

## Amended and Restated 2022-2025 Investment Management Agreement

The parties originally entered into a 2022-2025 Investment Management Agreement on May 17, 2022 ("Original IMA").

The parties conducted the annual review contemplated in the Original IMA and the parties wish to update targets and add performance metrics of the Original IMA, and have prepared this Amended and Restated Investment Management Agreement ("Amended and Restated IMA") to reflect those amendments.

### PURPOSE

This Amended and Restated IMA with The Board of Governors of the Southern Alberta Institute of Technology ("Institution") describes the investment framework related to the Base Operating Grant (BOG). The purpose of the investment framework is to identify, and incentivize, measurable progress towards the vision and goals contained in *Alberta 2030: Building Skills for Jobs*.

This Amended and Restated IMA also contains the Institution's Mandate as required under section 78 of the *Post-Secondary Learning Act*.

### TERM

This Amended and Restated IMA is effective from the Effective Date to March 31, 2025 ("Term").

### CONDITIONS

The total at risk funding for this 2022-25 Amended and Restated IMA is as follows:

#### Total Three Year At Risk Funding

Fiscal Year	Total Percentage of BOG
2022-23	15% of the 2022-23 BOG
2023-24	25% of the 2023-24 BOG
2024-25	40% of the 2024-25 BOG

Listed in the section PERFORMANCE METRICS below are the weighting, targets and tolerance bands for all Funding Metrics. If an actual result for a specific funding metric does not meet the identified target, and is outside of the respective tolerance threshold, an adjustment will be applied to BOG funding. The calculated percentage reduction to the BOG that will be applied is subject to the final discretion of the Minister, but will not exceed the percentages listed above.

The adjustment will be contingent on the following factors:

- The weighting applied to a funding metric; and
- The extent to which the actual result is outside the tolerance threshold.

The adjustment will be applied, as determined by the Minister, when all funding metric data for the respective fiscal year has been finalized.

The Transparency Metrics listed below do not have any at risk funding implications associated with them. Actual results for these metrics are for accountability purposes only.

All of the metric data, and their associated weightings, targets and thresholds, in the section PERFORMANCE METRICS below is subject to an annual review by the Minister and the Institution. The Minister may remove or add PERFORMANCE METRICS during the annual review, and the Parties will amend this Investment Management Agreement to reflect amendments resulting from the annual review.

**PERFORMANCE METRICS**

Methodology details for all funding and transparency metrics found in the respective metric worksheets that have been provided to the Institution.

Funding Metrics

**Funding Metric 1: Work Integrated Learning (WIL) by School Year**

Proportion of approved programs that offer WIL opportunities to students, as reported in PAPRS.	<b>2020-21 Actual</b>	<b>2021-22 Actual</b>	<b>2022-23 Target</b>	<b>2023-24 Target</b>	<b>2024-25 Target</b>
	70%	78%	75%	78%	79%
	<b>Tolerance Threshold</b>		1%	10%	10%
	<b>Weighting</b>		5%	13%	17%

**Funding Metric 2: Total Domestic Enrolment by School Year**

Total domestic Full Load Equivalent (FLE) enrolled in approved programs as reported in LERS.	<b>2018-19 Actual</b>	<b>2019-20 Actual</b>	<b>2020-21 Actual</b>	<b>2021-22 Actual</b>	<b>2022-23 Target</b>	<b>2023-24 Target</b>	<b>2024-25 Target</b>
	10,387	10,236	9,526	9,828	9,700	9,800	9,900
	<b>Tolerance Threshold</b>				291	980	990
	<b>Weighting</b>				11%	9%	13%

**Funding Metric 3: Graduate Outcomes by Survey Year\***

Proportion of recent graduates in employment two years after graduation whose current main job is very or somewhat related to the general skills and abilities acquired during their program.	<b>2018 Actual</b>	<b>2020 Actual</b>	<b>2022 Target</b>	<b>2022 Actual</b>	<b>2024 Target</b>
	89%	93%	90%	90%	90%
	<b>Tolerance Threshold</b>		10%	10%	10%
	<b>Weighting</b>		2%	2%	5%

\*The Graduate Outcome Survey is completed every two years.

**Funding Metric 4: Administration Expense Ratio**

Ratio of administration expenses over total expenses, excluding extraordinary expenses, as reported in FIRS.	<b>2020-21 Actual</b>	<b>2021-22 Actual</b>	<b>2022-23 Estimate</b>	<b>2023-24 Target</b>	<b>2024-25 Target</b>
	6%	7%	9%	8%	8%
	<b>Tolerance Threshold</b>			1%	1%
	<b>Weighting</b>			3%	5%

Transparency Metrics

**Transparency Metric 1: International Student Enrolment**

Total international FLE count as reported in LERS.	<b>2020-21 Actual</b>	<b>2021-22 Actual</b>	<b>2022-23 Target</b>	<b>2023-24 Target</b>	<b>2024-25 Target</b>
	1,957	2,439	3,300	3,700	4,000

**Transparency Metric 2: Indigenous Student Enrolment**

Total self-reported Indigenous FLE count as reported in LERS.	<b>2020-21 Actual</b>	<b>2021-22 Actual</b>	<b>2022-23 Target</b>	<b>2023-24 Target</b>	<b>2024-25 Target</b>
	384	404	400	400	400

**Transparency Metric 3: Government of Alberta Revenue Dependency Ratio**

Percentage of provincial government revenue to total revenue, as reported in FIRS.	<b>2020-21 Actual</b>	<b>2021-22 Actual</b>	<b>2022-23 Target</b>	<b>2023-24 Target</b>	<b>2024-25 Target</b>
	53%	50%	45%	45%	44%

**Transparency Metric 4: Graduate Employment Rate\***

Proportion of graduates of credential programs who are in the labour force and employed two years after graduation.	<b>2018 Actual</b>	<b>2020 Actual</b>	<b>2022 Target</b>	<b>2022 Actual</b>	<b>2024 Target</b>
	89%	89%	90%	92%	90%

*\*The Graduate Outcome Survey is completed every two years.*

## **MANDATE**

This mandate has been developed by the Southern Alberta Institute of Technology 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.

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 teaching 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.

## 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 parttime 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 Northwestern Polytechnic



## 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 decisionmaking.
  - 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 highquality 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:

- i. Centre for Innovation and Research in Unmanned Systems (CIRUS)

- ii. Centre for Energy Research and Clean Unconventional Technology Solutions (CERCUTS)
- iii. Centre for Innovative Information Technology Solutions (CIITS)
- iv. Environmental Technologies (ET)
- v. Green Building Technologies (GBT)
- vi. 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 funding 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 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 lowercarbon 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.

## 9. System Mandate

- Describe any other activities that have broader social, economic and/or environmental impact on the province.
  - SAT'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 Centre 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:


- o Water savings equal to or greater than 18,100 cubic metres for Trades and Technology Complex (environmental).
  - o Creating a safe, comfortable, and productive work environment for SAIT students and staff (social).
  - o Ensuring our core systems efficient (economic).
- Include any initiatives related to international education, promotion of healthy learning environments, and learner pathways.
  - o 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.
  - o 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.
  - o 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.


**EXECUTION**

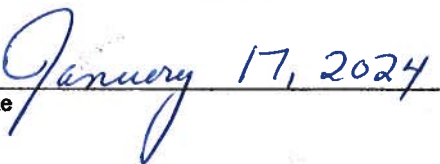
This Amended and Restated IMA has been signed by the parties to be effective as of the date last signed by the parties ("Effective Date").

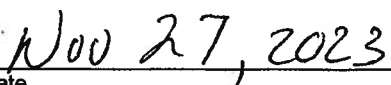
His Majesty in right of Alberta, as represented by the Minister of Advanced Education

The Board of Governors of the Southern Alberta Institute of Technology

  
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 Minister

  
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 Board Chair

  
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