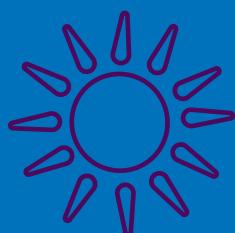
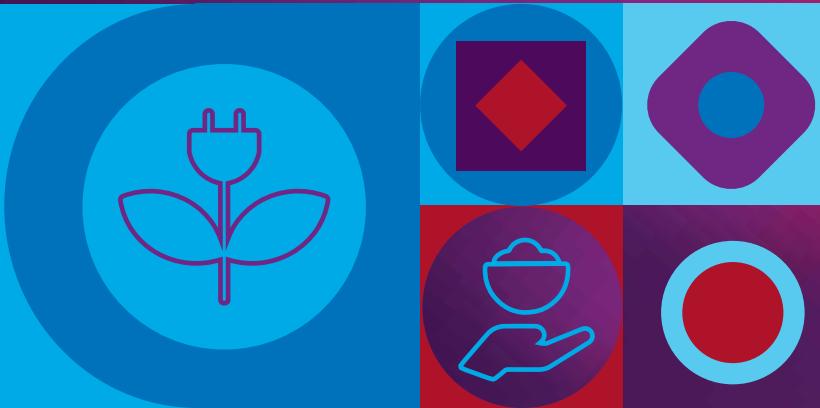


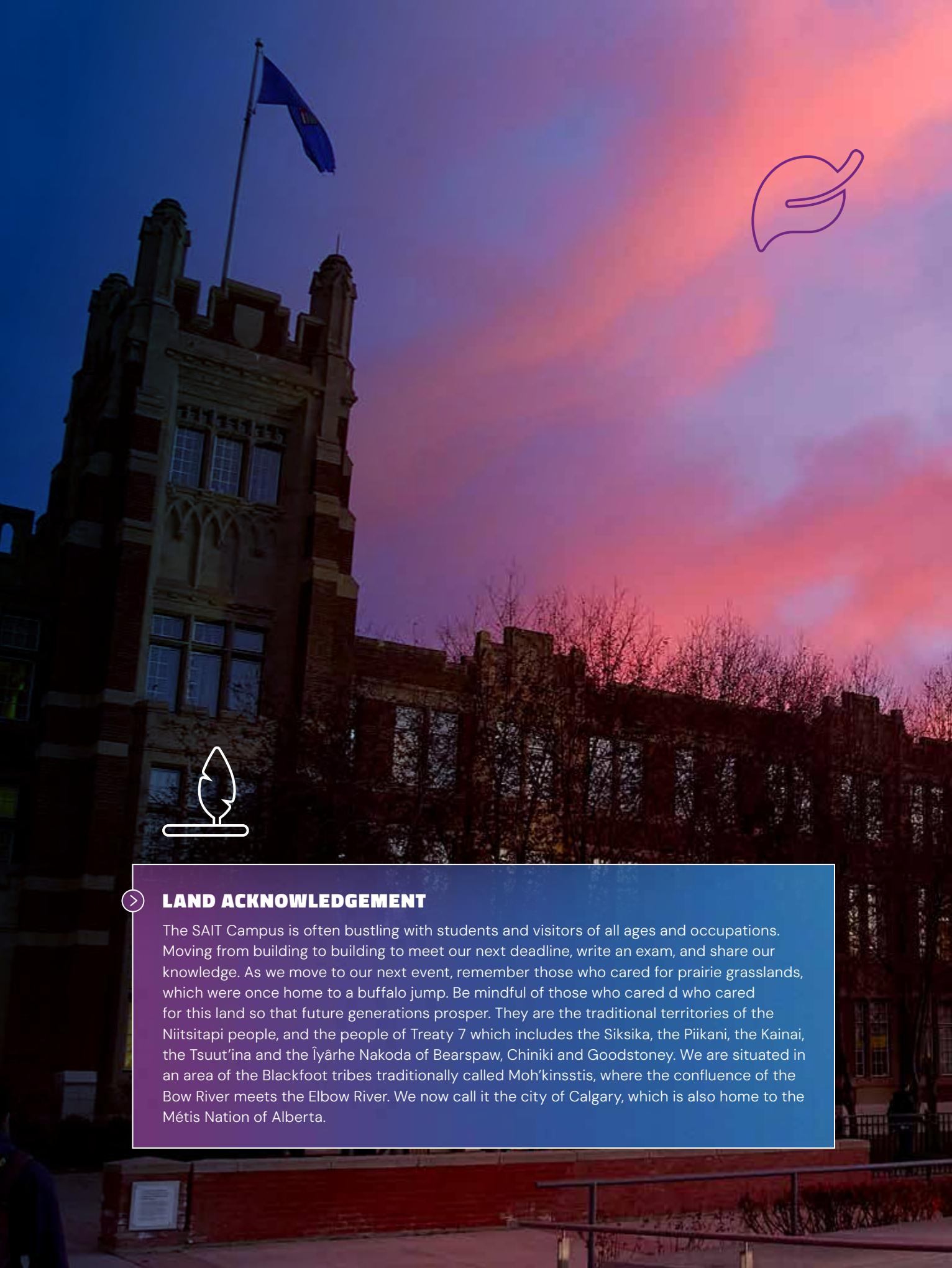
SAIT SUSTAINABLE DEVELOPMENT

3–5 Year Roadmap

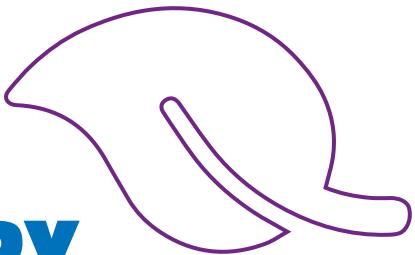


 SAIT





SUSTAINABILITY EXECUTIVE SUMMARY



Creating a sustainable future is a shared responsibility.

SAIT aspires to be a leading partner in sustainable development through innovative applied research and education. Our actions will empower engagement in the long-term progress of sustainable social, economic, and environmental development in our academic and research programming, in campus operations, and through collaborative projects with industry and community partners. We aim to model excellence in sustainable practices for the benefit of our community today and for future generations to come.

Our gratitude goes to the Sustainable Development Advisory Council for their thoughtful leadership and commitment towards developing the institutional Sustainability Roadmap.



A MESSAGE FROM THE EXECUTIVE SPONSOR

Through the process of creating this Roadmap, we have discovered sustainability champions across SAIT — students, faculty, staff, leaders, researchers, industry, and alumni partners.

The passion and enthusiasm of this community is inspiring — and that is really what is fueling the aspiration.

The prospect of having an institutional sustainability roadmap may be new to SAIT, but the work itself is already underway. We have recorded 254 instances of alignment with the United Nations Sustainable Development Goals through more than 125 separate initiatives since 2010 here at SAIT.

This community has made and continues to make significant strides when it comes to incorporating and addressing sustainability in projects, operations, programming, and engagement.

This roadmap confirms SAIT's commitment to sustainable practices and principles, to advancing the knowledge, skills, and experiences of our people — and a growing learning community — and to making an impact.

We are all stakeholders and partners in sustainability. Sustainability is not one thing.

It is a constant series of intentional actions. It is a way of working, teaching and learning that emphasizes a broad perspective, a growth mindset, understanding, well-being and fulfillment. It is how we plan for the future — and it is our legacy to the next generation. It is small steps and big ideas. I am excited to keep working towards advancing sustainability at SAIT and for our community.

As stakeholders and partners in sustainability, I encourage all of you to get involved—because it is people working together that will make those big steps happen.

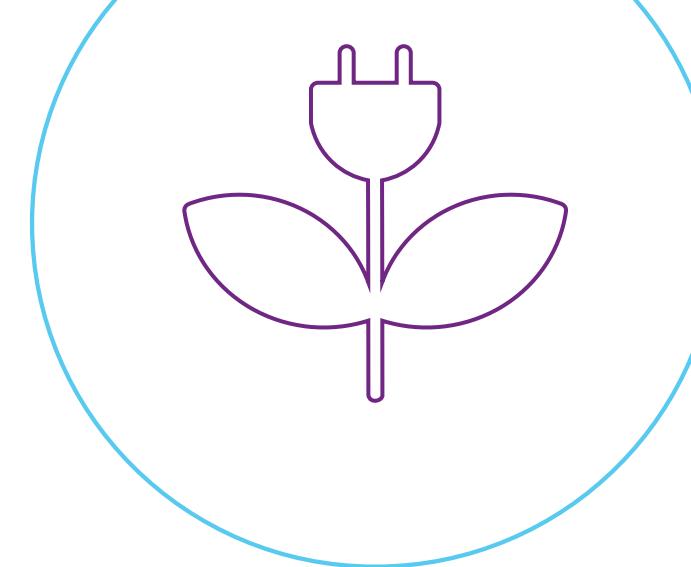
MARCI BUCHHOLZ, Vice President, People and Culture



LAND ACKNOWLEDGEMENT

The SAIT Campus is often bustling with students and visitors of all ages and occupations. Moving from building to building to meet our next deadline, write an exam, and share our knowledge. As we move to our next event, remember those who cared for prairie grasslands, which were once home to a buffalo jump. Be mindful of those who cared and who care for this land so that future generations prosper. They are the traditional territories of the Niitsitapi people, and the people of Treaty 7 which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina and the Iyârhe Nakoda of Bearspaw, Chiniki and Goodstoney. We are situated in an area of the Blackfoot tribes traditionally called Moh'kinsstis, where the confluence of the Bow River meets the Elbow River. We now call it the city of Calgary, which is also home to the Métis Nation of Alberta.

SAIT SUSTAINABLE DEVELOPMENT VALUES



GOAL SETTING AND REPORTING STANDARDS

SAIT is committed to adopting the United Nations Sustainable Development Goals (UN SDGs) to guide our Institutional Sustainable Development Roadmap. Using this framework demonstrates SAIT's commitment to global responsibility and highlights our contributions to a better world beyond our campus.

The UN SDGs emphasizes interconnectedness — highlighting the links between progress in one area and impacts on another. They also provide a common language for discussion and evaluation and a globally accepted definition of what it means to be a responsible post-secondary institution.

The Association for the Advancement of Sustainability in Higher Education (AASHE) provides the Sustainability Tracking, Assessment & Rating System™ (STARS®) is a transparent, self-reporting and benchmarking framework for colleges and universities to measure their sustainability performance.

The STARS framework includes long-term sustainability goals for already high-achieving institutions and entry points of recognition for institutions taking their first steps toward sustainability. STARS will help inform strategic planning and budgeting, integrate sustainability into teaching and research, engage the community, and create a baseline for continuous improvement.

Continuous improvement

A continuous improvement approach places priority on engagement with our partners and stakeholders and keeps us mindful of embracing long-term perspectives. It includes regular reflection, goal setting and adaptation based on changing societal shifts and emerging challenges.

Stewardship

Stewardship revolves around responsible management of resources, including greenhouse gas emissions. SAIT's main campus is situated on 96 acres of land. By investing in sustainable practices, we can contribute to a healthy planet and set an example for students and our community.

Reciprocity

By incorporating the Indigenous value of reciprocity, we emphasize mutual exchange and understanding of diverse perspectives. The experiences, relationships, and recognitions that we foster encourage psychological safety, equalizing opportunities, and learning from the talents and knowledge of others.

Partnership

Good partnership creates a platform for shared objectives and brings together diverse resources to leverage each other's unique strengths, achieve greater long-term sustainability and increase value for all.

Aspiration

Through setting ambitious goals, envisioning positive change and committing to excellence in sustainability practices we inspire leaders, faculty, staff, and students to lead by example.



SUSTAINABILITY GUIDING PRINCIPLES



Global Perspective

Recognize the global implications of local actions, incorporate diverse cultural perspectives and respect into sustainability efforts.



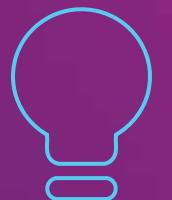
Education and Awareness

Promote sustainability literacy and awareness that fosters a growth mindset.



Transparency and Continuous Improvement

Commit to continuous improvement and accountability through regular and public assessment of performance. Continuously refine strategies in response to new challenges and opportunities.



Innovation and Leadership

Apply systematic sustainability solutions to institutional policies and initiatives to drive progress.



Sustainability Pillars

Ensure our work aligns with and advances all three pillars of sustainability: environmental stewardship, social responsibility, and economic viability.



Sustainability Terminology

SUSTAINABILITY:

Sustainability is the desired state of preserving ecological balance, supporting ongoing economic production, and maintaining social equity to ensure a healthy environment, stable economy, and thriving communities for today and future generations.

SUSTAINABLE DEVELOPMENT:

Sustainable development is a more dynamic concept that describes achieving sustainability. It involves pursuing growth and progress through strategies and practices that balance economic, environmental, and social goals.

SDGs:

The United Nations Sustainable Development Goals (SDGs) are a part of a plan to make the world happier and healthier for people and the planet by the year 2030. There are 17 goals ranging from no poverty and zero hunger to reduced inequalities, responsible consumption, climate action, and peace and partnerships.

There are 17 goals in total, and they cover everything from making sure no one is poor (Goal 1) and hungry (Goal 2), to keeping the planet healthy (Goal 13, 14, 15) and making sure all people can enjoy peace and fairness (Goal 16). It is a plan to make the world happier and healthier for people, and the planet, by the year 2030.

ESG:

Environmental, social and governance (ESG) refers to a collection of corporate performance evaluation criteria that assess the robustness of an organization's governance mechanisms and its ability to effectively manage its environmental and social impacts.

1

FOCUS AREA: OFFICE OF SUSTAINABILITY

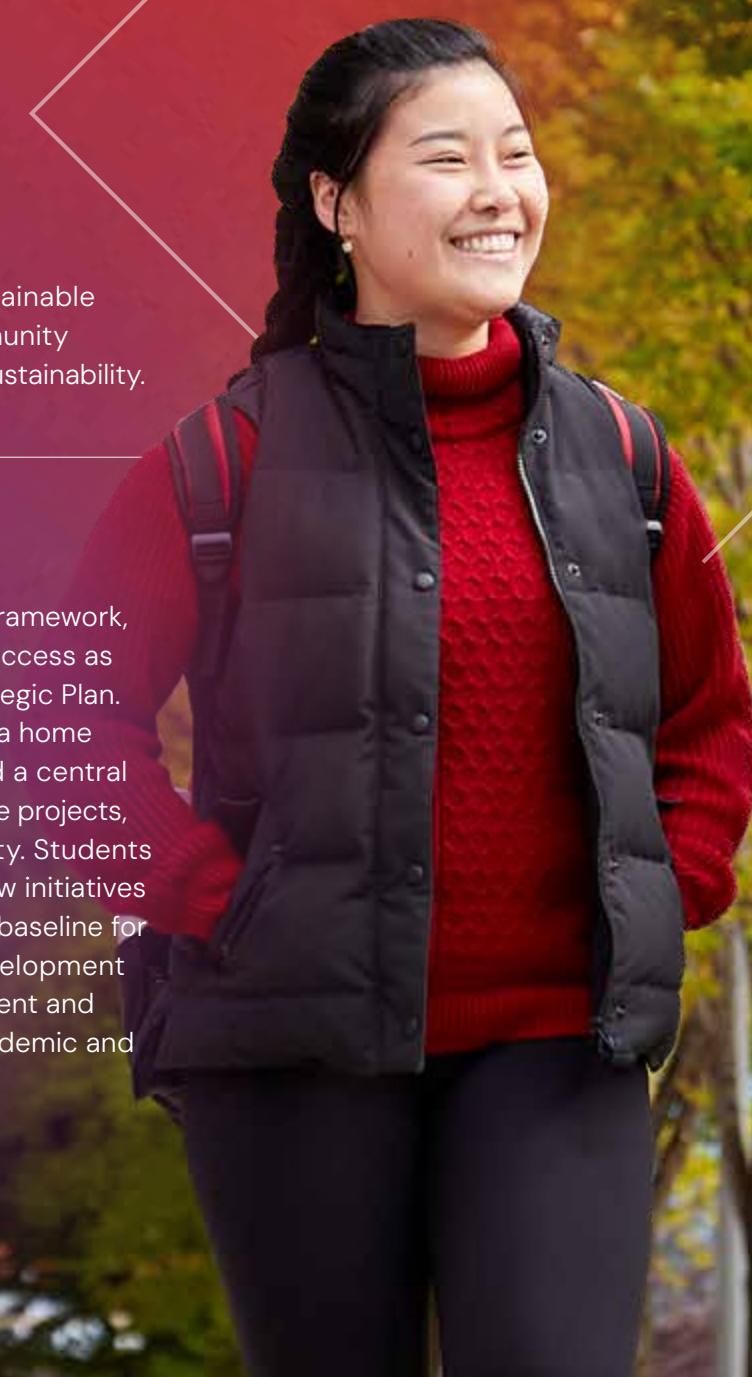


Objective

Cultivate and coordinate campus-wide sustainable development initiatives, reporting and community engagement through a dedicated Office of Sustainability.

Expected Outcomes

Contributes to advancing SAIT's Capability Framework, First Principles, and Strategic Pathways to Success as outlined in SAIT's 2025-28 Bold Futures Strategic Plan. Nurturing strong community ties, serving as a home base for the Eco Ambassadors program and a central hub supporting experiential learning, capstone projects, and institutional engagement in sustainability. Students and employees can collaborate to launch new initiatives and build on existing projects. Established a baseline for continuous improvement in sustainable development through an accepted standard of measurement and reporting. Using benchmarking to inform academic and operational plans.



| INITIATIVES | ACTIONS | TIMELINE | SUPPORTING DIVISIONS |
|---|--|----------|----------------------|
| 1.1 Coordinate and centralize institutional sustainability tracking, analysis, and reporting through the Office of Sustainability. | <ul style="list-style-type: none">Commence reporting to the Association for the Advancement of Sustainability in Higher Education (AASHE) aligning the Sustainability Tracking and Rating System (STARS) framework.Facilitate STARS 3.0 Data Quality Training and Certifications for submitters and reviewers.Engage with all schools and divisions to track sustainable development within academics, operations, engagement, planning, innovation, and leadership. | Year 1-5 | Institution |
| 1.2 Socialize UN 17 SDGs with Students, Faculty, Staff, Contractors. | <ul style="list-style-type: none">Sign the UN SDG Accord to signify SAIT's responsibility in delivering the SDGs and the value this training will bring to businesses, governments, and wider society.Engage with the institution through surveys, working groups, and institutional events to build a robust understanding of the 17 SDGs. | Year 1-3 | Institution |



2

FOCUS AREA: ACADEMIC EXCELLENCE IN SUSTAINABLE MEASURES

Objective

Embed the concepts of the United Nations Sustainable Development Goals into curriculum, staff and faculty training, and continuing education streams.

Expected Outcomes

Both students and faculty will benefit from embedding sustainability into course curriculum. Lessons that share the UN SDGs infuse all five clusters of SAIT's Capability Framework: critical thinking, citizenship, creativity, curiosity, and connection. Students will gain a comprehensive education, bolstering life skills and resilience, to thrive through unforeseen change and adaptation.



| INITIATIVES | ACTIONS | TIMELINE | SUPPORTING DIVISIONS |
|--|---|----------|----------------------|
| 2.1 Embed sustainable development into course curriculum. | <ul style="list-style-type: none"> Work directly with schools and programs to select courses based on faculty interest. Then, infuse sustainability principles, best practices content and initiatives into all courses, programs, and youth initiatives. Complete program audits to compile examples of best-practice for materials-use. Then implement best practice materials, sustainability theory, and a generic sustainability module for all Apprenticeship Programs. | Year 1-5 | Academic Division |
| 2.2 Faculty Training. | <ul style="list-style-type: none"> Facilitate AASHE Course training: Localizing the UN SDGs through Education, Training and Regional Collaboration. Create a train the trainer support initiative. | Year 1-5 | Academic Division |
| 2.3 Sustainability student engagement opportunities. | <ul style="list-style-type: none"> Provide sustainability-focused student Co-Curricular Recognition (CCR), and Leadership, Equity, Access, and Development (LEADS), opportunities through the Office of Sustainability and the Eco Ambassador program. | Year 1-3 | Academic Division |



FOCUS AREA: CAMPUS COMMUNITY ENGAGEMENT



Objective

Further engagement in sustainability provides a deeper understanding of the 3 pillars of sustainability, the UN SDGs, and builds an exceptional foundation for citizenship and connection.

Expected Outcomes

Students, faculty, and staff are acknowledged for their contribution to sustainable development, as more initiatives are recorded and tracked under the UN SDGs. Building upon citizenship, SAIT continues to influence its partners, and stakeholders to be mindful of the relationship between the environment, social implications, and economic decisions.



| INITIATIVES | ACTIONS | TIMELINE | SUPPORTING DIVISIONS |
|--|---|----------|---|
| 3.1 Share the SAIT sustainable development story and celebrate our journey. | <ul style="list-style-type: none"> Communicate SAITs sustainable development accomplishments. Integrate the Sustainability Roadmap with SAIT's 2025-28 Strategic Plan, Bold Futures. The Taylor Family Campus Centre – Student Development: Leverage the current construction of the new net zero ready /LEED Gold building to educate and seek student input. | Year 1-3 | Institution External Relations People and Culture Corporate Services |
| 3.2 Enhance awareness of sustainable development and citizenship. | <ul style="list-style-type: none"> Cultivate a culture of sustainability within schools and divisions through surveys, speaker series, and leverage of campus champions to lead "Green Team" implementation. Build a micro-credential program leveraging ENVS128. Continue Eco-Ambassador Program | Year 1-5 | Academic Division CDARI |



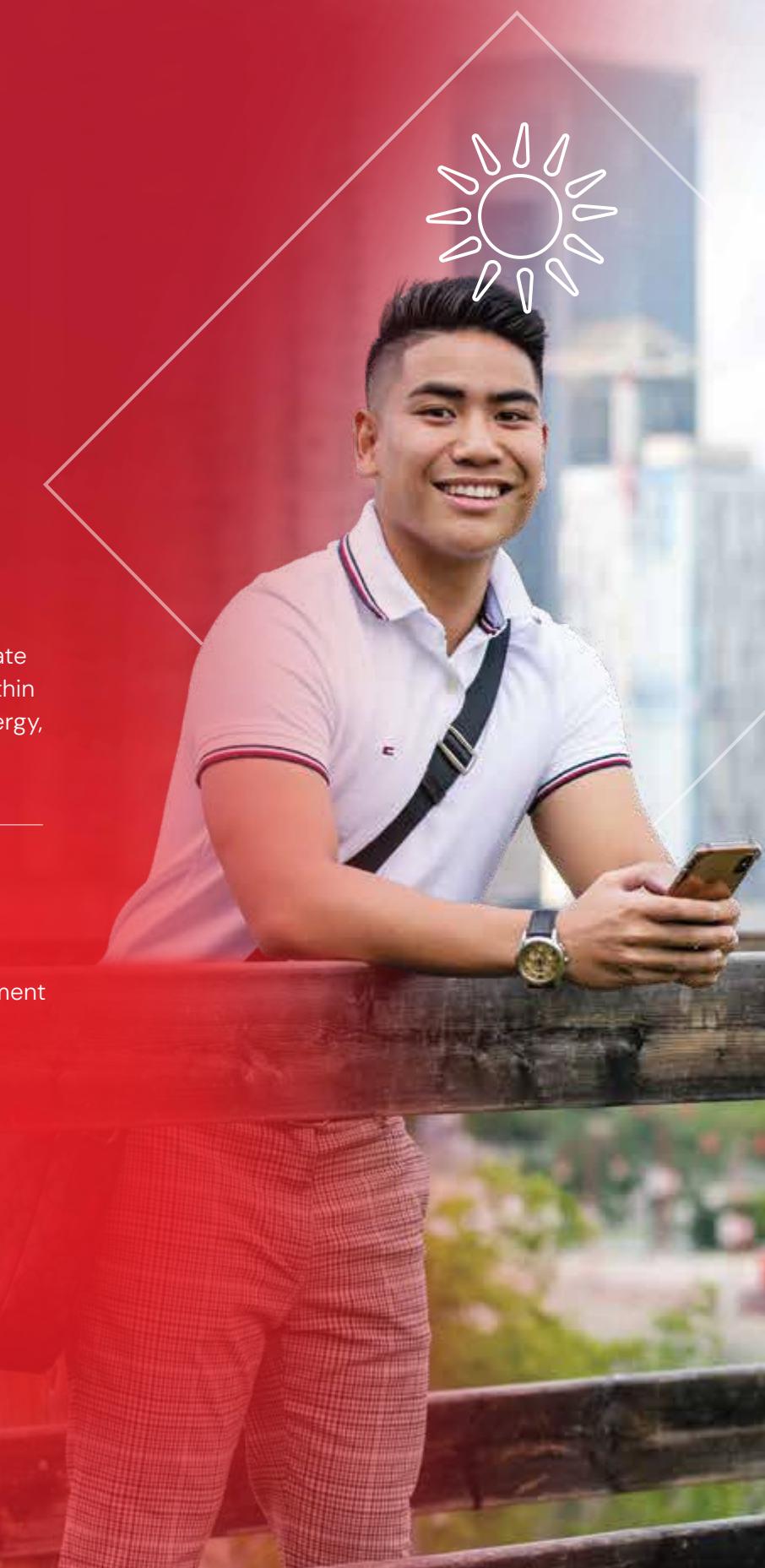
FOCUS AREA: CLIMATE ACTION

Objective

Enhance SAIT's institutional climate action and adaptation efforts within the sphere of transportation, energy, and landscape management.

Expected Outcomes

Increased energy savings and efficiencies, community engagement in sustainability, and responsible resource management.



| INITIATIVES | ACTIONS | TIMELINE | SUPPORTING DIVISIONS |
|--|---|----------|----------------------------|
| 4.1 Make sustainable transportation more accessible. | <ul style="list-style-type: none"> Conduct a formal survey and gather informal feedback from students, staff, and visitors on commuter preferences to analyze and develop a recommended action plan for promoting and improving sustainable transportation. Engage with key individuals to draft and propose an institutional fleet vehicle program. Implement recommended action plan and execute targeted initiatives to promote and enhance sustainable transportation options. Develop and support capstone project(s) related to sustainable transportation. | Year 1–5 | Corporate Services |
| 4.2 Enhance utility reduction and monitoring strategies. | <ul style="list-style-type: none"> Develop an education and awareness initiative to promote basic utility reduction strategies for the campus community to implement. Perform utility meter audit, conduct gap analysis, and prioritize actions to address identified gaps. Develop policy on building heating and cooling accompanied by education and awareness initiatives to promote compliance and understanding. Complete full lighting retrofits and/or replacements based on Facilities Management Lighting Program. | Year 1–5 | BGIS Corporate Services |
| 4.3 Develop a campus-wide FM landscape strategy promoting sustainable landscape management. | <ul style="list-style-type: none"> Perform a current state analysis of landscape operations, focusing on product usage and overall practice. Engage with key individuals to draft a Sustainable Landscape Plan that provides guidance and direction for the sustainable stewardship of SAIT's grounds. Identify year 3–5 actions based on approved Sustainable Landscape Plan. | Year 1–5 | Corporate Services |



FOCUS AREA: WASTE DIVERSION AND OPERATIONAL ENHANCEMENTS

Objective

Bolster SAIT's environmental footprint by adjusting strategies, policies, and management of waste diversion, food vendors, and furniture.

Expected Outcomes

Improved environmental footprint, economic, and social implications through supplies, furniture, and equipment.



| INITIATIVES | ACTIONS | TIMELINE | SUPPORTING DIVISIONS |
|--|---|----------|---|
| 5.1 Reduce campus food waste. | <ul style="list-style-type: none"> Monitor and track food waste from events. Find alternate resources for leftover food. | Year 1-5 | Institution |
| 5.2 Improve waste reduction efforts. | <ul style="list-style-type: none"> Complete institution wide baseline audit. Use consistent signage on all waste streaming units. Begin socializing and pilot the removal of landfill bins in classrooms. Research funding opportunities with waste (i.e., Cardboard, electronics, paper shredding, compost materials). Achieve Waste Diversion Rate of 80%. | Year 1-3 | BGIS Institution Corporate Services |
| 5.3 Implement a Sustainable Food Packaging.. | <ul style="list-style-type: none"> Identify take-out container solutions which align with the SAIT waste streaming program. Achieve vendor wide buy-in for consistent and universal waste diversion practices. | Year 1-5 | Corporate Services |
| 5.4 Furniture, Fixtures, and Equipment Recycling. | <ul style="list-style-type: none"> Pilot staff and student equipment purchases using online "garage sale" bidding. Donate remaining equipment to non-profit groups. | Year 1-5 | Corporate Services Institution |
| 5.5 Procurement Process. | <ul style="list-style-type: none"> Review and align SAIT's purchasing process to account for Scope 1, 2, and 3 emissions. | Year 1-5 | Corporate Services |



FOCUS AREA: APPLIED RESEARCH AND CAMPUS AS A LIVING LAB

Objective

Building capacity for applied research in sustainability challenges that advance campus collaboration, policy development, UN SDGs, and organizational knowledge.

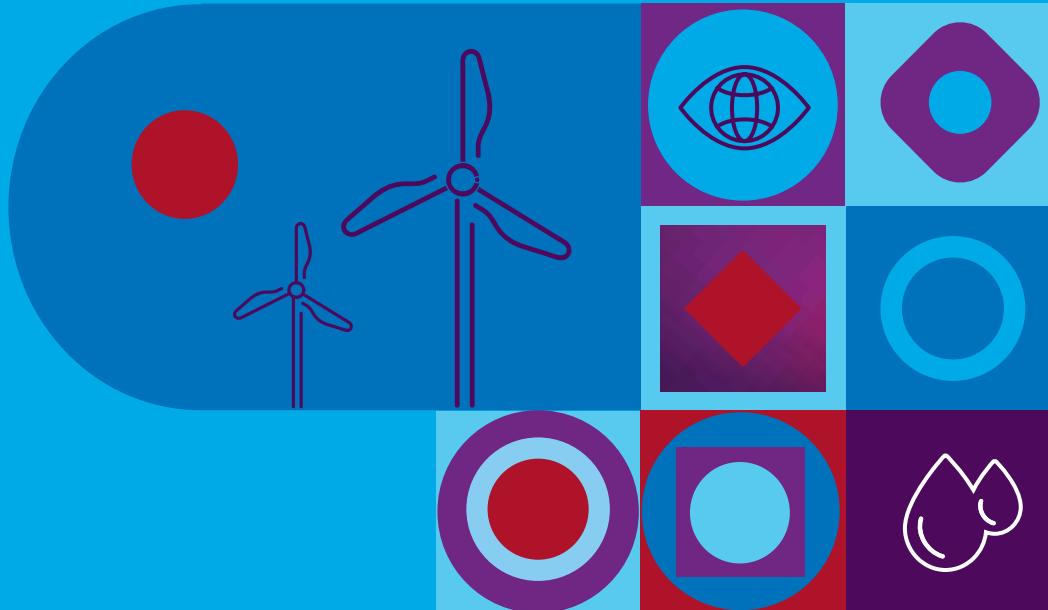
Expected Outcomes

Increased number of resources and research projects working towards advancing our ESGs and using SAIT campus as a living learning lab to build student employability skills, provide operational support, foster interdisciplinary partnerships, and facilitate project-based learning experiences.



| INITIATIVES | ACTIONS | TIMELINE | SUPPORTING DIVISIONS |
|--|--|----------|--|
| 6.1 Foster interdisciplinary collaboration among experts, faculty, and divisions. | <ul style="list-style-type: none"> Explore research that addresses sustainability challenges through an interdisciplinary lens. Formalize student tours of research facilities and applied learning labs. Inform policy and procedure for operational support using in-house experts and research-based knowledge. | Year 1-3 | CDARI Academic Division Corporate Services |
| 6.2 Allocate resources and funding specifically for sustainability research. | <ul style="list-style-type: none"> Support faculty and student-led research that address actions towards the sustainable development goals. Develop grant applications related to sustainable development, climate adaptation and resilience. Regularly evaluate research progress towards sustainable development goals to identify successful strategies and areas for improvement. | Year 1-5 | CDARI |
| 6.3 Encourage the use of campus as living, learning laboratory for sustainability education and applied research. | <ul style="list-style-type: none"> Students, faculty, and staff can collaborate on projects that directly impact campus sustainability and contribute to global sustainability goals. Foster interdisciplinary collaboration among faculties and divisions. Research development that addresses complex sustainability challenges from multiple angles. | Year 1-5 | CDARI Academic Division |





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