


Investment Management Agreement for Public Post- Secondary Institutions

Southern Alberta Institute of Technology
Department of Advanced Education
2021-2022

Her Majesty the Queen in right of
Alberta, as represented by the
Minister of Advanced Education

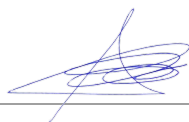


Minister

June 23, 2021

Date

SIGNED for and on behalf of Southern
Alberta Institute of Technology



Board Chair

June 15, 2021

Date

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Intent of Investment Management Agreement (IMA)

Alberta's twenty-six publicly funded post-secondary institutions provide a variety of learning opportunities to people from within Alberta, across Canada, and abroad. These institutions are often world-class organizations which excel in teaching and research. They prepare graduates for fulfilling careers and additional learning, while contributing to Alberta's economic and community development through skill development, research and innovation.

To support system coordination and optimize the allocation of public investments in adult education, each of these institutions is designated to a sector based on its programming, research and scholarly activity, and collaboration initiatives.

For 2021-2022, each institution will also have an Investment Management Agreement with government. This agreement will include the institution's mandate, the 2021-22 Operating and Program Support Grant Amount from government, mutual priorities, and a performance metric to facilitate the allocation of outcomes-based funding, to ensure government and institutions are focused on meeting the needs of the province. Specifically, the Investment Management Agreement:

- Identifies and explains the shared objectives and priorities between the Alberta government and the institutions; and
- Describes the agreed upon investment framework that includes the key performance metric in a priority area.

While the IMA was originally designed to be a three-year agreement between each institution and the government, this year's IMA is serving as a pilot. Therefore, its term is one year, from April 1, 2021 to March 31, 2022, with performance evaluated at the end of the fiscal year to provide learnings and identify improvements that could be incorporated into a three-year IMA.

The Investment Management Agreement is not intended to be the sole element of the relationship between the institution and the government, nor to include all decisions and issues in the post-secondary system. Government will continue to work closely with institutions and other stakeholders in a number of areas, and provide many aspects of system direction through legislation, regulation, policy, and other processes.

Investment Management Agreements may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the agreement. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Legislative and Policy Requirements

Post-secondary Learning Act

Section 78 of the Post-secondary Learning Act requires the boards of all 21 public post-secondary institutions, and Independent Academic Institutions, to enter into an Investment Management Agreement with the Minister of Advanced Education, which must include: the mandate of the institution (not applicable to Independent Academic Institutions), a performance metric(s) for the institution, and anything else determined by the Minister. The Minister may specify the form of the agreement, and the date by which it must be in effect. The boards of the 21 public post-secondary institutions are also required to prepare, approve and submit to the Minister a budget and a capital plan. The budget submitted by an institution may not project consolidated operating expenses exceeding consolidated operating revenues, unless the board has the written approval of the Minister.

Fiscal Planning and Transparency Act

Section 10 of the Act requires the board of a public post-secondary institution to provide a business plan for each fiscal year to the Minister. This requirement is fulfilled by each institution entering into an Investment Management Agreement with the Minister, delivering a budget and capital plan in accordance with section 78 of the *Post-secondary Learning Act*.

Operating and Program Support Grant Agreement

Each institution's Investment Management Agreement is referenced in its respective Operating and Program Support Grant Agreement, and future funds will be distributed in accordance with the institution's performance in meeting the target established in the Investment Management Agreement.

Mandate

Southern Alberta Institute of Technology (SAIT)

This mandate statement has been developed by SAIT in consultation with Alberta's Minister of Advanced Education pursuant to Section 78 of the *Post-secondary Learning Act (PSLA)*.

1. Type of Institution, Sector, and Governance

SAIT is a board-governed public post-secondary institution operating in Alberta as a polytechnic institution under the authority of the PSLA.

Mandate Statement

The Southern Alberta Institute of Technology (SAIT) is a public, board-governed technical institute, operating as a Polytechnical Institution under the authority of the *Post-secondary Learning Act of Alberta*.

SAIT provides learners with the skills and knowledge required to serve the employment needs of key industry sectors: energy, business, communication, construction, health, information technologies, manufacturing and automation, media, public service and safety, tourism and transportation. It offers academic upgrading, pre-employment, apprenticeship, certificate, and diploma programs, as well as applied degree and baccalaureate degree programs in specified areas. SAIT also offers non-credit courses and programs, including customized training and workforce development for both domestic and international corporate clients in key industry sectors. SAIT's courses and programs may lead directly to both career employment and educational laddering opportunities.

SAIT primarily serves the Southern Alberta region, and also attracts students from across the province, nationally, and internationally. By advancing the highest quality of learning and teaching, SAIT attracts a diverse group of students seeking practical, skills-oriented education and training, with immediate employment prospects upon graduation and continued opportunities for lifelong learning. As a global educator, SAIT is best known for excellence in energy training.

SAIT is committed to providing a learner-centered environment that embodies the principles set out in the Campus Alberta framework. These principles include accessibility, innovation, and responsiveness. SAIT is also committed to working collaboratively with other learning providers and stakeholders, and to being an active and supportive member of an Alberta-wide learning community.

The philosophical and practical emphasis at SAIT is on providing a high-quality student experience, focused on academic excellence and student support. SAIT achieves this through its emphasis on teaching excellence, curriculum excellence, market responsiveness, resource

management and stakeholder engagement. SAIT is committed to building and nurturing strong business and industry partnerships that contribute to academic excellence. Programs facilitate learning through face-to-face, online and blended delivery methods to meet the needs of learners. SAIT uses technology to enhance the learning experience and has a long history as a leader in distance learning technologies.

SAIT also achieves academic excellence by working in partnership with industry on applied research. Through its applied research activities, SAIT advances technology, transfers innovation into the classroom, and provides the highly qualified, skilled personnel that industry requires.

SAIT focuses on student support and enhances the student experience by providing students with a variety of services and facilities. These include counselling and disability services, prior learning assessment and recognition, and learning skills services. Students also have access to a wide range of services and facilities through the Wellness Centre. In addition, SAIT provides support for Aboriginal students and international students through Chinook Lodge and the International Student Centre.

Alberta's knowledge-based economy requires innovative, well-educated, skilled, and adaptable citizens. As a nationally recognized Polytechnical Institution, SAIT is a leader in workforce development that enhances Alberta's economic growth and prosperity. SAIT graduates have the knowledge and skills to function in a global, interconnected world while contributing to the economic, social, and environmental health and sustainability of the communities in which they live.

***Approved by the Southern Alberta Institute of Technology Board of Governors
March 23, 2010***

***Approved by the Deputy Premier and Minister of Advanced Education and Technology
June 3, 2010***

2. Outcomes

- Identify how the institution contributes to the coordinated post-secondary adult learning system.

SAIT provides students with the skills and knowledge required to serve the employment needs of key industry sectors: energy, business, communication, construction, health, information technologies, manufacturing and automation, media, public service and safety, tourism and transportation. SAIT offers academic upgrading, pre-employment, apprenticeship, certificate, and diploma programs, as well as applied degree and baccalaureate degree programs in specified areas.

SAIT also offers non- credit courses and programs, including customized training and workforce development for both domestic and international corporate clients in key industry sectors. SAIT's courses and programs may lead directly to both career employment and educational laddering opportunities.

- Identify how the activities of the institution benefit individual students, their communities and the province.

SAIT's mission is to prepare students for successful careers and lives. Graduates are able to enter/re-enter into meaningful careers enabling their personal well-being and contribution to a continuously better society. SAIT provides industry-focused training using technology to deliver meaningful learning experiences.

- We equip students with **essential skills** for career success in industry.
- Whether looking to upskill or change careers, we enable **lifetime learning** through relevant, customized education.
- We enhance the **global competitiveness** of our students and region.
- With more than 11,000 industry partners, we **blur the lines between industry and SAIT** to strengthen the economy.

3. Clients/Students

- Identify the specific groups of students served or targeted by the institution (e.g. adult learners, undergraduate or graduate students, life-long learners, learners preparing for entry-level careers in business and health).

Credit programming is designed for those students looking to start, restart or enhance their career opportunities.

Continuing education is focused on the adult learner as part of their lifelong learning journey. This includes learners who need to reskill or upskill and there is a focus on ensuring that under-served learners are also encouraged to register for training courses.

Program areas covers a broad range of programs designed for both entry level-careers and career advancement in a broad spectrum of business and industry sectors including:

- Business
- Health
- Information technologies
- Communication and Media
- Energy
- Transportation
- Construction
- Manufacturing and automation
- Hospitality & Tourism

4. Geographic Service Area and Type of Delivery

- Identify where the institution's campuses are located and the communities served.

SAIT is situated in Calgary, Alberta. SAIT operates one main campus and four satellite locations that have facilities purpose built for their programs.

- Identify the approaches to educational delivery (face-to-face, distributed, blended etc.)

The philosophical and practical emphasis at SAIT is on providing a high-quality student experience, focused on academic excellence and student support. SAIT achieves this through its emphasis on teaching excellence, curriculum excellence, market responsiveness, resource management and stakeholder engagement. SAIT is committed to building and nurturing strong business and industry partnerships that contribute to academic excellence. Programs facilitate learning through face-to-face, online, and blended delivery methods to meet the needs of students. SAIT uses technology to enhance the learning experience and has a long history as a leader in distance learning technologies.

5. Program Mandates and Credentials Offering

- Identify all range of program categories and credential options for learners.

Credit programs are offered in certificates, diplomas, and degrees. A wide range of apprenticeship programs are also offered. Except for apprenticeship programs, all can be taken as full-time or part-time learners. Non-credit offerings range from single courses to certificates.

- Description of credentials to align with Alberta Credential Framework.

Credit Programs

- Bachelor's Degree: Minimum of 90 credits and a maximum of 120 credits. A Bachelor's Degree program is generally a four-year program. It consists of a minimum of 72 senior course credits, with the remaining credits comprised of junior courses. It can include majors and minors. Note that additional studies, such as the completion of a minor, may result in a student's record showing more than 120 credits for the degree.
- Applied Degree: Minimum of 60 credits, generally consisting of 30 credits of class and laboratory coursework and 30 credits of work-integrated learning. An Applied Degree program is generally a two-year program with the admission requirement being a diploma or degree or equivalent.
- Post-Bachelor's Certificate: Minimum of 24 credits and a maximum of 36 credits. It is 8-15 months in length (two-three semesters), with the admission requirement normally being a bachelor's degree (or equivalent) and other program-specific requirements.
- Post-Diploma Certificate: Minimum of 18 credits and generally a maximum of 30 credits. It is one year or less in length, with the admission requirement normally being a two-year diploma and other program-specific requirements. In some cases, admission may require active registration with a regulatory body.
- Diploma: Minimum of 60 credits and a maximum of 80 credits. It is two-to-three years in length. It can include specializations.
- Certificate: Minimum of 12 credits and a maximum of 32 credits. It is one year or less in length.

Non-Credit Programs

- Certificate of Achievement: Recognizes completion of a program which includes a formal evaluation of student performance, and which is a minimum of 144 hours.
 - Certificate of Completion: Recognizes completion of a program which includes a formal evaluation of student performance, and which is a minimum of 30 hours and a maximum of 143 hours.
 - Statement of Completion: Recognizes completion of a non-credit course which may or may not include a formal evaluation of student performance.
 - Certificate of Accomplishment: Recognizes completion of the technical training portion of an apprenticeship program. An apprentice must complete the final period and at least one other period of study at SAIT to qualify for this credential.
- Reference program coordination and collaborating institutions, if applicable.
 - All programs developed by SAIT are delivered at SAIT
 - BBA degree offered at Grand Prairie Regional College

6. Special Program Areas/Areas of Specialization

- Identify approved program areas that are distinctive to the institution and contribute to its outcomes (e.g. institutions that focus on trades, artistic and creative development, institutions offer programs that lead to career preparation, etc.).
 - Apprenticeship programs focus on trades education
 - Career preparation through aligned programming in certificates, diplomas, and degrees

7. System Collaboration and Partnerships

- Identify the institution's collaboration mandate (i.e. collaboration that is allowed, required, or both) and how they will work with other sectors and partners to ensure learner needs are met.

Several articulation and transfer agreements enable students to transfer to and from SAIT with other postsecondary providers in the province. Within the provincial network of postsecondary institutions, SAIT works in partnership to continuously improve the ability to provide meaningful and relevant programs and services to students.

- Identify how the institution works within the system to enhance system accessibility and coordination across the province. This includes other adult learning providers in the systems (e.g. Indigenous adult learning providers).
 - SAIT's Applied Research and Innovations Services (ARIS) – collaborates with University of Calgary and University of Alberta on Canada First Research Excellence Fund (CFREF) research projects
 - SAIT's Continuing Education and Professional Studies (CEPS) works with other continuing education units/schools in post-secondary institutions in Alberta (e.g. NAIT). This includes sharing of the curriculum where agreements are in place and joint marketing to students.
 - CEPS is also working with other institutions across Canada as part of the Canadian College for a Resilient Recovery.
 - SAIT participates in the Calgary Heads of International Working Group that meets quarterly to discuss International Education challenges and how best to promote Calgary as a destination for International students.
 - Participation in Calgary AB International Educators Forum which meets twice a year. This group involves most of the Alberta post-secondaries and is driven by Advanced Education International.
 - SAIT is an active partner in several system partnerships such as Cybera and Alberta Association for Higher Education Information Technology (AAHEIT), as well as buying partnerships locally in Calgary. SAIT also participates in local, Canadian, and international organizations to be part of the sharing of best practices and bringing new and creative ideas on all aspects of the post-secondary business back to SAIT.
 - SAIT's procurement team now has a common practice when negotiating goods and service agreements of including clauses that allow other post-secondary institutions to adopt the contract if desirable.

- Describe the institution's role in regional stewardship and how this helps determine, prioritize and enable access to post-secondary opportunities.
 - SAIT primarily serves the Southern Alberta region, and attracts students from across the province, nationally, and internationally. By advancing the highest quality of learning and teaching, SAIT attracts a diverse group of students seeking practical, skills-oriented education and training, with immediate employment prospects upon graduation and continued opportunities for lifelong learning.
 - Alberta's knowledge-based economy requires innovative, well-educated, skilled and adaptable citizens. As a nationally recognized polytechnic institution, SAIT is a leader in workforce development that enhances Alberta's economic growth and

prosperity. SAIT graduates have the knowledge and skills to function in a global, interconnected world while contributing to the economic, social, and environmental health and sustainability of the communities in which they live.

- Through SAIT's Youth Engagement Strategy, high school students are able to explore careers in business and technology fields to enable their informed education decision-making.
- Transfer and articulation agreements established through the Alberta Council on Admissions and Transfer (ACAT) allow students to move to and from SAIT.

8. Research and Scholarly Activities

- Identify the range of research (discovery research, applied research) and activities related to innovation, scholarship of integration and scholarship of teaching and learning to be undertaken by the institution.

SAIT actively engages in Scholarly Activity, the process in which research or creative work is conducted, peer-reviewed, and publicly disseminated. Scholarly activity contributes to the quality of our students' experience. At SAIT, scholarly activity is defined according to seven criteria:

- 1) Has an impact on students (both direct and indirect)
- 2) Results in an output, and leads to an outcome
- 3) Is measurable and observable (using quantitative and/or qualitative indicators)
- 4) Requires both knowledge acquisition and knowledge transmission
- 5) Requires critical review by a variety of polytechnic stakeholders (e.g., colleagues, industry, academic experts, and the academic community at large)
- 6) Advances subject-matter expertise and/or pedagogical expertise
- 7) Contributes to a body of knowledge and/or academic discipline and/or industry practice

- Describe the scope of research, innovation and scholarly activities supporting the delivery of high-quality credentials while also working to achieve Alberta's strategic research and innovation priorities.

SAIT's Applied Research and Innovation Services (ARIS) department is comprised of 6 distinct research areas. They include the following:

- Centre for Innovation and Research in Unmanned Systems (CIRUS)
- Centre for Energy Research and Clean Unconventional Technology Solutions (CERCUTS)
- Centre for Innovative Information Technology Solutions (CIITS)
- Environmental Technologies (ET)
- Green Building Technologies (GBT)

- Design, Fabrication and Testing (DFT)

A new research area, the Centre for Innovation Research in Additive Materials and Manufacturing (CIRAMM), is in development with support from the Canada Foundations for Innovations, Alberta Research Capacity Programs, and College and Community Innovation's Innovation Enhancement program.

ARIS is also a key partner in the University of Calgary's Global Research Initiative in sustainable low carbon unconventional resources, funded by the Canada First Research Excellence Fund. Each year ARIS engages with up to 200 companies on everything from idea validation, basic consultations, to multi-year research projects.

Scholarly activity helps SAIT deliver on its promise to students, ensuring the education they receive reflects current practices and innovative thinking. SAIT instructors engage in a wide range of research and creative work that advances their knowledge and enhances curriculum and program quality. Scholarly activity progress is being demonstrated by faculty teaching in all of the degree programs. Faculty have launched a variety of scholarly projects, including Scholarship of Teaching and Learning (SoTL) studies, applied research and more.

Scholarly Activity Highlights:

School of Business

- The contribution to a book chapter in the edited book, "Preparing Indonesian Youth: A Review of Educational Research," by an experienced faculty on several empirical studies done on the relationship between sociocultural factors, educational outcomes and motivation goals in Indonesia.
- Two experienced faculty presented their analysis on emerging technologies to an international audience of 150 individuals representing 23 countries. The presentation focused on exploring 10 technological advances of the 2020 MIT technology review in VR that will make a difference in solving important problems of the future.
- The Chartered Professional Accountants of Canada (CPA Canada) provided total funding of \$6,000 as part of the Canadian Academic Accounting Association (CAAA) Research Grant Program for an impact study on the use of virtual reality simulation experience to help SAIT students improve persuasion skills and self-efficacy.

School of Construction

- Faculty member published paper and presented at Associated Schools of Construction Annual International Conference on the demand for 21st Century (soft) skills in the construction workforce.
- Faculty member presented at the Alberta Building Envelope council on their research, “Energy Retrofit of Historical Buildings and its effect on efficiency and durability - Heritage Hall Case Study”.

Student Engagement with Industry and Research

- With \$555,000 support funding from Alberta Innovates, SAIT developed the High-Performance Residential Design and Construction certificate program. The course is designed to fill knowledge gaps for existing professions in the residential construction industry. The program was designed with the knowledge base developed at GBT with the consultation of over 100 professionals from Alberta.
 - Scholarly activity benefits SAIT researchers by increasing their expertise and visibility within their field. It also benefits the field of study by contributing to the body of knowledge and helps the achievement of student success by continually evolving our innovative applied education environment in teaching, learning and applied research.
- Identify how the institution’s research and innovation activities align with the outcomes of the Alberta Research and Innovation Framework.

Applied Research and Innovations Services (ARIS) research aligns with the ARIF outcomes of Economic Diversification and Job Creation, Environmental Stewardship and Climate Leadership, Effective Resource Management, and Engaged Individuals and Communities for a Healthy Alberta. Below are some key examples of ongoing research that support the ARIF.

Economic Diversification and Job Creation

- The development of the Centre for Innovation Research in Additive Materials and Manufacturing (CIRAMM) will address the growing applied research and innovation needs of local, regional, and national industry partners in advanced and additive materials, manufacturing, design expertise used in prototyping to validate components and products.
- The Centre for Innovative Information Technology Solutions (CIITS) partnered with Takemetuit to develop a novel indoor positioning system that aims to be the world’s first system capable of wayfinding within 10cm resolution using acoustic technology.

Environmental Stewardship and Climate Leadership

- The Centre for Energy Research and Clean Unconventional Technology Solutions (CERCUTS) is in partnership with Canada's Oil Sands Innovation Alliance (COSIA) to conduct applied research in steam generation to accelerate environmental performance for in-situ facilities, demonstrate clean technologies that reduce GHG emissions, and enhance environmental sustainability & climate leadership.
- The Environmental Technologies (ET) group was a key partner that supported Katal Energy's application for the Ocean Superclusters (OCS). Project ORCA was the first Alberta-Led project to be awarded \$4.25 million buy OCS. The project will advance the development of Katal Green Fuel and reduce dependency on diesel in favour of lower-carbon fuels.

Effective Resource Management

- The Centre for Innovation and Research in Unmanned Systems (CIRUS), in collaboration with Imperial Oil, has been working on a multi-year project at Imperial's Kearl oil sands site to test, evaluate and develop procedures to integrate Unmanned Aerial Systems (UAS) into mine operations to improve operational efficiencies, safety, and environmental sustainability.

Engaged Individuals and Communities for a Healthy Alberta

- The Green Building Technologies (GBT) group partnered with Sprung Structures and Falkbuilt Ltd. to improve the response time of their pop-up hospital system to support the initiative to build the capacity to rapidly respond to the demands of Covid-19.
- The Centre for Energy Research and Clean Unconventional Technology Solutions (CERCUTS) partnered with Blue Eden to refine their portable electrochemical biomedical wastewater treatment system for uses during Covid-19. The technology will aim to eliminate COVID-19 contamination at the source before disposal into traditional treatment systems to reduce the associated health risk to the public.
- The Centre for Innovation and Research in Unmanned Systems (CIRUS) partnered with Stoney Nakoda Nations, University of Calgary, Alberta Health Services and Alberta Precision Laboratories to evaluate the potential use of drones to deliver medical equipment and test kits for Covid-19 to remote areas in need.

System Mandate

- Describe any other activities that have broader social, economic and/or environmental impact on the province.
 - SAIT's applied research team is working on environmental issues with industry partners. Examples include SAIT's Once Through Steam Generator (OTSG) project with Canada's Oil Sands Innovation Alliance (COSIA), and collaboration with Katal Energy on the use of water in diesel to reduce GHG.
 - SAIT's Center of Continuing Education and Professional Studies (CEPS), along with Corporate Training department, are working with businesses and individuals to ready them for the digital transformation that is occurring in every industry of the province.
 - SAIT's applied research team is working with a multitude of companies that are looking at bringing new concepts to market in alignment with the economic diversification strategy of the province.
 - SAIT's commitment to creating an equitable, diverse, and inclusive experience for students, employees, and community partners has found expression in a multi-year strategy with a set of expected outcomes. Employees and graduates will be able to demonstrate the skills and competencies necessary to navigate a diverse global economy and world. Staff, faculty, and students will have the confidence to practice and promote equity, diversity and inclusion (EDI) inside and outside of the classroom. Physical infrastructure and space planning will recognize the diversity of the SAIT campus. Accountability for EDI will be shared amongst students and employees. Curriculum will better reflect the diversity of the SAIT campus. SAIT will have improved pathways to success and reduced experiences of discrimination for equity-seeking groups.
 - SAIT has initiated a Sustainable Operations Task Group to ensure alignment with sustainability goals in the areas of environmental, social, and economic metrics. SAIT strives to impact all three aspects of the triple bottom line – environmental, social, and economic. Many of the environmental indicators for sustainability are in support of our Strategic Plan, energy usage, waste generation, occupant well-being. Current initiatives include:
 - Water savings equal to or greater than 18,100 cubic metres for Trades and Technology Complex (environmental).
 - Creating a safe, comfortable, and productive work environment for SAIT students and staff (social).
 - Ensuring our core systems efficient (economic).

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- Include any initiatives related to international education, promotion of healthy learning environments, and learner pathways.
 - In alignment with both levels of government, SAIT's International Centre created a comprehensive arrival and quarantine program, encompassing close collaboration with Calgary Airport (YYC) administration, Canada Border Service Agency (CBSA) officers at YYC, SAIT Safety Ambassadors, Checker Taxi, and SAIT Residence. This government approved readiness program, ensures international students arriving at YYC can safely arrive and quarantine, thus enabling business and program continuity at SAIT.
 - SAIT's International Centre created and implemented a Canadian Classroom 101 online course to support international students' transition into the Canadian/SAIT classroom. The course helps newly arrived international students understand Canadian classroom norms, rules, and expectations, as well as strategies to make a successful academic transition.
 - SAIT's International Centre, in partnership with the Equity, Diversity and Inclusion (EDI) office, purchased and implemented a 6-week online Intercultural Communication course to better support SAIT staff develop the competencies required to teach and interact across culture to an increasingly more diverse student body. This course enables SAIT to prepare its institutional culture to support the expected acceleration of a more diverse student body, including international students, newcomers to Canada and indigenous students.

Objectives and Priorities

Government of Alberta

The Government of Alberta is committed to post-secondary education as a cornerstone of employment, economic and social development, and overall prosperity for the province. As the province continues to recover from the many challenges caused by the pandemic, post-secondary institutions will play a pivotal role, not only through research, innovation and commercialization of leading-edge technology, but also in providing highly-skilled and job-ready graduates for a recovering and dynamic labour market.

The initial goal of the GOA is to highlight the critical role post-secondary institutions play to prepare students for a future career. While this inaugural Investment Management Agreement reflects that goal, it is also meant to serve as a pilot to guide the development of future iterations that will be broader and more comprehensive for Alberta's post-secondary system. By focusing on students, innovation, efficiency, and accountability, and by working to improve system performance and outcomes, Investment Management Agreements will ensure institutions play a vital role in keeping Alberta competitive on the global stage.

Southern Alberta Institute of Technology (SAIT)

SAIT has embarked on a new course for the future – one that builds on our 100+ year history to reimagine the workforce of tomorrow. A workforce made by SAIT is armed with the mindset to lead and with the skills – technical and human – to create, to evolve, to make a difference.

Our course for the future embeds digital and leadership literacy across all programming, includes continuous and flexible learning, offers industry experience and industry connections, develops hit-the-ground ready, future-proofed graduates.

Our roots are in Calgary, our ambition is global: to bring more of the world to SAIT and more of SAIT to the world – to be synonymous with people and practices that make things happen, that have real and lasting impact.

SAIT's Strategic Plan contains five key pillars that reflect the priorities of the Government of Alberta:

Commitment to Excellence

SAIT is a network of know-how, energy and talent advanced through relevant, action-based learning, solution-focused research and enterprising collaborations. Our people, culture and ongoing growth form the foundation of our future.

Skills for the Future

Technology is transforming the world of work — it's no longer a solution you outsource, it's part of every business and every business culture. Without people to implement, problem solve and ask, "what's next?", technology alone isn't a solution. Our goal for the next five years — and beyond — is to ensure SAIT students have the digital literacy, personal agility, and entrepreneurial spirit to succeed in a future driven by people, powered by technology.

Learning for Life

As the needs of the economy, our students and our network evolve, the health of any career is becoming increasingly dependent on the continuous renewal of skills. Whether the goal is career advancement, a new or different career, or a career that makes a difference, having work-ready skills can change lives. Our goal for the next five years — and beyond — is to deliver a world-class student experience to a growing network of learners that reinforces SAIT's connection between education and career the first time, every time.

Global Perspective

Today's global economy demands individuals and industry compete with others from around the world. Global partnerships expand our reach and reputation, while a global campus provides all students with opportunities to develop the cross-cultural awareness, they need to be successful. International enrolment brings talent, ideas and substantial economic, academic and social value to SAIT and our community. Our goal for the next five years — and beyond — is to enhance global perspectives at SAIT, and about SAIT, through experiences, relationships, and recognition.

Industry-Driven

Relationships with business and industry are core to SAIT. Our instructors are industry experts. Our programming evolves through an industry lens. We work with organizations around the world to deliver corporate training solutions and we work with industry partners to create commercial solutions through applied research. The speed of change affecting the world of work is massive — and our shared ability to respond is essential. Our goal for the next five years — and beyond — is to navigate change collaboratively. Together, we will develop the bench strength required to build our economy and ensure SAIT graduates are not only ready to succeed in the jobs of tomorrow but to create them.

SAIT's strategic plan is about supporting the economy indirectly through the education we provide to our students and the services that SAIT provides to the community such as research support through our Applied Research and Innovation Services, our youth initiatives that assist high school students to explore potential careers and in all programs connecting directly with industry through our program advisory committees to ensure the education that we are providing meets the current and future needs of employers.

Through the program advisory committees and other connections with employers, SAIT is continually adjusting curriculum to meet the needs of industry and students.

SAIT continues to offer programming that employers value when hiring SAIT graduates. SAIT annually surveys employers on their satisfaction with our graduates. The satisfaction is measured by the question “Would you hire a SAIT graduate again?”. The response rate is consistently in the plus 95 percent range.

SAIT is expanding current programs where there is high demand by both employers and students for graduates and we are continually surveying the business environment for new program areas. SAIT meets the demand for skilled employees through three parts of the institution. Through credit programming where credentials are important, through continuing education where students want a more flexible delivery model and through contract training where employers are looking for specific training for their employees.

An outcome of the pandemic we believe is that students will expect post-secondary institutions to be more flexible with delivery models. Many students want to study and learn through a combination of face to face learning and online learning. This mixed mode of learning provides students more flexibility to manage their lives beyond the classroom. SAIT is investing in improving the technology supports and more importantly, providing development opportunities to faculty members to improve their skills in delivering in an online environment

SAIT believes that our current and future programming supports and compliments Calgary’s and Alberta’s recovery from the pandemic and future economic prosperity that is in Alberta’s future.

Operating and Program Support and Performance Based Funding Allocations

Table 1: 2021-22 Allocations for Southern Alberta Institute of Technology

Total Operating and Program Support grant	\$135,153,309
Proportion tied to Performance	5%
Performance based funding allocation	\$6,757,665

Performance-based Funding Methodology

This inaugural Investment Management Agreement for Southern Alberta Institute of Technology (SAIT), and the performance-based funding it represents, is based on one metric—the proportion of approved programs at SAIT that have a Work Integrated Learning component.

Table 2 below provides the specifics on the performance metric that will be used to calculate any funding impacts. A baseline result has been established at the beginning of the 2021-22 fiscal year using data housed in the Provider and Program Registry System (PAPRS). A target and tolerance band has been negotiated with SAIT.

Over the next 12 months, as SAIT prepares for the 2022-23 academic year, it will provide updates into PAPRS about new or existing programs that have a Work Integrated Learning component. The existing metric will be updated on March 31, 2022. If the result meets or exceeds the target, there will be no adjustments to 2022-23 OPS funding related to this performance metric.

If the result fails to meet the target, and is lower than the tolerance threshold, then an adjustment will be applied against the 2022-23 funding that is proportionate to the achievement from the expected result (to a maximum identified in Table 1).

Table 2: Performance Metric

Work integrated learning: Proportion of approved programs that have work-placements identified as part of the program.				
Core Area: Skills and Labour Market Outcomes	<u>Baseline Established</u>	<u>Baseline</u>	<u>Target</u>	<u>Tolerance Threshold</u>
	March 31, 2021	68.5% of 124 programs	73.5% of baseline (6 more programs)	3% percent of baseline (4 more programs)
<p>SAIT currently delivers 181 programs of which 124 have a work integrated learning (WIL) experience that meet the GoA definition. Of the remaining 57 programs, many have a learning experience that have some elements of WIL, but they do not meet the GoA definition. Others are short term in nature (three to eight months) and having a GoA WIL component within the program would require the program to be lengthened.</p> <p>Over the next year we will be prioritizing and reviewing these programs and determining if moving to a curriculum model that includes a WIL that meets the GoA definition is appropriate and if the industry sector can absorb the student learning experience. For the programs that are currently considered to not have a WIL component we look at creating non-mandatory options for students to take advantage of a WIL opportunity if there is one available. Part of this process will be to develop strategies to support students in taking advantage of non-mandatory WIL opportunities.</p> <p>We are optimistic that SAIT will be able to meet the target of an increase of six programs with a new WIL component.</p> <p>The only concern that is present is the pandemic and the concern is on two fronts.</p> <p>The first concern, no one knows when operations will return to the new normal but we are optimistic that the instructional component of SAIT become closer to normal during the fall term. Connected to this concern is the additional effort that will be needed to transition back to a high degree of face to face learning.</p> <p>The second concern is the energy level required for the work to be completed. All of our employees have had varying degrees of success in dealing with the pandemic. For many</p>				

faculty members, they have had to completely revise their method of delivery into the new virtual mode of instruction. They are exhausted, physically, emotionally, and intellectually as well as frustrated by the pandemic as are many Albertans. Consequently, SAIT needs to be cautious on how applying additional pressure on them to change their programs to WIL programs when they do not currently have a WIL component.