

SAIT ANNUAL REPORT

2025/26



SAIT.ca

Table of Contents

Institutional Information	3
1. Accountability Acknowledgment	4
2. Public Interest Disclosure (Whistleblower Protection) Act	5
3. Goals and Performance Measures	7
4. Financial Information	32
5. Self-Generated Revenue	35
6. Capital Report	39
7. Mandatory Non-Instructional Fees Reporting	43
8. Free Speech	45
9. Board of Governors Training on For-Profit Ventures	47

Institutional Information

Institution Name

Southern Alberta Institute of Technology

President's Name

Dr. David G. Ross

Board Chair's Name

David Erickson

1. Accountability Acknowledgment

Accountability Acknowledgement

The institution's Annual Report for the year ended was prepared under the Board's direction in accordance with the *Sustainable Fiscal Planning and Reporting Act* and ministerial guidelines established pursuant to the *Post-secondary Learning Act*. All material economic, environmental, or fiscal implications of which we are aware have been considered in the preparation of this report.

[Original signed by Dr. David G. Ross] President and CEO

[Original signed by David Erickson] Chair, Board of Governors

Management's Responsibility for Reporting

The institution's management is responsible for the preparation, accuracy, objectivity, and integrity of the information contained in the Annual Report. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained, and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the institution audit committee, as well as approved by the Board of Governors and is prepared in accordance with the *Sustainable Fiscal Planning and Reporting Act* and the *Post-secondary Learning Act*.

The Auditor General of Alberta, the institution's external auditor appointed under the *Post-secondary Learning Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

[Original signed by Dr. David G. Ross] President and CEO

[Original signed by David Erickson] Chair, Board of Governors

2. Public Interest Disclosure (Whistleblower Protection) Act

Fulfill disclosure requirements under the Public Interest Disclosure (i.e. Whistleblower Protection) Act (the Act).

The Act applies to provincial government departments, offices of the Legislature and to public entities. Public entities include any agency, board, commission, Crown Corporation, or other entity designated in the Regulations.

The purposes of the Act are to:

- Facilitate the disclosure and investigation of significant and serious matters an employee believes may be unlawful, dangerous or injurious to the public interest;*
- Protect employees who make a disclosure;*
- Manage, investigate, and make recommendations respecting disclosures or wrongdoings and reprisals; and*
- Promote public confidence in the administration of the departments, Legislative offices, and public entities.*

Section 32(1) of the Act requires every chief officer (as defined in the Public Interest Disclosure Regulation) to prepare a report annually on all disclosures that have been made to the designated officer.

Section 32(2) of the Act requires that the chief officer's report includes the number of disclosures received, acted on and not acted on, the number of investigations commenced, a description of any wrongdoing found, and any recommendations made or corrective measures taken regarding the wrongdoing or the reasons why no corrective measure was taken.

Section 32(3) of the Act requires this information be included in public entities' annual reports.

Provide the numbers for each item below, if applicable.

Number of disclosures received	0
Number of disclosures acted on	0
Number of disclosures not acted on	0
Number of investigations commenced	0

Number of investigations still underway	0
---	---

Provide a description of any wrongdoing found and any recommendations made or corrective measures taken regarding the wrongdoing, or the reasons why no corrective measure was taken.

During the 2025/26 fiscal year, there were no disclosures of wrongdoing received under the Public Interest Disclosure Act.

3. Goals and performance measures

List the progress made over the past year on the institution's goals and related performance measures. Demonstrate alignment between your institution's strategic plan, performance measures, and achieved outcomes.

Strategic Plan 2025-28

SAIT launched a new three-year strategic plan in May 2025. *Bold Futures* centres around a renewed focus on learner and graduate success. Three strategic pathways to success aim to strengthen our academic quality and operating systems and build innovative connections and economic impact. Through *Bold Futures*:

- SAIT will train a **future-ready workforce** with more advanced technical, professional and entrepreneurial skills for a more complex world of work. Opportunities to develop business acumen, understand AI as a tool for work, collaborate across disciplines and practice higher-order leadership and critical thinking skills are the focus of this pathway.
- SAIT will elevate academic excellence and service quality to deliver **world-class learning experiences**. Priorities in this pathway include investing in robust curriculum development and quality assurance, a structured plan for scholarly activity, global learning experiences, employee development and cutting-edge infrastructure.
- Our commitment to **innovation leadership** prioritizes co-creating new programs in emerging sectors with industry, expanding our range of credentials and pathways to support lifelong learning, growing our education partner network around the world and integrating research opportunities within our programs.

Bold Futures is built on a series of **foundational commitments**:

- learner success
- valuing our employees
- industry engagement
- a supportive learning and work environment
- Indigenous engagement
- health, safety and well-being
- responsible governance.

These core commitments are an opportunity for ongoing growth. They're also central to the character of **how we work and learn #HereAtSAIT**: we approach our work from a OneSAIT mindset that puts learners first.

During the reporting period, several initiatives advanced these priorities, many in alignment with *Alberta 2030: Building Skills for Jobs* strategies, including “improve access and student experience,” “develop skills for jobs” and “strengthen internationalization.” Initiatives also align with the *Alberta Technology and Innovation Strategy*, particularly in the areas of “increasing the depth of Alberta’s technology and innovation talent pool” and “enhancing Alberta’s reputation as a leader in technology and innovation.”

In addition to the content reported in sections 3a, 3b and 3c, *Bold Futures* progress highlights from the reporting period of April 1, 2025 to March 31, 2026 are provided below.

Future-ready skills

Essential skills | AI Integration | Interdisciplinary Learning | Entrepreneurial Mindset

- SAIT hosted 13 post-secondary institutions from across the province for the 2026 Alberta Deans of Business Case Competition. This year’s case challenged students to analyze a complex, real-world development project grounded in Indigenous self-determination and private-sector collaboration. Teams had just one day to assess the case, develop a strategic solution and present to a panel of industry judges.
- Students in SAIT’s Optician program supported equitable eyecare for more than 100 community members in 2025. The program partnered with local non-profit Nation’s Vision to provide eyeglasses to priority populations in Calgary.
- Faculty in SAIT’s School of Health and Public Safety completed an in-class pilot with a video assisted mobile application, Move Improve, to teach client transfer skills to rehab therapy students.
- CapCon events in schools across the institution, including the School of Business and School for Advanced Digital Technology, showcased industry-driven solutions and entrepreneurial initiatives. At SAIT’s Tech CapCon students presented innovations in software development, information systems security, AI/data, film and video production, interactive design and IT services, highlighting their workforce readiness.
- Business Math and Technology Literacy faculty collaborated with Trades and Apprenticeship programs to embed applied mathematics directly into shop environments, strengthening the connection between theory and real-world practice.
- Students from programs across campus took part in an Innovation Sprint. The students formed cross-disciplinary teams to tackle a real business challenge from Canadian Heritage Roasting Company. In just four hours, the teams created a solution then presented it to a panel of industry judges.

- The AI Project Team leads SAIT's strategic institutional focus on artificial intelligence enablement. The team includes dedicated resources supporting the institution's efforts to integrate AI solutions that enhance learning, operations and community engagement.
- SAIT introduced a foundational Use of Artificial Intelligence Technologies policy in June 2025. Guided by the policy, SAIT's collaborative approach to AI integration aims to balance innovation, security and ethics.
 - All employees and students have secure access to Microsoft Copilot Chat. SAIT has also provided Copilot 365 licenses to 1,300 employees.
 - SAIT's AI Transformation Hub is a collaborative employee community with 1,200 members.
 - SAIT's AI Project has delivered departmental workshops across the organization and conducted training sessions for hundreds of employees on AI for Workplace Productivity.
 - Human Resources is supporting AI literacy with an online course for employees created by the Alberta Machine Intelligence Institute (AMII).
 - SAIT is participating in a pilot project, through AMII, to develop AI components within current curriculum.
 - Employees joined local business leaders at an AI Summit event, hosted by Continuing Education and Professional Studies.
 - SAIT created a dedicated AI workplace innovation researcher position to work with schools/departments. The role will increase understanding around the impact of AI on workforce development and help identify opportunities to improve operational efficiency.
 - SAIT has made the AI Project Lead and AI Project Manager roles permanent to ensure AI adoption across the organization.

World-class learning experiences

Academic and Service Quality | Scholarly Activity | Global insights | Impactful People

- SAIT's new cyber range is driving the development of more skilled cybersecurity professionals. It's also allowing industry sectors across the city to tackle real-world cybersecurity challenges risk-free in an isolated training environment. Located at SAIT Downtown, the facility enhances Calgary's reputation as a leader in advanced digital technology education.
- New study, meeting and workspaces opened in the John Ware building as part of the John Ware Revitalization project.
- The O'Dell Centre for Electrical Trades reopened in September 2025 following a 56,000 sq. ft. modernization.

- The Alberta Government facilitated a significant upgrade to the Insulator Lab, supporting new curriculum focused on hydrogen fuels and liquefied natural gas.
- Construction continues on the Taylor Family Campus Centre. During the reporting period, the project team completed the early works phase, mechanical and electrical slab rough-in and the superstructure concrete. When it opens in late 2027, the Taylor Family Campus Centre will be a cornerstone of campus life, promoting wellness, recreation, work-integrated learning experiences and student community on campus.
- SAIT partnered with the International Association for the Exchange of Students for Technical Experience (IAESTE). The global non-profit connects students with paid internships worldwide.
- Fitness and Wellness Management students and their instructor attended a study tour at the Technological University of the Shannon (TUS) in Ireland. SAIT and TUS signed a three-year memorandum of understanding in September 2024. The study tour is one of many collaborative initiatives in progress between the two institutions.
- SAIT students had the opportunity to immerse themselves in real-world sustainability practices, exploring the intersection of environment, innovation and community in Costa Rica. The students visited a geothermal plant to understand renewable energy systems, explored sustainable agriculture at a working coffee farm, learned from geologists at national seismic research centers and touring renewable energy and waste management facilities.
- The School of Construction hosted a delegation from Switzerland as a leadership exchange, laying the groundwork for future student and faculty exchanges.
- Two Paramedic faculty attended the Abu Dhabi International Emergency Medical Services (EMS) Conference. They delivered a workshop on creating realistic training experiences and judged an EMS competition.
- The School for Advanced Digital Technology deepened global education pathways through extensive engagement with students, families and institutional partners across Barbados, Jamaica and Trinidad — exploring opportunities in cybersecurity, software development, data analytics, media production and IT services.
- SAIT will have five representatives on Team Canada for WorldSkills 2026. The event, often described as the “Olympics of the trades” will take place in Shanghai in September.
- SAIT launched a new employee development framework in May 2025. *EMPower* fosters dialogue, focuses on growth opportunities and strengthens employee goal alignment to institutional priorities.
- Four new leadership streams were introduced as part of the Leadership Development Program for employees. The goals are to enhance employee

engagement and retention, provide greater strategic clarity, and foster a more cohesive organizational culture.

- SAIT employees have access to a selection of discounted Continuing Education and Professional Studies (CEPS) courses — promoted in partnership with Human Resources — to support ongoing learning and development.
- The Teaching and Learning Commons (TLC) facilitates program design and curriculum creation, fosters faculty development, champions digital innovation and engagement in scholarly activity, and advances program quality.
 - This past year, workshops offered through the TLC supported faculty to implement and integrate active learning strategies, AI and technology in the classroom.
 - SAIT become a signatory to the San Francisco Declaration on Research Assessment (DORA), a global initiative that promotes fair, responsible, and inclusive approaches to the evaluation of research and scholarly activity.
 - The TLC's Scholarly Activity Faculty Fellowship is supporting 12 emerging scholars through a cross-disciplinary community of practice.
 - The TLC hosted the Reimagining Learning: Transforming Teaching Together showcase in May 2025. More than 300 participants, from 12 institutions took part in 76 sessions during the three-day professional development event.
 - The Office of Academic Quality (OAQ) is finalizing an Academic Quality Framework at SAIT, with plans to launch for 2026/27. The framework will outline a system to ensure the academic quality and industry alignment of SAIT curriculum through evaluation, assessment and continuous improvement processes.
 - The OAQ supports SAIT's obligations to the Campus Alberta Quality Council (CAQC). During the reporting period, the office addressed feedback from the cyclical program evaluation of SAIT's Bachelor of Science Construction Project Management degree and submitted SAIT's Bachelor of Hospitality and Tourism Management cyclical program evaluation to CAQC.
 - The Cisco Chair is an annual award provided by Cisco Systems that supports and recognizes teaching excellence through technological innovation. 2025/26 recipients included three projects supporting student learning in the School of Health and Public Safety through immersive technology, AR/VR simulation and AI; as well as a project using AI tools to enhance student engagement through gamification in the School of Business.

Highlights: Scholarly Activity

SAIT faculty engage in a wide range of research and creative work that advances their own knowledge and enhances curriculum and program quality. Some examples are provided below.

- Bukharin, N., Farrokhzad, M., & Anisimov, E. (2025). Forensic analysis of long radius pipe bend erosion. International Pressure Equipment Integrity Association (IPEIA).
- Campo, J., & Li, S. (2025, June). Towards a theoretical framework of "framing" in engineering design. Proceedings of the Canadian Engineering Education Association (CEEA). <https://doi.org/10.24908/pceea.2025.19713>
- Carlgren, D. (2025, November). Games in Higher Education [webinar]. Leuphana University.
- Choquette, E. (2025, May). From Theory to Practice: The Role of AI Powered Virtual Simulation in Advancing Respiratory Therapy Education. Canadian Society of Respiratory Therapists (CSRT) National Conference, Ottawa, Ontario.
- Golightly, B. (2026, Nov). Oral Presentation of the Guidelines to be considered. Canadian Immunization Conference, Toronto, Ontario.
- Hashim, J. (2025, May). The Role of Patient Partners in Healthcare Education. World Physiotherapy Congress, Tokyo, Japan.
- Hussein, J. (2025, May). Augmented reality project for vision care students. Health Innovator Showcase: Advancing Healthcare through Simulation Summit, Edmonton, Alberta.
- Mooney, J. A., Chavez, L., Eckstein, A., Ishigo, J., Oliveira, H., & Setka, H. (2025). Seven Keys to a Scholarship of Teaching and Learning Response Community. Zenodo. <https://doi.org/10.5281/zenodo.17290476>
- Nagel, T. & Finneman, T. (2025). Generation Z and Rural News Work. <https://doi.org/10.1177/30497841261423241>
- Palmer, L. (2026, May). Creating gender-inclusive early childhood spaces: Educator strategies for inclusion. AECEA Essential Pieces Conference, Calgary, Alberta.
- Persaud, S. (2025). Integrating sustainability, technical skills, and cultural competencies: Educational insights from a volunteer-led off-grid PV project in Peru. Proceedings of SWC 2025, Fortaleza, Brazil, November 2025.
- Piercey, J. & Rutherford, J. (2025, May). Effective Communication of Radiation Risk in Nuclear Medicine. Canadian Association of Medical Radiation Technologists Conference, Jasper, Alberta.
- Pirnie, L. (2025, June). Tracing 'Sketchy': A Raymond Williams-Inspired Exploration of Keywords and the Cultural Practice of Drawing Lines. Canadian Sociological Association Conference, Toronto, Ontario.

- Ragan, T. (2025). One is Too Many and Not Enough. *Canadian Journal of Theology, Mental Health and Disability*, 5(1), 54–58.
<https://jps.library.utoronto.ca/index.php/cjtmhd/article/view/46684>
- Roberts, K. (2025, May). Breathe Easy While Caring for the Neurodiverse: An RT's Guide to Understanding and Supporting the 1 in 6. Canadian Society of Respiratory Therapists (CSRT) National Conference, Ottawa, Ontario.
- Russell, A. (2025, May). Medical Procedures and Their Impact on Pediatric Mental Health. Canadian Society of Respiratory Therapists (CSRT) National Conference, Ottawa, Ontario.
- Stefura, J., with Alberta and Saskatchewan post-secondary representatives. (2025, May). Collaborating Across Campuses: Building Bridges in Interprofessional Education [workshop]. Health Innovator Showcase: Advancing Healthcare through Simulation Summit, Edmonton, Alberta.
- Syeda A. F., Arthur, K. R., Nicol, J., Mooney, J. A., Collins, B. M., Beres, J., Siyaka, R., and Karns, M. (2025, June). Faculty perceptions of teaching culture at a polytechnic in Canada: Current versus desired state. Society for Teaching and Learning in Higher Education, Saskatoon, Canada.
- Wahdan, O. (2025, December). AI-Assisted OpenFOAM Case Builder & Cloud Runner. IEEE Conference, Calgary, Alberta.
- Wilton, L., Brett, C., Ip, S., Engineer, R., & Tassis, A. (2025). What is AI? The need for AI literacy in education. In G. Techibozo (Ed), *International Perspectives of Generative AI in Education: Insights from Research in Diverse Educational Contexts*, Vol 3, pp. 47-75. Springer. https://link.springer.com/chapter/10.1007/978-3-031-99804-1_4
- Zamrykut, O., Pattison, C.A. (2025, November). Traces of life: eDNA metabarcoding for biomonitoring and species detection in Alberta [poster presentation]. Alberta Society of Professional Biologists Annual Conference, Banff, Alberta.

Innovation leadership

Industry Connection | Expanded Learning Pathways and Advanced Credentials | Innovation through Applied Research | International Collaboration and Partnerships

- SAIT is partnering with global aviation leader Lufthansa Technik Canada (LTCA) to fulfill a critical demand for aircraft maintenance education. The partnership launched Alberta's first Gas Turbine Technician certificate at SAIT, along with a student sponsorship opportunity through LTCA's Fuel the Future initiative.
- Honda Canada donated cars and equipment to the School of Transportation and are delivering technician training on campus. Ford Canada donated a Mach-E to the

Automotive Program, giving students hands-on experience with advanced electric vehicle technology.

- Through semi-annual advisory summits, the MacPhail School of Energy brings together a diverse group of industry leaders to help chart the path forward for SAIT's energy programs based on the evolving needs of companies in the energy space.
- The School of Business, in partnership with the Teaching and Learning Commons, held a design session for the Property Management Diploma. More than 25 industry professionals provided key insights into sector challenges and trends.
- The School of Construction hosted the 61st Annual Associated Schools of Construction (ASC) International Conference 2025. As the first Canadian host, SAIT brought together more than 290 industry leaders, educators and students.
- SAIT's School of Manufacturing and Automation partnered in hosting the Advanced Manufacturing Summit in March, bringing together manufacturing leaders from across the Prairies to explore modern manufacturing practices and innovation strategies.
- A team from the Centre for Innovation and Research in Unmanned Systems (CIRUS) traveled to the Velos Rotors headquarters in the U.S. to receive Velos V-Twin aircraft flight training. The custom-designed drone has significantly greater lift capacity, enabling the integration of a wider range of sensors and payload systems.
- SAIT's Green Building Technology Access Centre and Alberta Native Friendship Centres Association collaborated to reduce carbon emissions, improve energy performance and lower operating costs for member Friendship Centres. Through a multi-year partnership, four Friendship Centres across the province have undergone energy-efficient retrofits.
- Five student research projects received funding through the Innovative Student Project Fund, including a project to address traffic congestion with AI, feed livestock through affordable automations, and an environmental DNA approach that uses spiderwebs to monitor wildlife.
- Bringing together applied research in GIS spatial analysis, hydrology and ecological monitoring, students in the Integrated Water Management and Environmental Technology programs created interactive visualization tools of the Bow River Basin to capture and examine Bow River flow and rainbow trout population trends.
- Two student teams from the School for Advanced Technology collaborated with SAIT's ARIS robotics team to develop an advanced robot simulator for industrial robots.
- Continuing Education and Professional Studies (CEPS) is facilitating the translation of CIRUS research outcomes into short-cycle, industry-responsive training, including customized and defence-oriented remotely piloted systems programs.

This approach expands training capacity beyond traditional diploma offerings to include professional upskilling and reskilling.

- CEPS welcomed Senegal's Minister of Vocational Training, a delegation from Colleges of Excellence (Saudi Arabia) and facilitated discussions between representatives from Alberta and Mexico during a tour of SAIT's Imperial Energy Innovation Centre.
- Memorandums of Understanding in Argentina are supporting the development of a new technical institute, as well as workforce development in the energy sector.

Highlights: New credit programs launched

- Bachelor of Technology, Fall 2025
- Electrical Trade and Technology Diploma, Fall 2025
- Pre-Health Sciences Certificate, Winter 2026

Foundational commitments

Learner Success | Valuing Employees | Industry Engagement | Supportive Learning and Work Environment | Indigenous Engagement | Health, Safety and Well-Being | Responsible Governance

- 98% of employers are likely to hire SAIT graduates in the future (2026 Employer Satisfaction Survey, 733 respondents)
- 87% graduate employment rate, 93% of graduates would recommend SAIT (2025 Graduate Employment Survey, 4,037 respondents)
- More than 1,000 people took part in Cybersecurity Awareness Month events throughout October. Programming included a speaker series on AI security and data protection, interactive booths across campus, weekly articles on emerging AI-powered threats and a cybersecurity escape room.
- End Point Management (EPM) is a cybersecurity safeguard that manages administrator-level access on SAIT-issued Windows workstations. EPM is part of SAIT's broader effort to strengthen cybersecurity, protect institutional data and modernize how we manage technology across the organization.
- The Environmental, Health, Safety and Wellness (EHSW) team, in partnership with Facilities Management, launched SAIT's new Hazardous Material Management program, improving campus safety and responsible material handling.
- EHSW hosted SAIT Safety Day in September. The event featured a safety info fair and a series of safety talks.
- SAIT has a new Emergency Response Plan (ERP). The ERP establishes the framework to ensure the institution is prepared to respond to a wide range of incidents and emergencies in a timely and coordinated manner.

- SAIT launched an Employee Well-Being Resources and Initiatives Survey to understand how employees access well-being resources.
- Student Development and Counselling launched SAIT's first Wellness Summit, Building Student Resilience through Supportive Campus Communities with 116 participants.
- SAIT recognized Consent Awareness Week. SAIT's Sexual Violence Program Coordinator and Educator collaborated with the SAIT Students' Association's Peer Support Centre to host an awareness event in the fall.
- The Indigenous Engagement Advisory Council unites 20 SAIT schools and departments to advance the Truth and Reconciliation Commission's educational initiatives.
- We celebrated the SAIT powwow in April, complete with dancing, regalia, drumming and a local artisan market.
- SAIT signed a Memorandum of Understanding with Indspire, a charity supporting education for First Nations, Inuit, and Métis peoples. Starting in 2026, Indspire will help Indigenous learners complete micro-credential courses, certificates and diplomas in energy and construction.
- On Red Dress Day, students and employees from Natoysopoyiis hung red dresses across campus — a visual commemoration and call to action to remember, honour and advocate for justice for Missing and Murdered Indigenous Women, Girls and Two-Spirit People.
- All SAIT employees and students have free access to 4 Seasons of Reconciliation. The training course is offered in partnership with the First Nations University of Canada in direct response to the 94 Calls to Action from the Truth and Reconciliation Commission of Canada.
- The Office of Community and Belonging launched demographic data collection to help make campus more inclusive.
- The first graduate of SAIT's Inclusive Post-Secondary Education Program crossed the stage and earned their Certificate of Recognition at Spring 2025 Convocation. The Inclusive Post-Secondary Education Program provides access to SAIT courses for students with disabilities to offer a higher education experience and increase their employment prospects.
- In June 2025, SAIT was selected to participate in the Dimensions Canada program, joining 17 other institutions in a national initiative to advance equity, diversity and inclusion in research.
- A series of neurodiversity workshops for SAIT staff and faculty were offered this fall, including Neurodiversity 101 and Effective Methods for Communicating with All Kinds of Learners.

- Training opportunities in Community and Belonging include: Intercultural Leadership, Introduction to Community and Belonging at SAIT, and PERS 148, a six-week blended learning experience designed to enhance intercultural understanding and communication.
- Mentorship Momentum brought together industry, alumni, faculty and apprentices to foster mentorship for women in the trades.
- The Industry Engagement Office serves as SAIT's central connector to industry, strengthening relationships that advance applied education, research, training and workforce outcomes. As stewards of SAIT's industry engagement data, the office provides a holistic view of industry relationships and insight to guide partnership growth.
- In Winter 2025, SAIT launched the Real Futures campaign and a new vision to transform how, who and what we teach. As of March 31, 2026, we have raised \$159 million against our campaign goal of \$150 million.
- Through AI-enabled productivity gains, innovation partnership growth and strategic infrastructure projects, SAIT continues to advance operational efficiency and revenue diversification.

How we work and learn #HereAtSAIT: OneSAIT Mindset

Highlights: Focusing on Learners | Igniting Innovation | Organizing for Collaboration | Streamlining Processes | Integrating Across Units

- SAIT was named one of Alberta's Top Employers for 2026. This is SAIT's 16th year receiving this recognition.
- SAIT was ranked #53 on CEOWORLD Magazine's Best Business Schools in the World for 2025 and is one of just 10 Canadian schools to make the list. SAIT was ranked #13 on CEOWORLD Magazine's Best Hospitality and Hotel Management Schools for 2025 and is the top Canadian school on the list.
- In March, the Reg Erhardt Library celebrated SAIT's impact in advancing open education across Alberta. The celebration included a workshop series supporting a Foundations of OER Certificate for faculty. As a founding contributor to Open Education Alberta, SAIT is helping make learning more accessible, flexible and affordable for students.
- The Office of Apprenticeship was established to drive operational excellence in apprenticeship education. The investment reflects SAIT's ongoing commitment to apprenticeship education and our leadership in the apprenticeship sector.
- Food Services and Student Services collaborated to address food insecurity among students, implementing a daily value meal program and installing a community

fridge stocked with food, available at no cost. According to a 2024 survey of Canadian campuses, more than 50% of the SAIT students who responded said food security was a challenge.

- SAIT faculty from across the institution were recognized for their dedication to teaching, learning and students at the annual Instructor Excellence Awards celebration.
- SAIT introduced a new Technology Framework to help align institutional technology decisions with Bold Futures, SAIT's strategic plan. The framework outlines principles to help every department implement technology that supports student success, operational excellence and innovation.
- SAIT is migrating to SharePoint to provide a secure, accessible and collaborative cloud-based platform, improving file sharing, version control, security and remote access, while reducing infrastructure and maintenance costs.
- A new Business Operations group within ITS will bring together skills and expertise from different areas into a more consistent, extended and sustainable support model.
- SAIT launched the Enterprise Data Initiative to establish data as a strategic institutional asset and create a coordinated approach to data governance, stewardship and decision-making across the institution. Through a new enterprise data enablement framework and steering committee, SAIT is building trusted, accessible and actionable data that supports learner success, operational excellence, innovation and future AI-enabled capabilities.

a. Student Supports and Resources

Outline and provide specific examples of the student support services and resources your institution offers that address the diverse needs of your students and help them to excel in and to complete their post-secondary studies (e.g., academic and career advising, financial and housing assistance, health and wellness services, etc.).

Student Services

Student Services advances innovative, student-centered services while fostering a welcoming, equitable and inclusive environment where all students can succeed. Student Services at SAIT includes:

- Academic Advising
- Career Advancement Services
- Lamb Learner Success Centre
- Natoysoyoyiis

- New Student Orientation/First Year Experience
- Reg Erhardt Library
- Student Development and Counselling

Highlights: Academic Advising

[Academic Advising](#) provides essential academic planning guidance while also offering emotional support that reduces stress and builds confidence.

- During the reporting period, Advising relaunched the Early Support Program — a referral system to connect students with the right support at the right time. Referrals to the program increased by 200% in the first six months, reaching more than 1,100 by year-end.
- The WaitWell appointment booking dashboard provides visibility to transfer data across different WaitWell locations, and students benefit from a more transparent appointment booking experience.

Highlights: Career Advancement Services

[Career Advancement Services](#) provides career readiness support to both students and alumni through industry mentorship and engagement opportunities, as well as support to help students successfully navigate their work-integrated learning course requirements.

- Career advisors conducted 189 classroom presentations, a 9% increase over last year, on topics, such as resume and cover letter writing, interview strategies, networking and professionalism, all tailored to specific industries.
- A new self-serve appointment system has streamlined the booking process, reduced wait times and improved same-day access to appointments. Since the launch, 1,228 students have used the system for in-person appointments.

Highlights: Lamb Learner Success Centre

The [Lamb Learner Success Centre](#) helps arrange accommodations for students with disabilities, offers financial advising services, hosts learning skills workshops and provides tutoring services.

- The Student Success Navigator role was introduced in July 2025 to address the growing complexity of student needs impacting well-being and academic persistence. This non-clinical role coordinates supports, develops individualized success plans and improves access to campus and community resources.
- The SAIT Apprentice Supports Team (SAST) was established to advance the Apprentice Supports Strategy and enhance services for apprentices across the institution.

- Financial Advising supported more than 4,000 students with student loan and Canada Apprentice Loan guidance, budgeting and connections to external resources. Additionally, 350 students in urgent need received support through the I.G. Lewis Emergency Fund, including grocery assistance.

Highlights: Natoysopoyiis

[Natoysopoyiis](#) is SAIT's Indigenous Student Support Centre. Natoysopoyiis offers academic advising, student success workshops, resources for navigating the post-secondary system and engagement with Elders and Knowledge Keepers.

- Students accessed critical material and cultural supports through Natoysopoyiis, including emergency funding, loaner laptops and engagement with Elders.
- Natoysopoyiis delivered cultural and community programming that fostered belonging, identity and wellness through Indigenous Women's Circles, Men's Circles, Pipe Ceremonies and a Feast marking the beginning and end of each semester.
- From Spring 2025 through Winter 2026, the Indigenous Housing Program Bursary supported 76 student placements, benefiting 39 unique Indigenous students. The bursary provides reduced on-campus housing costs and a monthly food allowance.
- The Indigenous Advisor team averaged 401 student engagement touchpoints per month, with January peaking at 577 touchpoints.
- Career-focused programming included a Professional Headshot event in collaboration with Career Advancement Services and lunch and learn sessions with employers and community partners, such as ATCO and Canada Bridges.
- A new artwork on campus in increasing awareness of Indigenous cultures on campus. Main artist Kristy North Peigan, a member of the Piikani First Nation, worked with Knowledge Keeper Darren Weaslechild and art collaborator Elder Grant Little Mustache to mesh traditional knowledge with contemporary technologies, creating an immersive mural representing the story behind the name Natoysopoyiis — the “holy wind lodge.”

Highlights: New Student Orientation and First Year Experience

A redesigned [New Student Orientation](#) program was successfully piloted in Winter 2025, featuring a SAIT Readiness Session — an interactive classroom-based orientation focused on building connection, awareness and belonging in new students.

As of April 2026, the redesigned program has run for four intakes, with outcomes improving each term. Learning assessments from Winter 2026 highlight the program's impact on student onboarding: 90% of respondents reported making positive peer connections, 93%

felt more prepared to be a SAIT student and 97% agreed they felt welcome at SAIT regardless of identity or background.

Highlights: Reg Erhardt Library, Archives and Copyright

SAIT's [Reg Erhardt Library](#) is a support resource for students, apprentices and faculty. The library assists with finding current, accurate information for research, assignments and projects, and provides a variety of services ranging from bookable study rooms to citation support.

- In March 2026, the Library refreshed three high-use study areas. The redesign addressed outdated layouts and introduced pilot study carrels to support focused learning.

Highlights: Student Development and Counselling

[Student Development and Counselling](#) (SDC) promotes the well-being and success of SAIT students through free counselling appointments, wellness outreach, substance misuse and harm reduction support, self-help tools (such as headversity, an app focused on building resilience) and crisis support.

- Student Development and Counselling (SDC) delivered targeted allyship training aligned with 2024 Canadian Campus Well-being Survey (CCWS) priority areas: substance use and suicide prevention. A total of 253 staff, faculty and student leaders were certified in QPR (Question, Persuade, Refer), AAA (Attention, Action & Assistance), Hope Ally, and Recovery Ally training.
- SAIT's Interfaith Centre is a vibrant community hub offering connection, reflection and support. Daily, about 40–60 students drop in and 15–30 visit the Student Food Pantry. Annually, the Meditation Room records around 1,995 visits.
- The Student Zen Den is a dedicated wellness space offering relaxation zones, weekly programming and a “living classroom” for building resilience skills applicable to school and work. Expanded in February 2026, utilization increased by 254%, with 21% of attendees being apprentices, highlighting the demand for wellness supports that address both physical and mental strain. The Zen Den was developed with funding from the Post-Secondary Student Mental Health Grant through the Government of Alberta.
- Counselling support includes same-day drop-ins, and live phone and Microsoft Teams support during business hours. Access to counselling is provided within an average of three days, with expedited options available based on need.

Office of the Ombudsperson

The [Office of the Ombudsperson](#) is committed to promoting fairness and due process within the SAIT community. Serving as an impartial resource, the Ombudsperson helps individuals understand their rights, navigate policies, and explore available options to address concerns effectively.

SAIT Residence

[SAIT Residence](#) has two on-campus residence towers available to students and visitors. Begin Tower offers studio apartments and two-bedroom, one-bathroom suites. East Hall offers private one-bedroom, one-bathroom and shared four-bedroom, two-bathroom suites.

SAIT offers semester, academic year and apprentice program meal plan options for any learner living in residence. Resident advisors, the Residence Life Coordinator and Manager of Residence Life support students transitioning into SAIT from high school, as well as mature students and apprentices. Residence amenities include a yoga studio, art studio and cardio fitness rooms.

Athletics and Recreation

With the closure of SAIT's Wellness Centre to accommodate the Taylor Family Campus Centre Redevelopment project, SAIT installed a temporary recreation facility to support athletics and recreation on campus. The temporary facility is about 15,000 square feet and features cardio machines, weights, fitness area and a full-size basketball court, which can also be used for badminton and volleyball. Locker rooms are equipped with showers and washrooms.

[Athletics and Recreation](#) hosted a series of free group fitness classes for students and employees during the year, including yoga and Zumba.

Community and Belonging

- [Community and Belonging](#) supported campus-wide recognition and programming for International Women's Day, Pride Week, Black History Month, Neurodiversity Celebration Week and National Day for Truth and Reconciliation
- SAIT was awarded a \$1.3 million grant by Employment and Social Development Canada (ESDC) through the Government of Canada's Canadian Apprenticeship Strategy to offer a Women in Skilled Trades Retention Program. The program runs until March 2028 and is focused on improving outcomes for women in construction and manufacturing trades across southern Alberta.

- SAIT's Women in Trades and Technology committee encourages, promotes and retain gender diversity and inclusion in the trade and technology industries and provide individuals with the tools and opportunities they need to meet their goals. WITT hosts monthly meet-ups to provide a support space for members to share experience, build connections and celebrate one another.
- The Neurodiversity Alliance is a volunteer committee of staff, faculty and students who provide programming and support to the SAIT community to enhance an inclusive climate, improve the student experience and reduce discrimination relating to neurodiversity.
- The Pride at SAIT Committee is a volunteer advisory committee working across SAIT and in partnership with the 2SLGBTQ+ community to provide a community at SAIT that is inclusive of and accessible to all individuals regardless of gender expression, gender identity or sexual orientation.

Welcome Centre

A Welcome Centre to support students is a central part of SAIT's new Taylor Family Campus Centre, scheduled to open in late 2027. The purpose of the Welcome Centre is to improve student engagement and enhance inclusion on campus.

During construction, the Welcome Centre has been hosting pop-up activations across SAIT's main and satellite campuses, connecting with more than 4,000 students and visitors this past year. The installation of an Interim Welcome Centre location is underway with plans to open for full-service delivery in Fall 2026.

Student Awards

SAIT's [Student Awards](#) program provides opportunities for credit and non-credit students across all stages of their learning journey.

Student awards funding has grown to \$10 million in scholarships and bursaries. Most awards fall under four categories: entrance, general, school-specific and government-funded.

- On Giving Day 2025, donors raised \$183,000 supporting student awards, labs and learning spaces, and student research through the Real Futures campaign.
- The Turning Points program supporting vulnerable youth now offers a bursary that covers the full SAIT application fee for current and former Turning Points high school students.

International Centre

SAIT's [International Centre](#) recruits international students and provides admissions assistance, immigration advising, engagement opportunities, Study Abroad administration, connections to academic supports and an inclusive environment from arrival in Canada to beyond graduation.

- The [Study Abroad Office](#) moved inside the International Centre in October 2025. Study Abroad destinations included: Switzerland, Costa Rica, Ireland, the United States, Belgium, Peru, Thailand, Morocco, Ghana, Australia, Singapore and Denmark. More than a hundred students and 15 faculty participated in outbound experiences; 20 students and two faculty took part in inbound experiences.
- In Fall 2025, the International Centre introduced Viva Engage to connect with students. The Microsoft app helps promote supports and services, while showcasing student experiences. About 3,700 students joined the app.
- The centre hosted food safety and handling sessions on campus with Alberta Health Services. Students received tips on eating well and grocery shopping, and were invited to participate in cooking classes. Students also had the opportunity to volunteer preparing lunches for school children through the Brown Bagging for Calgary's Kids organization.
- The centre is now engaged to support students and employees taking part in academic experiences outside Alberta but still within Canada, including exchanges. The engagement is designed to enhance safety and security.

b. Strategic Research Priorities

Outline your institution's strategic research priorities.

Describe how these priorities align with provincial strategies (Alberta 2030: Building Skills for Jobs, Alberta Technology and Innovation Strategy, etc.). For each priority area, describe key achievements (results or anticipated outcomes and impacts) and how they have contributed to the advancement of your institution's own strategic research priorities. Where possible, include quantitative indicators to support examples provided.

Institutions with emerging research strategies may focus on priority areas under development and describe foundational activities, early achievements, and intended outcomes.

Applied Research and Innovation Services Hub

The Applied Research and Innovation Services (ARIS) Hub at SAIT focuses on the direct application of knowledge and the creation of innovations to address industry and community-driven needs.

The ARIS Hub comprises 121,000 sqft of state-of-the-art research labs and facilities, a team of independent researchers and four applied research centres:

- Center for Energy Research and Clean Unconventional Technology Solutions (CERCUTS)
- Centre for Innovation and Research in Advanced Manufacturing and Materials (CIRAMM)
- Centre for Innovation and Research in Unmanned Systems (CIRUS)
- Green Building Technology Access Centre (GBTAC)

The ARIS Hub celebrated 20 years of applied research innovation and completed its first three-year strategic plan this past year. The plan centred on five priority areas:

- Commitment to Applied Research Excellence
- Elevate Life-Long Learning Engagement
- Promote the ARIS Hub
- Expand Partner Networks
- Enhance Internal Capabilities and Collaborations

These priority areas support the innovation leadership pathway within SAIT's institutional strategic plan for 2025-28, *Bold Futures*, along with SAIT's foundational commitments.

During the reporting period, several initiatives advanced these priorities in alignment with *Alberta 2030: Building Skills for Jobs* strategies, including “improve access and student experience,” “develop skills for jobs,” “strengthen internationalization” and “support innovation and commercialization.” Initiatives also align with the *Alberta Technology and Innovation Strategy*, particularly in the areas of “optimizing Alberta’s technology and innovation ecosystem,” “increasing the depth of Alberta’s technology and innovation talent pool” and “enhancing Alberta’s reputation as a leader in technology and innovation.”

- ARIS received \$7.885M in research funding (cash basis) for FY25-26, and during the same period, 19 grants were approved with a total value of \$4.5M.
- SAIT ranked fourth on Research Infosource Inc.’s list of Top 50 Research Colleges in Canada for 2025. SAIT ranked first in dollars secured per researcher and third in research income and industry research dollars.
- Research agreements increased by 50% from last fiscal year and ARIS achieved 100+ scholarly and professional outputs.
- The ARIS Hub supported 195 students through capstone projects, 14 through practicum placements and 341 in curricular presentations. More than 950 students took part in curriculum-based facility tours, 430 were engaged during industry nights and students fair and multiple mentorship and employment pathways further strengthened connections between students, faculty and industry partners. Student Innovation Funds supported 82 students across 24 capstone projects.
- In March 2026, ARIS hired an Indigenous Partnership Coordinator at SAIT to foster relationship-building and continued collaboration with Indigenous communities across Alberta.
- ARIS reps traveled to Cambridge Bay for the 2026 Kitikmeot Corporation Trade Show and Arctic Summit, connecting with local businesses, community members and partners.
- CIRUS is collaborating with Saskatchewan Polytechnic and the International Minerals Innovation Institute (IMII) on a project developing new imaging approaches to improve how potash mines are explored. The project is part of the first Prairie Polytechnic Innovation Network Accelerating Commercialization for Local Ecosystems (P2INACLE) project launch. P2INACLE connects polytechnics across the Prairies to deliver real solutions for industry.
- CIRUS is working closely with the School of Transportation to support SAIT’s Remotely Piloted Aircraft Systems (RPAS) certificate and diploma programming. The partnership enables student engagement through capstone projects, practicums and industry networking.

- CIRUS is engaged with the Technological University of the Shannon (TUS) in Ireland through an Automation Standards for Ports, Agriculture, and Mining project. The AutoPAM platform is designed to integrate diverse sensing and operational data into a single decision-support environment for complex industrial systems.
- CIRAMM secured a research grant totaling \$430,000 from the National Research Council (NRC) to advance the development of a low-carbon concrete material for sidewalks. This initiative, undertaken in partnership with the City of Calgary, will utilize innovative supplementary cementitious materials to support sustainable urban infrastructure.
- Construction is complete on CIRAMM's Robotics and Automation Lab. The enhancements strengthen SAIT's ability to conduct AI-based robotics research in Alberta, especially for the construction, aerospace, defence and advanced manufacturing sectors.
- A collaboration between ARIS and TUS identified collaboration opportunities in large-scale 3D concrete printing and advanced materials for solid-state hydrogen storage. The 3D concrete printing discussions combine CIRAMM's robotic additive manufacturing infrastructure with architectural design expertise from TUS.
- Three Once-Through Steam Generator pilot rigs, developed and operated by ARIS, were relocated to a unified lab at SAIT's Imperial Energy Innovation Centre campus, enhancing the research quality and capacity being conducted by the CERCUTS research group.
- CERCUTS is exploring opportunities to collaborate with TUS on hydrogen-focused research with an emphasis on hydrogen purity measurement and solid-state hydrogen storage.
- GBTAC is working with multiple TUS research groups on building materials, sustainability and construction technologies.
- GBTAC secured a new project valued at \$280,000 in partnership with Frog Lake First Nations and affiliated organizations. The initiative aims to establish advanced residential building standards tailored for First Nations communities and to enhance local capacity for the effective implementation of housing construction projects.
- GBTAC is collaborating with the World Technology Universities Network (WTUN) and the Atlantic Technological University (ATU) from Ireland through the WTUN Exchange Program.
- ARIS released a new applied research strategy in May 2026.

c. Collaboration with Other Learning Providers

Outline your institution's collaboration with other learning providers such as First Nations Colleges, publicly funded post-secondary institutions, or Private Career Colleges, specific to:

- a. *Brokered programs*
- b. *Collaborative delivery (satellite or other arrangements)*
- c. *Institution-level research collaborations*
- d. *Learner pathways (e.g., transfer credit for courses/programs)*

Transfer credit and agreements

This past year, SAIT awarded 3,782 Prior Learning Assessment and Recognition (PLAR) and transfer credits, reducing tuition costs for 471 students and enabling them to finish their program quicker.

SAIT expanded policies and procedures for recognition of prior learning and is currently the only post-secondary institution in Alberta that offers a PLAR credit bank for pre-approved training.

SAIT works closely with the Alberta Council on Admissions and Transfer (ACAT), the Alberta Post-Secondary Institution Micro-Credential Forum, Alberta Deans of Business and the Canadian Military, Veteran and Family Connected Campus Consortium (CMVF3C).

SAIT has eight Non-Commissioned Member Subsidized Training and Education Plan (NCMSTEP) programs offering full-time paid training or education for authorized courses of study related to military occupations.

Highlights: New and renewed national transfer agreements

University of Lethbridge

- Graduates of SAIT's Advanced Care Paramedic, Diagnostic Medical Sonography, Medical Laboratory Technology, Medical Radiologic Technology, Nuclear Medicine Technology or Respiratory Therapy diploma can further their studies in the Bachelor of Health Sciences in Public Health
- Graduates of SAIT's Rehabilitation Therapy Assistant diploma can receive advanced standing in the Bachelor of Therapeutic Recreation, third year.

University of Calgary

Graduates of the following SAIT programs can ladder into the Schulich School of Engineering's Bachelor of Science, Energy Engineering:

- Chemical Engineering Technology
- Mechanical Engineering Technology – Design and Analysis
- Mechanical Engineering Technology – Design and Automation
- Mechanical Engineering Technology – Design and Development
- Petroleum Engineering Technology
- Power Engineering Technology

University of New Brunswick

Graduates of SAIT's Geomatics Engineering Technology diploma can ladder into:

- Bachelor of Science in Engineering with a major in Geomatics Engineering with advanced standing of 54 transfer credits
- Bachelor of Science in Geomatics with advanced standing of 48 credits

NAIT

- Renewed transfer agreement for NAIT's Hospitality diploma graduates to ladder into SAIT's Bachelor of Hospitality and Tourism Management

Highlights: International transfer agreements

SAIT has signed a new transfer agreement with Ireland's Technological University of the Shannon (TUS) for the following programs:

- Graduates of SAIT's Fitness and Wellness Management diploma are eligible to transfer into the Bachelor of Science in Applied Sports Science with Strength and Conditioning.
- Graduates of SAIT's Early Childhood Education diploma are eligible to transfer into the Bachelor of Arts in Early Childhood Education and Care.

Graduates of SAIT's Bachelor of Hospitality and Management can further their studies at Les Roche in Switzerland in the following programs:

- Master of Science in International Hotel Management
- Master of Science in Marketing Management in Luxury Tourism
- Master of Science in International Hospitality Management

Collaborative education initiatives

- In October, more than 1,100 students from 18 health professions at SAIT, Medicine Hat College, and the University of Calgary joined the Health Professions Fair, an inter-professional education event. Supported by nearly 100 faculty and staff, students participated in case-based, patient-centered learning to improve teamwork and role understanding.

- SAIT faculty and students launched Teaching Enhancement Projects across the domains of Artificial Intelligence, ethics and sustainability in collaboration with the Technological University of the Shannon (TUS) in Ireland.
- SAIT partnered with Mount Royal University and the University of Calgary in the “Bridging the Bow – Connecting Calgary's Scholarship of Teaching and Learning Communities” initiative, now in its second year.
- SAIT’s Continuing Education and Professional Studies team, together with the University of Calgary, Mount Royal University and the Alberta Micro-Credential Forum, hosted a two-day symposium on micro-credentials in Alberta. The event brought together leaders from education, industry, and government to discuss innovations, challenges, and opportunities in workforce development and lifelong learning under the theme "Navigating the Future."
- SAIT, University of Calgary, University of Saskatchewan and Medicine Hat College developed a unique student-led online interprofessional education event, The Conflict Code: Unlocking Team Dynamics.
- SAIT’s Student Development and Counselling team hosted Healthy Campus Alberta’s Southern Alberta Regional Gathering.

Collaborative research initiatives

- Labs4 is a Canada-wide network of colleges and universities that supports research for entrepreneurship projects. SAIT is the Labs4 Southern Alberta Hub, helping connect students with expertise at SAIT, the University of Calgary, Red Deer Polytechnic, Lethbridge Polytechnic, University of Lethbridge and Olds College. Labs4 provides approved projects with commercialization, plus a stipend of \$10,000 funded by the Natural Sciences and Engineering Research Council of Canada and Mitacs. Research projects from the first-ever cohort this past year include: creating automotive hand controls for drivers with disabilities, bringing carbon-capture technology to breweries, and scaling an ambient-condition platform for ammonia, H₂S and phosphate removal in wastewater systems.
- SAIT’s Applied Research and Innovation Services (ARIS) Hub co-hosted the annual Alberta Corridor Technical Symposium at Red Deer Polytechnic. The symposium, which also includes NAIT, brings together funders, industry, collaborators, community members and students, to celebrate applied research in action. There were 180 registrants, 28 impactful presentations and 10 posters by students.
- Over the past year, ARIS launched the Alberta Research Network (ARN) in collaboration with NAIT, Red Deer Polytechnic, Northwestern Polytechnic and Olds College. The purpose of the ARN is to drive innovation, economic growth and

industry collaboration across Technology Access Centers and applied research centers in Alberta.

Youth program collaborations

- More than 300 students from 20 school boards joined 15 dual credit programs, including the new pre-employment heavy equipment technician course. SAIT offers the largest dual credit program in the province.
- The MacPhail School of Energy, in collaboration with SAIT Youth Initiatives, hosted 175 junior high and high school students from six schools — Cochrane Christian Academy, Discovery Trails Online School, Horseshoe Crossing High School, Indus School, Bow Valley High School, and Inside Education — at the Global Energy Show. Students engaged in four immersive, hands-on activities and attended presentations by SAIT faculty and staff. Topics included careers in sustainable energy, women in trades, environmental fieldwork, smart grid technologies and global energy access.
- The SAIT Youth Initiatives team received the Friends of Education Award from the Calgary Board of Education. Each school board is able to nominate one partner organization for this award.
- More than 120 junior high students visited campus in the fall for SAIT's Exploring Skilled Trades for Girls event. The students, in Grades 7–9, had the opportunity to try hands-on activities ranging from bricklaying and autobody to motorcycle mechanics, refrigeration, roofing, welding and woodworking.
- Leading up to the International Day of Women and Girls in Science, SAIT's Centre for Innovation and Research in Advanced Manufacturing and Materials (CIRAMM) welcomed a group of 16 girls through Operation Minerva, a mentorship program designed to inspire a sense of belonging in STEM. The students explored hands-on activities in advanced manufacturing, robotics and automation, 3D printing and advanced materials characterization.
- The Exploratory Building Trades program, a partnership between Mattamy Homes, the Calgary Board of Education (CBE) and SAIT's Youth Initiatives, gave 10 Calgary-area high school students the chance to spend three months sampling the skilled trades. The students took part in a build project at SAIT and took part in field trips to fabrication facilities and site visits to Mattamy Homes's Carrington community.

4. Financial Information

a. Budget Variances - By Function

Category	Budgeted Amount (in Thousands)	Actual Amount (in Thousands)	Variance (in Thousands)	Variance Explanation
REVENUES:				
Government of Alberta grants	\$175,045	\$187,605	\$12,560	Higher than budget due to in-year Apprentice Learning Grant funding to support increased apprenticeship demand, additional funding for collective bargaining-related cost pressures, and recognition of expended capital contributions from completed projects.
Federal and other government grants	\$11,173	\$10,567	\$(606)	
Student tuition and fees	\$228,139	\$214,005	\$(14,134)	Lower than budget reflecting lower international student enrolment following policy changes by Immigration, Refugees and Citizenship Canada, partially offset by modest growth in domestic enrolment and apprenticeship activity.
Sales of services and products	\$31,390	\$31,586	\$196	
Donations and other contributions	\$17,555	\$19,926	\$ 2,371	Higher than budget primarily due to a one-time in-kind land donation, partially offset by lower utilization of restricted funds.

Investment income	\$7,350	\$13,786	\$6,436	Higher than budget due to favourable interest rates and higher dividend earnings on portfolio investments.
EXPENSES:				
Instruction	\$145,074	\$146,234	\$(1,160)	Higher than budget to support growth in apprenticeship enrolments, partially offset by decreased costs related to non-credit program deliveries.
Operational	\$84,756	\$79,681	\$5,075	Lower than budget reflecting lower utility costs following the termination of the consumer carbon levy and reduced spending on planned projects, partially offset by asset retirement obligation remeasurement liability and increased amortization due to the timing of capital project completions and recognition of additional assets.
Academic support	\$71,669	\$68,866	\$2,803	Lower than budget due to labour cost savings from vacancies and employee turnover, partially offset by one-time workforce adjustment costs.
Student support	\$48,455	\$46,713	\$1,742	Lower than budget mainly due to lower international student recruitment commissions and labour cost savings from vacancies.
Computing and communication	\$47,617	\$43,196	\$4,421	Lower than budget reflecting reduced costs for technology and business process modernization projects, as well as labour savings from vacancies

Administration	\$37,501	\$33,691	\$3,810	Lower than budget reflecting labour cost savings from vacant positions and employee turnover.
Other	\$35,580	\$41,170	\$(5,590)	Higher than budget driven by increased costs to support food outlet sales, research initiatives, and higher repairs and maintenance for ancillary services.

b. Audited Financial Statements

Ensure your audited financial statements are included in your Annual Report.

Audited Financial Statements included in Annual Report? Yes.

Please provide the URL to where audited financial statements are posted.

<https://www.sait.ca/assets/documents/about-sait/fiscal-2025-26-consolidated-mda-financial-statements-and-notes-web.pdf>

5. Self-Generated Revenue

A summary of revenue generated in 2025-26 from all sources other than Government of Alberta

Revenue streams are categorized and accompanied by brief descriptions of the related activities.

a. Tuition and Mandatory Fees

Revenue Source	Description	Annual Revenue (in Thousands)
Domestic Tuition	Credential programs fees for domestic students	\$84,671
International Tuition	Credential programs fees for international students	\$82,170
Continuing Education Fees	Continuing education tuitions	\$14,173
Apprenticeship Tuitions and fees	Apprenticeship tuitions, materials and lab fees	\$11,620
Mandatory Non-Instructional Fees	Student support, Technology and recreation and athletic fees	\$12,863
Other Mandatory Student Fees	Other student fees i.e. Application and administration fees	\$7,121
Youth educational initiatives	Dual credit and summer camps tuitions	\$1,387
Subtotal		\$214,005

b. Donations and Investment Income

<i>Revenue Source</i>	<i>Description</i>	<i>Annual Revenue (in Thousands)</i>
Donations	Cash donations	\$10,965
Donations in kind	Non-Cash donations of assets/property	\$ 3,991
Investment income	Income from investment activities	\$13,786
Subtotal		\$28,742

c. Research Grants

<i>Grant Source</i>	<i>Description</i>	<i>Annual Revenue (in Thousands)</i>
Applied research grants	Grants received from federal and other governments for research activities	\$3,866
Applied research revenues	Industry partners	\$1,215
Subtotal		\$5,081

d. Other Grants

<i>Grant Source</i>	<i>Description</i>	<i>Annual Revenue (in Thousands)</i>
Other grants	Grants from other provinces, federal & municipal grants non research related	\$5,421
Subtotal		\$5,421

e. Auxiliary / Ancillary Services

<i>Service</i>	<i>Description</i>	<i>Annual Revenue (in Thousands)</i>
Residence	Student residence revenues	\$7,167
Parking	Parking services revenues	\$5,672
Ancillary revenues	Conference Services, facility rentals and food sales	\$1,901
Bookstore	Net bookstore sales	\$602
Ancillary revenues	Other, convenience copiers, Xerox graphics	\$656
Health Clinic	Campus medical services	\$236
Ecard services	Student ecard revenues	\$243
Recreational program fees	Fees associated with recreational programs	\$108
Module Sales	Sales of instruction modules	\$78
Subtotal		\$16,663

f. Academic Enterprise

<i>Enterprise</i>	<i>Description</i>	<i>Annual Revenue (in Thousands)</i>
Culinary School Restaurants and Outlets	Revenues generated from the culinary student run restaurant and outlet sales	\$3,348
Dental Clinic	Student supported Dental Clinic running from January - May and September - December	\$159
Subtotal		\$3,507

g. Land Trusts and For-Profit Ventures

n/a

h. Other

Revenue Source	Description of Primary Business and Areas of Operation	Annual Revenue (in Thousands)
Corporate customized training	Corporate client deliveries including international projects	\$3,819
Other Revenues	Revenue from miscellaneous items, non-reoccurring	\$3,494
Expended Capital Recognized as Revenues	Related to non AB gov't grants and donations	\$6,251
Academic partnerships	Individual Learner Modules partnership and Joint Venture	\$ 2,887
Subtotal		\$16,451
Grand Total		\$289,870

6. Capital Report

Provide an overview of your institution's capital plan and include the total project costs and detailed funding source breakdowns for each of the following categories: Government of Alberta, Government of Canada, institutional funds, donations, foundations, and industry. For each funding source category specify the percentage of contribution from each source to each project, and amounts received to date.

a. Top Three Priority Projects

Define and describe your top three priority capital projects proceeding within the next three to five years that exceed either \$2.5 million or 50% of your institution's Infrastructure Maintenance Program grant, whichever is greater. These projects may include infrastructure supporting high-demand programs, research initiatives, critical health and safety improvements, or essential information technology systems.

Project 1

Taylor Family Campus Centre	In construction		
Description	Total Project Cost	Start Date	End Date
Development of classroom, study, and student academic and collaboration space crucial for expanding education programs including a student-focused Welcome Centre, collaboration rooms, classrooms, and health and wellness facilities.	\$300,000,000	March 2023	March 2027

Funding Sources

Source	Amount	Percentage	Received to Date
Government of Alberta	\$30,000,000	10%	\$30,000,000
Government of Canada	-	0%	-
Institutional Funds	\$120,000,000	40%	\$120,000,000

Donations	\$40,000,000	13%	\$16,530,000
Borrowing/ Debt	\$110,000,000	37%	-
Total	\$300,000,000	100%	\$166,530,000

Project 2

Aviation Space Expansion	Pending funding approval
--------------------------	--------------------------

Description	Total Project Cost	Start Date	End Date
Functional programming, project planning and construction of a building with lab and classroom space dedicated to expand SAITs aviation and drone learning.	\$108,000,000	April 2025	April 2030

Funding Sources

Source	Amount	Percentage	Received to Date
Government of Alberta	\$108,000,000	100%	-
Government of Canada		0%	
Institutional Funds		0%	
Donations		0%	
Industry		0%	
Total	\$108,000,000	100%	-

Project 3

Central Utilities Plant	Pending funding approval
-------------------------	--------------------------

Description	Total Project Cost	Start Date	End Date
To advance planning, design and construction associated with a new Central Utilities Plant.	\$127,000,000	April 2027	September 2034

Funding Sources

Source	Amount	Percentage	Received to Date
Government of Alberta	\$127,000,000	100%	-
Government of Canada		0%	
Institutional Funds		0%	
Donations		0%	
Industry		0%	
Total	\$127,000,000	100%	-

b. All Other Projects

Name and Description	Type	Total Cost	Current Status
Elevator Modernizations	Maintenance	\$6,400,000	Pending funding approval
Imperial Energy Innovation Centre	New	\$7,500,000	In Progress

Steam Boiler Replacement	Maintenance	\$11,500,000	In Progress
John Ware Redevelopment	Preservation	\$60,000,000	In Progress
Total		\$85,400,000	

7. Mandatory Non-Instructional Fees Reporting

Mandatory non-instructional fees (MNIFs) are paid by students to support specific goods and services that enhance the student experience. MNIFs are:

- not tuition fees as defined in the Tuition and Fees Regulation;*
- required to complete programs approved under the Programs of Study Regulation, established under the Skilled Trades and Apprenticeship Education Act, or approved under the Student Financial Assistance Act;*
- not membership fees for a student organization; and*
- are cost-recovery based.*

PSIs must report on MNIFs to demonstrate compliance with Section 61(5) of the PSLA and Section 7(1) of the Tuition and Fees Regulation. This reporting ensures transparency regarding the cost-recovery nature of these fees and verifies that goods and services supported by each MNIF are related.

a. MNIF Financial Summary

<i>Fee Name</i>	<i>Supported Goods / Services</i>		<i>Budgeted Amount (in Thousands)</i>	<i>Actual (in Thousands) Amount</i>	<i>Variance Explanation</i>
Athletic/Recreation Fee	Supports recreation and fitness facilities, movement classes, wellness programs, student events, intermural activities, varsity sports programs, and a variety of student engagement initiatives offered throughout the academic year.	Revenue	\$4,300	\$4,102	
		Expense	\$(5,140)	\$(5,630)	
Technology Fee	Supports improvements to cybersecurity to protect students and institutional information, access to learning materials outside of the classroom, and technology to enhance the student experience.	Revenue	\$4,670	\$4,466	Streamlined reporting of goods and services funded through technology fees
		Expense	\$(30,355)	\$(15,949)	

Student Services Fee	Supports services that enhance student success, well-being, and academic experience. These include academic advising, library access, counselling, accessibility supports, Indigenous student services, student awards, and career development. It also funds student engagement initiatives, student employment opportunities, learner success programs, and offices that provide advocacy and academic partnership support.	Revenue	\$4,500	\$4,295	
		Expense	\$(12,531)	\$(10,995)	
Total Net			\$(34,556)	\$(19,711)	

b. Compliance Statement

Confirm whether any new MNIFs were introduced or existing MNIFs substantively changed (including changes to scope of goods/services or student population) during the reporting period. For any new or substantively changed MNIF, confirm that written approval was obtained from each of the institution's students' councils as required under Section 61(6) of the PSLA, and that appropriate consultation was conducted with student organizations prior to implementation.

Were any new MNIFs introduced or existing MNIFs substantively changed during the reporting period? No.

8. Free Speech

Institutions are required to share their free speech policy, as well as an overview of cancelled events and free speech related complaints that occurred throughout the past year.

a. Free Speech Policy Information

Provide the URL where your institution's free speech policy is publicly posted and detail any amendments made to the policy during the reporting period:

- Freedom of Expression statement: <https://www.sait.ca/about-sait/policies-and-procedures/freedom-of-expression>
- AC.2.18 Academic Freedom Policy: <https://www.sait.ca/assets/documents/about-sait/policies-and-procedures/academic-student/ac-2-18-academic-freedom.pdf>
- AD.4.7.1 Use of SAIT's Facilities for Non-Academic Activities Procedure: <https://www.sait.ca/assets/documents/about-sait/policies-and-procedures/administration/ad-4-7-1-non-academic-activities.pdf>

No amendments were made during the reporting period.

b. Cancelled Events

For each event cancelled during the reporting period that involved free speech considerations, provide the event name and originally scheduled date, explain why the event was cancelled, detail the decision-making process and policies considered, and how it was resolved.

No events were cancelled for reasons related to free speech during the reporting period.

c. Free Speech-Related Complaints

Describe any complaints related to free speech policies within the time frame including number of complaints, description, context and complaint resolutions.

No complaints related to free speech policies were received within the reporting period.

d. Complaints Process and Contact

Provide information on your institution's free speech complaint mechanism including a clear point of contact for complaints.

As per the process set out in policy AC.2.18 Academic Freedom, members of the SAIT community who believe their freedom of expression has been infringed may apply to the Vice President Academic for resolution of their complaint.

Contact for complaints: Vice President, Academic Dr. Janet Welch

e. Additional Information

Report additional concerns in relation to campus free speech that are not captured in the above measures.

No additional concerns.

9. Board of Governors Training on For-Profit Ventures

Provide an overview of the training opportunities for board members on for-profit ventures, including responses to the questions below and a description of training materials. Include relevant materials as a separate attachment.

- a. Have all current board members completed for-profit ventures training? Yes.*
- b. When did current board members last complete for-profit ventures training? March 6, 2026.*
- c. Provide a brief description of the training materials used and include relevant materials as a separate attachment.*

SAIT's Board of Governors received training on for-profit ventures and self-generated revenue. The training materials provided an overview of Board oversight responsibilities, categories of self-generated revenue, approval requirements, risk considerations, and annual reporting obligations.

