

# Accessibility Plan 2025

Part of the Equity, Diversity, and Inclusion Framework for Action



UNIVERSITY OF  
SASKATCHEWAN



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## Accessibility statement and guiding principles

The University of Saskatchewan (USask) strives to create spaces where everyone can take part in learning, working, and community life. Accessibility is a guiding priority in this work. Accessibility means removing physical, social, and systemic barriers caused by ableism. It also means designing spaces, systems, and services with and for disabled people — including those with visible, invisible, episodic, or contested disabilities. Disability is not a personal deficit. It is shaped by how bodies and minds interact with environments influenced by policy, culture, and other factors.

Accessibility is a shared responsibility. Everyone at USask — students, staff, faculty, and leaders — has a role in creating inclusive spaces and removing barriers. Supporting accessibility shows respect for disabled people's dignity and their right to take part in many ways.

Accessibility and equity, diversity, and inclusion (EDI) are not the same, but they work together. The university's [EDI Framework for Action](#) says that inclusion needs to be planned, and equity means removing barriers that are built into systems. This accessibility plan is based on that framework and guided by two key ideas: universal design and intersectionality.

**Universal design** means creating spaces, tools, and systems that work for as many people as possible without needing special changes for each person. For example, captioned videos help people who are Deaf or hard of hearing, but they also help people in noisy places, those learning

English, and anyone watching without sound. Designing for accessibility benefits everyone, and while Universal Design is important, it does not replace disability-led expertise or accommodations for specific access needs.

**Intersectionality** means that people can face barriers in different ways because of overlapping parts of who they are — like their disability, race, gender, or culture. Addressing intersectionality means understanding how forms of oppression such as racism, sexism, and classism add to ableism in university systems. For example, someone who identifies as a person of colour and uses a wheelchair may experience both racism and ableism, which may compound barriers to their participation at the university. These insights guide accessibility planning at USask.

These principles are not just theoretical — they reflect contributions from members of the disabled community, which directly shaped this plan. Their perspectives will continue to guide future planning as USask designs and updates buildings, websites, academic systems, and support services. Additionally, as appropriate, USask strives to ensure members of the disabled community remain central in overseeing how this plan is implemented and evaluated.



## Accessibility at USask: Building on a strong foundation

Accessibility has long been part of USask's work to create a campus that is inclusive, respectful, and welcoming. The university recognizes the progress made, but there is still more to do to protect and promote the dignity and rights of disabled people.

Across the university, people and teams have worked together to improve accessibility in meaningful and innovative ways. A list of completed and ongoing projects and initiatives that demonstrate how the university has worked to improve accessibility can be found in Appendix A. To aid in interpretation of this plan, definitions of key terms can be found in Appendix B. Additionally, key legislation and USask policies and foundational documents that support accessibility have been listed and described in Appendix C.

## Accessibility priorities and actions

This plan focuses on six key areas identified in USask's EDI Framework for Action where accessibility can have the greatest impact: student experience; teaching and learning; research, scholarly and artistic work; employee experience; systems; and physical space. Each area includes a short explanation of what accessibility means in that context, along with goals and key activities that will help achieve these goals.

### Priority 1: Student experience

USask works to support a positive student experience by striving to make services, supports, and activities accessible to as many students as possible — including those learning online or from a distance. These include student advising, accessible residence options, recreation, and digital platforms, as well as other services offered both in person and online. Accessibility planning considers how overlapping aspects of identity such as disability, culture, and gender shape students' experiences across learning environments. This planning supports participation in ways that reflect individual strengths and preferences. The two central portfolios primarily responsible for student experience at USask are Student Marketing and Communications (SMC) which serves all USask students and the College of Graduate and Postdoctoral Studies (CGPS) which provides a focused set of services and supports for students in graduate programs.

### Goal 1.1: Strengthen student perspectives in accessibility planning

#### Key activities:

- Establish a Student Accessibility Advisory Committee by the end of the 2026-27 academic year, including staff and student members.
  - Identify committee terms of reference, priorities, and tasks for each academic year. Help improve services by creating and using a regular reporting format and schedule to share feedback with leadership about student experience.

## Goal 1.2: Create and integrate optional onboarding supports for incoming students with disabilities

### Key activities:

- Conduct a needs assessment to identify priority areas where onboarding supports well-being and success.
- Design the onboarding program incorporating universal design principles. Include clear steps for peer mentor recruitment and training, structured program delivery through mentorship, early access to key supports, and options for participation both in person and online. Design materials and supports to reflect the diversity of student identities, including those that intersect across disability, race, gender, culture, and other factors.
- The onboarding program will collect feedback and refine based on input from participants and mentors. Other units may look to CGPS's leadership in this area as a model for future adoption.

## Goal 1.3: Ensure equitable and inclusive digital accessibility of graduate student services

### Key activities:

- Conduct a full accessibility audit of CGPS digital media and platforms, identifying accessibility gaps, and setting a timeline for updates.
- Assign staff with accessibility expertise to improve written content and digital platforms. This helps meet accessibility standards and makes both online and physical resources easier to use.

- Keep student processes flexible to improve accessibility. This includes online transcripts, approvals, sign-offs, systems for theses and dissertations, and online or hybrid thesis defences.
- Other units may look to CGPS's leadership in this area as a model for future adoption.

## Goal 1.4: Advance accessibility in graduate admissions through inclusive academic processes

### Key activities:

- CGPS will help graduate programs put the holistic admission policy, approved in May 2025, into practice. Review full files with EDI in mind, including background and disability information.



## Priority 2: Teaching and learning

Learning spaces — including physical and online classrooms — can be made easier for everyone to use. One way to do this is called Universal Design for Learning (UDL). It helps students learn in different ways, take part in class, and show what they know. This includes looking at classroom tools, course materials, and how learning is organized.

### Goal 2.1: Help educators teach in ways that include all students

#### Key activities:

- Keep offering teaching certificates and workshops that help instructors meet access needs, apply EDI practices, and support students with different learning needs. Affirm neurodivergent learners' strengths and diverse approaches to learning.
- Strengthen educator training by continuing to include accessibility and UDL strategies, using tools like the open textbook *Universal Design for Learning: One Small Step* and related workshops.
- Collect feedback from instructors through the Teaching Practices Survey and session evaluations to help improve training and support.
- Post articles on the Gwenna Moss Centre for Teaching and Learning (GMCTL) website that share teaching strategies related to UDL, accessibility, and accommodations.
- Expand training to help educators use flexible teaching and assessment methods that reduce barriers. Build flexibility into design

to decrease reliance on retroactive accommodations.

- Offer professional development to individuals and units to help educators understand and apply accessibility standards in their teaching.

### Goal 2.2: Improve accessibility of learning spaces, technologies, and digital content

#### Key activities:

- Offer course reviews and consultations for in-person, hybrid, and online classes through GMCTL instructional designers, with structured feedback on accessibility.
- Support open educational practices and zero-cost learning materials through projects like the Saskatchewan Open Educational Resources (SaskOER) Network, and Pressbooks publishing.
- Promote flexible teaching and assessment practices that follow UDL.
- Create centralized resources on accessibility so instructors can find practical guidance more easily.
- Adopt clear accessibility standards for online and blended learning, based on the Web Content Accessibility Guidelines (WCAG) 2.0.
- Improve accessibility checks in Canvas (the university's learning management system) by exploring more effective tools, including add-ons that can check videos and uploaded documents.
- Use data from Canvas and other platforms to identify and address common accessibility issues.

- Apply the first principle of the Learning Technology Ecosystem (LTE) Toolkit — “Accessible” — when choosing learning technologies. Review tools for compatibility with Access Equity Services (AES) software and track risks.

### **Priority 3: Research, scholarly and artistic work (RSAW)**

USask strives to make research spaces, tools, and opportunities accessible to everyone who is eligible to conduct research, scholarly, and artistic work at the university. This includes labs, studios, online tools, and funding application processes. Accessibility planning helps more people take part. It also considers how different parts of a person’s identity — such as disability, race, or gender — can affect their experience in research.

#### **Goal 3.1: Identify where accessibility is most needed in RSAW infrastructure and strategic planning, and advocate for universal design**

##### **Key activities:**

- Advocate for accessibility and universal design standards to be included in new and renewed RSAW infrastructure.
- Include accessibility in RSAW planning templates from the Office of the Vice-President Research (OVPR).
- Address accessibility in proposals for RSAW infrastructure where possible.

- Prioritize accessibility when selecting a replacement for the University Research System (UnivRS). Options may include the Research Information Management System (RIMS), or other programs.

#### **Goal 3.2: Make research events planned by the OVPR accessible**

##### **Key activities:**

- Consider accessibility in event planning and hosting.
- Provide accessibility supports for events held on and off campus.

#### **Goal 3.3: Support representation of persons with disabilities in RSAW**

##### **Key activities:**

- The OVPR and the Office of the Provost and Vice-President Academic work together to meet Canada Research Chairs (CRC) disability targets set by the CRC Secretariat.
- Partner with units and scholars across campus to better understand barriers to RSAW activities for faculty and students with disabilities.
- Discuss accessibility in the Associate Deans Research Forum.

### Priority 4: Employee experience

USask continues to advance access to tools and supports that help employees succeed — whether they work on campus or remotely. This includes hiring, training, and help at work when needed. Accessibility planning uses intersectionality to understand how different parts of a person's identity like disability, race, or gender can affect access to jobs and support. This planning promotes a work culture that encourages employee success and values diverse strengths and perspectives.

#### Goal 4.1: Build accessibility awareness and competency across the employee lifecycle

##### Key activities:

- Launch institution-wide accessibility training for new and current employees. Training will be co-developed with people with disabilities and accessibility experts to support relevance and inclusion.
- Develop and share department-specific training modules focused on medically required accommodation, best practices, and universal design.
- Add accessibility content to leadership and supervisory development programs to help managers understand legal considerations and best practices.
- Set a regular schedule for updating training content, using employee feedback and emerging accessibility standards.

#### Goal 4.2: Embed accessibility into inclusive hiring and career development

##### Key activities:

- Review job descriptions, and advertising strategies to help identify and reduce barriers for candidates with disabilities.
- Use consistent interview practices, offer alternative assessment formats, and provide plain-language materials.
- Build outreach partnerships with stakeholders and employment networks to expand candidate pools.
- Create mentorship and peer support programs for staff with disabilities to encourage career growth.

#### Goal 4.3: Create accessible and supportive work environments

##### Key activities:

- Share information about the centralized, confidential accommodation process, including a clear standard for response and follow-up.
- Offer managers practical toolkits and training to help them support employees with disabilities.
- Create peer-led support and affinity groups that welcome employees with disabilities and allies, while respecting privacy and confidentiality.



## Priority 5: Systems

USask commits to improving university systems, policies, and digital tools to support accessibility. This includes websites, learning platforms, and administrative processes. Accessibility planning considers how different needs and identities can affect access and works to make systems fair, flexible, and easy to use.

### Goal 5.1: Improve knowledge and awareness of accessibility standards and compliance

#### Key activities:

- Maintain and update the public digital accessibility statement on the USask website.
- Regularly review university websites to help ensure they follow accessibility standards, including the Web Content Accessibility Guidelines (WCAG) and the European Accessibility Act (EAA).
- Monitor EAA compliance on templates for Cascade (the university's web content management system) where possible.

### Goal 5.2: Enhance capacity of web content editors to meet accessibility standards

#### Key activities:

- Offer in-person and online workshops for Cascade digital content editors and college/school communicators. Include examples that address accessibility needs.

## Priority 6: Physical space

USask works to design and maintain buildings, classrooms, and outdoor areas that are safe, easy to move through, and welcoming. Accessibility planning helps ensure these spaces meet a wide range of needs, including mobility, sensory, and safety considerations. This includes features such as entrances, signage, washrooms, and procedures that support safe navigation during emergencies.

### Goal 6.1: Enhance accessibility of campus buildings, routes, and signage

#### Key activities:

- Continue repairing and improving power-activated doors across campus.
- Address sidewalk and curb access issues to improve accessibility and safety.
- Modify additional washrooms to enhance accessibility.
- Develop and publish an accessible route map for campus.
- Upgrade campus signage, ensuring visual contrast, proper sizing, and Braille where possible.
- Include levered door handles and colour contrast in design standards.

## Goal 6.2: Embed accessibility and universal design principles into capital planning and design processes

### Key activities:

- Apply accessibility design standards consistently in renovations and new capital projects.
- Include accessibility as a key design consideration in all facilities projects.
- Align capital initiatives with accessibility principles, including impact, duty to accommodate, and facility ownership.
- Conduct technical studies to develop scope and set priorities.
- Use expertise from in-house staff, consultants, and results from prior accessibility audits.



## Consultation and engagement

The following activities and initiatives reflect the university's ongoing effort to listen, learn, and act on accessibility priorities. Many began before this Accessibility Plan was drafted. Their inclusion shows continuity between past efforts and future goals and reinforces a proactive approach to accessibility across campus systems, services, and spaces. Together, they highlight the scale and depth of engagement across the university community.

### Key activities and initiatives:

- **Accessibility committee (started in 2022):**

Formed to improve physical accessibility on campus, this committee includes members from the Office of the Provost and Vice-President Academic, the Office of the Vice-President Administration, the University of Saskatchewan Students' Union (USSU), and the Graduate Students' Association (GSA). It receives annual funding to support ongoing improvements to physical infrastructure.

- **USask Access and Equity Services (AES) Survey (Fall 2023):**

Students registered with AES were invited to participate in a campus-wide survey that asked about physical barriers on USask campuses and invited students to identify their top accessibility needs. Their responses offered a snapshot of lived experience and helped inform some of the goals reflected in the *Physical space* section of this plan.

- **Student town halls (September 2025):**

Two town halls — one online and one in person — invited students to share feedback about accessibility at the university. The in-person

event was held in an accessible location, and participants were asked about accommodation needs during registration. The online format ensured participation for those unable to attend in person. Input reflected lived experiences from disabled students and allies, offering insight into how the draft elements of the Accessibility Plan resonated with the campus community.

- **Human Resources (HR) pulse survey (to be distributed in early 2026):**

The university's HR team is working with McLean & Company to design a survey for employees. It will ask about accessibility at work, including physical, digital, and systemic barriers. The Information and Communications Technology (ICT) team and Facilities group, part of the Campus Operations portfolio, are helping ensure the survey reflects the full range of workplace environments. The results will offer insight to support future planning and inclusive practices across the university.

- **USSU annual survey:**

The USSU annual survey includes questions about accessibility. It gives undergraduate students a chance to share feedback based on their experience. This input helps the USSU understand current challenges and explore ideas for improvement at the student level.

## Governance of this plan

A governance structure will be set up in early 2026 to oversee the implementation, revision, and evaluation of this plan. Information about the governance structure will be shared once the terms of reference have been developed.

## Tracking progress and measuring impact

Accessibility planning is an ongoing process. To support transparency and accountability, the university is developing key performance indicators (KPIs) that connect directly to the goals and actions in this plan. These indicators will help track progress, show where improvements are needed, and guide future updates. These efforts go beyond what is required by *The Accessible Saskatchewan Act* and reflect a strong commitment to improving accessibility across campus.

The draft KPIs will be reviewed and refined with input from academic and administrative units. Once finalized, they will support regular reporting and help the university measure how well the plan is working. This will make it easier to share results, learn from experience, and keep improving over time.

## Conclusion

This plan is part of USask's ongoing work to improve accessibility in learning, working, and community spaces. It reflects the contributions of students, staff, and faculty, and builds on the university's commitment to equity, diversity, inclusion and respect for human dignity. The plan builds on USask's past actions and acknowledges that the institution has much work to do to improve accessibility. Accessibility is not a fixed goal. As the needs of the university community change, so will the strategies and actions in this plan. Future updates will be shaped by continued engagement, new data, and lessons learned through implementation.

The university will build on the work outlined in

this plan. Governance processes, students, faculty, staff, and community members will help guide future updates, aligning with broader institutional goals and commitments to accessibility, equity, diversity, and inclusion.

As required by *The Accessible Saskatchewan Act*, this Accessibility Plan will be reviewed and updated at least once every three years. Progress will be tracked and shared publicly as part of USask's commitment to transparency and accountability.

USask commits to taking action to reduce barriers and support a more accessible, inclusive, and welcoming environment for all.

## Feedback

Everyone is welcome to share feedback at any time to support future updates to the Accessibility Plan.

Visit [plan.usask.ca/accessibility](https://plan.usask.ca/accessibility) or email [ediframework@usask.ca](mailto:ediframework@usask.ca) to contribute.

Feedback received will be reviewed by the deputy provost and the university's equity, diversity and inclusion (EDI) project specialist in collaboration with leaders from relevant academic and administrative areas. Key themes and considerations will be synthesized into a working document to help inform future updates to the Accessibility Plan. This process supports ongoing learning and helps ensure that future planning reflects the lived experiences and priorities of the university community.

## Acknowledgements

The university thanks the students, staff, faculty, and leaders who contributed to the development of this Accessibility Plan. Their insights helped identify barriers and validate priorities. Special thanks to those who shared personal experiences with disabilities, helping ensure the plan reflects real needs across university environments.

Engagement with the USask community was central to this process. In early 2024, a cross-campus working group was formed to guide the plan's development. The group built on existing efforts and responded to opportunities created by *The Accessible Saskatchewan Act*. Working group membership included representatives from academic and administrative units, equity and inclusion specialists, and communications and project leads. Their role was to co-ordinate consultations, gather input, and ensure the process reflected a wide range of perspectives.

Area leads contributed insights from past engagement, internal reviews, and operational knowledge. They also provided data related to the plan's six strategic priority areas: student experience; teaching and learning; research, scholarly and artistic work; employee experience; systems; and physical space.

Student feedback offered important perspectives through the Accessibility Plan Student Town Hall in fall 2025, held both online and in person. This plan represents one milestone in an ongoing journey. The university community will continue listening, learning, and working together to improve accessibility across all areas of university life.



## Appendix A: Completed and ongoing accessibility projects and initiatives

### Capital projects and design standards

Design standards include:

- Appropriate hardware (such as levered door handles)
- High-contrast interior design
- Signage with visual and tactile cues, including Braille

Accessibility improvements:

- Power-operated doors
- Sidewalk and curb access
- Washroom renovations with accessibility features
- Installation of lifts
- Mapping accessibility in Saskatoon campus tunnel network
- Accessible Pathway Map created after mapping tunnel network
- Low-sensory study room

### Digital accessibility and web compliance

- Public digital accessibility statement available online
- Annual Web Content Accessibility Guidelines (WCAG) web review and template updates

- Twice-a-year web accessibility training for content editors

### Instructional support and resources

- Monthly accessibility tips series
- Online course accessibility reviews by instructional designers
- Standard course accessibility design rubric for instructors
- Workshops and certification on accessibility and neurodiversity-responsive teaching

### Teaching, learning, and academic supports

- Graduate student accommodation process
- Admissions improvements to support accessibility

### Recreation services

- Physical Activity for Active Living (PAAL) program offers accessible physical activity and volunteer opportunities; running for over 30 years
- Exercise is Medicine (EIM) promotes physical activity as part of health care and offers adapted exercise options for people with physical disabilities
- Wheelchair lifts installed at the Physical Activity Complex (PAC) and Education Pools for safe water access
- Upgraded wheelchair lift for second-floor fitness loft in Education Building

- Changerooms and washrooms renovated with benches and accessible features
- PAC changerooms include door buttons at appropriate heights
- Adapted strength and cardio equipment installed at the Campus Fitness Centre, with additional upgrades planned
- Adapted Physical Activity Fund supports equipment, programs, and opportunities for people with disabilities
- Griffiths Stadium includes accessible seating for people who use wheelchairs
- Huskies Down to Wrestle program creates inclusive opportunities for individuals with intellectual and developmental disabilities, connecting participants with USask Huskie student-athletes in a welcoming and empowering environment

## Employee experience and institutional capacity

- Training on accommodation processes
- Increased employee accommodations
- Employee learning program includes EDI and accessibility topics
- Inclusive recruitment support for senior leadership and key roles
- Strengthened EDI champions network

## Appendix B: Definitions

### • Ableism

**Definition:** Ableism is stereotyping, prejudice, discrimination, and social oppression toward people with disabilities.

**Source:** [Journal of Social Issues, Volume 75, Number 3](#)

### • Accessibility

**Definition:** Accessibility means that all people can take part in their communities through work, play and other daily activities. Accessibility is about removing barriers so people can feel included and have independence. Accessibility is important for everyone, especially people with disabilities.

**Source:** [The Accessible Saskatchewan Act – Summary](#)

### • Barrier

**Definition:** Obvious or subtle obstacle that prevents or restricts members of society from accessing, using, or doing something that others can readily access, use, or do. Can be physical, economic, financial, informational, and/or organizational policies/practices.

**Source:** [Canadian Centre for Diversity and Inclusion](#)



- **Disability**

**Definition:** Any impairment that, in interaction with a barrier, hinders an individual's full and equal participation in society, and includes: (a) a physical, mental, intellectual, cognitive, learning, communication or sensory impairment; and (b) a functional limitation; whether permanent, temporary or episodic in nature, or evident or not.

Source: [The Accessible Saskatchewan Act - Summary](#)

- **Duty to Accommodate**

**Definition:** Students requesting accommodation on the basis of a prohibited ground have a shared duty to cooperate with the University in an attempt to find a reasonable — as opposed to a perfect — accommodation plan for their request and to consider other possible options for accommodation. The accommodation plan is ultimately at the discretion of the University. It is recognized that the failure to provide reasonable accommodation may open the University up to a charge of Discrimination under the Code. For details on the shared duty to accommodate, see section on student responsibility in the Duty to Accommodate procedural document

Source: [University of Saskatchewan](#)

- **Episodic disability**

**Definition:** Episodic disabilities are conditions characterized by unpredictable, fluctuating periods of illness and wellness that disrupt a person's health, income stability, and quality of life.

Source: [Canadian Social Work Review, Volume 29, Number 1](#)

- **Intersectionality**

**Definition:** A term coined by Dr. Kimberlé Crenshaw to describe how social identities may overlap to create compounding barriers

for individuals. It is described as a framework for approaching issues from multiple perspectives and understanding how multiple groups, or individuals with multiple identities, may be affected. For example, approaching feminism with an intersectional lens would involve acknowledging and addressing the unique barriers faced by women of colour, women with disabilities, or trans women. \*

Source: [Canadian Centre for Diversity and Inclusion](#)

\* Intersectionality was first introduced in 1989 by Dr. Crenshaw to highlight Black feminism in law, scholarship, and practice.

- **Neurodivergence / neurodivergent**

**Definition:** Having a style of neurocognitive functioning that is significantly different from what is considered "typical" by societal standards. That is, thinking, behaving, or learning differently than these standards. Examples of cognitive differences that fall under neurodivergence include autism, ADHD, and dyslexia.

Source: [Canadian Centre for Diversity and Inclusion](#)

- **Universal Design**

**Definition:** Products, technology, buildings, etc. that are designed, as much as possible, to be usable by all people regardless of disability.

Source: [Canadian Centre for Diversity and Inclusion](#)

## Appendix C: Accessibility-related legislation, policies and foundational documents

This appendix lists key legislation, university policies, and foundational documents that support accessibility, equity, diversity, and inclusion at USask and across the province. Each item includes a brief summary and a direct link.

### Legislation (external)

- **The Accessible Saskatchewan Act**

Provincial legislation that came into force on Dec. 3, 2023. It aims to remove and prevent barriers for persons with disabilities, promoting inclusion and independence. The act establishes an Accessibility Advisory Committee and outlines standards for public sector accessibility planning.

[Read the summary of the act](#)

- **The Saskatchewan Human Rights Code**

Protects individuals from discrimination in employment, education, housing, and public services. Affirms rights to dignity and equality and outlines prohibited grounds of discrimination.

[Learn more about the code](#)

### University policies (internal)

- **Discrimination and Harassment Prevention Policy**

Affirms the university's commitment to a safe, respectful environment free from discrimination and harassment.

[Read the Discrimination and Harassment Prevention Policy](#)

- **Duty to Accommodate Policy**

Outlines the university's legal obligation to accommodate students based on prohibited grounds under the Saskatchewan Human Rights Code.

[Read the Duty to Accommodate Policy](#)

- **Equity, Diversity, and Inclusion (EDI) Policy**

Supports the university's commitment to equity, diversity, inclusion, and belonging.

[Read the EDI policy](#)

- **Living Our Values Policy**

Translates the university's mission, vision and values into expectations for conduct.

[Read the Living Our Values policy](#)

### Guidelines (internal)

- **Classroom renewal principles**

Establishes six principles to guide how the university prioritizes and selects classrooms for renewal. These principles support inclusive, flexible, and data-informed learning environments aligned with institutional goals. Content is NSID-protected and requires login via Network Services Identifier (NSID).

[Read the classroom renewal principles](#)

- **Web content accessibility guidelines (WCAG)**

Outlines the university's commitment to digital accessibility, referencing WCAG standards.

[Read the web accessibility guidelines](#)



## Foundational and strategic documents (internal)

- **Equity, Diversity and Inclusion (EDI) Framework for Action**

A companion to the EDI policy, outlining institutional commitments to equity-deserving groups.

[Read the EDI Framework for Action](#)

- **Learning Charter**

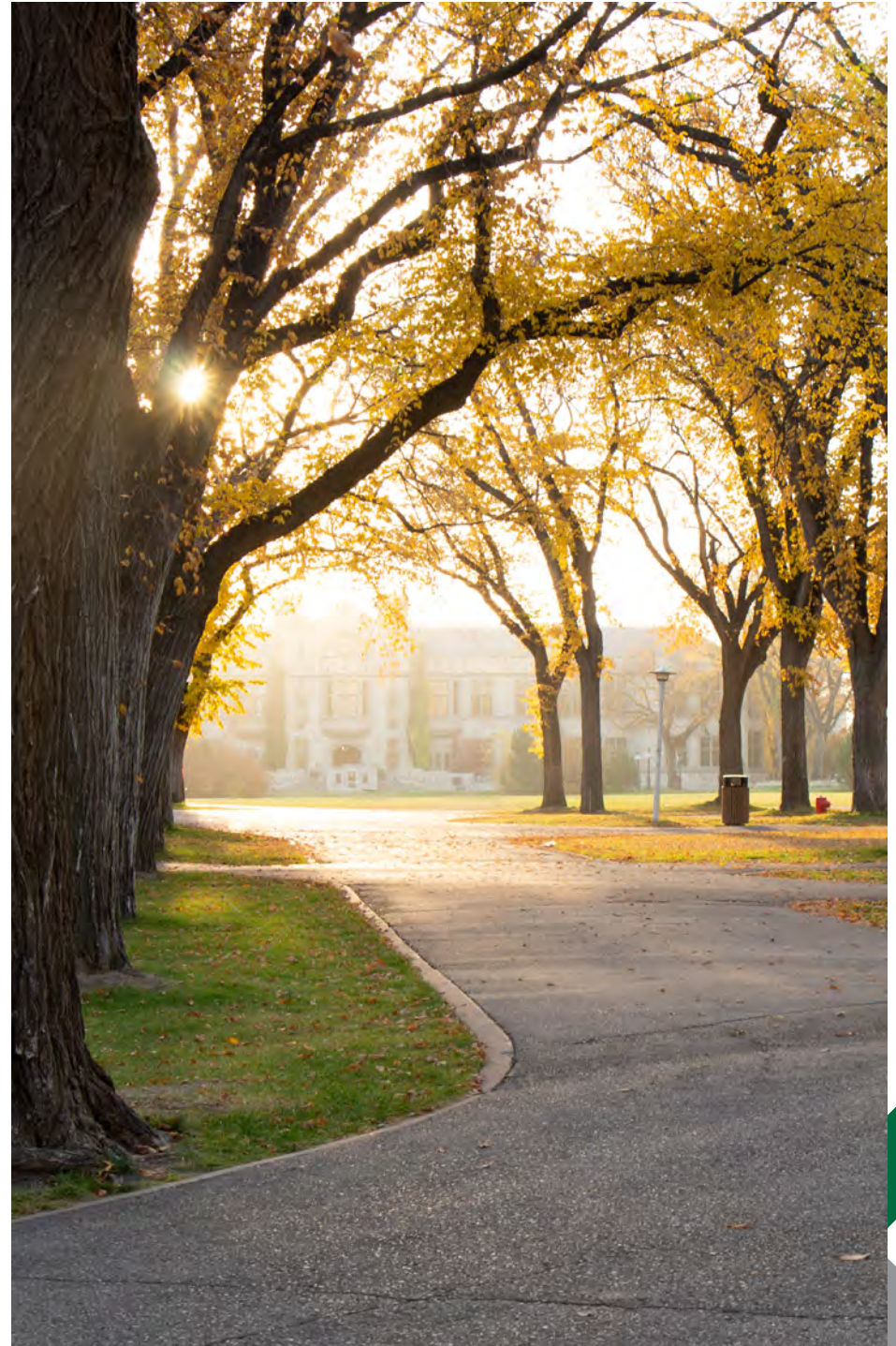
Outlines the university's commitments to learning and teaching, including the responsibilities of students, educators and the institution. It supports inclusive, learner-centred environments and affirms the university's values related to academic integrity, collaboration and respect.

[Read the Learning Charter](#)

- **ohpahotân | oohpaahotaan: Indigenous Strategy**

Gifted by Indigenous peoples to guide the university's journey toward decolonization, reconciliation and Indigenization.

[Read the Indigenous Strategy \(PDF\)](#)







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**Office of the Provost and Vice-President Academic**

View this plan online: [plan.usask.ca/accessibility](https://plan.usask.ca/accessibility)

Send feedback: [ediframework@usask.ca](mailto:ediframework@usask.ca)