JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

Equity, Diversity, and Inclusion Strategy

2021–25

JOHNSON SHOYAMA

GRADUATE SCHOOL OF PUBLIC POLICY

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INTRODUCTION

Equity, Diversity and Inclusion (EDI) are important to the future of Canada's public service, to academia, and to JSGS as an organization. JSGS prepares public sector professionals for career success. Public sector professionals use inclusive practices to define and solve policy challenges.

Inclusive practises include having the skills to work with diverse groups, understand stakeholder interests and positions, and deal with conflict constructively to make progress. JSGS itself needs strong EDI policies and practises to leverage the diversity of its faculty, staff and students and to model the way for future policy leaders to confront 21st century policy challenges.

The JSGS EDI Strategy is aligned with the JSGS Strategic Plan. This commits the School to:

◥ Embed Indigenous perspectives consistently throughout all our programs.

◥ Incorporate equity, diversity, and inclusion (EDI) frameworks and include diverse voices in our curriculum and research.

◥ Strengthen our engagements with Indigenous organizations and governments, northern communities, and with First Nations University of Canada.

◥ Embed equity, diversity, and inclusion in our events, curriculum, research, publications, and programming.

Our EDI Strategy also complements the University of Saskatchewan's Equity, Diversity, and Inclusion Policy and the University of Regina 2020-2025 Strategic Plan, Well-Being and Belonging.

As a School, we approach issues of decolonization, reconciliation, Indigenization, equity, diversity, and inclusion with a spirit of humility, purpose, and commitment. We strive to be respectful and patient with ourselves and each other and to embrace constant learning and improvement. We are continuously working to build and maintain a community in which individuals feel respected and valued.

Out of Scope

Human resources policies and space/facilities policies are not within the purview of this committee. However, the committee can advocate for change to policies both at JSGS and within the two universities by going through proper channels.

The Committee will not involve itself in claims of harassment, discrimination, bias, or unprofessional behaviour. Any complaints from or about a member of the JSGS community that are received by the EDI Committee will be forwarded to the relevant campus Director for investigation and resolution.

About the EDI Strategy Development

The JSGS EDI Committee serves to inform, coordinate, and prompt efforts across the School to advance equity, diversity, and inclusivity in JSGS's work, learning, and outreach environments and activities.

Its 2021-22 members include:

Loleen Berdahl
Executive Director, JSGS

Asmita Bhardwaj
PhD Candidate

John Bird
Indigenous Governance Program Coordinator, U of R

Martin Boucher
JSGS Faculty, USask

Kurtis Boyer
Postdoctoral Fellow, JSGS, USask

Bruno Dupeyron
JSGS Faculty, U of R

Margot Hurlbert
JSGS Faculty, U of R

Karen Jaster-Laforge
Community Engagement Coordinator

Alastair MacFadden
Interim Director and Executive-in-Residence, USask

Robin Miller
MPA Student

Emmy Neuls
Manager, Graduate Programs (Distance Delivery), GENI and Online MPA, USask

The committee includes three working groups:

- **Team, Operations, and Space** (John, Loleen, Asmita)
- **Outreach** (Emmy, Alastair, Karen & Robin)
- **Programs and Research** (Bruno, Kurtis, Margot & Martin)

The EDI Committee developed the strategy in an iterative fashion. The Committee created a draft strategy in Spring and Fall 2021. In late Fall 2021, the Committee invited JSGS team and community members to provide feedback on this draft. In Winter 2022, the Committee revised the draft to respond to the feedback and presented the Strategy to the JSGS Joint Faculty Council for adoption.

THE EDI COMMITTEE GUIDING PRINCIPLES AT JSGS ARE AS FOLLOWS:

1. To remain committed to evaluating our: A) operations, spaces, teams, B) outreach initiatives, and C) programs and research, in regard to upholding evidence-based principles for equity, diversity, and inclusion actions.

2. To establish a welcoming environment for all faculty, Executives-in-Residence, staff, students, researchers, partners, and visitors. To create spaces (physical and online) that are safe by giving respect to, and learning from, all persons that engage with the academic and executive education units.

3. To assess and act, as is necessary, in order to address our internal barriers (explicit and unconscious) and inequities. By acknowledging systemic barriers, we are better able to advance institutional equity, diversity, and inclusion actions. This includes addressing barriers faced by, but not limited to, women, Indigenous Peoples, newcomers to Canada, neurodiverse individuals, persons with different accessibility needs, racialized groups, and members of LGBTQ2S+ communities.

4. To understand that equity, diversity, inclusion, and a sense of belonging will strengthen our communities and are vital to achieving excellence, innovation, and creativity in all domains.

5. To be humble and be led to reconciliation practises by engaging and sustaining partnerships with First Nations, Métis and Inuit Peoples and their community members, Nations, and organisations.

6. To develop a JSGS EDI Strategy, via the EDI committee, including an action plan and measures of effectiveness. After the Joint Faculty Council (JFC) approves the EDI Strategy for implementation, the EDI Committee will provide information regularly to the JFC on the School's progress.

7. To demonstrate commitment and accountability for progress on EDI strategy and the EDI environment of the school. A report will be given to the JSGS Executive Committee and to the JSGS Joint Faculty Council to review every second year. Reporting will include progress on the development and implementation of the EDI Strategy and Action Plan, as well as other initiatives and findings of the committee.

8. To ensure issues of institutional and individual safety, privacy, trust, belonging, and power differentials are recognized and proactively addressed; this is most successful when those impacted are directly engaged in defining the issues and actions.

JSGS EDI STRATEGY

Vision

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.

DESIRED OUTCOME	ACTION STEPS TO GET THERE

TEAMS, OPERATIONS, AND SPACES

Hiring processes (including student research assistant, intern, postdoctoral, staff, faculty, researcher, and executive in residence) are conducted with EDI awareness and lens.	◣ Schedule university-offered implicit bias training to hiring/search committee members. ◣ Expand recruitment practices to include networks and communities outside the Universities where possible. ◣ Work with International Office on work visa matters as needed.
Our JSGS team reflects our diverse community (local, national, international).	◣ Ensure team complement planning, including faculty, staff, sessional instructors, and Executives-in-Residence, considers diversity and representation within JSGS.
Our JSGS team continues to advance its knowledge regarding EDI.	◣ Provide continual learning opportunities for all JSGS members. This may include a collection of information regarding EDI principles (e.g., Canvas). ◣ Encourage a welcoming environment in which team members feel safe to ask questions on topics where individuals have no first-hand knowledge.
Our JSGS team appreciates and understands the unique socio-cultural position of Indigenous Peoples in Canada.	◣ Create/enlist a basic online course for all team members to take, followed by a debriefing session.
JSGS advisory committees (i.e., voluntary groups established to provide strategic feedback to JSGS) include a representation of diverse lived experiences.	◣ Assess existing advisory committees through an EDI lens and address any areas of low representation. ◣ Ensure new advisory committees include a representation of diverse lived experiences. ◣ Create a JSGS EDI Advisory committee of BIPOC and Indigenous People(s), work to sustain the committee.
Online spaces are inclusive, accessible, and welcoming.	◣ Ensure website redesign considers EDI. ◣ Provide faculty and instructors with information about the accessibility of online resources.
Physical spaces are inclusive, accessible, and welcoming.	◣ Assess existing JSGS artwork, photos, and other images through an EDI lens and address any areas of low representation. ◣ Ensure new JSGS artwork, photos, and other images reflect diversity. ◣ Consult with University about spaces to see how accessibility can be improved for better accommodations.

DESIRED OUTCOME	ACTION STEPS TO GET THERE

OUTREACH

Public-facing images are representative of our socially and culturally diverse population.	◤ Maintain and utilize one online shared folder of diverse images curated by JSGS staff, and available for all staff and faculty, that reflects JSGS diversity.
Publications, websites, and social media use inclusive and non-discriminatory language and meet accessibility standards (such as Web Content Accessibility Guidelines).	◤ Ensure the JSGS website is meeting the Web Content Accessibility Guidelines by consulting with USask IT support. ◤ Work with the universities to co-create guidelines for JSGS staff, faculty, and editors to help them (1) use inclusive language, and (2) develop JSGS style guidelines (including what words to capitalize etc.) The guideline document will include a list of resources and tools.
Email signatures and business cards reflect consistent, school-wide JSGS identity and commitment to EDI. Email signatures include a land-based acknowledgement.	◤ Encourage JSGS team members to include their preferred pronouns. ◤ Hold a workshop to help JSGS team members write personalized acknowledgments of the Traditional Lands.

Authors and speakers reflect a diverse audience with aspirational targets set based on the demographics of Saskatchewan.	◤ Have Community Engagement Coordinator continue to collect EDI data on speakers and Policy Brief authors. Data is collected non-invasively through speaker biographies.
	
	◤ Keep aspirational targets for representation top of mind in the following ways:
	  ◤ Report EDI Data for events and Policy Briefs every four months at our Joint Faculty Council meetings. Present data as part of the Advancement Team report (or possibly during the EDI Committee updates, if appropriate) along with corresponding population data for Saskatchewan.
	  ◤ Specifically mention EDI data during comments for the Advancement Team reporting, in case any JSGS team members have not had the opportunity to read the report prior to the meeting.
	  ◤ Provide annual EDI data year-end reporting to the Executive Team along with reference to population data for Saskatchewan.
	
	◤ Use historical EDI data for JSGS events to develop a baseline of where we have been. This will help us monitor improvement over time. Incorporate population data from Saskatchewan to assist in setting goals for our speaker diversity.
	
	◤ Create guidelines to help individuals planning events ensure representative speakers.
	
	◤ Establish EDI criteria (or a checklist) for those making decisions about partnering/sponsoring events and for those planning speakers and panels for events.
	
	◤ Establish Traditional Protocol criteria for those making a request to Knowledge Keepers and Elders.

(Outreach continued on next page)

Feedback surveys seek evidence of diversity, equity and inclusivity.

- Establish a template for regular reporting on progress on the EDI strategy and the EDI environment of the school.
- Conduct annual surveys of JSGS people for anonymous feedback on the experience of inclusivity and advancement of EDI practises. Assess if student surveys can be updated and utilized annually.
- Create feedback surveys that can be used across the school following classes, workshops, and events across different platforms (virtually and in-person).
- Create guidance for when those survey questions will be used and when it is optional.

DESIRED OUTCOME	ACTION STEPS TO GET THERE

PROGRAMS AND RESEARCH

Make equal gender representation in our literature lists a priority (when appropriate to the class).	- Add language to syllabus template for optional instructor use: "In recognition that studies show that women are underrepresented as authors on course materials across disciplines and that this limits the exposure of students to women experts—the instructors of this course have made efforts to ensure at least a level of 1:1 gender parity is achieved and reflected in the readings." **OR** "Studies show that women are underrepresented as authors on course materials across disciplines and that this limits the exposure of students to women experts. The instructors of this course have made efforts to achieve gender parity in the reading list. In the spirit of joining the instructor in these efforts, we encourage all students who know of any relevant readings to email their recommendations at the course's end."
All content dealing with Indigenous peoples accurately reflect the distinction of each Indigenous group in Canada (First Nation, Inuit and Métis) and have each group represented.	- Find a way to ensure that JSGS programming and initiatives reflect and respect the distinction of each Indigenous group in Canada (First Nation, Inuit and Métis). - Find a way to ensure that each group is properly represented in JSGS programming and initiatives.

Acknowledge neurodiversity and make this reflective in efforts to have the different learning styles of students.	- Invite the Gwenna Moss Centre for Teaching and Learning to provide a workshop on teaching neurodiverse students.
	- Update the supervision agreement to consider individual student learning needs in the following way:
	  1. Create a box for specific amendments (nature of deliverables, meeting structure etc.).
	  2. Include a clause that states the student and potential supervisor have met and engaged in a dialogue aimed at determining what amendments to the agreement should be made to ensure that the overall structure of supervision genuinely reflects and provides for the unique learning needs of each student.

Students appreciate and understand the history and the unique socio-cultural position of Indigenous Peoples in Canada.	◤ Create/enlist a basic online course for all students to take, followed by a debriefing session. Ensure it provides proper representation of all three Indigenous groups. Engage with the MHA to ensure the inclusion of social determinants of health.
Support Indigenous students by identifying, and removing barriers for accessing funding.	◤ Review funding opportunities to identify those with barriers to Indigenous students. Propose changes to remove those obstacles.
Improve the accessibility of the syllabus template.	◤ Replace wording on "disability" with "different accessibility needs." ◤ Ensure that the syllabus template is OCR'd (Optical Character Recognition) so that anyone with a need to listen to the document via text-to-speech software, is able. ◤ Advise instructors to avoid tables in syllabi. ◤ Make a general statement in the syllabus template regarding adjustments that have been made (new and updated policies) and provide a means for students to provide further feedback. ◤ Provide instructors with optional text regarding children in the classroom (see example in Appendix 1).
Instructors review and incorporate, whenever applicable, EDI guidelines for online spaces.	◤ Develop EDI guidelines for online spaces.
Our student body reflects our diverse communities (local, national, international).	◤ Ensure recruitment strategy includes EDI considerations.
Admissions and scholarship processes are conducted with EDI awareness and lens.	◤ Schedule university-offered implicit bias training to admissions and scholarship team members. Schedule an EDI / sensitivity training scheduled in the fall, prior to the first intake. It should be done every year for new committee members. ◤ Revise the ASC and JASC terms of reference in order to include EDI principles and norms, since the majority of applications that are reviewed are from international applicants. Consult with JASC members in order to schedule a meeting that will focus exclusively on this issue. ◤ Define policies and practices for "non-standard" admission of students.
Scholarship recipients represent our diverse community.	◤ Establish scholarships to recruit a diverse student body.

Research incorporates EDI principles, which reflects Tri-Council statement on EDI: https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/index_eng.asp	◤ **Ensure all researchers review EDI principles to support their research activities and proposals for research funding.** ◤ **Provide researchers with supports to include EDI considerations in their research design and processes.** ◤ **Provide researchers with support to assess the diversity of their research teams and to increase equitable and inclusive participation in their projects.**
Ensure that Elders and Keepers of Indigenous knowledge play a role in supporting, conducting ceremony, mediating conflict, providing local context and history to programs and research	◤ **Determine available resources for the establishment of a rotating "Elder in Residence" position.**
Graduate research students consider if there are EDI dimensions to their thesis/dissertation.	◤ **Request that supervisors ask each MPP and PhD student to consider this.**
Graduating students are prepared to advance EDI principles in their workplaces	◤ **Incorporate EDI learning objectives in core courses. This may be advanced by adding EDI as a module in JSGS 882.**

Children in the Classroom

Policy on student parents and children in class

By: Dr. Melissa Cheyney, Oregon State University

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

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