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VISION AND MISSION

The Equity, Diversity and Inclusion Strategic Plan 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 Strategic Plan 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 Strategic Plan lays the foundation of transformational change for SAIT to be successful in its endeavors for the next 100 years.
TERMINOLOGY

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-SEEKING GROUPS
Communities that experience barriers to participation at SAIT including Black, Indigenous and people of colour, English as a second language learners, LGBTQ2+, women in trades and technology, people with disabilities and people of diverse faiths and spiritualities.

HEALTHY CAMPUS
A campus wherein the SAIT community—especially equity-seeking groups—feels 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 strategic plan:
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. Physical 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-seeking groups.

9. The campus devotes the leadership and resources necessary to sustain and grow equity, diversity and inclusion at SAIT.
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.
<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>STRATEGIES</th>
<th>RESPONSIBLE</th>
<th>MEASURE OF SUCCESS</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| 1        | 1.1 Launch the Office of EDI led by the Associate Director, EDI | • EDI  
• EMC  
• Communications | Office/position is created and sustainably resourced | Year 1: Fall 2020 |
| 1        | 1.2 Create and implement an EDI Scorecard to measure institutional progress  
• Climate Check Survey (Biennial)  
• Markers of Diversity Survey (Annual) | • EDI  
• BI&A | 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 | • EDI  
• Management Council | 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 “Top 5” Calendar of Events to align EDI events and activities | • EDI  
• Communications | Reflection, Application and Surveys  
More attendance at events  
Higher awareness of and satisfaction with events | Year 1: Fall 2020 |
| 1        | 1.5 Implement Support and Promotion Campaigns:  
• Phase 1 – “What Will You Do?”  
• Phase 2 – “I Belong Here” | • EDI  
• EMC  
• Communications | Increased awareness and accountability | Year 1: Fall 2020  
Year 2: Fall 2021 |
| 1        | 1.6 Create Reward Structures to incentivize EDI work | • EDI  
• Communications | Increase in number of EDI Champions  
Increased awareness and participation  
Improved Climate Check Survey results | Year 2: Fall 2021 |
| 2        | 1.7 Create a Request Mechanism to prioritize institutional EDI needs | • EDI | Mechanism is created and used by stakeholders | Year 1: Winter 2021 |
GOAL: MINDSET

Develop an inclusive mindset within students, employees, faculty and senior leadership through training and opportunities to apply learning.

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

Training and resources are necessary to develop self and change individual behaviour.
<table>
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<tr>
<th>PRIORITY</th>
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</tr>
</thead>
</table>
| 1        | **2.1** Offer Intercultural Communication training course  
• #1 Beginner: Foundational Theory  
• #2 Advanced: Classroom & Community Skills | • EDI  
• Intercultural Support Strategy | • #1: 2 cohorts with 80 spots in pilot (students and staff)  
• #2: Creation of Open Educational Resources (OERs)  
• Reflection, Application and Surveys | Year 1: Fall 2020 |
| 1        | **2.2** Offer Anti-Racism training course | • EDI  
• Transcultural Communications | • Cohort pilot launched  
• Reflection, Application and Surveys | Year 1: Winter 2021 |
| 1        | **2.3** Offer Unconscious Bias training course | • EDI  
• Transcultural Communications | • Cohort pilot launched  
• Reflection, Application and Surveys | Year 2: Fall 2021 |
| 1        | **2.4** Renew license for LGBT 101 Course and expand LGBT Inclusion Workshop | • EDI  
• LAS | • Reflection, Application and Surveys | Year 2: Fall 2021 |
| 1        | **2.5** Create Accessibility and Human Rights Toolkit for Academic Chairs / Faculty / Students  
• Offer practical “Duty to Accommodate” Workshops | • Accessibility Services  
• SAITSA | • Reduction in Accessibility Accommodation Complaints  
• Increase in Universal Design for Learning (UDL) by Faculty | Year 2: Winter 2022 |
| 2        | **2.6** Expand ESL Mentorship Program | • ELF  
• International Centre | • Mentorship for 1 new program  
• Reduction in English Language Proficiency Complaints | Year 2: Winter 2022 |
| 2        | **2.7** Develop Mandatory Course for Employees based on training offerings | • EDI  
• Employee Services | • Improved Climate Check Survey results  
• Reflection, Application and Surveys | Year 3: Fall 2022 |
GOAL: CONNECTION
Foster a culture of inclusion for equity-seeking groups through networks of connection.

EXPECTED OUTCOME
All campus members have 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.
<table>
<thead>
<tr>
<th>PRIORITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.1 Establish Permanent Budget for Pride at SAIT</td>
<td>EDI, LAS, Alumni &amp; Development</td>
<td>Improved Climate Check Survey results, Increased ERG participation, Participant survey satisfaction, reflection, application, Reduction in complaints related to sexuality/gender identity</td>
<td>Year 1: Winter 2021</td>
</tr>
<tr>
<td>1</td>
<td>3.2 Develop a Toolkit for creating new Employee Resource Groups</td>
<td>EDI</td>
<td>1 new ERG created</td>
<td>Year 2: Winter 2022</td>
</tr>
<tr>
<td>1</td>
<td>3.3 Explore Mentorship Opportunities for underrepresented groups</td>
<td>Student Engagement</td>
<td>Improved Climate Check Survey results</td>
<td>Year 3: Winter 2023</td>
</tr>
<tr>
<td>2</td>
<td>3.4 Establish and expand Network of EDI Champions</td>
<td>EDI</td>
<td>One champion in each unit/department/school</td>
<td>Year 4: Winter 2024</td>
</tr>
<tr>
<td>2</td>
<td>3.5 Explore Institutional Approach to Wellness</td>
<td>EDI, Employee Services, LAS</td>
<td>Improved Climate Check Survey results, Learner Services PQA</td>
<td>Year 4: Fall 2023</td>
</tr>
<tr>
<td>3</td>
<td>3.6 Coordinate Community Engagement for EDI in the City of Calgary</td>
<td>LAS, Academic Schools, International Centre</td>
<td>Improved Climate Check Survey results</td>
<td>Year 3: Winter 2023</td>
</tr>
</tbody>
</table>
GOAL: REPRESENTATION

Ensure the increasingly rich diversity of the student population is reflected in the people and physical aspects of campus.

EXPECTED OUTCOME

- Employees at all levels reflect the rich diversity of national and local talent pools.
- Physical 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.
<table>
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<tr>
<th>PRIORITY</th>
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<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.1 Develop system to gather reliable Employee Demographic Data annually</td>
<td>EDI, Employee Services</td>
<td>Reliable set of employee demographic data</td>
<td>Year 4: Fall 2023</td>
</tr>
<tr>
<td>1</td>
<td>4.2 Establish Permanent, Multipurpose Space for EDI: Prayer Space, Pride Center, Intercultural Activities</td>
<td>EDI, Facilities Management, LAS</td>
<td>Improved Climate Check Survey results, Usage rates of space</td>
<td>Year 2: Fall 2021</td>
</tr>
<tr>
<td>1</td>
<td>4.3 Examine Hiring Practices and Procedures for equity Examine pay equity</td>
<td>Employee Services</td>
<td>Increase in leadership diversity and promotion rates for equity-seeking groups</td>
<td>Year 5: Fall 2024</td>
</tr>
<tr>
<td>1</td>
<td>4.4 Offer Inclusive Hiring Practices training for employee hiring, PACs and other institutional committees Recruitment, Interviews, Promotion</td>
<td>EDI, Employee Services</td>
<td>Increase in leadership diversity and promotion rates for equity-seeking groups Reflection, Application and Surveys</td>
<td>Year 5: Fall 2024</td>
</tr>
<tr>
<td>2</td>
<td>4.5 Set Diversity Hiring Targets for SAIT leadership</td>
<td>EMC</td>
<td>Increase in leadership diversity and promotion rates for equity-seeking groups</td>
<td>Year 5: Winter 2025</td>
</tr>
<tr>
<td>3</td>
<td>4.6 Explore options for Inclusive Campus Infrastructure: Ablution Station, Changeroom in Athletics, Universal Washrooms in all buildings, Pride Pathway</td>
<td>Facilities Management, LAS, Athletics</td>
<td>Improved Climate Check Survey results, Usage rate, Demand from Prospective/Current students</td>
<td>Year 5: Fall 2024</td>
</tr>
</tbody>
</table>
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.
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<tbody>
<tr>
<td>1</td>
<td>5.1 Add Inclusion as a Core Competency for Employee Performance</td>
<td>EDI, Employee Services</td>
<td>Number of EDI goals, Impact of goals, Increased uptake in training, Improved Climate Check Survey results, Increased participation and awareness in EDI initiatives</td>
<td>Year 1: Winter 2021</td>
</tr>
<tr>
<td>1</td>
<td>5.2 Add EDI to the SAIT Graduate Outcomes (SGOs)</td>
<td>EDI, Academic Division</td>
<td>PQA Inclusion Questions, Increased Course Offerings with EDI content, Increased participation in EDI CCR activities</td>
<td>Year 5: Fall 2024</td>
</tr>
<tr>
<td>1</td>
<td>5.3 Integrate EDI into Instructional Competencies and CADI program offerings</td>
<td>CADI</td>
<td>Increased content offerings in faculty training, Improved Climate Check Survey</td>
<td>Year 2: Fall 2021</td>
</tr>
<tr>
<td>2</td>
<td>5.4 Create EDI Rubric for Curriculum Renewal</td>
<td>EDI, CADI</td>
<td>Increased Course Offerings with EDI content</td>
<td>Year 3: Fall 2022</td>
</tr>
<tr>
<td>2</td>
<td>5.5 Create EDI Policy and Procedure</td>
<td>Employee Services</td>
<td>Policy created and referenced</td>
<td>Year 4: Fall 2023</td>
</tr>
</tbody>
</table>
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-seeking groups.

RATIONALE
Everyone should have a fair chance to access, participate and succeed at SAIT.
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</tr>
</thead>
</table>
| 1        | **6.1 Support and further the Indigenous Learner Success Strategy**  
  • Implementation with stakeholders  
  • Launch Indigenous Learner Advisory Committee | • EDI  
  • EMC | • Improved Climate Check Survey results  
  • Metrics in ILSS plan  
  • Learner Services PQA | Year 1:  
  2020-2021 |
| 1        | **6.2 Apply the Equity Framework to Academic Policy and Procedures** | • Community Conduct | • Framework applied to one policy/procedure | Year 1:  
  Fall 2020 |
| 2        | **6.3 Analyze Academic Retention/Success Data for equity-seeking student populations** | • EDI  
  • BI&A | • Tableau data analyzed | Year 4:  
  Winter 2024 |
| 2        | **6.4 Determine academic Pathways to Success for equity-seeking student populations** | • EDI  
  • LAS  
  • Academic Schools | • Better retention/ completion for underrepresented 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** | • EDI  
  • Community Conduct | • Reduction in and more efficient resolution of harassment/discrimination complaints | Year 3:  
  Fall 2022 |
| 3        | **6.6 Launch Sexual Violence Prevention Committee**  
  • Offer violence prevention education program | • Learner Services  
  • EDI  
  • Campus Security | • Reduction in and more efficient resolution of harassment/discrimination complaints | Year 5:  
  Fall 2024 |
EDI REFERENCES

VISION & MISSION

- “Inclusive Excellence”

TERMINOLOGY

- “Diversity”
- “Equity”
- “Inclusion”
- “Intersectionality”
- “Privilege”
- “Equity-seeking groups”


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