

EQUITY, DIVERSITY AND INCLUSION (EDI) STRATEGY

2020 - 2025





CONTENTS

Vision and Mission	2
Terminology	3
Guiding Principles	4
Expected Outcomes	6
Goals	8
1 Coordination	8
2 Mindset	10
3 Connection.....	12
4 Representation.....	14
5 Commitment.....	16
6 Fairness.....	18
EDI References	20

VISION AND MISSION

The Equity, Diversity and Inclusion Strategy is the next step for SAIT on its journey towards Inclusive Excellence. Inclusive excellence occurs when equity, diversity, and inclusion (EDI) is at the core of institutional excellence overall. This means SAIT cannot excel without cohesive and comprehensive integration of EDI into its core business operations. Indeed, EDI is essential to achieving SAIT's vision: To be a Global Leader in Applied Education.

It's also a priority consideration in order to fulfill SAIT's mission: To prepare students for successful careers and lives. The Equity, Diversity and Inclusion Strategy describes how the institution, over the next 5 years, will move forward through a period of transition into a more inclusive organization by achieving its expected outcomes.

EDI is a mindset, not a program. It is a way of thinking, doing, feeling and planning that can be continually improved. It is a journey, not a destination; a process, not an end point. At its best, EDI provides the conditions for a healthy campus wherein the SAIT community feels welcomed, supported, included, valued and empowered to succeed. We can always get better at integrating EDI into everything that we do in a proactive way to recognize systemic barriers and work to remove them.

Institutional commitment, combined with individual effort, and a shared accountability will result in student and employee success. The goals and strategies that follow are designed to work in alignment with and as a complement to the Strategic Plan: New World. New Thinking (2020-2025), Education Plan (2017-2020), Indigenous Learner Success Strategy (2019-2021), Student Mental Health Strategy (2018-2020) and Intercultural Support Strategy (2020). Goals from these plans are expanded upon here, or there are specific outcomes included to support existing strategies. The EDI Strategy lays the foundation of transformational change for SAIT to be successful in its endeavors for the next 100 years.

TERMINOLOGY

The language of equity, diversity and inclusion is constantly evolving and SAIT does its best to evolve with it. Terminology used in our strategy is intended with respect. Find more EDI-related terminology on our EDI Training and Education page on [sait.ca](https://www.sait.ca)

DIVERSITY

The unique experiences, perspectives and identities — both visible and invisible — that we all bring to campus as human beings.

EQUITY

Ensuring everyone has a fair chance to access, participate and succeed in all that SAIT has to offer. This does not necessarily mean treating everyone equally or the same. The principle of equity acknowledges that systemic barriers exist and that action is needed to address historical imbalances in order to ensure that everyone has the opportunity to realize their full potential.

INCLUSION

The intentional process of creating a campus culture where all people are welcomed, respected and feel as though they belong. An inclusive culture is one in which people feel comfortable being their authentic selves openly and that their unique contributions are valued.

INTERSECTIONALITY

The complex, cumulative way in which the effects of multiple forms of discrimination combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

PRIVILEGE

Unearned access to social power based on membership in a dominant social group.

EQUITY-DESERVING GROUPS

Communities that experience barriers to participation at SAIT including women, Indigenous people, people with disabilities and/or disabled people, racialized people, 2SLGBTQ+ people, English as Additional Language learners/speakers, and people of diverse faiths.

HEALTHY CAMPUS

A campus wherein the SAIT community—especially equity-deserving groups—feel welcomed, supported, included, valued and empowered to succeed.



GUIDING PRINCIPLES

- Mainstreaming EDI is a shared responsibility and an individual accountability; it's up to all of us
- Excellence is achieved through equity, diversity and inclusion; it is a competitive advantage
- Everyone has the right of fair access to, participation in, and the opportunity to succeed within higher education
- The student and employee populations at SAIT should reflect the populations in the City of Calgary and in Alberta at large

These guiding principles are embodied in the pillars of the EDI strategy:

Coordination + Mindset + Connection + Representation + Commitment + Fairness = Healthy Campus





EXPECTED OUTCOMES

- 1 Employees and graduates demonstrate the skills and competencies necessary to navigate a diverse, global economy and world.
- 2 Staff, faculty and students have the confidence to practice and promote EDI inside and outside of the classroom.
- 3 All campus members have a strong sense of belonging and feel empowered to realize their full potential.
- 4 Employees at all levels reflect the rich diversity of national and local talent pools.
- 5 Campus infrastructure and space planning recognize the diversity of the SAIT campus.
- 6 Shared accountability amongst students and employees to make an equitable, diverse and inclusive campus.
- 7 Curriculum better reflects the diversity of the SAIT campus.
- 8 Improved pathways to success and reduced experiences of discrimination for equity-deserving groups.
- 9 The campus devotes the leadership and resources necessary to sustain and grow equity, diversity and inclusion at SAIT.

1

GOAL: COORDINATION

Formally launch the Office of Equity, Diversity and Inclusion (EDI) to strengthen, evaluate and coordinate the foundations of EDI on campus.

EXPECTED OUTCOME

The campus devotes the leadership and resources necessary to sustain and grow equity, diversity and inclusion at SAIT.

RATIONALE

A centralized office and leadership is necessary to ensure efforts are sustainable, coordinated and supported by institutional commitment.



PRIORITY	ACTION ITEMS	RESPONSIBLE	MEASURE OF SUCCESS	TIMELINE
1	1.1 Launch the Office of EDI led by the Director, EDI	<ul style="list-style-type: none"> ▪ EDI ▪ EMC ▪ Communications 	<ul style="list-style-type: none"> ▪ Office/position is created and sustainably resourced 	Year 1: Fall 2020
1	1.2 Create and implement an EDI Scorecard to measure institutional progress <ul style="list-style-type: none"> ▪ Climate Check Survey (Biennial) ▪ Markers of Diversity Survey (Annual) 	<ul style="list-style-type: none"> ▪ EDI ▪ Business Intelligence & Analytics ▪ Employee Services 	<ul style="list-style-type: none"> ▪ Consistent measurement and annual reporting ▪ Surveys implemented and analyzed ▪ Increasing positive survey results 	Year 1: Fall 2020
1	1.3 Implement Diversity Moments at institutional meetings	<ul style="list-style-type: none"> ▪ EDI ▪ Management Council 	<ul style="list-style-type: none"> ▪ Number of leaders using diversity moments ▪ Number of diversity moments in archive ▪ Improved Climate Check Survey results 	Year 1: Fall 2020
1	1.4 Develop Calendar of Events to align EDI events and activities	<ul style="list-style-type: none"> ▪ EDI ▪ Communications 	<ul style="list-style-type: none"> ▪ Reflection, Application and Surveys ▪ More attendance at events ▪ Higher awareness of and satisfaction with events 	Year 1: Fall 2020
1	1.5 Create Reward Structures to incentivize EDI work	<ul style="list-style-type: none"> ▪ EDI ▪ Communications 	<ul style="list-style-type: none"> ▪ Increase in number of EDI Champions ▪ Increased awareness and participation ▪ Improved Climate Check Survey results 	Year 2: Fall 2021

GOAL: MINDSET

Develop an inclusive mindset within students and employees by offering educational opportunities and learning experiences.

EXPECTED OUTCOME

- Employees and students have the confidence to practice and promote EDI inside and outside of the classroom.
- Employees and graduates demonstrate the skills and competencies necessary to navigate a diverse, global economy and world.

RATIONALE

Education and resources are necessary to develop self and widen perspectives.

PRIORITY	ACTION ITEMS	RESPONSIBLE	MEASURE OF SUCCESS	TIMELINE
1	2.1 Offer PERS 148: Introduction to Effective Intercultural Communication course	<ul style="list-style-type: none"> ▪ EDI ▪ Intercultural Support Strategy 	<ul style="list-style-type: none"> ▪ Reflection, Application and Surveys 	Year 1: Fall 2020
1	2.2 Develop 2SLGBTQ+ Inclusion Online Course and Workshop	<ul style="list-style-type: none"> ▪ EDI ▪ Pride at SAIT 	<ul style="list-style-type: none"> ▪ Reflection, Application and Surveys 	Year 2: Fall 2021
1	2.3 Create Accessibility and Human Rights Toolkit for Academic Chairs / Faculty / Students <ul style="list-style-type: none"> ▪ Offer practical “Duty to Accommodate” Workshops 	<ul style="list-style-type: none"> ▪ Accessibility Services ▪ SAITSA 	<ul style="list-style-type: none"> ▪ Reduction in Accessibility Accommodation Complaints ▪ Increase in Universal Design for Learning (UDL) by Faculty 	Year 2: Winter 2022
2	2.4 Launch Blue Ocean Brain inclusive leadership program for SAIT leadership	<ul style="list-style-type: none"> ▪ EDI 	<ul style="list-style-type: none"> ▪ Leaders feel more confident to role model desired behaviours 	Year 2: Fall 2022
2	2.5 Explore options for Mandatory Course for Employees based on training offerings	<ul style="list-style-type: none"> ▪ EDI ▪ Employee Services 	<ul style="list-style-type: none"> ▪ Improved Climate Check Survey results ▪ Reflection, Application and Surveys 	Year 3: Fall 2022
2	2.6 Offer PERS 020: Equity, Diversity and Inclusion Starter Pack micro-credential	<ul style="list-style-type: none"> ▪ Continuing Education 	<ul style="list-style-type: none"> ▪ Reflection, Application and Surveys 	Year 3: Spring 2023

3

GOAL: CONNECTION

Foster a culture of inclusion for equity-deserving groups through networks of connection.

EXPECTED OUTCOME

All campus members have a strong sense of belonging and feel empowered to realize their full potential.

RATIONALE

Positive intergroup experiences occur through Employee Resource Groups (ERGs) and mentorship networks.

PRIORITY	ACTION ITEMS	RESPONSIBLE	MEASURE OF SUCCESS	TIMELINE
1	3.1 Ensure alignment of inclusion committees and Employee Resource Groups: <ul style="list-style-type: none"> ▪ Pride at SAIT ▪ Black Empowerment and Excellence at SAIT ▪ Women in Trades and Technology ▪ EMBRACE ▪ Neurodiversity Alliance 	<ul style="list-style-type: none"> ▪ EDI 	<ul style="list-style-type: none"> ▪ Improved Climate Check Survey results ▪ Increased ERG participation 	Year 1: Winter 2021
1	3.2 Develop a Toolkit for creating new Employee Resource Groups	<ul style="list-style-type: none"> ▪ EDI 	<ul style="list-style-type: none"> ▪ 1 new ERG created 	Year 2: Winter 2022
1	3.3 Explore Mentorship Opportunities for equity-deserving student groups	<ul style="list-style-type: none"> ▪ Student Engagement 	<ul style="list-style-type: none"> ▪ Improved Climate Check Survey results 	Year 3: Winter 2023
2	3.4 Establish and expand Network of EDI Champions <ul style="list-style-type: none"> ▪ Phase 1 – Employees ▪ Phase 2 – Students 	<ul style="list-style-type: none"> ▪ EDI 	<ul style="list-style-type: none"> ▪ One champion in each unit/department/school 	Year 4: Winter 2024
2	3.5 Explore Institutional Approach to Wellness	<ul style="list-style-type: none"> ▪ Employee Services 	<ul style="list-style-type: none"> ▪ Improved Climate Check Survey results ▪ Learner Services PQA 	Year 4: Fall 2023
3	3.6 Coordinate Community Engagement for EDI in the City of Calgary	<ul style="list-style-type: none"> ▪ Learner and Academic Services ▪ Academic Schools ▪ International Centre 	<ul style="list-style-type: none"> ▪ Stronger connection to community partners with increased participation in shared initiatives. 	Year 3: Winter 2023

4 GOAL: REPRESENTATION

Ensure the increasingly rich diversity of the student population is reflected in all aspects of campus.

EXPECTED OUTCOME

- Employees at all levels reflect the rich diversity of national and local talent pools.
- Campus infrastructure and space planning recognize the diversity of the SAIT campus.

RATIONALE

Students and employees have higher levels of engagement when they see themselves reflected in their campus.

PRIORITY	ACTION ITEMS	RESPONSIBLE	MEASURE OF SUCCESS	TIMELINE
1	4.1 Develop system to gather accurate student and employee Demographic Data <ul style="list-style-type: none"> Enable the use of preferred names and pronouns in SAIT systems 	<ul style="list-style-type: none"> EDI Employee Services Office of the Registrar 	<ul style="list-style-type: none"> Accurate set of student and employee demographic data 	Year 4: Fall 2023
1	4.3 Examine Hiring Practices and Procedures for equity <ul style="list-style-type: none"> Examine pay equity Analyze Lever demographic data survey results for job applications 	<ul style="list-style-type: none"> Employee Services 	<ul style="list-style-type: none"> Increase in leadership diversity and promotion rates for equity-deserving groups 	Year 5: Fall 2024
1	4.4 Offer Inclusive Hiring Practices training for employee hiring, Program Advisory Councils and other institutional committees <ul style="list-style-type: none"> Recruitment Interviews Promotion 	<ul style="list-style-type: none"> EDI Employee Services 	<ul style="list-style-type: none"> Increase in leadership diversity and promotion rates for equity-deserving groups 	Year 5: Fall 2024
2	4.5 Create and implement Strategic Enrolment Management (SEM) plan to enroll more equity-deserving student groups	<ul style="list-style-type: none"> EDI SEM 	<ul style="list-style-type: none"> Increase in representation of equity-deserving student groups 	Ongoing
2	4.6 Create Employee Recruitment Plan	<ul style="list-style-type: none"> Employee Services 	<ul style="list-style-type: none"> Increase in representation of equity-deserving employee groups. 	Year 5: Fall 2024
2	4.7 Launch partnership with the Integrated Post-Secondary Education Society of Alberta (IPSESA) to create pathways to academic success for students with disabilities	<ul style="list-style-type: none"> EDI 	<ul style="list-style-type: none"> Increased access to courses and programs for students with disabilities 	Year 2: Fall 2021
3	4.8 Explore options for Inclusive Campus Infrastructure: <ul style="list-style-type: none"> Ablution Station Changeroom in Athletics Universal Washrooms in all buildings Pride Pathway 	<ul style="list-style-type: none"> Facilities Management Learner and Academic Services Athletics 	<ul style="list-style-type: none"> Improved Climate Check Survey results Usage rate Demand from Prospective/ Current students 	Year 5: Fall 2024
3	4.8 Establish Permanent, Multipurpose Space for EDI: <ul style="list-style-type: none"> Prayer Space Pride Center Intercultural Activities 	<ul style="list-style-type: none"> EDI Facilities Management Learner and Academic Services 	<ul style="list-style-type: none"> Improved Climate Check Survey results Usage rates of space 	Year 2: Fall 2021

5

GOAL: COMMITMENT

Integrate EDI into SAIT's core business to drive sustainable culture change.

EXPECTED OUTCOME

- Shared accountability amongst students and employees to make an equitable, diverse and inclusive campus.
- Employees and graduates demonstrate the skills and competencies necessary to navigate a diverse, global economy and world.
- Curriculum better reflects the diversity of the SAIT campus.

RATIONALE

Everyone is responsible for creating and sustaining an equitable, diverse and inclusive campus.

PRIORITY	ACTION ITEMS	RESPONSIBLE	MEASURE OF SUCCESS	TIMELINE
1	5.1 Add Inclusion as a Core Competency for Employee Performance <ul style="list-style-type: none"> ▪ Example goals ▪ Tools and resources ▪ Messaging on importance 	<ul style="list-style-type: none"> ▪ EDI ▪ Employee Services 	<ul style="list-style-type: none"> ▪ Number of EDI goals ▪ Impact of goals ▪ Increased uptake in training ▪ Improved Climate Check Survey results ▪ Increased participation and awareness in EDI initiatives 	Year 1: Winter 2021
1	5.2 Embed EDI principles into the SAIT Capability Framework	<ul style="list-style-type: none"> ▪ EDI 	<ul style="list-style-type: none"> ▪ PQA Inclusion Questions ▪ Increased Course Offerings with EDI content 	Year 5: Fall 2024
1	5.3 Integrate EDI into CADI program offerings <ul style="list-style-type: none"> ▪ Launch Inclusive Learning Environments pilot program 	<ul style="list-style-type: none"> ▪ Centre for Academic Development and Innovation 	<ul style="list-style-type: none"> ▪ Increased content offerings in faculty training ▪ Improved Climate Check Survey 	Year 3: Winter 2023
2	5.4 Revise and implement the Intercultural Support Strategy	<ul style="list-style-type: none"> ▪ EDI ▪ International Centre 	<ul style="list-style-type: none"> ▪ Strategy relaunched and revised 	Year 3: Winter 2023
2	5.5 Create EDI Policy and Procedure	<ul style="list-style-type: none"> ▪ Employee Services 	<ul style="list-style-type: none"> ▪ Policy created and referenced 	Year 4: Fall 2023
2	5.6 Support the Digital Pathways Hub	<ul style="list-style-type: none"> ▪ EDI ▪ Continuing Education 	<ul style="list-style-type: none"> ▪ Pathways to success in tech created for equity-deserving student groups 	Year 3: Winter 2023

6

GOAL: FAIRNESS

Promote equitable outcomes and fair treatment as an institutional priority.

EXPECTED OUTCOME

Improved pathways to success and reduced experiences of discrimination for equity-deserving groups.

RATIONALE

Everyone should have a fair chance to access, participate and succeed at SAIT.

PRIORITY	ACTION ITEMS	RESPONSIBLE	MEASURE OF SUCCESS	TIMELINE
1	6.1 Support and further the Indigenous Learner Success Strategy <ul style="list-style-type: none"> Implementation with stakeholders Hire Senior Indigenous Leader Co-create Strategic Enrolment Management (SEM) plan for Indigenous students 	<ul style="list-style-type: none"> EDI Executive Management Council Chinook Lodge 	<ul style="list-style-type: none"> Improved Climate Check Survey results Metrics in ILSS plan achieved SEM plan created and implemented 	Year 1: 2020-2021
1	6.2 Apply the Equity Framework to Academic Policy and Procedures	<ul style="list-style-type: none"> Community Conduct EDI 	<ul style="list-style-type: none"> Framework applied to one policy/procedure per year 	Year 1: Fall 2020
2	6.3 Analyze Academic Retention/Success Data for equity-deserving student populations	<ul style="list-style-type: none"> EDI Business Intelligence & Analytics 	<ul style="list-style-type: none"> Tableau data analyzed 	Year 4: Winter 2024
2	6.4 Determine Academic Pathways to Success for equity-deserving student populations	<ul style="list-style-type: none"> EDI LAS Academic Schools 	<ul style="list-style-type: none"> Better retention/completion for equity-deserving populations Reduction in differential outcomes of success Learner Services PQA Advisors empowered to better support pathways 	Year 5: Winter 2025
3	6.5 Streamline Harassment/Discrimination Complaints Process	<ul style="list-style-type: none"> EDI Community Conduct Employee Services 	<ul style="list-style-type: none"> Reduction in and more efficient resolution of harassment/discrimination complaints 	Year 3: Fall 2022
3	6.6 Launch Sexual Violence Prevention Committee <ul style="list-style-type: none"> Offer violence prevention education program 	<ul style="list-style-type: none"> Learner Services EDI Campus Security 	<ul style="list-style-type: none"> Reduction in and more efficient resolution of harassment/discrimination complaints 	Year 5: Fall 2024

EDI REFERENCES

VISION & MISSION

- “Inclusive Excellence”ⁱ

TERMINOLOGY

- “Diversity”ⁱⁱ
- “Equity”ⁱⁱⁱ
- “Inclusion”^{iv}
- “Intersectionality”^v
- “Privilege”^{vi}
- “Equity-deserving groups”^{vii}

ⁱ Williams, D. (2013). *Strategic Diversity Leadership: Activating change and transformation in higher education*. Stylus Publishing.

ⁱⁱ Canadian Centre for Diversity and Inclusion (2020). *Diversity Defined*. <https://ccdi.ca/our-story/diversity-defined/>

ⁱⁱⁱ The University of British Columbia (2020). *Equity and Inclusion Glossary of Terms*. <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

^{iv} Canadian Centre for Diversity and Inclusion (2020). *Diversity Defined*. <https://ccdi.ca/our-story/diversity-defined/>

^v Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, Vol. 1989(1), 139-167. <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf>

^{vi} University of San Francisco (2014). *Check Your Privilege*. <https://myusf.usfca.edu/student-life/intercultural-center/check-your-privilege>

^{vii} Tettey, W (2019). Inspiring Inclusive Excellence. <https://utsc.utoronto.ca/news-events/inspiring-inclusive-excellence-professor-wisdom-tetteys-installation-address>



What is one thing you are going to do to advance equity, diversity and inclusion #hereatsait? Let us know at inclusion@sait.ca.

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