credit course focused on EDI in the swine profession and takes a broad approach at introducing these concepts, in a Canadian context, to learners.

STRATEGIC PRIORITY 4:

EMPLOYEE EXPERIENCE

Evolve our working environment and workplace culture by **incorporating EDI concepts** into human resources and talent management processes, decisions and activities

STRATEGIC PRIORITY 4 : EMPLOYEE EXPERIENCE

GOAL 1:

Enrich our environments by welcoming diversity of thought, perspectives and worldviews from our colleagues

College of Dentistry

- The College has supported initiatives such as the Women in Dentistry Collective, which provides opportunities for mentorship, networking, professional development, and dialogue related to gender equity and inclusion within dentistry and academic health sciences. These types of initiatives contribute to a stronger sense of belonging, collegiality, and support across the College community.
- The Dean's Report highlights the diversity of the College's faculty, staff, and learners, including data representation from different nationalities and cultures. This visibility reinforces the importance of representation, inclusion, and global perspectives within academic dentistry and oral health education. It also helps create an environment where students and colleagues can feel welcomed, represented, respected, and connected to a broader and increasingly diverse healthcare community.

College of Education

- The College has an active EDI/Anti-Racism (EDI/AR) team comprised of more than 20 volunteer members, supported by a core committee and two focused sub-groups: an Anti-Racist and Anti-Oppressive Working Group, and a "Queering the Student Lounge" Working Group, the latter of which is supported through a dedicated donation to the College.
- The College uses Inclusive Interview/Recruitment/Onboarding Practices.
- The College has upcoming leadership development sessions available to People Leaders and all staff on these topics: Psychological safety, EDI Primer, Microaggressions in workplace, Navigating Communication Style Differences, Conflict Engagement and Growth Mindset: Feedback and Coaching.

College of Graduate and Postdoctoral Studies

- The College held a staff Anti Racism Training in December 2022 and offered Introduction to Unconscious Racial Bias training for colleagues (September 2021) and for governance committees (staggered in last four years).

College of Kinesiology

- The College hosted a "Difficult Dialogues" session for faculty and instructors in 2023.
- College leadership took part in year-long (approximately 40 hour) Anti-Racism training (2024-2025).
- When difficult world events take place, leadership is prompt at reminding staff of the supports (e.g., employee assistance program) available to them.

College of Medicine

- The College has a commitment to achieving mission-appropriate diversity outcomes within its accreditation reporting requirements, which include representational targets for staff, faculty, and students, many of which are at or exceeding targets.
- To foster safe learning and work environments, the College's human resources offers a professional development series that has included information on conflict and interventions, land acknowledgments, and access to a past session on unconscious bias, microaggressions, and intersectionality, power, and oppression.

College of Nursing

- The College has formally committed to diversity of thought and lived experience through its publicly available Anti-Racism Statement and broader Equity, Safety, and Respect framework.

College of Pharmacy and Nutrition

- Through consultation with College members who identify or wish to support Black, Pride, or Asian communities, the Equity, Diversity, Inclusion, Accessibility, and Wellness Committee celebrated Black History Month, an early Pride Month, and Asian Heritage Month through a range of culturally

significant treats, prize-draws, spotlight articles, and community celebrations for staff, students, and faculty to jointly attend.

Edwards School of Business

- The School welcomes external community leaders and knowledge holders.
- The School hosts community-building initiatives (e.g., Soup & Bannock, storytelling, book exchanges).

GOAL 2:

Integrate EDI concepts into employment strategies, collective bargaining mandates, safety and wellness resources and terms and conditions of employment

College of Dentistry

- The College promotes inclusive hiring practices by encouraging broad and diverse applicant pools, incorporating equity considerations into search processes, and including individuals with varied professional, cultural, and educational backgrounds on search and selection committees.
- The College supports faculty and staff participation in College and University training related to unconscious bias, respectful workplaces, Indigenous engagement, accessibility, cultural awareness, and inclusive leadership.

College of Education

- The College's employment strategies include equitable compensation reviews to reduce pay disparities between groups and safety and wellness resources.

College of Graduate and Postdoctoral Studies

- The College includes annual EDI-related professional development at staff retreats.

College of Kinesiology

- Safety resources were recently reviewed by all faculty and staff at a retreat, and a smaller collective has been engaging in a review of safety protocols and procedures.
- The Fit Centre offers women only programming and includes adapted equipment.

College of Law

- The College has worked hard to develop a diverse faculty complement. Over 58% of full-time faculty are female, including both associate deans, and over 20% of full time faculty self-identify as coming from equity-deserving groups (Indigenous, persons of colour and/or 2SLGBTQQIA+). Every position we advertise encourages applications from these groups.

College of Medicine

- For leadership positions in the MD program at the associate dean, assistant dean/director level, and educational leader level, the various strategies are currently used to support diversity in recruitment efforts including: invitations to apply for roles explicitly include a statement highlighting university goals related to equity and diversity, interview guides always include questions related to experience with EDI initiatives, and search and selection committees consider diversity and experience related to EDI in their deliberations.
- All job postings include language on diversity as well as a statement around the strategic importance of diversified applications.

College of Nursing

- The College has invested in dedicated Equity, Diversity, Inclusion, and Anti-Racism roles to support continued attention to inclusive workplace practices and culture change.

School of Environment and Sustainability

- Evidence of the School's continuing commitment to building a more diverse work culture can be seen in the School's last six hires (4 faculty and 2 staff), as all were from equity-seeking groups.

University Library

- The Library has actively worked to improve the recruitment process across bargaining units. The majority, if not all, interview questions are sent to candidates at least 24 hours in advance of their scheduled interview to allow time for reflection and to ensure that the interview process is not just benefiting those individuals who can respond 'on the fly'.

- A statement about accommodations applicants can request is now part of the job interview process for faculty positions.

Western College of Veterinary Medicine

- The College recognizes teaching content supporting EDI in the DVM curriculum and provides recognition of non-traditional but community responsive products of research and other scholarly endeavours similarly to the value assigned to peer-reviewed publications.

STRATEGIC PRIORITY 4 : EMPLOYEE EXPERIENCE

GOAL 3:

Review and evolve our employment structures, systems, policies, procedures and processes to create a culture of belonging

College of Education

- Efforts under this goal focus on shifting mindset from compliance-based structures to relational and equity-informed practices that intentionally foster belonging, transparency, and shared accountability across processes.
- To improve talent management systems, the College is currently engaging in the Job Architecture process which will build transparent career progression frameworks with clear expectations and criteria.

College of Engineering

- The College hired an EDI Specialist and a Student Affairs and Outreach Coordinator.

College of Kinesiology

- At an organizational level, there is a current cultural norm for females to hold leadership roles - currently 75% of the senior leadership positions are held by women, including the dean, graduate chair and associate dean research. And while experience matters as much as representation, it's worth noting that 48% of faculty are female (52% if excluding emeritus professors).
- The undergraduate program committee has created procedures to help instructors navigate complex scenarios like midterm exam deferrals in ways that are equitable for the students and support instructors/employees.
- A "Developmental Approach to the Peer Review Teaching Process" was the topic of a 2025 faculty retreat as the equity of the peer review process was explored.

College of Medicine

- Recently, the MD program created a new director role whose responsibilities include leading initiatives in faculty recruitment, faculty development, the integration of EDI principles into the program, as well as fostering inclusive and supportive learning spaces for both students and educators.
- The College awards were recently renewed with a focus on College values, celebrating commitment to the core values of accountability, belonging, collaboration, curiosity, and well-being.

Edwards School of Business

- The School engages in EDI training and policy development.
- The School promotes parallel voices in leadership and decision-making spaces.

School of Public Health

- Rather than relying solely on formal titles, the School actively recognizes leadership that emerges from subject matter expertise, lived experience, and relational capacity, allowing faculty and staff to lead initiatives aligned with their strengths, interests, and community connections. This approach is supported by clear and transparent reporting structures that define roles, expectations, and decision-making pathways, helping to reduce ambiguity and power imbalances.

Western College of Veterinary Medicine

- The College assigns value to work related to EDI, anti-racism and anti-oppression, and Truth and Reconciliation through annual reviews.
- The College is working to establish and implement structures for reporting and follow-up/accountability when harm occurs in the workplace as part of new mission, vision and values work.
- The College has ongoing efforts to engage individuals at multiple levels of the College in learning and culture change in this area.

STRATEGIC PRIORITY 5:

SYSTEMS

Be intentional and proactive in challenging the status quo and changing our structures, systems, policies, procedures and processes to **include EDI concepts**

STRATEGIC PRIORITY 5 : SYSTEMS

GOAL 1:

Engage in an ongoing dialogue to promote understanding of EDI concepts, how to embrace them and how to put them into practice both individually and as a group

College of Agriculture and Bioresources

- The EDI Committee continuously discusses this topic and seeks feedback from students, staff, and faculty. They also report every year to the faculty council about their activities.

College of Education

- The College sustains ongoing EDI dialogue through reporting to Faculty Council, staff meetings, student council representation, data-informed program renewal, college documents/policy review, and inclusive stakeholder engagement.
- The College publishes stories on diverse student body, faculty and staff.

College of Engineering

- The College introduced an EDI Advisory Committee involving students, faculty and staff.

College of Law

- This year the College engaged the Return on Disability Group to identify barriers and suggest solutions to improve the accessibility of the curriculum and programming for students with disabilities. The study was funded by a generous donation of $50,000 from a College alumnus and was the first such study in Canadian higher education.

College of Medicine

- The College Faculty Development offers Equity, Diversity, and Inclusion learning modules that aim to equip staff and faculty with the knowledge and skills to incorporate inclusive practices in their professional interactions and support ongoing anti-racist initiatives.
- The Office of Continuing Medical Education offers anti-racism modules that teaches key anti-racist concepts and equip physicians and other relevant individuals to begin or strengthen an anti-racist practice.
- The Office of Vice Dean Indigenous Health is available to provide professional development to departments and units across the college on topics such as EDI Strategies, Exploring Bias, and Power, Privilege, and Positionality.

College of Pharmacy and Nutrition

- A small working group convened to support a 'Beyond the Curriculum' learning series over two years. The first session was designed to provide foundational knowledge and to identify future learning needs. Responding to the needs identified, the next sessions, supported by the Gwenna Moss Centre of Teaching and Learning, supported universal design learning, and practical strategies to support student attendance and engagement.

Edwards School of Business

- The School hosts workshops, speaker series, and programming on EDI topics.
- The School delivers training on pronoun use, learning disabilities, and accessibility.

Johnson Shoyama Graduate School of Public Policy

- In 2025-26, the School's Acting Executive Director, as well as three staff and one faculty member, participated in the 8-module non-credit Anti-Racism/Anti-Oppression course (2.5 hours per month).

School of Environment and Sustainability

- The School has incorporated EDI principles into strategic planning and governance reform discussions, strengthening shared accountability across staff and faculty and leadership roles. Past unit-level actions have also included providing subsidized bias interruption training for all employees.

- The School's leadership maintains an open-door policy for discussions about improving EDI in workplace culture and encourages standing committees to consider the same.

University Library

- The University Library teams channel includes two channels that encourage ongoing dialogue of EDI concepts and practices: Anti-Racism - Approach, and Anti-Racism – Learning.

GOAL 2:

Collect, apply and share quantitative and qualitative data, including stories and experiences, as a basis for understanding and informing change

College of Engineering

- The College introduced an EDI undergraduate and graduate survey in 2024, findings for which have been shared with the College community.

College of Graduate and Postdoctoral Studies

- The College has worked EDI-related data into annual Graduate Student and Postdoctoral Scholar Reports.
- The College will continue to work with colleagues in departments, the Registrar's Office, and the legal office to add in additional points of data collection in the application cycle that will further allow us to report on related metrics and track our progress.
- The College will track the number of holistic admission recommendations received and report on the specific number by degree type in the annual Graduate Student & Postdoctoral Scholar Report. The College will also include aggregate data in this report as to how these students perform, relative to their cohort.

College of Kinesiology

- Specific instructors have gathered EDI-specific course feedback.
- The EDI faculty fellow within the College attended a recent Canadian Centre for Diversity and Inclusion session on EDI reporting. It was helpful to consider how to collect meaningful data to tell stories and facilitate change moving forward. It was also an important reminder that the data we don't receive is often as important as the data we do and that we need to be aware of bias when creating questions.

College of Medicine

- Recognizing the need for current demographic data to accurately assess the demographic profile of the college, the Office of Vice Dean Indigenous Health developed a questionnaire to assess the demographics of staff and faculty within the College. This questionnaire was distributed to the College leadership on September 15, 2025, with wider distribution (students, staff, faculty) shortly after.
- Students in the MD program are surveyed annually and asked about the learning environment which includes an EDI subscale, while learners in the post-graduate medical education programs complete an annual work and learning environment survey.

College of Pharmacy and Nutrition

- Beginning in 2025, the College administered its first pilot student teaching and learning survey, which included questions focused on wellness, respect, and inclusion. These results were discussed by senior leadership and during the College's annual curriculum review days.

School of Environment and Sustainability

- Accreditation processes, demographic data, and qualitative student feedback are used to guide evidence-based improvements to programming and policies. Program improvements are informed by curriculum review and accreditation processes that include students, staff, community partner, and alumni perspectives.

University Library

- The Library highlights resources throughout the year to help increase understanding of all peoples, with a particular focus on the university's priorities: Leung Far Eastern Studies Collection, Black History Month - Research Guides, Neil Richards Collection.

STRATEGIC PRIORITY 5 : SYSTEMS

GOAL 3:

Critically reflect on and align our structures, policies, procedures and processes so that they support a culture of inclusion and belonging

College of Dentistry

- Policies and procedures are regularly reviewed to align with university EDI commitments, ensuring that systems support accessibility, fairness, and inclusion across academic and clinical operations.

College of Education

- The College ensures EDI considerations were embedded into discussions about academic priorities, program changes, and resource allocation.
- Program review and renewal processes consider inclusion, intercultural learning, and accessibility.

College of Kinesiology

- The Undergraduate Program Committee has made changes to awards to offer more consideration to EDI compared to a previous weighting that was more heavily favouring grades without context.
- The graduate program requirements have been adjusted to allow for more flexible living arrangements, which have been particularly relevant for students who wanted to engage in learning while living in their own communities.

College of Medicine

- The College has an EDI committee, which is a group of interested members (faculty, staff, and learners) representing diverse backgrounds and experiences, willing to work together in supporting efforts to advance EDI. This committee is responsible for advising the College on EDI-related

elements as they relate to the College's Strategic Plan, and USask EDI Policy and Framework for Action.
- EDI Strategy Working Group members collaborate with the Office of Vice Dean Indigenous Health to provide valuable input on the creation of a college-wide EDI strategy. This initiative aligns with the College's strategic plan, where principles of diversity, equality, and human dignity are integral to its future direction. The working group aims to ensure the coordination of actions across units, aligning the College with various EDI standards, including the USask EDI Policy, the USask EDI Framework for Action, College Strategic Plan, and other subscribed commitments such as the Scarborough Charter, Saskatchewan Human Rights Legislation, etc.

College of Pharmacy and Nutrition

- The Equity, Diversity, Inclusion, Accessibility and Wellness Committee undertook a review of identified College policies and documents and provided recommendations for change to align with EDIA principles.
- The College has historically attracted a diverse pool of applicants, resulting in a diverse student population. To ensure this, the Recruitment Working Group includes a member of the Equity, Diversity, Inclusion and Accessibility Committee. Recruitment materials were also recently updated to better reflect a more diverse student population.

Johnson Shoyama Graduate School of Public Policy

- The School developed an Equity, Diversity and Inclusion Strategy, 2021-25. According to the vision statement of this strategy: “JSGS welcomes people into our spaces and teams, brings people and experiences together, and creates a conciliatory environment. We welcome differences as a strength within teams. JSGS gives people a sense of belonging, as well as the knowledge and skills necessary to work effectively with others.”

University Library

- In December 2024, a public statement about harmful language and reparative description was added to the Library website, with prominent links from USearch and key digital project sites.

STRATEGIC PRIORITY 6:

PHYSICAL SPACE

Create inclusive, supportive, accessible and safe spaces where everyone has the opportunity to participate meaningfully and experience a sense of belonging

STRATEGIC PRIORITY 6 : PHYSICAL SPACE

GOAL 1:

Reflect diverse identities in our icons, signage, artwork and ceremonies

College of Education

- The College uses inclusive visual imagery that represents diversity in race, culture, gender, ability in College materials and spaces.
- The College incorporates pride affirming symbols, inclusive language, and accessibility indicators (where possible and appropriate) to signal safety, welcome, and respect for diverse identities.

College of Kinesiology

- Display cases highlight diversity (e.g., Colette Bourgonje who is a college alumni, decorated Paralympian, and Métis woman).
- The College has ordered staff orange shirts for Orange Shirt Day and Pride T-shirts for Pride Month.

College of Medicine

- The College's communications hub has worked with the Division of Social Accountability to frame communications from an EDIA and community-engaged lens, which includes an intentional focus on using and capturing diverse faces in the College's communications and promotional materials.
- Staff at the College's Regina campus recently supported the Black Medical Students Association to promote an Afrofuturism art exhibit for students, staff, faculty, and visitors to the Regina General Hospital.

College of Pharmacy and Nutrition

- The College developed a webpage for EDIA initiatives.

GOAL 2:

Enhance accessibility of our physical spaces

College of Agriculture and Bioresources

- Construction of the first gender-neutral washroom in the building started in May 2026.

College of Dentistry

- Accessibility considerations are incorporated into ongoing operational planning and facility development to help ensure that College spaces continue to promote safety, inclusion, dignity, and equitable access to education, employment, and oral health care services.

College of Education

- The College acknowledges physical limitations of the building and intentionally plans teaching, meetings, and events with those constraints in mind.
- The College uses flexibility and alternatives (e.g., room selection, layout adjustments, hybrid or virtual options) to reduce barriers when full physical accessibility is not possible.

College of Kinesiology

- The College created a wheelchair accessible seating area at Griffiths Stadium in the fall of 2024 that provides a better experience for those patrons in wheelchairs to watch football.
- In the Physical Activity Complex, the College created gender-neutral washrooms and changerooms.
- Various equipment in the Fit Centre is accessible for people who use wheelchairs or other mobility devices (e.g., ski ergometer, adjustable strength machines that adapt to various heights).

College of Medicine

- The joint Anatomy, Physiology, Pharmacology-Biochemistry, Microbiology and Immunology EDI committee is in the process of developing a 3D map of the Health Sciences Building to support accessibility planning, particularly for individuals with mobility limitations who require additional route planning and travel time, in addition to enhancing facilities for accessibility (e.g., elevator mirrors for wheelchair users, improved door labelling across the Health Sciences complex).

College of Nursing

- The College responds to ergonomic office accommodation needs as part of workplace safety and wellness, supporting employees with different physical needs.

Edwards School of Business

- The School implements improvements such as automatic door openers, braille, wheelchair-accessible signage and gender-neutral washrooms.
- The School conducted accessibility walkthroughs and audits to identify ongoing gaps and areas for improvement.
- The School offers flexible and hybrid participation options (room 46 renovation/tech update).

Johnson Shoyama Graduate School of Public Policy

- The School building is located on one main floor, which enhances accessibility throughout the space. Wide hallways and automatic doors support safe and independent access for visitors, staff, and community members with diverse mobility requirements.

School of Environment and Sustainability

- While the School is housed in an older facility with limited capacity for major structural upgrades, the School has taken steps within its control to enhance accessibility and reduce barriers where possible. This includes ongoing advocacy to address specific accessibility concerns as they arise, efforts to support flexible use of classrooms and meeting spaces, and the provision of

true hybrid participation options to improve access for students, staff, and faculty.
- The School works proactively to accommodate individual needs through scheduling flexibility and collaboration with university accessibility services, while continuing to advocate for longer-term infrastructure improvements that better support an inclusive and accessible environment.

University Library

- In the past, people accessing the Murray Library using the elevator coming from Lower Place Riel had to be issued a special fob. As of 2026, that elevator now can be used by any person wishing to access the Library.
- As a first step toward improving wayfinding in Library spaces, the Library worked with an external company to develop a set of wayfinding standards. These were finalized in 2024, but have not yet been implemented.

GOAL 3:

Ensure dedicated and safe spaces for spiritual, social and wellness needs

College of Agriculture and Bioresources

- The College has designated a shared space for this and other activities but is still working on it.

College of Dentistry

- Within the College, students have access to student lounge spaces that encourage social interaction, peer support, collaboration, and community building.
- The College recognizes the importance of spiritual well-being and supports access to prayer and reflection spaces, including quiet rooms that may be used for prayer, meditation, or personal wellness needs. These spaces have been particularly important in supporting Muslim dental students and other members of the College community who require appropriate environments for daily prayer and spiritual practices. In addition, the quiet room also provides a supportive and private space for students or staff who may require breastfeeding or related wellness accommodations.

College of Education

- The College has prayer, wellness, queer, and accessible spaces (e.g., dedicated Multifaith Prayer/Meditation Space and Wellness Room, gender neutral washrooms on the main and third floors, queering of student spaces, attention to accessibility, disability, and well-being in shared environments, established a Pride flag in the building as a visible marker of inclusion).

College of Engineering

- The College introduced a student wellness space in 2024.

College of Kinesiology

- The College has a dedicated prayer space/room for students to use. It includes signage and a divider for privacy.
- The Student Support Hub includes free snacks and food for students and continues to be a place where students can go for academic and personal support.
- There is a quiet study space that provides a place for students who want a low sensory environment while the student lounge allows for social time.

College of Law

- The College provides a nursing room in the Law Library for students with babies and installed a change table in a College washroom.
- The College requested and received access to a prayer space for our Muslim students.

College of Pharmacy and Nutrition

- The College has secured permanent funding to support a Student Support and Outreach Coordinator position, staffed by a registered social worker. This role provides both integrated programming, including routine events for wellness and connection, and responsive student support.

Health Sciences

- Academic units collaborated to advocate for the creation of a Comfort Room within the USask Health Sciences Building. This initiative received funding from the College of Nursing. A joint working group, in partnership with Peer Health, developed a sustainable support model to ensure ongoing room maintenance. The proposal has been approved by the Health Sciences Deans in January 2025; however, a specific room has not yet been allocated.

Johnson Shoyama Graduate School of Public Policy

- Gender neutral bathrooms were created in the School for access by students, staff and faculty.

School of Environment and Sustainability

- Individual faculty members have committed to providing their trainees with dedicated prayer spaces within training environments.

University Library

- The Library provided temporary prayer space in the Murray Library during Ramadan from 2023-25 and established permanent multi-faith prayer spaces in the Murray Library in February 2026.
- Child activity kits are available at all Library locations.

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

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